

CHAPTER I INTRODUCTION

A. Background of the Study

There are four abilities that must be acquired when teaching English: listening, speaking, reading, and writing. Writing is a useful skill for communicating via written language. Many learners used this written language to transmit messages, ideas, and information, among other things.

According to White (1986:10), writing is the process of communicating ideas, information, expertise, or experience and comprehending the writing in order to acquire knowledge or some information to share and learn. That is, writing is a skill that a writer uses to convey information to his or her readers. The majority of individuals, particularly in our modern era, obtain knowledge without having to write it down. Thus, writing ability is a necessary talent for anyone who want to communicate their thoughts. There are numerous sorts of text in writing ability; in this study, the study focused on recount text in several elements of generic structure, social function, and linguistic characteristic that are generated by senior high school tenth grade students in their writing results. A recount text is a type of tale that details prior events or experiences. The recount text describes one of our previous activities, such as the activity itself, as well as holiday and seminar activities.

Writing skills are regarded as the most difficult to acquire in language learning; in terms of abilities, producing coherent and lengthy writing is likely the most challenging task in language. Writing skills are complicated and can

be challenging to teach since they require knowledge of not only grammar and rhetoric but also conceptual and assessment factors. At first, the English teacher at this school taught his students to learn to write with self-taught, after writing the teacher would check the students' writing and then give a grade. However, it turns out that this method is not effective in improving students' writing skills. Then the teacher looks for fun but still effective techniques to improve students' writing skills. Then the teacher decided to use the chain writing technique.

According to Cahyono (2011), chain writing (estafet writing) is a type of active learning strategy that involves students actively composing narrative essays in groups or chains. The technique is most likely a game designed to attract pupils' attention in recount text. This is confirmed by additional research that demonstrates the benefits of introducing games into the learning process. In comparison to group learning (cooperative learning), which is a style of instruction in which students collaborate to accomplish certain goals and complete a task, chain writing has unique qualities. In chain writing, students must contribute their creativity by writing one sentence that becomes a text; members of the group are not permitted to discuss what they intend to write, and they are evaluated individually rather than in groups. According to Magee, Bronagh. E (1993), in chain writing, each student begins a story and after a specified time period, the story is handed on to other students, who add their input and continue the story. This procedure is repeated until the stories have come full circle and each student receives the original paper. It is critical

to adhere to the time constraints set by the teacher; however, the teacher may opt to alter or amend the direction of this exercise.

The use of chain writing gives many benefits in teaching writing. One of the benefits are helped to develop students' process in making recount text. Besides, each group can express their feelings and ideas into fragments of text nicely. According to Cohen (1994), work groups such as chain writing can be used as a tool for increasing the learning objective. This strategy will increase the level of power thinking, the growth of social conduct, the way interactions are organized, and the ability to manage academic solidarity in the classroom.

The teacher has been doing the teaching learning process through the Chain Writing technique for 1.5 years. On the first day of doing this technique by the teacher, the students were a little awkward, because all students had never done this technique before. The chain writing technique applied by using pictures as initial instructions and students describe the images into a text. Because this technique can also develop the imagination of students, then the next day, students enjoy to use it in learning recount text. It was difficult for the students at first because it was their first time doing it, but as time went on and the teacher explained it well, the students of SMA Swasta Tunas Harapan began to feel confident and liked learning chain writing.

According to preliminary observations made throughout the teaching and learning process at SMA Swasta Tunas Harapan, students demonstrated that the majority of students are confused about what they are going to write,

which causes them to give up writing because writing follows a set of rules. Because the pupils are unable to write recount texts properly, they require a different strategy to improve their writing ability through chain writing. The researcher wishes to investigate the teaching process through the use of the chain writing technique.

Based on the explanation above, the researcher is interested in doing research with the title: **“Chain Writing Technique in Teaching Writing Recount Text for X Grade Students at SMA Swasta Tunas Harapan”**.

B. The Problems of the Study

Based on the background of the study, the problems of this study are formulated in the form of question as stated below:

1. How is the chain writing technique implemented in teaching writing recount text at SMA Swasta Tunas Harapan?
2. What are the barriers faced by the students in writing recount text using chain writing technique at SMA Swasta Tunas Harapan?

C. The Objectives of the Study

Based on the identification above, the objectiveness of the study are:

1. To describe the implementation of chain writing technique in teaching writing Recount text at SMA Swasta Tunas Harapan.
2. To reveal the barriers faced by the students in writing recount text using chain writing technique in SMA Swasta Tunas Harapan.

D. The Scopes of the Study

The scopes in this study are the English teacher and students in X grade students at SMA Swasta Tunas Harapan. This study will observe how the teacher uses chain writing technique in teaching writing recount text.

E. Significance of the research

The result of this research is expected to be useful for theoretical and practical benefit.

1. Theoretically

The result of this research is expected to provide the overview of the implementation of chain writing in teaching writing recount text used by English teacher in SMA Swasta Tunas Harapan.

2. Practically

a) For the students

Students are expected to like following the English class and be encouraged to develop their writing skills.

b) For the teacher

The teacher should be more inventive in creating an attractive and engaging classroom environment conducive to teaching recount text composition. Additionally, the teacher must pay attention to the kids. The teacher should have a variety of ideas for implementing Chain Story as a strategy that not only assists students with writing but also motivates them to develop additional skills.

It is expected to provide new information for the teachers in choose technique to improve their students' skill in writing that can be applied in the classroom. Hopefully, Chain Writing Technique give a significant contribution to Senior High School teachers in teaching writing.

