#### CHAPTER I

#### INTRODUCTION

This chapter provides the background of the study that describes the reasons why the researcher intends to conduct the study, because of those reasons. Problem of the study, objective of the study, and significance of the study are formulated. Next, the scope and limitation of the study is presented. Finally, the last part is the definition of key term is given to avoid misunderstanding of key terms.

## A. Background of the study

There are some problems were found in teaching learning process when the teacher gives writing material to second grade in MTs Jabal Noer Taman Sidoarjo, especially to write descriptive text. The first problems is the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas and sentences are not clearly stated the ideas and the sentences are not well organized, error in vocabulary and spelling. The second is the students have low motivation and are not interested in doing the task since the writing activity is conducted. The students are not trained to write their own free writing and explore their ideas it. Some of the students in the class tend to hide from the teacher. Without They prefer sitting calmly to doing assignment from their teacher because the teacher never give appropriate material for writing skill. Usually, the students are asked to write sentences and paragraph without being given some clues and the teacher never

give the media to the students. So that it is difficult for them to express their ideas on a piece of paper. Beside that, the students have difficulty at telling their experience. This is because writing is difficult for them since they have to master enough vocabulary, spelling and grammar.

Writing is one of skill in English. It's difficult and complex subject, because it can not come automatically. It requires some experiences, talent and a lot of regular activities. Writing is different from other skills, such as: speaking, listening and reading. In speaking skill we can clarify our messages by using intonation, expression and gestures. But in writing the writer should express their feelings, thoughts, and opinions on word from clearly to the readers. The writers' have highly varied of writing especially in composing processes, although there are any differences between composing first language and second language.

We can see the application of English in many sophisticated devices which use written English in their guidance and in the modern world. Written language has a number of functions in every day life. They are as follows: the first function such as the sign on the public places, product label; instruction, and etc. The second function is related with the information from newspaper and magazines, non fiction books, advertisement, public notices, etc. The third is related with entertainment such as comic series, fiction book, poetry and drama, films, games and so on. Actually, there are so many kinds of writing necessities such as, business admiration, secretary work,

White. Ronald V, New ways in teaching writing. (ILLnois; tesol. Inc. 1995) P.5

literature, journalism and so on. English should be mastered by the students. Since it is a compulsory subject.

There are several media that can be used in teaching English. For instance, teaching media. Pictures are commonly used as one of simple. Picture is relatively cheap to use in the classroom. Picture can help teacher reach instructional purpose.<sup>2</sup> By using picture also the students can understand the material well so they will not forget it easily.

Some reasons for teaching writing to students and of English as a foreign language are reinforcement, language development and learning style. The most important is writing skill has great role in teaching english. Students need to know how to write letters and how to put written reports together. The chained writing is implemented by joining together to write a composition then the students have to write in turn with their partner. This case is supported by elements of good writing such as content, vocabulary, language use, mechanic and style to become good composition.<sup>3</sup>

Chained writing is a method of writing to arrange paragraphs make and enable to make a good writing by combining different sentences.<sup>4</sup> The students are trained

<sup>&</sup>lt;sup>2</sup> A. Rohadi. Media Instruksional Edukatif (Jakarta: PT. Rineka Cipta, 1997) P. 6

<sup>&</sup>lt;sup>3</sup> Hedge Tricia. Writing, (Oxford University Press, 2005) P. 121.

<sup>&</sup>lt;sup>4</sup> Roblyer. *Integrating. Educational Technology into Teaching.* (India: Person Education, Inc: 2006), P. 253

to make different sentences and then they combine those sentences into a good paragraph.

There are some schools that used chained writing technique in teaching writing to improve students writing skill. But this method is not applied in MTs. Jabal Noer Taman-Sidoarjo. The use of this technique to improve writing skill attracts the students to response because they can open dictionary and can cooperate with their friends.

By referring to the previous research which had been conducted by Chandika entitled "Chain Writing and Whole Class Involvement" this research is descriptive qualitative stud. And the researcher just wanted to observe whether the use of chain writing is effective or not for writing skill.

Based on the background description, the researcher intends to have an action research to implement the use of chained writing to improve students' writing skill.

## B. The Problem of The Study

 Can chained writing improve the students' achievement in writing skill at second grade of MTs. Jabal Noer Taman- Sidoarjo?

### C. Objective Of The Study

Derived from formulated problems above the purpose of the study are:

 To know whether the use of chained writing technique can improve students' achievement in writing skill at second grade of MTs. Jabal Noer Taman- Sidoarjo.

## D. Significance of The Study

The result of the study are expected to be useful for:

- 1. Teacher, this study give a contribution for development of English teaching, especially in writing skill.
- 2. Students, this study give experience of learning writing.
- 3. Readers, this study give some accurate information to design material and improve the writing skill.
- 4. Researcher, this study provide scientific knowledge.

#### E. Scope and Limitation

This study is focused on the teaching learning process using chained writing as teaching technique to improve students' writing skill. So the researcher will do the actions research with the limitation below:

- The research was implemented to second grade students' of MTs. Jabal Noer Taman Sidoarjo.
- Among the four skills of English, the researcher focuses more in writing skill.

- 3. The researcher introduced and used a technique of chained writing in teaching writing at second grade .
- 4. The topic of using chained writing technique is limited into: Garden my favorite animal, favorite plant, and education.

# F. Definition of key terms

Chained writing

Chained-writing technique is a method of writing to arrange paragraphs make and enable to make a good writing by combining different sentences. The students are trained to make different sentences and then they combine those sentences into a good paragraph.<sup>5</sup>

<sup>&</sup>lt;sup>5</sup> Roblyer. *Ibid*, P. 253