

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It covers the background of the study, the formulation of the research problem, the purpose of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of the study.

A. Background of the Study

English is one of the subjects that be taught in school in Indonesia, from elementary school until university. In elementary school, English is not the main subject, but it just local content subject because the students begin to study the basis of English. After elementary school, exactly in junior high school and senior high school, the students have taught English as the main subject in teaching and learning.

In teaching English, there are four skills that must be mastered by the students, they are listening, speaking, reading, and writing. Writing is very important because through writing the students can develop their ideas into a good paragraph. Besides that, through writing the students can organize the sentences to be a good text. Teaching writing must be taught since early. In elementary school, teaching writing was taught from little things, and the students' skill in writing will develop based on their grade.

Zimmerman & Reiserberg (1997) in Coulmas (2002) stated that writing is a goal directed and self-sustained activity requiring the skillful management of the writing environment; the constraints imposed by the writing topic; the intentions of the writer, and the processes, knowledge, and skills involved in composing. What and how people write is also influenced by the cultural, societal, institutional, political, and historical background in which they are situated (Schultz & Fecho, 2000).

The primary goals in learning writing at schools are to master basic writing skills (such as handwriting, spelling, grammar, and sentence construction); begin to develop the strategic process needed to write effectively (e.g., planning, gathering and organizing information, monitoring, evaluating, revising, and so forth), acquire fundamental knowledge about writing (e.g., knowledge about the characteristics of good writing, needs of audiences, and so forth), learn to use electronic tools for composing (e.g., word processing and publishing tools), start to develop a life-long love for writing, and use writing for various purposes (e.g., communicate, inform, entertain, persuade, reflect, and so forth) (Graham, et. al., 2009).

Based on the syllabus for tenth grade of senior high school, there are some types of text that be taught in teaching writing, such as descriptive, narrative, and recount. Descriptive text is a text that has purpose to describe person, place, or thing. Narrative text is a text that has purpose to tell story or past event and entertain the reader. Recount

text is a text that that has purpose to retell past event or experience. The students can share their experience to their friends in English well. For the students of tenth grade of senior high school, they must master the kind of texts well to success their examination.

Commonly, in writing a text, the students have some problems (Nasyafi, 2011: 2). First, they don't know how to start writing. Second, they don't know how to generate the ideas. Third, they don't know how to unify paragraph. Fourth, they don't know how to organize idea logically. Fifth, they don't know how to make grammatical sentences. Sixth, they don't know how to stimulate their motivation in learning English.

Putikah (2012) stated that many Indonesian students cannot master yet writing skill well. Writing is the most difficult skill to be learned because there are many aspects should be considered (Treasure, 2013). Unfortunately, the problem also found in MA Nurul Ulum Munjungan. By interviewing English teacher of MA Nurul Ulum Munjungan, the most of X IPS-2 grade students in MA Nurul Ulum Munjungan get difficulties in writing, exactly in writing recount text. In English subject, especially in writing, the most of students find difficulties to get some new words or they are low in mastering vocabulary. In other side, they are also lazy to bring a dictionary to the school. Because of the low mastering in vocabularies, the students are

passive in writing. They cannot construct sentences easily and finally cannot produce a text.

The same statement was revealed by the students in interview. Their ability in mastering vocabulary was low. Besides that, they didn't understand yet about tenses, the kind of verbs, and they can't arrange the words became good sentences. The result of the difficulties is the students get poor achievement or they get the score which is under the minimum score that has been determined by the government in test of writing recount text.

The condition of X IPS-2 grade students in MA Nurul Ulum Munjungan needs improvement in teaching recount text through a new strategy in teaching and learning process. An appropriate strategy can help improving students' mastery in writing a recount text. There are many strategies that used in teaching writing recount text, such as shared writing strategy, PQP (Praise-Question-Polish) strategy, content structure strategy, chain story game, self-talk strategy, Transitions-Actions-Details (TAD) strategy, guided writing and color coding strategies, etc.

In this case, the appropriate strategy to improve the students' writing in recount text is Chain Story Game. Chain Story Game is a game which involves the whole class to be active in determining ideas with fun. Chain Story Game can help the students to share, develop and organize their ideas to be a good paragraph. Chain Story Game is believed to help and encourage students to sustain their interest and

work. It also helps the teacher to create context in which the language is useful and meaningful. The students want to take part and in order to do so, they must understand what others have written, and they must write in order to express their own point of view or give information. By using Chain Story Game, the students will feel relax in teaching and learning process because it is a fun activity. The students can create their own sentences easily by the steps in Chain Story Game and then write a good writing of recount text.

Chain Story has been implemented successfully by Sofiati at first grade students of SMA Negeri 8 Mataram in academic year 2013/2014. The research shows the effectiveness of Chain Story in teaching writing of recount text through the students' score that increase when the strategy is used.

Relying on the benefits and the successful story of the implementation of Chain Story teaching strategy that can improve the students' writing in recount text, the researcher come to the conclusion that Chain Story Game can be used to solve the problem in teaching and learning recount text in MA Nurul Ulum Munjungan. It is because the researcher wants to apply the same strategy to the different school and different students' condition. If Chain Story Game can improve the students' recount text writing at X IPS-2 graders of MA Nurul Ulum Munjungan, so the strategy can called an effective strategy for teaching and learning recount text writing.

Based on the background above, the researcher is interested to conduct a research entitled **“Using Chain Story Game to Improve Students’ Ability in Writing Recount Text at X IPS-2 Graders of MA Nurul Ulum Munjungan-Trenggalek Academic Year 2015/2016”**.

B. Research Problem

Based on the background of the study, the problem of the research is formulated as follows: “How can Chain Story Game improve students’ ability in writing recount text at X IPS-2 graders of MA Nurul Ulum Munjungan-Trenggalek?”

C. Purpose of the Study

The objective of the research is to improve students’ ability in writing recount text through Chain Story Game at X IPS-2 graders of MA Nurul Ulum Munjungan-Trenggalek.

D. Significance of the Study

The result of the research is expected to give the significance for:

1. Teacher

The result of the research can help the teacher to know the most effective media or strategy and improve the teaching recount text writing.

2. Students

Hopefully, the result of the research can help the students to understand and construct a recount text easily and correctly with fun way.

3. The future researcher

The result of the research can be useful and help the future researcher in conduct the other research about recount text writing.

E. Scope and Limitation of the Study

The research is focused on the teaching recount text writing using Chain Story Game. Recount text is simplest because it just retells the experience in the past into a paragraph. Chain Story Game is a simple and fun activity that can improve the students' ability in constructing recount text based on their own experience easily and correctly. The strategy conducted to know the students' achievement in writing recount text after using Chain Story Game and to know teaching and learning activities when teacher is implementing Chain Story Game in teaching writing recount text.

F. Definition of Key Terms

In the research, the key term is provided to avoid misunderstanding. Some key terms can be defined as follow:

1. Chain Story Game

Chain Story game is a game or activity in a class that involve the whole of students to share their idea by writing with fun. After

share the idea, the students will construct the idea to be a good paragraph.

2. Teaching writing

Writing is one of the language skills that must be mastered by the students. Teaching writing is focused on the process and the product. It is about how to make the students have ability to organize the sentences into good paragraph.

3. Recount text

Recount text is a text that retell the past event or experience. This text has purpose to retell the events that have been done as information or entertainment for the reader.

G. Organization of the Study

To make the readers understand the main point of the research; the researcher divides it into five chapters as follow:

1. Chapter I : it is introduction. It presents the background of the study, the formulation of the research problem, the purpose of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of the study.
2. Chapter II : it is review of related literature. It presents the review of related theories and studies.
3. Chapter III : it is research method. It presents the research design, subjects and setting of the study, and procedures of the study.

4. Chapter IV : it is finding and discussion. It presents the finding of data in the research and the discussion.
5. Chapter V : it is conclusion and suggestion. It presents the conclusion of the research and suggestion.