

CHAPTER I

INTRODUCTION

1.1 Research Background

When learning a new language, each individual should satisfy four abilities that should be dominated. Language skills including speaking, listening, reading, and writing were composing that were language abilities intrinsic in each typical human (Nursisto, 2000). Because these four skills will make it easier for someone to master a language, especially English. That was why these four skills so important for language learner.

In language learning in the classroom, of course there was writing activities carried out. Writing was one of the English skills that are supposed to master by students. Because, by writing students could explore their ideas, thoughts and thoughts through words that are realized in written language. This was in accordance with communication activities in the form of using written language as a tool or medium to convey messages (information) to other parties in the environment (Dalman, 2015). A similar opinion stated by Fitriyanti & Setyaningtias (2017) writing was an activity to develop the mind based on the preparation of sentences or paragraphs that have a coherent meaning and could be understood by public and conveyed in writing. In addition, writing was one of the important things to have and must be trained on students. This was because writing will make students creative in communicating through words.

In training students' writing in the classroom, the teacher needed to pay attention to the method chosen. Because the learning method will greatly affect the process and learning outcomes of students in the classroom. One method that could be used for the purpose of training and helping students' writing achievement is the chain wiring method.

Learning to write using the chain writing method will actively involve student group activities in the classroom, and this will train students to work together to complete their group writing. So that it will make the learning process of writing in the classroom feel fun and not make the students feel bored. This is in line with the statement of Hargis (2014) using chain writing involves many students in the form of groups to write. He stated that the interaction between students in writing made the writing process more interesting.

This was supported by the first research conducted by Setyaningrum (2015). The results of her research indicated that there were differences in ability of students who were taught using chain writing method and students who were taught not using chain writing method in writing short story of 10th grade students. Then the effectiveness of the use chain writing method was higher than learning that only used conventional writing method.

The second research was conducted by Fitriyanti & Setyaningtias (2017). Their research concluded that the use of the chain writing method had a significant positive effect on the writing skills of 3th grade students of SD Tumbuh 3 Jogjakarta. They had an interest in writing and become more creative, even for children with special needs.

The third research was carried out by Dwi Sari (2018). Her research concluded that by using the chain writing method, students' ability in writing narrative text of 8th grade students could be improved. The students' response to the teaching when they learned was very good. It was showed from the average pre-test is 60.16, the average post-test I is 72.96, and the average post-test II is 80.53.

The fourth research was conducted by Karto et al. (2019). They came to the conclusion that students' ability to create descriptive text using the chain writing method was superior to students' ability for creating descriptive text using the conventional method. Their research on 7th grade at SMP Negeri Mulyoharjo, Musi Rawas Regency showed that the average ability of students for creating descriptive text by using chain writing method was high more than the average ability of students for creating descriptive text by using conventional method.

The last research was conducted by Primasari et al. (2021). Their research found that chain writing method was more effective in teaching students of information technology faculty to create descriptive text. After used chain writing method for taught them making a descriptive text, even though it was a little, the results had increased.

There were many positive values from the research mentioned above. However, there was no research that applied chain writing method towards report text. Caused that, the researcher proposed chain writing method on writing learning of report text for this research. To see the effect of the use chain writing method on students' writing achievement towards report text.

1.2 Research Limitation

This research focused on “The effect of using chain writing method on students’ English writing achievement towards report text.”

1.3 Research Question

From the research background, the researcher formulated a research question as follow:

“Do students were taught using chain writing method achieve better than students were taught using conventional method for writing report text of 9th grade at SMPN 1 Bintan?”

1.4 Research Objective

From research question above, the objective of this research was knowing the effect of using chain writing method on students’ writing achievement at 9th grade of SMPN 1 Bintan towards report text.

1.5 Research Significances

The result of this research was hoped that could give benefits and contributions to the English teaching and learning. The expected contributions are:

1. Theoretical

Theoretically, this research will give meaningful contribution for the ELT (English language Teaching) by enriching the existing theory for teaching writing skill.

2. Practical

Practically, the result of this research will give meaningful contribution to teacher and students:

1. Students

As students in the classroom, this research will make the learning atmosphere of learning English, especially writing report text less boring and fun. Students will be more motivated to participate in the classroom learning process.

2. Teachers

As educator in the classroom, this research will bring benefits to use a different strategy for learning English process in the classroom. So that learning in classroom has a variety of learning strategies.

3. Other Researchers

For other researchers, this research will be very useful to provide information about the effect of writing learning strategies that have been studied in the classroom. So that it can be used as a reference to add insight. The other researchers also can use this strategy for teaching and learning in the classroom and use it for further research.

1.6 Definition of Key Terms

1. Writing

A one of language skill to give any information through words, and was written by stationery.

2. Chain Writing Method

A language class, especially English. Which is teacher used exercising students' writing achievement with group activity.

3. Report Text

A text that describes about living things, non-living things and event.

