

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problem, hypothesis, objective, significance of the study, and definition of key terms.

1.1 Background of the Study

Nowadays, English functions as an international language. It is very important to learn English because of its beneficial functions in our life. One of the ways to learn English is through education. Education means the term which is related to human development. Furthermore, education can be delivered by teaching. English teaching can help the learners to understand and practice it so they can master English and follow the digital era. English teaching has some aspect which are really important to be understood by the students.

There are four important skills of English that help the learners to master English. The skills of English teaching are listening, speaking, reading, and writing. The skills can be classified into receptive skill and productive skill. Reading and listening are receptive skills that used to get the input of knowledge. In other hand, writing and speaking are productive skills. It is important to elaborate these skills competently.

Writing skill is one of the productive skills in English. Students can improve their writing skill with many ways. Nowadays, students have many difficulties in leaning writing. One of the difficulties is because they do not understand about what they are going to write. Some students feel unconfident because they do not have good grammar ability. Perhaps they have never written much in their first language(s) and they do not have anything to write in their mind (Harmer: 2007, 329).

Writing is the most complicated skill in English because students must compose a good writing. To make a good writing, the students need to master about the tenses, paragraph coherence, punctuation, the organization of text and many others. In writing, students ought to follow three steps. There are pre-writing, writing, and revising. In pre-writing, the students usually have difficulty to brainstorm their ideas to write anything. The teachers can play the role as a good motivator to them to learn writing. Motivating the students means to create the right conditions for generating the ideas, to persuade them with the useful activities, and to encourage them to make as much effort as possible for maximum benefit (Harmer: 2007, 330). Teaching writing to the students, the teacher should use the appropriate technique to develop the students' ability.

There are so many techniques to teach writing skill to the students. One of the techniques is chain story technique. Chain story technique is a technique which stories are written by many authors; each author contributes a sentence to complete the story then forwards to another partner (Erben, 2007). Writing alone can be very stressful for the students in the very beginning stage (Erben, et al). To make the students encouraged, the teacher can use the chain story technique. It is because the students can learn together and contribute their sentence to complete the text. It will be very interesting for them to write based on the previous partner's idea.

Narrative text is a genre of text which is learned by senior high school students in the second semester. Narrative is a text which relates a series of events which is in chronological order. This text use past tense as the language feature. Narrative text can be learned mostly to assess the students' speaking and writing ability. In writing ability, students can analyse about the language feature and generic structure. Learning narrative text by using chain story will be more challenging for the students to practice the simple past tense as the language feature of the text. Furthermore, the students will understand the generic structure well.

Nowadays is the digital era so technology has a vital role to provide and support the learning process. In language learning, the mobile which is integrated for supporting the educational process is called MALL (Mobile Assisted

Language Learning). It means that the language learning is taught by applying the use of mobile. Social media is one thing that develops as the technology does. The most popular social media nowadays is Instagram. This social media has so many users because of the feature inside such as uploading photo, unique hash tag, location, and many others. As a creative teacher, we need to combine the development of social media with the classroom activities especially in learning English.

Instagram is a social media based on uploading photos and making hash tag features. The writer is interested to use the technique of chain story in this social media, especially Instagram. It is because the teenagers' attraction of Instagram is very high. The social media can be a tool both classroom activities and evaluations in English learning. It is hypothesized that using chain story through Instagram will effect positively to the students because they can repeat to practice the chain story inside and outside the classroom. Narrative text can be learnt more interesting if it is combined with the chain story technique and also Instagram.

Based on the explanation, it is interested to study about the using of chain story technique through Instagram to teach narrative text. In addition, the title of this research is *“The Effectiveness of Using Chain Story Technique through Instagram to Develop Students' Writing Ability in Narrative Text for Tenth Grader Students at SMA Muhammadiyah 1 Surabaya.”* This research focuses on testing whether the use of using chain story technique through Instagram is effective to develop students' writing ability in narrative text.

1.2 Statement of the Problem

Based on the background of the study above, the researcher would like to state the problems of the study. The research problem formulated is *“Is using chain story technique through Instagram effective to develop students' writing ability in narrative text”*.

1.3 Theoretical Hypothesis

1.3.1 The null hypothesis (H0)

The use of chain story technique through instagram is not effective to develop the students' writing skill ability in learning narrative text.

1.3.2 The alternative hypothesis (H1)

The use of chain story technique through instagram is effective to develop the students' writing skill ability in learning narrative text.

1.4 Objective of the Study

Based on the statement of the problem, this study aims to find out whether applying chain story technique through instagram in developing students' writing ability in narrative text is effective to be implemented in senior high school students.

1.5 Significance of the Study

Using the chain story technique through instagram to develop students' writing ability of narrative text in learning process will give some benefits both for English students and teachers.

1.5.1 For the students, they will learn creatively by participating to make their own sentence of narrative text and implementing through instagram. Learning needs repetition so they will practice to learn more than once by using instagram, the social media that they always use nowadays.

1.5.2 For English teachers, using chain story technique through instagram can be an alternative technique to improve the English learning process, especially in teaching writing of narrative text to the students. They will not feel bored to create their own story because they can easily access it through instagram.

1.5.3 For the next researcher, they will know the effectiveness of using chain story technique through instagram to develop the students' writing ability in narrative text. Then, they will develop this study to the future with the other technique and another social media which is more popular than instagram.

1.6 Scope and Limitation

The scope of the study is English teaching for senior high school students. Then, it focuses on the effectiveness of using the chain story technique through instagram to develop the students' writing skill in narrative text. The skill will be examined by analysing the students' mean score in writing skill in pre-test and post-test.

1.7 Definition of Key Terms

The researcher gives some definition of key terms that are used in this study. It aims to avoid the ambiguity and the misunderstanding. These key terms are explained in the following:

- 1.7.1 Chain story technique is a technique which is used to teach writing a story. It will be written by many students by turns (Erben, 2007). The previous student will write a sentence and the next one will continue to write the sentence based in their mind. The technique will be repeated until the story ends.
- 1.7.2 Instagram is a social media which is based on photo uploading, hash tagging, and location features.
- 1.7.3 Writing skill is one of the skills that students are aimed to acquire and to require the mastery of a variety of linguistic, cognitive, and sociocultural competencies.

Narrative text is a text which aims to entertain the readers by showing the characters, complications and solutions.