

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is a tool to communicate in oral and written form (Depdiknas, 2004:8). Learning English involves four skills, namely: listening, speaking, reading and writing. Those skills cannot be used separately and must be taught intergetely to students. Writing is one of thefour English skills whichisgetting more focus from the teacher. Writing has a function to explore what the students feel and see in the written form.

English in Indonesia is considered as a foreign language. Teaching English as a foreign language in Indonesia is not simple, it is because the Indonesian students do not easily find similarities between learning English and learning their mother tongue (Scott, 1990). They naturally produce words which are full of errors. What they do is to think of what they are going to say in their mother tongue and then translate it into bad English(Hill, 1969). Thus, the students should be taught as early as possible to avoid the errors that they would do. That facts make teaching English not easy because the students need to translate the English into their mother tongue when trying to understand written and spoken English.

Writing is the most important ways to convey the messages through a language mastered by both the writer and the reader (Cahyono,2009). In other words, by writing, the writer has a media to tell his ideas and communicate them with the readers. The same thing also happens to the students that actually have a chance to write down their ideas and opinions in written forms.

Unfortunately, the problem which was explained above, most of the eighth graders get difficulties in writing composition which sometimes make them bored and confused. Of course, some of them are afraid to compose their feelings because of their lack of vocabulary. Moreover, the students often take a quite long time to think of what and how they are going to write. If they do not know the meaning, they need to consult with dictionaries or grammar books. Lastly, they will use L1 as the last choice to help them compose a written text. Since they feel like they have given up of dealing with writing, it is the teacher's job to help them so that the students will feel that writing is not too hard to be mastered. By then, the teacher needs some activities or strategies to help them produce written texts.

Junior high school students will learn five kinds of texts in learning English. They are recount text, narrative text, descriptive text, procedure text, and report text. It is also stated in Curriculum 2013 for Junior High School that the students have to be able to reveal the meaning in the written language of interpersonal and transactional discourse in simple form, formality or informality in the form of recount, narrative, procedure, descriptive and report in their daily lives. Particularly for the Eighth graders of Junior High School, the students must be able to understand descriptive texts. In line with those explanations, the researcher focuses on the KD below:

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsisosial, struktur teks, dan unsure kebahasaan yang benar dan sesuai konteks.

Nowadays in Indonesia, most teachers still use monotonous technique to teach descriptive text. They often use text book to teach their students whereas the teacher's role is very important to improve the student's interest in learning English language (Suyanto,2007).Such notion is also supported by Brophy (2013) who says that the teachers are more likely to be succesfull motivators than indifferent or rejecting teachers. That means the teacher should motivate the students not to blame the students for their mistakes or errors.

The teacher can invent and modify some techniques or media as effectively as possible and alternate their ways of teaching. By doing so, the students can enjoy their descriptive text lesson.

Kartner (2005) says that many activities can be used to be implemented in teaching learning process. One of them is collaborative writing or chain story. Collaborative writing can be applied through activities and games. Vopat(2009, p. 1) states that collaborative writing can regularly meet the students to share drafts, choose common writing topics, practice positive responses, and in general, help each other becomes better writers. He names the technique circle writing, but chain story is also applicable to be the other name of the term. Furthermore, it will be creating positive and effective atmosphere since writers are best facilitated by engaging in authentic writing experiences (Murray, 2003). For that reason, chain story is an effective technique to be used in helping the students to compose their writing, especially composing descriptive texts for the eighth graders.

From the explanation above, the researcher decides to conduct a research on how the teacher uses chain story in encouraging the eighth graders to compose descriptive texts. Thus,

the thesis will be under the title of "The Implementation of Chain Story in Teaching Descriptive Texts to the Eighth Graders of SMP Angelus Custos II Surabaya."

1.2 Research Questions

1. How is the implementation of Chain Story in the teaching of descriptive texts to the eighth graders of SMP Angelus Custos II Surabaya?
2. How are the students' responses toward the implementation of Chain Story in the teaching of descriptive texts ?

1.3 Objectives of the Study

Connected to the research questions above, the objectives of the study can be presented as follows:

1. To describe the implementation of Chain Story in the teaching of descriptive texts to the eighth graders of SMP Angelus Custos II Surabaya
2. To describe the students' responses toward the implementation of Chain in the teaching of descriptive texts

1.4 Significance of the Study

The implementation of chain story in teaching writing descriptive texts can be a source for the teacher and the students. This can be used as a literature for:

1. The Teachers
The teacher can get some important knowledge of Chain Story technique that can be implemented in their teaching for a better result.

2. The Students

The Students can study writing descriptive text by implementing chain story technique. It might can be a source to help them dealing with the descriptive text writing.

1.5 Scope and Limitation of the Study

Deciding the scope and the limitation of this study will make this study keep on topic and keep discussing what should be involved in this study. The scope of this study is the use of chain story in teaching writing descriptive text.

Descriptive text and the students of eight graders in SMP Angelus Custos II Surabaya are the limitation of this study. Therefore, the results of this study will be assumed to enable whether the implementation of chain story will help the students of the 8th grade of Junior High School in teaching writing descriptive text.

1.6 Definition of Key Terms

The following definitions are intended to give equal perceptions about this study between the researcher and the readers related to its key terms.

1. Chain Story

An activity in which it is constructing texts by continuing the previous given sentences with the peers in order to make a complete passage (Joe Budden: 2003).

2. Descriptive Texts

Descriptive texts are texts which have social function to describe a particular person, place, or thing (Daniels, 1996:3).

3. The 8th Graders

The eighth graders in Indonesia belong to Junior High School level. To be exact, it is the second year of Junior High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some literatures related to the study are reviewed in order to clarify the present study. It is divided into four subchapters. They are (1) writing, (2) descriptive text, (3) chain story, (4) and the eight grader of junior high school student's, (5) The Implementation of Chain Story Technique in Teaching Learning Descriptive Text.

2.1 Writing

2.1.1 The Nature of Writing

Writing is the process of elaborating ideas in written way. Nunan (1991) says that writing is a process of creating, organizing, writing and polishing a text. Writing is commonly connected to have students do well in terms of grammar and the mechanic of writing. In fact, it is contrasted with the fact that the purpose of writing is to facilitate the students to have communication of ideas and the organization of thoughts. According to Raimes (1983), writing is considered as a tool in learning because of some reasons. First, while students are writing, they apply their knowledge of grammatical structures, idioms, and vocabulary. Second, they also have an opportunity to be exploratory with the language. The last, the students become involved with the new language.

In addition, Hughes (1989) emphasizes that writing is taught for some purposes. First, writing is one of the major vehicles used to communicate ideas which help students to organize their thinking effectively. Next, learning to write also makes students better readers. It means that competency in reading and writing is

highly correlated. Ultimately, the students are taught to write so that they are successful in life. Taking into account the definitions and the purposes of writing above, it is necessary to find out the steps to learn writing well.

2.1.2 The Elements of Writing

There are some elements of writing that every writer has to understand before they start writing. Nunan (2000: 34) argues that the useful writing characteristics involve the use of content spelling and punctuation, the use grammatical system to convey one's intended meaning, the organization of content at paragraph level, and the selection of an appropriate style for one's audience. Those elements are:

a. Content

Reid (1993: 236) gives criteria of writing content as follows; knowledgeable, substantive, through development of thesis. Besides, Brown (2004: 357) argues that content includes thesis statement, related plan, development of ideas through personal experience, illustration, fact use of description, cause and effect, comparison or content of factual information.

b. Organization

Houges (1991: 40) states that every good paragraph has unity. It has one main idea to be discussed. The paragraph must be coherent. It means that every paragraph has to hold each other.

c. Vocabulary

Reid (1993: 236) states that criteria for vocabulary assessment are sophisticated range, effective word choice and usage, word form mastery and appropriate register.

d. Language use

Reid (1993: 236) states that the criteria of language use are effective complex construction of simple present tense and effective choice or usage of action verbs, connectives and adverbials. Few errors of agreement, tense, number, word function, pronoun and preposition.

e. Mechanics

Heaton (1975: 138) states that mechanics skills are the ability to use correct those conventions, particularly, to the written language eg: comma (,), colon (:), question (?) and capitalization at the beginning of the sentences especially name, and place. Mechanics deal with the use of those writing devices in order to make the writing understandable. It means that it is the use of the graphic convention in the language.

2.1. 3 The Processes of Writing

Writing focuses on student on its process: how to generate ideas, how to organize them coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and to produce clear statements and paragraph enable a reader to understand it.

Zemach and Rumasik (2003) present figures of the writing processes as follow:

1. Pre - Activity

1.1 Pre - Writing

Pre writing is sometimes called as planning. It is a stage where the writers are getting ready to write. When planning, writers should decide a topic they are going to write, gather ideas they will include and organize ideas they want to write.

2. Whilst Activity

2.1 Drafting

It is used when the writers write ideas and information they are willing to share on a paper. Writers can develop it into paragraph(s) or essay after they make a draft.

2.2 Reviewing and Revising

Here, the writers review and re-examine the draft to see how effectively they communicate their ideas to the reader. They look for places where the information given can be added or deleted. So writer's intention is clearer for the reader.

2.3 Rewriting

After reviewing and revising, the writers focused on tidying up their works to prepare the final draft. The main activities are making improvement to the structure and content. They may explain information clearly to organize the text to be more logical. They can edit their mistakes on grammar, spelling, punctuation and vocabularies.

3. Post Activity (Optional)

In this stage, the teacher may give a feedback or suggestions towards the students' work

Based on the explanation above, the ideas that can be drawn is those stages are done to represent the ideas in written format. Besides, it requires some steps and criterion to form words and to combine it into sentences form.

2.2 Teaching Writing

2.2.1 The Definition of Teaching Writing

In teaching learning process, writing is an activity to express the students' feelings, thoughts and ideas into written forms. When the teacher asks their students to produce their thinking, they have to think some points such as the student's interest and languages. Hamer (2001: 80) states that when the teacher asks their students to write, it should be based on how much language the students know. What their interest is and what they think will not only be useful for them but also motivate them as well. According to Brown (2004), teaching is about helping students to do some exercises, giving instructions and directions in learning process so that the students improve their knowledge. It concludes that teaching makes students know about new knowledge and understand about it. According to Hornby (1995), teaching means giving the instruction to (a person): give a person (knowledge skill, etc), while writing means to make use of words in a written form. Thus, teaching writing is giving ideas to a person in order to communicate.

Teaching writing is the teacher's attempt to initiate and sustain the students' motivation to produce writing more absolutely to their learning success (Roger, 1966). It is a matter for the teacher as it is for the learners. Teaching writing, in the researcher's opinion, is the teacher's activity to encourages the students inexpressing their ideas and feelings, which takes more time to think so that the messages which is addressed can be trully conveyed.

In one hand, students are expected to explore their ability particularly in producing a text, so that they can enhance their writing ability which is known as the most difficult skill (Nunan, 1999:271). In line with the explanation, the genres of texts are various which are taught sistematically by considering the students' level profiiciency. The texts are recount, narrative, procedure, descriptive, report, spoof, and news item. On the other hand, this research only focuses on descriptive text in writing context.

Teaching writing conveys the information of communicative content competence as a goal in language learning which highlight on accuracy and patterns to the ability to understand its content (Widdowson, 1978; Brumfit & Johnson, 1970). While Elbow (1973) believes that to develop fluency, the students must be driven to write freely and maintain the writer's unique and authentic "voice". It has a meaning that in teaching writing, the teacher has to considered either fluency or accuracy to sharpen the students' writing ability.

2.2.2Writing for Eighth Graders

Based on basic curriculum for junior high school at eighth graders level, the students will learn five kinds of English texts. They are recount text, narrative text, descriptive text, procedure text, and report text. Eighth graders are still young learners. So writing English becomes easy. It is also stated in Curriculum 2013 for Junior High School that the students have to be able to correlate those material texts in their daily lives. The purpose of teaching learning process applied in the class is still using simple texts and understandable. Here, the focus of the research is on descriptive text.

The purpose of writing for eighth graders is that the students can understand and comprehend the structural text and language features in the descriptive text.

2.3 Collaborative Writing

collaborative writing refers to projects where written works are created by multiple people together or collaboratively rather than individually. Some projects are overseen by an editorial team, but many grow without any oversight. Collaborative writing is also an approach for teaching novice authors to write. The steps collaborative writing strategies will be explained below:

According to Lowry et al, there are five collaborative writing strategies:

- **Single-author writing** occurs when one team member writes as a representative for the entire team. Single-author writing usually occurs when the writing task is simple.
- **Sequential single writing.** In sequential single-author writing, one group member writes at a time. Each group member is assigned a portion of the document, writes his or her portion and then passes the document onto the next group member.
- **Parallel writing** is the type of collaborative writing that occurs when a group divides the assignment or document into separate parts and all members work on their assigned part at the same time. There are two types of parallel writing: *horizontal division parallel writing* occur when group members divide the task into sections, each member being responsible for the development of his or her assigned section; *stratified division parallel writing* occurs when group members divide responsibility of the creation of the product by assigning different members different roles.

Some examples of roles that a member could be assigned are: author, editor, facilitator, or team leader.

- **Reactive writing** occurs when team members collaborate synchronously to develop their product. Team members react to and adjust each other's contributions as they are made.
- **Mixed mode.** This term describes a form of writing that mixes two or more of the collaborative writing strategies described above.

From the explanations above, it can be drawn that the researcher is using parallel collaborative writing strategies while implementing Chain Story games in teaching writing descriptive texts.

2.4 Chain Story

Chain story or story chain is a story which is written by a different author picking up where the previous one left off. Chain Story is an activity that constructs texts by continuing the previous given sentences with the peers in order to make a complete passage.(Joe Budden: 2003). Researcher needs to implement a technique that can help the students to solve their problems. In this case, the suitable strategies of teaching writing that can be applied as a solution is chain story in collaborative writing. Collaborative writing means the collaboration of small students to help each other in constructing writing task. Vopat(2009, p.1) tells that Collaborative writing can regularly meet the students to share drafts, choose common writing topics, practice positive response, and in general, help each other becomes better writers. For that reason, chain story in collaborative writing is the effective ways to be used in helping the students compose written descriptive texts.

In this research, Chain Story technique is chosen to help the students compose written texts. Chain Story is a part of collaborative writing that has been adapted from Vopat's book named Writing Circle. Collaborative writing or writing circles may effectively span from elementary students through to graduate students, starting with prewriting, drafting, revising, editing, and moving to submission and possible publication (Vopat, 2009).

Furthermore, this research tried to deliver descriptive texts which focused on the description not on the identification.

Below are the procedures of chain story technique which are adapted from Brozo (2008). Those are:

1. The teacher splits the students into groups.
2. The teacher gives one descriptive sentence connected to the topic.
3. All of the members continue the sentence in turn until all the descriptions are accomplished.
4. The teacher exchanges the students' group works, analyze it and give a feedback to the students.

The Benefits of using Chain Story are:

- The students share and apply different writing technique.
- The students are introduced to different thinking to explore their ability and thoughts through chain story writing.
- The students can learn collaboratively with their groups to compose the story in every meeting while the teacher guides students to use the words independently.

- This technique can teach the students to produce English sentences using suitable vocabulary and grammar.

2.5 Descriptive Texts

2.5.1 The Definition of Descriptive Texts

Descriptive texts are texts that give the readers information about appearances of something in general and the purpose of a descriptive text is to describe a particular person or something (Doddy, 2008: 128). Descriptive texts are texts that describe the characterization of something by using sensory details, which appeal to physical or intellectual sensibilities. Descriptive text is a text for describing what people, animal, or things are like. Priyana (2008:121) states that a descriptive text describes the characteristics of a specific thing, for example a specific person, animal, or object. The generic structure of descriptive text is introduction and description.

2.5.2 Generic structure of Descriptive Texts

Generic structure is a text structure for organizing texts for creating coherent of the texts. Descriptive texts have two generic structures. There are as follows:

1. Identification: Identifying phenomenon to be described, and gives general information about something like animal, thing, place.
2. Description: Describing parts, qualities, characters in detail (how it looks like how tall, how shape, specific part of the body, place).

2.5.3 Language Features of Descriptive Texts

Djuharie (2007:24) gives the explanation that language features of descriptive text are:

1. Specific noun such as: father, school, my dog, my house, etc.
2. Simple present tense such as: Johnny is a clever students, angel is a beautiful girl.

3. Detailed noun phrase such as: an intelligent tall student, a big large beautiful wooden house.
4. Adjectives that have character of describing, numbering, such as: three tall buildings, sharp white fang, etc.
5. Relation process such as: my car has four doors, my father is really handsome, etc.
6. Figurative language such as: my throat is a dry as a desert, her skin is a white, and smooth as water, etc.

Anderson and Anderson (1998:26) also give the explanation that grammatical features of a descriptive text are:

1. Verbs in the present tense
2. Adjectives to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

The example of descriptive text:

1. Describing an object

Kuta Beach

Kuta Beach **is** a beautiful beach in a southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with **substantial** tourist development and also remains one of Indonesia's major tourist destinations. Its **long** sandy beach is known internationally, with its **varied** accommodation, many restaurants and bars, and many **renowned** surfers.

Identification

Language Features:

Use simple present tense.

There are adjectives.

The visitors can **do** many activities such as playing soccer. When the day becomes **dark** the scene **is** full of different atmospheres and entertainment in bars and pubs which give them live bands, fashion shows, dj's and sexy dancers. Some of the **famous** restaurant in Kuta are B'couple Bar N'Grill, Blue Fin, ESC, Flapjacks, Gabah Restaurant, Papa's café, and so on. Kuta also **offers** its best **varied** hotels, and resorts which most of them give beach front locations. In this hotel and resorts you can **choose** your best. Nowadays, Kuta **is** called as the International City because all tourists over the world **meet** in each other there.

Description

Language Features:

Use simple present tense.

There are adjectives

2. Describing a person

Agnes Monica

Her name is Agnes monica. She is a singer. She was born on 6 july 1986 in Jakarta .She is from Indonesia.

} Identification

Language Features:

Use a simple present tense.

Agnes Monica has straight hair and white skin. She is a beautiful girl. She has pointed nose. She is slim and tall. Agnes has many hobbies. She likes dancing, singing, listening music, and watching movie.

} Description

Use a simple present tense

There are adjectives

There are some action verb

Retrieved :

<http://worldofbiology h2q.blogspot.com/2012/05/descriptive-text-place-animal-and.html>

3. Describing animal

My Dog

I **have** a dog in my house named Broni. **Broni is** a cute dog which has a black spots spread across his tail. **He is** a pomeranian dog.

Identification

Language Features:

Use a simple present tense

Even though he **has a strong** body, he **has a gentle** face. **He is** always **friendly** to those whom he knows. However, he can be **aggressive** if strangers come to him. He always **barks** loudly to the strangers. Broni **loves** food, especially bones. Even Broni can **spend** the whole afternoons chewing bones. Whenever Broni **is worried**, he **look** me with sad eyes. He also **wags** his tail from one side to the other. Whenever I **see** these signs, I immediately **give** him a meal and some bones to eat. Broni also **likes** the chirping sound of birds that reside on the tree in front of my house. Whenever Broni **hears** these sounds, he **barks** and **goes** towards the direction where the chirping sound comes. His black **eyes** will light up with excitement whenever he **sees** the birds begin to make the **beautiful** sound.

Description

Language Features

Use a simple present tense

There are adjectives

There are some action verbs

Retrieved from

<http://ithinkeducation.blogspot.com/2013/03/example-for-descriptive-text-about.html>

2.6 The Implementation Of Chain Story in Teaching Learning Descriptive Text

In implementing Chain story, the researcher adapts it from (Brozo, 2008). In Here are the steps of Chain Story Technique in Teaching Learning Descriptive Text in which she wants to suggest:

- Pre - Activity: First, the teacher gives one descriptive topic. Then, she tells the description of the topic to the students twice or third times while the students are listening. The students may interrupt if they have questions to ask related to difficult meaning on the teacher's saying. Moreover, the teacher also divide the students into several groups,
- Whilst Activity: Then, she brainstorms the students by asking the students what they catch from the description and write them on the board. In groups, the teacher ask for each member to write descriptive sentence connected with the words on the board. It continues until the last member.
- Post Activity : one group exchanges the works to the others. then, both the teacher and the students give feedback related to their works.

2.7 Previous of Study

In conducting this study, The Implementation of Chain Story in Teaching Writing Descriptive Text for eight grader students in SMP Angelus Custos II Surabaya, the researcher provides the previous study. Chain story is adapted from the study that was conducted by Jim Povat. He named it as Circle Writing. He has ever conducted this technique before. In his study, Jim Povat implemented it with the inquiry groups. The result of his study was successful. The students improved their writing ability

and there was significant improvement that showed the students' writing skill is improved after they were taught by using this technique. It will practice positive responses, and in general, help each other becomes better writers (Vopat, 2009). Another study conducted by Arga Wicaksono Putranto (2013) in investigating The Implementantion of Steps Chain as a technique to teach speaking procedure texts for seventh graders of SMPN I Sidoarjo the research found that steps chain was very effective technique to improve students' ability especially in speaking and gave good responses toward the implementation of chain steps in speaking procedure texts in the class.

However, there were several differences in the previous study reviewed in this study. Arga Wicaksono Putranto (2013) conducted descriptive qualitative research which focused on procedure text and students' speaking ability while the researcher focused on descriptive text and students' writing ability. There was also similarity of this study compared to the previous study concerned on the students' responses after the implementation of steps chain.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of the study was to describe the method used by the researcher to conduct the study and the subject being studied. Including in this chapter was the research design, the subject of study, instrument and data collection technique that the researcher used to obtain the data and the data analysis. To make all them clear, the researcher would elaborate them one by one.

3.1 Research Design

This study would be a descriptive qualitative as the research design. The process was done within involved description and analysis without any manipulating the teaching learning activities. As stated in Freeman and Longman (1991:1) that in qualitative methodology: the researcher does not set out to test hypotheses but only observe what present during the observation. Qualitative research had a purpose of describing and analyzing phenomenon, event, social activity, attitude, believe, perception, or someone's opinion and individual or group, this directed to explain or conclude. Sukmadinata (2005:60) states that Qualitative research had two main purposes, the first was to describe and to explore, and then second was to describe and to explain.

The purpose of this study was to observe the implementation of Chain Story to teach eighth graders in teaching descriptive texts. First however, the researcher will lead the reader to look up and at same time study the details achieved through a basic qualitative or interpretative research in qualitative research.

Ary, et al. (2010) explained that basic interpretative studies describe targeted and contempt to interpret phenomenon or

process. It seems to be the design that most probably fits to document a practice of the implementation questioned using various data collection techniques than the others. This study portrays features that explain how the implementation is and how the students respond to the implementation as well.

Moreover, Ary, et al. (2010) state that this kind of research is done through various ways. They were interviews, observations, document review, questionnaire, etc. This study dealt with the three ways, observations checklist, field notes and questionnaire. The researcher used observations and field notes to record information related with the implementation and questionnaire to find out the students' responses toward the implementation. Those things were then to be combined to underline the implementation of Chain Story to teach eighth graders in teaching descriptive text of SMP Angelus Custos II Surabaya.

Another thing to be concerned is that qualitative research must identify problems and understand the findings which is likely to include the interactions between the researcher and the subject (Ary,2010). In other words, the findings will be in the form of what experiences, beliefs, and values that the researcher brings to the experiment. Naturally, it can be indicated that qualitative research deals with data that are in the form of words or pictures rather than numbers and statistic. Therefore, this study used words in order to describe and analyze the data.

3.2 Research Subjects

There were two subjects involved in the research. The first was the teacher who was on duty to teach eighth graders. The second was the students of VIII A class. The teacher was chosen because she was the one who ever applied chain story to teach writing descriptive text. Cohen, *et al* (2007) states descriptive

qualitative research focuses on smaller number of people than quantitative research. Based on that reason, the researcher chose VIII A as the second subject of the study.

The researcher chose VIII A SMPK Angelus Custos II Surabaya because the English teacher recommended one class to conduct a research in which the students in that class had various level of English and Chain Story technique has been implemented in that class.

3.3 Research Setting

Lofland and Lofland (1995), cited in Moleong (2002) state that setting is the physical environment in which the study takes place. In this case, the researcher chose SMP Angelus Custos II to conduct the study, located at Kebraon Widya II No. 15-17 Surabaya. The School was selected because it of the facilities that supported teaching learning activities. Moreover, the conducive atmosphere in class and comfortable classrooms were supported to be taken as a setting of the study. The last, this school was one of the schools where the English teacher implemented chain story as a technique to teach writing descriptive texts.

3.4 Data and Sources of the Data

The data were collected to answer how the implementation of Chain Story in writing descriptive text to eighth grader students. There were two sets of data to be analyzed. The first was the teacher actions as well as the student learning activities during the class and the second was the students' responses toward the implementation through their opinions.

The first data were wrapped by a set of observation. The observation documented the teacher's actions as well as the students' learning activities responding to what the teacher did, starting from the beginning until the end of the class. It was then followed by observations on some aspects of the teaching materials

and the approach. The data, gained using checklist and field note, were to answer the first research question.

The second data was taken when the researcher passed a close-structured questionnaire to each student. It recorded the students' opinions toward the teaching implementation. This was then to be brought to describe the students' responses, in order to answer the second research question.

3.5 Research Instruments

Researchers used qualitative methodology focus on a phenomenon in great detail through observations (Ary, et al., 2010). This leads the researcher to use the same way. Questionnaire is also taken, aimed to catch the respondents' responses (Cohen, Manion, & Morinson, 2007), to catch the students' responses. Another instrument is the researcher herself, who was be watching, paying attention, and taking notes for the data.

1. Observation Checklist

The researcher used observation to observe the implementation of chain story. Observational data are attractive as they afford the researcher the opportunity to gather live data from "live" situation. Researcher is given the opportunity to look at what is taking place *in situ* rather than at second hand (Patton, 1990:203-5).

The indicator of observation checklist were the activity of teaching learning process which is done by the teacher and the students. In this terms, the researcher used chain story as a media. The observation was done in three meetings and the researcher observed the whole process in teaching learning process.

2. Questionnaire

Cohen, et al. (2007) describes questionnaire as a tool to get the respondents' responses toward an issue. In this case, the questionnaire is for recording the students' responses, which are questioned in the second research question. A close-structured

questionnaire reports the response from which the respondent may choose (Wilson and McLean, 1994:21).

In general closed question, there are two main research questions here. The first was the implementation of chain story to help in writing. The data are the activity from both the teacher and the students in teaching and learning process. to gain the data, the researcher observe the source of the data. They were the teacher and the students. The second was about students' responses toward the implementation of chain story in learning process. The data was taken from the source of data the students, while the research questions were the the students' opinion, feeling, and ideas through the implementation.

3.6 Data Collection Technique

The data were recorded using the research instruments. There were two techniques used to collect the data in the research: they were observation checklist and questionnaire. The researcher used the first instrument, observation checklist to record the teaching implementation. The implementation and at the same time the observation are done in three meetings. They were on 11th, 18th, and 20th of March 2015. The class of VIII A has English on every Wednesday at 1-2 and Friday at 3 periods in 90 minutes. The researcher did observation on the three-day implementation by completing the observation checklist and taking notes on it.

The second data to collect were the students' responses related to research question. The researcher brought a questionnaire sheet to each student by the end of the three-day implementation.

3.7 Data Analysis Technique

In this study, the researcher analyzed the qualitative data in some ways. Here were the steps in analysing the data.

The first was the data from observation checklist. It was in the form of unstructured observation. The data used in the research was the description that had been observed, researcher's opinion, and the comments. All analysis of the events happened is written on the reflective notes. Then, the data analysis and reflective notes were picked up and synthesized in essay form.

The second data was the data from questionnaire. The result of the questionnaire will be analysed in qualitative manner. The questionnaire used in the research was in the form of four optional answers or multiple choices. The students were answer the questionnaire based on their opinions toward the implementation of chain story. Then, the researcher reported the results of the questionnaire by describing it in paragraph.

CHAPTER IV

RESULT AND DISCUSSION

4.1 The Results

The researcher has obtained the result of the data by using two instruments to answer the research questions. Those instruments were observation checklist and questionnaire. The observation checklist was used to answer the first research question about the implementation of "chain story" in teaching writing descriptive texts to the eighth grade students. Then, the questionnaire was used to get the data about their responses after implementing chain story as a technique. Both data were presented descriptively. The students can create descriptive texts based on the clue given by the teacher that focuses pictures on description not on the identification.

4.1.1 The Implementation of Chain Story in Writing Descriptive Text To Eight Grade students

The research of the implementation of chain story technique was done in three meetings.

4.1.1.1 The First Observation

The meeting was held on Wednesday, 11th March 2015 in VIII A class. The subjects were an English teacher and the students of VIIIA. In this meeting, the teacher introduced the Implementation of Chain Story in writing and reviewed descriptive texts. The students should read some story. Then, the students answered the questions related to the story.

In pre-activity, the teacher greeted and checked the students' attendance list. She continued the class by asking the students' feeling in the morning.

Teacher : good morning students. How are you today ?

Students : Good Morning, Ma'am. I'm Fine , Thank you and How about you?

Teacher : I' am very well too. Thanks. Ok let see who is absent today?

Students : Two Ma'am .

Teacher : Ok. Who are they ? And Why they are absent?

Students : Kirana and Stevanus Ma'am. They are moved to another school Ma'am.

Teacher : Now, Can we start the lesson right now?

Students : Yes, Ma' am.

After she had checked the attendance list and knew that there were two students who were absent on that day, she began to start the lesson. Then, the teacher reviewed a bit about simple present tense and a descriptive text which had been taught in the last semester. The explanation covered the function, the generic structure and the language features of the text. Mostly, the students still remembered the language features of descriptive texts. It was proven by the students could answer the teacher's questions about it. Moreover, they could analyze the generic structure of descriptive texts.

In whilst-activity, the teacher gave the first text describing Wayne Rooney and Sherina Munaf as writing materials to the students. The teacher showed the material in front of the students

using projector and computer. After she felt that the students were ready to accept the material, she began to introduce the topic describing person to the students. Then, she brainstormed the students about descriptive text especially about describing person and the use of simple present tense to stimulate their prior knowledge. The teacher asked one of the students in the class. It was shown in the following dialogue:

Teacher: "who still remember about describing person?"

Students : "Sorry Ma'am. I'm forget about it."

Teacher : "OK. I will explain again what the describing person? and anything that explains about the people in it. "

Students : "Yes Ma'am."

Teacher: "In explained the characteristics that can be divided into two:

Explains about physically appearance, personality of the person until here do you understand?"

Students : "Sorry, I do not really know ma'am. Because last semester taught describe things, animal."

Teacher : "I will show an example of describe person. Please pay attention and you can see the example that I gave the following: these describe person about "Christian Ronaldo" for example : He is handsome men. He has dark brown hair, brown eyes, and has birthmark on the left check. His nose is sharp and his skin is light brown. (from the sentences above are included in physically appearance from

Christian Ronaldo), He is very kind, easy going, and romantic (from the sentences above included in personality or character from Christian Ronaldo). “

Teacher: “Well, What is descriptive text? who is want to answer ?”

Students : “Menggambarkan tentang tempat dan benda Ma’am. (Describes the place and thing’s Ma’am. “

Teacher : “Yeaah. Good .Another students? and What is simple used in descriptive text Ok, if no one wants to answer, I will call your name from your attendance book. Angeline please answer about what is descriptive text and simple used in descriptive text?”

Angeline : “Descriptive text is a text that described what a person, animal, place or thing is like. Simple used in descriptive text is simple present tense.”

Teacher :“Great Angel. What is said by Angeline was absolutely right. So descriptive text is a text that described or explained about the person, animal, place or thing. Do you understand? “

Students : “Yes, Ma’am.”

Then, the teacher explained again about the generic structure of the text, because there were students still confused and forgot about the generic structure of descriptive texts.

Teacher : “Now about the existing structure on the structure of descriptive text. Anything? Who knows?”

Students : “ I don’t know Ma’am. (Silent and no one to answer it).”

Teacher : “Please pay attention.” We can see in power point. Descriptive text has two structures on it. The first was identification. Identification contains the identification of a person, place or thing which will be described, while the description contains an explanation or description of a person, place or thing with a few of its nature . As an example that is in power point was about Nikita Willy. For example : Her full name is Nikita Willy. She was born on 29 June 1994 in Jakarta (Identification), Nikita Willy has straight hair, pointed nose, brown eyes and white skin. She has height 160 centimeters (description). Like the example of the existing structures in the descriptive text, “Do you understand the explanation that I give up here?”

Students : “Understand Ma’am.”

Teacher : “And now about the simple present? Try to see the power point of the simple present? You try to create a short sentence using the simple present? Please Jonathan gave me one sentences used simple present tense?”

Students : “My name is Jonathan risky.”

Teacher : “Good Jo... my name is Jonathan Risky, *is* one of the characteristic from simple present tense. Simple present use time signal such as everyday, every month, sometimes, usually, every week.”

By observing the students’ participation, the researcher knew that the students were enthusiastic in listening to the teacher’s explanation and answering the questions. The teacher was successful in introducing the topic of the lesson. She was going to explain by letting the students know about the material which was showed in the power point. Thus, the students could understand it easily. The texts were taken from the internet. Because the students did not have English Books from the school, the teacher always prepared materials by herself by searching in the internet and modifying it as materials book so that the students learned English from this handout. The teacher brainstormed the students’ knowledge of descriptive texts about people and gave tense exercises, which were about simple present tenses. The teacher asked about the task individually. This text was the easiest and the shortest one which was aimed to make the students enjoy reading.

After the students finished reading the text, the teacher asked the students to identify the generic structure of the text. Then, the teacher asked the students to collect the task in front of class and prepared a piece of paper. Then, she started doing the writing activity. The teacher gave one sentence then the students continued the text which was about describing person and used simple present tense.

In post-activity, the teacher asked the students to collect their writing tasks. Before the teacher ended the meeting, the teacher reviewed and reminded the lesson on that day. She also said that the students had to make a text about describing people at

the next meeting. At last, she closed the English lessons by praying together in the class. And she was saying” Thank you for your attention and participation and we will meet in the next meeting.

4.1.1.2 The Second of Observation

The second observation was conducted on Wednesday 18th March 2015. The teacher had analyzed the students’ task in rewriting descriptive texts in the previous meeting so that the teacher knew the students’ initial ability. In the previous meeting, the students were still confused and still made mistakes in writing the descriptive text. Therefore, the teacher asked the students to rewrite the descriptive text to describing person with a different person or character. In this meeting, the teacher would ask the students to rewrite one of the descriptive texts about Nikita Willy and Christian Ronaldo which had been learned in the previous meeting by using the same instruction.

1. Pre-activity

The teacher did brainstorming in the class. The brainstorming was used to enhance the students’ understanding and memory about the lesson in the previous meeting. Then, the teacher asked the students whether they had obstacles during reading, about the differences between reading inside and outside the classroom and also about the students’ feeling after reading. Teacher also explained that the activities of reading at the previous meeting aimed to remind them about descriptive texts, which mainly focused on describing person. After the students read and did the work individually on simple present tense and descriptive texts, the students still remembered and did the job properly and on time. However, our focus at this meeting was to write a

descriptive text that describing person in according with the picture you saw in the task.

Then, the teacher explained about chain story as technique in teaching writing descriptive texts.

Teacher : "Today, I will explain, what is chain story?"
Who knows?

Students : "I am sorry Ma'am." I don't know about Chain Story. Is it as a technique?

Teacher : "Ok, Chain Story technique is chosen to help you compose written texts." The benefits of using Chain Story are you can share and apply different writing techniques. This technique can teach you producing English sentences using suitable vocabulary and grammar. "Until here, do you understand?"

Students : "Yes, Ma'am, but I don't know about how its use or its implementation in groups to write descriptive text."

Teacher : "Very Good Questions. I will explain how the use and the implementation of chain story techniques in the group. For example, just like this so later on you in the group, choose one picture then I will help you by giving a short sentence about physical appearance of the person and write sentences on the white board. After that, your job in the group is each member of the group should continue the sentence until the last member and the sentences should be in the descriptive text by using the simple present tense. If you don't know a word, sentence that

- you made into the English language, you can ask me." Do you understand?"
- Students : "Yes, Ma'am."
- Teacher : "After you understand, I will give you a task group. The instruction is the same like I explained before. Until here, do you understand?"
- Students : "Yes, Ma'am."
- Teacher : "Ok. Good Students"

After, the teacher explained about chain story. In whilst activity, the teacher used chain story technique.

2. Whilst activity

The teacher divided 29 students in the class into five groups. Each group consisted of 5 people, but there is one group of four people. After that, the teacher gave task for the students. In the task, there were some pictures but the students could only pick one picture to describe a person. On a piece of paper, there was direction which stated "*Look at the picture above. Choose one out of some the picture and describes it to the according picture. Write a short descriptive text and don't forget to pay attention to the grammars and its generic structure.*" As a sample instruction, the teacher wrote one sentence about psychical appearance of a person, then students in group had to continue the sentence. For example: She has a long hair. The students wrote down a sentence to continue the first sentence until all members had a chance to fulfill the text. The students had to continue sentences until all members had done. The teacher gave time for the students to think about the description towards the task. While doing the task, the teacher

asked the students questions about the things they did not understand and how to interpret words in English.

For example, the teacher wrote *“she has a long hair”* (teacher), *she wears junior high school uniform (member one in group)*, *she has black hair (member two in group)*. *Her skin is brown (member three in group)*, *she has flat nose (member four in group)*, *she is cheerful (member five in group)* as an example. Teacher also went around the class group to check the work of the students’ group. Below was the dialogue between the teacher and the students:

Teacher : “Students, please pay attention to the white board. And I will write sentence over here. You have to continue the sentence starting from the first member until the last member in your group.”
Do you understand? “If you do, please do it now.”
Students : “Yes, Ma’am.”

In group 1

Teacher :“ please, choose a picture (person) and describe the person use simple present tense and chain story technique, like I have taught you before. After that I will give one sentence that help you to write a descriptive text. let’s begin to implement the chain story technique as I have described above.”
Students : “I choose the picture of the man, Ma’am.”
Teacher :“ For this picture, I will give a sentence like” her skin a brown”. Please continue that sentence to be descriptive sentences.”
Students (I) : “He has a mustache, Ma’am.”

- Teacher : "Good, for the second member," Please continue sentence from the previous sentences."
- Students (II) : "He wears the yellow shirt", Ma'am.
- Teacher : "Okay. He wears the yellow shirt, for the next member, please to continue the sentence.
- Students (III) : He has a flat nose, Ma'am".
- Teacher: " Okay, he has a flat nose. What is the next sentence?"
- Students (IV) : He has a curly hair, Ma'am.
- Teacher: "Okay, for the last member in group?"
- Students (V) : "He wears white shoe".
- Teacher: "Yes, He wears white shoes".
- Teacher : "Okay, such technique will you help to write descriptive texts. After, you describe the physical appearance of person in each. You also have to complete the sentence according to its.
- Students : "Yes, Ma'am." I know about that.
- Teacher : Let's you try and complete first, then you will know which one including identification and description. So that you will get better understanding and could easily make a descriptive sentence.

In group 2

After the teacher saw the first group and implemented the chain story technique. The teacher moved to another group. In the second group, the teacher used the same technique and direction.

- Teacher: "Which one of the pictures you choose?"
- Students (I) : "The woman."
- Teacher : "Okay, for this picture the sentence is "she has a curly hair". Please the first member continues sentences."

- Students (II) : "She has a red hair, Ma'am."
- Teacher : "The third member to continue the sentence according with the picture."
- Students (III) : "She wears glasses. Ma'am"
- Teacher : "Okay continue the sentence, please."
- Students (IV) : "She has a pointed nose."
- Teacher : "After the sentence "she has a pointed nose" the last member in group to continue the sentence."Please"
- Students (V) : "Her skin is white, Ma'am.
- Teacher : "After you complete this sentence, pick sentences with its generic structure including identification and description. Don't forget to use simple present tense." Do you understand?"
- Students : " Yes, Ma'am."
- Teacher : "Perfect".

The researcher noted that the teacher sometimes checked the students' writing while moved around and she corrected whether there was a mistake in their writing or not. She corrected the students' writing mistakes in front of the other students so that all the students did not repeat the same mistake in the writing.

Here was the example of the group work's writing results:

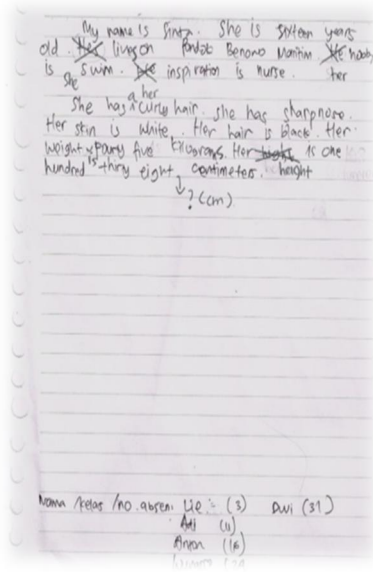
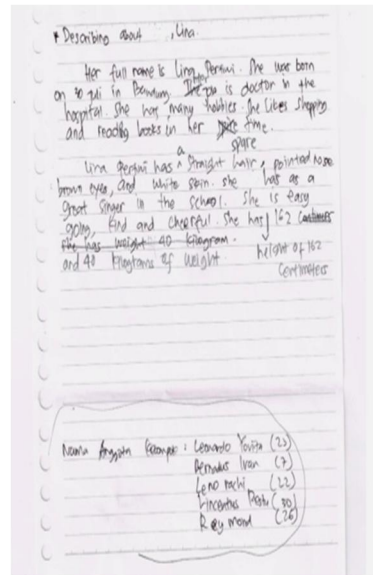


Figure 4.3



Figures 4.4

When the ten minutes was over, the teacher checked whether they had finished their writing or not.

3. Post activity

At the end the lesson, the teacher reviewed the materials that the students had learned at that time by asking some questions. The teacher asked one of the students to submit the tasks. The teacher asked the students whether they could do it all in proper and on time. It looked like all students were able to do the tasks given by the teacher well, and it was easy to work together with friends in the group. Finally, the English lesson was

ended by praying together in the class. She closed the lesson by saying, "Thank you for your attention and participation and we will meet in the next meeting

4.2 The Students' Responses to the Implementation of Chain Story in Teaching Writing of Descriptive Texts

The Third meeting was conducted on Friday, 20th March 2015. In this meeting, the teacher no longer gave the subject matter and explanations as in previous meeting. The teacher went into the classroom to distribute a questionnaire which would be answered by all students in the class. The reason to conduct the third observation was to get a valid data about the students' responses toward the implementation of chain story in teaching writing descriptive texts.

The questionnaire used was to determine the student's responses to the implementation of Chain Story in writing descriptive texts. In the questionnaire, it contained 15 questions including 4 options: Agree, Strongly agree, Disagree, Strongly Disagree. The teacher gave 10 minutes to answer and encouraged the students to ask if they did not understand the questions. Afterwards, the teacher asked a person to submit the questionnaire.

The teacher has collected the questionnaires. She gave the questionnaires for all students in the class. There were 29 students who answering the question by the researcher. The purpose of the questionnaire was to gather information of the students' responses to the implementation of chain story in teaching writing descriptive texts. The researcher had 15 questions but she divided the questionnaires into three major sections to make it easier for the students' responses in each of its parts. There are four options in

the questionnaires: strongly agree, agree, disagree, and strongly disagree. Students had to choose only one option.

In the first part, from the number one until the number five, the questions were about whether learning to write (writing) in English is difficult. From this question, the students answered strongly agree to the question. Then, the next question was whether the students were interested or not as long as they followed the teaching of English, especially writing lessons in the class. All students' were agree and felt interested in learning the English language, especially in terms of writing. Besides, the question is also stated as, "Do you work in a group to help you make writing easy, especially in teaching writing?" The students answered strongly agree to the question.

In the second part, from number six until number ten, the questions of questionnaires were about the delivery or the use of chain story technique done by the teacher using descriptive texts in the classroom. The technique gave more motivations for the students. The question asked whether the technique used by teachers help the students to write a story chain easily. Compared to those who had not been previously using the technique of Chain Story, all students answered strongly agree with the question. Moreover, it was true that, from the beginning until the day the study was conducted, there has been no teacher who implemented such technique in the classroom in which the technique greatly assisted the students to write in English. After that, the next question was about whether the teacher explained the Chain Story technique in teaching writing (writing) clearly. From this question, all students strongly agree with the question. The next question, whether the story was used as a chain engineering techniques in learning the English language, especially in "writing descriptive

texts" in teaching learning process. The students answered strongly agree The last question was stated as, "Do you think the teachers in teaching and learning in the classroom has given a huge motivation to you in learning to write descriptive texts using the technique of chain story?" The students answered strongly agree with the questions.

In the third part, from number eleven until fifteen, the questions of the questionnaire were about the students' responses regarding the use of chain story technique in the classroom. One question was whether learning with chain story given by the teacher was fun. From the question, all students answered strongly agree. Then, in the next question, whether the use of chain story technique can make the atmosphere especially English class to write descriptive texts was happier and active. They said that Chain Story was a good technique because it can improve their ability especially in writing descriptive text. From the question, the students strongly agree with the answers of the questions. Another question was stated as, "Do you think, if the story is used as a chain engineering techniques in learning English, especially in writing the descriptive text for the next learning descriptive text?" The students answered strongly agree with the answer of the questions. The students agreed if the chain story was used as technique in teaching English. Therefore, most students suggested that chain story as technique could be applied by the teacher in the next teaching English, especially in writing descriptive texts.

4.3 Discussion

There are two results discussed in this part. Firstly, the result is related to the observation checklist result regarding the teacher and the students' activities towards the implementation of chain story, whether it is applicable to be applied to teach writing or not.

Secondly, it is related to the questionnaire guidelines. It could give brief explanations about the students' responses towards chain story; whether they agreed or disagreed.

Based on the observation, it could be said that the materials given in the writing class from the first to the second meeting were understandable. The selection of the text was the description of the people. In the first meeting, the students were asked to write a descriptive text about Sherina Munaf's personality and her appearance. In this activity, the students wrote the descriptive texts about describing people. In the second meeting, the teacher asked the students to make groups to do the task with their friends. After that, the teacher asked the students to write descriptive texts based on the existing images and one sentence that has been made by the teacher and asked them to continue. In this activity, the students wrote the descriptive texts about some people in the pictures and worked with their partners. This activity could make the students care and socialise more with their friends. The material was well prepared by the teacher. It was explained by the teacher in an understandable way. It was relevant with the objective of the study because it was accordance with the curriculum stating that the eighth graders were expected to be able to understand and create descriptive texts. Since the teacher used interesting pictures and various exercises, it could lead the students to be enthusiastic to write. In this meeting there are three stages in teaching. They were pre- activity, whilst activity, and post- activity which were in line with Brozo (2008) who says that there are stages in teaching writing they are pre- writing, whilst- writing, and post- writing activities.

In pre- writing activity, the teacher told one descriptive topic. Then, the teacher told that description of the topic to the students twice or third times while the students are listening. The

students may interrupt if they have questions to ask related to the difficult meaning on teacher's saying. Brozo (2008) suggests that the teacher should give the students titles in their descriptive texts.

In whilst- writing activity, the teacher began to implement Chain Story technique. The teacher divided the students into groups, listed about what they catch from the description and wrote them on the white board. In groups, the teacher asked for each member to write a descriptive sentence connected with the words on the white board. It continued until the last member in the group. The teacher followed the implementation of Chain Story activity based on Brozo (2008) who is telling the students what a chain story is as technique. However, the teacher implemented teaching writing using chain story activity with some adaptations. The researcher believed that the objectives of the study that pursued through the steps would be achieved if teacher used interesting topic or authentic material.

In post- writing activity, the teacher checked the students' works and gave correction. The teacher changed the students' works with the groups. It is in line with Brozo (2008) who says that the teacher should check the writing tasks with other groups. The teacher closed the lesson by gave a feedback related their works.

Based on the discussion above, the researcher can conclude that the teacher followed the implementation of teaching writing using three stages and followed the implementation of chain story activity based on the theory. The implementation of chain story as a technique had some benefits in the class. While the students were writing in group, it helped the students to understand new vocabularies, grammar better.

Chain story is a good technique implemented in writing class. The teacher stated that the students became more enthusiastic in writing class. The technique could attract and made fun to write the descriptive texts about describing people. In conclusion, the implementation of chain story in teaching writing descriptive text was success and run well. This story chain technique has been very consistent with the theory used by Brozo (2008) and can be seen from the results of the task of writing students in the class. They were excellent and entice them to write correctly and easier to do. It is implemented as a techniqueto teach descriptive texts. In addition, the students' responses are positive towards chain story, which help most of them reconstruct the text in terms of providing their motivation for writing. Furthermore, chain story is also workable to help most students write descriptive texts.

From the result of the questionnaires, the researcher obtainedthe information about the students' responses to the implementation of chain story in teaching writing descriptive texts. The students agreed and supported that chain story could be a technique implemented in writing class. The reason was that chain story could lead their motivation to write because the pictures could attract the students to write. For all the reasons, this study agreed that the implementation of chain story as technique in teaching writing descriptive texts made the students become active to the lesson and be interested to do the writing well as well as be more motivated to write descriptive text.

Thus, the implementation of chain story in teaching writing descriptive text seemed to have positive and fun role towards the English lesson, especially for writing descriptive texts

for the eighth graders of SMPK Angelus Custos II Kebraon ,
Surabaya.

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the researcher presents the conclusion and gives some suggestions. The conclusion is about the overall of the analysis and discussion which stated in chapter IV and the suggestion was proposed by the teacher related to the teaching learning process in writing so that the next researcher can conduct a further research related to the study.

5.1 CONCLUSION

The data from observation checklist showed that the implementation of Chain Story in teaching writing descriptive text to eight grader students of SMPK Angelus Custos II Surabaya was successful. It can be said that the implementation chain story was successful because the activities carried out by teacher in the classroom was accordance with the theory Brozo (2008). Students can also compose sentences with good descriptive texts. It can be seen that the students can show the results of writing task in every meeting and the students did not make the same mistake when they wrote the descriptive texts. Chain Story is one of the teaching techniques that can be used for teaching writing descriptive texts, particularly for the eighth graders of SMPK Angelus Custos II Kebraon, Surabaya.

Based on the students' responses after the implementation of chain story in teaching writing descriptive texts, almost students agreed in the use of chain story to teach writing descriptive text. Besides, the students said that the use of chain story could help them in writing descriptive text.

5.2 SUGGESTIONS

At the end of this study, the researcher would like to give some suggestions which are hoped to be useful to enhance the quality of teaching and learning process, particularly in writing.

1. For the teacher

The teacher should be more creative in creating attractive and interesting class for teaching writing descriptive text. Besides, the teacher also has to pay attention to the students. The teacher should have many ideas, words to implement Chain Story as a technique which cannot only help students in writing but it also motivated them in learning other skills.

2. For The next researcher

The next researcher should be creative to do research related to the technique. Because there must be further research in the same study, it is expected for the next researcher to do research in different areas. This technique could be implemented in different graders and any pictures. There are also many other techniques in teaching writing.