

# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Teaching writing effectively is one of the most important skills that educators should be mastered. Before teachers conduct the activity of teaching writing, they must have a good preparation such as selected material and resources, strategy for teaching, and also prepare the appropriate process or steps to teach the students to write.

Some of the teachers in high school may not understand clearly about the appropriate process in teaching writing in order to lead the students to produce good writing. This condition might affect the student understanding about writing and it possibly will bring them into the failure in writing. Since the nature of writing is mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clearer to a reader as stated by Nunan (2003: 88), teachers should follow those terms in order to lead them in teaching writing appropriately.

Nunan (2003: 88-89) also states that writing instruction was based on a somewhat rigid set of assumptions: good writing was done from a set of rules and principles, the teacher's duty was to relate these rules, and students then wrote in response to selected written text, following the rules of good writing.

Furthermore, Aquilina (1999: 21) states that the teaching of writing should aim to impart a balance knowledge, skills and understanding so that students learn to write effectively. Composing texts also requires an understanding of the development of writing as well as presentation. The aim of teaching writing is to ensure that students learn to write effectively in community and academic contexts. To develop the skills, knowledge and understanding required, students need to learn about writing and learn through writing.

In relation to the explanation above, it can be concluded that the teachers should understand a set of rules or principles of teaching writing so that they are able to conduct a teaching writing process appropriately. Teacher should ensure that their students are able to write effectively.

In teaching writing, there might be several variables that will affect the process of teaching writing. Gage (2009: 47) states that the process of teaching writing can be influenced by presage and context variables. Mitzel (1960) as cited in Gage (2009: 43) states that presage variable consist of teacher personality and teachers' experience. The category of teacher personality consist of teachers' gender and age, while teachers experience consist of teachers' knowledge about ways of teaching, and also teachers' achievement. The context variables have some characteristics such as the nation, region, community, school, and class in which teaching takes place. The community characteristics include urban or rural; average income. The school characteristics include resources for teaching, the student-teacher ratio. The class characteristics include the students'

socioeconomic backgrounds, cognitive abilities, ethnicities, previous school achievement, and the students' heterogeneity along these dimensions.

In relation to teaching writing, the teachers must comprehend all the genres so that they are able to conduct their teaching process appropriately. Since there are so many genres in writing, the writer will only focus in recount text. The writer choose recount text because the curriculum provides recount text as one of the material that should be mastered by tenth grade students. Knapp (2005) states that recount text is a kind of text which informs the reader about the activities or events in the past time and written in sequential form. Knapp (2005: 232) defines the process of teaching recount which divided into 6 steps as following:

1. Identify the sequence of events guided by the teacher.
2. Individual analysis.
3. Identify the text structure.
4. Reading activity.
5. Scaffolding a story using the generic structure and theme.
6. Writing recount text individually.

In relation to the explanation above, the writer conducted a research which focused on the teaching writing process and also the variables that can be the reasons why the teacher conducted her teaching writing process as she did.

## **B. The Problems of Study**

The problems of the study are formulated as following:

1. How does the teacher teaches the students to write recount text?
2. What are the reasons underlying the process of teaching writing recount text?

## **C. The Objectives of Study**

In relation to the problems, the objectives of the study are:

1. To find out how the teacher teaches the students to write recount text.
2. To find out the reasons underlying the process of teaching writing recount text.

## **D. The Scope of Study**

The scope of the study is limited in analyzing the steps or process of teaching writing recount text and also finding the reasons underlying the process. The English teacher is then chosen to be the subject of this research.

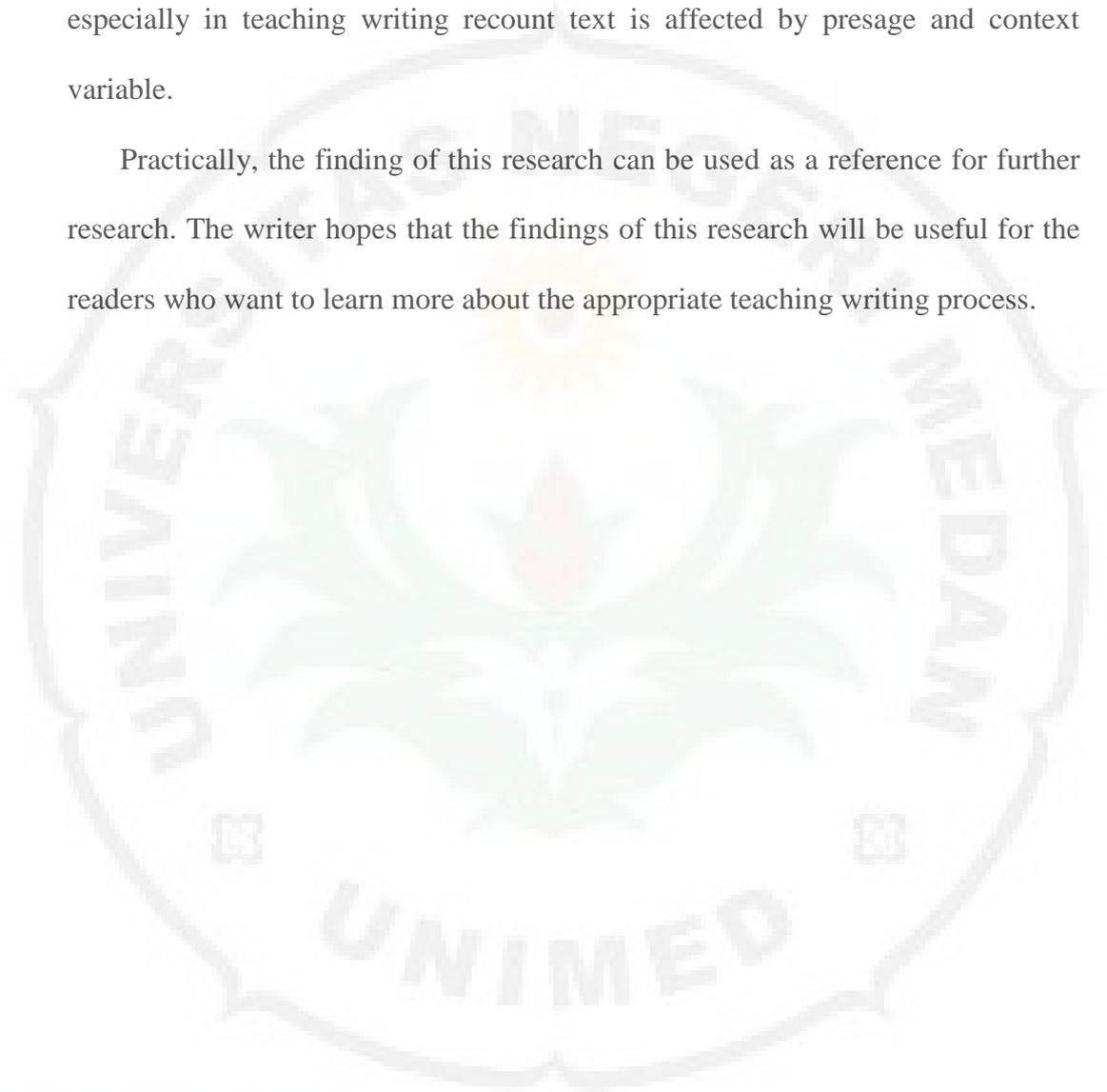
## **E. The Significances of Study**

The research findings are expected to be useful both in theoretically and practically.

Theoretically, the findings of this research can be used to strengthen, weaken, or modify the theory of teaching saying that teachers' teaching performance

especially in teaching writing recount text is affected by presage and context variable.

Practically, the finding of this research can be used as a reference for further research. The writer hopes that the findings of this research will be useful for the readers who want to learn more about the appropriate teaching writing process.



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