CHAPTER I

INTRODUCTION

A. Background of Study

Strategies are specific methods of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information, Brown (2000:113). Strategy can be defined as general approaches to instruction that apply in variety of content areas and are used to meet and a range of learning objectives (Eggen and Kauchak, 2006). The term strategy is frequently used by the educators and language pedagogy as the way of teaching.

Nunan (1999:172) states that one of the leading teachers and researchers in the language learning strategies field, Oxford (1990:8) argues that strategies are important for two reasons. In the first place, strategies are tools for active, self-directed involvement, which is essential for developing communicative competence. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively.

Teaching strategy is the way of teaching which used by the educators in teaching learning process. Dick & Carey (2003) states that the learning strategy is a set of instructional materials and procedures that are used together to inflict on student learning outcomes. Kistner, et al (2015:176) state that teaching learning strategies is one important aspect of

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the consistently claimed promotion of self regulated learning and classroom. Haynes and Zacarian (2010) states that teaching strategies are divided into 7 categories, those are: provide comprehensible input, make lessons visual, link new information, determine key concepts, modify vocabulary instruction, use cooperative learning strategies, modify testing.

Nowadays, the school in Indonesia is using 2013 curriculum. Mulyasa (2013) states that the main factor to decide the successful curriculum implementation is teachers' creativity. The teachers were demanded to create the students become productive, creative, and innovative. The teachers should have high responsibility in realizing the aims of learning.

Students are supposed to be able to express their ideas in writing form through writing text. There are many text types of writing such as recount, narrative, spoof, anecdote, descriptive, report, explanation, procedure, hortatory exposition, analytical exposition and news item. One of the texts taught for the students at grade tenth of Senior High School in 2013 curriculum is recount text. Dirgeyasa (2014:3) states that recount text is the retelling or recounting of an event or an experience; or, recount is a text that retells events or experiences in the past. There are four skills which should be mastered by students in learning english, those skills are reading, speaking, listening and writing. In this research the researcher only focuses on the writing skills in recount text. Writing is one of language skills which is very important for students to be mastered,

because this skill helps students in completing assignments, doing homework, communicating with people and expressing their feelings.

Brown (2007:7) said that teachers play the crucial role in teaching and learning process in helping the learners to master such skills by transferring knowledge, give some instruction to do something by using such kind of techniques and the result, students understand and are able to do and produce something. There are many problems faced by the students when they are learning writing skills in recount text and teachers who play the crucial role in teaching and learning process must use some strategies which can achieve the indicators of teaching learning process. In order to find out the problems and strategies that exist in teaching writing recount text in Senior High School, the researcher interviews the English teacher at SMA Negeri 1 Tebing Tinggi on October 2nd 2018. Here is the result of the interview with the English teacher at SMA Negeri 1 Tebing Tinggi.

Interviewer : *Apakah ada masalah yang sir hadapi dalam mengajar siswa terutama mengajar recount text sir?*

(Is there any problems in teaching recount text to your students in the classroom?)

Teacher   : *Iya ada, yang terutama dalam vocabulary dan grammar.*

(Yes, there is, particularly in teaching vocabulary and grammar)

Based on the preliminary data above, the researcher found that the problems of teaching learning process in teaching writing recount text are in vocabulary and grammar. Therefore, based on the background of the study elaborated above, the purpose of this study is to analyse the teaching strategy used by the teacher in SMA Negeri 1 Tebing Tinggi in teaching writing recount text.

B. The Problem of the Study

Based on the background of the study, the problems of the study are formulated as follows :

1. What teaching strategy does English teacher of SMA Negeri 1 Tebing Tinggi apply for teaching writing recount text?

2. How does the strategies applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi?

C. The Objective of the Study

The objectives of study are:

1. To describe the teaching strategy applied by the English teacher at SMA Negeri 1 Tebing Tinggi for writing recount text.

2. To describe how the strategies applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi.

D. The Scope of the Study

In teaching and learning process, there are some aspects applied by teacher to make English learning process effectively conducted. Those aspects are approach, strategy, method, model and technique. This study is limited on the investigation of the strategy from Haynes and Zacarian (2010) that applied in teaching writing recount text at SMA Negeri 1 Tebing Tinggi grade X in academic 2018/2019.

E. The Significance of the Study

The results of this study are expected to provide some information and contributions both theoretically and practically.

1. Theoretically

   a. The results of the study can be used as an input in English learning, especially in teaching writing recount text.

   b. The results of this study will enrich the teaching strategy literature.

2. Practically

   a. The results of the study can be useful for teacher to take consideration on the use of strategy in teaching writing recount text.

   b. The results of the study can be useful for the next researchers as relevant study in advance this research.