

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language can be defined as a means of communication that is used to transfer information, ideas, and feelings from one person to another. Language is also can be defined as a system of communication based upon words and the combination of words into sentences. By using language, people can develop their knowledge so that they can know about something. Chaer Lyons (1995) states, “Language is a form, not substance” and mentions the characteristics that constitute the essence of language as a symbol of the sound system are arbitrary, productive, dynamic, deverse and humane.

In learning English, There are four language skills which should be mastered by students, namely: reading skill, speaking skill, listening skill and writing skill. Harmer (2004) states, “Writing (as the one of four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching English. From those four language skills, writing is believed most difficult than others three language skills. Westwood (2008) states, “it is because writing is a complex skill involving multiple processes and abilities that problems can arise for some students.”

Writing is also a skill that not easy to be mastered. As Richards and Renandya (2002) states, “writing is the most difficult skill for second or foreign language learners to master”. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text.

From other language skills, writing has a difference. It is because, in writing, students communicate their own ideas in which they must be able to express and elaborate their ideas without an interlocutor, by maintaining the accuracy of every sentence and words in the text to make the reader understand the message written in the text. Different with listening and reading skills, the students get and find a message that is formulated by another or the writer.

Writing also has a significant role in communication. Sparrt (2005) states, “writing is one of the of the four language skills that involves communicating a message (something to say) by making signs on a page. That is why, writing cannot be left since it is a form of communication in which people are expected to understand our thought through writing. And because of the problem, it supposes the teacher should be able to find good strategies to make students solve some problems faced in teaching learning process, especially in teaching writing. It is because the teacher’s strategy in teaching learning determines the students’ success in learning.

In Junior High School, it is include as the beginner stage for learning English well, so that, the teacher should teach them from the very basic lesson for them. Students in eighth grade of Junior High School should learn about writing because they have to know how to make sentences correctly, so that they can write well when writing about something. And also, in writing, the students need to learn how to be able to express ideas, thoughts and feelings in the best way on the page.

In the syllabus of curriculum 2013, writing becomes one of the parts. Based on syllabus of curriculum 2013, in Junior High School, there are several kinds of text that must be mastered by the students such as recount text, transactional text, procedure text, and so on. In this research, the researcher will focus on recount text. Anderson (1990) states, "Recount text is a piece of text that retells past events, usually in order in which they happened". The purpose is to give the audience a description of what occurred and when it occurred.

Haynes and Zacarian (2010) states, there are seven teaching strategies, namely : (a) providing comprehensible input, (b) make lesson visual, (c) link new information, (d) determining key concepts, (e) modifying vocabulary instruction, (f) use cooperative learning strategies, and (g) modify testing. Those seven strategies are the strategies that can be used by the teacher in teaching writing.

Hermina (2018) in her research found that there are problems and difficulties faced by students in learning writing recount text. By using questionnaire, the data found related to students' problems and difficulties were vocabulary and arranging sentences. Meanwhile, the teacher's problems in teaching writing recount text were preparing teaching preparation, and motivate the students, this is consider difficult to do because after the teacher motivate the students, the students still not motivated yet to learning writing. The result showed that the strategies were used by the teacher are grouping and giving punishment. It was purposes to make the students more cooperative during teaching learning process. The teacher gives reward to motivate students during teaching learning process.

Usman, Yani and Ubat (2021) in their research, based on interview result with English teacher, found the problems faced in the class are students have difficulties to build and develop their ideas, choose right dictions and use grammar. Making the students to work individually also does not work optimally to improve students' writing skill, it sometimes make the students feel bored and sleepy if they learn individually.

Related to research conducted above, based on researcher's observation, the researcher found that many students still cannot write a text well when learning about writing transactional text. They still had struggles when asked to writing transactional text. Similar with the findings by Usman, Yani and Ubat (2021) research, that students had difficulties in developing their ideas through writing. And supported by Hermina (2018), it can be from students lack of vocabulary in arranging sentences. The teacher's strategy in that time was asked the students to bring dictionary. When teaching, the teacher teach each component completely and asked the students to practice their writing. The strategy used by was teaching using power point so that the material explained can be clearer because it was supported by visual. Another factor faced during teaching learning process was the limit of lesson time, in which only 30 minutes for 1 meeting. That time considered too fast to teaching the material. When learning writing a sentence, the students were asked to say the words in English, but they feel difficult to answer. It needs several repetition when teaching so that the students can understand about the topic. This problems were already happened also when the researcher was conducting PLP II in that school while they studied about descriptive text.

Related to previous research and those problems that exist in teaching learning process especially at SMPN 17 Medan, it can be concluded that the problems generally found were students' lack of vocabulary and difficulties in expressing their idea. Therefore, the researcher intended to conduct a study under the title **“Teaching Strategies Used by the Teacher in Teaching Writing Recount Text at SMP Negeri 17 Medan”**.

### **B. Problems of the Study**

In line with the background above, problems of the study formulated as follows :

1. What kinds of strategies were used by the teacher in teaching writing recount text ?
2. How the teaching strategies were implemented by the teacher in teaching writing recount text ?

### **C. Objectives of the Study**

In line with the research problems above, objectives of the study formulated as follows :

1. To find out what strategies were used by the teacher in teaching writing recount text.
2. To describe how the teaching strategies were implemented by the teacher in teaching writing recount text.

#### **D. Scope of the Study**

This study focused on analyzing teaching strategies used by the teacher based on teaching strategies by Haynes and Zacarian (2010) and also the implementation based on theory of Scientific Approach. Specifically, this study observed what strategies were used and analyze the implementation of the teaching strategies in teaching writing skill on recount text only in the main activity. This study applied at grade eighth of SMP Negeri 17 Medan.

#### **E. Significances of the Study**

The findings of this research were expected to provide information which may have theoretical as well as practical value for the teachers.

- a. Theoretically, provide information and theories about the use of teaching strategies by Haynes and Zacarian (2010) in teaching writing skill on recount text.
- b. Practically, the findings will useful for :
  - English Teacher: inform the teacher related to teaching strategies use by the teacher in teaching writing recount text to improve the quality of teaching.
  - Students: after knowing about the use of the teaching strategies, the students are hopefully able to understand the way their teacher teaching in the classroom to improve students' writing skill to be better.
  - Future Researcher: the result of this study was also beneficial as references.