

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

In English studies, the students need to master four skills in learning English. Those are reading, speaking, listening, and writing. Harmer (2003) states that writing (as one of the four skills of listening, speaking, reading, writing) has always been part of syllabus in English teaching. Of these four language skills, writing is believed to be the most challenging of the others. Westwood (2008) states that writing is a complex skill that involves many processes and abilities so that problems can arise for some students. In this study, researcher focuses only on the writing skill of recount text. Writing is one of the most important language skills that a student must master because this skill helps a student to complete a task, do chores, communicate with others and express his or her feelings. There are some numbers of aspects that applied by the teacher to effectively hold the learning process. They are approaches, strategies, methods, models, and techniques. In this study, the researcher only focuses on the strategies which are applied by the teacher.

Brown (2000) states that strategies are spesific method of approaching a problem or task modes of operation for achieving a particular and planned design for controlling and manipulating certain information. Eggen (2006) states that strategy can be defined as general approaches to instruction that apply in the variety of content areas and are used to meet and a range of learning objectives.

Teachers and language pedagogy commonly refer to teaching methods as strategies. Teacher's teaching strategies are the ways of teaching used by the teacher in teaching learning process. Kitsner (2015:176) states that teaching strategy is one important aspect of consistently claimed promotion of self regulated learning and classroom. Saskatchewan (1991) has five teaching strategies that can be applied by English teacher in teaching and learning process in the classroom. There are direct instruction strategy, indirect instruction strategy, interactive instruction strategy, experiential strategy and independent learning strategy.

Nowadays, most of schools in Indonesia still use the 2013 curriculum. Mulyasa (2013) states that the major factor in the success of the curriculum implementation is teachers' creativity. Teachers are required to create learners to be productive, creative, and innovative. Teachers should have high responsibility in realizing the purpose of learning. Students are expected to be able to express their thoughts in written form through the written text. There are many types of writing texts such as recount, narrative, spoof, anecdote, descriptive, report, explanation, procedure, hortatory exposition, analytical exposition and news item. In this study, the researcher only focuses on writing recount text. Based on the syllabus on the 2013 curriculum, recount text is taught at the eighth grade of Junior High School.

Dirgeyasa (2014:3) states that the recount text is retelling an event or experience; or, it is a text that retells past events or experiences. According to the second semester English class syllabus, at basic competence 3.11 students are expected to be able to compare social function, textual structure, and the linguistic elements of some personal recount texts are oral and write by giving and requesting information regarding past personal experiences, short and simple, according to the

context of use. At basic competence 4.11 students are expected to be able to capture meaning in a way contextual regarding social function, textual structure, and textual conformity are both oral and written, very short and simple, related personal experiences in the past (personal connections) and composing textual oral and writing, very short and simple, relating to personal experiences of the past (personal recount), with regard to social function, text structure, and language elements, correctly and in context.

However, based on the preliminary data, the students' scores in writing recount text is not in keeping with expectations. Regarding the expectation, the students have to reach the standard of minimum completeness, that is 75. Here is the overall scores interval from the students at grade eight of Junior High School at SMP Gajah Mada Medan :

**Table 1.1 The Score of Students' Writing Recount Text**

<b>Interval</b>	<b>Predicate</b>	<b>Category</b>	<b>Frequency</b>
93-100	A	Very good	6
84-92	B	Good	4
75-83	C	Enough	3
< 75	D	Less	17
<b>Total</b>			30

Based on the data above, the reality is more students get lower grades than sufficient grades. Brown (2007:7) says that the teacher played a key role in the teaching process of helping the student master the skill by transferring knowledge, giving instructions to do something using such a technique and the result is that the student understands and understands. Being able to do and produce things. There are many problems faced by students as they learn writing skills in the recount text

and teachers who play an important role in the teaching learning process must use some strategies that can reach teaching indicators. To find out the problems and strategies involved in writing texts at Junior High School, researchers interviewed English teacher at SMP Gajah Mada Medan.

Based on the preliminary data above, the researcher found that the problem of teaching learning process in teaching writing recount text is students' interest in writing recount text. Therefore, teaching strategies are very important because learning must be planned, organized to run effectively and efficiently. The students who role-play learning do not readily receive the lesson material in its entirety. Therefore, teachers should have a strategy for addressing and distributing material to a class. The teaching strategies used by teachers have a measure of impact on the learning process. It is expected to produce better results in the learning process. The selected teaching strategy should be well thought out. Because the teaching strategy must be flexible according to the needs of the class and materials being presented by the teacher. Mastering the teaching strategies is one of a teacher's efforts to tackle problems during the learning process. Therefore, based on the background of the study elaborated above, this study is intended to investigate the teacher's strategies in teaching writing recount text at grade 8<sup>th</sup> of SMP Gajah Mada Medan.

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

Regarding the background of the study, the researcher formulates the problems are as follows :

1. What types of strategies are applied by the teacher in teaching writing recount text at grade 8<sup>th</sup> of SMP Gajah Mada Medan?
2. How are the strategies applied in teaching writing recount text at grade 8<sup>th</sup> of SMP Gajah Mada Medan?

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

In line with the problems of the study above, the two objectives of the study in the following :

1. To analyze the types of teacher's strategies in teaching writing recount text at grade 8 of SMP Gajah Mada Medan
2. To explore the steps of applying teacher's strategies in teaching writing recount text at grade 8 of SMP Gajah Mada Medan

## **D. The Scopes of the Study**

In the learning process there are four skills. Those are reading, speaking, listening, and writing. In teaching writing process, there are many types of writing texts such as recount, narrative, spoof, anecdote, descriptive, report, explanation, procedure, hortatory exposition, analytical exposition and news item. Although, there are so many types of writing text, but this research only focuses on writing recount text. There are some numbers of aspects that applied by the teacher to effectively hold the learning process. They are approaches, strategies, methods, models, and techniques. But this research only focuses on the strategies from

Saskatchewan (1991) that applied by the teacher in teaching writing recount text at the second semester from grade 8<sup>th</sup> of SMP Gajah Mada Medan.

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

The results of this research are expected to provide a theoretical and practical amount of information and contributions.

#### 1. Theoretical Significances

- a. The result of this research can provide many information about the strategies in teaching writing recount text for the teacher
- b. It is also anticipated that the findings of this study will serve as a guide for future researchers doing related studies.

#### 2. Practical Significances

##### a. For English Teacher :

To enhance the quality of instruction, provide the teacher with information on the teaching strategies you employ while teaching writing recount texts.

##### b. For Students :

Students should be able to comprehend how their teacher uses teaching strategies in the classroom to help them become better writers after learning about them..

##### c. For Future Researcher :

The result of this study was also beneficial as references.