

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a very important language to learn at this time, because English needed in several fields such as socializing, communication, business, and social interaction with many people. In Indonesia, English language is one of the subjects that is needed and important, because English is the second language used for speaking, in work also prioritizes being able to speak English and in the school curriculum students are also obliged to learn and be compelled to understand the subject while studying.

Indonesian schools are now adopting the 2013 curriculum. According to Mulyas (2013), teachers' creativity is the most important aspect in determining the effectiveness of curriculum implementation. Teachers were expected to help students become more productive, creative, and inventive. Teachers should be held accountable for achieving the learning objectives. Teachers must utilize strategy in the teaching learning process because it can make the teaching learning process more successful and decide the students learning success.. Strategy is a term that refers to a complex web of thoughts, ideas, insight, experiences, goals, expertise, memories, perceptions, and expectations that provides guidance for specific actions in pursuit of particular ends Nickols (2016).

Teaching strategy is the way of teaching used by the educators in teaching learning strategies field. Dick & Carey (2013) states that the learning strategy is a set of instructional materials and procedures that are used together to inflict on students learning outcomes. A strategy is a way of thinking about how something is accomplished. The term strategy is frequently used by the educators, practitioners and language pedagogy as the way teaching. Commonly, Strategy can be defined as various important parameters of the language teaching process general approaches to instruction that apply in variety of content areas and used to meet a range of learning objectives (Eggen and Kauchak , 2012). A student-centered teaching method and involvement for both teachers and students are also prioritized by strategy.

Language skills consists of reading, writing, speaking and listening. There are four skill that must be mastered by each student. Writing is one of the most crucial language skills for students to learn since it aids them in completing tasks, doing homework, communicating with others, and expressing their feelings. According to Kern (2000) writing is a process that helps students think clearly about how to organize and convey their thoughts, feelings, and ideas in a way that meets the expectations of their imagined readers.. Writing is also a process of communicating the writers idea to the reader in a written form. The ideas will be in a sentence, a paragraph and a text. There are some texts to gather the ideas such as descriptive text, recount text, and narrative text.

Talking about writing, Recount writing is one of writing pillars that the students have to master before learning or another genre of writing. According to Munir (2013:2), recount text is the form of the text that aims at retelling event for

the purpose of informing or entertaining. The sentences in a recount text are usually ordered in chronological sequence.

Based on result of observation conducted in grade 10 of SMAN 11 Medan, the writer found the strategy used by the teacher in teaching writing recount text. The strategy were used by the teacher is TAD strategy (Transitions- Actions- Details). According to the data, grade 10 students in SMAN 11 Medan problem faced by the students is about vocabulary, grammar and arranging sentence. The students were difficult in using vocabulary in English because they were less of vocabulary exercises, it was caused the lack of recognizing vocabulary. Students have not been able to develop ideas for making text and also the sequence of text activities is not well structured.

Irikawati (2017).The purpose of this research to determine the teacher's strategy in teaching writing and identifying the teacher's strategy in teaching writing. According to the findings of the researcher's field observation and in-depth interview, the most common teaching approach employed by instructors is the utilization of media images. Because this strategy is thought to attract more learners to learn and also decrease boredom while utilizing learning strategies, it is widely used. Learning media can also assist students in viewing and expressing images in textual form. Utilize existing media as effectively, efficiently, and as much as possible, of course, consider the situation when implementing the learning process in terms of student characteristics and media availability, particularly media images.

Furthermore, Swaran, Gopal, Ong, Singh, Mostafa & Ambar Singh (2020). The Objective of this research is on ESL teachers' strategy for fostering higher-order thinking skills when teaching writing to weak ESL students in Malaysian secondary schools. The ESL teachers' strategies that encourage higher-order thinking skills when teaching writing to weak ESL learners were recorded and examined to ensure that ESL learners are able to understand and master higher order thinking skills that can improve their writing.

Based on concluding the previous studies above, the writer found that the problems of teaching process in teaching writing recount text are in Vocabulary and Grammar. The writer finally considered the research on analysing teacher teaching strategies that focus on writing skills and recount text as a genre. Therefore, based on the background of the study elaborate above, the purpose of this study is to analyse Teacher's Strategies in Teaching Writing recount text at Grade 10 Students of SMAN 11 Medan.

B. The Problem of The Study

Based on the background of the study above, The problem of the study formulated as follows :

1. What kinds of strategies are used by teacher in teaching writing recount text at SMAN 11 Medan?
2. Why are the strategies used in the ways they are?

C. The Objectives of the Study

The objectives of the study are as follows:

1. To analyze the kinds of strategies used by teacher in teaching writing recount text at SMAN 11 Medan
2. To explain the reason of using strategies in teaching writing recount text by the teacher in SMAN 11 Medan.

D. The Scope of the Study

The study is focussed on the strategies used by teacher in teaching writing recount text

E. The Significances of the Study

The findings of this research hopefully can be useful to teachers theoretically and practically . Theoritically , the findings of this research provide information and theories of teacher's strategies in teaching writing recount text. Meanwhile, Practically the findings of this study will be useful for :

1. English teachers, are expected to benefit from this research in terms of developing and innovating their strategy in the teaching and learning process of writing skill , particularly in teaching of recount text.
2. Other researcher, as a source of information for conducting study on teacher strategy in teaching writing recount text .