CHAPTER I

INTRODUCTION

A. Background Of The Study

Learning English as a foreign language is essential, particularly in the field of education. English is required in Indonesian education in order for students to compete in the international world. Not only is it used for communication, but it is also used for information transfer. English is one of the languages that students must learn as EFL students. Reading, speaking, listening, and writing are the four skills that students should be able to master when learning English. Writing is the most difficult skill to learn of the four language skills taught. Writing is a process that develops learners' ability to think specifically about how to arrange and convey thoughts, feelings, and ideas in a way that is compatible with the expectations of imagined readers, according to Kern in Samosir (2000). Writing is one of the talents that students should learn because it assists them in completing their work or assignment, communicating, and expressing their feelings through writing. In writing, students are requiring practices and training to generating ideas, feeling, emotion, organizing and translating ideas into readable and understandable written text. Think and imagine about what we will write is important before writing a text.

Various text kinds such as recount, narrative, spoof, anecdote, descriptive, report, explanation, procedure, hortatory exposition, analytical exposition, and news item are assigned to study based on the Curriculum of 2013 revised edition of 2016. Recount

text is one of the texts taught in the 2013 curriculum to students in grade eight of Junior High School. Recount text, according to Dirgeyasa (2014), recount text is the retelling or recounting of an event or experience; otherwise, recount is a text that retells prior events or experiences. In this study, the researcher will only focus on recount text writing skills.

Writing is a difficult talent to master since it requires students to picture the topic they wish to write about. Students usually think about how they should produce nice sentences when producing text, and they are frightened of making mistakes in grammar and how they identify and expand a concept into a text. Writing is a challenging skill for pupils to learn, according to Rass in Siswita (2005), since they must balance many difficulties such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. As a result, writing is a difficult task since the writer must consider the content, organization, purpose, audience, terminology, and mechanics. In fact, many students struggle when they first start writing, particularly when writing recount texts. Students, for example, spend a lot of time thinking about what they'll write and the words they'll use because they can't think of ideas quickly and their writing is riddled with errors and mistakes. It's because they only practice writing text on a limited basis and don't proofread their recall material thoroughly. They may also be unable to organize their thoughts in a text. The other issue is that they are unable to produce and organize their ideas in order to write a recount text. Another element is the influence of the teacher. The teacher does not vary his or her teaching methods when teaching writing recount text,

especially when teaching writing recount text. The teacher only uses a textbook and the exercises in the textbook to teach writing recount text. As a result, the students struggle to comprehend the material and are uninterested in learning. Students' lack of confidence, according to Ahmad in Mutazim (2013), is caused by teachers' teaching practices that are incompatible with students' learning styles and cultural backgrounds.

It is difficult to become an English teacher because the subject requires mastery of four skills. Mastering English can be defined as mastery of four skills. It's not easy to teach English. Teachers must utilize successful tactics that allow pupils to acquire the topic with varying levels of skill in each lesson. Teachers must be resourceful in their content selection and able to pique students' interest. As a result, the teacher must employ a variety of tactics to aid in the teaching and learning process. Using strategies, learning can be made "easier, faster, more pleasurable, more self-directed, more effective, and more transferable to other settings" (Oxford, 1990:8).

Strategies are defined as specific approaches to an issue or task modes of operation for achieving a specific and planned design for controlling and manipulating specific information Brown in Samosir (2013). As a result, the term strategy refers to the approach, tactics, or procedures used to accomplish a goal. According to Oxford (1990:8), strategies are significant for two reasons. First and foremost, strategies are instruments for active, self-directed participation, which is critical for the development of communicative competence. Second, students who have created successful learning practices have more self-confidence and study more

efficiently. A teaching strategy is a method or approach used by a teacher to organize students, resources, methods, media, equipment, and time in order to successfully complete the learning process. Ragin, G., and others in Sutarto (2020). The method of instruction employed by educators in the teaching-learning process is referred to as a teaching strategy. Teaching learning strategies is an important part of the frequently asserted promotion of self-regulated learning and classroom management. There are four strategies which will be observed in thie study namely, personal journal writing, shared writing strategy, guided writing strategy and TAD writing strategy.

From a previous research conducted by Multazim, Akhmad a student of Universitas Ahmad Dahlan (2019), Strategies to Solve Writing Difficulties On Recount Text For Inclusion Students. He evaluated the startegies employed by teachers to tackle writing challenges Recount Text for inclusion kids as part of her research. The purpose of this study is to learn about the tactics used by teachers to help students overcome their problems in creating recount texts. His research took place in a Yogyakarta inclusion class in the eighth grade. The study is part of a qualitative investigation. Three English teachers were among the participants in this study. Interviews with three English teachers at Junior High School were conducted as part of the study investigation. Interviewing and recording were used to acquire data. To analyze the data, there were various steps: first, analyzing the students' issues, then interviewing the teachers, and finally, descriptive analysis. According to the study's findings, the following are the teachers' strategies for overcoming difficulties: (a) in content, the teachers used picture series as learning media and

guided writing; (b) in organization, the teachers used guided writing; (c) in grammar, the teachers used random words, text modeling, and mini dictionary products; (d) in mechanics, the teachers recommended that students improve their reading habits; (e) in generic structure of recount, the teachers recommended that students improve their reading habits; and (f) in generic structure of recount, the teacher recommended that students improve their reading habits.

The teacher's role has a significant impact on the teaching and learning process, and students can achieve more if the teacher assists them, especially when teaching writing. Brown (2007:7) stated that teachers play a critical role in the teaching and learning process by assisting students in mastering skills by transferring knowledge, giving instructions on how to do something using various techniques, and as a result, students understand and are able to do and produce something.

Refer to the previous research and source, the writer interests to investigate a research entitled "Teacher's strategies in teaching writing recount text at SMP GAJAH MADA MEDAN" and find out what strategies used by teachers' in teaching English with the e-learning method.

B. Research Problems

Based on the background of the study, the researcher formulates some problems as follow:

1. What teaching strategies are implemented by the teachers in teaching writing recount text in an online class?

2. Why does the teacher implement the teaching strategies the way he did in an online class?

C. The Objectives

The objectives of the study are listed below:

1. To investigate the teaching strategies implemented by teacher in teaching writing recount text in an online class

2. To discover the reasons on why teacher implemented that teaching strategies the way he did in an online class

D. The Scope Of The Study

The researcher focuses on the teacher's strategy in teaching English, specifically in teaching writing recount text in an online class using the zoom application during the COVID-19 pandemic at SMP GAJAH MADA MEDAN grade eight during the COVID-19 pandemic. This study's subjects will be an English teacher who teaches English at SMP GAJAH MADA MEDAN grade eight in the COVID-19 pandemic.

E. The Significances Of The Study

1. Theoretically

This research is expected to provide useful information about teachers' strategies in English e-learning classes. This study also provides a favorable description for future research that wishes to investigate the same case, so this study becomes useful information as well as a useful reference for the next study.

2. Practically

a. For the English teacher

      The researcher expects that the findings of this study will be useful to other teachers in implementing strategies for teaching English using e-learning methods. As a result, even using e-learning methods, the teacher can improve English teaching and learning to become more active, effective, and efficient.

b. For students

      The researcher hopes that by employing appropriate strategies during e-learning methods, students will find the teaching and learning process enjoyable. Because they are placed in an enjoyable situation, students will not feel compelled to learn English.