

# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

English is an international language and has an important role around the world. For example in doing transactions among countries, exchanging information, technology, etc. Meanwhile, in Indonesian education, English has been considered as the important subject due to its role in national examination. So, English becomes one of the essential languages that have to be studied to broader mind and knowledge about anything. English has been taught in Indonesia and takes role as a foreign language. English becomes important subject in Junior High School. One of the objectives of this policy is enabling the students to enter the world of education through English. Based on the content standard of teaching which is issued by Badan Standar Nasional Pendidikan (BSNP), English teaching in Indonesia is aimed to help the students to achieve communicative competence (BSNP, 2006).

Curriculum is one of the main education components stated on the Indonesia Education Act Number 20 year 2003. The general statements of the constitution define curriculum as a set of plans and arrangements covering education goals, contents, learning material and learning methods intended to serve as guideline in implementing the teaching and learning process. Holding into this fact, the development of curriculum is considered being important as curriculum is one of the element which gives significant contribution to improve

the teaching and learning quality. This brings the government finally proposed the new curriculum called 2013 Curriculum

2013 Curriculum offers the ideas of teaching and learning alteration which is reputed capable to renew a more effective teaching from the previous curriculum (KTSP). One of the alteration effective teaching and learning covers the attitude of competency, knowledge and skill which is then developed to the core competency and basic competency of 2013 Curriculum. 2013 Curriculum also offers the teaching and learning through the scientific approach which has the step started from observing, questioning, exploring, associating and communicating. This scientific approach can be intergrated to the three main learning model Of 2013 Curriculum which are discovery learning, project based learning and problem based learning. This is done due to the revolution changes in the 2013 Curriculum is student-centered. It practices the basic opinion that knowledge cannot be just transfered from the teacher to the students but the students themselves are the subject who have the ability to actively search, process, construct and apply the knowledge.

Writing is a process or any activities to write some word in printed form, to give some information. People use writing in different occasion. According to Harmer (2001:16) Literate People, who use language have a number of different abilities. They will be able to speak in telephone, write letter, listen to the radio or read books. In other words, people posses the four basic language skills such as speaking, writing, listening and reading. Listening and reading skills that involve receiving messages are regarded as receptive skills. Meanwhile, Speaking and

writing skills which involve language production are considered to be productive skills.

As a productive skill, writing is not like speaking skill nor other receptive skills. Writing is an alternating process of idea into writing form. In the process of teaching and learning English, writing as productive skill is most difficult and complicated language skill to be learned almost by the students in every level of education. As Harmer states (2004:31) that, "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them". Students need to have many vocabularies and also need to understand grammatical correctly. According to the Curriculum 2013 of Junior High School in Indonesia, the eighth year students must learn into 3 kinds of text writing such as Descriptive, Recount and Narrative. Here the writer only focuses on Recount text.

In recount text, the students should know the social function, the generic structure and the language feature of recount text. Understanding genre in writing is necessary. Harmer stated, "we can communicate successfully, especially in writing, is because we have some understanding of genre" (Harmer,2007:30). Also Anderson and Anderson (2003:50) assert, "The students should be aware in using the schematic structure of recount text including orientation, record of events, and reorientation". This sentence means that students have to understand well about the generic structure of recount text which consists of orientation, events, and reorientation. In orientation, the students should

introduce the participant involved in the event which they want to write. Then, details of the happening will be written in event. Last, re-orientation will restate the opinion or comment of the writer.

Moreover, Gerot and Wignel (1995) assert, "The linguistics features of recount text including specific participants, circumstance of time and place, first person, additional conjunction, material process, and past tense". This assumption clearly explains that recount text has language features which begin by telling who was involved, what happened, where this event took place and when it happened in past tense form.

COVID-19 Pandemic runs its course, many governments are implementing measures that limit the number of people congregating in public places. Such measures have disrupted the normal functioning of schools and universities. Because the duration of such measures has been extensive and it is likely to continue in some countries for a certain time until a vaccine becomes available. Leaders of public and private education institutions have put in place alternative methods for students and teacher to continue with their lessons when attending school is not possible and are working in a safe environment.

The Ministry of Cultural Education (Kemendikbud) issued the Education and Culture Decree of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions. Educational units in special condition can use a curriculum that is in accordance with the learning needs of students. The implementation of curriculum in a special conditions aims to provide flexibility for educational units to determine the curriculum according to the learning needs of students; 1) still refer

to the National Curriculum, 2) using the emergency curriculum, 3) to simplify the curriculum independently. In this emergency curriculum, basic competencies are reduced for each subject so that the teachers and students can focus on essential competencies and prerequisite competencies for continuing learning at the next level.

Although students with access to digital devices and internet may not be the majority in most countries, supporting governments in establishing effective forms of online education will free up institutional capacities and resources in order to redirect their focus on delivering alternative learning methods for those students who do not have similar opportunities. This annotated selection of online educational resources intended for students, teachers and parents, aims to support governments and other education leaders as they research and assess different ways to continue educating students during the COVID-19 Pandemic. It can be used by those designing or improving upon a plan for education continuity, by either directly.

In this situation, the writer had done an observation at SMPN 10 Medan. The school is located at Jl. Letjend Djamin Ginting Km 4,5 Medan. And the result the students and the teachers also faced their own problems in teaching and learning process, especially in teaching writing recount text. As we know that teacher and students must have a good relationship between them to improve teaching and learning process. Even the students and the teacher have some problems in teaching and learning process, the students' score result can pass the KKM.

The observation showed that most of the students of Junior High School at grade Eight could pass the criteria of assessment (Kriteria Penilaian). It was supported by the interview result and the students' scores about writing from the teacher at the school. The teacher said that most of the students get the good score to pass the Minimal Competences Criteria (Kriteria Ketuntasan Minimal) of English lesson for Junior High School. It was based on the results of the average scores obtained by students of 8C class at SMP N 10 Medan. The average scores in that class was 75,68. Then, the researcher asked the English teacher about the minimum criteria mastery (KKM) and the score of the passing grade (KKM) was 75.

Concerning the explanation above, it is important to investigate how to teach writing recount text. The writer was interested to conduct this study to see how the English teachers teach writing recount text. This study was conducted in SMP N 10 Medan at Eighth grade students academic year 2019/2020.

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

Based on previous discussion in the background of the study, the research problems of the study are formulated as follows:

1. How is writing recount text taught in SMP N 10 Medan?
2. Why does the teacher do it the way she does?

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

The objectives of the study are:

1. To investigate the process of teaching writing by the teacher of SMP N 10 Medan
2. To identify the reason underlying the process of teaching writing recount text of SMP N 10 Medan

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

In teaching and learning English in the school, there are some aspects of teaching learning which are needed to be noticed by the teacher. Those commonly apply by the teacher in teaching learning process to support the English learning process to be more effective. This study will be focus about the teaching writing recount text for the eighth grade students of Junior High School.

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

##### 1. Theoretical Benefits

The results of the study are expected to enrich the literature on English teaching in writing recount text and to provide beneficial references for further research teaching writing in recount text.

##### 2. Practical Benefits

- a) For students, to help the students how to write correctly when they write recount text and improve their skill in using better vocabularies, understanding of tenses and sentence structure in recount writing.
- b) For the teachers, this research will provide some benefits for them in their teaching learning process in applying several learning strategies to create a good classroom interaction.