

CHAPTER I

INTRODUCTION

A. Background of Study

In modern Era as right now, writing plays an important role in real life. There are several products of writing that human being as social creature need as media to share idea. Personal letter is one of the examples of writing product that can be used as media to interact, sharing experiences and to communicate each other in written form personally. According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.¹

As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. According to Richards in book of

¹Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman:2005) p. 2.

the Language Teaching Matrix stated that writing form for adult level needs not only institutional writing but also personal one.² The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.

Based on those fact, English learners especially learners at Junior High School level must master it besides speaking. As a basic skill in English language, writing skill could not be separated from education sector. The main reason, English learners at school must be able to express their ideas of feeling in spoken or written forms effectively.

The effectiveness of sharing or giving information could be seen when person tries to communicate with others person in written forms. The writer thinks that the information could be effective if the reader understand what

²Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge University Press,1990), p.100

writer says in written form. It is different from spoken form; the speaker speaks to the listener directly. Here, speaker does not have much time to think more.

“Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it.”³ Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual. and judgment elements.⁴ Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students.

The problems faced by learners in English language must be solved by English teacher. By using appropriate and interesting media in the process of teaching and learning English at class, it is expected learners will easy

³Mary Spratt, *et. al.*, *The TKT Teaching Knowledge Test Course*, (UK: Cambridge University Press, 2005), p. 26.

⁴J. B. Heaton, *Writing English Language*, (London: Longman, 1975), p: 138.

in receiving writing materials from teachers. The writer in this research is interested to use personal letter as media in teaching writing at class especially to write a composition in writing the recount text. Recount is kinds of types text that retell the past event which the purpose is informing or entertaining the reader. By using personal letter in writing recount text, students will enjoy telling story in written form. It makes them easy in understanding and implementing recount text in writing.

One way to helps the teacher in teaching writing recount text is by using media, and personal letter is one of media that hopefully can help teacher in teaching writing process. Personal letter is a media to express students' ideas in written form, because letter can make student to be more motivated and easier to express their feeling. By using personal letter in writing recount text, students will be able to tell everything, experience, event they had to share each others.

Because media plays important role in understanding English learners in receiving materials, teacher as guide of class should use it in delivering recount text. Basyirudin stated that media for teaching language can be classified into; visual media, audio media, audio-visual media and games.⁵

Due to the reason above, the writer tries to identify teachers strategies in teaching recount text at second grade of student's SMK YP FatahillahCilegon.

B. The Identification of the Problem

Based on the observation by the researcher and supported by interviewing teachers at SMK YP Fatahillah 1 Cilegon. It can be identified that the problem of students in writing are as follow:

- a. Students do not understand the using grammar, so that students are difficult to develop their ideas in writing.

⁵M. BasyiruddinUsman and Asnawir, *Media Pengajaran*, (Jakarta: Ciputat Press, 2002), p.29.

- b. Students confuse what should they write because they do not have any inspiration to write.
- c. Mostly student low ability in writing

C. Limitation of the Research

The study is conducted to know how the teachers of second grade students at SMK YP Fatahillah 1Cilegon. This study particularly focuses on study teacher's strategies in teaching recount text. To conduct study, the researchers focus on what kinds of teaching strategies in teaching recount text employed by teacher in class.

D. Research Questions

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

1. What are the teachers strategies in teaching recount text atsecond grade students of SMK YPFatahillah 1Cilegon?

2. How does the teacher apply strategies in teaching recount text at second grade students SMK YP Fatahillah 1 Cilegon ?
3. To what extent do the strategies help the teacher in teaching recount text at second grade students SMK YP 1 Fatahillah Cilegon?

E. Objective of the Research

The objective of this as follow:

1. To know what are teacher's strategies in teaching recount text at second grade student SMK YP Fatahillah 1 Cilegon.
2. To know how the teacher apply the strategies in teaching recount text at second SMK YP Fatahillah 1 Cilegon.
3. To know to what extent the strategies do help the teacher in teaching recount text at second grade of student's SMK YP 1 Fatahillah Cilegon

F. Previous Study

In this research, the researcher discusses some matters that deal with the topic discussed. There were previous researchers who analyzed the English Teachers Strategies in Teaching Recount Text. The first research related to this study entitled *Teachers Strategies in Teaching Recount Text (A case study English teacher of SMK YP Fatahillah 1 Cilegon)*. The method of the research is qualitative research. The result of the research is that the teacher had important roles in teaching learning ing process. The project based learning were used by the teacher to grapes the students' interest.

The result of the implementation was line with the standard competence in syllabus of English subject for class XI in second semester. The result showed that the written works of students were well organized based in the structure of the text. The students had also self-confidence to write because the teacher had trained before them writing.

The second research related to this study entitled *Teachers Strategies in Teaching Recount Text (A case study English teacher of SMK YP Fatahillah 1 Cilegon)*

The method of the research is recount qualitative research. The Teachers Strategies in Teaching Recount Text (A case study English teacher of SMK YP Fatahillah 1 Cilegon) that writing skills to enable the students in understanding English as means of communication and to enable the students in being active in practicing English, so the students could comprehend the material well.

G. Pedagogical Significance

The result of the research is expected to give some contributions for students, teachers, and future researches.

For the students, the finding of the research can be used as a new reference to learn English, especially recount text. They can know kinds of teacher' teaching strategies and they can choose one of the strategies that use by the teachers strategies in teaching recount text.

Meanwhile, for English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different strategies, the teacher can take one of the strategies in teaching recount text for comprehend to their students.

Based on the statement above, teacher has to have a strategy to make the student's ready to speak. By applying the correct strategies in teaching and learning process, the lecturer are able to evoke the student's confident to speak actively and correctly.

Final, for future researchers, this thesis will give some contribution and information for future researchers about strategies in recount text used by the second grade of SMPK YP Fatahillah 1 Cilegon. The result of the research is expected to give some contributions for students, teachers, and future researches.