

CHAPTER IV

RESEARCH FINDING

A. Research Finding

Based on the research which has been done by the researcher during the teachers strategies in teaching recount text, the researcher obtained some findings. The researcher had stated that the data are taken from the English teacher of SMK YP Fatahillah 1 Cilegon. The case that will be discussed in this section are: the media used by the teachers strategies in teaching recount text, the method used by the teacher in teaching of recount text, and the problem faced by the teacher in teaching of recount text.1.The Process teachers strategies in teaching Recount Text. The research which has been done at tenth grade student of SMK YP Fatahillah 1 Cilegon, the researcher collected the data by using techniques; observation, interview and document. The detail result of the classroom observation and interview are stated on the field note of the research, while the document is stated in the lesson plan document. The researcher took all the data of the

study during the English teaching learning in the tenth grade students of SMK YP Fatahillah 1 Cilegon.

There are three stages in the teachers' strategies in teaching recount text. The first steps are opening activities, the second are main activities and the third are closing activities. Main activities include observing, questioning, exploring, analyzing and communicating. All these stages are used by the English teacher in SMKYP Fatahillah 1 Cilegon although they sometimes make modification.

1. First observation has been conducted on Wednesday July 3, 2019 in the classroom of X Mechanic Automotive at 8.30 WIB.

There were 24 students in the classroom

a. Opening activities

The teacher tried to warm up the students' concentration. The teacher greeted the students. The following was dialogue between the teacher and the students.

Teacher: "Assalamu'alaikum."

Students: "Wa'alaikumsalam wr.wb, Sir."

Teacher: "Are you ok?"

Students: "Of course, Sir."

After greeting, the teacher explained the purpose of the lesson. Then, the students prepared the English book. The teacher also explained the material that would be learned at the meeting. The following was the dialogue between the teacher and the students.

Teacher: "Today we learn about recount text. Do you know about recount text?"

Students: "Yes, I know. Text that tell about experience."

All the strategies are used by the English teacher in SMK YP Fatahillah 1 Cilegon although they sometimes make modification.

Teacher: "Yes, that is right. May any other answers?"

Students: "Text about the past event."

Teacher: "You are smart. All of your answer is right.

Now open your book page 35 and read about

recount text.”

b. Main activities

In this section, the teacher just give the material about recount text include the generic structure of the recount text. Then, the students read the explanation of recount text on their textbook. After reading the explanation about recount text, the purpose and generic structure of recount text, the teacher commanded all of students to observe the material about recount text, the teacher divided the students into some groups and that group consists of four until five persons. There was the text given to the students.

Teacher: “Now, let’s focus on the story about recount text.

Please read the story then observe and get the point of that. You can ask to me if you do not understand about that.”

Students: “Sir, what is past event?”

Teacher: “Past event same as history, so it tell about an event or activity which happen in the past.

Example, story about your summer holiday. Ok, do you understand?”

Students: “Yes, Sir.”

Teacher: “OK, I hope you can understand about recount text. Now, make groups and make summary about recount text on your own words, and discuss with your group. Each groups consists of four until five persons!”

Students: “Yes, Sir.”

Teacher: You have 15 minutes to make a summary about recount text and then you must submit! Do you understand?

Students: “Yes, Sir.”

After the students finished their task, the teacher and the students read and discuss the story about recount text on the textbook. After that the teacher gave an example about recount

text including that they had used. The teacher also gave the recount text about his experience in high school.

After reading the explanation about example of recount text, the teacher also explain about the generic structure of recount text in that meeting. The teacher said the students have to understand the generic structure of recount text, so they will know the difference about recount and recount text. The teacher also gave individual task to make a recount text about their past experience. The following was dialogue between the teacher and the students.

Teacher: “Ok Students. Now look on the page 35 about
recount text. Then read an example of recount
text.”

Students: “Yes, Sir.”

Teacher: “Now, you must make a recount text about your
experience in the past in a paper. Please
remember that the first paragraph is orientation,
the second paragraph is events and the last
paragraph is re-orientation.”

Students: “Yes, Sir.”

c. Closing

The teacher closed the meeting. The following was the dialogue between the teacher and the student.

Teacher: “Ok students, have you finished?”

Students: “Not yet, Sir.”

Teacher: “Ok, it will become tasks for next meeting, you must submit it! Do you understand about it?”

Students: “Yes, I understand, Sir”

Teacher: “Ok, I think enough for today. Do not forget about your task and always study at home. See you next meeting. Wassalamualaikum, wr.wb.”

Students: “Wa’alaikumsalam, wr.wb.”

2. Second observation has been conducted on Wednesday, July 10, 2019 in the classroom of X Mechanic Automotive at 8.30 WIB. There were 24 students in the classroom

a. Main activities

In main activities, the teacher gave instruction to submit their tasks. If the students had not finished their tasks they must continue. The teacher also asked the students to correct again their task so their task could be better. The teacher always guided them and helped the students who got difficulties. The guidance was done by checking students one by one. In this stage, the teacher always walked around the class to monitor the student's work. The teacher did not sit down in his chair but he walked and checked the student's task and sometimes asked the students whether they get some difficulties or not. By individual working, the teacher hoped that each student could increase their understanding and writing. Perhaps, students who did not understand yet can ask to the teacher or friends.

After that the teacher asked the students to submit their tasks. Then the teacher chose the best recount text of the students to present it. Perhaps, the students could look

the example of the good recount text in their class. The teacher also gave approbation to the students who gave presentation in front of the class, so it could motivate the other students and the students themselves.

3. Third observation has been conducted on Wednesday, July 17, 2019 in the classroom of X Mechanic Automotive at 8.30 WIB. There were 24 students in the classroom.

a. Main Activities

In main activities, the teacher asked the students about the other purpose of recount text. The teacher also asked the students what the generic structure of recount text. The teacher asked some students about their funny experience in the past. The following was dialogue between the teacher and the students.

Teacher: "What the other purpose of recount text?"

Students: "To retell about someone experience"

Teacher: "What is the generic structure of recount text?"

Students: "Orientation, events and re-orientation."

Teacher: “Okay students, we will study retell about memorable event. Now, open your book page 39 and read the recount text about memorable event

Students: “Yes, Sir.”

Teacher: “Good, now what are the orientation of the text?”

Students: “The first paragraph.”

Teacher: “Now, what are the re-orientation of the text?”

Students: “The last paragraph.”

After the teacher asked the students, then the teacher explained the pattern of the sentence in order to be good sentence in recount text. The teacher explained the pattern of simple past tense to retell about the past event. After the students understood about the material, the teacher required the students to make groups, each group consisted of four until five persons. Every group had to describe one member’s memorable event. Then, if the group finished they had to present it. The following was dialogue between the teacher and the students.

Teacher: “OK, I hope you can understand about recount text of memorable event. Now, this is a time for a task. With your group, make recount text about funny experience, then present it in front of the class. The other groups have to guess the generic structure of the text and check the grammar. Each group consist of four until five person!”

Students: “Yes, Sir.”

Teacher: You have 15 minutes to make the recount texts and then you have to present it! Do you understand?

Although this section focused on group working of the students, the teacher never left them. The teacher always guided them and helped each group who got difficulties. The guidance was done by checking each group. In this stage, the teacher always walked around the class to monitor the students’ work. The teacher did not sit down in the chair but he walked and checked to each group and sometimes asked the groups did they get some difficulties or not.

After fifteen minutes, the teacher required to the students to present their tasks. The following was dialogue between the teacher and the students.

Teacher: “Ok students, have you finished?”

Students: “Yes, Sir.”

Teacher: “Ok, now please submit and I will choose the first presentation to read the recount text about the funny experience.

B. The Materials Used by the Teachers Strategies in Teaching Recount Text

Teaching process, the material should be appropriate with the curriculum. Curriculum refers to all aspects of planning, implementation and evaluation of an education program, the way and the how to gather with what the teaching learning process Fauziati,¹ It means that curriculum was a planning arranged to be successful in the teaching learning process. The syllabus for the tenth grade at SMK YP Fatahillah

¹ Fauziati, Endang. 2005. *Teaching of English as a Foreign Language*. Surakarta: Muhammadiyah University Press. P 51

1 Cilegon was based on School Based Curriculum. The syllabus was just as a plan or guideline so that the teacher should develop it by himself. Material has a very important role in teaching learning process. It also should be appropriate with the syllabus. It must be able to develop the students' competence and knowledge. The materials of English subject especially writing are listed in the syllabus.

In teaching recount text, the material that was used by the English teacher of SMK YP Fatahillah 1 Cilegon covered the definition, the function, the generic structure, language features, and example of recount text. The teacher taught his students based on the topic and sub-topic in the main book. The text book was "*When Rings the Bell*" for Junior High School Year VII published by *Politeknik Negeri Media Kreatif* and written by *Kementrian Pendidikan dan Kebudayaan*. The textbook has been completely designed based on Kurikulum 2013. There were four basic skills covered in this book, namely listening, speaking, reading and writing. This book also

provided examples of exercises, and passages which were relevant with the students' real life.

The teacher also used the teaching materials from many sources, such as from book, experience and internet. Sometimes teacher made the teaching material and students' exercises by himself. It showed that when the teacher gave examples of recount text, the teacher told his unforgettable experience to the students. In explaining the recount text, teacher used the textbook.

It means that the teacher was being creative in choosing appropriate materials. The teacher did not use only one source but he tried to look for the teaching materials from different source. However, the materials were still appropriate with the aims of teaching learning process.

C. The Media Used by the Teachers Strategies in Teaching Recount Text

In the teaching learning process, media are important things. Teaching and learning by using media makes the teaching learning process more interesting. Based on the

observation class and teachers' interview, the researcher found some media used by the English teacher.

The media used by the teacher was the whiteboard. The function of whiteboard was to write something. When teaching recount text the teacher used the white board to explain the generic structure.

In teaching learning process, media has important functions. There are four function of media in teaching. They are attention, affection, cognitive and competency. It helps the students to remember the lesson, and to attract the students' interest. Media are able to attract the attention of the students in learning at the class or out of class. Using media can motivate the students. Therefore, media is very useful in the process of teaching learning, it helps the students to remember the lesson and to attract.

D. The Method Used by the Teachers Strategies in Teaching Recount Text

The methods were used by the teacher in teaching learning process are Cooperative learning, Grammar Translation Method

(GTM), Scientific Approach. Grammar Translation Method is a method of foreign or second language teaching which uses translation and grammar as the main teaching and learning activities. For example the teacher said:

“Ok students, recount text use simple past tense, so I will explain that”

The teacher explained simple past tense appropriate in grammatical. So, the teacher taught grammar in learning activities. It has function to tell the students to write to be good sentence or paragraph in recount text. That could improve the students' ability in their grammar mastery.

Based on the observation, the teacher usually asked the students to divide the class in to several groups that consist of several person. It can be divide by the students' attendance list, students' competence, or randomly. The teacher let the students to communicate with their friends, so they discussed together about the material. Then their discussion the result.

According the teacher opinion, working in groups was the way easy to discuss about the material, they could work the case

together. The teacher usually made groups with the little members, like four until five students. The teacher also seldom made groups that contain more five students.

The teacher also gave individual task to the students so, it could improve their skill in writing when they want to make a sentence or paragraph. The teacher gave task of writing skill when the time will over so, the students could develop the task in their home. There were process in writing, they were prewriting and writing. In the next meeting the students revise their text, then the students asked the teacher about the content, grammatical, cohesion and word used in their text. That was rewriting and that is the last of process in writing. *“In making groups, it is appropriate when ask to make team that consist of four until five students in a group. It will be more effective when the group consist of four until five students. They can works together based on their division then they can find many idea from their friends so, they can discussion with their groups. They also more understand about the materials discussion.”* (Interview on Wednesday, July 17, 2019)

Based on observation and interview, it could be concluded that in teaching learning activities the teacher not only used one method. If the teacher taught, he looked the situation in the class. The teacher also asked the students to make groups so, the material could understand by the students.

E .The Procedure of Teaching Learning Activities

Based on observation and the data found in the lesson plan, the procedure of the teaching learning activities in English subject of the tenth grade students of mechanic automotive at SMK YP Fathilah 1 Cilegon was divided into three steps, there are opening, main activities, and closing.

- a. First was opening, the teacher opened the meeting by saying *basmallah* together. It was the one religion aspect in the character education. All of the students as the Muslim one to say *basmallah* wished all of the activities would be easy by the grace of god. After opening, the teacher asked the students feeling of the students on that meeting. Then the teacher also gave the solution if the students had problem. The teacher also asked about the

material and task in the previous meeting. Sometime teacher gave question to the students one by one about the material in the previous meeting.

- b. The second was main activities, the teacher usually gave warming up to the students. It was the way of the teacher in gave motivation to the students. The warming up could be like give question related the topic of the material that would be study. During the teaching learning activities, the teacher and the students used English and Indonesian language.
- c. The teacher did not explain the material, but the teacher just showed the material about recount text such as definition, purpose and generic structure. The students had to read and analyze about the material, they used in their own word. The students discussed about the material with their groups. Then, the teacher gave individual task to write recount text.
- d. The last was closing activities. Before the teacher closed the meeting, the teacher asked the students, the task could

be homework. But the teacher had to remember about that. The teacher also concluded based on the material.

In teaching grammar, the teacher showed the pattern of simple past tense then the students had to make examples related the pattern. The teacher wrote the patterns on the whiteboard.

F. The Syllabus and Lesson Plan

Before teaching learning activities, the teacher made a planning. Planning is the early stage of teaching that is the activities of arranging syllabus and lesson plan. Syllabus and lesson plan are prepared to be basis of teaching procedure.

The model of syllabus used in the tenth grade students of mechanic automotive at SMK YP Fatahillah 1 Cilegon was based on implementation of *Kurikulum 2013*. Based on the syllabus the teacher made lesson plan then, the teacher conducted the teaching learning activities. From the analysis of the documents, the syllabus and the lesson plan contain the subject identity, basic competence, standard of competency, indicator, main materials, teaching learning activities, evaluation or assessment, time allocation, and completed with the source of material used.

Based on interview, the teachers' reference in arranged the syllabus and lesson plan were standard of competence and topic competence, then the teacher developed of syllabus and lesson plan by teachers' creativity and students' ability. The content of the syllabus involved the achievement of the four English skill (listening, reading, speaking and writing), language components (Vocabulary and grammar) and expression. Based on the document study, it was found that syllabus and lesson plan of English subject used Indonesian language. The researcher concluded that syllabus made by the teacher, it was suitable with the format based on *Kurikulum 2013*. It means that, the teacher understands and he had capacity to make a syllabus correctly. The other consideration in developing the syllabus and lesson plan was the facility available in school SMK YP Fatahillah 1 Cilegon, there was one of school that has enough facility. The teacher used the facility to support in the teaching learning activities, like the multimedia and internet access. Related to consideration above, in taking score or assessment, there was

midterm test, daily test and final test. It could be practical in oral test, performance or written, in easy or multiple choices.

2. Discussion

Based on the information from English teacher and observation at SMK YP Fatahillah 1 Cilegon the general objective of language teaching learning process was to take the students to be active in English classroom both in oral or in written language and they could applied the four skills, listening, speaking, reading, and writing. Speaking and writing skills is the product of performative competence. It was played an important role in teaching English, because they could express their ideas in the form of written and spoken skill. So, the goal of teaching English is to develop the students' competence in communication using English. Writing has always been used as a means of reinforcing language that has been taught.

In this research when teaching skill of recount text for tenth grade students of mechanic automotive had some concerns that had to analyzed the process of teaching learning writing skill of recount text for tenth grade students were the material used,

the media used, the method use, the teacher role, the students role. After that the problems face by the teacher and students when teaching learning writing skill of recount text for tenth grade students.

1. The Process of Teachers Strategies in Teaching Recount text

a. The Material Used

The material of teaching writing is recount text. Recount text is kind of text that used to retell the past event. The materials of recount text from the teacher make itself from book and internet. The materials that were used by the teacher of SMK YP Fatahillah 1 Cilegon covered the definition, the function, the generic structure, language features, and example of recount text.

b. The Media Used

Based on observation the teacher strategies in teaching recount text used media in teaching process at grade students in SMK YP Fatahillah 1 Cilegon, the teacher just used whiteboard and board marker to support the teaching learning activities

2. The Method used

The methods used by the teachers strategies in teaching recount text are Three Phase Technique, Grammar Translation Method (GTM), and Scientific Approach. The teacher asked the students to divide the class into several groups, the groups consist of several person. So, the students could communicate with other students. The teacher explained simple present tense appropriate in grammatical. So, the teacher taught at tenth grade students of mechanicb automotive using teaching grammar in learning activities. Based on observation, the teacher also gave individual task the students so, that could improve their skill in writing whenthey want to make a sentence or paragraph. The students executed pre-writing, writing, revise their text, then final version. In teaching learning process of writing the students prepared and found the idea to write into paragraph.

After the students wrote the paragraph they asked their friend or their teacher into good sentence, then they revised into English language well. So, that was the final revision could submit to their teacher. The process of writing was going success because could agree with the steps on the theories