CHAPTER I
INTRODUCTION

This chapter presents background of study, statement of problems, purposes of the study, significances of the study, scope and limitation, and definition of key terms. Each section is presented consecutively in the following section.

1.1 Background of Study

In Indonesia, English is taught in school as a foreign language. As a foreign language, English is only taught in schools a subject of instructions, it is not used as official communication.

Realizing the important of English nowadays, our government states that, English should become a compulsory subject at school. It is taught from junior high school to university and it becomes one of the subjects in National Test (UN). Because of that students need to understand spoken and written English to communicate their ideas effectively.

Today, Indonesian students have serious problem in English teaching learning process. In second language writing, the teaching of writing in ESL and other foreign language have not surprisingly, coincided with those of the teaching of other skill, especially listening and speaking (Brown, 2000:334). The student cannot decide topics and they are still confuse to classify subtopics into topics that appropriate with the theme in English articles that they would to write, because they cannot organize or classify subtopics according to the topics and theme at article in English. This is of course due their lack of understanding in the English language especially in the planning to draft the article that will be share about teaching learning technique by using Mind-mapping in order to implement student’s writing skill.

There are many reasons that make the students have low achievement in writing. The first, students found difficulties to write because writing is sometimes used as a production mode for learning, reinforce, or testing grammatical concepts.
Brown, (2001). They do not have any idea to write. Their grammar and vocabulary is not good, and also they are not confident use their own language. When someone wants to write for a specific purpose, they have to think who will be their audience and how provide the information the readers need to know in their writing.

The second reason is not only from students themselves, but also from teacher. In interpretation neither teacher or student are randomly assigned to class rooms, attributing teacher and teaching quality to student achievement gains is not straight forword (Desimone, 2007). But, the teacher only asks the students to read the text, translate the text by using dictionary, and rewrite the translation. The students are not asked to practice their writing ability. In addition, the teacher never makes variation in teaching and learning process. This situation made the students’ motivation in writing decrease. So, teacher has high responsibility to improve students’ achievement in writing. Teacher has to create interesting activities in the classroom. So that, students can develop their ideas in writing.

Based on the researcher experience in teaching writing recount text at SMPN 1 Batu, the difficulties in writing is not only related with finding the right words and using the correct grammar, but also about generating the ideas. Most of the students always feel confused when they want to start writing. They have difficulties to discover what they want to write and how they develop it. It took a long time before they start writing. They often got stuck in expressing their ideas and put it into right words, phrases, and sentences in the target language.

There are various ways to organize the sentences in a piece of writing. One of them is recount text. Recount text tells what happened, the purpose of actual recount text is to document a series of events and evaluate their significance in some way. The purpose of literary or story recount text is to fell a sequence of events so that it entertains or informs. The story recount text has expressions of attitude and feeling, usually made by the narrator about the events. Usually, the students have difficulty to learning about teaching recount text at telling their experience. This is because
teaching recount text in writing is difficult for them because they lack vocabulary, spelling, and grammar. The same condition is also found in SMPN 1 Batu.

1.2 Statement of Problem

Based on the research background, the research problem is formulated as follows:
1. What are the techniques used in teaching recount text at second-year students in SMPN 1 Batu?
2. How are the techniques applied in teaching recount text at second-year students in SMPN 1 Batu?

1.3 Objective of the Study

The objectives of the study in this thesis are stated as follows:
1. To know the techniques used in teaching recount text at second-year students in SMPN 1 Batu.
2. To know how the techniques are applied in teaching recount text at second-year students in SMPN 1 Batu.

1.4 Significance of the Study

The result of the research was expected to give contribution to the English teacher and students:
1. For English teachers

The result of the study will be a beneficial reference for teachers as a consideration in teaching writing in the classroom.
2. For the students

The result of the study will be a beneficial reference for students in teaching and learning written procedure text, especially in teaching recount text.
1.5 **Scope and Limitation**

This research is focus on the technique of teaching recount text as instrument or object to improve English writing skill. In this research the researcher choose the second-year students in SMPN 1 Batu.

1.6 **Definition of Key Terms**

In order to clarify the title “Teaching recount text in SMPN 1 Batu. The researcher gives the definition of key terms to avoid misunderstanding, as follows:

1. **Recount** is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.

2. **Teaching technique** is showing or helping someone to learn how to do something, guiding in the study of something, providing, with knowledge, causing to know or understand (Brown in Prastiwi, 2005).

3. **Teaching writing** are the complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental element Heaton (1990:135).