

CHAPTER I

INTRODUCTION

This chapter provides research background, identification of the problem, limitation of the problem, research questions, objective of study, significances of the study, and organization of the paper.

1.1. Research Background

Education is important for a nation to go in a better direction and be able to prosper the people in it. Because basically what determines the progress or not of a nation is none other than education itself. In human life, education has ushered in man at a high level of civilization. Education is a system to improve the quality of human life in all aspects of life. Each individual has the right in obtaining education to develop their potential. Law No.20 of 2003 concerning the national education system article I states: Education is a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the necessary skills themselves, society, nation, and state. There are four basic language skills: writing, speaking, listening, and reading. In this case, writing becomes one of the most important aspects of the language skills because the students are helped to expand the other language skills through the teaching of writing skill by the teacher (Dantes, 2013).

It has considered that one of the fundamental skills for learning a language is writing. (Harmer, 1998). According to Bartholomae (1996), the objective of writing may be to provide a critical thinking skill that would allow a writer to

critically analyse their own work in connection to both the writing and disciplinary knowledge problems. Sukandi suggests that this could be a way to create writing assignments for students in this case by focusing on the relationship between two essential concepts put out by Bartholomae (1996), namely "writing" and "disciplinary knowledge." As an addition, teaching English is difficult in countries where it is taught as a foreign language, like Indonesia, because most students have never been exposed to the language in either formal or informal settings. Some EFL classes also involve speaking in first language rather than the target language significantly (Al-Jamal and Al-Jamal, 2014). Moreover, "even though data consistently show that many students struggle in this area, writing is often neglected in the early grades." This makes writing a difficult assignment for students to be accomplished, even for college students (White & Hall, 2014). This is due to the facts that writing requires highly integrated activities and processes in order to become coherent and meaningful, including cognitive effort, attentional control, and self-regulation (Graham & Harris, 2003).

A teacher is required to have knowledge of learning and how they learn, their development in learning, mastery of teaching materials, able to understand the goals to be achieved in teaching and presentation using methods. Besides, Basyiruddin Usman (2005) said that method is a way of delivering lesson materials to convey a set goal, so the function of the teaching method cannot be ignored, because the teaching method contributes to determining success. Talking about technique in teaching recount text, there are many techniques to find new vocabulary in recount text. Students who use recitation technique may be brave enough to write independently, accountable for the work they produce, and

committed to remembering the lessons they have learned. According to Mulyani in Nurhayati (2016), the recitation technique is an instructional method that involves letting students produce resumes using their own language. Recount texts are a particular kind of English text used to recount an earlier incident, tale, action, or experience. This idea supported by Anderon cited in Salsabila (2020), this kind of written material represents work as narrates a historical event or incident in a series of chapters. Moreover, according to Hyland (2004) recount is a kind of category that has social function to retell experience for the purpose of expressive or entertaining. Thus, the use of recitation method in teaching writing skills hopefully may provide accessions especially for EFL.

During this learning process, teaching for student mostly still use the old paradigm where teachers provide knowledge to passive students on the first class of senior high school. Teachers teach with conventional methods of lectures and expect students to sit, be quiet, listen, record, and memorize, so that teaching and learning activities (KBM) become monotonous and less attractive to students.

1.2. Identification of the Problems

It should be emphasized that the diversity of teaching methodologies cannot be fully used in conveying the material, but rather tailored to the needs. Paying attention to the background above, and based on what the author has experienced from the MBKM activities where there is happen to be some entanglement with the author's vision where it is appropriate in the teaching of English to be done an innovation. Moving on, the authors are interested in conducting research on how to implementing recitation methods in English learning. Therefore, the author conceptualized a research title that is "The Implementation of Recitation Method

in Teaching Recount Text to Improve Writing Skills, A Study Towards SMA Pasundan 2 Bandung TA 2022/2023".

1.3. Limitation of the Research

Based on the background of the above problem, the author can identify the problem as follows:

1. This research is focused on the implementation of recitation method in teaching recount text to improve students writing skill in Pasundan 2 Senior Highschool Academic year 2023/2024.

1.4. Research Questions

Based on the background and identification of the problems above, which became the Research Questions as follows:

1. How is the implementation of recitation learning methods in teaching recount text can improve students' writing skills?
2. What is the result of the implementation of recitation learning methods in teaching recount text can improve students' writing skills?
3. What are the obstacles in applying recitation learning methods in teaching recount text to improve student's writing skills?

1.5. Objective of the Study

After looking at the background, the identification of problem limitation problems and the formulation of problems, then the goals to be achieved are:

1. To know the implementation of the use of recitation method in teaching recount text to improve student's writing skills.
2. To analyze the implementation of recitation learning methods in teaching recount text can improve students' writing skills.

3. To know the student's obstacles in applying recitation learning methods in teaching recount text to improve student's writing skills.

1.6. Significances of the Study

This research is expected to provide significant contribution both theoretically and practically:

1.6.1. Theoretical Significance

The author hopes that readers can gain a lot of knowledge related to this research also to be able to contribute and provide empirical evidence to support the implementation of using recitation method in teaching English course for Recount Text materials.

1.6.2. Practical Significance

The practical significances of the research can be useful for the students, the teacher, the author and for the school, as follows:

1) For students

The result of this research is expected for students to improve their writing skill, stimulate their motivations and interests in learning English and help the students solving their problem.

2) For the teacher

This research hopefully can add new insight about teaching method and provide knowledge for teachers to see student's problems so teachers able to get the solution. The author also expects this research makes teacher feel easier to teach English materials, mainly on recount text materials.

3) For the author

To the author who is a student that is expected to be a teacher in the future, hopefully this research can be a good experience to learn teaching basics. Moreover, by observing and collecting data that is hopefully may help the other researcher and author in doing their papers in the future.

1.7. Organization of the Research

- CHAPTER I : This chapter provides background of the research, Introduction research question, research objectives, significances of the research, limitation of the research, definition of the key term, and organization of the research.
- CHAPTER II : This chapter explains related theories and literature. Literature Review It is divided into various sections, containing definitions, fundamental theories, and auxiliary theories connected to the research topic.
- CHAPTER III : This chapter will discuss the methodology in Methodology of conducting the research. It contains the method and The Research design of the research, site and participants, data collection and data analysis that describe how the data would be analysed and presented in the next chapter.
- CHAPTER IV : This chapter conducted research in order to answer Results and Discussion the research question. Furthermore, this chapter presents the discussions of research's findings in relation with the theoretical foundation.
- CHAPTER V : This chapter shows the conclusion of the research Conclusion and several suggestions of the research.