

CHAPTER I

INTRODUCTION

In this chapter, the researcher going to present the introduction consist of research context, research focus, research objective, significant of the study, scope and limitation and the definition of keys term.

A. Research Context

English is a language that is generally used as a medium of international communication. English is used by many people around the world and for much more varied communicative purposes in different social settings.¹ Therefore, English is a universal language because this language has been used by most of the countries in the world.

English is international language, is widely used in various situations, such as in companies, marketing, and even in education. In the world of Indonesian education, English is an important foreign language to learn and master. The purpose of learning English is that students can communicate in English both orally and in writing.²

English has been introduced to students since elementary school and even up to college. Because English is a complex subject that combines four skills in it, students at school must achieve these four skills, including reading skills, writing skills, listening skills, and speaking skills. Based on

¹ Willy A. Renandya and Handoyo Puji Widodo, *English Language Teaching Today : Linking theory and practice* (Switzerland : Springer, 2016) : 3.

² Vita Ningrum, Feny Rita and Hastini, "Improving Writing Skill in Writing Recount text through Diary writing" *E-Journal of English Language Teaching Society* 1 no.1 (2013) : 1.

the Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP) in Ni Kadek Devy Rafika, there are a number of texts that students need to master in English, namely recount, procedure, descriptive and narrative texts.³ This text-based learning aims to encourage students to be able to develop their knowledge and skills in understanding and compiling several types of texts being studied, especially recount text.

Recount text according to Moh Nur Afendi is a writing that retells events in chronological order.⁴ Recount text according to June Keir is tell the reader what happened in an informative or entertaining way.⁵ And as Gerot and Wignell in Dian Candra Prasetyanti stated that recount text is one of the text-based genres that has been taught in junior high school, this text has social functions including to retell events with the aim of informing and entertaining and the tenses used in the recount text is past tense.⁶

So that in learning English, the teaching techniques or strategies are needed. Therefore this is a challenge for an educator. In learning teaching strategies the teacher plays a very important role, as said by Oxford in Alfian in Dwiana Binti Yulianti that a learning strategy, especially language

³ Ni kadekDevy Rafika, Sriati Usman and Mafulah, " Developing writing skill of Recount text through webbing technique " *E-Journal of English Society ELTS* 6 no.4 (December 2018) : 2.

⁴ Moh Nur Afendi, *Buku Penunjang Bahasa Inggris Untuk Kelas VIII-1 SMP/MTS* (Kementrian Agama Kabupaten Tegal : FGP PRESS 2017) 40.

⁵ June Keir, *Informative Texts Recognising and creating procedures, explanations, recount and descriptions* (Australia : Ready-Ed Publications, 2009), 33.

⁶ Dian Candra Prasetyanti, " A study on the ability in writing a recount text by using pictures of the eight grade students of SMPN 2 Tambakromo Pati Academic Year 2012/2013 " *Lensa : Kajian kebahasaan, kesustaraan dan budaya* 4 no.1 (Maret 2014) : 2.

learning plays an important role in the learning process because it can encourage student activity and independence and can develop their communicative competence.⁷ So that this learning strategy can allow students to be more independent.⁸

Actually, this research is not a new study that discusses the teacher's strategy in teaching recount text. Several previous studies that discuss this problem, namely research that has been carried out by a researcher named Elnita Samosis entitled "Teacher's Strategies in Teaching Writing Recount text at SMA Negeri 1 Tebing Tinggi " found that the use of strategies by the teacher attracts students to carry out the five activities of a scientific approach successfully and the strategies applied by the teacher affect the teaching process of recount text writing looks very interesting, with this strategy the teacher can help students understand about the explanation of the text recount and have to practice a lot of writing recount text.⁹ By considering previous research, the researcher makes a different side that only focuses on using the Reading-writing connection strategy for recount text learning in the eighth grade of SMP Nurul Haramain Kasengan Sumenep.

⁷ Dwiana Binti Yulianti, " Learning Strategies Applied by the Students in Writing English text " *Journal On English as Foreign Language JEFLL* 8 no.1 (March 2018) : 22.

⁸ Rebecca Oxford, " Language learning style and strategies : An overview," *University of Alabama at Birmingham GALA* (January 2001) : 9, <https://www.researchgate.net/publication/254446824>.

⁹ Elnita Samosir, Isli Irani Indiah Pane, and Masitowarni Siregar, " Teacher's Strategies in Teaching Writing Recount text at SMA Negeri 1 Tebing Tinggi " *Journal of Applied Linguistics of FBS Unimed* 8 No 2 (2019) : 9, DOI:<https://doi.org/10.24114/genre.v8i2.19712>

The phenomenon that occurs to some students of SMP Nurul Haramain. Based on pre observation, the fact that students need help teachers to develop their ideas, as well as the needs of teachers in organizing their writing when learning recount text in class. Emil said that learning recount text is certainly not easy and often confusing.¹⁰ They feel confused when it will to arranging words in the text, the rules for writing recount text and grammar in the recount text.

Mr Kamal said the cause of students' difficulties in learning recount text is because students do not have ideas for writing and arranging words and students understanding using correct grammar.¹¹ So that the lack of understanding of students in learning recount text can be an obstacle in achieving learning objectives. Therefore, a teacher must determine the right learning strategy in teaching recount text . So the alternative that was done by one of the eighth grade English teacher at SMP Nurul Haramain, Mr. Kamal, said that by applying the Reading-writing connection strategy because this strategy is very good and easy to do, especially in developing students' thinking power that can generate ideas in writing recount text according to the their experience.¹²

¹⁰ Elmi mufida, The student at eight grade of SMP Nurul Haramain, Interviewed by phone(11 Augustus 2021)

¹¹ Mahkamatul Ulum, The English teacher at eight grade of SMP Nurul Haramain Kasengan Sumenep, Interviewed by phone (7 Augustus 2021)

¹² Mahkamatul Ulum, The English teacher at eight grade of SMP Nurul Haramain Kasengan Sumenep, Interviewed by phone (7 Augustus 2021)

The implementation of Reading-writing connection strategy can be used as an option in teaching recount text to students. Reading-writing connection strategy is a strategy that connects stories that students read (reading) and stories that students write (writing). According to Cobine in Elfa Yanti, reading and writing have a very close relationship, the two abilities are very strongly combined in promoting learning in the classroom.¹³ So that the implementation of this strategy is very suitable to be applied in learning recount text.

Based on the research context above, the researcher is interested in conducting research on “ The Implementation Reading-writing connection strategy on teaching Recount Text at Eight grade students of SMP Nurul Haramain Kasengan Sumenep ”

B. Research Focus

According to John Creswell, research focus or we can call it as a research topic is the board subject matter addressed by the study.¹⁴ It is about what will be researched by the researcher. Another term in this case is the research problem. Research problems are the educational issues, controversies or concerns that guide the need for conducting a study.¹⁵ So that research problem are something that will be studied in the research. In

¹³ Elfa Yanti and Zul Amri, " The intergration of teaching Reading-writing by using Muddle words game for your learners " *Journal of English Language Teaching* 2 no 1 (September 2013) : 60.

¹⁴ John W. Creswell, *Educational Researh Planning, Conducting, and Evaluating Quantitative and Qualitative Researh Fourth Edition* (Boston : Pearson, 2012) : 60

¹⁵ Ibid, 59.

this case, the researcher conceives the research problem to address the research objective as follows:

1. How is teacher implementation of Reading-writing connection strategy on teaching recount text at eight grades students of SMP Nurul Haramain Kasengan Sumenep ?
2. How are the students responses of the implementation of Reading-writing connection strategy in learning recount text at eight grades students of SMP Nurul Haramain Kasengan Sumenep ?

C. Research Objective

According to John Creswell, the research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.¹⁶ Furthermore, we can make the research objective by identifying the research problem then make the research problem. Based on the research problem above, the researcher state the research objective as follows:

1. To describe the teacher process of the implementation Reading-writing connection strategy on teaching Recount Text at Eight grade students of SMP Nurul Haramain Kasengan Sumenep
2. To describe the students responses of implementation of Reading-writing connection strategy in learning Recount text at eight grades students of SMP Nurul Haramain

¹⁶ Ibid,111.

D. Research Significance

Research significance presents the significant of the research in scientific or even in social significant. Scientific significant focus on the development of science while for social significant is used to improve the issue in the next period.¹⁷ Research significance is formulated as follows:

- a. For English teachers
- b. For students at eight grade of SMP Nurul Haramain Kasengan Sumenep
- c. For researchers
- d. For Further Researcher
- e. For Institution at IAIN MADURA

E. Research Scope and Limitation

Scope indicates the things that will be researched by the researcher, whereas limitation is a potential weakness or problem with the study that identified by the researcher. The scope of this research focuses on the implementation of Reading-writing connection strategy, while the limitation of this research is the reading-writing connection strategy on teaching Recount text in eighth grade students at SMP Nurul Haramain Kasengan Sumenep.

¹⁷ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN MADURA 2020) : 31

F. Definiton of Key Term

These key terms relate to several related terms in this study.¹⁸ To avoid misunderstanding for the readers in classifying about the key term, the researcher would like to explain the term used in this research. They are as follows:

1. Teaching is teaching is the process of an educator or teacher guiding students to convey broader knowledge, skills, values.
2. Strategy is a technique or tool used by teacher on teaching process to achieve goals
3. Reading-writing connection strategy is strategy that used by teacher that this strategy that connect the story that students have read and the story that students write, this strategy can make students to think about something and increase their ideas
4. Recount text is kinds of text which is used to retell or express past event.

¹⁸ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN MADURA 2020) : 31