

CHAPTER I

INTRODUCTION

This chapter starts with the background of the study in which reasons for choosing the topic and significance of the research are included. The chapter also includes research questions and aim of the study. Besides, some concepts containing research design employed in the study are presented in relation to data analysis. The last, organization of paper will be explained in the end of this chapter.

1.1 Background of the Study

The current curriculum of junior high school issued by BSNP 2006 (Badan Standar Nasional Pendidikan) stated that one of the main objectives of English lesson in this level of education is comprehending and creating various short functional text types and monologue and also essay of procedure, descriptive, recount, narrative, and report. Based on Well's taxonomy (1987 cited in Helena, 2004), the junior high school literacy level is at the functional level, a level where the graduates are expected to use English junior high school survival purposes such as carrying out transactional exchanges, reading for fun, reading popular science or teenagers' encyclopedias, etc.

In teaching those texts especially Recount text, teachers are required to be well prepared before carrying out their lesson, because the way they teach will influence either the failure or success of teaching learning process. One of ways are

by applying various teaching techniques in the classroom in order to improve students' motivation.

There are various techniques which are usually used in the teaching learning process, namely, songs, games, role plays, quizzes, lecturing and simulation. In choosing the techniques, teachers need to consider the students' background, students' skill, environment, and material that would be taught.

However, based on preliminary observation conducted by the researcher, the process of teaching learning English at one of private junior high school in Bandung, particularly in teaching learning recount text, seemed to need a more serious attention and improvement because of the following reasons. First, building knowledge given by the teacher was not carried out sufficiently and the text provided was very limited. It created difficulty for the students to comprehend the text. Then, the limited number of the text was not giving enough ideas for students to write. Second, teacher only gave task without checking and providing feedback to the students. Third, teacher tended to sit in the chair without monitoring progress of the students' work. Therefore, some students did not work seriously, sometimes they even made joke in their group.

Regarding those problems, the present study attempts to investigate the techniques used by the teacher in teaching recount text. The result of this study is expected to portray the techniques used by teacher in the teaching learning process

especially in teaching recount text. In addition, this study is expected to identify students' responses towards the techniques.

1.2 Research Questions

In accordance with the background above, this study attempts to address the following questions:

1. What kinds of techniques are employed by teachers in teaching recount text?
2. What are students' responses toward the techniques?

1.3 The aim of the Study

This study is aimed at:

1. Finding out techniques used by teachers in teaching recount text
2. Finding out the students' responses toward the techniques.

1.4 Scope of the Study

This study focused on identifying the techniques employed in classroom, especially in teaching recount text by the teacher of junior high school. Furthermore, this study investigated students' responses toward the techniques.

1.5 Significance of the Study

The research is expected to make a beneficial contribution to the field of English Education as follows: first, this study was expected to enrich the literature

about techniques of teaching English, to provide information about the techniques used by teacher especially in teaching recount text. Second, having new information in professional context related to techniques of teaching recount text; teacher will maximize their potency and enhance the learning of their students.

1.6 Limitation of study

This is limited only to describe English teaching techniques used by two second grade English teachers in one of public junior high schools and the students' responses toward the techniques.

1.7 Research Method

1.7.1 Research Design

The study used descriptive qualitative research. To find out the answers to the research questions, the researcher used some instruments. Related to the instruments used, the researcher used three qualitative instruments, namely observation, interview and document analysis. The way of how these instruments were used is discussed in chapter III.

1.7.2 Site and Participant

This study took place in one of the public junior high schools in Bandung. The participants of this study are two teachers and 45 students in each class at the second grade of junior high school.

1.7.3 Data Collection

In collecting the data, there were three instruments used in this study, namely: observation, interview and documents such as lesson plans and syllabus.

1.7.4 Data Analysis

The qualitative method was used in this study to identify the teacher's techniques in teaching recount text and to explore the students' responses toward the techniques. Therefore, the instruments that would be used are observation, interview and documents.

In the process of data analysis, video-recordings and interview were explored and transcribed in order to display the language used in the class. Next, the transcripts are coded using labels. Based on the video-recording and interview the involvement of the teacher, students, and interviewer. They are coded using the label teacher (T), students (Ss), student (S), and interviewer (I). After that, interpreting the data based on the research questions. Since the present study proposed two research questions, the findings were connected one to another to obtain phenomena and presented them into discussion. In addition, documents would be collected for supporting the data.

1.8 Organization Paper

The paper of research is organized as follows:

1. Chapter I: Introduction

This chapter provides background of study, statements of the problem, the purpose of research, the scope of study, research methodology, hypothesis, population and sample, clarification of the key terms, and organization of the paper.

2. Chapter II: Theoretical Foundation.

This chapter consists of Definition of technique, Kinds of Techniques, Definition of Recount text, Techniques used in Teaching Recount Text.

3. Chapter III: Methodology.

This chapter will discuss the methodology in conducting the research. It contains the subject of research, population and sample, instruments of the research, and research procedure.

4. Chapter IV: Result and Discussion.

This chapter consists of the result of collect data and the writer's interpretation about the result of the research.

5. Chapter V: Conclusion and Suggestions.

This chapter consists of the research conclusion and some suggestions to other researchers who intend to develop the research.