

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important thing to express something and to communicate with other. It has important roles in our life. People use language to convey messages to others. In Indonesia, English is the first foreign language which is taught in the school since English become an international language and used by most communities in the world. Learning English is important to keep up with the development of science and technology. In the globalization era, English is a vital linguistic tool for many business people, academics, tourist and citizens who want to communicate easily across nationalities.

There are four skills in English, they are speaking, listening, reading, and writing. Those skills are important to be mastered. Speaking and writing are productive skills, reading and listening are receptive skills. Writing is a way to produce language, which you do naturally when you speak.¹ Writing is one of language skills and productive skill that will be learnt by students in junior high school, students will be able to express their ideas and feeling by English writing. Writing in junior high school should be learned based on genre. The genres are

¹ Alan Mayers, *Gateways to Academic Writing*, (New York: longman, 2005), p.1.

procedure, descriptive, recount, narrative, etc. Writing recount text is one of the genres in writing texts. It is taught by the teacher of junior high school in order to make students know how to retell their experience or event for the purpose of informing or entertaining in a simple way.

The ability to write is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education. As advances in transportation and technology allow people from nations and cultures throughout the world to interact with each other, communication across languages becomes ever more essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business, and personal reasons.²

Teaching and learning activity in writing need some skills for the students to master. Writing is the difficult skill in language because in writing the students must generate and organize their ideas to solve the difficulties in writing. The difficulty of writing includes spelling, punctuation, word choices, grammar and so on. It must be the higher level skills if the students' language proficiency is not weak. This is one of the difficulties in writing as well. Beside that, writing skills become highly complex. The

² Sara Chusing Weigle, *Assesing Writing*, (New York: Cambridge University Press, 2009), p.1.

students must plan and organize as well as possible for the spelling, word choice, and punctuation to make a good writing.³

Recount is a type of text that is used to inform or to tell about the past events or past activities. Recount Text is written in Past Simple. But recount can be expressed both in written or spoken. It can be written from the first or the third person's point of view. First person means if the events happened to the person who writes the recount. And the third person is as the writer who tells other persons' experiences. The writer becomes an observer who tells the story. Both of those recounts tell about someone's experiences that is called personal recount. We use connectives or sequence markers to tell the recount clearly in chronological orders. The purpose of recount is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.⁴

Contextual teaching and learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance. To achieve this aim, the system encompasses the following components: making

³ E-Book: Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, An Anthology of Current Practice*, (New York: Cambridge University Press, 2000), p.303.

⁴ Rina Aghna, *Genre of Recount*, <https://rinaaghna.wordpress.com/2012/11/28/genre-of-recount/>, downloaded 5th September 2015.

meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment.⁵ Contextual teaching and learning (CTL) is a teaching method that provides a constructive model. The model helps students connect the content they are learning to the life contexts in which that content could be used. Therefore, students may find meaning in the learning process. As they try to attain the learning goals, they draw upon their previous experiences and build upon existing knowledge.

Contextual Teaching and Learning is a concept that helps teachers link the content of subjects with real-world situations and motivating students to make connections between the knowledge and application in their lives as family members, citizens, and workers. Contextual Teaching and Learning is not a new concept. Application of Contextual Teaching and Learning in class with first class proposed by John Dewey. In 1916, Dewey proposed a curriculum and teaching methodology associated with the interests and experiences of students.⁶

Based on the discussion between the researcher and the English teacher of SMP Muhammadiyah Margasari Tegal, Mr.

⁵ Elaine B. Johnson, *Contextual Teaching and Learning*, (California: Corwin Press, Inc., Thousand Oaks, 2002), p.25.

⁶ Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana, 2010), p. 104-105.

Khafid Usman S.H.I about the problem faced by the students in learning English, the students have some problems in writing. It needs good solution to increase the learning process to get passing score (KKM) 72. The researcher will try to observe and improve the ability in writing recount text by using contextual teaching and learning. Therefore, to improve students' writing skill, this research use classroom action research as a method under the title "Improving Students' Ability in Writing Recount Text by Using Contextual Teaching and Learning Approach at the Grade Eighth D of SMP Muhammadiyah Margasari Tegal in the Academic Year of 2015/2016". The researcher hopes by using contextual teaching and learning technique, students can improve their understanding in writing recount text and they also can master the material well.

B. Research Questions

This research aimed to find the answer to the following research questions:

1. How is the students' participation of recount text during taught using Contextual Teaching and Learning Approach at the grade VIII D of SMP Muhammadiyah Margasari Tegal in the Academic Year of 2015/2016?
2. How is the improvement of students' writing ability of recount text during taught using Contextual Teaching and Learning Approach at the grade VIII D of SMP Muhammadiyah Margasari Tegal in the Academic Year of 2015/2016?

C. Objective and Benefits of The Study

The objectives of the study are:

1. To identify students' participation of recount text during taught by using Contextual Teaching and Learning Approach at eighth D grade of SMP Muhammadiyah Margasari Tegal in the Academic Year of 2015/2016.
2. To identify the improvement students' ability of writing recount text during taught by using Contextual Teaching and Learning Approach at eighth D grade of SMP Muhammadiyah Margasari Tegal in the Academic Year of 2015/2016.

After doing the research, the writer hopes this study can give the following benefit:

1. For the writer

By doing this research, the writer got an insightful knowledge of teaching writing in interesting method and interesting activity, and could make more interactive teaching learning process.

2. For the students

Contextual teaching and learning stimulated students to improve their interest on writing recount text. It can motivate students to learning English and to more practice in writing. So they could improve their writing skill not only in recount text but also in another text.

3. For the teachers

To help teacher in teaching learning process and providing the active learning, creative, effective, innovative for the students in the class.

4. For the school

It can give positive effect to the future in teaching learning process, especially in teaching recount text.

5. For the readers

It is expected by reading the final project, the reader will get more information and experience, it can develop their knowledge and give more experiences in learning.