CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for communicating and exploring ideas. Without language people will get difficulties to find ways to share their feeling or communicate their needs.

There are many languages in the world, one of them is English. It is an international language. English has gained popularity all over the world including in Indonesia. The government of Indonesia states that English is the first foreign language to be taught in to the language skill. There are listening, speaking, reading and writing. Therefore, the student should have ability in reading and listening to support their speaking and writing English from elementary school up to university. In junior high school and senior high school, it is taught a compulsory subject. It means that English language to be learnt by every student.

Based on the English teaching guideline in the 2004 curriculum the general role of the language teaching is to develop the communicative competence of the student in language skill. The specific role of the language teaching-learning process is to make student active in the language class both in oral and written, and to apply the language skill. They are listening, speaking, reading and writing. Therefore, the student should have

abilities in reading and listening to support their speaking and writing.

The teaching English process that has been conducted to teach structure in the past was traditional one where the teacher gives the sentence pattern to the students directly without conducting it with speaking skill or reading skill. That is why the students find more obstacles to use the pattern in writing and speaking skills because the way to teach them about the grammar is difficult to do. They usually got bored with this condition. Based on this condition, the writer wants to find the way how to teach structure to the students of junior high students especially the second grade using recount text. The genre text that the writer offered is using recount text. The usage of recount text is usually used to teach them the simple past tense.

The English teacher, who is influenced by recent theoretical work on the differences between language learning and acquisition, tends not to teach structure at all. The students acquire the first language without overting structure instruction, and stimulating student to learn their second language the same way. They assume that student will absorb structure rules as they hear, read, and use the language in communication activities.

In SMP N 3 Kartasura the students cannot understand of structure especially simple past tense better. This matter is known in writing of less paying attention uttering and composition of grammar. They cannot apply it properly. In its instruction of teaching and learning, the teacher only shows

formula and only gives a little example. Teaching grammar using such a formula makes the students cannot understand to use the structure better. Using formula in teaching structure makes the students get bored in learning language. It means that the students cannot memorize the formula well and cannot apply the formula in the sentence. In other time, the students feel confused in applying past tense and other type of tense in different situation. In the case of recount text, the students cannot apply past tense in composing it.

Because the students only memorize the formula without interested in the example that given by a teacher, the mastery is not improved. Later, then researcher takes the title "Improving Structure Mastery by Using Recount Text Undertanding for Second Year Student of SMP N 3 Kartasura in 2010/2011" with expectation that all of students can understand the structure better. In its research, researcher teaches the students by giving text recount beforehand. Researcher gives the clarification that texts recount is simple past tense. The students get the picture that the text recount uses the past time. After comprehending it, the teacher gives exercises so that the students make the text recount by using story from their own experience. Teaching structure using recount text is important to make students more interested in learning English.

B. Problem Statement

In this research the writer states the problem of can students' structure mastery be improved by using recount text in SMP N 3 Kartasura in 2010/2011?

C. Limitation of the Study

In this research the writer only limits on the second year students of SMP N 3 Kartasura in 2010/2011 academic year, and the study is teaching structure especially using recount text. This genre is used to improve students' matery of past tense.

D. Objective of the Study

The objectives of the study is to know whether or not the recount text understanding improve students' structure mastery for the second year students of SMP N 3 Kartasura in 2010/2011.

E. Benefit of the Study

The writer hopes that research paper gives benefits to the readers. Two major benefits in this research are theoretical and practical benefits.

1. Theoretical benefits

    a. The result of the paper can be used an input in English teaching and learning process, especially for teaching structure by utilizing

recount text.

b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical benefit

a. For teacher, it is expected that the result of the study gives description of teaching structure approach.

b. For students, by using recount text, the students are more interested in learning English using recount text.

c. For other readers, the result of the study is useful to get the information and knowledge about recount text.

F. Research Paper Organization

The writer organizes this research paper in order to make it easier to understand. The following shows the content of this research.

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, limitation of the study, objective study, benefits of the study and research paper organization

Chapter II is a review of related literature. It is a basic theory that is closely related to the topic. It consists of previous study, underlying theory, and hypothesis.

Chapter III is research method. It presents of the type of research

place and time of the research, the subject of the study, the method of the research, the procedure of action research, and technique of collecting data

Chapter IV is the result of the research. It discusses of result and discussion.

Chapter V is the last chapter. It draws of conclusion and suggestion.