

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

Based on the current conditions caused by the COVID-19 virus pandemic, which currently we know that the number of the spread COVID-19 in Indonesia is quite high and there is social distancing policy as well in order to minimize physical distance the spread of COVID-19 encourages all educational elements to activate the class even though the school is closed. Therefore all of the schools implemented online classroom system with the used of various media such as WhatsApp groups, Zoom, Google Meet, Google Classroom, and so on.

Learning English is important to be learned not only for International language but now English has become a language in every place and it has become every people must understand English to make easier in many activities. English can be found in many public places, such as transportation and market even in medicine we can find it. English also becomes one of the compulsory subjects taught in Kindegarden until University.

In teaching English there is a curriculum that will direct all instructional activities. Based on the English curriculum, there are four language skills that should be mastered (listening, speaking, reading, and writing). Listening is an active activity that involves deciphering, receiving, and perceiving a message with the intent to respond. Speaking is an interactive

process of constructing meaning that involves producing, processing information, and receiving. Reading is the process of extracting meaning from a written or printed text. Then, writing is a skill about how to express the writer's idea in written form that involves the mastery of all elements in the target language, namely organization, vocabulary, punctuation, grammar, content, spelling, and mechanics. Based on (Siahaan, 2008) the productive language skill called writing. It is the skill of a writer to communicate information to a reader or group of readers.

According to (Octavianingrum, 2019) teaching writing is not an easy implementation. It needs good collaboration between students and teachers in the learning process. The students are introduced by kinds of genre of the texts. Those genres such as Report, News Item, Procedure, Explanation, Recount, Narrative, Hortatory Exposition, Descriptive, Analytical Exposition, etc. For some Indonesian students, learning genre and its writing is difficult. It is caused by the complication of the rules. Each genre is characterized by a different schematic structure, social function, and grammatical features. Each schematic structure of genres has a beginning, middle, and the end of the structure. The content or the social function of each genre is also different. The grammatical features of genres also have their own rules. For example, if students make a recount text, they have to use the past tense. But, if the students make a procedure text, they have to use present tense especially imperative sentences. As we know, many students still do not understand it and the teacher can not ignore the fact.

Consequently, if the teacher do not explain the schematic structure, grammatical features, and the social function in detail, the students will have a lot of problems in the writing genre and they easily make an error.

From the explanation above, it can be concluded that the learning genre is complicated for students because it has a language complex rule. In this research, the researcher choose recount text because in the 8th grade curriculum, there is recount text material and it mostly tell past experiences by retelling events which students happened. It also can make the students happy and made the students enjoy to study, and the teacher uses language experience approach because it make the students easier to write their ideas/experiences with the help of the teacher. The researcher conducted this research because it's important for the teacher to teach students by using a good method to make the students easier to learn English.

Based on those backgrounds above, the title of this research is “The Implementation of Language Experience Approach in Teaching Writing Recount Text in Online Class”.

## **1.2.Statement of the Study**

Based on the background of the study, the writer take 3 statements of the problem are:

- 1.2.1. How is the implementation of language experience approach in teaching writing recount text in online class?

- 1.2.2. What are the problems encountered by English teacher in teaching writing recount text by using language experience approach in online class?
- 1.2.3. How does English teacher solve the problems in teaching writing recount text by using language experience approach in online class?

### **1.3.The Objective of the Study**

Based on the research problem, this study aims at finding:

- 1.3.1. To describe the implementation of language experience approach in teaching writing recount text in online class.
- 1.3.2. To describe the problems encountered by English teacher in teaching writing recount text by using language experience approach in online class
- 1.3.3. To describe the problem solving in teaching writing recount text by used language experience approach.

### **1.4. The Significance of the Study**

- 1.4.1. For Teachers

The finding for the research can be used by teacher as solution when encountering some teaching problems related to the teaching writing recount text by using language experience approach in online class.

- 1.4.2. For Students

The students can learn writing recount text through online class, particularly by using language experience approach.

#### 1.4.3. For Future Researchers

This study can be used as references for further researchers who want to conduct a research in English teaching learning process, especially in writing recount text by using language experience approach in online class.

#### 1.5. The Scope and limitation of the study

Language experience approach will be applied to the teacher of 8<sup>th</sup> grade of junior high school because to easier find the data analysis. As a descriptive qualitative research, the researcher plays important role as the facilitator in the learning process. This leads the researcher to take teacher as the research subject.

The researcher only focuses on the strategy that used in teaching writing recount text more specific in the implementation of the language experience approach in teaching writing recount text, the problem fixed by the teacher and the solution took by the teacher.

#### 1.6. The definition of key terms

##### 1.6.1. Teaching writing recount text

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past (Ramli: 2013).

Teaching writing recount text is the way of teachers delivered the recount text material to the students in learning process that can express their own idea in written form.

### 1.6.2. Language Experience Approach

Language experience (LEA) is a language approach that approaches reading and writing through personal experience (Taylor, 1992).

### 1.6.3. Online class

Online class was education that takes place over the internet. It was often referred to as “elearning” among other the internet (Joshua, 2007)

