CHAPTER I

INTRODUCTION

In this chapter presents (1) Background, (2) Problem of the Study, (3) Objective of the Study, and (4) Significance of the study.

1.1 Background

Communication is essential because people usually share information and thoughts through spoken and written language. Communicating uses spoken language is communicating face to face or directly, while communicating in written language is expressing thoughts through writing. Many languages exist in various countries, one of which is English, an essential language in several countries: for example, in Indonesia, English is an international language because it plays a vital role in the modernization process. English is the first foreign language that must be taught in schools, according to Aditya and Ridwan (2020), who say that English is an international language that people worldwide use.

In learning English, there are four skills: listening, speaking, reading, and writing. Although writing skill is the last skill to be learned, this skill is also as crucial as other abilities because one of the goals of learning English is to be able to write English. According to Nurkholijah and Hafizh (2020), one of the skills that is very important to be mastered by English learners is writing. Pangaribuan and Prayuda (2021), state that writing has a vital role in improving communicative competence for learning the

language because writing is a productive skill that helps the language user express a message in written form.

In Indonesia, junior high school students learn several short functional texts, such as descriptive, recount, narrative, procedural, and report. These types of texts introduce students to the social function, the generic general structure of each text, and the language features used by the text type. That way, students understand the difference between text and text and can write their texts correctly according to the social function, general structure, and language features.

One of the texts that junior high school students should learn is a recount text. A recount text involves retelling past events, while a narrative text is a creative story designed to entertain and convey moral lessons. This research mainly concentrates on recount text. Anderson and Anderson (2003), a recount text typically narrates past events chronologically. The primary purpose of this text is to share past experiences by systematically recounting events. Examples of recount text include personal experiences, diaries, personal letters, and incident reports.

The teacher of English should be creative to find an excellent way to help them improve not only their writing but also their vocabulary and grammar. We should make writing an exciting subject for learning so they do not feel bored in the class using a topical approach. The topical approach in writing skills involves focusing on a specific topic or event to be recounted. The topical approach in writing skills involves focusing on a specific topic or event to be recounted.

Based on the researcher's interview and investigation at State Junior High School Number 42 of Palembang, the researcher found some problems in the writing process. The problems are that most students still have difficulties in constructing the idea of using English for writing and students often made grammar errors in their writing. Besides that, the students had difficulties telling their experiences, especially in writing recount paragraphs and realizing the importance of improving students' writing skills because students often have difficulty generating ideas in writing skills. For example, they often write sentences such as "Yesterday, I go to market and buy some food," which should be corrected to "Yesterday, I went to the market and bought some food." Additionally, students struggle to narrate their experiences clearly in recount paragraphs. A common mistake is writing, "Last holiday, I happy because I go beach with family," which should be, "Last holiday, I was happy because I went to the beach with my family." Furthermore, students often find it hard to generate ideas, resulting in incomplete or disorganized recount texts. By practicing brainstorming and outlining their thoughts before writing, they can improve their ability to develop paragraphs with clear and detailed supporting information, enhancing the overall clarity and effectiveness of their writing.This study focuses on teaching writing recount text by using a topical approach to the Eighth-grade Students' of State Junior High School Number 42 of Palembang.

To address these challenges effectively, implementing a topical approach in teaching recount text writing is highly recommended for Students' at State Junior

High School Number 42 of Palembang. This method involves structuring lessons around specific themes or subjects that prompt students to organize their ideas systematically. For example, students could be tasked with recounting a memorable holiday or describing a personal achievement. By focusing on these structured topics, students learn to articulate their thoughts more clearly and cohesively in their writing. In addition to thematic guidance, integrating targeted grammar instruction is crucial. For instance, teachers can provide lessons and exercises that address common errors observed in student writing, such as verb tense confusion or incorrect sentence structure. By practicing these grammar concepts within the context of recount texts, students improve their language accuracy and enhance the readability of their compositions. Moreover, encouraging regular brainstorming sessions before writing assignments plays a vital role in developing students' ability to generate and develop ideas effectively. For instance, students could brainstorm key details and chronological events before drafting their recount paragraphs. This approach helps them organize their thoughts coherently and ensures that their writing remains focused and engaging. By implementing these strategies consistently, Students' of State Junior High School Number 42 of Palembang can significantly enhance their writing skills. They will not only improve the overall quality and coherence of their recount texts but also develop valuable language proficiency that extends beyond specific writing tasks.

As a result, this study has the potential to be very useful in addressing the issues that Students' of State Junior High School Number 42 of Palembang are facing when writing recount texts. It is hoped that by incorporating topical concepts into learning, students will be able to construct ideas more easily, improve their language skills, and be more motivated to express their feelings in English. In addition, it is hoped that this study will make a significant contribution to the development of innovative and effective learning methods in the field of English language education. As a result, the title of this study, "Teaching Writing Recount Text by Using a Topical Approach to the Eight-grade Students' of State Junior High School Number 42 of Palembang" emphasizes the importance of improving students' performance through relevant and practical lessons, which will help them achieve academic and professional success in the future.

1.2 Problem of the Study

1.2.1 Problem Identification

The problems of this study can be identified as follows: The problemof the study are that most students still have difficulties in constructing the idea of using English for writing and the students often made grammar errors in their writing. Besides that, the students had difficulties telling their experiences, especially in writing recount paragraphs and realizing the importance of improving students' writing skills.

1.2.2 Limitation of the Problem

The problem in this study is limited to teaching writing recount text by using the topical approach with the topic "Unforgettable Experience" to the eighth-grade students' of State Junior High School Number 42 of Palembang.

1.2.3 Formulation of the Problem

The problem of this study is formulated into the following question, "Is it effective to teaching writing recount text by using a Topical Approach for the eighth-grade Students' of State Junior High School Number 42 of Palembang?"

1.3 Objective of the Study

The objective of this study is to know and describe the effectiveness of teaching writing by using a topical approach to the eighth-grade students of Students' of State Junior High School Number 42 of Palembang.

1.4 Significance of the Study

The significance of this study is expected to give more contribution and information as follows:

a. For education:

Improving the quality of education at State Junior High School Number 42 of Palembang by implementing innovative and effective teaching methods.

b. For Junior High School Number 42 of Palembang

To provide information that can be used for curriculum development and learning strategies at the school level and improve the school's reputation for producing students with good writing skills.

c. For students:

Expanding students' understanding of specific topics through an integrated approach with writing activities, enriching their knowledge beyond the main curriculum enhancing student performance, and preparing them to face academic and professional challenges in the future.

d. For teachers:

Providing clear and applicable guidance for teachers in developing a writing curriculum that focuses on a topical approach and encouraging teachers to create a dynamic and engaging learning environment for their students, increasing motivation and participation in learning.

e. For self-researcher:

Enhancing the researcher's insights into the effectiveness of teaching writing with a topical approach, enriching the knowledge base in the field of language education and also opening the door for further research on the application of innovative teaching methods in formal education contexts.

f. For other researchers:

Inspiring other researchers in education to explore new approaches to teach writing skills and provide a case study model that can be adopted or adapted to address similar challenges in other educational contexts.

g. For Institution PGRI

Promoting the adoption of effective teaching strategies within the PGRI community, fostering collaboration and professional development among educators, and contributing to the advancement of teaching methodologies in Indonesian education.