

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Besides an individual creature, human is also a social being. They cannot live alone in this world, so they need someone else in their life. Consequently, they should be able to interact with others in order to complete their nature as a social being. When people need people, they will try to communicate with each other by using language. Language is very important because language is one of tools of communication.

There are many languages in this world. One of them is English language. In Indonesian, English language is a foreign language. Based on the real situation, English is not easy for Indonesian students. Because they should learn a four language skills, they are listening, speaking, reading, and writing. From the four skills, the writing skill is most difficult to be mastered by students. It used more time to get an idea than other skill.

Harmer (2004:3) stated that being able to write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language. It means that writing is the basic skill to communicate. Also, writing is used for a wide variety of purposes. It is produced in many different forms (Harmer, 2004:4).

Harris et al (2014:56) stated that writing is a process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization. It means that writing is a process of thinking. It is the basic skill to express the ideas, feelings, and knowledge in written form in English. When people start writing, they do not only write all their idea. They need to organize their ideas and make their ideas can be understood easily. Furthermore, the steps of writing may include planning, drafting, editing, and final draft (Harmer, 2004:5).

According to O'Malley and Pierce (1996:137), the types of knowledge used in writing have at least two implications for writing assessment with ELL students. First, writing assessment should evaluate more aspects of writing than just mechanics and grammar. The types of knowledge required in writing go far beyond these familiar elements. Second, writing assessment should capture some of the processes and complexity involved in writing so that teachers can know in which aspects of the writing process students are having difficulty. In addition, writing assessment should look at the context in which the writing occurs.

Meanwhile, Yuliasandra and Ardi (2013:656) explained that writing English is not as simple as speaking. The writers have to pay attention to the vocabulary, grammar, and writing style. The students need to know much vocabulary in English to write so that they can develop their writing as good as possible. In the fact, many Indonesian students have problems with the vocabulary in writing. They do not have the idea to express their ideas and thoughts because they do not how to spell the words in English appropriately.

Since the writing is a complex process, there are some problems that can be found in process writing. Furthermore, Richards and Renandya (2002:309) explained that writing consists of many constituent parts and we need to consider which ones will be the most important for a course: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

From writing, the students can share about feeling and idea. Most of Indonesian students' are getting difficult in choosing the verb to write, but also they are the students' confuse in the grammatical rules. In Indonesian, the students' are required to learn to write different text types. Such as descriptive text, recount text, narrative text, procedure text, and news item. But the research is focused on analyzing the written of recount text. Recount Text is chosen in this research, because these texts are familiar in the people's daily life.

Related to recount text, Yulianto et al (2013:4) stated that there are several types of recounts; they are personal recount, factual recount and imaginative recount. It means that the personal recount is to retell of activities that the writer has been personally involved in. The factual recount means that the text tells about recording the particulars of an incident. The last one is the imaginative recount, it means taking on an imaginary role and giving details of event.

Recount text is one kind of English text genres which is learnt in tenth grade of Senior High School. Gerot and Wignell (1994:194) explained that recount text is to retell events for the purpose of informing or entertaining. Being able to make a recount text means that we should know the recount text's generic structure, language features and also social function.

In writing recount text, the students have to know the generic structure of recount text. Based on Gerot and Wignell (1994:194), the step or generic structures of recount text are orientation, events, and re-orientation. Orientation is provides the setting and introduces participants. Events are told what happened, in what sequence. Re-orientation is optional-closure of events.

From the explanation above, recount is a kind of a story that retells about an event, an experience, or an action that happened in the past and it has been proved the truth. It is the unfolding sequence of events over time, and the purpose is to tell what happened. It begins by telling the reader who was involved, where the event took place and when it happened. Related to the purpose of telling the past event, past tense must be utilized in recount text.

Based on the school-based curriculum in Senior High School, in English subject the students should know the short functional texts. They are descriptive, recount, narrative, and report. In fact, the students has some difficult in writing English text. Based on the researcher observation when the researcher had teaching practice in SMA N 1 Kembang at class X A.3, the students have different skill to writing English text. Some students cannot make a good paragraph in English text. They have difficulties in grammatical use, but some students also have difficulties in organizing idea or the

paragraph. They cannot get the ideas quickly and they have mistaken in their writing. Harmer (2004:61) says that “the students are reluctant to write because they rarely write, even in their own language”.

This research will focus on the students’ ability and difficulties in writing recount text. Therefore, I’m interested to conduct a research entitled “An Analysis of Students’ Ability and Difficulties in Writing Recount Texts at Tenth Grade Students of SMA N 1 Kembang.”

1.2 Problem Statements

Based on the background of the study above, this research has two problem statements like the following:

1. How is students’ ability in writing recount text?
2. What are difficulties faced by students’ in writing recount text?

1.3 Research Objectives

This research has two objectives which are able:

1. To elaborate the students’ ability in writing recount text.
2. To find out the students’ difficulties in writing recount text.

1.4 Significance of the Research

The researcher expected that the findings of the study will be significant for:

1. Theoretical

The students have different ability in written text; high, moderate and low. Besides, some students have grammatical problem as well as vocabulary. So this research hopefully can solve the difficulties and improve the students’ written text and for the researcher, this research can improve the knowledge of experience in education.

2. Pedagogical

By knowing the students' ability and difficulties, this research hopefully can improve the teacher's teaching writing and learning process based on the students' difficulties.

1.5 Thesis Organization

This study will be arranged into five chapters.

Chapter I is the introduction. It consists of background of the study, problems statements, research objectives, significance of the research and thesis organization.

Chapter II will present the review of related literature. It consists of previous studies, review of related literature, and research framework.

Chapter III is the method of the study which covers study design, setting of the research, subject of the research, research design, method of collecting data, and method of analyzing data.

Chapter IV will cover the result of analysis.

Chapter V will conclude the result of the study and give some suggestions.