

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is an activity in expressing ideas that someone has to convey to readers or listeners so that they know the purpose of the ideas that we have. According to McCutchen, D. (2011). From novice to expert: Implications of language skills and writing-relevant knowledge for memory during the development of writing skill . in conveying the writing, the writer must try to convey the message clearly so that the purpose of the message can be conveyed properly.

in writing there are also several aspects that the writer needs to mastered namely organization, content, grammar, vocabulary and mechanics. Writing is one of the productive skills because learners doing these need to produce language. Writing is also known as an active skills for students'. Writing is the skills to create what we are thinking into several words to become sentence. Based on Damayanti (2013), stated that writing is an activity to express ideas from someone and means of communication in all human aspects. From the theory about it can be said that someone tries to write something, they have to already been thinking about what's going to say. To be skilled in a language, students must afford to learn and have dominate every aspect of the abilities in it, including the ability to write.

This ability is an important fundamental aspect that needs to be learned to successfully master a foreign language, especially English. Having a good writing skill will support people to communicate their thoughts, opinions, ideas and feelings about certain experiences (Marpaung, 2019). Writing is also needed in many aspects of life as a part of the requirements. For example, in the academic fields, students will be required to write academic writing and a wide range of text types, including descriptive, narrative, procedural, report, and recount text. Sulisworo, Rahayu & Akhsan (Toba et al., 2019) stated that the capacity of students to write is a critical determinant of their success in academics and in the future. Therefore, it is a must for students to learn and mastering the aspects of writing.

There are three definition of writing according to experts. According to White, Berninger, V.W. , Abbott, R.D. , Nagy, W. , Carlisle, J. (2010). writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn. Besides that, Tarigan Djago dalam Elina Syarif, Zulkarnaini, Sumarno (2018: 5) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic itself.

According to Heaton in St. Y. Slamet (2018: 141) writing is a difficult and complex skill. From the definition above the writer can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the

tool to communicate with the other people. The reason for teaching writing to the students of English as a foreign language include reinforcement, language development, learning style, and the most importantly writing as a skill in it's own right (Harmer, 2018:79). According to Harmer (2018: 31-33) there are some importance of writing. Those are: a. Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind. b. Writing is often used as a means of reinforcing language that has been thought.

They use writing skill to make a note about what they have learnt while learning process happens. c. Writing is frequently usefull as preparation for some other activity. d. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. e. Writing is also used in questionnaire-type of activities. Writing is important to face questionnaire test. In the examination, students are asked their answer in the form of written.

However, writing is considered as the most difficult skill to be mastered by the second language learners (Richards and Renandya, 2018). According to Rass (2011), due to the complexity of writing aspects, such as content, organization, purpose, vocabularies or punctuation, writing is a hard skill in learning English. It is a hard work of inventing ideas, thinking about how to express the ideas and organizing them into sentences, into paragraphs that will be clear for the readers. In other words, the writing quality of students needs to be increased.

Seeing this, the first step to do before finding out the solution to the problems above is analyzing students' difficulties in writing. This is claimed important since in accordance with Erisda's (2017), analyzing students' difficulties has an important role to solve the students' problems in writing, to know the causes of the students' difficulties in writing, to discover what are the factors that influence the students' difficulties and to uncover how students can learn from their mistakes in writing in order to avoid making the similar mistakes.

Several types of texts are used as teaching materials for writing skills at the junior high school level, including descriptive, report, narrative, recount, and any other. The focus of this research is English text in the form of recount (recount text). Recount text is a type of text that is closely related to the daily life of the author. According to

Pardiyono (2017) recount text is a type of text that tells the reader about something that has happened or retells past events. On the other hand, Anderson & Anderson (2012) give their opinion about recount text, which is a text that tells a number of events in the past in a certain time series in sequence. Thus it can be concluded that recount text is a type of text that serves to retell about events that have occurred within a certain period of time and usually these events are written in a structured time sequence.

This text begins by telling the characters in the story, how the event began, where and when the event occurred. The recount text is written with the aim of providing information, entertaining the reader or both, namely providing information and entertaining the reader. Derewianka (2019) expressed his opinion

about the purpose of recount texts, namely to record and describe past experiences by retelling these events in a systematic order.

Recount text is a part of a text in writing that taught in junior high schools' 8th grade. Nevertheless, based on the writer's pre-observation indicates that many students get difficulties when the teacher asked them to write in English. One of them, they still confuse writing in English because there so many students don't know a lot of vocabularies and they always confuse to express their feeling in writing something. When junior high school students were asked to write a recount text, after they were given explanations and examples, grammatical features and language features in this text, the students experienced the following difficulties: Starting Orientation,

even though it has been explained that the orientation must include Who, What, When and Where, or there is an opening, several minutes are spent just to determine the Orientation. Do not use past tense. The students still use the Present to tell events that have passed. They are always ask the teacher to translate the words they are going to write. Using words by taking from the dictionary, without referring to whether the word is a noun, adjective, verb or other group, so that the sentence becomes difficult to understanding in meaning.

Based on the explanation before, recount text is the text that explained about something happened, even they know something happened to them, but they confuse to elaborate the idea. This problem might come because they don't get accustomed to write inside and outside the classroom since they don't have enough opportunity and special chance to develop their skill. As a result, teachers

must devote more attention to these issues in order for pupils to improve their writing skills and competency, particularly in recount texts.

This study conducted on 8 grade students at SMP Swasta Imelda Medan to get document analysis, to teach the students, and to give questionnaire for the students. Therefore, this study is primarily intended to analyze the students' difficulties in writing recount text.

1.2 Problem of the Study

A research problem is a specific issue, difficulty, contradiction, or gap in knowledge that you will aim to address in your research. There are one questions concerning the background of the study above, they are:

1. What are the students' difficulties in writing recount text?

Based on the previous problem of study, that the writer want to know what their struggles in writing and based on the explanation and considering the importance of understanding the difficulties that students face to overcome these difficulties, especially in writing recount texts, the researcher decided to conduct a study with the title "The Analysis of Students' difficulties in writing Recount Text on 8th Junior High School at SMP SWASTA IMELDA Medan"

1.3 Objectives of the Study

After formulating the problem of the study, the objectives of the study are:

1. To find out students' difficulties in writing recount text and categorize the difficulties into some part

1.4 Scope of the Study

The scope of this study is : “to analyze the difficulties of writing recount text on class 8-C SMP Swasta Imelda Medan”

the researcher limits the study just one problem. The researcher also limits the research only in Junior High School’s students at grade 8c of SMP Swasta Imelda Medan.

1.5 Significances of the study

The significances of the study is a written statement that explains why your research was needed. The results of this research are likely to have significances not just conceptually but also practically go to:

1. Teacher: help teachers to identify the difficulties the students’ face in writing and to figure out a suitable method to apply to the students both in online and offline class which may improve the quality of their teaching and enhance students ability in writing recount text.
2. Students: This research is meant to inspire students to learn writing and help them to overcome the difficulties they face by knowing their abilities and identifying their writing problems.
3. Next researcher : The results of this research will be useful for the next researcher, Then the researcher can do this as the references their research