

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a way of producing language and expressing an idea, a feeling, and an opinion. (Harmer, 2004) stated that writing is a skill focused on the production of language, and the ability to write requires and an intellectual level or level of expression. Writing is a process that is already being taught in schools and universities. Writing plays an important role, and is the most difficult for students in the language learning process, as this skill must be mastered. Brown (2001) supports the statement that writing is a thought process. Writing could be planned and given with an unlimited number of revisions before it is released. The students ought to be capable of assume to talk in English each orally and in written form. Writing in educational putting has been taken into consideration greater tough than different skills, and the students experience that this ability wishes greater concentration questioning skills and gaining knowledge of in a protracted time.

Writing is one of the skills in English. The students should be able to express their idea in written text, use correct grammar, punctuation, and vocabulary, and so on. Writing is similarities to speaking. They express ideas or opinions. Writing is an idea of the written text; when it is spoken it is an idea about the spoken text. Harmer (2002) argued that written text has several conventions that prevent it from speaking. There are differences in grammar and vocabulary, such as the formation of letters, words, and texts, which are manifested in handwriting, spelling, layout, and punctuation. It provides information and knowledge and it can be found in the form of books, newspaper, journals, magazines, and so on. Therefore, writing is a process of ideas to transmit a message for a reader using written language.

In senior high school learn various functional texts, such as description, recount, narrative, procedural, and report. The types of these texts would introduce to students the social functions, the generic structures of each text, and the language

feature characteristics of the types. From the presentation, the students will know and understand the differences between one to another text. In this way, they can understand how to write the text by themselves in the correct order of the generic structure, and how to correctly use the language features of the text. However, this study focuses on the writing recount text.

Recount text is a story of something that happened in the past. There is the sequence of events that unfolds over time, and the purpose is to tell what happened. A recount text can begin by telling the reader who was involved, what happened where the event took place, and when it happened. (Seaton 2007) stated that the sequence of events should be described in some sort of order, for example, in chronological order. Recount text reconstructs experience. (Derewianka, 1946) stated that a recount is development of a series of events overtime to keep the past alive and interpret experience to tell what happened in the past. Furthermore, Knapp and Watkins (2005) stated that recount is a text that tells an event in sequence.

Based on the observation done of the study, several problems related to the writing skill find.

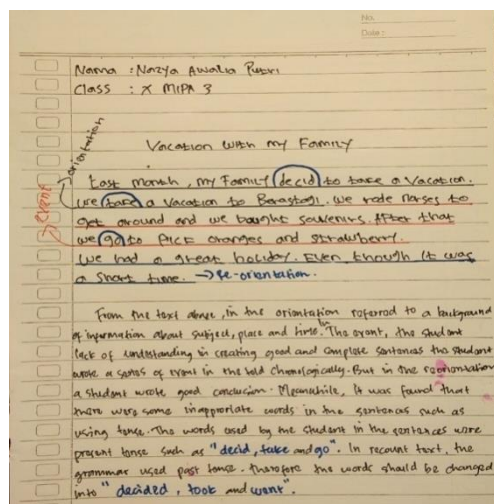


Figure 1.1 The Result of Observation

When a teacher asks the students to write a recount text, they cannot make a good sentence. They have a lack of vocabulary knowledge. Therefore, they are confused in using tense to create a sentence and cannot organize the words into good sentences. Students still have difficulties write recount text based on generic

structure include orientation, event, and re-orientation. And they still have difficulty expressing their idea in writing recount text.

From the text above, in the orientation text the sentences referred to a background of information about subject, place, and time. In the event, the student was lack of understanding in creating good and complete sentences. The student wrote a series of events in the told chronologically, but in the re-orientation, a student wrote good conclusion. After that, based on the tense it was found that there were some inappropriate words in the sentences such as using present tense **“decide, take and go”**. Meanwhile, in recount text used past tense. Therefore the words should be changed into **“decided, took and went”**.

Furthermore, many students are less interested in writing because teachers still use conventional methods (lecturing, explaining, drilling, etc.) in teaching writing. The teacher does not use media or techniques in the teaching-learning process. It does not make students active and enthusiastic. Therefore, they get bored with writing, so they can interact with other people when they write. They feel sleepy when the teacher asks them to write. So, they do not know writing.

Writing is a complicated skill to master than others because it is so complex. Paul(2003) stated that in language, writing is generally the most difficult of the four skills. Since writing is a complex process, some problems can find in the writing process of writing. Heong et al (2013) stated that, the difficulty of students in writing is in generating their ideas. Students cannot transfer their ideas when they have to put them into substantive form. The research is supported by Bitchener and Basturkmen (2006). They found that students were able to organize their ideas and arguments by using appropriate writing styles and then clearly express their thought in English. It means that when students want to convey their ideas, they should think about how to create their ideas well organized to avoid readers' confusion.

Based on the finding of the study by Harris (2014) students have weak skills in writing recount text with an average score of 2.3, the difficulties are related to use pronoun, linking verb, action verb, and simple past tense. Erisda (2017) the students had difficulty expressing their ideas in extensive written language, the students still had problems with diction to order sentences, the students were lack

of vocabulary. The research finding by Aulia (2018) the students get difficulties in organizing generic structure, simple past tense, vocabulary, and spelling. Meanwhile, the finding of the study by Husna&Multazim (2019) the difficulties that students face in writing recount text are related to the content aspect, the organizational aspect, the grammatical aspect, mechanical aspect and the generic structure of recount text aspect especially in orientation and reorientation. Furthermore, the finding of the study by Salawazo et.al (2020) they are lack of vocabulary, poor ability to use simple past tense, to organize recount text, using language features, especially when using noun, linking verb, action verb, and the last difficulty of students are do not know how to use pronoun correctly. Most of the students are confused about the types of pronoun and their function. In conclusion, the most difficulty faced by students in writing recount text is the language feature.

In connection with the problems mentioned above, the study helps the teacher identify the student's difficulties in writing recount text thus the students can write recount text and create good sentences. Then the students do not think hard to find the idea in creating the story, because they went through with the events, so it makes it easier for students to write a story smoothly.

B. The Problems of the Study

Based on the previous explanation above, the research problems are formulated as follows

1. What are the difficulties faced by students in writing recount?
2. Why do the students get difficulties in writing recount text?

C. Objectives of the Study

The objectives of this research are:

1. To investigate the difficulties that are faced in writing recount text
2. To find out the reason the causes of students' difficulties in writing recount text

D. The Scope of the Study

This study will focus on the analysis of students' difficulties in writing recount text and the problem causes of students' difficulties in writing recount text.

E. The Significances of the Study

The findings of this study are expected to contribute to:

1. Theoretically, the results of this study will get the knowledge to prepare the readers then it can be professional teachers by knowing the learning difficulties faced by students and the causes in the recount text
2. Practically, the English teacher can identify the reason for students' difficulties in writing recount text and the causes of difficulties, so the teacher can find a solution to the problems. Meanwhile, for the students, this study can help students to understand in writing recount text, thus the students do not have any more difficulties.