CHAPTER I

INTRODUCTION

A. The Background of the Study

To be able to communicate in English, people should learn about it. So, they deepen their ability in English. Writing is a skill that students must be ruled. According to Koura and Zahran (2017), writing is a complicated, prestigious social activity in communication, and a necessary skill of language. Because of the importance of this skill it has been taught from the playground. It starts with letter recognition. Up to the University level, they develop their ideas by writing essays, poems, and novels. Therefore, English is an obligatory course from Elementary School up to the University level. This is implemented so that students can share their ideas, experience, opinion, and feeling through writing. It also contributes students to remember what they have learned in past.

Writing is a communication activity with other people in written form that consist of the arrangement several words be a text which has meaning. This skill is an ability to produce text and share the thought of the writer. Namely translating what is in the author's mind into paper so that others can read and know it. In order to make the readers can comprehend what author means in the text, the writer must create a good text. To make the text understandable, a writer must pay attention to grammar, diction, and cohesion. It applies to every text in which each genre was characterized by structure, social function, and grammatical features. Therefore, students must convey their ideas in a good concept and arrangement to make a well-written text.

Based on the Indonesian 2013 Curriculum for grade VIII Junior High School students, there is a writing competency standard. It is standard competency 6 namely revealing the meaning in functional texts and simple short essays in descriptive and recount to associate with the surrounding. The researcher takes basic competency 6.2 to declare the signification and rhetorical stages at the simple concise articles utilizing a kind of written language accurately, fluently, and acceptable to socialize with the neighborhood in both of descriptive and recount text. The indicators of basic competency above are making past tense sentences and creating a simple low composition in the form of recount text.

It means after learning about writing recount text students must have the ability to write recount text. The learners have to comprehend the text. Like the patterns of grammar, they use in creating a recount text. Particularly, the scholars have to obtain the correct generic structure of the text. In accordance with basic competency, students in eighth grade are supposed to write a recount text properly and understandable. The writer chooses and focuses on recount text. It is because students write about the experience that happened in their life when through their past activities. So, they do not need to struggle to think about how to make it occur. This genre of the text is also imaginative or outside the students' experience. It is also beneficial in encouraging, telling, and comforting the students. This recount text is easier to write. That is useful for making the students are interested in studying English in order to increase their mastery of writing. Those are the reasons the researcher chooses recount text to be studied.

Recount text is a kind of text which retells the occasions and experiences in last time. Dea et al (2016) state that the events are told sequentially based on the timing, location, utilization of several conjunctions and sequence markers. Mardiah (2018) stated that recount text mostly tells again the last incident that is in accordance with the writer's actual experience which might be also fantasy of outside the writer's experience. To write recount text the learner must comprehend the generic structure, linguistic character, and social function of it. Recount text has generic composition that consists of orientation, event, and reorientation. The language feature of recount text is using action verbs, using adverb or adverbial phrases to state moment and area, and using conjunctive and time intercourses to connect an event to the other event. Recount text tells about the experience, the tense used is past tense. The purpose is to tell events or incidents in the last, to provide information for the reader, and to amuse the readers.

The written text will be read by others. Then students have to write well according to the characters of the recount text. To make the readers grasp what the student intend. That means learners must rule writing skills, particularly, in creating a recount text. They need to understand the writing aspects and also be able to use them in a text. Therefore, students must learn about writing recount text. For example, if students use correct grammar to make a good text then readers will understand it as well. It will affect the learner's perception about writing to capture readers' interest in the story that the learners write. Students' ability make them able to understand it well and build correct sentence to create

text in English correctly and understandable. That way, they can make a good communication in English in written between them in their lives.

Students often have problems when writing a text. According to Scott and Ytreberg in Yulianawati (2018), writing is not always easy. They think studying to write in English is not enjoyment and not simple. Erisda (2017) said that students will feel difficulty to write by reason of mentioning new thoughts and picking sentences which may relate each other is a hard thing to apply. Students experience problems that can be caused by themselves and teachers. The teacher's explanation of recount text is difficult to understand, less interesting, and boring. It makes students be less interested in taking English lessons. They lack an understanding of recount text. For more, they practice rarely which makes them confused and difficult when writing recount text. Because of her statements above, the writer is attracted to analyze the students' problems in learning writing.

But in fact, the researcher discovered that almost all of the students in the eighth grade of SMP N 3 Doloksanggul got difficulty in learning writing. The students had problems when learning writing. Sometimes, they wanted to express themselves through writing in English, but actually, they did not know the way to write. The students were confused to select the word they used to produce a text. Some of the students lost the ideas that were stored in their minds. Ideas in their mind were in Bahasa even Batak. That was why they lost the idea because of choosing the right words in English. So, the researcher was interested to do this research. It started from learners' matters in studying writing.

The researcher did preliminary research namely a debriefing to English teacher of eighth grade SMP N 3 Doloksanggul to get the data. In accordance with proceed of interviewing an English teacher of eight grades in SMP N 3 Doloksanggul, the students were still unable to write recount text appropriately. The instructor asked learners to create recount text. But, they faced problems when writing the text. Since English is an extraneous language, students found that writing is difficult. The learners always translated text from the source language (Bahasa Indonesia) to the target language (English) by using the word by word techniques. It meant they lacked vocabulary that made them work twice.

The teacher added that students also did not know the correct changing form of verb tense. Due to writing was difficult skill. It was caused by writing was not only exchanging words or sentences but also making sense to other people. They also got confused by the types of text they learned for example descriptive text, narrative text, including recount text itself. Even though the material about recount text was taught, students kept facing difficulties when creating recount text. The teacher hoped that students succeed in comprehending and have the capability to produce recount text without facing any problems. As the goal of learning the material namely recount text.

Za'in (2017) in her research found that the problems experienced by learners when producing recount text are content, organization, vocabulary, language, and mechanic. Based on her study the most dominant problem faced by students was mechanic. She also found others students' problems namely poor at grammar, insight and comprehending, rarely training, and school fundamental. In

addition, Ekorini (2019) in her result of the study said that grammar and mechanic were mostly mistaken students made. She suggested to the teacher for helping students so that they know aspects of writing and study the way to use it in written text. Both of those studies were conducted face to face.

The world was currently hit by the Corona Virus Diseases 19 (Covid-19). The Director WHO announced this type of virus is evaluated as very fast spreading and deadly entire world. The director adds that to prevent the transmission of the epidemic, it is declared to implementing social distancing. To respond to the situation, Indonesia had implemented some policies to apply community social ranging. The public was recommended to work, study, and conduct religious practices from home. Particularly in education, the learning process was conducted in online. This based on the Decree of the Secretary-General of Education Number 35492/A.A5/HK/2020 dated March 12, 2020, about the Prevention of Corona Virus Disease (Covid-19) that the teaching and learning process was implemented in online learning.

According to Toquero (2020), Covid-19 made place to learn in formal all around the world be closed so that students attend the health protocol. Ranging studying and applying online techniques had given solutions to school which begin adjusting the School from Home (SFH) method. Kaur (2020) reveal that no one find out when this pandemic will end, educational foundation in the earth determines to use the available source to make online learning material for the learners all education.

Online learning applied at schools, particularly during the Covid-19 Pandemic. Allo (2020) in his research found that online learning was beneficial in the middle of the epidemic. Nguyen (2015) found in his study said that taken as a whole, there was a piece of strong proof to recommend online learning is commonly just as potent as conventional learning. Stem (2019) stated that online learning is the education that conducted at the internet. Online learning may supply the classroom to whomever, wherever, and whenever provided the learners connect to the internet.

The researcher got the information from the English teacher SMP N 3 Doloksanggul that at the school never implemented an online teaching and learning process to lecture writing recount text. Based on description over up, the researcher was attracted to do study. The research aimed to find out students' problems in writing recount text through online learning.

B. The Problems of the Study

Before carrying out the study, the researcher interviewed the English teacher for eight grades at SMP N 3 Doloksanggul. The teacher said that students face some problems in writing recount text which is conducted face to face. The researcher was curious about the problems found by students when writing recount text in online learning. In accordance with the research before, the researcher wanted to do the research with the study problems as follows:

1. What are the Junior High School students' problems in writing recount text by online learning?

2. What are the solutions to solve the student's problems?

C. The Objectives of the Study

To solve the problems, this research is aimed as follows:

1. To find out the Junior High School students' problems in writing recount text on online learning

2. To describe the solution to solve the students' problems in writing recount text on online learning

D. The Scope of the Study

In conducting research, it is necessary to carry out the limits to prevent the research topic is too large. This study will focus only on the problems faced by eighth grades Junior High School students in writing recount text in online learning.

E. The Significance of the Study

The researcher hopes this research will be useful for the following:

1. Theoretically, this research will be useful in teaching and learning English for eight grades of Junior High School, particularly in implementing online learning.

2. Practically, this study will motivate both teacher and student when the teaching and learning process is going on. Hopefully, the teacher and students are active and eager when practicing online learning.