CHAPTER I

INTRODUCTION

A. Background of the study

Nowadays, English has become one of the most important language subjects. English is an international language and used by people in many countries, including Indonesia. English is the easiest way to communicate with each other in life aspects such as; technology, economy, social, and politic. It is a must qualification to everyone who pursues success to speak English as a requirement in job opportunities.

English language was taught to students from elementary until university level. The students have to pass the subject because it is one of the primary subject that to continue their study. In learning English, there are four skills. The students have to learn all of the skills, namely, listening, speaking, reading, and writing skill.

Writing as one of four basic language skills is considered as the most difficult to study. Without having a good knowledge in writing, people cannot write in a good writing. Byrne (1982:5) states that among the four skills of English, writing is the highest level and commonly regarded as a difficult activity. Many students got low scores in writing. They thought that writing is not interesting and not important to learn.

Richards and Renandya (2002: 303) state that writing is the most difficult skill for the second language or foreign language learners to master. The

difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak.

Based on the observation done by the researcher, several problems related to the writing skill are found. First, the students have difficulties in grammar and structure. They have lack variety of structure. They can not make a good sentences. They are confused in using tenses to make a text and they can not arrange the words into a good sentences. It makes the reader can not understand what they were trying to say.

The second problem, Many students are not interested in writing. They feel bored when they write, they can interact with other people if they write. They feel sleepy when the teacher ask them to write. so, they have no knowledge about writing.

The third problem, the English writing materials do not meet the students' needs. Teachers have difficulties to provide writing materials which are suitable with their students' needs and interest. They also have to find the materials and tasks which are authentic and possible because authentic writing materials and tasks are needed by students to improve their writing skill. Teachers must provide the writing materials to improve all of the students weaknesses in understanding their subject materials. Unfortunately, students' ability in writing is avaragely low.

The write hope that, the students are able to write a recount text, they should know how to make a recount text in a good sentence because recount text

is one of genre which has highest appearance at school. Not only in junior high school, but also in senior high school.

But in reality, the writer found that most of the students still have difficulties in writing recount text. But the teacher doesn't realize about it. So that the teacher difficult to find out the problem solving.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. According to Anderson and Anderson (1997:48) "recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened". Similarly, Gerot and Wignel (1994:194) state "recount is retelling past events in order to inform or entertain about what and when it happened.

Recounts text are generally based on the direct experience of the student but it may also be imaginative or outside the student's experience. In recount text, a writer tells a reader about his/ her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experiences in the past. No doubt that it is a little easier to write a recount text.

When the teacher asks the student to write a recount text, the students still get difficulty how to start it. They are still confused of how to deliver what in their mind into written form. They do not know how to arrange it into a good sentence based on generic structure and language feature of recount text. Students also get difficulties to write sentences in the correct structure.

According to Gerrot and Wignel (1994:194) "language features of recount text are focus on specific participant, use of material processes (action verb),

circumstances place, and time, use past tense, and focus on temporal sequence". Sometime the student mix the language, they less in vocabulary. Lacking of vocabulary is another difficulty that students face in writing.

Based on the explanation above, it can be concluded that there are some causes of students' difficulties in writing recount text. students' difficulties in writing is one of problem that mostly face by many students at school, but the teacher doesn't realize about it, so that the teacher difficult to find out the problem solving. So the researcher interesting to analyze the students' difficulties in writing recount text.

B. The Problems of the Study

The study in this research is always based on a problem since the problem is the main case which will be discussed by the writer. A problem is a question raised for inquiry, consideration or solution. In conducting a research, the problem must be stated clearly so that the objectives of the study and method can be meaningful. The problem of this study is stated as following questions:

1. What are the difficulties that faced by students in writing recount text?

2. What is the dominant of difficulty by students in writing recount text?

C. The Objectives of the Study

To summarize the research background, this study will be concerned to accomplish the following purposes:

1. To know the difficulties that are faced by students in writing recount text.

2. To find out a dominant difficulty by students in writing recount text.

D. The Scope of the Study

This study will focus on the analysis of students' difficulties in writing recount text. The writer will focus on three point of language features in writing recount text such as past tense, pronoun and sequence marker.

E. The Significance of the Study

The result of this study is expected to be useful for:

1. Theoretically, this research hopefully will be useful to enrich the theory about students' difficulties in writing recount text.

2. Practically ,the teachers of English know how the students' difficulties in writing recount text, so the teacher can choose appropriate teaching strategy in teaching recount text and the students' of English able to write recount text in a good language features, and they are interested in learning English.