

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is way to express the idea through writing. The general teaching writing has been taught since students are in kindergarten, but they start learning to write in English while they are in Junior High School and what they also have started to write structured in accordance with the rules of grammar and tenses. Different from other skills, writing is more difficult and also complicated because there are many aspects related to writing which needs to be mastered such as organization, mechanics, and grammar. Students should be able to combine words and sentences which grammatically connected. Furthermore, the students also should have enough vocabularies and right dictions in order to make the writing easy to be understood and the message can be achieved by the reader clearly. As it is asserted by Spratt, Pulverness, and Williams (2005: 26):

“Writing is one of the productive skills which communicates a message by making signs on a page by forming letters or words then joining them to make words, sentences, or a series of sentences. It means that writing is not only writing sentences but also delivering a message that the readers want to know through them.

Based on 2013 Curriculum, learning writing for Junior High School is aimed at making the students able to express ideas in the written form by using language variation in interaction, compare some texts, and comprehend meaning of some texts. Especially for eight grade, one of the genre of text that students learned is Recount texts. Recount text is one of the genre texts that aim to retell the experience that has been done in the past. The experience can be a pleasant experience, sad experience, scary experience or other that functions to entertain the readers.

Generally this text relates the personal experiences in the past. In writing this text, there is a generic structure in recount text. First, orientation, in here students tell who was the subject in the story, where is the scene of the story, and when the story have been done. Second, events, in the events the students tell about chronological sequence of events or occurrences that are there in the story.

Based on the 2017 revised syllabus, in learning recount text students are expected to be able to compare, comprehend some texts and at the end write a simple and short recount text correctly. The students should be able to compare and comprehend contextually the social function, generic structure and language features of some recount texts. Then after that they should develop their idea into short recount text.

In learning and teaching learning process, it will be better if the teacher uses the strategies that can make English becomes communicative and easy. The strategies

should use creative language arts, such as song, essay, writing diary, using picture and so on. One of the strategies is learning log, learning logs strategy are the use of notebooks where students write their experiences inside and outside school or recording responses and reactions to learning and learning activities (Richrds and Schmidt, 2002). Then According to Hidayat (2012, p. 79) learning logs can be used as an alternative assessment to diagnose student learning difficulties. Learning log is used to assess the dimensions of student learning outcomes not excavated through tests. Learning log is used in prewriting activity and is also used as a way to encourage students to develop fluency in writing.

Based on the pre – observation in SMP Negeri 35 Medan. the researcher found out that the objectives of English Recount writing at junior high school, particularly for eighth grade, had been stated clearly on the lesson plan (RPP). In fact, the teacher teachers still teach writing by using conventional method. As a result, when students were taught to write, they still had difficulties in transferring ideas and writing well. Moreover, they even rarely used guide book for English. Sometimes, they used LKS (*Lembar Kerja Siswa*) for answering the exercises.

The way teacher teaches the students still using the conventional method. Actually, sometimes, teacher uses the media such as power point presentation (PPT) in delivering the topic, but this way is not optimal to the students in achieving the learning objective. So that it gave the impact to the score got by students which was far from the expectation. As an example in a class, there are 32 students and half of

them failed in passing the KKM of 70 in learning recount text. It showed that, the learning objective could not be reached effectively. The following figures show a student's product of writing recount text that is below the expectation and the scores of students in learning recount text.

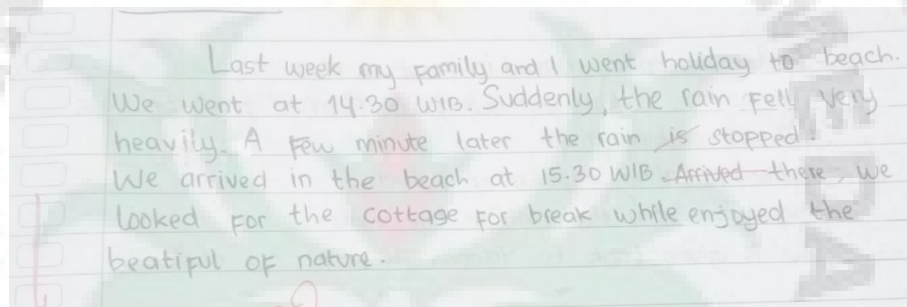


Figure 1.1. Student's product of writing recount text.

Based on the data above, it showed that the student still had difficulties in writing a good recount text. In term of generic structure, the students, actually, had already written the text orderly included orientation, the events and also re-orientation. However, the student was still lack of knowledge about grammar used in recount text. Some sentences were written in past form, and others were written in present form. She was also not able to write in a good order of sentence. It could be showed that the student was still lack of comprehending about the language features used in recount text.

Based on the data found in observation, it eventually lead the writer to make it as the starting point of her paper to analysis by using learning log strategy to analyse

the problems on writing recount text for the eighth grade students of SMPN 35 Medan.

B. Identification of the Problem

From the background that has been stated, the problem can be identified as follows:

1. In the learning process some students have difficulty understanding the writing material in the recount text
2. Writing on recount text material is a difficult and very complex mistake for students.
3. Learning logs have not been widely applied among educators, even though this assessment is very important in assessing students.

C. The Problem of the Study

Based on the background of the study above, the researcher makes the problem of the study as below:

1. How is learning log strategy used for eight grade students of SMP Negeri 35 Medan on writing recount text ?

D. The Objective of the Study

Based on the problem of the study above, the objective of the study is to elaborate the use of log strategy to see the problems on writing recount text for the eighth grade students in SMP Negeri 35 Medan.

E. The Scope of the Study

There are many kinds of material that can be used in teaching English such as course book, workbook, worksheet, hand out, etc. This study mainly focuses on the problem of students in writing of recount text using learning log strategy for the grade eight students in SMP Negeri 35 Medan.

F. The Significances of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For the students : The result of this research can be useful to help the students in generating ideas which might help them to write easily. And also this research can be reflection on the results of teaching and learning activities at the class.
2. For the English teacher : The result of this research can be useful to help in diagnosing problems students have in writing. And also this research can be a reference in use the learning process in using learning log.