

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an important aspect that can be used as a tool to get information, to share knowledge, and transmit message. Language can also be used to express feelings, purposes, ideas, and opinions in written or oral form.

In learning English, four skills should be mastered by learners. One of them is writing skill. Writing itself can be defined as a process of transferring ideas or thoughts into the written form. Peha (2010) states that writing is the communication of content for a purpose to an audience. Agustiniingsih (2009) says that writing activity involves the process of expressing ideas and feelings into a word, word into sentence, and sentences into paragraph and requires someone to think deeply on how to express them coherently. Furthermore, Nunan (1989) in Sibarani (2019) states that writing is a cognitive activity which requires the learners to have controls over various things such as generating ideas, translate them, and expressing them in appropriate words so that it meets the goal of the writing.

Writing as one of four important skills in learning English, has to be mastered because it can help students to think critically and deeply. By learning writing, the

students will get the chance to share their idea and express their thoughts with everyone through a written form. Writing also has some importance, such as a means of reinforcing language that has been taught, encourage students to focus on accurate language use, and useful as preparation for some other activity (Harmer: 2004).

In order to know students' ability in writing, students usually are asked to write a text. Texts are determined by social contexts to make it is possible to be identified and to determine social elements in the structure and grammar of individual texts. To produce a text, they need to know what kind of text that they are going to write. To determine the text, they need genre. Genre itself can be defined as a classification of real-life, everyday texts. Genres are classified based on their social purpose and identified according to the steps they have to attain their purpose (Knapp: 2005). One of the most widely known genres in writing is narrating, including recount.

Recount, as one example of genre narrating is a text which usually used to tell about past events, experiences, and achievements in a logical sequence (Davies: 2008). Recounts can be either purely informative, or aim to both inform and entertain.

At first, children listen to stories told by adults and when they grow older, they will start to actively participating and producing their own stories. As they start the year of schooling, narrating is also used as a genre for evaluating children's abilities to re-tell, summarize, paraphrase, or present the knowledge that they have

learned (Kao:2015). Recounts are often a child's first experience at writing down their own ideas. It can help students to develop their oral and literacy skill. Writing recounts will also help students to develop the ability to structure language and language skill such as using verb tense, linking sentences, and sequencing skill.

Related to the cognitive concern in writing, the development of writing ability is different for each individual. As children grow older, their stories also show higher complexity. Peterson and Jesso (2008) in Kao (2015), through experiencing some events around them and through listening to stories told by adults, children have developed an understanding about how to organize and describe an event. As children start telling their own experience, they also learn to follow the pattern to present their personal events with a complete structure.

Nippold (2014) conducted a study to examine the use of abstract nouns and metacognitive verbs in the narrative writing of school-age children and adolescents. The finding showed that older students could write longer essays marked by greater use of abstract nouns and metacognitive verbs and greater syntactic complexity than did the younger students. The finding was consistent with past research in persuasive writing (Nippold, War-Lonergan and Fanning, 2005).

However, the study that was conducted by Sibarani and Aziz at MAN 2 Model Medan in 2019 showed different results of students' development in writing exposition text. The finding showed that the grades 10, 11, and 12 students had not

acquired the text structure of exposition text as it could be seen that they did not write argument and conclusion paragraph clearly. The development of text structure could not be identified because the argument and conclusion did not signal any logical relationship with the thesis statement. Meanwhile, the development of lexicogrammar written from grades 10, 11, and 12 could be seen as there was the use of temporal connectives in grades 11 and 12 students' writing. In conclusion, the study found that students' development in writing exposition text had not achieved the expectation yet.

Furthermore, from the study that was conducted by Luthfiyati, Latief, and Suharmanto from Pendidikan Bahasa Inggris-Universitas Negeri Malang in 2015, showed another different result of students' development in writing narrative text. The overall finding showed that students at SMA N 2 Lamongan, grade 11 achieved better than grade 10 and grade 12.

Thus, this research will seek to analyse and describe the development of recount text writing ability by 10, 11 and 12 grade students at SMA Negeri 2 Perbaungan, and the higher grade students are expected to write recount text better than the lower grade students. This research will be different from those three studies above because this research will focus on analysing students' development in writing recount text, on the aspect of structure and grammatical features.

B. The Problems of the Study

Based on the background of the problem above, the problem of the study was formulated as follows:

1. How does the ability of grades 10, 11 and 12 to write recount text develop at SMA Negeri 2 Perbaungan look like?
2. Why does the ability develop the way it does?

C. The Objective of the Study

The objectives of this study are to analyse and describe the development of students' recount text writing of grades 10, 11 and 12 at SMA Negeri 2 Perbaungan, and why does the ability develop the way it does.

D. The Scope of the Study

In collecting the data for this study, the researcher will only focus on analysing students' development in writing personal recount text about past experience.

E. The Significance of the Study

The findings of this study are expected to give advantageous contribution, theoretically and practically.

1. Theoretically, the findings of this study will enrich the awareness of the development of students' ability in writing recount text.

2. Practically, for students, this research will give them the opportunity to perform their skill in writing recount text and get feedback from the researcher. Meanwhile for teachers, this research will be a source of information about students' ability in writing recount text, because the development of students' writing ability should be a concern for language teachers as it is one of several important skills that need to be mastered.

