

CHAPTER I

INTRODUCTION

A. Background of the Study

People need communication to interact with everyone in this world. People ask questions, share their thoughts, tell their feelings and speak their ideas through language. In communication, people need language to make it easier to communicate so that they can understand what they are talking about. In such a way, language is called as a means of communication or interaction. Brown (2000, p. 5) said that language is a system of arbitrary, conventionalized vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another.

English is one of the international languages, and it is very important to be learned and mastered in both oral and written form. English is one of foreign languages that must be learned by students in Indonesian from Elementary School until Senior High School (based on *Kurikulum Merdeka*). In learning languages, including English there are four skills to be mastered. They are listening, speaking, writing and reading. These four skills have different functions but they are equally important. This study focused on writing skills.

Writing is one of the four important basic skills in a language. By writing, someone is given time to think, try ideas on paper, choose words, read what has been written, rethink, revise, rearrange, and the important one is to consider its

effect on the reader. Meyers (2005, p. 2) stated that writing is a skill that expects the students to produce a text by using English. They have to write about what they think in their mind and state it by using the correct procedure. There are several definitions of writing that can be studied. According to Bowker (2007, p. 2), writing is a skill that is required in many contexts throughout life. For instance, we can write an email to a friend or reflect on what happened during the day in our personal diary.

As a productive skill, writing is not like speaking or other receptive skills. Writing skills not only need a lot of vocabulary in composing a paragraph, but also correct grammar, apart from other rules of writing, in order to be comprehensible. Therefore, composing a paragraph in a writing activity takes a lot of time. As Harmer (2004, p. 31) stated that writing and speaking are totally different, in writing students have a lot of time to think about the idea as opposed to what they do in oral activities.

As we know, many students think that writing is difficult. Many problems students face in the learning process especially in learning writing such as when students want to transfer their idea about the object they looked at. Most of the students felt confused about what they wanted to write in their writing. Besides that, when they wanted to write the sentence, they did not know many vocabularies. The other factor is about students' knowledge in writing. Probably they did not know the correct changing form of verb tense they wrote in their writing and they were confused about putting it in the non-verbal or verbal sentence they wrote. It could be caused by the interference of the students' first

language or their deficiency competence that reflected on how much the students had learnt the grammatical rules of the English language.

Students in Senior High School need to learn certain kinds of texts. It is based on *Kurikulum Merdeka* that mentions in *CP (Capaian Pembelajaran)* that there are six kinds of writing texts to learn in tenth grade Senior High School, namely: Narrative, Recount, Advertisement, Descriptive, Invitation Letter and Report Text. One of the texts that are close to the students' life is recount text because it is a text that retells past events in which the place and occurred events flow smoothly based on the sequence of time. It differs from narrative text in which the climax and the resolution of a problem must be created in the story. Therefore, the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Due to the events that they already went through smoothly, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. In fact, most of them considered writing as a burden because of some reasons related to using the correct grammatical rules. Therefore, the writer decided to choose recount text as students' writing activity in this research.

From the personal recount text writing test that researcher conducted with a student in X E9 class at SMA Negeri 1 Kabanjahe on December 2022, it was discovered that the tenth grade X E9 student's ability in writing a recount text still must be improved from each aspect. The student showed that she had difficulties while writing a recount text. Some the problems were lack of vocabularies, error spelling, and still used present form.

From the explanation above, the researcher is stimulated to conduct research in analysis of students' ability in writing recount text at the tenth grade at Senior High School.

B. Problems of the Study

Based on the background of the study, this research aims to answer these following questions:

1. How is the students' ability in writing recount text at tenth grade students in Senior High School?
2. What are students' difficulties in writing recount text at tenth grade students in Senior High School?

C. Objectives of the Study

Based on the statements of the problems which were written above, the objectives of the research are as follow:

1. To investigate the students' ability in writing recount text at tenth grade students in Senior High School.
2. To explore the students' difficulties in writing recount text at tenth grade students in Senior High School.

D. Significance of the Study

It is expected that this research gives theoretical and practical advantages to students and teachers. The statements of the significances of this research as follow:

1. Theoretical Significances

a. For the Students

The result of this research is expected to help students to develop their writing ability especially in developing their knowledge in recount text.

b. For the Teachers

This research gives information for the school about students' competence in writing ability and how to make their writing ability increase especially in recount text.

2. Practical Significances

a. For the Students

This research hopes the students can find out well how they can master recount text material so that they are able to make a recount text well based on the standard of writing.

b. For the Teachers

As a source and reference for teachers who want to improve students' writing skill by knowing students' difficulties in writing recount text. Through this research can give solutions and information for teachers to develop students' competence in writing ability especially in recount text.