CHAPTER I

INTRODUCTION

1.1 Background of the Study

The learning of this skill is essential to successfully mastering any foreign language, but English in especially. Writing well will help people express their ideas, opinions, and feelings regarding certain events (Marpaung et al., 2019). A lot of facets of life also require writing as a requirement. Students will be expected to write academic writing and a variety of text kinds, such as narrative, procedural, report, and recount texts, in the academic domains, for instance. According to (Toba et al., 2019), students' writing ability has a significant role in determining how well they do academically and in the long run.

For that reason, it is essential students learn to write well. Other aspects of writing, such as content, vocabulary, organization, grammar and mechanics, also need to be understood. Writing is one of the more productive skills since it calls for language production from the students. Another word for a student's active skill is writing. Writing is the process of putting ideas into sentences made up of several words. Damayanti (2013) asserts that writing is a means of self-expression and communication for people in every aspect of human activity. It is believed that one must have considered what they wanted to say before beginning to write.

However, writing well in English is extremely difficult in Indonesia since it is a foreign language. According to Harmer, writing in English appears to be

challenging for a number of EFL learners (Harmer, 2004). When creating the text, students should use their imagination and pay close attention to the grammar. Students find it difficult to write recount texts since writing is not seen as a simple task. In the tenth grade at SMAN 1 Sungai Limau, a previous study by (Harris et al., 2014) found that the students' recount text writing skills were rated as low. Students struggle to construct proper grammar or use appropriate language elements when composing texts. This occurs due to their inability to employ proper sentence structure and grammar, their limited vocabulary, and their uncertainty about the best way to organize paragraphs within a narrative text. According to (Yuliana et al., 2016), the five most common writing problems are content, organization, vocabulary, language, and mechanics. These issues are consistent with their findings. Furthermore, throughout her teaching practice at SMP Negeri 13 Medan, the researcher discovered a great deal of writing difficulties that the students encountered when composing recount texts.

Knowing this, the first thing to do is examine students' writing difficult before attempting to solve the above issues. This is an important claim because, according to (Erisda, 2017), analyzing students' writing difficulties plays a crucial role in helping students solve their writing problems, identify the root causes of their difficulties, identify the factors influencing their difficulties, and identify strategies for helping students learn from their writing errors so they don't repeat them.

Students in junior high school learn writing abilities through various types of texts, including narrative, descriptive, report, recount, and other forms. Recount

texts, or English texts in this format, are the focus of this study. Texts that are directly tied to the researcher's everyday life are known as recount texts. Texts that recount previous events or tell the reader about something that has happened are known as recount texts. Thus, it can be said that a recount text is a kind of text that is used to recount events that took place within a specific time frame. These events are typically presented in an organized order of time. This section opens by introducing the story's characters and describing the setting, time, and place of the incident. The purpose of writing the recount text is to either entertain the reader or provide information, or both at the same time.

Based on the explanation above, the preliminary data on this research is that writing is one of the important skill in learning language. Writing is needed by students in undergoing the learning process, due to the strong will of the people around and the environment in supporting students to do something they like and facilitating them in receiving lessons. Therefore, this research intend to conducct research on students difficulties while doing lesson on writing recount text at SMP Negeri 13 Medan. The reason for choosing this research is because want to know the difficult that facing by the students at that school. In this reasearch also knowing the differences between difficult and less enthusias of learning writing recount text.

This data have gotten while PLP 2 was doing and the researcher was having short interview the english teacher (MM) asking about the condition and situation when learning english in class which said that students were faced the difficulties while having recount text learning in class. Recount text is based on the

explanation a part of a text in writing that taught in junior high schools' eight grade. Nevertheless, based on the pre-observation while was doing PLP 2 indicates that many students get difficulties when the teacher asked them to write in English. One of them, they still confuse writing in English because there so many students don't know a lot of vocabularies and they always confuse to express their feeling in writing something.

When junior high school students were asked to write a recount text, after they were given explanations and examples, grammatical features and language features in this text, the students experienced the following difficulties: Starting Orientation, even though it has been explained that the orientation must include Who, What, When and Where, or there is an opening, several minutes are spent just to determine the Orientation. Do not use past tense. The students still use the Present to tell events that have passed. They are always ask the teacher to translate the words they are going to write. Using words by taking from the dictionary, without referring to whether the word is a noun, adjective, verb or other group, so that the sentence becomes difficult to understanding in meaning. Based on the explanation before, recount text is the text that explained about something happened, even they know something happened to them, but they confuse to elaborate the idea. This problem 5 might come because they don't get accustomed to write inside and outside the classroom since they don't have enough opportunity and special chance to develop their skill.

1.2 Problem of the Study

According to the background of the study above, the researcher formulates the following research question:

1. What are the difficulties faced by the students' in writing recount text of eight students' at SMP Negeri 13 Medan?

2. What are the students' ability level in writing recount text of eight students' at SMP Negeri 13 Medan?

1.3 Objective of the Study

The following are the study's objectives, which are based on the problem statement:

1. To find the difficulties faced by the students' in writing recount text of eight grade at SMP Negeri 13 Medan.

2. To know ability level in writing recount text of eight grade at SMP Negeri 13 Medan.

1.4 Scope of the Study

Based on the identification of the study, in this research limits the study just one problem and use a primary data for this research. Also limits the research only in Junior High School's students at grade eighth of SMP Negeri 13 Medan.

1.5 Significances of the study

This research is expected to be useful for theoretical and practical benefits.

1. Theoretically

   Theoretically, this research aims to identify how peer evaluation is implemented in writing skill through task-based learning at grade eight in SMP Negeri 13 Medan, as well as to paint a picture of how English teachers use it in senior high school.

2. Practically

   The results of this research are likely to have significances not just theoretically but also practically go to:

   a. Teacher: The purpose of this study is to collect data on students' ability to write recount texts in order to assist teachers in determining the difficulties that students experience when writing and in developing suitable instructional methods that can be used with both online and offline learning conditions.

   b. Students: This research will encourage students to consider starting up writing and support them in overcome difficulties by recognising their strengths and identifying their writing problems.

   c. Other researchers: It is expected that this research will provide knowledge and thought for related issues that will investigated in the future.