

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is needed to maintain International communication. Today, International relationship becomes fundamental need for all over the world. It is impossible for a nation to stand by itself without any help from other countries. All countries depend on each other in many aspects of life.

English is an International language, which plays very important role in all aspects of human life such as field of science and technology, politics, economics, etc. In short, all nations need to use English. From this reason, the governments of Indonesia decided that English is the first foreign language and put it in the school curriculum.

Education system is a large and complex organization which involves the co-ordination of many components. Education can be carried out if the main components of education are present. Those elements are curriculum, evaluation system, teacher, method of teaching, learning, materials, finance and so on.

In teaching English in junior high school, there are four language skills, namely: listening, speaking, reading, and writing. To write well, people must have good mastery in writing. Moreover, someone who wants to write an essay or a story must know writing process and aspect of

writing skill. People must also organize the idea to construct sentences which use good spelling and punctuation.

Writing is one of the important skills in teaching English, and it should not be underestimated. As one of the language skills, writing always occupies in most English language courses. In many classroom courses the emphasis is wholly on the written language. People need communication besides using spoken language in the form of conversation. People also use written language. Written language is much used in the publication such as books, news papers, magazines, and literary works. It shows that the acquiring of writing skill plays an important role in our living, because we always use it for communication. Besides, the reason is that more and more people need to learn to write in English for occupational or academic purposes that can support their carrier in the future. For that reason, students should master writing skill.

The implementation of school-level based curriculum in teaching English put genres as the main tool in language learning. The argument of curriculum is on the genre-based. There are twelve kinds of genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, report, review, and recount. Genres have the function to help the students understand the steps involved in writing and recognize what students bring to the classroom to contribute the development of the writing skill (Badger and White, 2000: 153). By determining the types of genre, it will help the writer analyze recount text

production by the students using the format involving structure pattern and form of organization used in the text and also the ways of analyzing information in paragraph used for communicative purpose.

Based on the interview with the English teacher of second year students of SMP N 5 Jepara, the researcher could identify the problems faced by the students related with writing skill. This school is one of the favorite schools in Jepara. From that interview there are several problems. The most obvious problems are the student's writing skill is low and just few students can write well in English. The difficulty faced by the students can be seen in writing a simple paragraph; the students get difficulty in exploring their ideas into words. In other words, the students haven't used diction well. Thirdly, the students can't make good words order a simple sentence yet. Fourthly, the students have low vocabulary mastery. The last, the students do not get a lot of opportunity to write; the time for practicing writing is limited. One of the problems faced by the teacher in the teaching-learning process is just few students can write well in English.

Based on the background above the writer decides to carry out a research entitled "A DESCRIPTIVE STUDY OF WRITTEN RECOUNT TEXT PRODUCTION BY SECOND GRADE STUDENTS OF SMP N 5 JEPARA IN 2010/2011 ACADEMIC YEAR".

B. Problem Statement

Based on the background of the study, the research problems are as follows:

1. What are the elements used in writing recount text produced by the second grade student of SMP N 5 Jepara in 2010/2011 academic year?
2. What are the problems faced by the students in writing recount text?

C. Limitation of the Study

In this research, the writer only describes recount text produced by the second year students of SMP N 5 Jepara in 2010/2011 academic year.

D. Objective of the Study

Based on the research problems, the writer has some objectives as follows:

1. to describe the elements used in writing recount text produced by the second grade student of SMP N 5 Jepara in 2010/2011 academic year, and
2. to identify the problems faced by the students in writing recount text

E. Benefit of the Study

This study has two major benefits; they are practical benefit and theoretical benefit.

1. Practical Benefit

- a. It gives consideration for English teachers on SMP N 5 Jepara and other English teachers especially in improving the student writing skill.
- b. The students of SMP N 5 Jepara can improve their ability in writing especially in writing recount text.
- c. The result of this research will help the students and teachers to reduce the problems in teaching and learning English in teaching writing.

2. Theoretical Benefit

The result of this research can be used as the reference for those who want to conduct a research in English teaching learning process, especially in writing recount text.

F. Research Paper Organization

The organization of the research paper is given to make the readers understand the content of the paper. Chapter I is introduction which deals with background of the study, problem statement, limitation of the study, objective of the study, and benefit of the study and research paper organization.

Chapter II presents the underlying theory. It concerns with previous study, notion of writing, method of teaching written expression,

approaches to teaching writing, the notion of genre, recount text, and element in recount text.

Chapter III describes the research method. It presents type of the study, object of the study, data and data source, method of collecting data and technique for analyzing data.

Chapter IV presents data analysis and discussion

Chapter V is conclusion and suggestion.