

CHAPTER I

INTRODUCTION

A. Background of the Study

In global era, learning English is very important. Everybody may speak English everywhere and every time because English is the first language in the world. So, it is why we should learn English briefly. English language learning has four language skills that must be mastered if someone wants to be successful in English. There are speaking skill, writing skill, listening skill, and reading skill.

In this case, the writer will discuss writing skill, especially writing text. As one of the four language skills, writing has always occupied a place in most English language course. People not only need spoken English but also use written English language.

Writing is a process to get product. The final product is measured against a list of criteria which includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2008: 143). Muray (1980) in Richards (1997: 108) distinguishes three stages in writing: pre-writing, drafting, and revising.

According to Richards (1997: 100) “learning to write well is a difficult and lengthy process, because it induces anxiety and frustration in many

learners". In this case, the writer will observe the difficulties in English learning process in writing recount text in *SMP N 2 Kartasura*. We know *SMP N 2 Kartasura* is one of the favorite schools in *Kartasura*. The students should be excellent in studying English especially writing skill. In writing recount text, the students sometimes have the difficulty in terms of grammar and vocabulary. Actually, the student's difficulties in writing recount text are mainly in the lack of vocabulary and grammar. For example to change V1 (present tense) to V2 (past tense), **go** become **went**, like **I go to Baron beach last month**. The sentence is wrong, and actually the correct sentence is **I went to Baron beach last month**. The students sometimes forget with the past form of a word. In writing recount text the teacher should explain more about grammar especially past tense and learn more vocabulary because it is the first problem in students writing.

Based on the reason above, the researcher will observe the student's difficulties in writing recount text. The writer is interested in conducting a research entitled **THE STUDENT'S DIFFICULTIES IN WRITING RECOUNT TEXT AT THE SECOND YEAR OF SMP N 2 KARTASURA IN 2012/2013 ACADEMIC YEAR**.

B. Problem Statement

Based on the background of the study, the writer has the problem as follows:

1. What are the difficulties faced by the students in writing recount text at the second year of *SMP N 2 Kartasura*?
2. What are the teacher's solutions to solve the problems of the students' difficulties of writing recount text at the second year of *SMP N 2 Kartasura*?

C. Objective of the Study

Based on the problem statement the writer has the objective of the study as follows:

1. To identify the difficulties faced by the students in writing recount text at the second year of *SMP N 2 Kartasura*
2. To describe the teacher's solution for the problem faced by the students in writing recount text at the second year of *SMPN 2 Kartasura*.

D. Benefit of the Study

In this research, the writer presents the benefit of the study. Here, the benefit of the study are benefits expected from the study that is theoretical benefit and practical benefit.

1. Theoretical Benefit

- a. The result of this research to improve writing skill especially writing recount text in English as foreign language

- b. The result of the research can be useful for additional information to find out the appropriate solutions in writing skill used in the English language lesson

2. Practical Benefit

- a. For the Teacher
 - 1) The result will help the teacher to solve their problem in writing class.
 - 2) The result of the research can be useful for the English teacher in giving additional input in English writing class.
- b. For Other Researcher
 - 1) The other researcher will get large information about recount text
 - 2) The writer hopes that this research is done of references for other researcher who conducts the same object with different perspectives.

E. Research Paper Organization

The researcher writes the research paper organization in order to make the reader understand the content of the paper. This research paper is divided into five chapters that is organized as follows.

Chapter I deals with introduction that consists of background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. This chapter is divided into two parts that is previous study and theoretical review. Theoretical review consist of notion of writing, notion of good writing, writing strategies, genre, recount text, notion of difficulty, and type of difficulty in writing recount text.

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

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.