

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important in human life because it is used for communication. Everyone uses language to interact and communicate with the environment around them. Language allows people to express things to each other and express their communicative needs. According to Finnochiaro (1974: 5) in Srijono (2010: 7), “language is used to express one’s emotions, needs, thoughts, ideas, attitudes, etc.” Language is also used to transmit culture from generation to generation.

English as a foreign language is very important for many people in the world in facing the globalization era. English language can help people to communicate across culture. In Indonesia, English is the first foreign language to be taught to all education levels from elementary school until university. It does not only function as a means of human communication but also as a compulsory subject in the secondary school. Standard English as a subject is crucial for students to learn. Learning this language as soon as they can will help them for developing communication and other skills.

English consists of four language skills, namely: listening, reading, speaking and writing. Fauziati (2010: 45) states that “as one of the four language skill, writing has always occupied a place in most English language course since more and more people need to learn to write in English for occupational or academic purposes”.

Writing has a close meaning with text. It means that writing has a close relation with grammar and vocabulary. According to Leki (1996: 173) in Fauziati (2010: 46), the main purpose of learners’ writing activity is “to catch grammar, spelling, and punctuation errors”. To write correctly, student should have good capabilities in writing. Writing skill is a complex activity because it needs many aspects to be mastered such as vocabulary, grammar, and idea. Grammar and vocabulary are used to deliver ideas.

In writing skill, there are several types of texts or genres that should be taught in Junior High School, such as: descriptive or description, report, recount, procedure, narrative, anecdote, etc. Each type has different purpose and generic structure. As one of the genre, recount text is a kind of text that happened in the past. Recount has function to retell something happened in the past and to tell a series of past events. Recount text consists of three parts (generic structure), there are: orientation, series of events, and re-orientation. It is complex activity for Junior High School students. The complexity of generic structure which have to be mastered by the students in writing recount text, makes the students confused of how to arrange and differentiate those parts correctly. Therefore, the students often get the problems in mastering generic structure of recount text.

In this study the researcher wants to observe the students' difficulties in writing recount text in Junior High School, especially at the eighth grade of SMP Murni 1 Surakarta. This school is not a favorite school in Solo city, but the students of SMP Murni 1 Surakarta have sufficient ability in writing recount text. Writing recount text is not easy for Junior High School students, because it needs ability to arrange generic structure and to use tense, especially past tense. There are difficulties in writing recount text, for example: they are still confused about the patterns of past tense and how to change verb 1 (present) into verb 2 (past) in regular or irregular verb in past tense. The other example is the condition of the students. The students cannot arrange generic structure of recount text, because they feel confused of how to arrange generic structure of recount text correctly. They also have limited vocabulary. They cannot transfer their idea in writing recount text because they do not have enough vocabulary in English. They feel confused to transfer their ideas they want to write, so their writing recount text are meaningless. No wonder if writing activity becomes dull, dry, and boring (Leki (1996: 172) in Fauziati, 2010: 46). Therefore, an English teacher is required to use different techniques of teaching English including learning techniques which are informative and interesting so that students will understand to make English recount text correctly.

Based on the previous problems above, the researcher is interested to analyze students' difficulties in writing recount text at the eighth grade of SMP Murni 1 Surakarta. Writing recount text is one of the measurements toward the students whether they understand the material which has been taught by the teacher or not. Based on this explanation, the writer wants to conduct a research entitled **STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMP MURNI 1 SURAKARTA IN 2014/2015 ACADEMIC YEAR.**

B. Problem Statement

Based on the background above, the researcher is going to discuss the problem statement, as follows:

1. How is the students' capability in writing text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year?
2. What are the difficulties faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year?
3. How does the teacher solve the problems faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year?

C. Objective of the Study

Based on those problem statements of the study mentioned, the objectives of the study are:

1. to describe the students' capability in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year.
2. to identify the difficulties faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year.
3. to know the teacher's solution to solve the problems faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year.

D. Significance of the Study

There are two kinds of significance, namely theoretical and practical.

Theoretical Significance

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

1. Practical Significance

- a. For the students, the result of this research will help the student to improve their writing ability in English, especially in writing recount text interestingly.
- b. For the researcher, the researcher can find the difficulties faced by the students in writing recount text at the eighth grade in SMP Murni 1 Surakarta.

E. Research Paper Organization

Research paper organization is given to the readers so that they could easily understand the content of the research. In this case, the researcher organizes her research paper into five chapters

Chapter I deals with introduction. This chapter deals with background of the study, problem statement, objectives of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, notion of writing, writing as a process and as a product, the process of writing, type of classroom writing performance, the notion of recount text, the difficulty of writing recount text.

Chapter III presents research method. It consists of type of the research, setting of the research, object of the research, subject of the

research, data and data source, technique of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. This chapter discusses the finding and discussion of the finding.

Chapter V is conclusions and suggestions.