

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem statement, objective of the study, and significance of the study.

A. Background of the Study

Nowadays, globalization has widely increased the availability of information. Due to the globalization, English language skills are also needed to facilitate in the process of information transmission. It is because of English has become a global language used by many people in the world. They can communicate and share information with other people using English. As a result, English skills can be used as an access of information with people in the whole wide world.

In Indonesia, English becomes the main foreign language that has been taught as subject learning in all education levels ever since preschool until university. The learners must have four English language skills such as speaking, listening, reading, and writing. While, writing is one of the main tools in the learning process as part of information transmission. Writing can provide information and knowledge that can be found in the form of books, newspaper, journals, magazines, and so on. Thus, writing is a process of transmitting message, thought or ideas to the readers using written language. The message conveyed should be clear to ensure that the readers can be easily understood. Furthermore, writing is a process of learning both of the writer and the reader. The writer learns about how to convey their message, idea, opinion or information with the readers clearly. Meanwhile, the readers learn about how to get the information and understand the message conveyed. For academic purposes, the students should have writing skill to support their carrier in the future.

Since English as a foreign language, the students in Indonesia generally get some difficulties in learning process, especially in writing. Writing for so many is considered as a difficult activity. It involves many things that should be required such as subject matter, meaning, language rules, glossary, mechanics, and so on. To begin with, the writer should explore their idea to define a certain topic which can attract the readers' interest. Moreover, in the process of writing, the writer should consider the meanings of the message that they want to express. It enables the readers to receive the message clearly when the writer can deliver message effectively. Thus, writing becomes one of the most difficult skills for many students. It is difficult to do writing, even the English native speakers feel the same confusion. The writer must be able to have good skills in order to make an effective writing. For the students, writing is complicated and leads to frustration. The students often confused and frustrated in writing. Similarly, most of the tenth grade students in SMK Muhammadiyah 1 Surakarta find it difficult to express their ideas in English, especially in writing recount text, although they have learnt English since elementary school.

Recount text is one of text types that must be studied by the learners in Senior High School. Recount text is a kind of texts which retells past events or experiences. Its goal is either to retell a series of past events or to entertain the reader. The generic structure of recount text are orientation, series of events, and re-orientation. The students should understand all of those parts in writing recount text. Moreover, they are expected to be able to produce this text in the right way. In fact, the students often get problems in the process of writing recount text. They consider that writing is a complex and difficult activity for them. Most students feel difficult and confused to produce text correctly. Therefore, in this study, the writer intends to examine the difficulties of writing recount text confronted by the tenth grade students at SMK Muhammadiyah 1 Surakarta.

The researcher conducts this study because of some reasons: (1) Writing is one of the most complicated activity in learning English. (2) Recount text is

one of text type that is learned by the learners at the tenth grade of Senior High School. (3) Most of the students have low enthusiasm in English writing task. Hopefully, by teaching them through writing recount text, they are expected to be enthusiastic in studying English. (4) Almost all of Senior High School students have been familiar with recount text. (5) The researcher wants to investigate the learners' problems in writing recount text and the teachers' way to overcome the problems.

In accordance with the reasons above, therefore, the writer conducts a study of **STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT FACED BY THE TENTH GRADE STUDENTS AT SMK MUHAMMADIYAH 1 SURAKARTA IN ACADEMIC YEAR 2017/2018.**

B. Problem Statement

According to the background above, the writer states the problem of the research as follows:

1. What are the types of the students' difficulties in writing recount text faced at the tenth grade of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year?
2. How does the teacher solve the students' difficulties in writing recount text at the tenth grade of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year?

C. Objective of the Study

Based on the problem statement that has been mentioned earlier, this research aims:

1. To analyze the types of the students' difficulties in writing recount text at the tenth grade of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year.
2. To describe the teacher's solution of the students' difficulties in writing recount text at the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year.

D. Significance of the Study

This study is expected to give some significance to the contribution of English study especially in writing skill. The significance of this study are as follows:

1. Theoretical Significance

- a. This research can provide additional information for other researchers in doing similar study with deeper investigation.

2. Practical Significance

- a. This study can support the learners to be able to write recount text well.
- b. This research can be beneficial for English teacher to develop the method of teaching writing subject.
- c. This research can be assisted the teacher to solve the students' problem in writing.
- d. The writer hopes that this research can be used to improve writing ability of recount text.