STUDENTS' CAPABILITY IN WRITING RECOUNT GENRE
OF THE SECOND YEAR STUDENTS OF
MTs MUHAMMADIYAH 6 SRIBIT, SRAGEN

RESEARCH PAPER

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by

FAIZAH KARTIKA SARI

A 320 050 070

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important means to communicate among people from different places or cultures. There are two main languages that have to be learned by Indonesian students: Indonesian and English. To face the globalization era, English is given to the Indonesian students from the lower level-pre-elementary school up to higher level – university level.

There are four skills that must be mastered by the students, namely: listening, speaking, reading, and writing. As one of the four language skills, writing has always occupied a place in most English subject matter or English course. One of the reasons is a lot of people need to learn writing in English for occupational or academic purposes. Thus, in terms of students needs, writing occupies an equal role with the other language skills. Although placed on the last sequence, it isn't mean that writing is an easy skill, but it is difficult one, as stated by Scott (1990: 68) in Stella (1999: 280)

> The writing and the oral skill are combined in the classroom and the one clearly benefits from the other, writing has certain characteristics which seem to make it difficult for the students to get the grips with, especially for younger students: many students take a long time to master the skill of writing and writing in a foreign language is all to often associated with correcting errors.

According to Stella (1999: 280) "the students take a long time to master the writing skill because of several reasons". The first is *words in thousand*; the

vocabulary mastery of students is different among each other, because their capabilities are different. And the students, especially younger students have difficulties to arrange the words to make a sentence because of their vocabulary limitation and inability to express their idea into written language. The second, ***they don't know how to correct mistakes***. Leki in Fauziati (2005: 148) stated that the main purpose of learners writing activity is to catch grammar, spelling and punctuation errors. The learners just write what they wanted to write based on their idea without thinking that their writing was full of errors. And they couldn't correct the errors because they didn't master the basic of it, like grammar. The third is ***they fear being judged too harshly by their work***. The learners, especially the young learners usually felt unconfident with their written because of the vocabulary limitation and errors that would they make. So, they felt fear if they couldn't make the best written. The last, ***they do not understand the instructions or the title***. Generally, the learners made a mistake in exploring their idea into written language, because they don't understand what the instructions of the topic or the meaning of the title is. It could make the learners out of topic or misunderstood in explore their idea.

The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow a various classroom activities involving some steps applied in writing process. Murray in Richards (1997: 108) distinguishes three stages in writing: pre-writing, drafting and revising. Besides, there are many aspects that must be mastered by the write to write well. Those aspects involve grammar, vocabulary and idea. According to

Anggani (2008) "grammar and vocabulary are used to convey ideas". If the ideas are meddled, they will not be able to write about them well, no matter how much vocabulary and grammar they know.

In writing skill, there are many genres or text types given to the students, they are descriptive or description, report, recount, procedure, narrative, anecdote, etc. In this research, the researcher is interested in researching recount texts as one the types of genre implemented in teaching writing. Recount or spoof text is a text which has function to retell the activities or experiences in the past.

Recount text consists of three parts; there are orientation, series of events, and re-orientation. The example of recount text is written by J who is one of the students in the second grade of MTs Muhammdiyah 6 Sribit, Sragen in below:

Generic Structure	Orientation	Last week, we went visit to Parangtritis Beach.
	Record of Events	We left from school at six in the morning. We arrived on the Parangtritis Beach site at nine thirty o'clock. In Parangtritis beach much tourist visit to there. The air was so hot. Some of us played with football and the other just watched the scenery. And after that we had lunch together.
	Re-orientation	We were really happy.

In this research, the researcher observes the teaching – learning process of writing recount genre of the second year students of MTs Muhammadiyah 6 Sribit, Sragen. This school is one of private junior high school in Sragen and located more than eight kilometers from the central city. There are just fifteen students that sit on the second grade of MTs Muhammadiyah 6 Sribit, Sragen. This condition happened; because a lot of people who lives surrounding this

school area have opinion that general school have better qualities than private one. Most people who live surrounding there thought that the graduates of MTs Muhammadiyah 6 Sribit, Sragen can't be success graduate and they seldom can enter the favorite senior high school because of their limited mark. Although this school have fewer students in each class, but the quality of this school can be called as good as another private school in Sragen regency.

Based on the reason above, the researcher is interested in researching the relation between the minimum amount of the students with their capability in accepting the subject which given by the teacher in English, especially in writing recount genre. The writer takes a title "STUDENTS' CAPABILITY IN WRITING RECOUNT GENRE OF THE SECOND YEAR STUDENTS OF MTS MUHAMMADIYAH 6 SRIBIT, SRAGEN".

B. Research Problem

In this research, there are two problems formulated by the writer:

1. How is the capability of the second year students of MTs Muhammadiyah 6 Sribit, Sragen in writing recount genre?

2. What are the problems faced by the second year students of MTs Muhammadiyah 6 Sribit, Sragen in writing recount genre?

C. Limitation of the Study

The writer makes a limitation in this research. The writer just researches the capability and problem faced by the second year students of MTs Muhammadiyah 6 Sribit, Sragen in writing recount genre.

D. Objectives of the Study

The writer has two objectives in this research. They are to:

1. Describe the capability of the second year students of MTs Muhammadiyah 6 Sribit, Sragen in writing recount genre.

2. Find the problems faced by the second year students of MTs Muhammadiyah 6 Sribit, Sragen in writing recount genre.

E. Benefit of the Study

There are two benefits that can get by this research: theoretical and practical benefit.

1. Theoretically

   The purpose of the study is to improve teaching-learning process in general and learning English as a foreign language in particular and improve the method used by English teacher based on the students' capability.

2. Practically

   a) The result will help the teacher in solving their problem or the difficulties in writing class based on the students' capability.

   b) The result will help the student increasing their writing capability.

c) The result will give information to the reader in faced benefits of writing skill in English and give more experiences.

F. Research Paper Organization

The organization of this research paper is given in order to make the reader understand the content of the paper as follows:

Chapter I is introduction. This chapter deals with the background of the study, research problem, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. This chapter deals with previous study, theories of writing skill and recount genre.

Chapter III is research method. This relates to research type applied by the writer. The writer takes data from the second year students of MTs Muhammadiyah 6 Sribit, Sragen.

Chapter IV is concerned with research result. This chapter discusses the findings and discussion of the finding.

Chapter V consists of conclusion and suggestion. Conclusion deals with the answer of the problem statement. This chapter also proposes some suggestions to the other researchers and readers.