

**A DESCRIPTIVE STUDY ON THE STUDENTS' ABILITY IN WRITING  
RECOUNT TEXT AT THE SECOND YEAR OF SMP NEGERI 2 SRAGEN  
IN 2009/2010 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In Indonesia, English is stated as the first foreign language. As the foreign language, English is taught from the Kindergarten to University in Indonesia. English as a foreign language is used, the reference is usually to a situation where English becomes a language of instruction in the school.

The learners are learning English as foreign language. The result will be better if English is used as the medium of instruction in the first year of Junior High School to University than English is considered as a foreign language. Based on the fact in the university, they have been studying English since they were in the kindergarten. They have serious difficult understanding the books written in English. The result can be shown by students' communication ability, their ability to use the language in the real communication. The students' difficulty is writing, especially in recount text.

Students need to develop communicative efficiency in interaction. This is something the teacher can tell to the students through explanation and examples. In relation to the language skills, the students often fail in producing their knowledge of English. They also often fail in attempting to grasp and understand English.

Writing is very complex. Writing is not merely the act of forming graphics symbol. In writing itself, there are some kinds of text usually called genre. Genres are cultural specific and have associated with particular

purposes, particular stages: distinctive beginnings, middles and particular linguistics features.

Recount text is a kind of genre that usually taught at school. Yuniadi (2008: 42) states recount text is a text that retells events for the purpose of informing or entertaining. It tells an event or an experience happened in the past. Recount text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a recount text.

Writing recount text tells about past experience and use past tense. Recount text consists of orientation, event, and reorientation. Orientation is when and where it happened and who was there. Sequence of events tells about what happened in the order they happened. Ending tells how the experience ended and gives a personal opinion of events. Recount text uses verbs, describing events, and words like after, then, and next.

Writing is the most difficult skill for the second year students at SMP N 2 Sragen. It can be seen from the data and some problems that the students confront in writing. Furthermore, it is hard for the students to get ideas. They cannot write smoothly because they do not know what they write to develop the topic and they get stuck in the middle of writing. Especially in writing recount text, the students get difficulty in verb, grammar, punctuation, spelling, vocabulary and how to use past tense. As a result, the students have no motivation to write, and writing becomes a boring and hard activity for

them. Dealing with the problems, this study aims to describe the students' ability in writing recount texts at SMP N 2 Sragen.

The result of students' writing recount text.

*Vacation to Bali Island*

*Last holiday,my family visit to Bali Island. I go to Bali island by bus,I'm so very happy. In the journey,I look a Beautiful scenery.*

*First,I go Hotel for spend. In Hotel,I and my family dinner in restaurant hotel. There is dish special food of Bali,it's very delicious. I very full.*

*After that,morning,I go to Kuta Beach.it's very beautiful beach. I very enjoy that scenery.*

*Finally,I and family done the holiday. I so happy with this holiday. I love Bali Island*

This study is a case study in which the researcher and the collaborative teacher work together in this study. The procedure of the research consists of three main stages; they are observing the implementation, interviewed by teacher and students and documentation. The research instruments employed to collect the data are observation sheets, field notes, and interview guide. The subjects of this study are 74 students of class VIII of SMP N 2 Sragen 2009/2010 academic year.

Based on the phenomena above the writer tries to conduct the research on writing recount text made by second year students of SMP N 2 Sragen in 2009/2010 academic year. From the statement above, the writer wants to conduct a research entitled "A Descriptive Study on the Students' Ability in

Writing Recount Text at the Second Year of SMP N 2 Sragen in 2009/2010 Academic Year”.

## **B. Problem Statement**

In this research, the writer presents the following problems:

1. How is the classroom activity of writing recount text at the second year of SMP N 2 Sragen in 2009/2010 Academic Year?
2. How is the students' ability in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 Academic Year?
3. What are the problems faced by the students in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 Academic Year?

## **C. Objective of the Study**

The objectives of the study are:

1. to describe the classroom activity in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 Academic Year.
2. to describe the students' ability in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 Academic Year.
3. to describe the problem faced by the students in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 Academic Year.

#### **D. Limitation of the Study**

In this research the researcher focuses on the writing recount text and how to describe the students' ability in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 academic year.

#### **E. Benefit of the Study**

The benefits expected from this study are as follows:

1. To the students

The results will help the students in increasing their writing ability, especially in writing recount text.

2. To the teacher

The results will help the teacher in solving their problem or the difficulties in writing class, especially in writing recount text.

3. To the other researcher

a. From this research, the other researcher might get ideas to conduct on the students' ability in writing recount text.

b. The result of this study can be useful as an additional knowledge and information for other researchers to do the research.

#### **F. Research Paper Organization**

The writer divides this research paper into five chapters:

Chapter I is introduction which contains background of the study, problem statement, objective statement, limitation of the study, benefit of the study, and research paper organization.

Chapter II is a review of related literature that consists of previous study, notion of genre, type of genre, recount text, notion of writing, the process of writing, difficulties in writing, students' ability in writing, genre-based approach in teaching writing, the cycles of teaching learning process, and collaborative language teaching technique.

Chapter III is research method presenting type of the research, object of the study, subject of the study, method of collecting data and technique for analyzing data.

Chapter IV is research finding and discussion. It describes the result of the study and discussion.

Chapter V presents conclusion and suggestion.