

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is many things; a system of communication, a medium of thought, a vehicle for literary expression, a social institution, a matter for political controversy, and a factor for nation building (O’Grady, *et al.* (1997: 1) in Srijono, 2010: 2). It means that language is very important for communication and exploring ideas. Without language people will get difficulties to find ways to share their feeling or communicating their needs.

English language has been commonly accepted as an active universal language in the world. Therefore, nowadays many people, particularly students, ought to master English language. Mastering English language is an important value for the students. By mastering the language, the students can improve themselves both in academic and life skill. Once the students can comprehend it, he or she can be well-accepted by the society.

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. 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, 2010: 48).

According to Richards (1997: 100) “learning to write well is a difficult and lengthy process, because it includes anxiety and frustration in many learners”. In Indonesia, English is also one of the lessons which is learned in the class, and gives knowledge to the students about genre or type

of text. The genres are descriptive, narrative, recount, report, procedure, spoof, and news item. In vocational high school, recount is one of genre which is learned at the tenth grade students. But, the students usually faced difficulties in writing recount text because it must use past tense which is complicated for them and they have the little vocabulary in writing especially in writing recount text.

In this case, the writer will observe the difficulties in English learning process in writing recount text in SMK N 6 Surakarta. We know SMK N 6 Surakarta is one of the favorite vocational high schools in Surakarta. The students should be excellent in studying in English especially writing skill. In writing recount text, the students sometimes have the difficulty in terms of grammar and vocabulary. The students just write what they wanted to write based on their idea without thinking that their writing was full of errors. Actually, the student's difficulties in writing recount text are mainly in the lack of vocabulary and grammar. For example to change Verb 1 (present tense) to Verb 2 (past tense), **buy** becomes **buyed**, like **I buyed some souvenirs in Bali for my mother**. The sentence is wrong, and actually the correct sentence is **I bought some souvenirs in Bali for my mother**. 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 (regular and irregular verbs) and learn more vocabulary because it is the first difficulty in students writing.

Based on the reason above, the writer will observe the students' difficulties in writing recount text. The writer is interested in conducting a research entitled *A Descriptive Study on Difficulties in Writing Recount Text Faced by the Tenth Grade Students at SMK Negeri 6 Surakarta in 2015/2016 Academic Year*.

B. Problem of the Study

In this research the writer formulates the problem of the study as follows:

1. What are the difficulties faced by the students in writing recount texts at the tenth grade of SMK Negeri 6 Surakarta?
2. How does the teacher solve the problems in writing recount texts at the tenth grade of SMK Negeri 6 Surakarta?

C. Limitation of the Study

In order that the study can be deeply examined, the writer needs to limit the study of the tenth grade students of SMK Negeri 6 Surakarta in 2015/2016 academic year. The writer only focuses on the difficulties of writing recount text.

D. Objective of the Study

Based on the research problem, the writer has some objectives as follows:

1. To describe the difficulties in writing recount text faced by the students at the tenth grade of SMK Negeri 6 Surakarta, and
2. To describe how the teacher solves the problems in writing recount text for the tenth grade students of SMK Negeri 6 Surakarta.

E. Significance of the Study

In this research, the writer presents the significance of the study. The writer hopes that her works are significant both theoretically and practically.

1. Theoretically
 - a. The result of this research improves writing skill especially in writing recount text in English as a 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. Practically

- a. This research will give the information about the student's difficulties in writing English recount text.
- b. The research will give the information about problem solving in writing recount text.

F. Research Paper Organization

The researcher organizes this research paper into five chapters. Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II presents a review of related literature. It is the basic theory that is closely related to the topic. It consists of previous study, notion of writing, notion of good writing, recount text, difficulties in writing recount text, and notion of analytic scoring.

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

Chapter IV discusses the results of the research. It consists of research finding and research discussion.

Chapter V is the last chapter. It consists of conclusion and suggestion.