

CHAPTER I

INTRODUCTION

The background of the study, problem identification, research limitation, research question, research aims, significance of the study, and key research terms are all covered in this chapter.

1.1 Background of the Research

The goal of studying English is to improve communication skills, both verbally and in writing. According to Harmer, four skills listening, reading, speaking, and writing are always included in the English language curriculum (Harmer, 2007). Writing is a skill that teaches readers how to convey their ideas in a way that requires mastery of all linguistic components of the target language, including syntax, punctuation, spelling, and mechanics (Yulianawati, 2017).

In writing, the students should focus on grammar, vocabulary, content, organization, and mechanics. They are all crucial elements students should be aware of when writing well. These devices are not innate. As a result, to produce relevant writing, students should practice a lot and enhance their writing skills. Students should then understand the components of writing, as this is what makes an excellent piece of writing.

The goal of an English lesson in junior high school, according to the Indonesia National Curriculum 2013 (K-13), is to encourage students to be able to communicate in three types of discourse: interpersonal, transactional, and

functional, both orally and in writing, to carry out social functions in the context of personal, academic, social life, cultural, and professional activities, using various forms of text for basic literacy needs with a coherently acceptable structure (Mohandas et al., 2014). Therefore, junior high school students should be able to comprehend and produce brief functional and basic monologue texts with various qualities, such as social functions, generic structure, and linguistic components, to achieve curriculum goals, particularly in writing.

It is assumed that eighth grade students who have taken a junior high school course on recount writing will be able to write this type of text. Text that recounts an experience is referred to as a recount text. The text goal is to educate the reader about historical events by following a chain of incidents (KD Matondang, 2020).

Unfortunately, writing is not always easy, even though recount texts have been taught in junior high school. As a result, we cannot dispute that producing recount text is a tough task, nor can we simplify that creating recount text is challenging. Erisda (2017) states that students will have trouble writing since it can be tough to construct a topic from a novel idea and choose phrases that can connect one notion to another. Researchers can conclude that difficulty inhibits someone from mastering any subject based on the explanation provided above on writing difficulty.

Students are one cause of the difficulty many students have producing recall texts. They still struggle with vocabulary and grammar, which are crucial in this situation (Haris, A., Mohd. Ansyar, Desmawati Radjab in Yulianawati, 2018). Additionally, vocabulary is a fundamental part of language ability and is

a large part of what helps learners write successfully. On the other hand, Mardiah, Richard and Renandya claim that "grammar is too vital to be disregarded, and without a thorough command of grammar, learners' language growth would be severely restricted." To pique readers interest in the students' stories, it follows that proper grammar will enhance the feel of their writing. Another reason students struggle and make mistakes in their writing is that language features like complex generic structures can impact how well students write.

According to an interview with a few eighth-grade students at SMP Katolik Santo Paulus Singaraja, most students disliked writing. They admitted that writing is challenging and that they still have limited writing skills. While some students claimed to have average writing skills, most claimed to have poor writing skills. It also was found they still lack the ability to write in recount text. This claim is supported by the observation that students cannot write recall texts because they still utilize verb I rather than verb II in writing recount text. Students' understanding of sentence structure and tenses in writing is still lacking. When pupils created sentences, it was evident. They frequently mixed-up tenses. One student forgets to produce a recount text since they have learned so many different sorts of texts, and some pupils struggle to organize the generic structure correctly.

Based on the explanation above, the researcher is interested in researching "The Analysis of Students Difficulties in Writing Recount Text at Eighth Grade of SMP Katolik Santo Paulus Singaraja."

1.2 Problem Identification

The following reasons explain why the author decided to focus on an investigation of eighth-grade students at SMP Katolik Santo Paulus Singaraja writing recount texts for the academic year 2021–2022:

- a. Students have difficulty when they were learning English
- b. Some students still make grammatical errors in writing recount text
- c. Some students have lack of vocabulary in writing.

1.3 Limitations of the Research

The researcher concentrated on students' challenges when creating recall texts in this study. In this study, the researcher focused on the challenges of eighth-grade SMP Katolik Santo Paulus Singaraja students' writing recount text. Data from students' recount text documents and interviews with some students were analysed.

1.4 Research Question

Referring to the problem and focus on the research above, the researcher formulated the problems as follows:

1. What are the students' difficulties in writing recount text?
2. What are the causes of students' difficulties in writing recount text?

1.5 Research Objectives

Purpose of this research is to find out these following things, such as:

1. To find out the students' difficulties in writing recount text.
2. To know what the causes of students' difficulties in writing recount text.

1.6 Significant of the Research

This research is expected to give theoretical and practical benefits to students and teachers. The explanation of the significances of the research is as follow:

1. Theoretical

- a. This study revealed information on eighth-grade students at SMP Katolik Santo Paulus Singaraja's difficulty creating recount texts.
- b. The findings of this study may be consulted when performing similar research in the future.
- c. The findings of this study can inform readers about the main reasons why students struggle to write recount texts.

2. Practical

a. For the students

This study helped students better understand their writing abilities, particularly in recount texts, and to identify areas where they fall short.

b. For the teachers

As a reference to the teacher who wants to improve students' writing skills by knowing students' difficulties in writing recount text, this research can give solutions or information for teachers to increase students' competence in writing skills, especially in recount text.

1.7 Key Term of the Research

1. Writing

One of the four fundamental skills in learning English is writing.

Writing gives one the opportunity to think, gather thoughts, and select

words, read what they have written, reflect, modify, reorganize, and most importantly, think about the reader's reaction. Meyers asserts that writing is a skill that calls for students to create texts in English (2005). They must express their thoughts in writing and follow the right procedure. You can look up different interpretations of writing. Writing is a skill that is necessary in numerous contexts throughout life, according to Bowker (2007).

2. Recount texts

Recount text is a text that recounts past events in chronological sequence are called recount texts. A recount is a fictionalized account of historical events for readers' entertainment. The story is told in the past tense, focusing on a single participant. According to Knapp (2005), recounts are the most basic text type in this category. For example, when you may email a buddy or keep a daily journal entry in which you reflect on what happened.

3. Difficulties

Students will experience writing challenges as they learn to write. The students' writing skills are neither improved nor developed in learning English. The amount of writing the students do on their subject determines their ability to generate ideas. The kids are uncertain about constructing an effective paragraph using appropriate words. Additionally, the pupils struggle with how to effectively connect one sentence to the next one paragraph to the next, and to the lack of students' confidence in their writing skill. Learning to write clearly and successfully is frequently very

challenging for the struggling students. Anything that makes it difficult for students to write recount texts is a difficulty. According to Erisda Vildia Muhammad (2017) writing difficulties may, in large part, be the result of three factors:

- a. The students still have difficulties in producing longer paragraph. They also could not produce an effective paragraph and lack of knowledge relating to the subject content of written, and characteristics of different writing genres.
- b. The students still have difficulties in produced a good writing. Students continue to make technical errors, which include frequent spelling, punctuation, spelling, and capitalization errors, as well as standards for using them in sentences.
- c. The students still have difficulties effective strategies in planning or revising the text.

