

CHAPTER I

INTRODUCTION

This section displays seven topics. The topics are the research background, problem identification, research scope, research questions, research objectives, research significances, and the definition of key terms.

1.1 Research Background

The objective of Curriculum 2013 is to make productive, creative, innovative, through strengthening affective attitudes, skills, and integrated knowledge for Indonesians (Gunawan, 2017). In achieving this objective, the Curriculum 2013 provides four kinds of core competencies. They are namely religious attitude competency (KI 1), social attitude competency (KI 2), knowledge competency (KI 3), and skill competency (KI 4) that should be applied in balance in real life. KI 1 and KI 2 are two core competencies in which its purposes are to build up characters that meet the expectation and to promote contextual learning despite of language knowledge. These aspects are achieved throughout consciously and unconsciously indirect learning, such as culture, exemplification, and habitual action. Meanwhile, KI 3 and KI 4 focus on knowledge and skill that are clearly conducted in direct and or indirect teaching.

English is included as one of the subjects in the Curriculum 2013. On the same line, English also is learned for filling the basic competencies named Kompetensi Dasar 3 (KD 3) and Kompetensi Dasar 4 (KD 4) which are parts of KI 3 and KI 4. In KD 3, the students are expected to be able to

gain the knowledge. Meanwhile in KD 4, the students are expected to be able to implement the knowledge into skills.

Javed et al (2013) stated that English as a foreign language consists of four basic skills that should be mastered by people who learn English, namely listening, speaking, reading and writing. Those four basic skills are differentiated into two skills, namely receptive skills and productive skills. Listening and reading are categorized as receptive skills, whereas writing and speaking are considered as productive skills (Javed et al, 2013). In this context, writing is the focus of this research.

Anggraini et al (2014) stated that writing is an alternative way of expressing ideas which is very useful for students because it involves several interconnected aspects of language like vocabulary, grammar, paragraphs organizations, punctuations, spellings, and capitalizations. The students are expected to be able to express their ideas into written form through writing. Lubis (2014) added that writing is an activity for producing words and expressing with the meaning of ideas. In other words, writing is an activity to transfer the ideas through words and sentences into scientific and written form. It makes writing becoming a clearly complex process and a competent writing is frequently accepted as being the last language skill to be acquired (Nunan, 1998: 91)

Based on Nunan's (1991) statement about writing as a complex process, this problem becomes a basic reason of why students only receive a very minimum efforts and supports to write a good text. Students mostly deal with the theories but less practice on how to use the writing skill. Yet, in

English also, there are some kinds of genres of writing, like recount, narrative, descriptive, and exposition (Biber, 1988 cited in Hyland, 2004). Every text has various general frameworks and main grammar models, in which the social roles of the genre are introduced in every form of text (Lee, 2001). Moreover, this research discussed more specific on the students' writing problems in recount text.

From the preliminary interview with the eighth grade students of SMP Negeri 3 Singaraja, it was discovered that the learners have spent lots of time in their lifetime sharing thoughts and listening to other peers. The students also experienced certain events that occurred to them. These events have been defined in terms of what they feel, remember and hear. Then, the learners deliver the events according to their knowledge in several different ways. This indicates that, in daily life, recount text is commonly created by them. In this present research, recount text is chosen because the learners always create it consciously or not. Based on Anderson (1998), a text that retells past events orderly is called as recount. Writing a diary talk for instance. The students sometimes tell the story about their activities from what they do from the morning until they go to sleep. For this circumstance, recount text is written according to the basis of time and chronology. It also allows the students to produce a recount text while they compose a diary.

However, there is something which is important to be considered in writing a good recount text. The structure and function of recount text are different compared with writing a basic diary. This is the problem faced by the eighth grade students of SMP Negeri 3 Singaraja. On Monday, October

28th 2019, the researcher discovered that the majority of students in the eighth grade at SMP Negeri 3 Singaraya had difficulty in writing recount. The researcher observed the students' score in writing recount text. The data was given by the English teacher. Moreover, it could be said that the students could not achieve the minimum performance indicator or KKM (*Kriteria Ketuntasan Minimal*) score in writing recount text. The minimum performance indicator is 75. It means that if the students could not reach the standard score, they had some problems in writing recount text.

There must be reason of problems in writing recount text faced by the eighth grade students of SMP Negeri 3 Singaraja. The reason could be in form of mistakes done by learners in composing a recount text and also the sources of mistakes. Those things which could affect the learners could not achieve the standard score in writing recount text. According to Oxford Dictionary, deficiency means a fault or a weakness in something/subject that makes it or them less successful. In this case, there are writing deficiencies faced by the eighth grade students of SMP Negeri 3 Singaraja. This is the reason of why this present research should be conducted in order to get an analysis of the reason of this problem.

1.2 Problem Identification

As the process of producing and expressing ideas, writing is considered as one of the most important skill to be mastered by the students. The students should express what they are thinking about to others in a written

form and not every student could do it. Through writing, the students use the language to express their ideas.

Moreover, when the students want to write a paragraph, there were some aspects that should be mastered like how the students put the appropriate social function into the text, the accuracy of its text structure, and its language features. Because of those considerations, the students tended to make so many mistakes and they did not have the same ability to write a proper text in a correct way.

In this study, the researcher investigated the writing problems encountered by the pupils of SMP Negeri 3 Singaraja, especially in producing their own recount text. Based on the previous observation, the researcher found that the eighth grade students' writing score could not achieve the minimum performance indicator, especially the writing score of recount text.

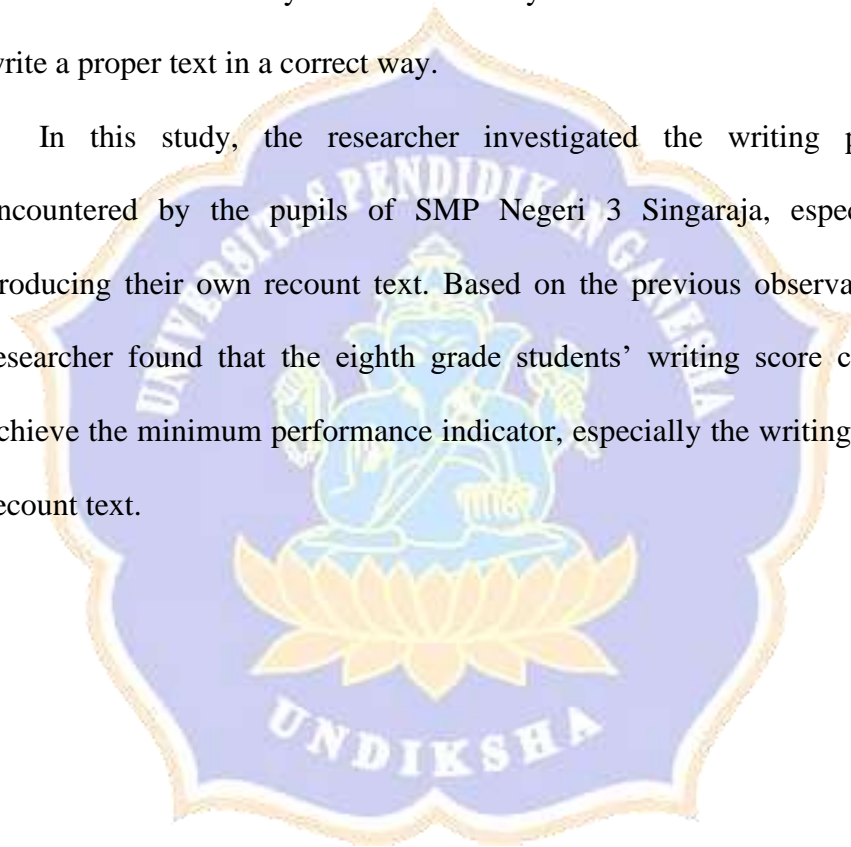


Table 1.1
Students' Writing Score

No	Students' Code	Students' Writing Score					
		Descriptive		Recount		Narrative	
1	A	90	85	75	70	75	90
2	B	90	80	75	80	75	70
3	C	90	85	70	70	70	70
4	D	90	85	75	80	80	80
5	E	90	85	70	75	75	80
6	F	90	85	80	75	90	90
7	G	90	85	70	75	70	80
8	H	90	85	70	70	70	90
9	I	90	85	70	70	70	80
10	J	90	85	70	70	70	80
11	K	90	85	80	70	75	70
12	L	80	85	80	75	80	70
13	M	80	80	70	75	70	80
14	N	80	80	80	70	85	70
15	O	90	85	75	75	75	80
16	P	75	80	70	70	75	70
17	Q	90	80	80	80	90	80
18	R	90	85	80	80	85	80
19	S	80	80	80	80	80	70
20	T	90	85	75	75	75	80
21	U	90	85	75	80	80	80
22	V	80	85	70	75	70	80
23	W	90	75	70	70	70	80
24	X	90	80	80	70	80	90
25	Y	80	85	70	75	70	90
26	Z	80	85	70	70	70	70
27	AA	90	85	70	75	70	80
28	AB	90	85	80	80	80	80
29	AC	90	80	80	80	80	80
30	AD	80	80	70	70	70	70
Average		86,8	83,2	74,3	74	75,8	78,7

Table 1.1 shows that students' writing score on recount text could not achieve the minimum performance indicator. Based on the preliminary observation, the writing score of recount text were lower than narrative text and descriptive text. This indicates that there is writing deficiency on

learners' writing, especially writing recount text. This should be analyzed in order to find solution of this deficiency which are consisted of mistakes and sources of issues encountered by the pupils in producing recount text.

1.3 Research Scope

The scope of this present research is to find out the deficiencies in students' writing of recount text. The deficiencies in pupils' writing of recount can be found by writing rubric, such as analyzing mistakes of the title, topic sentence, supporting sentence, arrangement, grammatical, diction, and mechanics. There are some criteria in each points of the rubric. Every single mistake of students' recount text would be analyzed based on the criteria of rubric point. On the other hand, the sources of its problems were collected through interview with students. All of the students got the same questions.

1.4 Research Problems

Based on the research background explained before, the research problems can be formulated as below:

1.4.1 What mistakes are found in the students' writing of recount text made by the eighth grade students of SMP Negeri 3 Singaraja?

1.4.2 What are the sources of problems found in the students' writing of recount text written by the eighth grade students of SMP Negeri 3 Singaraja?

- 1.4.3 What deficiencies are found in the students' writing of recount text made by the eighth grade students of SMP Negeri 3 Singaraja?

1.5 Research Objectives

1.5.1 General Objectives

In general, the main research objectives were to analyze the deficiencies in writing the recount text made by the eighth grade students of SMP Negeri 3 Singaraja, and also the sources of problems in writing recount text written by the eighth students of SMP Negeri 3 Singaraja.

1.5.2 Specific Objectives

Specifically, the research outputs were as follows:

- 1.5.1.1 Analyzing the mistakes found in the students' writing of recount text made by the eighth grade students of SMP Negeri 3 Singaraja.
- 1.5.1.2 Analyzing the sources of problems found in the writing recount text written by the eighth grade students of SMP Negeri 3 Singaraja
- 1.5.1.3 Analyzing the deficiencies found in the students' writing of recount text made by the eighth grade students of SMP Negeri 3 Singaraja.

1.6 Research Significance

The result of this research is expected to give valuable contributions to the society, especially dealing with students' writing deficiency in recount text as follows:

Theoretical Significance

This research is expected to be able to give valuable information as the additional sources for further similar research. Also, this research could be used as the guidance in conducting similar research which takes the students' writing analysis in recount text as the context.

Practical Significance

a. The Students:

The students at SMP Negeri 3 Singaraja could use the results to reflect and train themselves in developing their own writing skill, especially on recount text.

b. The English Teachers:

The English teachers at SMP Negeri 3 Singaraja could use the results for assisting the students and give them chance to write in English more frequent, especially about recount text.

1.7 Definition of Key Terms

To avoid miss interpretation about this research, there are several numbers of key terms that is explained in theoretical definition and also in operational definition:

1.7.1 Theoretical Definition

a. Writing

According to Tarigan (1986), writing is functioned to tell the language so someone can read and comprehend it; writing refers to the expression of the language.

b. Writing Deficiency

Writing deficiency is the characteristics or conditions that fail to accomplish a standard, or it does not follow the requirements in writing text (Alvarado *et al*, 2015)

c. Recount Text

Based on the theory from Anderson & Anderson (2003), recount text is defined as a text that says about previous events, it is generally in sequence of events. The sequence of past events should be retold in a recount text.

1.7.2 Operational Definition

a. Writing

Writing is an activity and the process of expressing idea through written form which is done by students of SMP Negeri 3 Singaraja.

b. Writing Deficiency

Writing deficiency means problems find in the students' writing that is written by the eighth grade students of SMP Negeri 3 Singaraja.

c. Recount Text

Recount text is defined as a written text created by the eighth grade students of SMP Negeri 3 Singaraja while having an assignment from the

teacher in the classroom. The students wrote a text that is talking about the students' past activities.

1.8 Research Limitation

This present research is limited on one genre of text, especially recount text. The indicators which are used in analyzing students' deficiencies in writing recount text are based on Alvarado, *et al* (2015) theory that focused on title mistake, topic sentence mistake, supporting sentence mistake, arrangement mistake, grammatical mistake, diction mistake, and mechanics mistake. This present research is limited only for one class which consists of 30 students, especially VIII C class.

