CHAPTER I

INTRODUCTION

1.1 Backround of Study

There are four basic abilities in studying English, they are listening, speaking, reading, and writing. Speaking and writing are productive skills, while reading and listening are the receptive skills. Writing is one of the skills that must be learned by the students. Writing is a tool for communication and it is important to be included in English language learning. Writing is not natural skill, because one can not acquire this ability automatically and easily. It has complex components, for example: grammar, spelling, capitalization, punctuation etc. Mastering those components is very important in writing. The students should be remember that components to avoid mistakes in writing.

In writing there are many kinds of texts that should be taught in junior high school are procedure, descriptive, recount, report and narrative. Recount is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time. Recount is a spoken or written text, which is used to tell other people about their experiences. The generic structure of Recount textusually has three components: (1) Orientation, (2) Series of events and (3)Reorientation.The social function of Recount text is to retelling events for informing or entertaining. Recount text is one of the text will researcher use in this research.

This research conducted at SMP YLPI Marpoyan Pekanbaru. The researcher interested to perform the research at this school because the researcher see phenomenon about the students' problem in writing. Most of students assumed that writing text was difficult subject, the students think that writing is one of the skill that difficulties to be mastered, the students do not understand writing because they were confused how to start

writing, the students do not know how to make a good sentence or paragraph, how to develop ideas, they also have lack vocabulary.

The researcher expected to conduct the research because based on the researcher observation and interview at SMP YLPI Pekanbaru most of students write their idea into paragraph freely. They did not know the aspects of writing well. The researcher interested to analyse the students writing skill based on the aspect of writing to give support and guidance to improve students' writing skill.

The researcher used recount text as writing activity. The first, because recount is one of the ways to organize the sentences in piece of writing. Second, because recount is a text that retells events or experiences in the past that has been proved. So the students can express and share their idea freely by using recount text. The third, because in the recount text, the sentences are usually organized according to time order or chronological order. One thing happens and the another things happens, and the events are told in the same order.

Based on the explanation above, the researcher concluded that recount is a text that retells events or experiences in the past. It purpose was either to inform or to entertain the audience and it has been proved the truth. It set the scene who, what, where and when (orientation) it recounts events as they occurred (events) and has closing statement (re-orientation) it is use in past tense and showed as chronological order.

Based on the problem above the researcher was conducted the research entitle **"An Analysis of Students' Writing Ability on Recount Text of Second Years Student at SMP YLPI Marpoyan Pekanbaru"**. The researcher decided to undertake a study which explores the components of writing that students have done in writing recount text.

1.2 Setting of the Problem

Based on explanation above, there were some problems refaced by students at second year students at SMP YLPI Pekanbaru:

First, the students did not know the components of writing ability well. Such as grammar, vocabulary, mechanics, fluency, and organization. Most of students have difficulties in making good paragraph because they did not mastery the components of writing.

Second, the students have difficulties in writing paragraph, because most of the students write by translating Indonesian sentences into English not by transferring the meaning from Indonesian into English.

Third, some of students did not have motivation. They have limited vocabulary and they have difficulties in the used appropriate vocabulary in their written task and they were also confused in using grammar.

Fourth, the students lack in writing practice. The students did not do the writing practice by them self, and the teacher seldom give writing practice both in task form or writing project form. So both students and teacher can not measure the students progress in writing.

Fifth, the students fell that writing was not interesting and difficult. The teacher should use the interesting way in teaching writing by support interesting media, so the learning writing was exciting for students.

1.3 Limitation of the Problem

Based on the problems stated above, it is necessary for researcher to limit the problem. The researcher chosen recount as writing test because recount is a text that retells events or experiences in the past that has been proved. So the students can express and share their idea freely by using recount text. The problem of writing recount text face by students

of SMP YLPI Marpoyan was the students did not know the components of writing recount text well. Such as social function, language features, and generic structure.

The researcher expected the students would be able to wrote good paragraph and considered the components of writing well. They were grammar, vocabulary, mechanics, fluency, and organization. The components of writing were able to help students in writing good paragraph.

1.4. Formulation of the Problem

Regarding the research background, the writer formulate the problem of the research as follow. How are the students' ability on writing recount text of the second year at SMP YLPI Marpoyan Pekanbaru?

1.5 Objective of the Research

The objective of the research is to find out the students' ability in writing recount text of the second years at SMP YLPI Marpoyan Pekanbaru.

1.6 Need of Research

To the teacher:

1. To give information for English teacher about the importance and contribution of recount text in the process of English writing.   .

2. To find the way to overcome the problem concerning students' English writing and use recount text as learning process.

To the students:

a) By doing this research, the writer hopes that students can improve the writing ability.

b) To find out the factors that influence students in writing process

To the readers:

1. The researcher hope that it give some inforemation to the readers about the students' ability in writing recount text.

1.7 Assumption

Dealing with this study, it was assumed that the second years students at SMP YLPI Marpoyan Pekanbaru have been able to write recount text.

1.8 Definition of Key Terms

To avoid misunderstanding about the terms use in this reserach, it is neccesary to define the terms as in the following:

1. **An analysis** is the study of something by examining its part and their relationship (Oxford advanced learners dictionary of current English 1995:859). In this study analysis is the study of students' writing ability by examining its parts and their relationship with recount text.

2. **Writing** is a mean of communication in which the writer uses the language to express his or her idea, thought, and feelings. According to Lexi (1992:112)

3. **Recount Text** is the unfoldingof a sequence of events over time and the purpose is to tell what happened (Derewianka, 1990:14)

4. **Text genre** is a type of written discourse (Larson, 1984:365-366)