

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Language has a central role in students' intellectual, social and emotional development. It also supports the success of learning all subjects. Language learning is expected to help students to know themselves, their own cultures and also foreign cultures. In addition, it also helps students to share their ideas and feelings.

Based on the English teaching Guideline in the 2013 curriculum, the general objective of the English language teaching is to develop communicative competence of the students in four language skills namely: listening, speaking, reading, and writing. Meanwhile the specific objective of the language learning process is to make students active in the language class both in oral and written expression, to apply them in daily communications. Therefore, the students should have abilities in listening and reading to support their speaking and writing.

Writing is clearly one of the most important aspects in our life. By writing, people are able to express their ideas, feeling and opinion and able to communicate with other people. In addition, the most of important official documents such as contracts, guarantees, laws, formal regulations and so forth are made in the written form. In daily life, people find that announcements, advertisements letters, information, and even warning are in the form of writing. In short, we are consciously or unconsciously engaged in writing a lot. Therefore, people should learn how to improve their writing ability.

Teaching writing is obviously necessary to improve students' ability in writing such as narrative, expository, procedure, or recount and so forth. In learning process, the teacher is expected to guide the students to write. Fauzian in Leki (2005:148) said that in spite of the fact that writing is very important, especially for Indonesian students, writing skill is considered difficult. Students get difficulties when they have to write in a foreign language. They spend a lot of time to produce good writing. The problems faced by the students in writing are starting to write, expressing their ideas, organizing ideas, developing good paragraph and creating a lot of grammatical spelling and punctuation mistakes.

Based on the writer's experience when she was in senior high school, she found that many students were not able to write some texts well including recount texts even though the topics of writing were closely related to their own experiences. She thought that it happened because the students had some problems like: lack of the vocabulary, grammar and form. Moreover, many students thought that writing a recount text is difficult so they were not motivated to learn it.

The writer assumes that nowadays many senior high school students in Kupang especially from SMA Swasta Tunas Harapan also experience the same problems. Therefore, it is interesting to conduct a research about the students' actual ability in writing a recount text the teacher to make which can be used by plans and actions for improving the students' ability.

Based on the explanation above, the writer is interested in conducting a research entitled **“A Study on the Ability in Writing Recount Texts of the Eleventh Grade Students of SMA Swasta Tunas Harapan Kota Kupang in the School Year 2016/2017.”**

## **1.2 Statement of the Problem**

In this study, the writer formulates the problems of the study as follows:

1. Are the eleventh grade students of SMA Swasta Tunas Harapan Kota Kupang in the school year 2016/2017 able to write a recount text correctly?
2. What is the ability level of the eleventh grade students of SMA Swasta Tunas Harapan Kota Kupang in the school year 2016/2017 in writing a recount text?
3. What is the difficulties faced by the eleventh grade students of SMA Swasta Tunas Harapan Kota Kupang in the school year 2016/2017 in writing recount text?

## **1.3 Objective of the Study**

The objectives of the study are as follows:

1. To find out whether or not the eleventh grade students of SMA Swasta Tunas Harapan Kota Kupang able to write a recount text correctly.
2. To know the ability level of the eleventh grade students of SMA Swasta Tunas Harapan Kota Kupang in writing a recount text.
3. To know the difficulties faced by the eleventh grade students of SMA Swasta Tunas Harapan Kota Kupang in writing recount text.

## **1.4 Significance of the Study**

Significance of the study is actually the usefulness or the benefit of a study for a human beings. Thus, this study has some benefits for the following persons.

### 1. The Teacher

The English teacher may get input like the students result in writing skill particularly writing recount text.

### 2. The Students

It is useful for the students to know their ability in writing skill especially about writing recount text.

### 3. The Writer

Through this study the writer can improve her knowledge that she has already got especially in writing recount text.

## **1.5 Scope and Limitation of the Study**

This study is about writing which is focused on the ability in writing recount text by the eleventh grade students of SMA Swasta Tunas Harapan Kota Kupang in the school year 2016/2017. However, in this study the writer does not intend to explain about the overall elements of a good writing of recount text as proposed by Anderson but she just focuses her study on the grammar, vocabulary and form or generic structures of recount text in order to find out the students' ability in writing a personal recount text.

## **1.6 Definition of Terms**

In order to help the readers understand this study, this section offers some terms. They are as the following.

### **1. Ability**

Ability is a potential or power to do something physically or mentally (Hornby, 1987). In this study ability means the students' capability to write recount text.

### **2. Writing**

Lexically, writing means any work done by someone using letters of words and a tool in hand and putting them in piece of paper (Hornby, 1987). In this study, writing means the work done by the eleventh grade students of using sentences to build up recount text based on the topic given.

### **3. Recount Text**

Recount text is a text which retells events or experiences in the past (Hood, 2000). In this study, recount text means a text that is written by the eleventh grade students based on their own experiences.

### **4. SMA Swasta Tunas Harapan Kota Kupang**

It is one of the private senior high schools located in Manutapen, Kupang City, East Nusa Tenggara Province.