

CHAPTER I

INTRODUCTION

1.1 Background of the Study

People are already familiar with the writings in the old times. It is evidenced by discovery of the inscriptions at the time of the kingdom era in Indonesia, Sihombing (2001: 7) describes the script cannot be separated from its position as a written source. In the earliest period the authentic proof of the character was marked by the presence of the inscription. Nowadays the writings have known in the form of alphabet that can be found as in newspapers and magazines.

Susan (1976: 97) explains that writing is a process when students develop their own word into sentences to make good paragraph composition using brain, ideas based on experience and fact. Based on the statement above we know that when we are writing we have to think with our brain to develop our ideas to reach a good paragraph. Not only by speaking but also by writing we can deliver about the feelings, experiences, and messages.

Writing is an important part to be studied, even it should be mastered because writing will never be separated in our live, for example in the world of work, we often face that there are several companies that hiring and advising to write an application letter in English. It will be positive impact to the applicant to make it easier to be accepted in the company. Another example when someone wants to continue the study with scholarship. In the program, there is a requirement that students must create their own essay, about what she has done, what she is doing

right now and what he or she will do in the future. So, it becomes very important to learn because when we have mastered about the writing, we can easily to do well.

However in the implementation at the school, writing skill is still very problematic. It is because based on the writer experience in teaching practice at Saint Theresia Junior High School in class VIII B, she found that sometimes students still confused when they learn writing especially the use of correct writing recount text form. They were confusing about the generic structure and the grammar in writing recount text, how to put the commas and the full stops to the sentences. It is justified by the school's English teacher. He said that the students were still difficult in the writing recount text and mastering about the tense used.

Based on the problems stated above, the writer would like to conduct a study entitled **“A Study on the Ability in Writing Recount Text of the Eighth Grade Students of SMPK St. Theresia Kupang in the School Year 2016/2017”**.

1.2 Statement of the Problems

The problems raised to be answered in this study are as follows:

- a. Are the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 able to write a recount text?
- b. What is the ability level of the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a recount text?
- c. What are the difficulties faced by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a recount text?

1.3 Objectives of the Study

Based on the problems statement, the objectives of the study are as follows:

- a. To know whether the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 are able to write a recount text or not.
- b. To find out the ability level of the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a recount text.
- c. To find the difficulties faced by the eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017 in writing a recount text.

1.4 Significance of the Study

The significance of the study is stated in the following lines:

- a. For the English Teacher

To provide the English teacher at researched school about the students' ability in writing recount text.

- b. For the writer

To increase the writer's knowledge about writing recount text and to know the problem faced by students in writing recount text.

- c. For the students

To enable the students to know their ability and weakness in writing a recount text.

1.5 Scope and Limitation

There are types of writing they are procedure, spoof, narrative, descriptive, news item, report text, hortatory exposition, analytical exposition text, and recount text.

In this study, the writer only focuses on the recount text especially the type of personal recount. It tells about activities where as the writer or speaker involves or done by her or himself (e.g. oral anecdote, diary entry) use the first pronouns (I, we). The writer will identify the grammar, vocabulary, mechanic, fluency and form of the recount text in students' writing based on the profile proposed by Anderson.

1.6 Definitions of Terms

There are some terms that should be defined dealing with the study to make everything clear for the reader.

1. Ability

Ability is a potential capacity or power to do something physically or mentally (Hornby, 1987: 2). In this study, ability means the students' capacity to write recount text by using the correct tense.

2. Writing

Writing as the process in discovering meaning, the underlie writing as the process of exploring one's thoughts and learning from the act of writing itself what those thoughts are (Richard and Long, 1987: 20). In this study, it is a set of related sentences that are structured and organized in form of recount text produced by the students.

3. Recount Text

Recount is a text which retells events or experiences in the past (Hood, 2000). In this study, recount text is piece of writing produced by eighth grade students of SMPK St. Theresia Kupang in the school year 2016/2017.

4. SMPK St. Theresia Kupang

SMPK St. Theresia Kupang is a private junior high school which is located at Jl. Jendral A. Yani No. 52A Kupang.