

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of Study**

Language is very important for communication and exploring ideas. Without language people will get difficulties to find ways to share their feelings or communicate their needs. Language is many things; a system of communication, a medium of thought, a vehicle for literary expression, a social institution, a matter of political controversy, a catalyst for notion building (O'Grady,1997: 1).

There are many languages in the world, one of them is English. It is an international language. English as international language plays an important role in science, commerce, and politics. As an international language, English has gained its popularity all over the world including in Indonesia. The government of Indonesia states that English is the first foreign language taught in Indonesia from elementary school up to university. Moreover, Decree of Minister of Education and Culture No.0601/U/1993 states that English may be given to elementary school students as a local content subject. But in Junior High School and Senior High School, it is taught as compulsory subject. It means that English needs to be learnt by every student.

Based on English Teaching Guideline in the Kurikulum Tingkat Satuan Pendidikan (KTSP), the general objective of the language teaching is to develop the communicative competence of the students in four language skills. The specific objective of the language teaching-learning process is to make students active in the language class both in oral and written expressions, and to apply the four

language skills (listening, speaking, reading, and writing). Therefore, the students should have abilities in reading and listening to support their speaking and writing.

Writing is one important skill, in language learning. Through writing, people are able to express their ideas, feelings, and opinions and able to communicate with other people. In addition, most of important official documents, such as contracts, guarantees, laws, formal regulations, and so forth are made in a written form. Writing is one of the important skills in English learning because students need to learn writing in English for occupational or academic purposes. In short, we are consciously or unconsciously engaged in writing a lot. So, students should have good capabilities in writing. .

Leki (in Fauzian, 2005: 148) said that in spite of the fact that writing is very important, especially for Indonesian students, writing skill is considered difficult. They get difficulties when they have to write in a foreign language. They waste a lot of time to produce good writing. The problems faced by the students in writing are how they start to compose, expressing their ideas, even lack of ideas, organizing ideas, developing good paragraph and making a lot of grammatical mistakes, spelling and punctuation mistakes.

One of important elements in English writing is grammar. Grammar is important matter particularly in building English sentences. In building English sentences, the students have to know how each word fits together with other words. Therefore, the students must realize that building English sentences need important rules which are called grammar.

There are some Senior High Schools in Kupang, one of them is SMA Negeri 5 Kupang. The students of SMA Negeri5 Kupang, especially in the tenth

grade, have problems in writing. Based on the interview with the English teacher of researched school on 17<sup>th</sup> July 2015, the students' main problem was in writing recount text. They felt difficult in arranging the generic structure used in writing recount text so through writing their past experience the ability of the students in arranging the structure of an experience especially the chronological event can not well be implemented in building a recount text. .

Based on the background above the writer decides to carry out a research entitled **“A Study on the Ability in Writing Recount Text of the Tenth Grade Students of SMA Negeri 5 Kupang in the School Year 2015/2016”**.

## **1.2 Statement of Problems**

Based on the background of the study, the writer formulates the problems of the study in the following questions.

1. Are the tenth grade students of SMA Negeri 5 Kupang able to write a recount text?
2. What is the ability level of the tenth grade students of SMA Negeri 5 Kupang in writing a recount text?
3. What are the problems faced by the tenth grade students of SMA Negeri 5 Kupang in writing a recount text?

## **1.3 Objectives of the Study**

Going in line with the problems stated above, the objectives of the study are formulated in following statements.

1. To find out whether or not the tenth grade students of SMA Negeri 5 Kupang able to write a good recount text.

2. To know the ability level of the tenth grade students of SMA Negeri5 Kupang in writing a recount text.
3. To find out the problems faced by the tenth grade students of SMA Negeri 5 Kupang in writing a recount text.

#### **1.4 Significance of the Study**

This study is expected to provide some useful contribution for the teachers, students, and also the writer himself. Thus, the significance of this study can be briefly described as follows:

1. For the Students of the Researched School

By knowing the result of this study, the students will be informed about their general difficulties in writing recount text so that they can improve or enhance their writing skill.

2. For the Writer

This study is aimed at improving his knowledge and skill in writing, especially in writing recount text.

3. For the English Teacher of Researched School.

This study is expected to give information to the teacher about the ability of his or her students in writing recount text. Based on this, they can keep good methods of teaching language, or innovate the new good ones, especially methods in teaching writing of recount text in English.

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

This study is about an ability to write an English text. There are some types of texts; they are narrative, descriptive, expository, recount text. The writer is not going to analyze all the types of text but he will only focus on recount text written by students.

In this study, the writer asked the tenth grade students of SMA Negeri 5 Kupang in the school year 2015/2016 to write a recount text.

There are five aspects of writing that must be analysed to determine whether the students are good at writing or not. They are grammar, vocabulary, form, content, and mechanics. The writer took these five aspects in analysing students' writing.

## **1.6 Definition of Terms**

There are some terms pertaining to this writing that need defining, so themisunderstanding of the readers can be reduced or erased at all.

### **1. Ability**

Ability is a potential or power to do something physically or mentally (Hornby 1987: 2). In this sense ability means the students' capability to write recount text by using the generic structure of it correctly.

### **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: 1996). Francis (1985) defines the term writing linguistically as the systematic visible and

permanent representation of the auditory and transient phenomena of speech.

Writing is probably one of the most important things in our life.

### 3. Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

### 4. SMA Negeri 5 Kupang

SMA Negeri 5 Kupang is one of public senior high schools located in Kupang Municipal.