CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is one of the language skills. It has been taught from Primary school to senior high school in Indonesia. Moreover, it has also been taught to students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences, and then lastly make paragraphs. Surely, writing is not as easy as the students think, because they should use correct punctuation, chronology, and spelling of words. Students express their feelings, thinking, share opinions or ideas, and state their willingness by writing. Writing refers to the students' activities in the classroom. Writing text is the ability of the students to arrange the ideas from one paragraph to another and make efforts to connect the ideas cohesively and coherently so that it is meaningful. Sometimes, many students write text, but not many of them can write text based on the correct structures and features of the text itself (Ramly et al., 2013).

According to Liu and Braine (2005), writing is more challenging because it measures a person's ability to use a language and communicate ideas. Related to the meaning of writing, writing skill is related to vocabulary and grammar mastery. The use of proper grammar in writing avoids misunderstanding by the reader and what is read. Therefore, it is important to write with attention and use correct and appropriate grammar.

Writing a recount text is an important skill in writing. Recount text is one of the text genres that the students learn. This text is written to inform readers or people about something that happened in the past. It can be experiences and events. Many students do not understand how to write this text correctly, especially to writing the structures of contents in the text, such as: *Then, we visited the museum and took many pictures together.* This sentence belongs to the

"Events" section in the recount text structure because it tells of an event that happened suddenly in a time sequence.

According to Anderson and Anderson (1997:48), "recount text is a piece of text which retells past events orderly and has a purpose to describe what has already happened". Similarly, Gerot and Wignel (1994:194) state, "recount is retelling past events to inform or entertain about what and when it happened". Based on these theories, recounts are generally based on the direct experience of the author, but they may also be imaginative or outside the author's experience. In a recount text, a writer tells a reader about his/her personal experience or tells others' experiences to readers. In other words, a recount text is a type of text that retells past events or experiences (Harris et al., 2014).

Some previous studies regarding an analysis of students' ability in writing a recount text have been conducted. For instance, a study by Sartika (2002), "The Analysis of Students' Difficulties in Writing Recount Text," aimed to find out and explain difficulties faced by the eighth graders of SMP Bait Qur'an in writing a recount text. The descriptive qualitative data were used to investigate this research. The data were analyzed using percentage analysis. The test results showed that most students had poor ability in writing a recount text. It could be seen that 12 students (54.54%) were very poor in writing content of the recount text, 15 students (68.18%) were very poor in the organization of the recount text, 12 students (54.54%) were very poor in the vocabulary of the recount text, 19 students (86.37%) were very poor in the grammar of the recount text, and 16 students (72.72%) were very poor in the mechanic of the recount text.

Another hand study by Sari (2017) entitled "An Analysis of Students' Problems in Writing Recount Text" aimed to find out the writing problems of students in writing recount text. This descriptive research is qualitative. The chosen respondent is first-semester students in the Educational English Program at FKIP UMSB in Padang Panjang. The technique for

collecting data is a total sampling of ten students, and the analysis is based on the document analysis. The analysis guide has been formulated as students writing problem indicators in writing recount text, which consist of Capitalization, Punctuation, Inexpliciteness/Fuziness, Poor Organization/Illogical Sequence, Spelling, and Grammatical Errors. From the document checklist, the result shows that the problem that occurs the most is Capitalization (32%), followed by Punctuation (24%), and also the Inexpliciteness/fuziness problem (20%). Then, it is succesded by Poor organization/illogical sequence (12%), Spelling (8%). while grammatical error occurs in less percentage (4%). It shows that students need more basic skills to improve their writing comprehension.

Based on the key findings of the previous studies above, no one has conducted a similar research in the NTT area. Therefore, the researcher concludes that there is a need to conduct more research on students' ability in writing recount texts in the NTT context, because students in NTT could also share the difficulties in writing. The researcher then was motivated to conduct a study about the writing ability of class X students of SMAK Sint Carolus. For the more, based on my experience when I did my internship (PPL) at Sint Carolus Catholic High School Kupang, I found that the 10th-grade students of Sint Carolus Catholic High School Kupang made many mistakes in writing recount texts, such as structure, language features, grammar, and the use of simple past tense. Therefore, I conducted research to identify and analyze the common errors made by students in writing recount texts, particularly related to their use of generic structure and language features.

1.2. Research Questions

1. Are the students of SMAK Sint Carolus able to write a recount text based on the general structure and language features of a recount text?
2. What are the common errors made by students in writing a recount text, in terms of its generic structure and language features?

1.3. Objectives of The Study

1. To determine the ability of SMAK Sint Carolus students in writing recount texts based on the general structure and appropriate language features.

2. To identify and analyze the common errors made by students in writing recount texts, particularly related to their use of generic structure and language features.

1.4. Significance of The Study

1.4.1. Theoretical Significance

According to Mahfuza (2021), this kind of research can provide analyzable data that could serve as a guide for future studies examining students' abilities and difficulties in writing recount texts. Furthermore, the research findings can be significant for all educational stakeholders—teachers, students, and schools—as they offer insights for improving difficulties and enhancing students' writing skills in recount texts.

1.4.2. Practical Significance

a. For students

This research provides students with valuable insights into their recount writing abilities and identifies specific challenges they face. This knowledge empowers students to focus on their learning efforts and overcome obstacles, leading to improved writing skills.

b. For the teacher

The findings of this study may offer teachers a comprehensive understanding of their students' writing strengths and weaknesses. This information enables teachers to tailor instruction, provide targeted support, and enhance their teaching strategies to effectively address students' needs.

c. For Readers

This research offers valuable information to a broader audience interested in writing instruction and student learning. By understanding the challenges students encounter in writing recount texts, educators, researchers, and policymakers can develop strategies to improve writing outcomes.