

CHAPTER I

INTRODUCTION

This chapter discusses the introduction, consisting of the background of the problem, the identification of the problem, the limitation of problem, the formulation of problem, research questions, the purpose of study, the significance of the study and the definition of key terms.

1.1 The Background of the Problem

Writing is a process of transferring ideas into written form that is understandable. According to Sapkota (2012:70) “writing is an activity of putting down the graphic symbols which has function to present a language in order to convey some meanings so that the reader can grasp the information which the writer has tried to convey”. In addition, Mora (2010:75) states “Writing is a process of transferring and expressing our ideas or thought in words”. This idea is supported by Harmer (2011:12) explaining that “writing is a process by which we transfer our thinking, our ideas, and our experiences into written form”. It means that writing is a process of putting ideas on a paper to transform them in words, sentences, or paragraphs written in a coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good sentences and paragraphs.

Writing is not only the activity of producing symbols of language in a coherent written form, but it is also a means of delivering ideas. When people start writing, they do not only write all their ideas. They need to convey and organize their ideas into a readable text that has some meanings. They have to think how to

make their ideas can be understood easily. According to Leo (2011:1),“ writing as a process of expressing ideas or thoughts in word should be done for our leisure”.

As stipulated in English curriculum 2013 for senior high school, there are thirteen types of text taught to the students, and one of them is recount text. It is taught at tenth grade, so that tenth grade students of senior high school are expected to be able to produce this recount text. According to Anderson (2010:16) Recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. It summarizes the event in the order in which they happened (chronological order). Recount is written to retell events with the purpose of either informing or entertaining their audience (or both). Moreover, Seaton (2010:10) states that “the generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion (reorientation). Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers’ understanding to next part of the story.

Recount texts are generally based on the direct experience of the author but it may also be imaginative or outside the author’s experience. In recount text, a writer tells a reader about his/her personal experience or tells other experiences to readers. In other words, recount text is a text which retells events or experiences in the past. In writing recount texts, students have to know the generic structure and language features of that text. According to Tonnesen (2011:4), the generic structure of recount text is orientation, events and conclusion (re-orientation). In addition, Schunk (2011:14) states that the texts are written in past tense to retell past events. Santrock (2012:34) adds that “language features of

recount text use the simple past, use temporal sequence, focus on specific participant, use the conjunction, and use action verb". It can be said that writers will use action verb in past form in writing recount text. Writers can use varied action verb and adjective to show their feeling. Moreover, writers should include adverbs and adverbial phrases sequence events in time and indicate place. Finally, writers have to use conjunction to combine clauses and connectives to sequence events. Due to the explanation from several experts above, it can be concluded there are some language features of recount texts. They focus on specific participant, use simple past tense, use action verb, use linking verb, and use chronological conjunction.

Based on the result of interview the researcher did with the English teacher, Mr. Darjon Syam,S.Pd at SMAN 1 Siberut Selatan Mentawai, it was found that the objective of writing good recount text was very hard to achieve. The students often got difficulties if they were going to write or express their ideas in word or sentences. Almost of the students were still confused about what they would write and how to write it. This may be caused of their lack of vocabulary; their vocabularies were very poor or less knowledge of structure.

Based on this phenomena, the researcher was in interested in conducting a research entitled An Analysis of the Tenth Grade Students'Ability to Write Recount Text at SMAN 1 Siberut Selatan Mentawai.

1.2 The Identification of the Problem

Recount text is a text which tells about the past experience by retelling the events in chronological order. There are two features that the students have to consider in writing recount text. They are the generic structures and the language

features. Generic structures of recount text consists of an orientation, events and reorientation. Language features covers the use of grammar (simple past tense). Besides, in writing recount text the students use vocabulary or choice of the appropriate words in writing recount text. Then mechanic covers the use of spelling, punctuation, and capitalization.

Both English teacher and the students told that the students still faced the problems of writing recount text; including those related to generic structure, language feature, and vocabulary.

Actually, there are three types of recount text. They are personal recount, factual recount, and imaginative recount. Personal recount exposes an event in which the writer or the author got, involved in or acted in the event of him. Factual recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation, and so on. Imaginative recount is an unreal event or story, like reading text for language lesson, a story about a life of slave, and so on.

1.3 The Limitation of the Problem

Based on identification of the problem, the researcher limited his study on personal recount text. In addition, it focused on generic structures, language features, and mechanics. For the generic structure it focused on orientation, events, and reorientation. Dealing with language features, it focused on the use of simple past tense. Relating to mechanics, it focused on spelling, punctuation, and capitalization. As the whole, the researcher limited his study on the students of SMAN 1 Siberut Selatan in writing recount text because they have studied recount text subject.

1.4 The Formulation of Problem

In accordance with limitation of the problem above, the problem of this research is formulated as follows: “ How is the tenth grade students’ ability in writing personal recount text at SMAN 1 Siberut Selatan?”

1.5 Research Questions

In line with the formulation of the problem, the researcher elaborated some research questions of this study as follows :

- 1) How is the tenth grade students’ ability of SMAN 1 Siberut Selatan in writing generic structure (orientation, events and re-orientation) of recount text?
- 2) How is the tenth grade students’ ability of SMAN 1 Siberut Selatan in using the correct language features in writing personal recount text?
- 3) How is the tenth grade students’ ability of SMAN 1 Siberut Selatan in using appropriate words (vocabulary) in writing personal recount text?
- 4) How is the tenth grade students’ ability of SMAN 1 Siberut Selatan in using the mechanic (punctuation, spelling, and capitalization) in writing personal recount text?

1.6 The Purpose of Study

The general purpose of this research was to describe the tenth grade students’ ability to write recount text at SMAN 1 Siberut Selatan. The specific purposes are as follows :

- 1) To describe the tenth grade students’ ability of SMAN 1 Siberut Selatan in writing the generic structure (orientation, events and re-orientation) of personal recount text.

- 2) To describe the tenth grade students' ability of SMAN 1 Siberut Selatan in using the correct language features in writing personal recount text.
- 3) To describe the tenth grade students' ability of SMAN 1 Siberut Selatan in using appropriate words (vocabulary) in writing personal recount text.
- 4) To describe the tenth grade students' ability of SMAN 1 Siberut Selatan in using the mechanic (punctuation, spelling, and capitalization) in writing personal recount text.

1.7 Significance of the Study

This research would be useful for teachers, students, and the researcher. For the teacher, they get information about the students' ability to write recount text. By such scientific information, for the students, the result of this research can make them aware of their ability in writing recount text, so they can make improvement in their writing ability. Finally, for the researcher, by doing this research, he can increase his knowledge in conducting a research.

1.8 The Definition of Key Terms

To avoid misunderstanding of the key terms used in this study, it is necessary to define them as follows :

- 1) Ability refers to the capability tenth grade students of Senior High School of SMAN 1 Siberut Selatan to write recount text.
- 2) Recount text is a text which tells about the past experience by retelling the events in chronological order with the purpose is either to inform or to entertain the audience.

- 3) Personal recount text is a kind of recount text that tells about the past experience in which the writing involved in the story.
- 4) Generic structure is the structure which builds the entire of the recount text namely orientation, events, and reorientation.
- 5) Language feature is an aspect of writing which deals with grammar, especially in the use of simple past tense and the use of chronological connections.
- 6) Vocabulary is a list or collection of words phrases usually alphabetically arranged and explained or defined.
- 7) Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling.