# CHAPTER I

# INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the study, the significance of the study, and the definitions of the key terms.

## 1. 1  The Background of Problem

Language is one of the important media of communication for human beings. By using language someone can express  ideas or thoughts and share some information. English as one of the international languages has become an essential language in the world. Many people use it as a medium for communication when they visit another country. In many countries, English has been taught in schools. Especially in Indonesia, English has been taught from junior high school until university.

There are some skills that should be noticed in English, they are; listening, speaking, reading, and writing skills. Based on the curriculum at SMA Adabiah 2 Padang, writing is one of the four basic language skills that has to be learnt by the students. Especially the tenth grade, the students learn to write 3 types of genres or texts; they are descriptive text, narrative text and recount text.

Agustin (2020:16) states recount text is a piece of text that retells past events, usually in the order in which they happened. Based on students English book revision 2017, there are some features of recount text which relate to students' writing ability such as, generic structure (orientation, series of events, and reorientation) and language features.Apart from the features above, they are

also required to pay attention to the writing mechanics (capitalization, spelling, punctuation) of recount text.

There are many kinds of recount text such as personal recount, factual recount, imaginative recount, procedural recount, and literary recount text. The tenth-grade students of SMA Adabiah 2 Padang have learnt personal recount, factual recount, and imaginative recount. When they studied personal recount text, they learnt about writing memorable experiences.

Based on the researchers' experience when she became a trainee at SMA Adabiah 2 Padang, especially in tenth-grade, the researcher found that the students had some problems when the students wrote their memorable experiences. For example, they did not know how to tell those experiences using correct grammar and mechanics (spelling, punctuation, and capitalization), and some of them lacked vocabulary. They also missed some parts of generic structures. Furthemore, the researcher asked some English teachers at SMA Adabiah 2 Padang about the situation of English learning teaching. Based on researchers' survey to the teachers of SMA Adabiah 2 Padang, it was found that the situation of English teaching learning in the tenth grade students was good. Some students had good ability in learning English. Besides, they were shy for asking a subject that they were confused about when they were studying English. They also could not understand about when they should used capitalization. However, Based on the explanation above, the researcher was interested in conducting a research entitled *"An Analysis of the First Grade Students' Ability in Writing Memorable Experiences at SMA Adabiah 2 Padang"*.

## 1. 2  The Identification of the Problem

As we know the tenth grade students of SMA Adabiah 2 Padang have studied recount text. There are three types of recount text,namely: personal recount, factual recount, and imaginative recount. Personal recount is a text that retelling of an activity that the writer has been personally involved in. For example, a letter, diary entry, etc. Factual recount is a text that it is recording the particulars of an accident, for example report of a science experiment, police report, etc. Imaginative recount is a text that it is taking on imaginary role and giving details of events. For example, day in life of a roman slave, how I inveted, etc. (Qodariyah 2021:55)

Similar to other types of text, a personal recount text has a purpose (social function), generic structure (organization), and language features. According to Rajan, Jacobs & Werd (2002:27), the purpose of personal recount text is to tell what happened. In addition, there are some organization structures that must be used in writing a personal recount text. Sukma (2015:66) and Rajan, Jacobs & Werd (2002:22) say there are three generic structures of  recount  text. They  are orientation,  series of events,  and  re-orientation.Orientation is a part which introduces what events that happen, where the events happen, and when the events happen. In orientation the writer retells past events by introducing who was involved in the event. Sequence series of events is a part where the writer tells the reader about the chronological order of events. Re-orientation is a personal comment about the event. In personal recount text, there are also language features. They are: using specific participants, using past tense forms of verbs, using action verbs, using connectors of time, using details about matters, the

participants' words maybe included in personal recount text, and it focuses on the first person.

As stated in the background of the problem, the tenth grade students of SMA Adabiah 2 Padang had difficulties in writing their memorable experiences as one type of personal recount text. They did not write orientation and/or reorientation, and they did not use simple past tense correctly. In other words, they had problems in applying the generic structure and using language features. Moreover, some students did not apply correct mechanics of writing.

## 1. 3  The Limitation of the Problem

Based on the identification of the problem above, the researcher limited her study on the students' ability in writing their memorable experiences as a type of personal recount texts in the tenth grade students at SMA Adabiah 2 Padang. The research problem was limited to the students' ability to apply the generic structures, and to apply the mechanics.

## 1. 4  The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated her research as "How is the tenth grade students' ability in writing their memorable experiences at SMA Adabiah 2 Padang?".

## 1. 5  Research Questions

Based on the formulation of the problem above the research questions are as the followings:

1.  How is the tenth grade students' ability to apply the generic structures when writing their memorable experiences at SMA Adabiah 2 Padang?

2. How is the tenth grade students' ability to use language features when writing their memorable experiences at SMA Adabiah 2 Padang?

3. How is the tenth grade students' ability to apply the mechanics of writing (punctuation, spelling and capitalization) when writing their memorable experiences at SMA Adabiah 2 Padang?

## 1. 6 The Purposes of the Research

The aim of this research is to find out the students' ability in writing their memorable experiences. Specifically, the purposes of this research are:

1. To find out the tenth grade students' ability to apply the generic structures when writing their memorable experiences at SMA Adabiah 2 Padang

2. To find out the tenth grade students' ability to use language features when writing their memorable experiences at SMA Adabiah 2 Padang.

3. To find out the tenth grade students' ability to apply the mechanics of writing (punctuation, spelling and capitalization) when writing their memorable experiences at SMA Adabiah 2 Padang.

## 1. 7 The Significance of the Research

The research result could be helpful for teachers, the tenth-grade students of SMA Adabiah 2 Padang, and future researchers. For the teachers, this research could give information about students' ability in writing their memorable experiences. By using this information, the teachers can make such an improvement for students' skills in writing their memorable experiences. For the students, they will know their ability in writing their memorable experiences, and it can be a motivation for them to improve their writing skill in writing their

memorable experience. For the future researchers, it can be used as their reference.

## 1. 8  Definition of Key Terms

The researcher defines some of the key terms to avoid misunderstanding of this research, they are:

1. Writing ability is people's skill in moving their idea into a paper, such as an ability in writing a recount text.

2. A memorable experience is an event that happens in the past that is likely to be remembered because it is a special moment, enjoyable moment, or bad moment that can be expressed in a paper by writing personal recount text.

3. Personal recount text is a text that retells an event in which the writer or the author got involved in or acted in the event himself / herself.