

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English has been the most learned language for the past few years. Most people agree that having ability in English brings many benefits for our life. Besides for having better communication skill in foreign language, knowing English increases someone's chance to get a better job. Moreover, it also gives people more access to the technology and literature. Therefore, many people want to learn English, including Indonesian. English has been included in Indonesia education curriculum and learned from elementary school to college. Moreover, students need to master all the English language skills and competences. One of those skills is writing.

Writing, as one of the communication tools, helps people express their ideas and deliver them to the world. It also helps people present their perspectives on an issue. Writing is a necessary skill for achieving employment in many work fields (Brown, 2003). It is an important skill for students to be mastered as they are expected to apply this skill in the work fields. Furthermore, writing in education helps convey information about students' abilities and competencies in using English as a second language in our society (Karadeniz, 2017). In education, writing not only intends to help students write and express their ideas on a paper, but also to examine or evaluate their abilities in using English language.

Writing is a complicated activity in which combining various elements (Harris, 1969). It involves some process, such as choosing a topic, gathering ideas, organizing, writing the text, reviewing, revising and correcting errors (Clouse, 2006). Students also have to master some writing competencies, such as content, organization, vocabulary, language use and mechanics (Heaton, 1988). Therefore, both experts and students agree that writing is indeed a complex skill. It is difficult to write well in any language, even in our native language (Brown, 2003). The majority of students, from elementary school until college, realize that writing is a difficult activity even in their native language. Hence, it is more difficult for them to write in foreign language, as they have to transfer the writing from the source language to the target language.

Writing is a skill that needs a lot of practice as it does not come naturally. Different with speaking, writing is not a natural skill which means we need someone to help us learn it (Brown, 2001). Therefore, writing in English as a foreign language has been taught and learned from elementary school to college. It starts with writing simple sentence, paragraph, short text, until essay. According to The Indonesian Ministry of Education and Culture (*Permendikbud*) No. 37 of 2018 concerning Main Competence and Basic Competence, middle school students need to master writing short and simple English texts, in which one of them is recount text (Permendikbud, 2018). Therefore, recount text is taught and learned in the eighth grade of middle school. Recount text is a text that retells an event that happened in the past. There are some kinds of recount text. However, based on *KD* (Basic Competence) 3.11 and 4.11, the eighth

grade students of middle school need to learn about personal recount text. Personal recount is the kind of recount text that retells the writer's personal event or experience.

The eighth grade students need to master writing personal recount text using the right general features of the text, such as the social function, the generic structure, and the language features. However, the students still find some difficulties in writing recount text. A study conducted by Suyadi (2017) showed that the eighth grade students' ability in writing recount text was classified as weak. Moreover, according to a study conducted by Suci, Shalilah, and Darmayenti (2019), students' skill in writing recount text was categorized as fair. They still had difficulties in some writing components, especially language use. Another study conducted by Suryani (2020) showed that the students' ability in writing recount text was categorized as poor. This study stated that students had low ability in aspect vocabulary, grammar, and mechanics.

Based on the previous studies, the students' ability in writing recount text is classified as poor. Students still face some problems in writing recount text. Based on this, the researcher wants to conduct a study that aims to describe the quality of recount text written by the eighth grade of MTs Negeri 5 Nganjuk and what problems they face in writing this text. Therefore, the title of this study is *"An Analysis of Recount Text Written by the Eighth Grade Students of MTs Negeri 5 Nganjuk"*.

## **B. Research Problems**

The research questions of this study are as follows:

1. How is the quality of recount text written by the eighth grade students of MTs Negeri 5 Nganjuk?
2. What difficulties are faced by the eighth grade students of MTs Negeri 5 Nganjuk in writing recount text?

## **C. Research Objectives**

The research objectives are as follows:

1. To investigate the quality of recount text written by the eighth grade students of MTs Negeri 5 Nganjuk.
2. To explore the difficulties faced the eighth grade students of MTs Negeri 5 Nganjuk in writing recount text.

## **D. Significances of the Study**

1. For the teachers

For the teachers, this study can be used to get more information about students' recount text quality and the problems they face in writing the text.

2. For the participants

By participating in this study, the students get new experience in writing a recount text based on their personal experience.

### 3. For future researchers

For future researchers, this study can be used as reference to conduct a new study with the similar topic.

## **E. The Limitation of the Study**

Limitation of the study is important to determine the direction of study. Moreover, this study aims to describe the quality of recount text written by the eighth students of MTs Negeri 5 Nganjuk. Therefore, in order to make the study more efficient and directed, the researcher makes some limitations. Limitation of the study is important to determine the direction of study. Moreover, this study aims to describe the quality of recount text written by the eighth students of MTs Negeri 5 Nganjuk. Therefore, in order to make the study more efficient and directed, the researcher makes some limitations. First, there are some kinds of recount texts, but the kind of recount text discussed in this study is personal recount text, which is a recount text that retells about the writer's own past event or experience. Second, the subject of the study is the eighth grade students of MTs Negeri 5 Nganjuk in the second semester of academic year 2020/2021.

## **F. Definition of the Key Terms**

In order to avoid any misinterpretation, the researcher provides the definition of the key terms as following.

### **1. Writing**

Writing is an activity of presenting something in written form. Writing is an activity of expressing, developing, and organizing ideas into written form (Abbas & Herdi, 2018). In academic, writing is used to assess students' ability in using language. Writing is used to examine how students use language to deliver their opinion or perspective by using the appropriate language competences.

### **2. Recount Text**

Recount means retell or narrate. Recount text is a text in which a writer retells or narrate an event that happened in the past. The purpose of recount text is to retell and inform the reader about the event as well as to entertain them with the story. Recount text includes three parts, namely orientation (the introduction), sequence of event (the series of events), and reorientation (the conclusion).