CHAPTER I
INTRODUCTION

1.1. Background of Study

Oxford defined "The principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture" as the meaning of language. English is a language that is spoken in majority all around the world. English is used for social, education, or even diplomatic purposes. In Indonesia, English is known as the foreign language, not the second language as the other countries do. As a foreign language in Indonesia, English is occasionally used at school or university. This indicates that English in Indonesia is not used for daily dealings for most Indonesians but it is learned as one of the school's subject.

In learning English, the 4 language skills such as listening, speaking, reading, and writing need to be mastered by the English language learners. Writing is a way to produce language and express idea, feeling, and opinion (Harmer, 2004). After writing the text, the writer should check the text to get the understanding of the text. Knowledge of grammar and rhetoric such as arranging words, phrases, sentences, and paragraphs in such a way that attract the reader's attention is needed to consider a text as a good writing (Wijaya, 2014).

The teacher needs to be fully-skilled in teaching the English language skills, especially when it comes to teach writing. There are four reasons for teaching writing to students of English as foreign language. They are reinforcement, language development, learning style, and writing as a skill (Kurotun, 2015). Reinforcement is the process where the students learn language in spoken. Language development is the process where the students organize their writing. When the students write, they will explore the language. Learning style is the way of how students find the easier way to learn language through looking and listening. Students should write because it helps them to think what they want to say before the are speaking. Writing is a necessary skill, so at least they are able to write reports, emails, and letters.

Students need to be mastered in a few different text categories, including procedure, narrative, recount, and descriptive texts (Putra et al., 2023). Every text type has a particular purposes, as the way that they are organized and the element of language that might be

employed in it. These should be used by the students in their written work. However, The focus of this study is recount text. One of the text type that senor high school students need to mater is recount text. Students need to be focus of the goals of the text, the organizational structure, and the linguistic devices that can be employed in the recount text.

Recount text is a text that tell the experiences or events happened in the past. Recount text is similar with narrative text. This is in line with what was assumed by Wisdhawan and Kumalarini (2014) that a narrative that recounts everything happened in the past is known as a recount text. Some kinds of recount text could be about personal recount which includes diary and personal letters/email, or imaginative recounts. There is also kinds like scientific studies and news article.

According to Nunan in Tessema (2005) writing well is thought to be a very challenging ability, especially in one's own language. Writing requires a high level of cognitive focus when it comes to language use. According to John in Karolina (2006), the teacher's job is to guide the students in creating workable strategies for each of writing: drafting (encouraging multiple drafts of reading), revising (adding, deleting, modifying and rearranging ideas), editing (paying attention to vocabulary, and grammar).

WR. Supratman 2 is a school based on 3 languages which are Bahasa Indonesia, English and Mandarin with excellent quality and adequate educational facilities with teaching staffs who are compete in their fields in producing students who are devoted to God Almighty, have good character, virtuous, noble morality and ability to compete on the national and international stage. WR. Supratman 2 Senior High School which is located on Brigjend Zein Hamid Street in Medan is one of the most trustworthy school in Medan. Just like students in most school, students of WR. Supratman 2 Senior High School Medan also face the difficulty of writing recount text even though they learn this subject on the tenth and twelfth grade.

This research meant to analyze the students' difficulties when they are writing recount text. According to the various problems which students may encounter, the aim of this study is to examine the reasons behind the students' challenges in writing recount text.

1.2. The Assumptions

When given a text to write, the majority of students challenges run into four issues such as content, organizing, vocabulary and grammar (Elanneri Karani, 2008). The first is content, which indicated that because the students are unable to organize the main concept and the supporting details into a paragraph, they are unable to write an effective structure. The second one involves planning, which means the student cannot organize multiple information into a good paragraph. Third is vocabulary where the students who are lack in vocabulary find it difficult to write well-structured paragraph so that make the students failed to convey their ideas and opinions smoothly. However, this won't always be the case, since the students who grew up reading English books and watching English shows are most likely not hindered by this problem. The fourth one and the one that most likely encountered by most people is grammar. A well-written text clarifies sentence structure and the paragraphs' word choice. In the other words, The students have numerous challenges when they are writing recount text. Their issues are primarily with writing techniques, and they typically lack of the vocabulary and grammar knowledge.

Writing recount text is one of the forms in writing text. Teachers taught this skill to help students narrate the stories about past experience. Recount text is also employed for reporting real-world occurrences. However, despite the fact that they only write simple sentences, a lot of students still struggle while writing recount text. In addition, the cause that influence why most students find it difficult to write recount text sentences is most teachers do not use effective methods to teach writing recount text which makes the students feel bored during the learning process. Teaching writing recount text is known as one of most challenging teaching practice. In order to enhance the writers' abilities, it is considered for teachers to employ strategies, tactics, or approaches that can be applied to teach writing in English sentences. One learning strategy that is seen quite interesting is the example-non-example strategy, which uses image or image illustrations. Learning by using this method will be particularly helpful to explain a concept especially in writing recount text, with the media image representations.

1.3. Problem Identification

Considering the previously mentioned issues, this research formulated research questions as follow;

1. What are the difficulties faced by the students of XI MIPA 2 at WR. Supratman 2 School in writing recount text?
2. What is the most difficulty the students have in writing recount text?
3. How do students respond to the difficulties they have?

1.4. Objective of the Research

Based on the problem identification that has been stated above, the objective of this research are as follow;

1. To find out the difficulties faced by the students of XI MIPA 2 at WR. Supratman School in writing recount text.
2. To find the most difficulty the students have in writing recount text.
3. To find out the students respond to the difficulties they have.

1.5. Scope of The Research

This research is a qualitative research and will be focused on what kind of strategies that the students of WR. Supratman 2 Senior High School Medan use to make it easier during the learning process of writing recount text. In order to do that, this research ought to find out whether the students of WR. Supratman 2 Senior High School Medan find it difficult to learn writing recount text. This research will also aim to find out how it is from the teacher's end. In addition to that, this research will try to discover what's the best strategies according to the teacher and the students.

To determine informants, this research will use purposive sampling technique. purposive sampling method is a technique of collecting data that have certain characteristics, it a sampling technique with certain considerations. The purpose of sampling is to get understanding about the characteristic of observations that are appropriate to the sample and can be generalize and evaluating populations criteria. It is attempted because researcher could not carry out research directly on all units of analysis or people located in the research population. Therefore, minimum 3 students will be picked to represent the entirety of populations and more will be picked if necessary. An English

teacher will also be picked as a key informant in this research, a teacher will be an important source of information regarding this matter, a teacher should know the problems that the students face on writing recount text.