

CHAPTER I

INTRODUCTION

A. Background of the Study

English is taught in school. It is aimed to prepare students to face all changes in the world, solve their problems, decide something, and do critical thinking. In learning English, there are four skills that should be mastered by the students. One of them is writing skill. According to Brown (2001), writing is a thinking process, because writing is the process of putting ideas down on paper to transform thoughts into words and give them structure and coherent organization. In writing students can express their ideas, feelings and experiences into written form. It also conveys messages to the reader in order to make the readers know what the writer wants to share.

In learning English, there are thirteen (13) genres of English text types; procedure, recount, narrative, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, review, and anecdote. Harmer (2008 : 327) said that genre is to represent the norm of different kind of writing. Genre is a type of text in which of text has communicative purposive, generic structure, and language feature. Genre is used to refer to particular text type.

Recount is to reconstruct past experiences by retelling events in original sequence, Hyland (2003 : 20). Recount text is the text to retell past event or to retell that something had happened. It is one of specific instructional objectives in teaching English, one in a typical genre lesson activities using, including in

factual genres, and as a competence of achievement target, should be understood by students. After learning recount text, the students are expected to get information from the text, to identify main ideas in the text and identify parts of a recount text. Moreover recount text consists of generic structure and lexicogrammatical features. Generic structures of recount text are orientation (background information about who, where, and when), sequences of events (tell what happened in the past) and re-orientation (it is optional - closure of events). Besides, a recount text also has lexicogrammatical features such as focus on specific participants, use of material processes, circumstances of time and place, use past tense, and focus on temporal sequences, use conjunctions.

The next genre is narrative text. It is text that tells a story and, in doing so, entertain the audience (Anderson, 1998 : 2). The purpose of narrative text is to providing entertainment, can make the audience think about an issue, teach them a lesson, or excite their emotions. Narrative text include the story of legend, fable, fairy tales, etc. with the detail in each part in generic structure.

According to Ayres (2008), narrative texts is a form of discourse that has been fixed by writing. Meanwhile, Parera (1993 : 5) states that a narrative is one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time. In addition, Keraf (1989 : 136) states that narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened in a certain time. From these opinions, it can be said that a narrative

text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

Based on preliminary study at State Senior High School 9 Padang, there were some facts found. First, teacher have taught English in the class X Social Science. Second, teacher have taught writing skill and started to teach genres of text (recount and narrative texts). But in final examination, teacher did not classify the assessment based on skills. So we do not know the students comprehension in writing skill.

The students in class X Social Science of State Senior High School 9 Padang have been taught by the teacher about genres of text, those are recount and narrative texts. Based on the teacher's acknowledgement to the researcher, the students' writing skill is good. But the researcher needs to get data about students' writing skill, and teacher showed mid term score that is still under the minimum achievement criteria. In that score, there is no what classification of skill that is scored by the teacher. By the assumption, all of students' skills in English are still low.

After that, researcher conducted an observation to the students at the X Social Science. Based on the observation, students' writing skill is still weak. And researcher wants to know what makes students' writing skill is still weak, whereas teacher have taught those skills.

Researcher collects the students' mid term test score from English teacher. Below will be presented the mean score which consists of five classes in first semester on academic year 2017 – 2018 in State Senior High School 9 Padang.

Table 1.1
Students' Mean Score of Mid Term

No	Class	Total of Students	Mean	MAC
1	X Social Science 1	36	53.08	75
2	X Social Science 2	36	47.06	
3	X Social Science 3	35	48.2	
4	X Social Science 4	36	47.5	
5	X Social Science 5	36	48.9	
Mean			48.95	

The table above contains students' mean score of mid term that was got from English teacher. Based on table, all the X Social Science classes are weak in English, especially in writing skill. Minimum Achievement Criteria is 75, but there is no class reached that score. Because of that, researcher is interested to know which aspect low in writing skill especially on recount text and narrative text. Researcher wants to know what problem that faced by students, and will analyze students' writing skill based on Jacob's theory.

The table above was not shown the writing skill's score yet, because teacher only gave score generally, not specifically. So, reseacher have conducted the observation and got data that students' writing skill were under the MAC. (See Appendix II)

That is why researcher is interested to discuss the title **“The Study of Students' Writing Skill in Recount Text and Narrative Text at Class X Social Science of State Senior High School 9 Padang”**.

B. Focus of the Study

This study focuses on an analyzing students' writing skill and generic structure on recount text and narrative text at class X Social Science of State Senior High School 9 Padang. There are five components of writing based on Jacob scale : content, organization, vocabulary, language use, and mechanic. Those components would be analyzed on students writing skill.

C. Formulation of the Problem

Related to the background and focus of the study, the research is formulated:

1. What is students' writing skill at class X Social Science of State Senior High School 9 Padang?
2. What are students' writing skill in recount text and narrative text at class X Social Science of State Senior High School 9 Padang?
3. What generic structure that have been mastered by students in writing of recount text and narrative text at class X Social Science of State Senior High School 9 Padang?

D. Purpose of the Research

1. To describe the students' writing skill at class X Social Science of State Senior High School 9 Padang.
2. To describe the students' writing skill on recount text and narrative text related the components of writing.
3. To describe the students' writing skill on recount text and narrative text related the generic structure of writing.

E. Significance of the Research

This study is expected to describe the students' writing skill on recount texts and narrative text. The teacher can pay attention to the students' weaknesses in order to help them to be good writers.

In addition, researcher also hope that this research give contribution to English department of State Islamic University Imam Bonjol Padang, as candidate of English teacher to get knowledge and take this research for relevant studies which related with.

F. Definition of Key Terms

To avoid miss understanding about the terms used in this study, the researcher defined operationally as follow:

1. Study is the devotion of time and attention to gaining knowledge of an academic subject, especially by means of books.
2. Writing skill is mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader, Harmer (1998 : 88).
3. Recount text is a text which tells about events happening in the past in a sequence of time, Anderson (1997 : 49).
4. The generic structure of recount text consist of three parts. First, the setting of orientation: background information answering who, when and where. Then events are identified and described in chronological order and conclude comments express a personal opinion regarding the events described.