

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991).

The four Basic English language skills are divided into two categories such as receptive skill and productive skill. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills. The students start learning to communicate through written form as they begin to interact in school level. The writing skill is more complicated than other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). Advanced writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation (National Assessment of Educational Progress, 2002).

According to White (1987:10) writing is the learning process to express the ideas, knowledge, experience, or information that is organized in written form. It means that if the students want to tell their ideas to the reader, they should write. Writing is not just about expressing idea in written form, but also

about how to write an accurate grammar in order to make the reader understand what the writer writes. Because writing and grammar are integrated with each other, grammar is also needed to support writing. It can be seen while the students are writing; they need grammar to construct the sentences.

Writing is as one of the basic skills of the English language. It is generally considered one of the most difficult than other skills for foreign language students. Even native speakers are also feeling difficult in showing a good command of writing. (Johnstone, Ashbaugh & Warfield, 2002). The English teachers include writing skills in the syllabus because this is an essential element for students' academic success (Kellogg, 2008).

Regarding to the importance of this subject especially in language learning, the government has arranged it in the curriculum. It is stated that the students are expected to be able to express their ideas in written form in various kinds of text, called genre. Furthermore, based on the curriculum, it is stated that the first year students of junior high school are expected to be able to express their ideas in written form. They are expected to be able to describe person, thing or place in written form, called descriptive text. Besides, the second year students of junior high school level are expected to be able to express their ideas in telling their past experience by retelling events and incidents in the order in which they occurred, namely recount text. In other words, it is assumed that the second year of junior high school is mastered in writing a descriptive and recount text.

However, writing skill is deemed to be difficult for EFL students in the language learning. According to Richard and Renandya in Luu (2011), the difficulties include those in (1) generating and organizing ideas using an appropriate choice of vocabulary, sentence and paragraph organization and (2) putting such ideas into an intelligible text.

Unfortunately, based on the researcher's observation in State Islamic Junior High School 5 Padang, the expectation does not in accordance with the fact in the field as shown below:

**Table 1.1**  
**Students' Mean Score of Midterm Examination**

| No | Class   | Total | Mean Score of Students' Midterm Examination |
|----|---------|-------|---|
| 1  | VIII-3  | 35    | 50  |
| 2  | VIII-4  | 32    | 40  |
| 3  | VIII-5  | 34    | 78  |
| 4  | VIII-6  | 35    | 58  |
| 5  | VIII-7  | 35    | 38  |
| 6  | VIII-8  | 34    | 73  |
| 7  | VIII-9  | 35    | 67  |
| 8  | VIII-10 | 33    | 74  |
| 9  | VIII-11 | 36    | 54  |

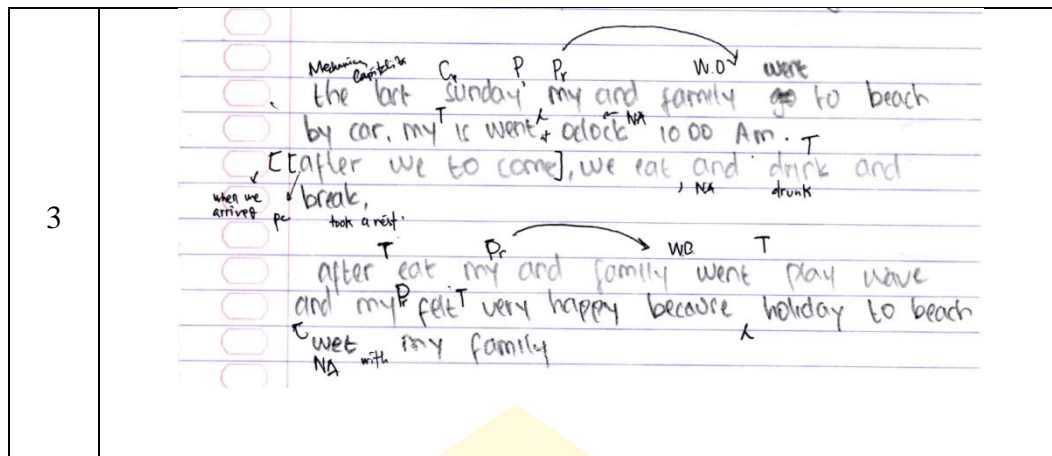
*Source: English teachers at State Islamic Junior High School 5 Padang*

Based on the mean score above, the teacher needs to pay special attention to the students' skill in writing. Many students still have difficulties to express their ideas about the topic. Besides, they also have difficulties in choosing and using an appropriate word due to their weakness in vocabulary. Most of them only translate their thoughts from their native language into English. They also do not pay attention to mechanics and grammar. Obviously, knowing the weaknesses of the students, the teacher have never analyzed the students

writing based on the component of writing itself. Supporting the researcher's observation, these are the example of students' writing at State Islamic Junior High School 5 Padang

**Table 1.2**  
**Example of Student Writing**

| No | Example of Student Writing  |
|----|---|
| 1  | <p>Last holiday my family and I went to jakarta at 09:00 am by airplane. We arrive in there I and family went to park Satori. I and family selfi and enjoyed the view and dzuhur prayer and eat together. I think vacation is very fun. Vacation time was not to be forgotten.</p>  |
| 2  | <p>vacation on the gandoria beach<br/>   2 years ago, my fami me and my family vacation on the gandoria beach. we went by the car.<br/>   On there, we played water, and swam on the beach and we saw the sunset.<br/>   The view on the gandoria beach very beautiful and we took the picture.<br/>   when we back to home, we bought traditional food like sala lauk, pens langkitang.<br/>   and we also bought t-shirt, sunglasses and many others. We was so happy vacation on the gandoria beach.</p> <p>Capitalization, Tense, punctuation, Wrong word order</p> |



Source: Students at State Islamic Junior High School 5 Padang

Considering the importance of writing skill, mainly in form of genre based text in junior high school level, the researcher is interested to conduct a research to analyse students' writing skill in descriptive and recount text entitled **The Study of Students' Writing Skill on Recount and Descriptive Text at Class VIII of State Islamic Junior High School 5 Padang.**

### B. Focus of the Study

This research is focused on students' writing skill in Recount Text and Descriptive Text of class VIII at State Islamic Junior High School 5 Padang.

### C. Formulation of the Problem

Related to the focus of the study above, the problem is formulated as follow;

1. What component of writing skill that has not been mastered mostly by students of class VIII at State Islamic Junior High School 5 Padang in writing genres?

2. What type of genre that has not been mastered dominantly by students of class VIII at State Islamic Junior High School 5 Padang?
3. What generic structure on recount and descriptive text is not been mastered dominantly by students of class VIII at State Islamic Junior High School 5 Padang?

#### **D. Purpose of the Research**

The purpose in this research is the important things in order the research will reach the target what the writer hopes. Here are the purposes of the research;

1. To find out what component of writing skill that has not been mastered mostly by students of class VIII at State Islamic Junior High School 5 Padang
2. To find out what type of genre (recount or descriptive text) that has not been mastered dominantly by students of class VIII at State Islamic Junior High School 5 Padang.
3. To find out what generic structure is dominantly has not been mastered by students of class VIII at State Islamic Junior High School 5 Padang.

#### **E. Significance of the Research**

This research is expected to describe the students' writing skill on descriptive and recount text. It is also expected to give contribution to the writer, the English teacher, and the students as well. Firstly, to the writer, this research gives her a description about junior high school students' mastery in writing on genres (descriptive and recount text). Next, to the English teachers,

they can pay attention to the students' weaknesses in order to help them to be good writers. The teacher also can find some solution for the students' problems in writing the text. Moreover, the teacher will know which part that is difficult for the students so that the teacher can evaluate their teaching in order to improve the students skill. Furthermore, to the students, it is important for them to learn and practice writing in order to make them able to master this skill.

#### **F. Definition Key Term**

1. Study is systematic research, examination, identification, and understanding of the aspects or factors associated with an activity, event, phenomenon, situation, etc.
2. Writing is the activity or skill of making coherent words on paper and composing text.
3. Genre are kind of text that each of them has communicative purpose, text structure, and characteristics of linguistic.
4. Descriptive text is is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.
5. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers.