

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 that of 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 that other skills for foreign language students. Even native speakers feel difficulty 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) It helps to students to reinforce the grammatical structure, enhance the students' vocabulary, and assist other language skills such as reading, listening and speaking. (Javed M, 2013).

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 recount text.

Unfortunately, based on the researcher's observation in State Islamic Junior High School 2 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

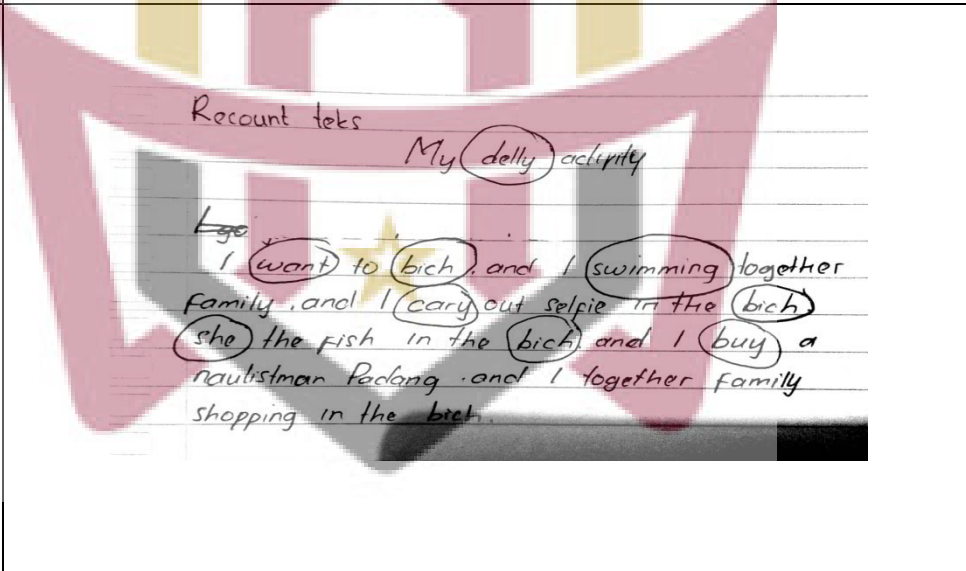
No.	Class	Total of Students	Mid Term Score
1.	IX 1	33	52.66
2.	IX 2	33	37.87
3.	IX 3	32	40.73
4.	IX 4	32	41.56
5.	IX 5	34	40.45
6.	IX 6	32	35.56
7.	IX 7	33	34.37
Total Score		229	283.2
Mean			40.46

Source: English teachers at State Islamic Junior High School 2 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 has never analyzed the students' writing based on the component of writing itself. Supporting the researcher's observation, these are the examples of students' writing at State Islamic Junior High School 2 Padang.

Table 1.2
Example of Student Writing

No	Example of Student Writing
1	 <p>Recount teks My delly activity</p> <p>I want to (bich) and I (swimming) together family, and I (carry out) selfie in the (bich) (she) the fish in the (bich) and I (buy) a nautisman Padang and I together family shopping in the bich.</p>

2	<p style="text-align: center;"><u>My Last - Holiday</u></p> <p>Last Holiday I and my Brother went to 'swoming (Poei) i and my Brother sw AM I ate rice and fruit We went HOME We ware happy</p>
3	

Source: Students at State Islamic Junior High School 2 Padang

Considering the importance of writing skill in junior high school level, the researcher is interested to conduct a research to analyse students' writing skill in recount text entitled **The Study of Students' Writing Skill of Recount Text at Class IX of State Islamic Junior High School 2 Padang.**

B. Focus of the Study

This research is focused on students' writing skill in recount text of class *IX* at State Islamic Junior High School 2 Padang. There were 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 focus of the study above, the problem is formulated as follow;

1. What is the students' writing skill on recount text of class *IX* at State Islamic Junior High School 2 Padang
2. What component of writing skill that has been mastered mostly by students of class *IX* at State Islamic Junior High School 2 Padang in writing recount text?

D. Purpose of the Research

Considering to the background and formulation, this research aimed to achieve the following objectives:

1. To describe the students' writing skill on recount texts related to organization, content, vocabulary, language use and mechanics at class *IX* of Junior Islamic High School 2 Padang
2. To describe the students' component of writing skill was mostly mastered at class *IX* of Junior Islamic High School 2 Padang.

E. Significance of the Research

This study was expected to describe the students' writing skill on recount texts. The teacher can pay attention to the students' weakness in order to help them to be good writers. In addition, researcher also hoped 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. 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

To avoid miss understanding about the terms use in this study, the writer defines operationally as follow:

Analysis : is a method of studying the nature of something or of determining its essential features and relationship (Richard, 1985: 96).

Writing Skill: writing 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),

Recount Text : Recount is a text which tells about events
happening in the past in a sequence of time,
Anderson (1997: 49)

