

CHAPTER I INTRODUCTION

Basic Consideration

Writing is one aspect that should be owned by students, besides of reading, speaking and listening. Writing is a still that help students to express theirs ideas, arguments in the form of words in sentences. Gie (2002, p.3) stated that writing is a series activity of expressing ideas and conveying it throught written language to the reader. Additionally Eric Gould, Robert DiYanni, and William Smith (1989, p.18) said that writing is a creative act, the act of writing is creative because it requires to interpret or make sense of something: a experience, a text, an even.

In writing there are some language elements that must be mastered by students namely : context, grammar and vocabulary. As presented Soemarto & Soemardjo (1994, p.6) said that teaching writing to students is more complicated and it takes more vocabularies, spelling, punctuation, grammar.

In curriculum KTSP, there are five kinds of the genre of text in junior high school namely : descriptive text, narrative text, recount text, procedure text, and report text. Decriptive text is to describe of the thing, person, animal, recount text is to retell past events, narrative text is about imagination the reader, and report text is a text which presents information about something.

Based on my experience in practice teaching learning process in Junior High School, the students' mastery of writing is low. For the example

their mistakes on grammar, and vocabularies. I also found the students' mastery of tenses is lower. Example, when the students make sentences using the past tense, they still use verb 1 (one). This factors may caused by students' knowledge in writing is still poor.

Because of the low ability in writing, the students didn't make directly into a good composition. They felt difficult to start writing or confuse to write the first part of sentence. It shows the students' ideas in writing is not organized well.

One of the easiest to create the idea of students in writing is writing their experience. The reason is, writing is related with students real life, students can start their writing by using something done as experience. If the students find many interesting things inside, they can write them based on their experienced.

From the explanation, I am interested in exploring the way of writing in recount text. Gerot and Wignel (1994, p.190) stated that recount text is retell an event, tent to used past tense, material process and particular participants. Here, in writing recount text, the students would write their experienced. If the students write something based on their experienced, the students are able to manage their ideas and then develop those into a recount text, because recount text is a text genre which discuss about past experiences or past events. Based on the explanation above I formulate this research with the title "A Study on Students' Ability In Writing Recount Text."

Previous of Research

There are many researches about recount text. The first research has been conducted by Lamusu (2009), entitled, “*A Descriptive Study on The Students Ability in Composing Recount Text.*” In her research which is focusing on recount text used in factual recount.

The second research has been done by Igirisa (2010), entitled. “*Developing The Students’ Ability in Writing Recount Text By Using Journal Events*”. In her research, she found that the use of journal events strategy can increase students’ ability in writing recount text. She used procedures of classroom action research consisted of four steps. They were : planning, implementation, observation and reflection.

The third research has been done by Danial (2011), entitled is “*The Influence of Concept Mapping Strategy Toward Writing Recount Text*”. In his research, he analyzed his data with pre-test and post test design. The result of his research is that the students’ progress during teaching and learning activity using concept mapping strategy is to improve students’ recount text. The category of improving is good.

The similarity between the previous researches with this one is discussing about recount text, in the other hand, the difference is that previous researches are focusing on recount text used in factual recount, here, I focus on recount text in personal recount such as students’ experiences. They wrote their experience in writing form, and those are as the data of my research.

Problem Statement

Based on the basic consideration, I have taken the problem statement is “how is the ability of students at SMP Negeri 4 Gorontalo in writing recount text ?”

The Objective of Research

Based on the problem statement, the objectives of this research is to know the ability of students at SMP Negeri 4 Gorontalo in writing recount text.

Reasons For Choosing The Topic

The reasons for choosing the topic of this research are as follows :

1. The students’ writing ability is still low
2. Recount text is the types of genre in Junior High School as at SMP Negeri 4 Gorontalo

Scope and Delimitation Of Research

In this research, I limited my research in recount text especially personal recount, such as the students’ experience.

The significant Of Research

The significant of this research is to give contribution on teaching and learning process especially in recount text, this research also can be useful for students in writing or increasing knowledge of students about recount text.

Organization of Research Paper

Chapter I is introduction. It consists of basic consideration, previous of research, the objective of research, reasons for choosing the topic, scope

and delimitation of research, significant of research, and organization of research paper.

Chapter II is the theoretical based. It consists of definition of writing, aspects of writing, definition of recount text, kinds of recount text and, characteristics of recount text.

Chapter III is the research methodology. It consists of method of research, source of the data, technique of the data, technique of collecting the data, and technique of analyzing the data.

Chapter IV is the finding and discussion.

Chapter V is the conclusion and suggestion.