

# CHAPTER I

## INTRODUCTION

### A. Research Background

Human beings were not born with language. They need a language to do a communication with another people. By language, they can express their idea, their feeling in order to get information each other. English is one of the languages which is widely used in the world and it is very important to be mastered because most of the current international communication is delivered through English.

As said in advance, English is very important to be mastered by people in the world. It is caused since before 20th century until now, English is the international language and actually, by English, a country can do communicate and do cooperation in many aspects with another country, so those countries can be mutually beneficial, for example, without English, two or more countries cannot do much innovation for their society's progress because the countries do not get new information from another country and it is caused by the people in that country cannot speak English well. Therefore, learning English, such as in school, is very needed to be done by all of the countries in this world.

It is widely known that Indonesian students start from junior high school until university learn English as a foreign language and the purpose of learning English is that students can communicate in English both oral and written form. The Indonesian government also puts English as obligation subject for Junior High School and Senior High School to adjust the education with global. Based on renewable curriculum 2013 that has main competence (KI) which became a benchmark to reach the purpose of education. In the fourth of main competence (KI) and this competence is about skills. Processing,

presenting, and reasoning in a concrete realm (using, parsing, assembling, modifying, and making) and abstract realm (writing, reading, computing, drawing, and composing) as learned in school and other sources in the same perspective/theory (English syllabus for class VIII Junior High School, Curriculum 2013 with new revision). In the fourth main competence (KI), students are expected to have a skill and create something in an abstract realm, such as writing skill.

Yet, mastering writing skill is not easy since it is considered as the complex skill. Many students consider that writing is a difficult subject to be learned even in their own language (Harmer, 2004; Alwasilah, 2005). Harmer (2004), “writing is a weird activity for students because they seldom write even in their own language. It is hard for them to start writing”. Langan (1987:137) also says “expressing thought in writing is a complex subject, which involves organization of thought, sound usage of English, and imagination”. (Purwati & Appl, 2013)

Further, Marpaung and Sinulingga (2014:2) say, “writing is a process of transforming thoughts and ideas into written form”. The way how to transform idea which is in mind into the form of the readable written passage makes writing difficult to be acquired by the students. Oshima and Hogue (as cited in Marpaung and Sinulingga, 2014:2) state “writing always has problems which put students into trouble as shown by errors made in organizing the composition and the language so that the students' writing topic cannot be stated correctly”. (Prajana Mita, 2015)

Afterwards, the problem has found when conducting the teaching practice program (2017) at SMPN 2 Cileunyi is, only 32.5% students (13 students from 40 students) who can reach the English subject minimum score, namely 75. They can reach that score because they have good ability in English subject and they can do the English test well. When the students are asked their difficulty in learning English, among 85% of them said

that they have problem in writing, such as in writing test, they can't do the test and the score is not good.

This research focuses on writing recount text to know the problem. Recount text is one of the text genres that the junior high school students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be some experiences and events. There are some students on the tenth grade of SMAN 1 Siantan in Academic Year 2012/2013 who still do not understand how to write this text correctly, especially to write the structures of contents in this text, such as in orientation like, On Friday, we went to the Megamall. Suddenly, we saw a child ran up the escalator without anyone accompanied him. It should be discussed in events or the problems in a report text. Sometimes, the students also begin to write a report text with the problem. Likewise, they should start with the introduction of a case that they want to tell. To start writing recount is not easy. The students should express the beginning of the story as interested as possible so that the story is interesting to be read. (Ramli, 2013)

There are several studies regarding problems in writing recount text. One research is provided by Danik Cahyaningrum (2014) that is conducted by random sampling to choose one class which consists of 28 students. The result indicated that there were 2 types of errors occurred on the use of to be an auxiliary verb, that was misinformation and omission, and 4 types of errors occurred on the use of to be as linking verb, that was the omission, addition, misunderstanding, and misordering. Another research is also conducted by Aknis Monica (2017) to eighth grade students at SMPN 1 Prambon and the result indicated there were four types of errors made by eighth grade students at SMPN 1 Prambon academic year 2015/2016 on using personal pronoun in writing recount text, those are: omission of subject (I and we) and possessive adjective (my), addition error of

subject (we) and possessive pronoun (theirs), mis-formation of subject (I), Dis-ordering of subject (I) and possessive adjective (my).

This present research is different from the previous research. Based on the explanation above, this research focuses on finding and analyzing what are the problems that is faced by junior high school students when the students are trying to generate an idea in writing recount text in order to the students and the teacher can know the problem that is faced the students do writing in recount text especially when they are in group. Thus, the title of this research is “Analysis of Student’s Problems in Generating Idea in Recount Text by Using Small Group Discussion Technique”.

## **B. Research Questions**

This research would answer these questions:

1. What are the problems faced by the students in generating ideas in writing recount text?
2. How is the students’ ability in writing recount text?

## **C. Research Objectives**

1. To know the problems faced by students in generating ideas in writing recount text.
2. To know the students’ ability in writing recount text

## **D. Significance Of The Research**

This research has two significant aspects, namely theory and practice aspects. Theoretically, the result of this research gave information about students’ problem in writing recount text of the eighth grade at SMP N 2 Cileunyi. Practically, for English teacher, this research gave contribution for English teacher to pay attention more when teaching writing especially recount form. Then, for the students, this research would be a motivation for the students to make better writing especially in recount form.

## **E. Rationale**

Writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. Writing is also one of four skills must be mastered by the students. It is an active skill because the students have to involve personally to construct a good paragraph. They have to notice on some components, such as vocabulary, spelling, pronunciation, and grammar. Therefore, this skill is considered as a complicated skill compared to other 3 skills.

Based on English standard competence (2006: 309-314) one of the texts that have to be learned by the eighth graders of Junior High School is recount text. Recount text is a text which retells events or experiences in the past. The purpose is to inform or entertain. The students have to be able to understand and to create a recount text well based on the social function and generic structure of the text.

In fact, this objective is very hard to achieve. Most of the students' skills are far away from their learning target. Young and Savage (1982: 135) state that writing skill could not come automatically. It requires some experiences, attention, and a lot of regular training. In order to have a product of writing, someone should follow some steps such as brainstorming, pre-writing, drafting then revising till he/she gets the final product of writing (Spratt, Pulverness, Williams, 2007). Wiliyanti (2006) found that many junior high school students have difficulty to write a text. There are some reasons that can make the students do not enjoy writing activity: 1) they consider that writing is a task; 2) there is less interaction between them in writing activity; 3) it needs extra skill or knowledge to write (Byrne, 1995). Many students are not able to construct recount text in a good composition. Even to write a simple recount composition, the students consume a plenty of time to finish it because the students are confused about what recount text is. Cases above happened since teachers ask students to write in academic setting and force students to write (Alwasilah, 2001). Usually, the teachers give some theories on how to make good

writing without any practice of writing itself. Furthermore, the students only know the theories of writing, and do not know how to express their ideas, thoughts, or feelings in written form. Therefore, they do not know how to arrange words into good sentences. Consequently, students do not have any clue when they are asked to compose a text. (Purwati & Appl, 2013)

Based on the fact above, the teacher needs to provide appropriate teaching technique in order to be able to decrease even overcome those problems. There are many kinds of teaching techniques for writing skill. However, the technique chosen in writing skill must be suitable for the purpose of teaching and the conditions of students. There is a technique called Small Group Discussion. In the small group discussion, the students can learn how to work together in a small group. This technique is appropriate to be applied since the cooperation aspect is better than the competition aspect of the teaching and learning process. The small group discussion is applied in order to help the teacher in dealing with the large class that contains more than 10 students. Additionally, this technique also helps the students who have some self-esteem problem (McKeachie, 1994). For example, the students who are too shy to state their opinion in front of the class during the activity (Framil, 1998:43). This technique will make them be more active since they have the responsibility to do the task well. It is quoted by Deutsch in Cohen (1999: 17) that the students tend to be more helpful after a cooperative task assigned. They also show the responsible behavior on the group task and progress (Brown, 1994:174). They understand that they are responsible for the group task as the same as their friends in the group. Hence, they will not be passive and not engage themselves in the teaching-learning process. They will be more active and brave enough to explain their ideas. In addition, Wajnryb (1990) shows the result of his research about the implementation of small group discussion to teach descriptive text in Australia. It shows that the teachers in Indonesia

have also been implemented this technique. Besides, Susanti (2010) has already implemented the same technique in teaching listening. She found that the effectiveness of the small discussion group in teaching listening. Thus, it can be said that this technique can be implemented in the teaching writing as well. (Maghfuroh, 2015)

#### **F. The Relevant Research**

There are some relevant research which related to the research, the first study was conducted by Ramli (2013) who conducted the research about the errors in writing recount text of the tenth-grade student in SMAN 1 Siantan in Academic year 2012/2013. The technique is used measurement technique and direct observation technique. The tool for collecting data are written test. Based on the finding in that research, there is 275 error made by the students in writing recount text.

The second research was obtained from Cholipah (2018) who conducted the research about finding empirical evidence of the most common errors and the source of errors in recount text writing made by the second-grade students of SMP Trimulia Jakarta. The data was presented in descriptive analysis way and the procedure of Error Analysis used is according to Ellis and Barkhuizen theory. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization, word choice, and verb tense. The lowest-three errors are incomplete sentence errors, meaning not clear errors and singular-plural errors.

The third research was conducted by Sari, Refnaldi, & Rosa (2013) who researched about students' writing ability in writing recount text and the problems made by the second-grade students of SMPN 29 Padang. The result showed that the student' writing ability in writing recount text in the middle level, it caused more than 50% of students got the score under 60. Then, on average students having problems in mastering grammar and vocabulary.

The fourth research was obtained from Cahyaningrum (2014) who conducted the research about analyzing the students' errors on the use of to be as Auxiliary and Linking verb on the students' recount text that made by eighth grade students of SMP N 19 Semarang in the academic year of 2013/2014, then she found out that the most frequent errors were errors on the use of Linking verb which was dominated by misinformation types.

The last but not least research was obtained from Monica, Yuli, Pd, & Pd (2017) who conducted the research about describing an analysis of errors in using personal pronoun dealing with the material of writing recount text made by eight grade students of SMPN 1 Prambon. The focus of this study were types of errors are made by the students, frequents errors for each type of errors and causes of errors made by eighth-grade students. The result showed that in students' writing had been found many errors that focused on personal pronoun is omission error, additional error, misinformation error, and disordering. Then, those errors were caused by their mother tongue, students' knowledge and context of learning in the class.

However, this research is different from the previous studies because this research focuses on finding and analyzing the problems that are faced by junior high school students on generating an idea in writing recount text especially when using small group discussion technique, whereas the previous studies focused on vocabulary and grammar only.