

CHAPTER I

INTRODUCTION

This Chapter present the general introduction of this study. It include the background of the study, research question, choosing the topic, the purpose of study, the significance of the study, the scope of the study and research methodology.

1.1. Background of the Study

Language is an integral component of human existence, functioning not only as a primary medium of communication but also as a crucial tool for expressing thoughts, emotions, and intentions. Algeo (2010) defines language as a system of conventional vocal signs through which human beings communicate. The interdependence between language and human life is evident, as the development of language parallels the advancement of human civilization.

Language facilitates interaction within social contexts, allowing individuals to construct meaning and maintain relationships. Amberg and Vause (2009) assert that language is the most fundamental means of communication, and it is inherently embedded in social life. In this regard, language not only serves communicative functions but also reflects cultural identity, social values, and cognitive development.

Among the various languages used globally, English has attained the status of a global lingua franca. It plays a pivotal role in international communication, education, science, business, and digital technology. Algeo (2010) emphasizes that English is the most widely spoken language across the world. In the Indonesian context, English is taught as a foreign language within the formal education system. Despite its status as a non-native language, English is considered essential for academic achievement, global engagement, and access to information.

In the process of learning English, students are required to master four fundamental language skills: listening, speaking, reading, and writing (Choudhury, 2013). Among these, writing stands out as a complex and challenging skill, particularly for learners of English as a foreign language. Writing involves the process of expressing ideas, thoughts, and information through the use of symbols and language in a structured and coherent manner. It enables individuals to communicate across time and space, requiring them to construct meaningful sentences, paragraphs, and entire texts to convey messages effectively.

As a productive skill, writing plays a significant role in the development of learners' language proficiency. Hossain (2015) highlights that writing is not only an essential component of language learning but also a critical tool for organizing thoughts and demonstrating comprehension. Moreover, writing is frequently employed as a key instrument for evaluating students' academic performance at various levels of education, reinforcing its importance in the language learning process.

Writing encompasses a diverse range of genres and purposes, one of which is recount text. Recount text is a genre of writing that aims to retell past experiences in a clear, organized, and chronological manner. It serves to inform or entertain the reader by sharing personal or factual events that have occurred in the past. This type of text is commonly used in daily life, for example, when narrating personal experiences to family or friends—such as describing a school activity, a family trip, or a memorable event.

Despite its relevance, many Indonesian students face difficulties in writing recount texts. These challenges may arise from limited vocabulary, insufficient mastery of text structure, or poor grammatical accuracy. As a result, writing recount texts becomes a demanding task for students, thereby highlighting the need for further investigation. Understanding the specific difficulties encountered by students in writing recount texts can provide valuable insights for educators and help improve teaching strategies in writing instruction.

1.2. Research Objective

Based on the formulation of the problem, the objective of the research is:

1. The objective of this research is to find out the difficulties faced by the student in writing English recount text at student of SMKN 4 Garut.

1.3. Research Questions

Based on the background above, the research is guided by the following questions:

1. What are difficulties faced by students in writing English recount text at the tenth grade student of SMKN 4 Garut ?

1.4. Significance of the Study

By doing this research the researcher hopes this research will have contribution in English teaching and learning particular for writing skill. This research will have important role for the teacher, students and of course for student of SMKN 4 Garut in building the better learning for English subject.

1.5. The Scope of the Study

In order to avoid misunderstanding, in this section the researcher defines some terms which are related to this study, they are:

1. Writing Skill

Writing is a productive language skill that involves the ability to generate and organize ideas into written form using appropriate vocabulary, grammar, and structure (Fitriani, 2021). In the context of this study, writing refers to students' ability to compose recount texts in English, reflecting their understanding of content, structure, and language use.

2. Recount Text

A recount text is a genre of writing that retells past experiences or events in chronological order, typically with the purpose of informing or entertaining the

reader (Indriani, 2020). It consists of specific elements such as orientation, series of events, and reorientation.

3. Writing Difficulties

Writing difficulties refer to the challenges students face in various aspects of writing, such as organizing ideas, using correct grammar, applying the appropriate text structure, and selecting accurate vocabulary (Putri & Sari, 2020). In this study, writing difficulties are identified based on students' performance in writing recount texts.

Furthermore, we will know what the problems in writing skill are in this case in writing a recount text. After analyzing the difficulties. We can be the better research for in the future when we want to do writing activity.

Theoretically this research is expected to be useful for developing teacher is study and the results of this research could be functioned as information and reference for further research related with the field.

Practically the result of this research is expected to give feed back and evaluations to student. So they walk avoid creating same errors. For the teacher is expected to be useful as contribution to find out and to analyze the student error in learning recount.