

CHAPTER I

INTRODUCTION

A. Background of The Research

Language is a form of conversation. As a broader form of language is conversation as a means of communication. Rohmah, n.d., (2013) states english is a compulsory subject taught at the tertiary level as a provision for students to be able to understand lecture literature which is mostly in English, be able to compete in the global era in the world of work upon graduation, or continue their studies to a higher level. With this big goal, students are required to master the four main skills in English, namely listening, reading, speaking, and writing.

All activities must have educators who are able to master teaching materials and learning strategies, so all efforts to improve the quality of education will not achieve optimal results. this demand is not only on certain subjects but on all subjects including English. It is important for a learning process (Munro, 2005). This is because educators must play a major role in achieving the hopes and noble goals of education. educators to create new paradigms to produce best practices in education.

In class practice, students often complain that writing assignments are very difficult. Writing turns out to be a scourge for students. In fact, mastery of material is the basic goal of the teaching and learning process. Fox (1993) defines writing as an activity of expressing ideas, feelings and opinions to communicate messages from the mind in written form. Writing has a two-step

Process, namely displaying the meaning of ideas and conveying them in written language. Through writing people can share ideas, express feelings, and convince others.

Because writing is important, there are several types of text stated. One of them is recount text. The recount text that has been taught is expected to be able to produce this text. According to Anderson (1997) "recount text is a portion of text that retells past events regularly and has the aim of describing what has happened". Likewise, Gerot and Wignel (1994) state "recount is the retelling of past events with the aim of informing or entertaining about what and when the event occurred." Based on these theories, retellings are generally based on the author's direct experience, but can also be imaginative or outside the author's experience. In recount text, a writer tells the reader about his personal experience or tells the reader about other people's experiences. In other words, recount text is text that retells events or experiences in the past.

The problems that will be faced in writing recount text are syntax errors, difficulty in using simple past tense, action verbs, linking verbs, and sentence patterns, difficulty in writing recount text ideas, lack of training in writing recount text.

Recount text is important to learn in English because it can help improve writing skills and develop storytelling skills. because recount text is a text that contains stories about experiences or events that occurred in the past. The difficulty in writing recount text is syntactic errors, such as errors in the use of verbs, pronouns, word order, prepositions and articles. There are also

techniques in writing recount text, namely using past tense sentences, telling events chronologically, and using adverbs.

B. Scope of The Research

This research focuses on the difficulties faced by students in writing recount text, especially students majoring in English at the English education study program at Universitas Khairun Ternate. Sampling from this research will be carried out on English students.

C. Statement of The Problem

What are the student's difficulties in writing recount text?

D. Research Objectives

Based on the research problems above, the research objectives are as follows:

To find out the students' difficulties writing recount text.

E. Significance of Research

1. Theoretical Significance

The researcher hopes that the results of the research will be about "Exploring students' difficulties in writing recount text in the first semester of English Language Education students at Khairun University".

2. Practical Significance

It is hoped that this research can help readers to know that students must know the importance of writing recount text in writing class. And also, it is hoped that this research can explore students' written paragraphs in recount text writing classes and contribute to other researchers who wish to conduct research related to "Exploring students' difficulties in writing recount texts in the English Education Study Program."