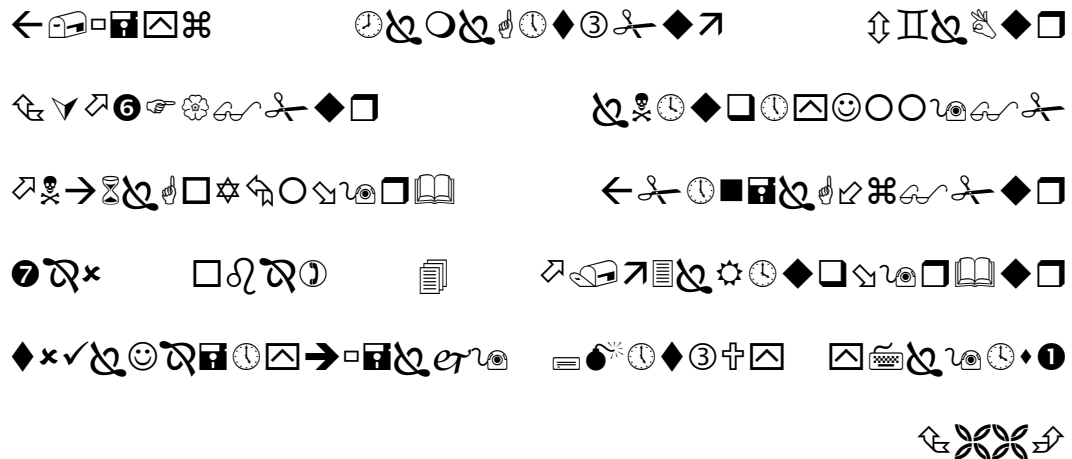




By language, people are able to extend any of expression such as idea, experience, feeling, thought, and any others in writing and oral. In this regard, God in Holy Koran (Q.S. Ar-Ruum: 22) has also granted to our capability in communicating to each other as follows:



The verse states that God has created the universe and also various language and skin colors, showing that He has the capability to create. As the obvious evidence for those who understand.

When we learn a language, there are four skills are demanded to be mastered by a language learner. They are Listening, Speaking, Reading and Writing. But in learning language, we do not only learn the four skills, but also learn the language component (such as vocabulary, grammar/structure, pronunciation and spelling). It means that in learning language, learners cannot master directly but it takes a long process from knowing nothing, having simple words of the language until one is able to produce correct utterances.

Writing is one of the language skills that almost every language learner attempts to achieve. Writing might be one of the difficult skills to achieve by language learners. It is because of the students' weakness in grammar ability that

makes them have to worry to put their thoughts into their writing. However, not everybody with good grammar ability have good result in their writing. They would think about the form of the essay instead of planning the paragraphs that are going to be put in the essay.

Hyland (2004), in his book *Genre and Second Language Writing* states that there are some genre or type of writing text such as Recount, Procedure, Narrative, Description and Report. The researcher assumes that recount text is the easier one to write, because the students do not need think too hard when they want to write, because it related to our activity or experience in the past. For example, they want to tell other people about something that has happened in their life, such as, what they did at the weekend or about exciting thing that happened when they were on holidays last year.

Comparing with another text type, recount is the simplest one. As stated by Anderson (1998, p.24), a recount text usually has three main sections. The paragraph gives background information about who, what, where, and when (called an orientation). This is followed by a series of paragraphs that retell the events in the order in which they happened. Some recounts have a concluding paragraph; however this is not always necessary. It is the reason why the researcher choosing this text type as the research.

Errors actually always appear in writing process of language learning. Language errors or learner's error usually associated with grammar mistakes. Teacher usually focuses on the grammar ability of students when it comes to writing performance.

According to Karani (2008), another common error appears when the students write recount text such as content, organizing and vocabulary and spelling. It means that they not only have an error in grammar but also have some problems in other aspects.

Having interviewed with the English teacher before conducting the research, the English teacher at tenth grade of MAN 2 Model Banjarmasin said that students at the tenth grade still have problems in writing. She also said that the most serious one is about grammar. Most of students usually made some ungrammatical sentences when they were writing. The writer is also interested in researching other problems such as, format punctuation or mechanics, content and organization.

The tenth grade students of MAN 2 Model Banjarmasin consist of fresh graduate from different Junior High School. They have different background in English. They have different teachers before, and of course they have been given different basic in English. It assumes that it can be as one of the factor that caused the problems in teaching and learning English, especially writing skill. Based on the reasons above, the researcher considers that MAN 2 Model Banjarmasin is suitable for conducting the research.

It makes the writer interests and decides to conduct a research about five common problems in writing recount text, they are: format, punctuation or mechanics, content, organization, and grammar or sentences structure. This problem increased the researcher's interest to make a research entitle: "**THE**

**ANALYSIS OF STUDENTS' PROBLEMS IN WRITING RECOUNT TEXT  
AT THE TENTH GRADE OF MAN 2 MODEL BANJARMASIN  
ACADEMIC YEAR 2012/2013".**

**B. Statements of Problems**

The problems of the study can be formulated as follow:

1. How is the students' ability in writing recount text at the tenth grade of MAN 2 Model Banjarmasin academic year 2012/2013?
2. What are the most students' common problems are faced by the students in writing recount text at the tenth grade of MAN 2 Model Banjarmasin academic year 2012/2013?

**C. Reasons for choosing the title**

There are certain reasons for choosing the title, including:

1. Writing is one of the skills that need to be mastered when we are studying English language.
2. Problems actually always appear in writing process of language learning.
3. Students' problem usually associated with five components: format, punctuation or mechanics, content, organization, and grammar or sentence structure.

**D. Objective of Study**

Based on the problem above, this research intends to find out:

1. The students' ability in writing recount text at the tenth grade of MAN 2 Model Banjarmasin Academic Year 2012/2013.
2. The most students' common problems in writing recount text at the tenth

grade of MAN 2 Model Banjarmasin Academic Year 2012/2013.

### **E. Significance of Study**

The result of this research is expected to contribute to the field as follows:

1. For the teacher it will give more knowledge in recount text and learners' problems. It also can increase the ability of teacher in teaching writing recount text.
2. For the students they will able to build up the meaning of text given to them. They will be more understood how to construct a good piece recount text with the appropriate language rules and structures.

### **F. Definition of Key Terms**

To avoid misunderstanding the writer needs to clarify the title as follow:

1. Ability is the quality of being able to do something or acquire skill. The writer means in this research is the ability of students in writing recount.
2. Student's problem is thing that is difficult to deal with or understand. Problems in writing recount text usually associate with five components. They are format, punctuation and mechanics, content, organization, and grammar and sentence structure.
3. Writing recount text is a kind or type in writing. This text type is used to tell about the activities in the past. It usually has three main sections, they are orientation (provides setting and introduces participants), events (tell the sequences of the events), and reorientation (summaries of the events).
4. A free writing test is a technique in writing that is used to construct a recount text. There are several topics that are provided, and then we can

choose one of them as our topic. In this text, we are free in constructing the content of our recount text.