

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In English there are four language competencies namely, speaking, writing, reading and listening. On one hand, speaking and writing are classified into productive skills, on the other hand, reading and listening are classified into receptive skills. From those skills, one of the skills that must be mastered by students is writing skills. Writing skills are classified into productive skills, because by writing, students will produce opinion, ideas, concepts and meaning from context.

In addition, according to syllabus curriculum in K13 the learning outcomes of writing especially in writing texts in Junior High School level is, students are expected to be able to apply text structures and linguistic elements of texts to carry out the social functions of texts, students are also expected to be able to grasp the meaning of spoken and written texts, short and simple, and finally

students are expected to be able to compose texts both spoken and written, and also short and simple.<sup>1</sup>

In Junior High School level, especially in grade 8, one of the types of text that is learned is recount text. Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred. As a matter of fact, there are many factors that affect students' ability to write, especially in writing recount texts, including students' understanding of recount texts (concepts, social functions, generic structures, and language features), mastery of vocabulary, grammar, motivation, interests, writing habits. And one of them is linguistic intelligence, why, because linguistic intelligence affects students' ability to write, especially in language features.

However, based on some previous study which conducted by contemporary scholars such as by Fika Alisha, Nisfu Safitri, and Santoso, it shows that, English Foreign Learners in Indonesia setting have some difficulties to master English. Some issues may be encountered when producing text; students who rarely write in English frequently suffer difficulty when their teacher asks them to

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<sup>1</sup> Silabus Pembelajaran Kelas VII SMP-Bahasa Inggris

write down their ideas, thoughts, or experience. Students must grasp a variety of genres in order to improve their writing abilities. It can be difficult for pupils to express their ideas when try to write because each genres has a specific aim, specific language feature, and general structure. Thus, the difficulties in composing encountered by writers or foreign language learners. They must first understand the text's fundamental goal before they may express their thoughts, ideas, or experiences.<sup>2</sup>

Based on direct observation while conducting teaching practicum in SMPN 1 Baros, Serang Regency, in line with prior statements, one of the English teachers said that in learning English there are still many weaknesses from students, especially in terms of linguistic. In writing skill for example, the teacher claim that the students had difficulty expressing an idea in writing, most of the students have difficulties in composing words or sentences in English. And according to English teacher at SMPN 1 Baros also, one of the problems that are still a problem for students in learning English is the lack of student motivation in learning English. And

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<sup>2</sup> Fika Alisha, Nisfu Safitri and Iman Santoso, "Students' Difficulties In Writing EFL", *Projek: Profesional Journal of English Education*, Volume 2, No. 1, (January, 2019), 24

they are still lack of vocabulary because they seem difficult to know the meaning of vocabulary and to differ between regular and irregular verb.

Additionally, based on interview with the English teacher she states that every students' has different abilities, and has their own intelligence. Not all students are weak in writing, but there are also those who are good at writing skills, this goes back to the intelligence possessed by students.

To sum up, from the previous explanation, the researcher's interest to conduct the research paper entitled "An Analysis of Students' Writing Recount Text Based on Linguistic Intelligence Perspective". This study aims to analyze how is students' ability to write recount test based on linguistic intelligence perspective.

## **B. Identification of Problems**

Based on the background of problem, some issues regarding to this study can be identified as follows:

1. The eighth grade students' of junior high school 1 Baros had difficulty expressing an idea in writing, most of the students have difficulties in composing words or sentences in English.

2. The eighth grade students' of junior high school 1 Baros are less motivated in learning English.
3. The eighth grade students' of junior high school 1 Baros have less English vocabulary.

### **C. Focus of The Study**

Because the researcher has many limitations in committing this research. Thus, this research only concerns to analyze how the students' ability in writing recount text based on linguistic intelligence perspective at junior high school 1 Baros, Serang Regency.

### **D. Research Question**

Based on background of study and focus of the study, The researcher formulates a research as follows:

"How is the students' ability in writing recount text based on linguistic intelligence perspective?"

### **E. Objectives of Study**

The study aims to analyze students' writing recount text influenced by linguistic intelligence.

## **F. Significant of Study**

The significance of this study is twofold. Namely, theoretically and practically. On one hand, theoretically this study will add treasure of science and develop theory on students' linguistic intelligence in writing recount text. On the other hand, practically this study will be important for many parties. Such as :

### 1. For the teacher

By knowing students' ability in writing recount text based on linguistic intelligence perspective, the teacher would be aware of the pupils' level of linguistic intelligence when they were composing recount texts.

### 2. For the student

By knowing students' ability in writing recount text based on linguistic intelligence perspective, the students can improve their linguistic intelligence abilities. The result of this research can be used as a effort to improve students' ability in writing recount text, and it may guide, help, and encourage students to express their ideas, opinions, and thought onto paper.

### 3. For the future study

By reading this research, this research contributes a new paradigm which will be useful for further discussion on the

analysis of students' ability in writing recount text based on linguistic intelligence perspective. And for other researchers who intend to carry out a similar version of it can obtain more details and references

### **G. Previous Study**

There are some previous studies that conducted by several researchers:

The first study by Kuni Azkal Maroya entitled "Descriptive Analysis of Students' Writing Styles Based on Howard Gardner's Theory of Multiple Intelligences". This study aims to know the intelligence types of STAIN Salatiga International Class Program 6 semester students, investigate writing styles based on multiple intelligences of STAIN Salatiga International Class Program 6 semester students, and investigate the dominant writing style of 6 semester students. It was meant to reveal style an international class program based on the multiple intelligences of STAIN Salatiga. This study used descriptive research with a qualitative approach.<sup>3</sup> The research has shown that all students have fairly good linguistic

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<sup>3</sup> Kuni Azkal Maroya, "A Descriptive Analysis of Student' Writing Style Based On Howard Gardner's Theory of Multiple Intelligence", IAIN Salatiga, V. 4, No. 1, (December, 2019), p. 12

intelligence, most of them perform this intelligence fairly well, and nearly all of them have a high level of interpersonal intelligence.

A second study titled "An Analysis of Students' Recount Texts from a Systematic Functional Linguistic Perspective" *RETORIKA: Jurnal Ilmu Bahasa*. By Ni Kadek Heny Sayuti, Eri Kurniawan Universitas Pendidikan Indonesia (2018). The purpose of this study is to describe the rewriting of teks by students. This research uses a qualitative case study research design.<sup>4</sup> The research has shown that the majority of student writing questions consist of social functions and linguistic features. Regarding language features, there were still some errors in spelling, punctuation, and capitalization. Regarding interpersonal metafunctions, errors were usually finite due to overlapping past and present tenses. As a result, we found that most of the verses were written in a material process and still lacked references to the topic rhyme structure.

A third study by Aniatul Jannah titled "Correlation Between Linguistic Intelligence and Writing Ability in Students". This study aims to determine whether there is a significant association between linguistic intelligence and writing ability in first-year high school

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<sup>4</sup> By Ni Kadek Heny Sayuti, Eri Kurniawan "An Analysis of Student's Recount Text in System Functional Linguistic Perspectives" *RETORIKA : Jurnal Ilmu Bahasa*, V. 4, No. (1 April 2018), p. 53-59



students. This study used quantitative methods with correlation as the study design. <sup>5</sup>The research has shown that for the 2019/2020 academic year, her first-year students at High School Cahaya Madani Boarding School Kabupaten Pandeglang were found to have a strong correlation between their verbal intelligence and their writing abilities in a study.

These three studies have similarities and differences. What these three studies have in common is that they analyze English writing ability competence within the scope of linguistic intelligence. However, these three studies have slightly different ways of using research methods. The first study used a qualitative method with a descriptive research approach, the second study used a qualitative method with a case study research approach, and the third study used a quantitative method with a correlational approach.

However, until now from the previous studies there is no study who has been conducted by contemporary scholars or educators who has been concerned to analyze students' ability in writing recount text based on linguistic intelligence perspective at the eighth grade students' at junior high school 1 Baros, Serang Regency.

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<sup>5</sup> Aniatul Jannah, "The Corolation Between Students' Linguistic Intelligence and Their Writing Ability" (A Correlational Study at the First Grade of Senior High School Cahaya Madani Banten Boarding School (CMBBS) Kabupaten Pandeglang, Thesis, (April, 2021).

Therefore, the researcher firmly believes that this research needs to be carried out comprehensively to reveal the influence of students' ability in writing recount text based on linguistic intelligence perspective.

#### **H. The Organization of Writing**

The paper is divided into five chapters, each of which is then divided into multiple subchapters until the organization becomes systematic. The writing procedure is as follows.

The first chapter discusses the introduction, which includes the study's background, identification of the problem, limitation of the problem, research question, purpose of the study, significance of the study, and writing arrangement.

The theoretical framework is discussed in Chapter 2. The definition of intelligence, factors of intelligence, type of intelligence, definition of linguistic intelligence, definition of writing, the process of writing, definition of recount text, type of recount text, generic structure of recount text, language features of recount text, and other topics are covered in this chapter.

The third chapter describes the research approaches that will be used in the research. This chapter covers the research method, the unit of analysis, the data instrument, and the data analysis approach.

Chapter four discusses the results and discussion of emotional intelligence in English learning and techniques to overcome emotional intelligence in English learning.

The fifth chapter discusses the findings and recommendations.