

# CHAPTER I

## INTRODUCTION

This chapter provides general outline of the study. It covers background of the study, statements of problems, aims of the study, clarification of terms, and organization of the paper.

### 1.1 Background of the Study

According to the Indonesian Curriculum 2013, tenth grade students of high school and vocational school in Indonesia should comprehend recount genre. One of the basic competences for recount genre is that students have to be able to write a simple written recount text which fulfills the social function, the generic structure, and the linguistic features of the text. In other words, the aim of the basic competence is that students can express their idea and form it into a good written text which does not have ambiguous meanings to the readers.

English is included as one of obligatory subjects in secondary level in Indonesia. One of the reasons why the students need to learn English is because they have to be “adequately exposed to all of the four basic skills, namely listening, speaking, reading and writing” (Brown, 2000, as cited in Darus & Subramaniam, 2009, p. 486) in order to communicate with people from different cultures and background.

Furthermore, based on the preliminary study in a classroom during Teaching Practicum Program (*Program Pengalaman Lapangan*) at one public high school in Bandung, the students tended to write sentences ungrammatically, particularly in writing recount text. Recount text has three parts in generic structure: orientation, sequence of events, and re-orientation; (Department of Education and Communities of New South Wales, 2011; Department of Education and Child Development of Australia, 2012) and linguistic features:

specific participant, use of simple past tense, and use of action verbs (Derewianka, 1990; Gerot & Wignell, 1995; Emilia, 2010). Most of the students found difficulties in applying the generic structure and the linguistic features in writing in English, particularly in recount text. They were confused of how to write a good recount text due to their limited mastery of English. In the end, they still made errors in linguistic features, such as simple present tense and prepositions. Learning a target language is more difficult than learning first language and a number of students have problems learning the target language (Cook, 2008). Therefore, first language may interfere the production of target language competence in learning process.

Therefore, based on the preceding arguments, this study investigates the ability of tenth grade students in writing recount texts in terms of the generic structure and the linguistic features. This study is expected to give richer analysis for the students so that in the future they can communicate in English well.

## **1.2 Statement of Problems**

Two research questions coherent to the purpose of the study are elaborated as follows:

- a. To what extend do students apply the generic structure of recount text in their writing?
- b. How do students apply simple past tense in their writing?

## **1.3 Aims of Study**

This section will elaborate general purpose and specific purpose of the study.

The general purpose of the study is it is expected that the study would make at least one major contribution to the areas of Systemic Functional

Grammar. This study is an attempt to investigate students' recount text in terms of the generic structure and the linguistic features. It is also expected to give benefits for teachers to pay more attention and gain insight into the learners' difficulties and to find effective ways to teach text types and their linguistic features to their students. Furthermore, it can facilitate the textbook writers in developing suitable materials for the courses. This study is also expected to contribute to fill the gap in the research of Systemic Functional Grammar.

There are two specific purposes of the study. Firstly, it is aimed to investigate the difficulties which occur in students' recount text. Secondly, it will elaborate how students apply simple past tense in their writing.

#### **1.4 Scope of the Study**

This study is focused on analyzing the generic structure and the linguistic features in students' recount texts. In analyzing the texts, transitivity of Systemic Functional Grammar by Halliday (1994) is employed to discover the generic structure and the linguistic features of the students' recount texts. The writing is only focused on six pieces of recount texts written by tenth grade students of a public high school in Bandung.

#### **1.5 Clarification of Terms**

In order to avoid misunderstanding of some particular words, this part will elaborate briefly some related terms used in this study.

- a. Recount Text – a text which retells events happened in the past (Emilia, 2010)
- b. Systemic Functional Grammar – a theory that sees language serves not only a set of rules, but a resource for making meaning as well (Halliday, 1994; Emilia; 2005; Eggins, 2004).

- c. Writings – a group of pieces of writing, especially by a particular person or on a particular subject (Oxford dictionary, 2010)

## 1.6 Organization of the Paper

The paper will be presented in five chapters, as follows:

Chapter I : Introduction

This chapter provides general outline of the study. It covers background of the study, statements of problems, aims of the study, clarification of terms, and also organization of the paper.

Chapter II : Theoretical Foundation

It presents review of the literature which is relevant to the study being researched which includes writing, recount text, Systemic Functional Grammar, Transitivity system and review of the previous studies.

Chapter III : Research Methodology

This chapter will give clear discussion about how data would be collected and analyzed. It describes research design, participants of the study, data collection, and data analysis.

Chapter IV : Findings and Discussion

This chapter will cover data presentation and data analysis. It consists of the analysis of students' recount texts in terms of the generic structure and the linguistic features.

Chapter V : Conclusions and Suggestions

This chapter presents conclusion and suggestion drawn from the analysis of the formulation of the problem.