CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research paper that describes background, research questions, aims of the research, significance of the research and scope of the research. It also talks about clarification of terms; to define operational terms used in the current research and organization of paper.

1.1 Background

Speaking is basically a medium used to express meaning. For young learners, speaking is the medium when a new language structure is encountered, understood and also practiced (Al Hosni, 2014). A young learner might encounter difficulties speaking in L2, since there are fundamental differences between one's L1 and L2 (Hojati, 2013). The available literature also shows that a non-native speaker, especially at the initial and intermediate stages of learning, may find it difficult in learning to speak in English (Hojati, 2013). As a result, the learners maintain to code-switch, thinking-for-speaking-patterns in order to prevent communication breakdowns which result in deviations or 'errors' in speaking (Robinson and Ellis in Hojati, 2013).

Many literatures currently see the errors produced by learners as a source for researching the process / strategies used by the learner in learning L2. Nagaraj (as cited in Hojati, 2013) asserts that errors are no longer just considered as something 'sinful'. The existence of errors is the inevitable sign of human weaknesses (Fauziati, 2011). It is inevitable in any learning situation which requires capability to be creative in learning foreign language. Moreover, Hidayati (2011) believes that students' errors are parts of a learning process which may provide vital insight into the process of language learning.

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Based on the curriculum implemented in Indonesia, one of the speaking lessons which should be mastered by Junior High School students is retelling past

events or experiences. Nafisah & Kurniawan (2007) suggest that the students have to retell the record events or experiences which they have encountered in the past.

Many studies which focused on speaking production only investigate students' difficulties in speaking on grammatical difficulties. The students' problems in developing their ideas in speaking production are not fully addressed. Although grammar also plays important role in students' language, the students' problems in developing idea in speaking should also be concerned.

To fill the gap and to enrich the information related to the analysis of students' difficulties, the current research focuses on speaking production particularly in retelling past experiences. The research is focused on investigating the generic structures and linguistic features of the students' story, and the possible causes of the students' errors. In this case, the generic structures of the text were analyzed by using theory proposed by Emilia (2011). Meanwhile, the linguistic features of the texts were analyzed by employing transitivity of Systemic Functional Grammar developed by Halliday (1994). Surface strategy taxonomy was also applied to categorize the grammatical errors found in the students' story. To finish the analysis, the teacher's and students' interviews were coded to discover the possible causes of the students' difficulties.

Hopefully, this research is able to enrich students' knowledge in speaking so that they are able to speak effectively and accurately, to enrich the literature of students' speaking production analysis and to help the teachers to investigate students' difficulties in speaking English. As a result, the researcher comes up with a research entitled: *Students' Difficulties in Retelling Past Experience* (A Case Study at One Private Junior High School in Bandung).

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1.2   Research Questions

As exemplified on the previous section, the current research aims to analyze the students' difficulties in retelling past experience based on text organization and linguistic features along with the possible causes of the students' difficulties. Therefore, the researcher of the present research raised the following research questions:

1. What are the students' difficulties in retelling past experience?
2. What are the possible causes of the students' difficulties?

1.3   Aims of the Research

In the light of the preceding discussion, this research aimed to:

1. Discover the students' difficulties in retelling past experience based on the analysis of text organization and linguistic features.
2. Discover the possible causes of students' difficulties based on teacher and students' perspective.

1.4   Scope of the Research

This present research covers the analysis of students' difficulties in retelling past experience and the possible causes of the students' difficulties. To discover the students' difficulties, the current research attempted to analyze the organization of students' text, linguistic features and grammar. The researcher employed the theory of recount text organization proposed by Emilia (2011) to analyze organization of students' text, transitivity of Systemic Functional Grammar by Halliday (1994) to analyze linguistic features of the text and surface strategy taxonomy proposed by Dulay, Burt and Krashen (1982) to categorize the grammatical errors found in the students' story. Besides analyzing the difficulties,

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the current research also attempted to discover the possible causes of students' errors, which were analyzed by conducting interview with English teacher and the students.

The result of the research cannot be generalized for all levels of learners. However, the result can still be useful for researchers who would like to conduct such research for different level of learners. The research participants are also limited with seventh grade students in a private bilingual school in Bandung. Different geographical and learning context settings may also lead to different result of the research.

1.5   Significance of the Research

Theoretically, this research is expected to enrich the literature and to provide a beneficial reference for research related to the analysis of students' difficulties particularly in speaking production. Some studies have been only analyzing students' difficulties on grammatical level without concerning on students' text organization and other linguistic features in order to discover students' difficulties in developing idea when they retell past experience. This research, however, analyzed the text organization, linguistic features along with the possible causes of students' difficulties.

Practically, the result of the research will give information about the problems which the students face in the development of foreign language mastery through the analysis of students' difficulties in speaking production. This information enables teacher to be more focused on students' foreign language mastery. Moreover, since the participants of the research were seventh grade of EFL students, the identified errors may propose understanding of the teacher regarding the students' deficiency of particular aspect during their second language acquisition development.

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This research will also contribute to professional development in a form of providing information in designing an appropriate lesson to cope with the problems. English teachers will be aware of the students' ability level in producing foreign language which will enhance their capabilities in teaching students to speak more accurately and effectively.

1.6   Clarification of Terms

Speaking: Speaking can be defined as interactive producing, receiving and processing information. Its form and meaning depend on the context, including the participants, experiences, physical environments, and the purpose of speaking itself (Nunan, as cited in Febriyanti, 2011).

Error: Error is the incurrent use of language system elements which occur when a learner has not yet understood particular material thoroughly (Ratnah, 2013).

Recount: Recount is a text that retells events happened in the past (Emilia, 2011).

1.7   Organization of the Paper

This paper is divided into five chapters as in the following:

Chapter I presents an introduction of the research paper that describes background, research questions, aims of the research, significance of the research and scope of the research. The last two subtopics talk about clarification of terms to define operational terms used in the current research and organization of paper.

Chapter II discusses theoretical foundation of the research which consist of four theories; speaking, text, systemic functional grammar, and error analysis. This section also discusses some related previous studies.

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Chapter III presents an explanation of research design to describe the design conducted in this research to answer research questions, participants of the research as the source of data in this research, sample, data collection to describe techniques in collecting data through particular techniques and data analysis including the description of method used to analyze raw data collected from data collection phase.

Chapter IV presents the core unit of the research, which elaborates and discusses the findings with relevant theories. The theories which are elaborated in this chapter have been previously discussed in the previous chapter.

Chapter V provides conclusion and recommendation based on the findings toward theoretical, pedagogical and professional significance also tries to answer the proposed research questions regarding to learners' errors in monologue story and the possible causes of the errors.

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