

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study. It comprises the background of the study, purpose of the study, research questions, significance of the study, scope of the study, clarification of related terms, and paper organization.

1.1 Background

In the Indonesian Curriculum 2013, tenth graders of senior high school and vocational high school should master some of English texts, one of the English texts is recount text which is the focus of this study. Recount text is a text which recalls and reconstructs events, experiences and achievements from the past in a logical sequence (Stubbs, 2010, p. 8). A similar definition is also stated by Minar and Zitnay (2012, p. 2) that recount text tells about not only a specific person or event but it is also organized as a series through time. To be able to write a recount text is one of the basic competences that should be achieved by the students. The students' recount texts should fulfill the schematic structure and linguistic features of the recount text. This text type was chosen to be analyzed by using transitivity system because the criteria and purpose of the text were considered more relevant and appropriate compared to other text types since transitivity system deals with the content which is expressed in the language: all the doing, sensing, being, saying activities that happen in the world (Emilia, 2014, p. 149).

One way to find out the students' ability in writing a text is by analyzing their texts or writings. One activity that helps teachers assess students' understanding of grammar terminology and structure is a task in which students examine a piece of writing and identify examples of grammatical structure, the goal is not only to see what students know, but also to get them to begin to talk about grammar in context using the appropriate metalanguage (Harklau, Roberge & Siegal, 2009, p. 246).

As mentioned above, the students' product can give the information about their abilities. Regarding this, there are many studies concerning about the

analysis of students' writing have been conducted, especially Systemic Functional Linguistics. Systemic Functional Linguistics (often abbreviated as SFL) is increasingly recognized as a very useful descriptive and interpretive framework for viewing language as strategic and a resource for making meaning (Egins, 2004; Gerot & Wignell, 1995).

There were several studies in text analysis using SFL framework. Then, the researcher found out some previous researchers investigated transitivity system on students' texts. However, their data collections of students' writings were taken in students' first texts. The researchers did not ask students to write drafts.

The studies observed transitivity system which the focus was on students' texts in terms of purpose, linguistic features, schematic structure and process types found in the texts as well. First, the study conducted by Permanasari (2011) who observed university students' recount texts. On her findings, the results showed that the students were able to apply the schematic structure of recount text and also the linguistic features criteria of recount text (using Transitivity system). However, she also found some problems faced by the students, such as: grammatical structure, misuse of circumstance and participant. Next, the study conducted by Nurohmah (2013) who investigated university students' recount text. Her findings showed that most of students seemed to be able to apply the schematic structure of recount text. However, in term of linguistic features, most of students faced problems in the use of simple present tense, past tense, prepositional phrases, regular and irregular verbs. The last one was a study conducted by Gintings (2015) who analyzed eleven graders students' analytical exposition text. The results showed that the students applied the schematic structure and linguistic features of exposition text. Moreover, the students also put the accurate types of processes and relevant circumstances. However, the fulfillment was still inadequate to some extent.

Furthermore, based on the researcher's experience in her internship (PPL) in one of private high schools in Bandung, most of the students' fluency were

relatively good. They could speak very well and were confident. But, once they wrote a particular English text, they had difficulties in terms of the text criteria itself, for example the purpose, linguistic features and schematic structure of the text. They were confused on how to write a good text due to their limited English mastery. Moreover, they also often made mistakes on the past tense.

Therefore, the researcher would like to investigate the students' recount texts since applying a particular text's criteria is the problem faced by the students in learning English in that school. Moreover, in collecting the data of students' texts, the students were asked to write several drafts before the final text.

Thus, this study aims to investigate the criteria of recount text such as the purpose, linguistic features and schematic structure of the text and the students' problems in writing the texts. The analysis of the purpose as suggested by Barwick (1999) & Palmer (2011) is applied to analyze the purpose of the students' texts. Then, the schematic structure of recount text as proposed by Anderson & Anderson (1997), Barwick (1999), Christie (2005), Gerot & Wignell (1995), Palmer (2011) and Stubbs (2000) is applied to observe the schematic structure of students' texts. Meanwhile, the analysis of transitivity system by Halliday (1994), Gerot and Wignell (1995) and Eggins (2004) is applied to identify the linguistic features of the texts. Furthermore, the analysis of the problems uses the problems from the findings and interview.

1.2 Research Questions

This study is guided by the following research questions:

- a. What are the ways students write recount text in terms of purpose and schematic structure?
- b. Do the students' recount texts fulfill the linguistic features of recount text criteria?
- c. What problems do the students face in writing recount text?

1.3 Purpose of the Study

This study aims to investigate the purpose, linguistic features and schematic structure of the students' recount texts by using transitivity system analysis and to investigate the students' problems in writing a recount text.

1.4 Significance of the Study

This study is significant for at least two perspectives:

1.4.1 Theoretical Perspective

This study is expected to explore the literature of students' writings, especially recount text analysis by using Transitivity system of Systemic Functional Linguistics. The researcher also intended to guide the teachers to develop and explore the students' skills in writing various text types theoretically.

1.4.2 Practical Perspective

The result of this study is expected to provide a reference for teachers about how to analyze the students' writings, especially recount text in terms of linguistic features by using Transitivity system of Systemic Functional Linguistics. It is also expected for students to practice their English skill at writing in English both inside and outside the classroom. Moreover, this study also addressed itself for the future research as a reference in analyzing the students' texts by using Transitivity system.

1.5 Scope of the Study

This study focuses on analyzing six recount texts written by tenth grade students of a private school in Bandung. In analyzing the texts, Transitivity system of Systemic Functional Linguistics will be employed to discover the linguistic features of students' recount texts.

1.6 Clarification of Terms

To avoid misunderstanding, ambiguity and misinterpretation towards the concepts and the meaning presented in this study, here are the technical explanation of related terms used in this study.

1. Systemic Functional Linguistics

Systemic Functional Linguistics (often abbreviated to SFL) is a theory which sees that language is not only a set of rules, but also as a strategic, making-meaning resource. (Eggins, 2004, p. 2; Emilia, 2005, p. 87; Halliday, 1994, p. 15).

2. Transitivity System

The transitivity system is the major system of grammatical choice involved in the way that people express experiential meaning, that is, in the way that people express reality (Dong, p. 113). In this research, the transitivity system will be included in the system of participants, circumstances and processes which includes: (i) material ('doing'), (ii) mental ('thinking'), (iii) behavioural ('behaving'), (iv) verbal ('saying') and (v) relational ('being').

3. Recount Text

Recount text is used to tell past events, such as holiday experiences, accident, activity report, etc. (Wardiman, p. 115).

4. Mistake

Mistakes occur when the learner has not yet learned how to master a certain grammatical form (Elis & Barkhuizen as cited from Taher, 2011). However, errors are morphological, syntactic and lexical forms that deviate from rules of the target language, violating the expectations of literate adult native speakers (Belcher & Liu, 2011). Elis & Barkhuizen (cited from Taher, 2011) further argue that mistakes and errors are different, errors occur because of gaps in the learner's English knowledge whereas mistakes occur when the learner has not yet learned how to master a certain grammatical form. In this research, the researcher will use the term mistake to indicate the students' mistakes and errors.

1.7 Organization of the Paper

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

Chapter I Introduction :

This chapter elaborates the introduction of the study. It comprises the background of the study, purpose of the study, research questions, significance of the study, scope of the study, clarification of related terms and paper organization.

Chapter II Literature Review :

This chapter discusses the literature review of the study to support and strengthen the background of the chapter one. This part comprises recount text, systemic functional linguistics, transitivity system, written feedback, and drafting.

Chapter III Research Methodology :

This chapter presents a clear exposure about how the study is carried. This chapter explains the research method to answer the statements of problems proposed in the first chapter. This chapter comprises the research design, research site, data collection and data analysis.

Chapter VI Findings and Discussions :

This chapter analyzes the findings and discussions of data analysis results. The discussion will focus in terms of the purpose, linguistic features, schematic structure, the problems faced by students and the feedback analysis.

Chapter V Conclusion and Suggestion :

This chapter shows the conclusion and several suggestions of the study based on the analysis. The conclusion states the answer to the research questions about the Recount text's criteria in students' Recount text. There are also several suggestions for the teachers and future researchers related to Transitivity system analysis.

1.8 Concluding Remark

This chapter has described the introduction of the study which covers the background of study, purpose of the study, research question, significance of study, scope of the study, clarification of related terms, and paper organization.