

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study. A brief explanation of the issues and the aspects related to the discussion are also included.

### 1.1 Background of the Study

Writing is one of the basic skills which must be mastered by students of English Department in Indonesia University of Education. One of writing texts which must be produced by students is Recount.

In a Recount text, the students must retell the sequence of events or experiences which they have ever got in the past (Nafisah and Kurniawan, 2007:65). Similarly, Derewianka (2004:8) defines “Recount is the unfolding sequence of events over time”. Retelling past event intends to entertain or inform others what happened and when it happened (Gerot and Wignell 1995:194). It means that the students are expected to be able to write their past experience by learning Recount. It can be their personal diaries, letters, and biographies.

Even though Recount texts had been studied since junior high school, sometimes the students had problems in writing the Recount texts. It can be seen from Jaelani’s research which showed that many students faced problems in writing Recount text. They often created ungrammatical structure in their text.

Therefore, the researcher investigates students’ writing by analyzing *schematic structure* and *linguistic features* of students’ Recount texts. Hopefully,

by doing this research can identify what influences the students' problems in writing.

The research is focused on analyzing Recount texts written by the eighth semester students of English Department. Students' Recount texts were investigated by analyzing *the schematic structures* and *the linguistic features* of the Recount texts. In this case, *the linguistic features* of Recount texts were analyzed by using *transitivity* of Functional Grammar developed by Halliday (1994). Meanwhile, the structure of the texts was analyzed based on *the schematic structures* of the Recount texts as suggested by Anderson and Anderson (2003:50). The research is expected to increase and enrich students' knowledge in *writing* so that they can write English well.

## 1.2 Research Questions

The problems to be investigated are formulated in the following questions:

1. How are the students' Recount texts structured?
2. What are *the linguistic features* found in the students' Recount texts?

## 1.3 Purpose of the Study

The purpose of the research is to investigate students' writing by analyzing *the schematic structures* and *the linguistic features* of the students' Recount texts

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

The research is focused on the students' texts by analyzing *the schematic structures* and *the linguistic features* of the texts. In analyzing the texts, the researcher employs *transitivity* of Systemic Functional Grammar which is developed by Halliday (1994). The reason for selecting *transitivity* is that *transitivity* can discover *the linguistic features* of a certain text. In this case, *the transitivity system* is used to uncover *the linguistic features* of the Recount texts. The structure of the texts is analyzed by using *the schematic structure* of Recount as suggested by Anderson and Anderson (2003:50), and Emilia (2008:17).

#### **1.5 Significance of the Study**

The research is expected to have some contributions both in theory and in practice.

##### **1.5.1 Theoretical Benefits**

The research is valuable for the next researchers who are interested in analyzing Recount by applying Systemic Functional Grammar. The research is expected to be an additional source for the next researchers.

##### **1.5.2 Practical Benefits**

First, hopefully the research can improve researcher's knowledge in mastering English. Second, the findings of the research are expected to be references for the students of English Department to improve their *writing* skill regarding the errors they made.

## 1.6 Clarification of Terms

The following terms are provided in order to avoid misunderstanding of the terms presented in the research.

1. Writing : Written works of an author (oxford dictionary, 2008:516)
2. Recount : “A piece of text that retells past events, usually in the order in which they happened” (Anderson and Anderson 2003:48).
3. Functional Grammar : Functional Grammar is Halliday’s theory which sees language as resource for making meaning (Gerot and Wignell, 1995:6).

## 1.7 Paper Organization

The research consists of five chapters. Chapter I is introduction which consists of the background, research questions, the purpose of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

Chapter II is theoretical foundation. It consists of theories which relate to the topics that are investigated by the researcher, such as values of writing, definition of Recount, the purpose of Recount, types of Recount, *linguistic features* and *schematic structure* of Recount. This chapter also consists of a brief explanation about Traditional and Functional Grammar theory.

Chapter III explains about research methodology. This chapter explains how the data are collected. It consists of research questions, research method, research site, participants, data collection and data analysis.

Chapter IV discusses how the data is obtained and related to the findings. It is also provided how the data are analyzed.

Chapter V is conclusions and suggestions. The last chapter summarizes what has been discussed from previous chapters. This chapter is provided with some suggestions.

