CHAPTER I
INTRODUCTION

1.1 Background of the Study

Recently, English becomes second language that is used in Indonesia as the international language. As stated by Indahsari (2010), she said that people need English communication because English is as one of the international languages that has an important role in international communication. Based on the statement above, the Indonesian government arranges English as the obligatory subjects whether in elementary school, junior high school (SMP), senior high school (SMA), or college. Because of that, Indonesian government has launched curriculum to guide teaching and learning activity to achieve the determined aim. It is called "Kurikulum Tingkat Satuan Pendidikan" (KTSP) or School-based Curriculum. In this curriculum, the students should be able to develop and improve the fourth skills in learning English to be able to communicate English when graduate. For junior high school especially, there are four skills that should be mastered by the students. Those are speaking skill, listening skill, reading skill, and writing skill (BSNP, 2006:164). Writing is one of the important skills besides reading, speaking and listening because writing as a skill which is used for communicating in written form in our daily life. Because of the importance of writing, the students in junior high school are expected to be able to communicate and to participate in the creation of text that serves their daily need to entertain themselves, to read manual, to carry out transcription exchange and to write simple narratives, description, reports, procedure and recounts (Depdiknas, 2006).

As I know, teaching English in Junior High School is targeted that the students can reach a functional level that is to communicate spoken and written for their daily life. Besides that, the students in Junior High School demand to be able to reach functional literation level. Those are developing understanding about relevance between language and culture and having a great awareness about the importance English for developing competitiveness in global society. English Proficiency Index (EPI) which is released by English first Institute (2011), it is said that Indonesia in rank 34 from 44 non- English countries that have been surveyed based on test score of online English for about 2 million adult for at least 3 years. It is as the evidence that Indonesian generation must learn English in every level of students take a formal school. Actually according to Augustine (2004) in Irmawati (2011), strategy of learning English is divided into two cycles, spoken and written. Spoken cycles consist of Listening and speaking. Written cycles consist of Reading and writing. However, some of teachers only concentrate on reading, listening, and speaking. They rarely understand that writing gives a big contribution for learning English.

Nowadays, teaching English focuses more on communicative skills but neglecting writing as a method of teaching and learning English. As stated by Irmawati (2011) that the target of standard competence cannot be achieved easily in classroom, it seems that writing is neglected than speaking. Though it is essential to make yourself understand in speech, writing as such is at least as important as the ability to speak. So that's why the target of this standard competence cannot be achieved easily in TFL (Teaching Foreign Language). According to Anastasia Koltai (2012) the more written exercises you solve, the

more you will be able to see correspondences of English, not to mention the fact that nowadays written English is one of the main tools of workplace communication (e.g. emails or chat) sometimes even if you are sitting next to the person you work with or your partner in doing something. Students can easily express their idea more through writing than speaking. We cannot say that writing does not have the advantages in learning process of English for students over speech. They tend to write their ideas into a piece of paper and unaware created an interesting written composition or a good text. They tend to say that they have difficulties to express their ideas in speaking and they also say much regard on writing as a difficult skill to be learnt more by them. For one thing, writing encourages thinking and learning for it motivates communication and makes thought available for reflection Elva Moria (2013). In fact, students can more consider what they will express into a piece of paper in writing; they can more carefully in expressing their ideas also in creating English composition.

Even though writing is a skill that neglected by some teachers in teaching and learning English but writing is an important skill for the learners to improve their English. It is supported by Devi Irmawati (2011); she said that although writing is usually named and listed last in a cycle of four language skills, there is no reason for neglecting writing. As a stated also by Mohini Bachini *(in Teaching Writing),* writing has been considered a powerful mode of communication. It is supported also by (Brown: 2000:337) writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. However, some of the teachers rarely understand about it, they only concern in speaking, reading, or listening. They should prepare the material and the methodology that they should

use in teaching and learning process in writing skill. It because of writing is not easy skill to be mastered by students. Writing is a skill that takes long time process and more carefulness in process because it involves several points such as grammar, vocabulary, general knowledge, spelling, etc. Bell and Burnabi in Nunan in Irmawati (2011) point out:

> Writing is a complex cognitive activity that requires the writer to demonstrate control of format, content, sentences, the vocabulary, structure, spelling, pronunciation, and letter formation. Beyond the sentences, the writer must be able structure and integrated the information and coherent the paragraph or text. (1991:6).

The teachers usually use some medias and methodologies in teaching writing monotonous. They used to use the textbook that has already there. Teachers are demanded to be more creative in using the methodology and in looking for the other material. It will be more create students' motivation in learning English especially in writing.

Additionally, the government of Indonesia has determined the based competences of writing which should be achieved by the students in each level of education. Especially, in Junior High School. The students are expected to understand and create simple functional text, monologue text, essay in the form of simple text procedure, descriptive, narrative, recount, and report to interact in their daily life (Depdiknas, 2006:16). It is emphasized on the achievement of competence standard. According to Agustien (2004) in Irmawati (2011), every genres of the text is characterized by its communicative purpose, text structure, and linguistic features. So, each of text types has different structure and language features from one to another. Unfortunately, the researcher just focuses on writing Recount text from each generic structure, Language features and mechanics of the

text. Recount text has complicated features such as social function, language features and generic structure Elva Moria (2013). So that is why the researcher interested in analyzing the recount text written by the eighth grade students of Junior High School. The researcher decides to use recount text as the text that analyzed in this study. It is based on the syllabus of the second year students of junior high school. The researcher believes that it is not too hard and it is not too difficult for the eighth grade students to write a text in the form of Recount text.

Recount text is a kind of genres text which is applied in teaching and learning English in Junior High School. It is very unique and the most interesting genre text that should be expanded by the students, it is because Recount text begins with telling to the readers what is happened in the past includes the characters, the place, and the time. It similar with the diary, when we want to try to tell what is happened with us in the past time. The differences between them are only in the structure text and unstructured text. Based on Derewianka (1990) in Depdiknas (2005:22) in Tridiyan (2012) recount differs from other genres to its social function, its generic structure and its lexica grammatical features. Thus, it is very interested for the researcher to adapt this text as the object of research. Firstly, the researcher comes to the school to ask the teacher has the score of recount text taken before. The researcher only asks the document of recount text that is written by the students and copies it to be analyzed by her.

In other side, Elva Moria (2013) stated that Recount text is a text which list and describe past experience by retelling events in the order in which they happened (chronological order). It is the unfolding sequence of events overtime and the purpose is to tell what happened. According Ruth Y.L. Wong (2010:179),

recount text is the unfolding of sequence of events in the past which has the purpose to tell past events, usually in the order in which they happened. Recount begins by telling the reader who is involved what happened where this event took place and when it happened. In this research recount text means to the text (written works which consists of several paragraphs) which are expected the students to understand about recount text. Certainly, this kind of the text has generic structure and language feature which is different with another text type. The generic structure of the Recount text consists of *Orientation – Events – Re-orientation.*

Three basic structures in Recount text that should be obediented by the writers based on Ruth Y.L Wong (2010:180) are *orientation, series of events, reorientation*. *Orientation* provides background information needed to understand the text, for example: who, where, and when. And the second part is *Events*, it contains of narrated in chronological order (personal comments and/or evaluative remark in interspersed throughout the narration of the events). The last generic structure in the Recount text is *Reorientation* which contains about closing or the ending of the story (optional).

In addition, the students must also understand about language feature of this text besides the generic structure. It will help the text to be meaningful, interesting, culturally and acceptable. Thus, schematic structure and language features will help to achieve the purpose of genre in communicative events. Language feature that often used in Recount text are *Past tense, Action verbs, Nouns and pronouns as pronouns, Conjunctions and time/ Chronological connectives, Adverbs and adverb Phrases Adjectives.* (Depdiknas, 2004:4). And

as stated by Mark and Anderson Kathy (1997:50) in Tridiyan (2012), the language features which used in recount text are: *Past tense, Action verbs, Nouns and pronouns as pronouns, Conjunctions and time/ Chronological connectives, Adverbs and adverb Phrases, Adjectives.*

In addition, the part of writing text is the mechanics itself. As stated by (Heaton, 1975:138) Mechanical skills are the ability to use correctly those conventions peculiar to the written language. Mechanics becomes one of the part of writing that really important to know whether the meaning of the text by using comma, capitalization and also the punctuation.

Looking the description above, the researcher interested in analyzing the students' writing of Recount text from its generic structure, its language feature and also the mechanics which is written by eighth grade students of SMP Negeri 1 Duduk Sampeyan Gresik. In the previous study by Devi Irmawati (2006), the title of her thesis "Language Feature and Generic Structures Analysis of Descriptive text Written by the tenth Grade Students of SMA 21 Surabaya. So, the researcher wants to conduct the similar research but different subject and purposes of the research with the previous study. The previous study focused on the generic structure and language feature from the students' composition to know their weaknesses, and the researcher focuses on its generic structure, its language feature and its mechanics to know their concept of their Recount text written by eighth grade students of SMP Negeri 1 Duduk Sampeyan Gresik.

1.2 Research Question

Based on the background above, the researcher would like to suggest some research problems. The major of this research are:

1. How do the eighth grade students of SMP Negeri 1 Duduk Sampeyan organize their Recount text in terms of Generic Structure?

2. How do the eighth grade students of SMP Negeri 1 Duduk Sampeyan organize their Recount text in terms of Language Features?

3. How do the eighth grade students of SMP Negeri 1 Duduk Sampeyan organize their Recount text in terms of Mechanics in writing Recount composition?

1.3 Objective of the study

On this research, the researcher states the objectives of the study as follows:

1. To describe the generic structure of eighth grade students' writing Recount text.

2. To describe the language feature of eighth grade students' writing Recount text.

3. To describe the mechanics of eighth grade students' writing Recount text.

1.4 Significant of the study

1.4.1   Theoretical significant

To give valuable information for teaching and learning process in English. Especially, in the students' writing Recount text by knowing their concept in

writing the text by this analysis in term of generic structure, language feature, and also mechanics of writing text.

1.4.2   Practical significant

This research is expected to have some significance especially for:

1.   For the students

The students of SMP N 1 Duduk Sampeyan can know and improve their writing Recount text in term of generic structure, language feature, and also mechanics itself. By knowing their concept of writing this text.

2.   For the teachers

The teachers will know the concept of their students' writing ability especially in writing Recount text by the result of this research. By knowing the students writing in applying the generic structure and language feature and also on how their mechanics in producing Recount text, they can improve their way to teach writing skill to solve the students' problem in learning writing, and make the students more understand about the writing Recount text in their own way.

3.   For the writer

The writer can increase her knowledge about writing Recount text in second level of Junior High School. In term of the language feature, generic structure, and mechanics in writing recount text.

4.   For the readers

The readers can also increase their knowledge about writing text composition in term of generics structure, language feature, and also the mechanics by enlarging their knowledge in writing Recount text.

1.5 Scope and Limitation

This study focuses on the analysis of the students' writing Recount text from its generic structures, language features and also the mechanics. It is as the scope of this research. And the researcher limits this study in the eighth grade students of SMP Negeri 1 Duduk Sampeyan.

1.6 The definition of Key terms

1. Analysis : An investigation of something which we want to know the Result by doing investigation.

2. Recount text : One of the types of writing where the writer tell about The events, Experiences or chronological of story that The writer wants to tell to entertain and inform the readers.

3. Generic structure : The elements of each of the text that the function is to Guide the writer in organizing their writing text in English.

4. Language feature : Some characteristic of the language that should be used And pay attention in writing some text types. Include of Grammar, Vocabulary, sentences structure, Speech words, And expression.

5. Writing : A skill that brings the students express their idea on a Piece of paper on a good sentence or Paragraph as written Communication.

6. Eight grades : The students who are in the second year of Junior High School usually they are in the age 13-15 years old.

7. Mechanics : The procedure of writing text in term of Punctuation and Capitalization.