

CHAPTER I

INTRODUCTION

This study is intended to discuss about some aspects, such as background of the study, research problem, objective of the study, significance of the study, and definition of terms.

A. Background of the Study

The study of recount text has been discussed since more than two decades.¹² In 1990s the several studies and reviews of the research are appeared. The further pointed out that recount text is designed to tell a series of events which happened.³⁴

In general, research recount in terms of features on grammatical errors with different skills or in the own text structure are investigated. Besides that, the different strategy to improve students' recount also are found at some research. In Indonesia, same research of recount is happened more than once. In the 2013 the investigation and implementation of this text is delivered big percent of errors.⁵

In various focusing issue of recount text so far, the result of students' difficulties in mastering recount are gotten almost same averages. The difficulties

¹Iranita Sitohang and Pupung Purnawarman, "*The effectiveness strategy to improve students'skill in writing a recount text*" (ERJEE, 2015), vol.13, p.1

²Muh. Arif Muhsin, "*Improving students' writing skills on recount text by applying transition-action-details (TAD) strategy*" (IJEE, 2017), vol.1, p.2

³Beverly Derewianka, "*Exploring how texts work*" (Sydney: Primarily English Teaching Association, 2004), p.14

⁴Susan Feez and Helen Joyce, "*Writing skill:narrative and non-fiction text types*", (Australia: Shannan Books, 2014), p.1

⁵Doni Ramli "*An Analysis on Students' errors in writing recount text*" (Tanjungpura University Press, Pontianak, 2013), p.8

was happened in quite complicated like organizing idea, arranging the sentence even the way of using past tense.

With the considering of the phenomena above, the writer as researcher by this thesis is conducted research on 10th Graders Students' of SMAN 1 Kendari. The researcher wanted to know the students ability in writing recount text by asking the students to write their past experiences. This strategy means that students need not to think another things outside as the idea, but students can explore own experience as the source of writing ideas in the text. Personal experience explores and expresses someone personal feeling on life experience. It has a meaning that personal experience is relate to the students' personal or individual life. Students have personal idea by having experience. Then, feeling or something happen in students' daily life can be the topic of students' writing recount.

As a significant skill in language production, writing has really important role for students' understanding. This is the productive skill which is considered for being the most difficult to master. Writing is the continuous process of thinking, organizing rethinking and recognizing.⁶ This is the ability of students in process of arranging idea from one paragraph to others. It also make efforts to connect the idea coherently also cohesively so that's will be meaningful.

At this research, writing is the skill has been chosen by researcher to measure students' ability. Kind of writing text will discuss and which must be produced by students is about Recount. Recount is a reconstruction of something

⁶Cynthia A. Boardman and Jia Frydenberg, "*Writing to communicate: Paragraphs and essays*" (University of California, San Fransisco: Longman, 2011), p.11

which happened in the past.⁷ This text, must be discussed in events or the problems in a report text that begins by telling to the readers who was involved, what happened, where this event took place and when it happened.

In this study, the researcher will focus on the generic structures and language features analysis of the student's composition in the process of writing personal recount text. By this text, generic structures include of three main points that are orientation, event and reorientation. The orientation would be refer to students ideas and statements about the information or topic that want to be share to the readers. Even is consist on the core points of the process by telling problem in order sequences. And reorientation is the summary by events. At this writing, students wrote their text with following on the sequence of generic structures in the past tense form, and it would not be an easy task for students.

As one of language important skill, writing is considered more difficult than another skills. Writing is never one step action. It is a process with several steps.⁸ It means that the learners has the steps and procedures which must be carried out during did the writing process. Sometimes, many students write the text even not able to write the text base on the correct structures and features of the text itself. Overall, in writing process, students cannot make recount directly into sentence and must be prepare the draft will write. The draft will get with supporting ideas related to the writing topic.

Based on background of the research above and constantly to make it consistent with the topic, the researcher would be restrict the problem and purpose of this research in finding out the errors made by tenth graders students of SMAN

⁷Otong Setiawan Djuharie, "*Genre text*" (Bandung: Yrama Widya, 2009), p.40

⁸Alice Oshima and Ann Hogue "*Writing academic English*" (New York: Addison Wesley Longman, 1999), p.2

1 Kendari in writing recount text. Error is one of flawed side by learner writing. Errors as the noticeable deviation by the adult grammar from a native speaker.⁹

In the study, error is process of second language acquisition (SLA) made by students. Error analysis is the process of the determining about the incidence, causes and consequences, and nature of the unsuccessful language.¹⁰ The analysis of errors would be the first approach for the second language acquisition that includes on the learners' internal focus. The primary focus of error analysis will on the learners' error and the evidence of how the learners' error could provide the understanding of the process in underlying of second language learning or the second language acquisition.¹¹ So, error will be very important part need to be analyze by teaching writing process. The aims of it is to improve the ability or to solve students' difficulties in study.

The focus ideas must be related to the topic. Students can developing the ideas into sentences. During the process of this writing, students would focused on three times drafting with same topic. Drafting is introduced as the writing start moment that allows to put down ideas on a little piece of the writing. Students will finished working with getting and choosing ideas also outlining. In writing, the writer need to consider on some important aspects during drafting. Like great opening sentence, choice of words, writing style in both formal or informal, also the structure of the sentence. By the three steps of drafting, students did revising for the second step. It means to fix structural problem in sentences, but not for

⁹Douglas Brown, "*Principles of language learning and teaching, 4th ed*" (New York: Longman, 2000), p.76

¹⁰James C. Scott, "*Error in language learning and Use*" (ondon: Longman, 1998) p.1

¹¹Endang Fauziati, "*Reading on applied linguistics: A handbook for language teacher and teacher researcher*" (Surakarta: PT. Era Pustaka Utama, 2009), p.135

content like grammar. And the last steps would be called as fix editing. It means making the sentence flow in a clear and easy to read way. Then, by the three times drafting process, students would be seen the significance changed of understanding in the writing draft.

B. Scope of the Study

This research was held to find out and solve the students' problem in writing. It will be focused on language features and generic structures in recount text. This research looks at students' errors that conducted in the level of senior high school. This research focused on students' writing skills. Researcher chooses the 10th graders students' of SMAN 1 Kendari as the population sample.

C. Research Question

In an attempt to contribute to the body of knowledge in background of the study, this study will focus on the following questions as: What types of error in recount text writing made by the 10th graders students of SMAN 1 Kendari?

D. Purposes of the Study

The purposes of the study are to analysis of recount text written by 10th graders of SMAN 1 Kendari in term of generic structures and language features, which could help students' to develop their writing skills.

E. Significance of the Study

The results of this study are expected to give contributions to:

The teacher, the result of the study can be useful for guiding the teachers on what to do with students' on writing context based on the abilities and understanding.

The students, this study will enhance knowledge and writing skill as well. It would be able to train students' better.

The readers, this study can be information source and a reference to further research.

F. Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following.

Writing is the process of transferring or sharing informations. It means that someone writes in order to communicate with the readers. It is riting as the process of expressing thoughts or ideas in words should be done at the leisure.¹²

Writing shows that the process is a series of choices. As the work on a paper, it is the way of choosing the topic, the approaching also sources and thesis. When the time for doing writing is coming, the way to choose the words will use to express the ideas and decide how will arrange those words into good sentences and paragraphs.

Recount is the text that define as a piece of text that retells about past event. It means that it is kind of text to retells about past event, and usually in the order which happened or tell to other people about something that has happened before and in order words to retell the real of past experiences, activities or events.¹³

Writing recounts text are written to retell events with the purpose both entertaining and informing the audience or either. In a very simple word the purpose of recount text is to retell past experience

¹² Ken Hyland, "*Second language writing*" (London: Cambridge University Press, 2003), p. 215

¹³ Phil Coogan, "*Text types*", English Unitechology (2006), p.3