# CHAPTER I

# INTRODUCTION

This chapter discusses the method used by the researcher in conducting this research. This discussion cover background of the research, research question, research objectives, scope and limitation, significance of the research and key terms.

## A. Background of The Research

In teaching English in Senior High School, there are four language skills to teach, namely; listening, speaking, reading and writing. To write well, every person must have good mastery in writing (Brown, 1993). Furthermore, someone who wants to make an essay or a story about something must be capable of writing and knowing the aspect of writing skill such as organizing ideas, constructing sentences, using spelling and punctuation.

Writing is one of the important skills in teaching English, but it should not be a simple thing. As the one of the language skills, writing has always filled in place in most of English language courses. In many classroom courses the emphasis is completely on the written language. Everybody also uses written language. Written language is much used in the public field such as book, newspaper, magazine and literary work. It shows that acquiring writing skills gets an important role in our live, because every people always use it for communication.

School-level based Curriculum in teaching English put genres as the main tool in language learning. The classroom activities used in teaching genre is Genre-based Approach. Genre-based Approach is "a framework for language instruction based on examples of particular genre" (Badger, 2000). Genre based teaching is concerned with what learners do when they write. Bryam argues if Genre-based Approach used in classroom activities, it makes the students write easily because they just write about something that they see, and hear at the same time. So they wouldn't remember in a long time.

Genres have the function to help the students understand the step involved in writing and it recognizes the student bring the writing classroom contributes to the development of the writing skill (Badger, 2000). There are twelve kinds of genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review.

In this study the writer is interested in researching descriptive text as one of types of genre implemented in teaching writing. Descriptive text is purposed to imagine somebody, something, a place, and an animal (Djuharie, 2001). By applying this genre, the writer is sure that students will be interested and be motivated in taking part in classroom activities, because the student wants to tell something to their friends

Genre analysis is defined as an area in discourse analysis that studies mainly non-literary communication in relation to its situational context (academic setting, legal setting, commercial setting, etc.) using the approach of genre, that is, by realizing types or kinds of the discourse (Gerot & Wignell, 1994). Genre

analysis studies have been flourishing in the last few decades especially under the umbrella of English for Specific Purposes (ESP) (Swales, 1990).

In this study the writer is interested in researching recount text as one of types of genre implemented in teaching writing. According to Gerot and Wignell (1994:208) recount text is a type of text that functions to retell events for the purpose of informing or entertaining. Moreover, recount text is writing that tell events in chronological sequence (Murkanto, 2007). It means that, recount text is a writing text contains of chronological sequence of someone action in the past time. Someone or writers write recount text based on the experience in the past time with the chronological sequence from the beginning until the end.

Based on the explanation above, the researcher is interested to compare the student's learning achievement by developing a study entitled "**Genre Analysis of Recount Texts Written by 11th Grade Students of Vocational High School**". Hopefully this research will be useful for students, teachers, and further research.

## B. Research Questions

How was the students' recount text writing ability in terms of genre?

## C. Research Objectives

Based on the researcher questions mentioned above, the objective of this research is to analyze the students' ability in writing recount text. Furthermore, this research is conducted to analayse the generic structure of recount text

through genre analysis and the use lexico-grammar as the language features in their writing.

**D. Significance of The Research**

There are several advantages from this study, as follow:

1. For teachers: The result of this study can be a reference to apply the best way in teaching or learning English, whether the students should implied in online class or offline class.

2. For students: The result of this study can be a reference to help the students in maintaining and improving their recount text writing.

3. For further researcher: The results of this research can be a reference for other future researchers or readers in their further studies.

**E. Scope and Limitation**

In this research, the researcher focused on generic structure through genre analysis and lexico-grammar as the language features students writing of the grade 11$^{th}$ of SMK Karyan Wates. The genre analysis and lexico-grammar as the language feature used in this research were focused on the generic structure of recount text and the lexico-grammar erros conducted by the students. The researcher analyzes the results of the investigation through their collected recount text writings.

**F. Definition of the Key Terms**

To avoid misinterpretation towards the tittle, the researcher explains some terms of the title as follow:

*Writing ability* in this research refer to students' ability in writing recount text in terms of elements of generic structure, social function, and lexico-grammatical feature of recount text.

*Genre Analysis* is understood as a socially ratified way of using language in connection with particular social activity (Fairclough, 1995, p. 14).

*Lexico-grammar* in this research the lexiogramar features of recount text are use of nouns and pronouns to identify people, animals or things involved, use of past action verbs to refer the events, use of past tense to located events in relation to speaker's or researcher's time, use conjunctions and time connectives to sequence the event, use of adverb and adverbial phrases to indicate place and time, use of adjectives to describe nouns.

*Recount Text* is a type of text that functions to retell events for the purpose of informing or entertaining.

*Vocational High School Students* to the students who learn English in eleventh grade students of SMK Karya Wates