CHAPTER II

LITERATURE OF RIVEUW

This chapter will discuss the method used by the researcher in conducting this research. This discussion will cover genre analysis, recount text, lexico-grammar, curriculum, and previous studies.

A. Genre Analysis

1. Definition of Genre

Students need to learn genre in communication because it gives linguistic implication that student should notice. The genre provides a text forming framework consisting of three aspects: (1) the purpose or social function to be achieved, using (2) the structure of the text and (3) the language element in accordance with the contextual demands (Ministry of Education and Culture of Indonesia, 2016). By learning the genre, students not only can use English sentences, but also can organize the text.

The word genre comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text (Chandler, 1997). According to Cooper (1990), genre means a type or category of text. It means that genre is kinds of text. (Hyland, 2007) defines genre is a group of texts that is used to represent the meaning of the situation

that has been caught by the writer. It can be said that genre is text that writer wants to deliver its purpose.

Genre means written text that is grouped together under the category based on their shared communicative purpose and formal textual features such as generic structure and language features (Tien, 2009). It is in line with Hyland that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.

In short, genre is type of written text that is organized by its own feature. The features are communicative purpose, generic structure and language feature. Different genre gives different social power.

2. Genre Analysis

Genre analysis, however a notion emerged in 1990s, recently has been considered to be implemented in the context of teaching language especially writing comprehension. Genre analysis is analyzing and investigating the linguistic and non-linguistic features and elements of different discourses (Knapp & Watkins, 2005). Therefore, genre analysis is analyzing features of different texts. This analysis will not focus on the informational content of the text but on the features and conventions used which make the text look or appear similar to other texts. Moreover, HoPKLins and Evans in (Aslam &

Mehmood, 2014) said that genre analysis describes the way in which texts are structured and organized. It can be said that genre analysis describes how the text is arranged.

According to Ayers in (Hyland, Teaching and Researching Writing, 2009) , genre analysis seeks to:

    a. Identify how texts are structured in terms of functional moves

    b. Identify the features which characterize texts and help realise their purposes

    c. Examine the understandings of those who write and read the genre

    d. Discover how the genre relates to users' activities

    e. Explain language choices in terms of social, cultural and psychological contexts

    f. Provide insights for teaching language.

From the explanation listed above, it can be said that genre analysis is a useful instrument in unfolding and connecting the linguistic features of a genre to their function and purpose. It provides a technique to identify moves and linguistic features found in genres.

From the explanation above, the researcher concludes that genre analysis is the way to analyze genre of the texts based on some focuses of its features. The features that will be analyzed are social function, generic structure, and language features analyzed by lexico-grammarical of the recount text.

B. Writing

1. Writing Ability

Writing ability is someone's capability to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning. Writing is one of the skills that improve student's language also stimulate the students' cognitive ability in learning English. Skill or power to activity of writing consists of five components in writing ability such as: vocabulary, content, organization, language use, and mechanics. Writing is an essential aspect of instruction in English language teaching. It should be taught to students since it can improve their language. Through writing activity the students are encourage to express their ideas, experiences, thought, and feeling in the written form. The students transfer the idea though writing process.

Hyland (2009: 8) Writing is disembodied. It is removed from context and thepersonal experiences of writers and readers because meanings can be encoded in texts and recovered by anyone who speaks the same language as the writer. Writers and readers conform to homogeneous practices so writing is treated like an object, and its rules imposed on passive users. This view of writing is still alive and kicking in a great deal of teaching of business writing and, indeed, is implicit in some notions of learning in western education systems. In many schools students are asked to write simply to demonstrate their knowledge of decontextualised facts with little awareness of a reader

beyond the teacher– examiner. In these situations grammatical accuracy and clear exposition are often the main criteria of good writing.

Peter (2005: 82) Writing is itself a relatively disciplined activity and while discussion and working with peers is important, so is the time to individually reflect on work and independently complete a task.

Hyland (2003: 15) writing is among the most important skill that second language students need to be developed, and the ability to teach the writing is central to the expertise of a well trained language teacher. Hyland (2003: 4), Writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors.

Hyland (2003: 20), Writing instruction begins with the purposes for communicating, then moves to the stages of a text which can express these purposes. Teachers can help students to distinguish between different genres and to write them more effectively by a careful study of their structures. Harmer (2008: 325) states that in writing we can focus on the product of that writing or on the writing process itself. Writing is a process and that we write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities. When concentrating on the product, we are only interested in the aim of a task and in the end product.

Based on explanation of experts above, researcher conclude that writing is a combination of process and product that can gathering ideas, organizing information and communicating meaning. On the other han, writing is give opinion or argument for something that have meaning.

2. Text

Halliday (2004: 10) explained that text is not group of words hut as a semantic unit. From the quotation above, it is clear that in defining about text we must also regard to the group of word meanings in one text. Hyland (2009: 4), Texts are often regarded as a series of appropriate grammatical structures, and so instruction may employ "slot and filler" frameworks in which sentences with different meanings can be generated by varying the words in the slots. Halliday (2004: 23) A text is the product of ongoing selection in a very large network of systems — a system network. Systemic theory gets its name from the fact that the grammar of a language is represented in the form of system networks, not as an inventory of structures.

Based on some explanation above, researcher conclude that structure is an essential part of the description; but it is interpreted as the outward form taken by systemic choices, not as the defining characteristic of language. A language is a resource for making meaning, and meaning resides in systemic patterns of choice.

3.   Writing Text

Western Australian Minister for Education (2013: 3)A text is defined as any means of communication using words, graphics, sounds, and images, in print, oral, visual, or electronic form, to represent information and ideas to an audience.

Knapp & watskin (2005: 19) Texts are always produced in a context.While texts are produced by individuals, individuals always produce those texts as social subjects;in particular, social environments. In other words, texts are nevercompletely individual or original; they always relate to a social environment and to other texts.

Based on some explanation above, researcher conclude that Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text.

C. Recount Text

1. Definition

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non fiction usually used to make factual accounts of events, current or historical ones.

Ken Hyland (2004: 29) Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Cavanagh, Country Areas Program (1998: 11) state that recounts are retelling of past events. They are usually written as a series of events in the order in which they happen.

Western Australian Minister (2013: 117) Texts written to recount involve the writer retelling or recounting past experiences or events, usually in sequential order. The audience is given an insight into an experience, when it happened, who was involved, what happened, and why. Writing to recount can be direct or indirect.

Based on explanation above, Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency.

This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

2. Social Function

Board of Studies (1998:287) in Hyland (2003: 124) Recounts "tell what happened." The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer's expressions of attitude about the events.

Cavanagh (1998: 12) states that purpose to reconstruct past events by retelling them in the order in which they occured. Literacy recount also has the purpose to entertain.

Azhar (2015: 24) Recount text has some social functions, such as retelling past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened:

a. To inform something to the readers

It informs to the reader about what happened, where this even took place and when it happened.

b. To entertain

Sometimes, recount retells a funny experience. It has a function to entertain the reader.

Based on some purpose of social functions above, researcher conclude social function of recount text is to retell past even, give information and entertaining to the readers.

3. Generic Structure

Writing on genre text should be included of generic structure. It has different part of generic structure on genre text. But, students need to know and understanding about it. The students should be mastered of generic structure on genre text. Recount is one of the genres, in mastering recount text, the students have to know generic structure of recount text.

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making recount text.

Derewianka (1990) as stated by Miranti (2008:16) in Azhar generic recount text structure is as follows:

a. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why). The writer or speaker needs to gives information about what happened, who or what was involved, when and where the events

occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

b. Events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer. Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a "shopping list" of every possible detail. Students should be guided to select only those events that are relevant and that can be expanded through the inclusion of specific details.

c. Reorientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re orientation. It is optional. The concluding statement depends on the purpose and audience of the text. It could include an evaluative comment; reflect the author's feelings, e.g., We were all tired and very full; or be an evaluation of the significance of the events described, e.g., Captain Cook's voyage brought many benefits to the English government of the time.

4. Lexico-grammatical Feature

As other text types, recount text has special components in form of generic structure and lexico-grammatical features. According to Gerot and Wignel (Pasaribu, 2017) there are five significant lexico-grammatical features of recount text. They are: focus on specific participant, use of material process, circumstances of time and places, use of past tense, focus on temporal sequence.

a. Specific Participant

Participant, in the context of recount text, refers to person or thing that involved in a whole story. There are two types of participants mentioned by Gerot and Wignel. The first type is specific participant. Specific participant refer to something in particular, not general. The examples of specific participant are I, my dog, my sister, my brother's cat, etc. While generic participant refers to the group or class of something. For example, women, men, cat, dog, whale, etc.

b. Material Process

Material process deals with the series of activity that is done physically. For example: walk, run, play, take, etc, are activity done by someone or thing. In material process, the participant is a primary key. Material process can be identified by checking "what did the participant do?' or "what did happen?". Material process involves dynamic verb (the progressive is permitted). For

example, Gyna went to school yesterday. There, the material process used in sentence is "went". It shows a physical activity that can be seen.

c. Circumstances of time and places

The circumstance can answer such question as where, when, how, how much, how many, and as what. Then, circumstance of time and places are used to identify when and where the activity or the story takes place and time.

d. Use of past tense

Recount text is a type of text that tells a past story. Thus, the past tense is applied to indicate that the story is happened in the past. Past tense is one of twelve tense in grammatical study. Past tense is marked with the *past verb*, such as went, did, ran, took, etc. or *to be*, such as was and were. Past tense generally shows specific times, such yesterday, two days ago, a month ago, etc to identify the time.

e. Temporal sequence

Temporal sequence deals with a sequence of some events in a space of time. Temporal sequence is often marked by some word or phrase that indicates the events are continued. Some examples of temporal sequence are at beginning, after that, then, etc.

Lexico-grammatical features of recount text above are used as indicators to see the students' errors in writing recount text.