

CHAPTER I

INTRODUCTION

This chapter contains outlines of 1) Background of the Study, 2) Research Questions, 3) Objectives of the Study, 4) Significance of the Study, 5) Scope and Limitation, and 6) Definition of key terms.

A. Background of the Study

Students' skill in their English language ability is divided into four skills. Those are listening, speaking, reading, and writing skill, as stated by Dermawana (2021) that the right step for students in learning English skills is begun with listening, speaking, reading, and then writing skill. Writing skill is the last skill of students' English learning in order to make students productive by producing a text as the significant result of students' understanding for what their text is purposed to. In the world of English writing skill in an educational institution uses various text types for students in order to be able to identify, to explain, and to use text regarding aims, situations, and readers. Therefore, a text that is written by students should be able to be understood about what the content is. Meanwhile to make meaningful text in identifying the content, students arrange a text that are written coherently. As stated by Brown (2000) that writing is a process of composing thinking or idea into written form.

Language features are seen as a theory in learning English texts. Theory for students in understanding any types of spoken or written text. While in any types of text, the first that takes attention is in language features that indicate which kind of text is in order to get the aim of what writer's goal. In which in a text, the language features of a text are aspects that are included in the elements of linguistic (Luu, 2011). Meanwhile, writing is constructing sentences and sound-symbol relationships in a text to apply understanding of linguistic patterns. The elements in language features of a text cover how the way for writer to transfer their idea into written form in the aspect of linguistic, such as; grammar, vocabulary, connectors, and etc. The proper use of linguistic elements is needed to make meaningful text when being read. Which the way of a coherence text is the reader-based. So, students in their writing skill in school are ruled to follow types of text that establish in Curriculum.

Therefore students are not allowed to use any language features by themselves independently. Hence, students as L2 learners are indicated that their first language effects on the production of language they learn in some aspects of language: vocabulary, grammar, accent, and spelling (Iskandar, Saputra, 2020). Whereby, some mistakes are still made by learners in their language learning process. In which the way of how students put their idea into written form that using language features in a proper or systemic order is mostly not based on English Grammar. While some students have not used properly the English grammar feature in their writing any types of text. Whereas, there is still omission; which an absence item that should exist in a text, then addition; which students add an item that should not be needed, misinformation; students are wrong in using morpheme form, disorder; students have not correctly arrange placement of morpheme (Sari, 2018).

In a study by Siahaan et al., (2022) that analyses 30 students' recount text that classified into errors in using simple past tense which is 20% is omission found that students don't change present form of regular verb into past form of regular verb that should be added with ed. And the errors that are most made by students are 62.86% of the misinformation errors. It is about the use of past form for irregular verb for past tense. Whereas students do not change the verb into past in which recount text uses past tense to retell event that completed in the past (Butt, D, et.al., 2003). When students write the verb that did an action in the past by using present verb, the information that is being read will be misinterpreted by public whom reads the text. Therefore, a writer who is going to develop a text, he/ she must explicitly write his/her text following language features application to make their text is judged as a product of writing. Whereby, applying Canale, Swain (1980) cited in Hyland, K, (2019) framework is needed for writer's need in writing successfully, there are: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Therefore, writing accurately that is surrounded by proper use of language features regarding social writing purpose will embed harmonious structure of sentences and order coherent text to readers. As the most focus one in writing activity is getting the content of a text regarding the aim of students' reason in writing their text. So the right way to make language features

of text that are being written proper, students should write text they are going to write based on what social function of text is written.

In writing a text, the way when students have instruction for constructing recount text, students are expected to be able to bring the content of their recount text regarding to social function of recount text purpose. Then students are expected to get another information about schematic stages of recount text, and language features of recount text (Callaghan and Rothery, 1988). While students get know the whole about recount text, they are then due to observe and discuss for preparing joint construction. In which, they are ordered to consider the topic to construct their idea in their recount text (Derewianka, 2015). While the topic is being considered, students are also expected to be able to make supporting ideas to be developed. In which this step is important to continue students writing of recount text in the step of independent construction of text. It is involving application of language features of recount text in bringing the context of students' recount writing regarding to recount text's purpose in social degree and also feelings to make the content alive. In which bringing intention to a text involves emotion of the writer to develop his/her memory into his/her text (Bosangit et al., 2015).

In the study by Iriana (2018), the study conducted to reveal senior high school students' recount writings with the compositions of recount text that already properly fulfilled in their recount writings. The composition of recount text elements in analyzing students' recount writings are in some aspects; in the orientation (specific participant, specific time and specific place); in the series of event (Past Tense, Action Verb, Adverb, Conjunction and Time Connective; in the reorientation paragraph (Past Tense and Personal Comment). In which in the findings of the study found that mostly 8 students' recount writings have already used compositions of language features of recount text in every generic structure of recount text. However, there are still found improperly grammar uses in orientation, series of event and reorientation paragraph.

According to the new curriculum used in almost all educational institutions in Indonesia is Merdeka Curriculum, the focus of learning English as a subject material is put on being able to understand and use English in six elements, i.e listening, speaking, reading, reflecting, writing, and presenting integrally in various types of

text (Anandito Aditomo & Ifan Firmansyah, 2022). Whereby, in elementary schools, junior high schools, and senior high schools apply genre-based approach for English as the learning subject in which uses texts in various models for students learning process, which are; spoken, written, visual, audio visual, or multimodal. While, writing is an activity of students in constructing any text type independently as an outcome for teachers in using Independent construction of the Text (ICOT) approach in knowing students' writing. Whereby, 10th grade students that are in senior high school are named as E phase in Merdeka Curriculum. Whereas at the end of E phase, students are able to use spoken, written, and visual text to communicate according to situation, aims, and readers. Therefore, students are taught to look at what purpose of text they will construct.

According to Grace cited in Sukma (2015) that explains about recount text type is a text to retell an event that began and ended in a particular time in the past. In constructing recount text, students are due to arrange words and sentences for their recount text following social purpose of recount text, its generic structure and language feature. In Grammar, the tense used in recount text which is about telling past event is simple past tense. In which words that are indicated doing an action that happened in the past. So the form of verb must be changed into pas verb according to type of verb whether regular or irregular verb is. Therefore, students in writing a recount text should know which type of verb that they use. While using proper form of verb following language features of recount text is the most considerable one of some aspects in assessing students' recount text to be identified as a successful ICOT genre-based text approach in writing element of students' outcome in being able to write a recount text following purpose, generic structure, and language features of recount text.

In the information the researcher gets, SMA Negeri 2 Kota Kediri has many achievements in some English Contests and Olympiads. The students of SMAN 2 Kota Kediri also have the best score in their computer based tests in 2021. Thus, SMAN 2 Kota Kediri gets a predicate as the best senior high school in Kediri from LTMPPT (Lembaga Tes Masuk Perguruan Tinggi). So the information that the researcher gets above claims the students of SMAN 2 Kota Kediri are smart students. Since the program of SMAN 2 Kota Kediri that is given for their students

is courses for 9 lessons, and the one is English. So the researcher wants to take a study in identifying and analyzing data from 10th grade students' recount writing. The researcher identifies and analyzes at the aspect of language features application of recount text in students' recount writings.

And the researcher's interview with an internship 3 student from IAIN Kediri while teaching students for a month is that she (internship 3 student) orders students to identify and construct generic structure, language features of recount text for their understanding of recount text material through reading, analyzing and constructing the texts. While, the results of 10th grade students of senior high school writing on recount text are found different word counts of their writing style of recount text. There are language features of textual and syntactical features which used to vary their recount text's paragraphs length. According to the interview, so the researcher wants to take 10th grade students' recount writings from teacher's archive who teaches them. Then, the researcher analyzes the textual and syntactical language features applied in their recount texts. Nonetheless, not to cover possibility if students' language features applied in their recount writings are not various and long as the product of writing with the components of textual and syntactical language features of recount text. Therefore, this study focuses the study on analyzing textual and syntactical language features of students' recount writings. In which the researcher wants to do a study entitled **An Analysis of Language Features Applied in Students' Recount Writings**.

B. Research Questions

Based on the information that the researcher got while interviewing, this study is going to solve the question, "How are the language features applied in students' recount writings in the orientation, series of events, and reorientation?"

C. Objectives of the Study

This research is conducted to have purposes to analyze and to explain the language features applied in students' recount writings in the orientation, series of events and reorientation.

D. Significance of the Study

This study is conducted to reveal students' writings of recount text in order to know the language features of recount text used by students in their writings since

every students has different sight with others. After conducting the study, the result and findings of this study are expected to be a part of source of knowledge for:

1. Theoretical Significance

After the study, the result of this study is expected to be a depth understanding of language elements used by students in constructing a genre of recount texts for readers in order to know how the proper application of language features of recount text regarding its social function, aims, and readers.

2. Practical Significance

- a. For the Students

The criteria of students' writings that are analyzed in this study is hoped to make students know their quality of the language features they use, so they know how to be better in writing recount text.

- b. For the Teachers

And the result of this study is also hoped to be evaluation for teachers in the way of teaching English for genre based text writing to their teachers for the better way.

- c. For the other Researcher

This study is expected to be a review theory for other researchers who want to analyze recount text from any participants that particularly on the language features applied in students' recount writings. And the result is also hoped to be theoretical significance to be literature review of the same study about knowing and analyzing students' writing on the language features applied in their recount text that is wanted to be conducted by other researchers.

E. Scope and Limitation of the Study

This study focuses on language features analysis on recount text that are from language features applied in 10th grade students' recount writings in the textual and syntactical language. The units analyzed use theory by Knapp and Watkins theory of analysis textual and syntactical language. The analysis of textual limits only in the elements of connectives, reference, tense and sentence structure. Beside the syntactical language which portrayed in tree diagram by Chomsky (2000) which analyzes elements or units of sentence in the clause pattern, agreement, verb form,

prepositions, articles, plurals and punctuations. To measure the students' recount writings of textual and syntactical language features, the researcher uses table of representation by Heaton and Harmer to describe and analyze students' knowledge in the implementation in writing recount text.

F. Definition of the Key Terms

With the objective of preventing the occurrence of mistaken understanding, these are some definitions provided to give overview of this study.

1. Language features are the way of text to convey meaning of what writer is saying.
2. Recount text is a text to retell story that happened in the past (Butt D, et.al, 2003).
3. Language Features of recount text is types of language features elements of recount text in the way of retelling story/event that happened in the past.