



CHAPTER I INTRODUCTION

1.1. Background of the Study

In the attempt to improve the education system of secondary schools in Indonesia, “Kurikulum Tingkat Satuan Pendidikan” or “KTSP” was introduced by the government in 2007. In the transitional period, most of the secondary schools in Indonesia have made preparation for the implementation of the curriculum, and some of them have already made this curriculum put in practice.

For the English subject, the syllabus applies the literacy-based approach. The approach is based on the concept of literacy in which reading is of primary importance (Agustien, Helena I. R, 2006). Various text genres, each of which has its own specific generic structure, are then introduced to the students. They are descriptive, procedure, recount, narrative, report, news item, analytical exposition, spoof, hortatory exposition, explanation, review, and discussion.

In addition, the curriculum introduces a new model of applying the literacy approach into classroom teaching in which the teaching-learning activities are divided into two cycles: spoken and written. Each cycle comprises four stages: building knowledge of the field, modeling of the text, joint construction of the text, and independent construction of the text.

From his 3 months teaching practice in 1st semester grade X classes of a private senior high school in Surabaya, the writer discovers that the curriculum has been implemented by the school for the X grade students. The genres being taught are narrative, recount, and procedure. The teachers teach the students all things about the text: starting from how to identify the genre of the text, how to identify the generic structure of the text, until how to produce

the text in both spoken form (conversation or drama play) and in written form (composition).

Since literacy-based teaching learning is a new experience for both the teachers and the students, not mentioning the fact that this is the first year this kind of teaching is applied in the school, the writer regards all aspects of this literacy-based teaching learning experience worth a research. The writer himself is interested in conducting a research on one of the aspect that is to discover whether the teachers' teaching on the text genres really results in students' ability, especially in writing.

1.2. Statements of the problem

The main problems of this study are to find out:

1. Can the students identify a recount text?
2. Can the students write a recount text with the proper generic structure?

1.3. Objectives of the study

The purposes of this study are to find out:

1. The extent of the students' ability in identifying a recount text
2. The extent of the students' ability in writing recount text with the proper generic structure

1.4. Significance of the study

This research is expected to give a picture about high school students' ability, especially students of grade X, in identifying and writing recount.

The result is expected to reveal the result of the implementation of the curriculum, so that it can give useful inputs on what should be strengthened and what should be improved to the English teachers.

1.5. Assumption

Since recount text type is one of the text types to be taught in the English syllabus for first semester X grade high school students in the Literacy-based curriculum, the writer assumes that recount text type is taught to the students, and had already been taught by the time the writer took his data.

Parallel with that, since the standard of competence in writing for grade X students also mentions about producing recount texts, the writer assumes that the explanations about how to write a recount text have already been taught to the students.

1.6. Scope and Limitation of the study

The scope of this study is the students' ability identifying and writing text genre, especially recount text type.

This study is limited only in the ability of the students' in writing a recount with the proper generic structure. The ability of students writing which may be influenced by their grammar mastery is beyond this study and therefore not analyzed.

1.7. Definition of Key Terms

To assure the clarity of the study and to avoid misunderstanding, the writer would like to define these following key terms of the study:

1. Genre: in *A Genre-Based Approach to Teaching Writing, Year 3-6; an Approach to Writing K-12* (Common Ground: 1990:48), genre is described as:

A type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose

2. Generic Structure: to define generic structure, the writer would like to use the definition in *A Genre-Based Approach to Teaching Writing, Year 3-6; an Approach to Writing K-12* (Common Ground: 1990:52) as following:

The distinctive beginning-middle-end structure of a genre (ie. The stages accomplishing the genre's social purpose); the stages may be either obligatory (always present) or optional (present only under certain conditions)

