

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the important languages in the world. Many countries include English in their curriculum program as an important subject because English is widely used. People realize that English is the most Lingua Franca in the world.

Learning English involves mastery of the language skills mainly speaking, listening, reading, and writing. Commonly regarding all these four skills are directed to achieve the main goal of teaching English as a foreign language that is communication. Communication can be divided into oral and written. Oral communication includes listening and speaking, and written communication can be inserted through reading and writing.

In the English Curriculum 2006 of Indonesia, the government has provided English as guidance for the teachers in teaching English from Elementary to University. One of the English skills that are difficult to master is writing and cannot be separated from reading skill.

Based on *Pedoman Akademik Keguruan dan Ilmu Pendidikan Tahun Akademik 2013/2014*, the curriculum set up is established to build skillful English teachers who are competent in using and teaching English. It means the students have to master English language skills and components including writing skills and knowledge well. Writing is very important to be learned and cannot be exiled in learning language because it helps the students to be able to unite the language skills and build up word choices.

There are four writing levels in Widya Mandala Catholic University Surabaya. The categories are Writing I, II, III, and IV which are from the second to the fifth semester. The syllabus says on the second semester of Writing I students are taught in recount composition and narrative with the purpose of having students to be able to write cohesive and coherent recount composition in grammatically correct and acceptable English sentences in terms of format, elements, contents, and organization. Instead of the standard, the students are expected to understand *what* and *how* to write.

According to Archibald (2004), “writing is not only the process the writer uses to put words to paper but also the resulting product of that process”. One of the main reasons why people find it difficult to write is because they adopt a more formal tone of voice as soon as there are words on paper (or the screen). They might just discover a breakthrough in their writing.

“The other meaning of writing is when the writing process gets stuck and cannot move on, try composing the words as a conversation in your head, or even speak them out loud first. Then write them down and do any editing you need from there” (Simon, 2007: 25).

For various reasons, as far as students and teachers are concerned, writing usually appears an extremely task. First of all, the main focus when the writing task is assigned has traditionally been on the final product.

Based on Nunan and Zarnel in Ngadiman (2013: 17), “... *the writing class should take into account the learners' purposes for writing, which transcend that of producing texts for teacher evaluation.* (Nunan, 1991, p88, referring to Zamel, 1987).”

The above statement shows how important writing is. It is very useful for the students to understand how to write a good text based on the explanation of the teacher during the class. The teachers would give some evaluation to the students after they finish writing their task to know if their writing is a good enough.

Writing is one of the skill subjects that have to be taken by the students at Widya Mandala Catholic University Surabaya. Walters (1983) said that writing is the last, and perhaps the most difficult skill for students to learn. The writer also experienced that writing is a difficult skill to learn.

The writer had writing class for four semesters but he felt uninterested. Why? The reason is because the writer had to write a good written text, found the ideas about what the writer had to do for writing, as well as his inability to express his ideas, arrange grammatical sentences, and construct well paragraphs, and so on.

Miller (1966) claimed that writing is not just about imagining situation but the words are the materials of the writer, and the students must learn to choose them well and to know their uses. The mind of the writers should be stored with little situation-strips, bringing back to their memory the details of the things they have seen. Then, they transcribe those pictures and will imprint the details on the mind of the readers.

In line with the statement above, it is common that when the students do writing during classroom activity, they face some difficulties in finding the ideas, arranging grammatical sentences, and constructing well paragraphs and so on. Miller (1966) claimed foreign students have difficulty in writing because they did not know how to express their ideas into good grammatical sentences and construct paragraph text well.

In writing, the writer determines the kinds of details they include and the level of formality they use. Although a piece of writing may have more than one purpose, one of them may have more important than the others stated by Warriner (1961).

The need to produce a coherent, well-written text can be a great source of stress to the writer if the intervening stages in the process of creating this text are overlooked. Only few native speaker writers, let alone EFL student writers, can be expected to produce a highly structured text without first going through various pre-writing and drafting stages. However, this has not always been made clear to students of English as a Foreign Language, who are still often assigned writing tasks with little advice or support on the processes involved in completing them (Tribble, 1996).

The writing students with learning problems, regardless of their cause, tend to be short, comprising a list of topic ideas versus a coherent and effectively elaborated discussion. The writing tends to be done with little or no planning and with little or no monitoring, evaluating, revising, and editing. Students with learning problems tend to have difficulty sustaining the effort needed to write well, a problem that is worsened if the student has difficulty with writing mechanics (e.g., handwriting, spelling). Generally, these students produce more output when allowed to dictate their assignment rather than write it (Jenkins, 1986).

In addition, the students might have difficulty with writing because of attention problems, poor orientation to task, behavioral resistance, discouragement as a result of a history of failure with writing, or other underlying problem (Rutten, 2001).

1.2 Statement of the Problems

Considering the reality that writing is not an easy skill to learn in English, the writer is eager to conduct this study. For the purpose the writer has divided the statement of the problems into a major question as follow:

How is the generic structure of the students' recount essay in Writing I?

From the major question above, minor questions are generated as follows:

1. How is the orientation of the students' recount essay?
2. How is the sequence of events of the students' recount essay?
3. How is the reorientation of the students' recount essay?

1.3 The Objective of the Study

In accordance with the major research question stated above, this study is to describe the generic structure of the students' recount essay.

The minor objectives are to describe:

1. The orientation of the students' recount essay.
2. The sequence of events of the students' recount essay.
3. The reorientation of the students' recount essay.

1.4 Significance of the Study

The result of the study will be meaningful feedbacks for some sides. The writer hopes:

1. The students of Writing I would understand the generic structure of recount essay essentially.
2. The lecturers of Writing I would have another teaching writing explanation to improve their teaching writing through analyzing of the generic structure of recount essay.
3. The other writers would use this thesis for acquiring data accuracy of students of Writing I on analysis of the generic structure of recount essay.

1.5 Scope and Limitation of the Study

Concerning to the fact that there are many kinds of text, the writer limits his study into one. That is the generic structure of recount essay written by the students and does not approach the language features.

There are three parts in the generic structure of recount essay; the orientation, the sequence of events (event I, II, and III (optional)), and the reorientation (optional). They have purposes for guiding the students to write a recount essay into correct steps.

It is common that the students get some problems in writing a recount essay. Their problems are writing the recount essay based on the generic structure but not in a good order.

That is why the writer does not concern with any material of the text to be shown as sample texts whether those are scientific, nonscientific, fiction, nonfiction in any kind of texts.

1.6 Theoretical Framework

In this section, the writer would like to show the nature focusing the study. The nature is the nature of essay.

The nature of essay is to define the definition of essay, components of a complete essay and characteristics of a good essay, and recount as one of the essay types.

Additionally, this study concerns with the generic structure of recount essays in composition. This section shows the result of composing text based on the generic structure of recount essay.

1.7 Assumptions

In making the study, the writer bases his study on these assumptions:

1. In semester two, the students of English Department at Widya Mandala Catholic University Surabaya get the course of Writing I. There are two kinds of texts; recount and narrative. In writing recount essay the students will get some explanation from the lecturer how to write a recount text. After the explanation the students will write the recount text. Then, the lecturer will observe the situation and the students' how to write gesture.
2. While the students are writing a recount essay, the lecturer explains the generic structure during the process of students' writing. The students will check their writing again after they are finished.
3. The problems of the students face during writing a recount essay are commonly the generic structure. They could write in many kinds of words and sentences in recount essay but not in a good order correctly. Some of the students write the event or the reorientation not in order based on the generic structure even though it is optional, commonly it does not relate with the orientation.

1.8 Definition of Key Terms

Another point to enable the students to understand the meaning of the terms written in this study and also to avoid miss interpretation, the writer defines some key terms as follows:

1. Recount

A series of events which happened in the past including the name of place, time, and object (Gofhar, 1992: 10).

2. Generic Structure

The way in which a text is constructed to suit its purpose (Gofhar, 1992: 10).

3. Composition

Composition is a means to the important end of effective communication. The effectiveness to communicate into writing is the goal of composition (Barnes & Noble, 1961: 1).

4. Essay

Essay is a finished product by collecting one by one information and produces those information into text based on the writer point of view (Barnet, 1988: 29).

5. Writing

Dagher (1976: 3) claimed writing is thinking on paper. Thinking is mind at work, finding facts, seeing relationships, testing the truth of them, reaching conclusions and forming opinions. In these ways, our minds produce a high variety of ideas, and the facts that support them are the materials which go into any piece of writing.

1.9 Organization of the Thesis Report

The thesis consists of five chapters. Chapter I includes the background of the study, the statements of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the theoretical framework, the assumptions, the definition of key terms, and the organization of the thesis report.

Review of related literature will be discussed in Chapter II. It contains three parts. The first part is about essay which consists to define the definition of essay, components of a complete essay, characteristics of a good essay, and recount as one

of the essay types. The second part deal with the implementation of genre based approach in the teaching of writing. The third part relates to review of the related studies.

In Chapter III, the writer presents the research method. In the next Chapter IV, the writer describes the interpretation of the findings and discussions. The result of this chapter is concluded in Chapter V.