

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the international languages and is spoken in many places around the world. Studies show that most people think language is the most important thing in life because it helps connect ideas.

The Holy Qur'an, Al-Qashas, verse 51, also talks about the importance of language and analyzing it:

وَلَقَدْ وَصَّلْنَا لَهُمُ الْقَوْلَ لَعَلَّهُمْ يَتَذَكَّرُونَ ﴿٥١﴾

This verse showed how important language is and how deeply it can be understood. Language is a way to get and give meaning and information.

English has four inherent skills that must be mastered: listening, speaking, reading, and writing. According to Harmer (2001:79), Writing skill is a creative ability that students can explore by focusing on generating and producing information in written form. Imagination their thoughts and emotions. Especially for students to write comprehensively, some characteristics of writing ability need to be mastered. Moreover, Writing should be done in your own time as a way to express ideas and thoughts. Expressing ideas means developing ideas to form longer sentences in writing. To write clear sentences, you must learn English grammar and mechanics, including how to use punctuation, commas, pronouns, and other words correctly.

You can arrange sentences in your text in a variety of ways. Recount text is one of them. Hyland claims that the genre of recount has a social purpose in retelling events for educational or entertaining purposes (Ken Hyland, 2004:29). The sentences are typically organized chronologically or in chronological sequence in the recount text. The events are related in the same order, starting with one thing and moving on to the next.

Based on the junior high school curriculum, there are three different sorts of texts that are taught to the students. They are narrative text, descriptive text, and recount text. The recount text is text that tells the reader about an event or story that happened in the past. Gerot and Wignell (1994:194) say that a recount text is a text that retells events to inform or entertain, and Sundayana in Nurkholijah and Al Hafizh, M (2020:470) confirms that a "recount text" is a report of an event or activity that happened in the past. Also, the text has generic structures, such as orientation, a series of events, and re-orientation.

Based on the study proses in English, the researcher found some problems with how students writing recount texts. The students should make the beginning of the story as interesting as possible so that the story is interesting to read. There were a few problems that the researcher found. First, when writing recount texts, students had trouble organizing the basic structure of recount texts. Some students still didn't understand what the basic parts of a recount text were, and they didn't know how to start writing the text. Second, the students still have trouble with grammar. In recount

texts, they didn't know how to use the simple past tense. In their recount texts, the students still used the simple present tense.

Because there are some problems with learning English, especially with writing recount texts, the researcher in this study tried to find out how well students understood recount texts. The researcher wants to find out how much students understand about writing recount texts by doing this research. In this study, we looked more closely at the structure and language features of the recount text. **“AN ANALYSIS OF GENERIC STRUCTURE AND LANGUAGE FEATURES IN THE STUDENTS’ PERSONAL EXPERIENCE ”.**

B. Definition of Key Terms

Some definitions are included to clarify which variables are involved in the study, researchers describe key terms as follows:

1. Generic Structure of Recount Text

Knapp and Watkins (2005) say that the generic structure of a recount text is a package of events in a text. This organization will explain how the stages work to get to the goal. The most common grammar mistakes in text that tells a story (Ken Hyland, 2004, p. 135), divided into three parts. Orientation, events, and reorientation were all looked at and analyzed. The orientation tells the reader what they need to know to understand the text, like who was involved, where it happened, and when it happened. The event, a list of events in order of

when they happened. The reorientation, personal comments about what happened, or what ended up happening.

2. Language Features of Recount Text

A recount text has language features, which is another way of saying "language characteristics." Gerot and Wignell (1994) say that a recount text should include specific participants, a material process, a time and place circumstance, past tense, and temporal sentences.

3. Personal experience

A personal recount is a piece of writing that tells about the author's own experiences in the first person (I, we). Knapp (2005:224) says that recount text is written to make a report about a series of related events.

C. Research Question

Here are some research problems formulated by the researcher, in which this research tries to find the answer for the following problems.

1. What are the generic structures in recount text of the students' personal experience?
2. What Language Features problems are found in students' recount text?

D. Objectives of the Study

Based on the study background, this study aims to:

1. To analyze of generic structure in recount text in the students personal experience.
2. To find out what problems are found in students' recount text.

E. Significance of Study

The results of this study should be useful from a theoretical and practical aspect. In theory, these research are expected to be useful: as a source of information about generic structure and language features of recount text writing.

1. For The Students

Students at Al-Ikhwān Islamic Junior High School can get better at writing, especially when it comes to writing recount texts. It can also show how well the student understands the language features in recount text, especially in the generic structure.

2. For The Teacher

This research result helps the teacher figure out where the students are weak and how well they understand how to write recount texts.

3. For the writers

The writers can extend their knowledge of generic structure and language features in recount text.