

CHAPTER 1

INTRODUCTION

A. Background of the Study

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it. Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students

As a part of English skill, the learners of English language should master it. It is important for person especially adult level in making communication or giving approach to other person. According to Richards (2006) writing form for adult level needs not only institutional writing but also personal one. The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities. According to Meyers (2006), writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.

Based on those facts, English learners especially learners at Senior High School level must master writing besides speaking. As a basic skill in English language, writing skill could not be separated from education sector. The main reason, English learners at school must be able to express their ideas of feeling in spoken or written forms effectively.

There are twelve types of English text; those are recount, report, news item, discussion, anecdote, narrative, procedure, description, explanation, exposition (analytical), exposition (hortatory), and review. In this research the researcher would discuss recount texts.

A recount text is a text that retells everything happened in past events, usually in the order in which they happened or a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. A recount text is quite similar to a narrative text. There is no complication part in a recount text, whereas it exists in a narrative text. Recount has three types. They are personal recount such as a diary and personal letters and factual retelling such as science experiment or news and incident report and the last is imaginative recount, but the students faced some difficulties in writing recount text, especially in using phrases in their Diary's.

Writing process of diary can be easier to do if someone makes it as a habit. Based on that skills are supported by language elements such as grammar, vocabulary, spelling and pronunciation. According to Webster (1990: 531) grammar is the study of the classes of words or of terms or codes available for use. Then she defines pronunciation as the cogency of evidence that compels acceptance by the mind of truth or a fact (p.942). And she defines spelling as the forming of words from letters, according to accepted usage or a sequence of letters composing a word. (p. 1133).

Writing needs not only good organization but also perfect grammar. Unlike spoken language which often contains errors and speakers can often revise them all the time, written language or composition has to be perfectly delivered, i.e. through grammatical sentences. In this case, ungrammatical sentences will only hinder readers to understand the writer's meaning, thus good command of grammar is important for writers. For EFL students

who practice EFL writing have to comprehend grammatical rules and employ them in sentences. A sentence is a group of words containing a subject and a predicate and forming a complete thought. A sentence is constructed of some phrases. A phrase is a unit of grammar; a phrase may consist of one word or more than one word. There are five kinds of phrases. A noun phrase is a group of words containing noun as the head word; verb phrase consist of auxiliary and verb functions as predicate; prepositional phrase is a group of words preceded by preposition and ended by a noun, pronoun, gerund, of the object of the preposition; adjective phrase is a group of word precede by adjective and ended by a noun; and adverb phrase has an adverb as its main word.

In this research, the researcher investigated all types of the phrases including noun phrase, verb phrase, Adjective Phrase, Adverb Phrase, and Prepositional phrase. Noun phrase; according to Bakken (2006), the head of which is a noun or a pronoun. If the head is a noun, it may combine with determiners, pre modifiers and post modifier. It can be seen from the example follows: *clean water*; *water* is a head and *clean* is a modifier. *Beautiful girl*; *girl* is a head and *beautiful* is a modifier.

In English sentences, noun phrase plays important function. According to Quirk (1995:59) noun phrase typically functions as subject, object, and complement of sentence. It can be seen from the example: *The girl standing in the corner now* is my sister. Noun phrase in this sentence is very complex form. Sometime the students cannot make the complex noun phrase correctly. Noun phrase as a subject in this sentence is *the girl standing in the corner now*, and *my sister* is an object. Besides that, the *girl* is a head, and *standing in the corner now* is a modifier.

Accordingly, understanding the meaning of noun phrase is very important for the students, because noun phrase play some functions in a sentence. Beside noun phrase, there are other phrases which should be understood by the students, namely; verb phrase, adjective phrase, prepositional phrase and adverb phrase.

A verb phrase according to MacFadyen (2011) of which head contains a verb, its direct and/or indirect objects, and any adverb, adverb phrases, or adverb clauses which happen to modify it. The predicate of a clause or sentence is always a verb phrase, for examples: *Corinne is trying to decide whether she wants to go to medical school or to go to law school. He did not have all the ingredients the recipe called for; therefore, he decided to make something else. After she had learned to drive, Alice felt more independent. We will meet at the library at 3:30 p.m.*

Nordquist (2014) stated that adjective phrase is a word group with an adjective as its head. This adjective may be accompanied by modifiers, determiners, and/or qualifiers. Adjective phrases modify nouns. They may be attributive (appearing before the noun) or predicative (appearing after a linking verb), but not all adjectives can be used in both positions. "An adjective phrase consists of an adjective which may be preceded and/or followed by other words. The pre modifier is always an adverb phrase, but the post-modifiers can be an adverb phrase, a prepositional phrase, or even a clause. It is also possible to have a modifier that is partly in front and partly behind the head, called a *discontinuous modifier*, abbreviated as *disc-mod*."

Besides, Nordquist (2014) defines prepositional phrase as a group of words consisting of an object, preposition, and any modifiers of the object. The prepositions are: *at, on, in, from, with, by, and about*. Prepositional phrases function as adverbs or adjectives

in a sentence. When it is used as an adverb it answers the questions: where, when, or how. When it is used as an adjective, it answers the questions: *which* or *which one*. An example of a prepositional phrase being used as an adjective is *“The tomatoes on the vine are ready to be picked”*. *Which tomatoes? The ripe tomatoes on the tomato vine are ready to be picked*. When a prepositional phrase is used as *an adverb*, it is used like this *“Grace is tired from her long day at work: How did Gracia get tired? He was tired from her long day at work*

Nordquist (2014) defines an adverb phrase (also called an *adverbial* phrase) as a word group with an adverb as its head. This adverb may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in a number of different positions in a sentence. For examples; The Cheshire Cat vanished *quite slowly*, beginning with the end of its tail. The players responded *surprisingly well* to all the pressures of the playoffs. The best way to preserve the flavor and texture of fresh vegetables is to cook them *as quickly as possible*.

There has been growing research on phrases, for example, Ayuningsih (2007), Ibad, Jamiludin, Bochari (2014), Indrawan (2014), Marliah (2009), Toyibatun (2011), Astuti (2014), Widyaningsih (2013) Cahyani, Wijaya, Arifin (2014) Setiawan (2014) Astuti, Suhardi, Listyorini (2012) Nevertheless, no research has been conducted on the ability of Indonesia EFL students to write all types of phrases in composition, and hence this present study was meant to explore this area. This research is conducted to analyze the students' ability in using the entire phrase in writing text. The researcher is interested in surveying the students of SMAN 1 Karanganyar. It is geographically located in the central of the Karanganyar Regency.

The reason of choosing recount text as the object of this research is that usually the students at senior high school faced some difficulties in constructing recount text because lacks of vocabulary, conjunction, tenses, structure and especially used phrases in writing recount text., so the students feel under esteemed to do it, and the teacher should have any effort to solve this problem.

The question left is whether constructing the recount text using phrases really facilitate the students or can overcome that problem to get their English competence or not,the researcher wants to know whether the using phrases in constructing the recount text in teaching and learning process help the students to expand their English skills Or it doesn't expand their English skills.

The researcher believes that teaching recount text to the students using phrases in Contextual Teaching and Learning process will expand the students' ability in constructing recount texts, and it will be intensive for the teachers to teach the students in class when the teacher applies phrases in teaching and learning , beside that the students will be more active when they are studying English in constructing recount text using phrases.

After knowing the finding of the study, the researcher will draw a conclusion whether the using phrases in constructing the recount text in teaching and learning process for the tenth grade of Senior high school students, that they attended really affects their English achievements in the examination.

In this study, the research takes the population of the tenth grade Senior high school of SMAN 1 Karanganyar. Based on the explanation, the researcher analyzed the use of the phrases in writing recount text by the students of SMAN 1 Karanganyar in academic year of 2013 – 2014.

B. Limitation of the Study

In this research, the researcher limits the study of the research on the use of phrases has written by students to compose recount text. The researcher only chooses one area of the grammar, that is, phrases and this study concerns the students' understanding in the use of English phrases.

C. Research Questions

Based on the background above there are many problems that arise and they can be identified as follows:

1. How is the students' ability in writing of phrases in recount text?
2. What are the types of phrases usually used in recount text by each student?
3. What are the constructions of phrase used by the students?

D. Objectives of the Study

This study is aimed:

1. To investigate the students' ability in writing of phrases in recount text
2. To describe the types of phrases usually used in recount text by each student
3. To describe the constructions of phrase used by the students.

E. The benefit of the Study

The researcher hopes that this study will be useful for English teacher and other researcher:

1. Theoretical Benefits

a. English teacher:

- 1) This study can give an experience of e technique used in teaching phrases
- 2) This study will describe the problems faced by students in learning phrases.
- 3) This study will help to design better teaching material for the students.

b. Other researchers:

The researcher hopes that the result of the research may become an input for the other researcher who wants to observe other problems in learning English. Especially phrases.

2. Practical Benefits

a. Student

The researcher hopes, this study will make easier for the students while learning about phrases, especially when they write a recount text

b. Institution

Practical research is expected to contribute to the institution and faculty in
The development of competence in using phrases

F. The Outline of the Thesis

The thesis is divided into five chapters that can be presented as follows; Chapter 1 Gives the introduction that contains the background of the study, reasons for choosing the topic, limitation of the study, research question, the objectives of the study, benefit of the study. Chapter II Presents of The previous study; Theoretical description of Genre, recount text, teaching writing, phrases, Hypotheses. Chapter III Deals with research method which will discuss type of research, subject and object of research, data and data source, method of collecting data, method of analyzing data. Chapter IV Gives interpretation of the result and discussion of the study. Chapter V Presents some conclusions and suggestions.