CHAPTER I
INTRODUCTION

The writer attempts to convey the study introduction in this chapter which consists of the background of the study, problems of the study, the objective of the study, and the last one is the significance of the study.

A. Background of the Study

At the university level, where writing is taught for English as a foreign language, it can be seen that students still have difficulties when they reach college. Most students who enter college do not have enough adequate writing skills (Green & Foster, 2003). In Indonesia, teaching writing has been included in the curriculum with considerations and goals to be achieved. At the university level, especially at the English Education Department of the Muhammadiyah University of Surakarta, writing is one of the skills that must be mastered in which writing has been taught to students since the beginning of the semester. In writing, one of the texts that must be generated is recount text. Recount text is one kind of English text genre that is learned in the second semester in the paragraph development writing course.

Writing is a basic skill that must be mastered by language users, besides speaking, reading, and listening. Writing also has an important role for students who are in the process of learning languages, especially foreign languages. It is important for students because it is widely used in higher education, in the world of work to communicate with partners or just about anyone else. Most students who apply to college are not accompanied by adequate writing skills (Greene & Foster, 2003).

Recount text is one of the written texts that must be mastered by students, not only school students but also college students. Although recount text is a text that is familiar to students since junior high school and it is considered a text that is quite easy to make because they write based on the story of real-life or their past experiences, students need to write recount text correctly to present the topic for the readers. According to Mayangsari (2020), Recount text is a text that retells or recounts an event or an experience in the past. The term of experience is what we do, feel, hear, read, even what we dream. According to Gerot and Wignell (1995), the goal of writing recount text is to entertain or retell the reader what, who, and when an event occurs in the past. The social function of recount text is to retell passing experiences. Therefore, the researcher investigates students' Recount text. It is because in writing Recount text, the students should be aware of using the generic structure of Recount text, including orientation, series of events, and reorientation (Anderson and Anderson, 2003).

Systemic Functional Linguistics (SFL) is concerned with how language makes meaning. While Eggins and Slade (1997) stated that the three types of meaning or metafunctions can be glossed as follows: Ideational meaning is the meaning about the world, Interpersonal meaning is the meaning about roles and relationships, and textual meaning is the meaning about the message. Ideational meaning is realized through a transitivity system. Transitivity is express meaning about phenomena, living things, goings-on, and the circumstance surroundings these happenings and doings (Gerot and Wignel, 1994). The transitivity system consists of three elements, namely participant, processes, and circumstances. Processes, also known as predicative verbs, refer to verbs found in the literature that describe the material, mental, verbal, behavioral, relational, or existential processes.

Bloor and Bloor (2004) suggested that text analysis should be used to determine students' understanding of English. The purpose of choosing transitivity is because it can identify linguistic features in a written topic. In this case, the transitivity system is used to uncover the linguistic features of the Recount texts, and also one of the ways to analyze a text is by employing Halliday's transitivity approach drawn from Systemic Functional Linguistics.

Regarding previous research, several studies have examined recount text and Systemic Functional Linguistics (SFL) in students' writing. In the research conducted by Nurhidayat (2011), Senjawati (2016), Ganti (2018), Sayukti & Kurniawan (2018), and Anggini (2020) , tried to analyze students' recount text by looking at the generic structure, language features, and social purpose. According to their findings, students were usually aware of the social objective of recount text and how recount text should be written based on its criteria, suitable on the generic structure and linguistic features. Furthermore, several previous studies analyzed student recount text by focusing on the three metafunctions or only on the ideational metafunction/transitivity. For example in research conducted by Nurohmah (2013), Rahayu & Efransyah (2020), and Purwaningrum (2018). The previous research only investigated students' writing ideas based on thematic progression, as done by Noviyanti (2015).

Several previous studies above have similarities and differences, such as having the same focus on generic structures, linguistic features based on SFL, and social functions in students' recount texts. Differences can also be seen from the research subjects and research focus in which the focus is on students' writing errors but are not based on system transitivity, while others only focus on interpersonal metafunctions.

Regarding the concerns, the research is concentrated on identifying recount texts by second-semester students at the Department of English Education of Muhammadiyah University of Surakarta. The researcher investigated how students produce recount text by

analyzing the (1) generic structure, (2) linguistic features based on transitivity process, and (3) social function that focused on the topic developed by the students. In this case, the linguistic features of Recount texts were analyzed by using Systemic Functional Linguistic that focused on ideational meaning or transitivity developed by Halliday (1994). Based on the reasons above, the title of this research is "EXPLORING EFL STUDENTS RECOUNT TEXT BASED ON GENERIC STRUCTURE AND SYSTEMIC FUNCTIONAL LINGUISTICS (SFL): A CASE STUDY OF SECOND SEMESTER STUDENTS AT DEE OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA".

B. Problem of the Study

The problem of the study is how students' recount text in the perspective of generic structure and Systemic Functional Linguistics, the researcher raised three questions as follows:

1. What are the generic structures realized in the recount text written by second-semester students at DEE of Muhammadiyah University of Surakarta?
2. What are the linguistic features based on the transitivity process that is realized in the recount text written by second-semester students at DEE of Muhammadiyah University of Surakarta?
3. What are the topic developed in the recount text written by second-semester students at DEE of Muhammadiyah University of Surakarta?

C. Objective of the Study

The objective of this research was to describe how students recount text from the perspective of generic structure and Systemic Functional Linguistic. The objective of this research are as follows;

1. To discover the generic structures realized in the recount text written by second-semester students at DEE of Muhammadiyah University of Surakarta.
2. To discover linguistic features based on transitivity realized in the recount text written by second-semester students at DEE of Muhammadiyah University of Surakarta.
3. To discover social function based on the topic developed in the recount text written by second-semester students at DEE of Muhammadiyah University of Surakarta.

D. Significance of the Study

The researcher wishes that the results of this study can give benefit for the readers and the following parties:

1. The results of the research are expected to be references for the students of the Department of English Education to improve their writing skills regarding the mistake they have made.

2. The study is useful for future researchers who are interested in examining Recount text by applying Systematic Functional Linguistic that focuses on transitivity (process). The study is expected to be an additional source for future researchers.

3. The research can improve the researcher's knowledge in mastering English or the researcher also has a deeper understanding of recount text, in particular generic structure, linguistic features, and social function of recount text.

4. The results of the study are expected to be used to help English teachers to find out students' weaknesses in writing and improve them. And also as a view in determining the right strategy to be applied in helping students make recount texts correctly.