

**EXAMINING THE USE OF RECOUNT TEXT FOR TENTH-
GRADE STUDENTS : COMPARATIVE STUDY IN ENGLISH
TEXTBOOKS ENTITLED “BAHASA INGGRIS UNTUK
SMA/MA/SMK/MAK” AND “PATHWAY TO ENGLISH FOR
SENIOR HIGH SCHOOL GRADE X”**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education



By :

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SN. 2518003

**ENGLISH EDUCATION DEPARTMENT
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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SENIOR HIGH SCHOOL GRADE X”

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

“The first step toward success is taken when you refuse to be a captive of the environment in which you first find yourself.”

-MARK CAINE-

ABSTRAK

Salah satu kemampuan yang perlu diajarkan di kelas adalah kemampuan membaca. Berdasarkan pengalaman praktik mengajar peneliti, sebagian besar siswa kelas X mengalami kesulitan dalam mengidentifikasi jenis-jenis teks recount. Untuk mengatasi masalah tersebut, penelitian ini bertujuan untuk menganalisis teks recount dalam dua buku teks bahasa Inggris terpilih dengan mengidentifikasi jenis teks recount dan menemukan persamaan dan perbedaan antara teks recount dalam buku teks tersebut. Peneliti menemukan tiga jenis teks recount dalam empat teks recount di antara dua buku teks bahasa Inggris, yaitu teks recount pribadi, teks recount sejarah, dan teks recount biografi. Hasil penelitian ini menemukan tiga jenis teks recount di dalam buku teks bahasa Inggris tersebut. Teks 1 dan teks 2 dikategorikan sebagai teks cerita ulang pribadi, teks 3 dikategorikan sebagai teks cerita ulang sejarah, dan teks 4 dikategorikan sebagai teks cerita ulang biografi. Persamaan dan perbedaan dari teks recount tersebut terletak pada struktur generik, bagian dari pidato, dan tujuan sosial yang disajikan dengan tabel berikut. Penelitian ini menggunakan penelitian kualitatif dengan menggunakan pendekatan penelitian kepustakaan. Data penelitian ini dikumpulkan dengan menggunakan literatur dengan mengidentifikasi teks recount dalam buku teks. Data dianalisis dengan menggunakan analisis isi berdasarkan teori Lasswell.

Kata Kunci : *Textbook analysis, Reading, Recount text.*

ABSTRACT

One of the abilities that need to be taught in classrooms is reading ability. Based on researcher's teaching practice experience, tenth-grade students mostly have difficulties in identifying the types of recount text. To overcome that problem, this study aims to analyze the recount texts in two selected English textbooks by identifying the types of recount text and finding out the similarities and differences between the recount texts in those textbooks. The researcher found three types of recount text in four of recount text between two of English textbooks, they are personal recount text, historical recount text, and biography recount text. The result of this study found three types of recount text inside those English textbooks. Text 1 and text 2 was categorized as a personal-recount text, text 3 was categorized as a historical-recount text, and text 4 was categorized as a biography recount text. The similarities and differences of those recount text was located at generic structure, parts of speech, and social purposes that present with following tables. This study uses qualitative research using a library research approach. The data of this research is collected using literature by identifying the recount texts in the textbooks. The data were analyzed by using content analysis based on Lasswell's theory.

Keywords: *Textbook analysis, Reading, Recount text.*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me with guidance, health, and patience so that the writing process of my research proposal research entitled **“The Use of Recount Text in English Textbooks for Tenth-Grade Students Entitled “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X “ and “Pathway to English for Senior High School Grade X””** can be completed. It is submitted to English Education Department, UIN KH. Abdurrahman Wachid Pekalongan to fulfill one of the requirements of the Research Seminar Proposal Course. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion I would like to express my sincere gratitude to:

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The Writer

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that has been used in many countries, including Indonesia. In Indonesia, English as a foreign language has been expressed in various written and spoken forms. English has been learned by students as a compulsory subject from junior high schools to universities (Haerazi, Vikasari, & Prayati, 2019).

Lauder (2008) states that the curriculum in language teaching provides opportunities for students and teachers to open up knowledge related to social relations, culture, and global insight. In the educational school, the government had used the Education Unit Level Curriculum or 2006 Curriculum (KTSP), 2013 curriculum, and Merdeka curriculum. In this research, the researcher will use 2013 curriculum as a selected curriculum to analyze the research. Understanding skills and character education are prioritized in the 2013 curriculum. Students and teachers are required to comprehend the content, take part in debates and presentations, and maintain excellent manners and discipline. Additionally, the government offers English textbooks that follow the 2013 curriculum's course requirements. The 2013 curriculum also requires that learning materials should be metacognitive, which means that students must be able to do more than just recall and describe previously agreed-upon material (Permendikbud, 2013).

Textbooks are the main learning resource to achieve basic competencies and core competencies and are declared eligible by the Ministry of Education and Culture to be used in education units (*Permendikbud, 2016 : 8*). A textbook is a book that contains comprehensive information about a course or a subject that a student needs, to get through the academic year. This curriculum includes all sorts of chapters, question-and-answer sections, and exercises designed to raise students' learning levels. According to Cunningsworth (1995), textbooks are not only helpful for students but also helpful for new teachers with their teaching courses. It serves as a guide for the course material they must cover throughout the full academic year. Textbooks assist teachers in creating lesson plans and provide a hassle-free environment for teaching and learning. It is important for teachers to have more than just textbook knowledge. For the learning to be effective, they should also have a successful teaching background.

Both of textbooks are use in Senior High School 1 Bojong, Senior High School 1 Sragi, and Senior High School 1 Kedungwuni. Based on the researcher's teaching practice experience, those school only used the two of english textbooks for teaching references. In English textbooks, there are some kinds of text used for increasing reading skill comprehension. One of them is a recount text. Recount-text is a text which retells events or experiences in the past (Knapp & Watkins, 2005). Its function is to either inform or entertain the readers (Callaghan dan Rothery, 1993: 53). There

are no conflicts or complications among the characters, which sets it apart from the narrative text. A recount text includes an orientation, a chronological of events, the author's observations on the events, and a reorientation that "rounds off" the events. Recount texts serve to inform readers and listeners while entertaining them about the subject or content of the discourse or story text. There are types of recount text, such as Personal recount, Factual recount, Imaginative recount, Biography recount, and Historical recount (Knapp & Watkins, 2005).

Several previous studies had analyzed English textbooks. First is the study from Sianipar et al., 2020. They investigated the analysis of recount text in English textbooks used by tenth- grade students. The study found the forms from the recount text and met with the generic structures namely orientation, event, and reorientation. Besides that, recount text also fulfills social goals and linguistic elements. They stated that English textbooks were similar in terms of linguistic elements and type of process, while differences were found in terms of social goals and generic structure. Second is the study from Masithoh and Fadilah (2017). This study found the grammatical cohesion of the recount text inside the book. They just focused on analyzing the grammatical content from the recount text.

Both studies mostly investigated the content of recount text with writing skill side. Therefore, this study has a gap to fill recount text in investigating the different side that is reading skill. There are many

problems faced by students in developing their reading skills, especially in reading content from the recount text. Additionally, the study focused on analyzing types of recount text and identify the similarities and differences in terms of generic structure, parts of speech, and social goals in the reocunt text between two of English textbooks. This research can be useful, in particular for students who have low reading skills. Furthermore, English teachers can continue using and modifying the recount text identified in this study and encourage students in improving their language abilities. The output of this research is intended to serve as yet another resource for teachers when introducing recount texts to students in tenth-grade students.

1.2 Formulation of the Problem

Based on the background above, the following research questions are as follows :

- a. What are the types of the recount text found in both of textbooks entitled “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X” and “Pathway to English for Senior High School Grade X”?
- b. What are the similarities and differences in terms of generic structure, parts of speech, and soaical purposes between the recount texts in textbooks “Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X” and “Pathway to English for Senior High School Grade X”?

1.3 Operational Definitions

The definitions of key terms in this research are briefly defined as follows.

- 1.3.1 The English language: Several countries, including Australia, Canada, New Zealand, the United Kingdom, and America, speak English as their first language. Indonesia uses English language as a foreign language.
- 1.3.2 Reading: Reading is one of the basic skills in learning English. There are four basic skills, writing, listening, reading, and speaking.
- 1.3.3 Recount text: Recount text is a part of the subject materials in the textbook that discusses people's experiences and retells stories or events in the past. It covers structures, purposes, and characteristics.
- 1.3.4 Textbooks: Textbook is a part of teaching and learning which contain recount text materials. The writer will use both of textbooks, entitled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X" and "Pathway to English for Senior High School Grade X"

1.4 Aims of the Study

This study aims to analyze the recount texts in two selected English textbooks by identifying the types of recount text and finding out

the similarities and differences between the recount texts in those textbooks.

1.5 The Significances of the Research

The significances of this research are explained as follows:

1.5.1 Theoretical

The researcher hopes that this study may assist to develop the theory of English lessons, especially in recount text for senior high school students.

2.5.1 Practical

In the future, the researcher hopes this study can be used as one of way for the teacher to give suggestion of recount text that suitable for tenth-grade students and apply it in the learning process.

CHAPTER V

CONCLUSION

This chapter contain two of sections. The first section is summary of the findings research that have been discussed before. The second section is the suggestion for university students, lecturer, and the future researchers.

5.1 Summary of the findings

This study had two research questions. The first question ask about the types of the recount text between two of English textbooks. The second question is the similarities and the differences between four of recount text in two of selected English textbooks.

There were three types of recount text in both of English textbooks, i.e personal recount-text, historical recount-text, and biography recount-text. Text 1 and Text 2 were categorize as personal recount-text, Text 3 was categorize as historical recount-text, and Text 4 was categorize as biography recount-text.

There were two similarities of recount text between two of English textbooks, they are generic structure and linguistic element. Most of all complete the criteria as a complete recount text that fulfilled with generic structure and had linguistic elements. Besides that, there was difference of recount text between two of English textbooks. That is social purposes, for example to entertain the reader, to give a historical information, and to inform someone's historical life.

Based on the result of the study, it can be concluded that recount text had several types, such as personal recount text, historical recount text, and biography recount text. All of recount text had similarities in terms of generic structure and parts of speech. Besides that, recount text also had differences that are located at social goals.

5.2 Suggestion

Based on the conclusion above, the researcher would like to contribute some suggestions related to this study for university students, teachers, and future researchers. First, the researcher expected that this study would be useful as an additional material for university students when they do teaching practice in senior high school. Second, this research expectedly would be useful as an additional material for teachers when they teach about recount text. Third, this research suggested to conduct a study which still related to comparison of recount text in English textbooks.

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