

THE ANALYSIS OF RECOUNT TEXT WRITTEN BY TENTH GRADERS OF SMAN 2 BLITAR

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Bagus Candra Sadewa

English Education, Languages and Arts Faculty, State University of Surabaya
lenglolo_12@yahoo.com

Dr. Oikurema Purwati MA., M.AppL

English Education, Languages and Arts Faculty, State University of Surabaya

Abstrak

Penelitian ini berjudul “Analisa Teks *Recount* yang ditulis oleh Siswa-Siswi Kelas X, SMA Negeri 2 Blitar”. Penelitian ini mengambil dua pokok permasalahan. Pertama, bagaimana siswa-siswi kelas X menulis teks *recount* dalam prasyarat dari *generic structure*. Permasalahan yang kedua, bagaimana siswa-siswi kelas X menulis teks *recount* dalam prasyarat dari *language features*. Tujuan dari penelitian ini adalah untuk mendeskripsikan teks *recount* dalam prasyarat *generic structure* dan *language features*. Penelitian ini menggunakan teori teks *recount* dari Anderson dan Anderson. Khususnya untuk aspek-aspek *generic structure* dan *language features*. Teks *recount* terdiri dari tiga bagian *generic structure*. Tiga bagian tersebut adalah *orientation*, *events*, dan *reorientation*. Sedangkan *language features* dari teks *recount* adalah subjek, *chronological connection*, tenses lampau dan kata hubung. Metode yang digunakan dalam penelitian ini adalah deskriptif dimana peneliti menjelaskan hasil dari penelitian dengan cara mendeskripsikan data yang ada. Teknik yang digunakan untuk mengumpulkan data adalah teknik observasi langsung. Hasil dari analisa pada bab IV, ditemukan bahwa kesalahan yang telah dibuat oleh sebagian besar siswa-siswi adalah pada bagian *orientation* dan *events*. Pada bagian *orientation*, beberapa siswa-siswi tidak memberikan informasi tempat dan waktu secara jelas. Dan pada bagian *events*, beberapa siswa-siswi menulis cerita mereka dengan tidak kronologis. Kemudian pada bagian *language features*, sebagian besar dari mereka lupa untuk menggunakan tenses dalam bentuk lampau. Dapat disimpulkan bahwa siswa-siswi kelas X SMA Negeri 2 Blitar telah menulis teks *recount* berdasarkan komponen-komponennya dalam tugas menulis mereka. mereka telah memenuhi standart dalam penulisan teks *recount*.

Kata Kunci: *Recount, Teks, Analisa*

Abstract

This study entitled “The Analysis of Recount Text Written by Tenth Graders of SMAN 2 Blitar”. This study concerns of two statements of problems. First is how the tenth graders write a recount text in term of generic structure. The second problem is how the tenth graders write a recount text in term of language features. The purpose of the study is to describe the tenth grader’s recount text in term of its generic structure and language feature. This study used theory of recount text based on the Anderson and Anderson. Especially for the generic stucture and language features aspects. Recount text consists of three parts of generic stuctures. They are orientation, events and reorientation. The language features of recount text are personal participant, chronological connection, action verb, past tense and conjunction. The method used in this research is a descriptive where the researcher explained the result of research by describing the data gained. The technique used for collecting data is direct observation technique. The result of the analysis in the chapter IV, it was found that the error that have been made by most student are in orientation and events. In the orientation part, some students who did not give the information of the place of the story (where) and the time (when). Then in the events part some students who wrote their story unchronologicaly. Then in the language features, most of them forgot to use past tense in their sentences. The findings found that the tenth graders of SMA Negeri 2 Blitar have organized all of the recounts text components in their writing assignment. They were able to implement both of generic structure and language features of recounts text properly.

Key Words: *Recount, Text, Analysis*

INTRODUCTION

Recount text is a text that retells events for the purpose for informing and entertaining. It begins with an orientation that gives the background knowledge for the reader in order to understand about the text (i.e. who was involved, where it happened, and when it happened). Then recount text unfolds with a series of events. At various stages there may be some personal comment on the events which are called as reorientation (curriculum 2006).

Writing a recount text would not be an easy task. When the writer conducted a pre-observation and pre-interview with the teacher at the second grade students of SMAN 2 BLITAR and found that most of them get difficulties in mastering writing recount text. The difficulties were quite complicated. They were organizing idea, using past tense and arranging the sentence based on language features. In this research the author refers to two sources of previous studies which are related to the analysis of students' composition of certain text in the term of generic structures and language features.

First, in Irawati's thesis (2011) entitled "Language Features and Generic Structures of Descriptive Text Written by the tenth Grade Students of SMUN 21 Surabaya". This study observed the teaching and learning process in the classroom conducted by the researcher. The result is shown that most of students had understood the language features and generic structures of descriptive text. The second previous study is written by Mitra (2012) entitled "An analysis of Students Writing Assignment of Analytical exposition Text Written by The Eleventh Grader". The result of his study found that, there were some students who applied the thesis of analytical exposition text. The rest didn't apply the thesis of the text in their writing assignment. However, all of them were able to apply the argument of analytical exposition text. This fact is shown that the students still got difficulties in composing analytical composition text with complete generic structure which is started from thesis, argument, and reiteration.

According to those findings, the researcher conducts this study based on previous study mentioned above. The previous study focus on the generic structures and language features analysis of the student's composition in certain text.

For this reason, the researcher is interested in conducting a study entitled "The Analysis of Recount Text Written by Tenth Graders of SMAN 2 BLITAR". The purpose of this study is to know the student's ability in writing recount text.

Finally, according to the background of study above, it can be simplified to discuss between two problems that emerge as a significant concern toward the novel.

1. How do the tenth graders write a recount text in term of generic structure?
2. How do the tenth graders write a recount text in term of language features?

RESEARCH METHOD

Research methodology is divided into six steps, those are: research design, subject of the study, the source of the data, data collection technique, research instrument, and data analysis technique.

This research used a qualitative research for the research design. According to Ary et al (2010) descriptive research involves describing and interpreting the nature and incidence as it exists at the time of study. Furthermore, Ary stated that descriptive research studies are designed to obtain information concerning the current phenomena. In simple ways, it can be concluded that descriptive qualitative research is describing natural phenomenon as a subject. Based on that definition, the author would observe and describe the real condition.

The subject of this study was the tenth graders of Senior High School in Blitar named SMA Negeri 2 Blitar. The researcher has chosen this class randomly as a sample of this research. The researcher wants to know the student's ability in this Senior High School, especially for the tenth graders. The researcher took nine students as representatives of this study. The researcher has chosen the students randomly as a sample of this research.

The data in this study was taken from the written work made by students as their writing assignment, especially recount text. Moreover, the source of the data is the student's recount text writing assignment which the teacher had given as an assignment for the students. Then, the researcher will analyze the generic structures and the language features that found in student's recount text writing composition.

The data for this study was taken by collecting the student's original work without any treatment before. The topic was about student's Holiday. Author was collected student's composition based on its generic structure and its language features.

The research instruments in this study was the author himself, in descriptive qualitative study, the researcher is the main instrument that has capability to analyze students. The second instrument is student's writing to measure the student's achievement.

To answer the first and second question, the researcher have analyzed the data based on Ary et al (2010) said that there are three steps that should be done in analyzing qualitative data, they are: organizing/data managing, coding/classifying, interpreting/representing.

RESULT ANS DISCUSSION

This chapter concern to describe and discuss the result of data which taken by the author to the student as a subject of research. This finding will be analyzed based on the research question. The author is more focused in two aspects. The author is concerned to elaborate about student's style in organizing their recount text based on generic structures and language features. It will be analyzed in order to understand the compatibility of

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structure and language features which applied in their task. In this chapter, the author takes nine student's works to be analyzed. In the end of this chapter, it will be categorized the level of student's works into three level. They are excellent, good, and low. The result of this study is expected to give us more of description of student's knowledge and ability in composing a recount text.

Generic Structure

In this sub chapter is concerned to explain and describe about the implementation of generic structure in student's text. The unity of student's work in organizing their recount text based on its generic structure (Orientation, Events, and Reorientation) is the concern of the author. The first part, orientation should contain the characters, situations, place, and time. And the next part is events. It should contains series of events with chronological order and comprehensible in order make the story more interesting. And at the end of the story, there should be a reorientation to close their story. But in this sub chapter, the researcher took three students as the example.

Student I

I went to Kenjeran beach last Sunday. I went there with my family. We traveled by car. It was my mother's plan to have vacation by visiting Kenjeran beach.

At 07 a.m we went to Kenjeran beach from home. We enjoyed the view along the road. About 10 a.m we arrived in Kenjeran beach after parked car in parking area we bought tickets to enter the area.

We walked around while enjoyed the view Kenjeran beach and shopping. We went to home at 01 p.m because we had very tired but we enjoyed very much. It was very satisfied.

In the first sentence, she gave information about time and place. She wrote Kenjeran beach as the information of place. That was the answer of the question of where. Then she wrote last Sunday. It is the information of time and the answer of when's question. In the second sentence, she gave the information of subject or the answer of question "who". She wrote I went there with my family. So the subjects are she (the writer) and her family. In the last sentence of the first paragraph, she wrote it was my mother's plan to have vacation by visiting Kenjeran beach. That sentence, especially visiting Kenjeran beach has explanation that her story is about visiting Kenjeran beach. It is also the answer of the question what happen.

In her third paragraph there are two events. The first are she and her family enjoying the Kenjeran beach's view and shopping. And the last is they went home. Then in the last of the third paragraph, she wrote her reorientation. Her reorientation is in the sentence it was very satisfied. In her reorientation, she wrote her opinion

about the trip that she had done. In the conclusion, generic structure in the first student's recount text is very good. Her recount text has qualified the generic structure of recount text.

Student II

Two weeks ago, I went to Bali with my family. I went there with my car and I slept in the way to go there. I stayed in Bali in my Grandma's house. I stayed there only for three days.

The first day, I went to the Kuta beach. After that we went to the restarant that we already reserved. And then we go to the Discovery Mall (centro). After that we go back to my Grandma's house.

The second day, I went to Tanah Lot. At there we saw Pura in the sea. It was so beautiful. We have a luch in there too. After sunset, we visited my cousins and have a dinner in their house. We played some games and many more. At night, we go back and have a rest.

The last day, we just went to the Sanur beach. And then after we have a lunch, we go back to Surabaya. We're very happy and wish to be there again. We go back at 1.00 pm and arrive in Surabaya at 2.00 am. It's a best holiday I ever had.

The writer started her story with the information of time, *two weeks ago*. Two weeks ago means that her story was occurred at two weeks before she wrote her recount text. The information of "two weeks ago" has been answered the question of "when". Then she continued with giving the information of what is happen. She wrote **I went to Bali with my family**. By adding that information, the reader knows that the story is talking about the journey to Bali. It also has been answered the question of what and where.

In every sentence, she always adds the word of **I** and also **my family**. It means that the story is about herself and her family. It has answered the question of who. The perfect orientation can answer the question of who, when, where, and what. In the explanation above, it has known that the orientation is perfect because she has been given the information about subject, time, place, and what happened.

The second part of recount text is events. She wrote her events chronologically. First events in her story are taken place in Kuta beach. Then she and her family went to restaurant and go shopping at Discovery mall. Her first day is end in her grandma's house.

Then, in the second day is started in Tanah Lot. And it is continued in her cousin's house. She was also telling about her activity. Such as play some games and have a dinner. In her last day, she begins her day in Sanur beach and goes back to her city, Surabaya. She wrote it chronologically day by day.

The last part of recount text is reorientation. In her reorientation, it ends with the statement of her personal opinion about her feeling, **it's a best holiday I ever had**. Based on the analysis above, it can be concluded that recount text of the fourth student has best generic

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structure. It consists of orientation, events and reorientation.

Student III

I have my best journey in Surabaya. I goes to the Surabaya zoo. My family and I was goes there with car.

In the morning we prepare everything. On the way, I see many beautiful scenarios. Such as mountain, trees, and many more. My family and I arrived at Surabaya zoo at 1 pm. There, I saw a lot of animals.

I can see birds, lion, elephant, monkey, and many more. I buy peanut and give it to monkey. They like the peanut. After that we go to Bungkul park to see people who paly skateboard. We returned at 8 pm.

It was a very interesting journey for me and my family was happy.

Generic structure in recount text that is made by the last student is incomplete. The weekness of his written is in his paragraph. He wrote his story just in one paragraph. It makes the reader confused with his story.

In the orientation's part, he wrote **I** and **my family** as the subject or characters. Then he wrote **Surabaya** as the place of his journey's destination. And from his statement **I have my best journey in Surabaya**, the reader know that his story will tell about his journey in Surabaya. The weakness of his orientation part is there is no information about time, when the story took place.

In this events part, he writes all his sequent of events chronologically. His first event is preparing. Then he talked about the scenery on the way go to Surabaya city. And then the next experience is in the Surabaya zoo. And the last he went to Bungkul park.

The last part of recount text is reorientation. In his reorientation, he wrote the feeling about his journey to Surabaya. In conclude the generic structure of recount text that is made by the last student is not good.

Result of Generic Structure's Analysis

Based on the analysis above, it can be concluded that most of them they have been able to write recount text, especially the generic structures of recount text. But, some of them were not able to apply it well. They tended to make error. The errors that have been made by them are in the orientation and events part.

In the orientation part, there are students who did not give the information of the place of the story (where) and the time (when). Then in the events part, there are students who wrote their story unchronologically. It makes the reader difficult to understand about their story.

Language Features

In this sub chapter four is concerned to explain and describe about the implementation of language feature in student's text. The analysis of the student's work is not only based on its generic structure but also language feature. Language features in recount text consists of action verb, past tenses (simple past tense, past continues

tenses, past perfect tenses, or past perfect continues tenses), using time connectives/conjunction (**first, last, next, then, finally, eventually, this evening, last week, after a while, soon afterwards, meanwhile, but, and, nor, etc**).

Student I

Language feature in the recount text that is made by the first student is very good. She used past tense, action verb, conjunction and also time connection to tell the story.

In the first paragraph, she used simple past tense to tell the reader that her story has occurred in the past time. In her sentences, she used second verb. Such as **went, traveled, and was** (to be past). Not only used past tense but also action verb. The action verbs on the first paragraph are **went** and **traveled**. In the first paragraph, she did not use time connection or conjunction.

In the second paragraph, she also used simple past tense. Such as **we went to Kenjeran, We enjoyed the view, we arrived in Kenjeran, parked car, and we bought**. In that paragraph, she used action verbs. Such as **went, parked, and bought**. Then, there is the using of time connection on the second paragraph. That time connection is **after**. The word of after as time connection is to explain the reader that there is the other events when she did something.

In the third paragraph or the last paragraph is good. In that paragraph, she not only used simple past tense, but also action verb and conjunction. The application of simple past tenses are seen on the first sentence (We walked around and enjoyed the view); second sentence (We went to home, we had very tired, and we enjoyed very much); and in the last sentence (It was very satisfied). Then the application of action verbs are seen on the word walked, went, and shopping. And the application of conjunction is seen in the word while and because. From those analysis it can be conclude that language feature in the recount text that is made by the first student is very good.

Student II

Language features of the second student's work are good enough. There is action verb. Such as went and played. She also uses past tenses in her writing and use time connectives. In the first paragraph all of her sentences use past tenses. Such as **I went to Bali, I went there with my car, I slept in the way, I stayed in Bali, and I stayed there**. In her sentences, she only uses simple past tense.

In the second paragraph, there are several time connectives. They are **the first day, after that, and and then**. All of that time connectives is to tell the reader when something is happening. In those sentences, the time connectives are also to make the events more chronological. She is also use past tenses like in the first paragraph but in the second paragraph, especially in the two last sentences, **And then we go to the Discovery**

Mall (centro) and After that we go back to my Grandma’s house, she used simple past tense.

Language features in the third paragraph consists of time connectives, conjunctions, past tense, and action verb. Time connectives that are used in her third paragraph are **The second day, After, and At night.** Then conjunction that is used by the writer in her third paragraph is **and.** In that paragraph, she used two action verbs, **went** and **played.** And then every sentence in her third paragraph is not only use past tense but also simple tense. Her sentences that are used past tense are **I went to Tanah Lot, we saw Pura, It was so beautiful, we visited my cousins, and We played some games.** And the other sentences used simple tenses.

In her last paragraph, she still uses time connection. Such as **the last day, and and then.** Most of sentences in her last paragraph are lack of past tense. Mostly, she used simple tense. Such as, **we have a lunch, we go back to Surabaya, We’re very happy, wish to be there, We go back, and arrive in Surabaya.** Then the conjunctions that is used by Christine in her last paragraph is only *and.* From all that explanation, it can be concluded that language features that is used by the second student is good enough.

Student III

Recount text that is made the third student is only in one paragraph. Language feature in his work is bad. Most of the sentences were written with simple presents tense.

Recount text uses past tense. In the third student’s work, he only used simple past tense. Such as **have, goes, prepare,** etc. The action verbs that are used by the writer are **go** and **buy.** Then he only used one time connection. That is **after.** And the last, the conjunction that is used by him are **and** and **who.** Based on the analysis, language structure in the third student’s work is bad.

Result of Language Features Analysis

Based on the analysis above, it can be concluded that most of them have been able to write recount text, especially the language features of recount text. But, some of them were not able to apply it well. They tended to make error. The errors that have been made by them are in the tenses. Most of them did not use past tense in their sentences.

The Discussion

As told before that the researcher will be categorized the level of student’s works into three level. They are good, average and poor. Students that will be in good category should have best skill in writing recount text both the generic structure and the language feature. Then students that will be in average level are some students who have average skill in writing recount text. And the last, students that will be in poor category are the students who have lowest skill in writing recount text. Here is the descriptor and criteria the third level that it was taken on <http://writeon.bos.nsw.edu.au/rubrics.php>,

a. Descriptor and criteria for the generic structure of recount text

| DESCRIPTOR | CRITERIA |
|---------------|--|
| Orientation | Is it answered the question of who, where, when, and what or not? For example : * I, they, name of people, etc (to answered the question of who), * Jogja, Bali, Blitar, etc (to answered the question of where), * last holiday, last June, two weeks ago, etc (to answered the question of when) * travelling, vacation, shopping, etc (to answered the question of what) |
| Events | Is it consisted of sequence of events that are chronologically? For example, First day, I went to Kuta beach. Second day, I went to Garuda Wisnu Kencana to watch the art performances, etc |
| Reorientation | Is it the conclusion that consists of comments express or a personal opinion regarding the events described or not. Such as, that is the wonderful journey, great memories, etc. |

Based on the descriptor and criteria in the table above, it can be seen that good generic structures must be fulfilled all of the components of generic structure. Generic structures that are not fulfilled the components of generic structure, will be in poor category. And generic structures that have little error will be in average category.

b. Descriptor and criteria for the language features of recount text

| DESCRIPTOR | CRITERIA |
|----------------------------------|---|
| Introducing personal participant | Is it any personal participant or not? Such as I, my group, we, etc. |
| Chronological connection | Is it using chronological connection or not? Such as then, first, fortunately, etc. |
| Action verb | Is it using action verb or not? Such as go, look, play, etc |
| Past tenses | Is it using past tense or not? Such as simple past tense, past |

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| | |
|-------------|--|
| | continuous tense, past perfect tense, etc |
| Conjunction | Is it using conjunction or not? Such as and, or, but. |

Based on the descriptor and criteria in the table above, it can be seen that good language features must be fulfilled all of the components of language features. Language features that are not fulfilled the components of language features, will be in poor category. And language features that have little error will be in average category.

Based on the analysis and the descriptor above, it can be conclude that from the nine student's work that have become sample of the data of this study can be categorize into three level. The classify of nine students can be seen in the table below,

| Students | Generic Structure | Language Features | Cetegory |
|-------------|--|---|--------------------|
| Student I | Good (completed) | Good (completed) | Level I / Good |
| Student II | Good (completed) | Average (there are some errors in the tenses) | Level II / Average |
| Student III | Average (there is no information about time) | Poor (most of the sentences used present tense) | Level III / Poor |

Based on the table above, it can be seen that there are one student who is in level 1 or in good category, one student who is in level 2 or in average category, and one student too in the level 3 or poor category. Student who is in poor category has some errors in the language features, especially in the tenses.

CONCLUSION

The findings found that the tenth graders of SMA Negeri 2 Blitar have organized all of the recounts text components in their writing assignment. They were able to implement both of generic structure and language features of recounts text properly.

The subjects of research were able to write their recounts text based on its generic structure. They started their story by adding orientation, continued with events, and ended by reorientation. Researcher has divided it as a group. First, the students who belongs to the first group were able to apply all of recount's generic structure with correct criteria. It makes the researcher included all of them into *good* category. Second, the researcher included

the second group into *average* category. In case they made small error when applying recounts's generic structure and language features. The error happened when the students in this group did not include one of the criteria that should be stated in each part of generic structure and language features. Then for the last group, the researcher included all of the students there into *poor* category. In case that all of the students there made serious error when they were applying each part of recount's generic structure and language features. They did not include some of criteria which were should be stated in the generic structure's part.

At the same time, most of students in these three groups were able to apply all of the laguage features of recounts text. They could use past tense as the dominant tense there, action verbs in the past form, and time connectives. But, some of them were not able to apply it well. They tended to make error when using past tense as the main tense in this text.

Moreover, some students were still difficult to express their ideas using the right sentence structure specially in the use of simple past tense. It made their sentence difficult to understand by the readers. As a result, the reader would not get the point of the story. In line with that, there was one error that almost all of the students did. The errors were forgetting to use past tense to write their story in the past time. It concluded that the tenth graders of SMA Negeri 2 Blitar, especially the ninth students that become the sample of this study are able to write the recounts text in the terms of generic structure and language features.

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