

Analysis of Recount Text Written by Junior High School Students Based on Freedom Curriculum (*Kurikulum Merdeka*)

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Abstrak

Menulis merupakan keterampilan bahasa Inggris yang harus dikuasai siswa. Kegiatan menulis dapat meningkatkan keterampilan bahasa Inggris siswa, seperti berpikir kritis. Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis *personal recount text* bagian pengaturan struktur teks terkait dengan pengalaman pada saat pameran P5 di salah satu sekolah menengah pertama negeri di Surabaya. Metode yang digunakan adalah deskriptif kualitatif untuk menganalisis bagaimana siswa kelas VIII-A menulis teks *recount* pribadi dalam rubrik organisasi. Teknik pengumpulan data melalui observasi terhadap karya teks *recount* pribadi siswa. Hasil penelitian menunjukkan bahwa hanya sedikit siswa yang mampu memperoleh skor pada kategori sangat baik pada pengorganisasian struktur *generic* teks *recount*. Dengan demikian dapat disimpulkan bahwa pada kelas VIII-A di salah satu sekolah menengah pertama negeri di Surabaya, siswa masih kurang mampu dalam mengorganisasikan isi tulisan dengan masing-masing fungsi struktur generik dari teks *recount*.

Kata Kunci: Writing, Freedom Curriculum, Recount-text, Generic structure, Organization form.

Abstract

Writing is an English skill that students must master. Writing activities can improve students' English skills, such as critical thinking. This research aims to determine students' ability to write personal recount text in the text structure arrangement section related to experiences at the P5 (Project for Strengthening Pancasila Student Profiles) in the independent learning curriculum at one of the Junior High School in Surabaya. The method used is descriptive qualitative to analyze how class VIII-A students write personal recount texts in an appropriate organization. Data collection techniques through observation of students' personal recount text work by adapting writing rubric analysis from Bruce Saddler and Heidi Andrade. The results showed that only a few students achieved a score of "very good category" in organizing appropriate generic structures. Thus, it can be concluded that in class VIII-A at one of the Junior High Schools in Surabaya, students are still less able to organize written content with the generic function of the structure of recount text.

Keywords: Writing, Freedom Curriculum, Recount-text, Generic structure, Organization form.

INTRODUCTION

Writing is one of the English skills that students must master in any assessment test of an English subject. In Indonesia, many students still feel that writing is difficult to do in any English assessment. Students find it difficult when they want to pour their ideas or insights into English text and arrange the words into one correct sentence. Writing is the second most important skill to master after speaking (Adiwijaya et al., 2019). Therefore, the students should be aware that they should master writing skills for the sake of their study. One of the current assumptions is to accept writing as a process; the teacher usually applies a product approach to teaching writing (Olson, 2001). This condition made teachers have difficulties in improving their writing, especially when

teachers applied the recent curriculum (independent learning curriculum).

As the recent curriculum, the independent learning curriculum (*Kurikulum Merdeka/Kurmer*) is different from the previous curriculum (the 2013 curriculum) which, in basic competencies, students are only asked to write with attention to social function, text structure, and linguistic elements correctly and appropriate to the context without having to present it in class (Abdul Fattah Nasution et al., 2023). Meanwhile, students must present their writing in the independent learning curriculum (*Kurmer*). It is stated clearly that one of the learning outcomes is writing and presenting it in an integrated manner in various types of text (Abdul Fattah Nasution et al., 2023).

As stated in *Kurmer*, junior high school students must learn several types of texts, such as narratives,

descriptions, procedures, special texts (short messages, advertisements), and authentic texts, to become the main reference in learning English in this phase. One of the texts students must learn is the Recount text. Recount text should be learned in the eighth-grade junior high school in the Kurmer. This Recount text is taught in chapter 6 in the even semester, and students are asked to write down their past experiences. According to (Sartika et al., 2022). Recount is a social genre that retells events to enlighten or entertain the audience. The past tense is used in recount text. The social goal of recounting is to reconstruct previous experiences by retelling them in their original order. In other words, a recount text is a text that discusses past events chronologically, like a diary, to provide information or entertain the reader. In addition, a recount text focuses on retelling the sequential specific events. Recount texts can be considered easy to write by the students because they can write based on their personal experiences. According to (Hasanah, 2022), the generic structure of recount text is orientation, events and reorientation, simple past tense, use of action verbs, use of linking verbs, and use of chronological conjunctions. Those generic structure and language features of Recount text were used to indicate students' ability to write Recount text and their difficulties.

In this case, several previous studies investigated Recount text. Firstly, (Hasanah, 2022) investigated students' difficulties writing recount text at a tenth-grade senior high school in Sungai Limau. This study aims to determine the student's ability and difficulty writing recount text regarding generic structure and language features. The researcher chooses two classes of tenth-grade students of SMA Sungai Limau X.1 and X.3, consisting of 22-24 students, as subjects of this research. The instrument was a writing test of recount text to determine the student's ability and difficulties in writing recount text. The results show that most of the tenth grade of SMAN 1 Limau is low for writing recount text depending on the research indicators.

Secondly, the research conducted by (Manik & Arie Suwastini, 2020) investigated grammatical errors in recount text written by eighth-grade students of SMP Pelangi Dharma Nusantara. This study aims to identify the major types of grammatical errors and the major sources of grammatical errors in recount text writing. The researcher chose two classes (A and B), each with 30 students. The study uses qualitative descriptive and research instruments to observe the students' recounting text. this study chose 2 methods to analyze: the first step is analyzing types of students' grammatical errors using surface strategy taxonomy theory, and the second is identifying and classifying into each category. The result of this study is that the major type of grammatical error

was omitted, with a total of 171 errors or 37.33% of the total errors. Meanwhile, the major source of grammatical errors was an intralingual transfer, with the total result being 248 or 43.43% error. Thus, it can be concluded that the most frequent grammatical errors among the subjects were errors of omission, while the most common source of errors was intralingual transfer.

Even though numerous research studies about recount text have been conducted on certain aspects and targets, only some researchers have investigated how students write a recount text in terms of the rubric writing features for eighth graders based on the Kurmer. In this study, researchers will analyze students' writing on recount text assignments at the junior high school level, especially in the organization of paragraph structure. This research is a development of previous research that uses the Kurmer learning outcomes, where the learning elements are different from those of the 2013 curriculum.

The researcher found one of the gaps is that the students in this writing personal work of recount text are combined with independent learning curriculum activity, namely P5 (Project for Strengthening Pancasila Student Profiles). In this research, the researcher will analyze students' writing in the recount text assignment by combining the P5 activity program as their writing topic. The researcher will adapt one of the assessment rubrics written and put forward by Bruce Saddler and Heidi Andrade in their book, 'Association for Supervision and Curriculum Development' (Saddler & Andrade, 2004). The writing rubric was selected because the content of rubric features can be matched and is suitable for the generic structure of recount text in the Kurmer for junior high school. Therefore, the researcher formulates research questions to resolve issues in this study. Those are:

1. How is the quality of recount text organization written by junior high school students in terms of orientation, series of events and reorientation?

METHODS

In this study, the researcher uses descriptive qualitative to analyze how the quality of recount text organization written by junior high school students in terms of orientation, series of events and reorientation in the independent learning curriculum (kurmer). The qualitative approach is a research method that emphasizes observing phenomena and researching more into the substance of the meaning of the phenomena to be studied. According to (Wushishi et al., 2014) concluded that qualitative research focuses on the process and meaning of the research results. This research was carried out at one of the Junior High Schools for the 2023-2024 academic year in Surabaya, East Java. This research

involved one class of "A" eighth graders. The study object consists of 33 students (18 boys and 15 girls). Researchers chose this setting because the students in this class have different abilities to write in English text and are required to do some tasks about personal recount text by themselves in those academic years, whose results can be investigated by the researcher.

The researcher applied the Recount text organization writing rubric as the instrument for this research, it was adapted from book by Bruce Saddler and Heidi Andrade's (Saddler & Andrade, 2004). The researcher adapted that rubric to measure and conclude the student's ability when writing recount text, rubric organization also pays attention to the paragraph component in the generic structure of recount text so that the output produced from writing personal recount text can be analyzed to classify the score of quality of writing.

To collect the data, the researcher got permission from the school to conduct research. They asked the VIII-A class teacher to collect students' recount writing. The researcher took photos of the assignments. If any students did not submit theirs, the teacher reminded them to do so. After grading by the teacher, the researcher recorded each student's score to ensure accuracy. This focused on collecting and analyzing personal recount texts from VIII-A students.

In analyzing the data, the researcher used the assessment rubrics written and put forward by Bruce Saddler and Heidi Andrade in their book entitled 'Association for Supervision and Curriculum Development' in 2004'. This data analysis has analyzed the students' writing product of recount text titled 'Exhibition P5 at SMP Negeri 39 Surabaya'. The researcher analyzed the student's work in each generic structure, which is where each has its conditions. The researcher chose one student in each component that falls into each of the categories as a representative of other students in the same category. Lastly, the researcher reported the data descriptively in the form of words that described the quality of students' writing composition in personal recount text.

RESULTS AND DISCUSSION

Students' quality of recount text organization in terms of orientation, series of events and reorientation.

The researcher divided and analyzed the students' writing products into 4 categories of ability in more detail.

Table 1. Quality of Students' Organization Text

Score	Quality	Number of students'
3.28-4.00	Very good	4
2.52-3.27	Good	8

1.76-2.51	Moderate	13
1-1.75	Poor	8

Based on the result in Table 01, not all of the students have good organization writing skills. Only four students had very good writing skills, scoring 4 and 3.29. These students can develop content relevant to the topic provided by the teacher. They can create consistent sentences that support each main idea in the text. Below is a detailed analysis of each student's (representative) qualities in writing personal recount texts.

Figure 1. The Work of the First Student (Very Good Category)

Last week I got an exhibition P5 on 19th January 2024..... The traditional dance name is "sapu kerik". All the students had to participate on the events..... I was very happy because this was the first time I danced 'sapu kerik'..... Sapu kerik is a traditional dance is a hygiene dance.

I also helped decorate class. My class theme is the sea and it was wonderful..... After exhibition P5, I felt that moment very wonderful with my friend and others.

Based on the student's writing in the very good category, she had a complete and relevant generic structure suitable for the topic. The work showed that she wrote a long story about their experience during the P5 exhibition at school. In the first paragraph, she wrote about the introduction sentence, "Last week I got an exhibition P5 on 19th January 2024." This means she wanted to introduce the event that was held last week. Each paragraph consistently provided a clear main idea supported by relevant examples, maintaining focus on the topic. The entire story demonstrated coherence, completeness, unity, and logical order in writing components. However, her writing lacked detail and length, particularly in the introduction where the setting place and time were not fully detailed. Despite this, her assignment was categorized as very good, scoring 4 points for excellence. The text effectively conveyed information and guided the reader through the stages of the event being described.

Figure 2. The Work of the Second Student (Good Category)

Almost two weeks ago on January 18th. We were preparing our class for exhibition "P5"..... We were preparing our class until 2 pm and after that we were going to Krishna's home..... We were working together and helping each other.

On January 19th the day we held the exhibition.

The exhibition started at 7am and it was opened with a speech from headmaster..... On the other side of the class exhibition, In this exhibition we were showing our artworks that we have made before. They were saw our artworks and took pictures of them.

The exhibition ends at 12pm.....our classroom until it clean as before. After that a rest. For me, it was a new experience that I never forget

Based on the student writing work in the good category. She had a complete generic structure that was relevant to the topic and function of each generic structure but it was still too short. She provided the main idea in each paragraph consistently which is then explained by examples and it is still about the topic. She also writes the whole story based on writing components such as coherence, completeness, unity and orderly. Unfortunately, she still wrote the whole story too short and with less detailed information, it shows when she wrote to introduction the setting place and setting time were not complete and detailed. In brief, her assignment is categorized into good categories, because it meets the structural requirements but is still too short and brief in the story. This brief explanation of the text is still understandable but does not seem interesting, and the plot or storyline is too random.

Figure 3. The Work of the Third Student (Moderate Category)

After we did "P5" for 1 month, we held on exhibition "P5" last week on 19th January 2024. The exhibition was so exciting. we were preparing many activities. We were cleaning and decorating the class.

All the students had to wear their class identity. There was many performance, There was some food and drink stands. Food and drink The food and drinks are different. There were also those selling key chains.

The exhibition was very exciting. I really enjoy it. This is the most exciting exhibition. I hope the "P5" exhibition can continue to be held.

Based on the student writing work in the moderate category. She had a complete generic structure but not relevant with the topic and function of each generic structure. She provided the main idea in each paragraph not consistently and did not give an explanation by examples. She also writes the whole story based on

writing components but she does not summarize and conclude the ending of the events from the beginning until the ending. After a detailed analysis of each generic structure, this text falls into the moderate category. Many reasons based on the text sum up that she did not cover all organized components such as unity, coherence, completeness, and orderly proper in each generic structure. She wrote a paragraph containing an incomplete, short, and unclear conclusion summary or repetition of the story's whole. This text was also meant to fulfil the teacher's assignment without understanding the components of each generic structure.

Figure 4. The Work of the Fourth Student (Poor Category)

Yesterday on Friday 19th January 2024. We had on new experience. The exhibition was so amazing we were doing many thing. The first activity we did was make useful items from used bottle the we made creations from used bottles. Made mats from used plastic bags made tottebag from used clothes. The last one we made from sterofoam.

Based on the student's writing in the poor category, she provided only one sentence without detailing the event's structure. The purpose of the events, coherence between sentences, explanatory sentences, and logical sequence were not considered. The reorientation structure was incomplete, transitioning abruptly from orientation to reorientation within a single paragraph. Each generic structure of the recount text was unclear and lacked clarity throughout. The text failed to meet several criteria for writing and organizing recount texts. Additionally, it lacked a conclusive summary of the event, resulting in a disproportionate story. The story only touched upon a few activities without a proper ending, including hanging sentences that confused the reader about the narrative direction. After thoroughly analyzing each text structure, this text was categorized as poor in the personal recount genre, providing an incomplete story that may have confused readers.

Students' quality of recount text organization in terms of orientation, series of events and reorientation

The results showed that fewer students were in an outstanding category in applying generic structures in recount text. In the organizational structure, the students can share their experiences during the P5 exhibition at the school. (Husna & Multazim, 2019) stated that a paragraph becomes integrated text. It requires an organization or order that is acceptable to the reader. Students must organize the ideas into good paragraphs and order them well. (Husna & Multazim, 2019) states,

"One of the best ways to convey ideas accurately in an essay is to choose the right words". By doing this, students can ensure readers understand what they write. So, by using the right words, the author can convince and attract readers' interest.

The researcher found that students could not organize their ideas and arguments by using appropriate writing styles and then express their thoughts clearly in English. In paragraph 3, the student should rewrite their feelings or desires during the activity or summarize all of the activities in the events. Since recount deals with sequencing events, there are several adjuncts, such as conjunctive Adjuncts, including words like, for instance, anyway, moreover, meanwhile, therefore, and nevertheless (Kifli & Rani, 2024).

Moreover, few students can understand the meaning of reorientation, elaborate on it, and organize its components. After analyzing all the generic structures of a text, the researcher concludes that students are more skilled and transparent when working on the text structure in orientation. They can introduce people, times, and places where events occur. They can also make one paragraph in orientation into a sequence of one sentence after another so that the resulting text is excellent and easy for readers to understand. Unfortunately, in the events and reorientation structure, only 4 out of 33 students could elaborate and convey their past experiences in a good text.

Most of the students could not understand the purpose of writing each paragraph in writing personal recount text and thought the last 2 paragraphs only contained a random event that occurred. Many students also do not understand the context of good and correct writing, so the text they produce is mostly out of sequence and unclear, thus confusing the reader. Writers must be able to express their ideas accurately and effectively to make the reader understand the author's intent and purpose. This opinion is supported by (Husna & Multazim, 2019), who said that writing is one of the productive skills that affects written communication, and it needs good organization to result in meaningful sentences. In terms of organization, most students already have moderate to poor quality. They cannot completely fulfill the text's structure, which consists of orientation, event, and re-orientation. 4 out of the 33 students were able to organize the structure of the text appropriately and sequentially. Therefore, it indicates that only a few students have mastered appropriately applying the structure of recount text.

CONCLUSION

Based on the results, the study revealed that most students' quality recount text organization written by junior high school are moderate and poor, due to many

students being only able to introduce the orientation section. However, the events and reorientation sections are not written, completely, and by the function of each generic structure.

Most students can convey and elaborate on their experience in ordering sentences from the orientation structure. The students can pay attention to organization components and make the text understandable. In writing the series of events, many students can use sentences properly to tell their main activity. Unfortunately, many students' still cannot elaborate on the writing component well. The students still do not order each sentence or follow a logical sequence. The students also write what they remember without attention to timing. Only a few students understand the function of the reorientation structure. The students who understand write a good text summarizing the story and sharing their feelings during the activity. However, students still cannot provide a complete and clear conclusion summary or repeat the information in the orientation structure.

In short, most of the students can have an understanding in expressing their experience even though only 4 students can reach paragraph structure sequentially. It indicates that having experience in the P5 exhibition can help the students develop their ideas to retell in the story text and combine activity P5 from the independent learning curriculum to the English task.

Because most of the students still have difficulties in organization text into a very good category, teachers must pay more attention to this. The teacher must evaluate and look for each student's work considering the organization terms such as the recount text generic structure. Thus, the students can make personal recount text better than before and follow each function of the generic structure. Meanwhile, students should practice more in writing and reading some examples of personal recount text. It aims to give them have an overview regarding the form and writing model of recount text. Then, for further research, they can do research on other types of analysis of personal recount text based on the student's recent curriculum or in the different curriculum and can determine the gaps of this study.

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