

**AN ANALYSIS OF GENERIC STRUCTURE ON RECOUNT TEXT  
WRITTEN BY TENTH GRADE STUDENTS OF SMA 8 KOTA JAMBI IN  
THE ACADEMIC YEARS 2017/2018**

**THESIS**

**Submitted in Partical Fulfillment of the Requirement**

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## **MOTTO**

**“Success is not a final anf failure is not an initial”**

**“To get a success, your courage must be greater than your fear”**

## **DEDICATION**

**This thesis are dedicated to:**

**My beloved Allah SWT and Nabi Muhammad SAW who always guide me  
and take care of me to be good person.**

**My dearest father and mother (Ambo Unga and Fatmawati), who never stop  
in giving prayer for achieving success in my life and I am proud to be yours.**

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## ABSTRACT

Sari, Ayu Firmala, 2018. *“An Analysis of Generic Structure on Recount Text Written By Tenth Grade Students of SMA 8 Jambi in The Academic Years 2017/2018”*. A thesis, English Education Study Program Faculty of Teacher Training and Education Batanghari University. The first advisor, Dra. Hj. Wennyta, M.Pd. The second advisor, Yanti Ismiyati, M.Pd.

Keywords: Analysis, Generic Structure, Recount Text

This research is aimed to find out how is generic structure on recount text written by tenth grade students of SMA 8 Jambi 2017/2018. The kind of research is qualitative research. The data collected from class X.1 as 32 students. Method of collecting data used in this research is test. Researcher found that students most of the students wrote good recount text based on generic structure and some of them still have to increase their knowledge about generic structure on recount text. The class average of students' test result of the test is 20,12. The highest and the lowest score of generic structure of 26 and 8 from 32 students. The average of students' test result of each generic structure consist on orientation is 7,71, events 5,87, and re-orientation 6,53. The highest percentage of students' knowledge is orientation 38,35% and the lowest percentage of students' knowledge is events 29,19%. It can be conclude that students more understand about orientation than events and re-orientation.

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Jambi, March 2018

The Researcher

Ayu Firmala Sari

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## **APPENDIX 1 Worksheet**

Name :

Class :

Date :

Instruction : Make a recount paragraph based on generic structure, Don't forget to make the title of your writing.

Topic : Holiday

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Research

Writing is one of language skills. It has taught from Primary school to senior high schools. Moreover, it has also been taught at play group students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences and the last making paragraphs. Surely, writing is not easy as the students think, because they should use correct dictions, chronologies, and spelling of word. Students express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing refers to the students activities inclassroom. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively andcohesively and coherently so that is meaningful. Sometimes, many students write text, but not many of them are able to write the text base on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write.

Writing clear sentences requires you to learn the rules ofEnglish grammar and mechanics such as the correct use of verbs and pronoun, as well as commasand other marks of punctuation. It is also included in one of the existing syllabus.Ken Hyland (2004: 29) There are various ways to organize the sentences in a piece of



writing. One of them is recount text. Recount is a kind of genre that has social function to retell events for the purpose of informing or entertaining.

Recount text is a paragraph that tells about the past time, and to reconstruct past experience by retelling events in original sequence. Hyland (2003: 20) says that recount text is the text to retell past events or to retell something that happened. It is one of the specific instructional objectives in teaching English, one in a typical genre lesson activities using, including in factual genres, and as a competence of achievement target, should be understood by students. After learning recount text, the students are expected to get information from a text, to identify main ideas in a text and identify parts of recount text.

Therefore, a recount text consists of generic structure and lexicogrammatical features. Generic structure of recount text are orientation (background information about who, where, when), series of events is tell what happened with chronological order and re-orientation about summary/conclusion of the story that happened. A recount text also has lexicogrammatical features such as focus on specific participants, use of material process, circumstances of time and place, use of past tense, and focus on temporal sequences, use of conjunctions.

Derewianka (1990: 15), says that recount generally begins with an orientation, which gives the reader/listener the background of information needed to understand the text (who was involved, where it happened, when it happened). Then the recount unfolds with a series of events ordered in chronological sequence. At various stages there may be some personal comment on the incident.

In writing the recount text, students have to understanding about generic structure because students can make a good paragraph without mistakes. But Based on my experiences,there are some problems found in field when giving writing materials to the students, especially the generic structure.

Based on researchers' experience of first PPL last semesterin Senior High School 8 Jambi, researcher found some problems. First, on their understanding of generic structure (organization) in descriptive text, some of them are still confused in determining the sequence of stories in the text or the put of identification and description in the descriptive text because reseracher have seen their text there is still a description of the beginning of the paragraph while the identification at the end of the paragraph. The second problem is that there are many errors ingrammar. The third, vocabulary mastery is inadequate to be able to create a coherent text.

The existence of some problems in learning English, especially in writing recount text, researcher tried to determine the extent of students' understanding of text recount, with doing thisresearch. In this study more specific about the generic structure of the text contained in the recount text.By conducting this research, the researcher hopes to determine the extent of students' knowledge in drafting recount text.

Based on the fact above, the researcher will conduct the research about “AN ANALYSIS OF GENERIC STRUCTURE ON RECOUNT TEXT WRITTEN BY

## TENTH GRADE STUDENTS STATE OF SENIOR HIGH SCHOOL 8 JAMBI IN THE ACADEMIC YEARS 2017/2018”

### **1.2 Formulation of the Problem**

In this research, the problem ”how are generic structure on recount text written by tenth grade students of SMA 8 Jambi?

### **1.3 Purpose of the Research**

Based on the statement of problem above, the purpose of the research is to analyze of generic structure on recount text written by tenth grade students of SMA 8 Jambi.

### **1.4 Benefits of the Research**

This researcher is expected about this research to give both theoretical and practical benefits as follows :

a. Theoritically

The result of this research is expected to find out analysis of generic structure on recount text made by students. Also expected to improve students’ writing ability in daily life.

b. Practically

1. For the Students

The students can increase their’s writing ability on text especially on recount text. So, they can transfer what they understand about language features of recount text especially on generic structure.

2. For the Teacher

Helps the teacher to find out student's weaknesses in writing and improve their mistakes.

3. For the Readers

enlarge the readers' insight about text or genre, especially recount text.

### 1.5 Definition of Key Terms

1. Text

Western Australian Minister (2013: 27) A text form is a category of text with specific characteristics. With a structure and organization that flows from its purpose, and from its social and cultural context.

2. Recount Text

Ken Hyland (2004: 29) Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

3. Generic Structure

Board of Studies (1998:287) in Hyland (2003: 124) **Structure of recount text:**

- An orientation providing information about who, where, and when;
- A record of events usually recounted in chronological order;
- Personal comments and/or evaluative remarks interspersed throughout the record of events;
- A reorientation, which rounds off the sequence of events.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of Discourse Analysis

Siahaan (2007: 5) states that Analysis is expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact. In this case, it is just to persuade them to believe it. However, the purpose does not include persuading in order the readers take a certain course of action related to the truth of the fact of the object. Analysis is a text containing three components. The first is thesis of the text. This component introduces the main object to analyze in the text. It is also introduces the central idea. This sub-component limits the area of the argument from a certain point of view. The second components contain some arguments. This component is the elaboration of the thesis statement, and a reiteration.

Halliday (2004: 5) Analysis of discourse are numerous and varied — educational, social, literary, political, legal, clinical and so on; and in all these the text may be being analysed as specimen or as artefact, or both (specimen here might mean specimen of a particular functional variety, or **register**, such as ‘legal English’).

Western Australian Minister (2013: 32) Analyzing is the key practice used during a problemsolving approach, resulting in students “discovering” the framework of a particular form of text.

Schiffrin (2001: 1), Discourse analysis is a rapidly growing and evolving field. Current research in this field now flows from numerous academic disciplines that are very different from one another. Included, of course, are the disciplines in which models for understanding, and methods for analyzing, discourse first developed, such as linguistics, anthropology, and philosophy. But also included are disciplines that have applied – and thus often extended – such models and methods to problems within their own academic domains, such as communication, cognitive psychology, social psychology, and artificial intelligence.

Based on explanation of experts above, researcher conclude that discourse analysis is sometimes defined as the analysis of language 'beyond the sentence', can problem solving and give the truth of the fact.

## **2.2 Writing**

Writing is one of the skills that improve student's language also stimulate the students' cognitive ability in learning English. Skill or power to activity of writing consists of five components in writing ability such as: vocabulary, content, organization, language use, and mechanics. Writing is an essential aspect of instruction in English language teaching. It should be taught to students since it can improve their language. Through writing activity the students are encourage to express their ideas, experiences, thought, and feeling in the written form. The students transfer the idea though writing process.

Hyland (2009: 8) Writing is disembodied. It is removed from context and the personal experiences of writers and readers because meanings can be encoded in texts and recovered by anyone who speaks the same language as the writer. Writers and readers conform to homogeneous practices so writing is treated like an object, and its rules imposed on passive users. This view of writing is still alive and kicking in a great deal of teaching of business writing and, indeed, is implicit in some notions of learning in western education systems. In many schools students are asked to write simply to demonstrate their knowledge of decontextualised facts with little awareness of a reader beyond the teacher-examiner. In these situations grammatical accuracy and clear exposition are often the main criteria of good writing.

Peter (2005: 82) Writing is itself a relatively disciplined activity and while discussion and working with peers is important, so is the time to individually reflect on work and independently complete a task.

Hyland (2003: 15) writing is among the most important skill that second language students need to be developed, and the ability to teach the writing is central to the expertise of a well trained language teacher. Hyland (2003: 4), Writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors.

Hyland (2003: 20), Writing instruction begins with the purposes for communicating, then moves to the stages of a text which can express these purposes. Teachers can help students to distinguish between different genres and to write them more effectively by a careful study of their structures. Harmer (2008: 325) states that in writing we can focus on the product of that writing or on the writing process itself. Writing is a process and that we write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities. When concentrating on the product, we are only interested in the aim of a task and in the end product.

Based on explanation of experts above, researcher conclude that writing is a combination of process and product that can gathering ideas, organizing information and communicating meaning. On the other han, writing is give opinion or argument for something that have meaning.

### **2.3Text**

Halliday (2004: 10) explained that text is not group of words hut as a semantic unit. From the quotation above, it is clear that in defining about text we must also regard to the group of word meanings in one text. Hyland (2009: 4), Texts are often regarded as a series of appropriate grammatical structures, and so instruction may employ “slot and filler” frameworks in which sentences with different meanings can be generated by varying the words in the slots.

Halliday (2004: 23) A text is the product of ongoing selection in a very large network of systems — a **system network**. Systemic theory gets its name



from the fact that the grammar of a language is represented in the form of system networks, not as an inventory of structures. Of course, structure is an essential part of the description; but it is interpreted as the outward form taken by systemic choices, not as the defining characteristic of language. A language is a resource for making meaning, and meaning resides in systemic patterns of choice.

Western Australian Minister for Education (2013: 3) A text is defined as any means of communication using words, graphics, sounds, and images, in print, oral, visual, or electronic form, to represent information and ideas to an audience.

Knapp & Watskin (2005: 19) Texts are always produced in a context. While texts are produced by individuals, individuals always produce those texts as social subjects; in particular, social environments. In other words, texts are never completely individual or original; they always relate to a social environment and to other texts.

Based on some explanation above, researcher conclude that Human can use a text as one of the ways to express their own. It means that when the writer uses language to write, he is creating and constructing a text.

## **2.4 Recount Text**

### 2.4.1 Defenition of Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts

and also in non fiction usually used to make factual accounts of events, current or historical ones.

Ken Hyland (2004: 29) Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

Cavanagh, Country Areas Program (1998: 11)state that recounts are retelling of past events. They are usually written as a series of events in the order in which they happen.

Western Australian Minister (2013: 117) Texts written to recount involve the writer retelling or recounting past experiences or events, usually in sequential order. The audience is given an insight into an experience, when it happened, who was involved, what happened, and why. Writing to recount can be direct or indirect.

Based on explanation above, Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency.

This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

#### 2.4.2 The Social Function of Recount Text

Board of Studies (1998:287) in Hyland (2003: 124) Recounts “tell what happened.” The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer’s expressions of attitude about the events.

Cavanagh (1998: 12) states that purpose to reconstruct past events by retelling them in the order in which they occurred. Literacy recount also has the purpose to entertain.

Azhar (2015: 24) Recount text has some social functions, which are:

- a. To retell something happened.

Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

- 1) To inform something to the readers.

It informs to the reader about what happened, where this even took place and when it happened.

- 2) To entertain.

Sometimes, recount retells a funny experience. It has a function to entertain the reader.

Based on some purpose of social functions above, researcher conclude social function of recount text is to retell past even, give information and entertaining to the readers and also the purpose of literacy story recount is to tell a sequence of events so that it entertains.

#### 2.4.3 The Language Feature of Recount Text

Adapted from Derewianka (1990) in Western Australian Minister (2013: 118) Texts used to recount usually include the following language features:

- Nouns and pronouns that refer to specific participants, e.g., **my family, William Lyon Mackenzie King, she, we, they**
- Simple past tense, e.g., **went, swam, sailed**
- Mainly action verbs, e.g., **went, discovered, led**
- Linking words to do with time or sequence, e.g., **then, next, first, after that**
- Adverbs to indicate time and place, e.g., **across the Pacific Ocean, down the street, in 1867**
- Reported and direct speech, e.g., **The fire chief reported that the fire had been deliberately set; Dad said, “Here we go.”**

Board of Studies (1998: 287) in Hyland (2003: 124).*Grammar:*

- Use of nouns and pronouns to identify people, animals, or things involved;
- Use of action verbs to refer to events;
- Use of past tense to locate events in relation to the writer’s time;
- Use of conjunctions and time connectives to sequence the events;

- Use of adverbs and adverbial phrases to indicate place and time;
- Use of adjectives to describe nouns.

Cavanagh, Country Areas Program (1998: 11) language feature of recount text :

- Descriptive words are used construct a description of the world in which the events are taking place.
- Typically, the past tense is used to relate the events.
- These events are linked together using time reference, e.g. the next day, once, afterwards.

Cavanagh, Country Areas Program (1998: 12) Language Features :

- Descriptive language
- Past tense
- Time words to connect events
- Words which tell us where, when, with, who, how

Based on explanation above, researcher conclude language feature of recount that Introducing personal participant, use chronological connection, action verb and linking verb, simple past tense.

## **2.5 Generic Structure of Recount Text**

Writing on genre text should be included of generic structure. It has different part of generic structure on genre text. But, students need to know and understanding about it. The students should be mastered of generic structure on

genre text. Recount is one of the genres, in mastering recount text, the students have to know generic structure of recount text.

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making recount text.

Adapted from Board of Studies (1998:287) in Hyland (2003: 124)

**Structure of recount text:**

- An orientation providing information about who, where, and when;
- A record of events usually recounted in chronological order;
- Personal comments and/or evaluative remarks interspersed throughout the record of events;
- A reorientation, which rounds off the sequence of events.

Western Australian Minister (2013:117) Generic structure of recount text:

**1. Setting or Introduction**

Background information helps the reader establish the context.

Details about who, where, when, what, why, and how are described in this part of the text

**2. Events**

Important events are usually arranged in chronological order, then elaborated upon.

**3. Concluding Statement**

The concluding statement depends on the purpose and

audience of the text. It could include an evaluative comment; reflect the author's feelings, e.g., **We were all tired and very full**; or be an evaluation of the significance of the events described, e.g., **Captain Cook's voyage brought many benefits to the English government of the time.**

Cavanagh, Country Areas Program (1998: 11) Structure of recount text :

Orientation : The first stage tells us about who, what, where, and when, to help the reader place the events in time and place.

Sequence of Events : This is the retelling of the events in sequence, which is organised in time.

Personal Comments : These are found interspersed throughout literary recounts and may reflect evaluations.

Reorientation : This is only used in literary recounts to "round off" the sequence of events.

Cavanagh, Country Areas Program (1998: 12) Structure of recount text :

Orientation or Opening : Information about who, where and when

Series of events in order that they occurred

Literacy :

Personal comments and/or evaluation remarks (interspersed throughout the record)

A reorientation, which “rounds off” the sequence of events.

Derewianka (1990) as stated by Miranti (2008:16) in Azhar generic recount text structure is as follows:

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (who, what, when, where, and why).

The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.

2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer.

Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninteresting. A recount, in most cases, is more than a “shopping list” of every possible detail. Students should be guided to select only



those events that are relevant and that can be expanded through the inclusion of specific details.

### 3. Re-orientation (optional)

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re orientation. It is optional.

Based on some explanation above, researcher conclude that generic structure of recount text consist of orientation tells about who was involved, what happened, where events took place, when it happened, and why it happened. Event tells about structure of what happened. Reorientation is conclusion of events. So, generic structure is the structures or points which build the entire text.

## **2.1 Previous Study**

In this research the researcher reviews some reports of related researches to enrich the data about analysis recount text.

Firstly, a research done by Febri Rama Suci entitle "An Analysis of Students' Writing Skill and Generic Structure Mastery on Recount Text at Class IX Students' of Junior High School 2 Sintoga), this research was descriptive research. Based on the result of the research, it was found that the mean score of students based on component writing is 57.18. for generic structure of recount text are (50%) for beginning stage, (40.9%) for developing stage, and (9.09%) for

consolidating stage. Meanwhile, the mistakes that have been made by most of student are in orientation and events. In the orientation, some students who did not give the information of the place (where), time (when) and the reason (why) clearly. In the events, some students wrote their experience unchronologically.

Secondly, a research done by Erma entitled "An Analysis of Generic Structure in Students Writing in Recount Text at Eight Grade (a case at year VIII Students of SMP 29 Padang). This research was qualitative research, She found that some students used the correct generic structure and some of them did not use in their writing recount text. In writing the orientation, the events, and the re-orientation, most of them could not write completely.

Thirdly, a research done by Taufik Nurhidayat entitled "Students' Ability in Writing Recount Based on Generic Structure, Language Feature and Social Function (a Case of the Tenth Grade Students of State Senior High School 2 Pematang in the First Semester of Academic Year 2010/2011). Descriptive qualitative research method is used in this research. The data of the study are recount texts made by the tenth grade students. In this study, writing test are given as the instrument of the study. The results of the analysis show that they have a good level of organization aspect. Most of all the students' recount writings have correct generic structure of a recount text. In the area of language features, they have done their tasks to achieve adequate level and they succeeded in achieving the social purpose of recount text. In details, from thirty students who take part in this research, there are three students who are in the excellent level, eighteen students, in a good level and nine students who in an adequate level.

In contrast to previous studies, there are similarities in methodology and object in the research, which is recount text. Furthermore there are underlying differences in this study, if in the previous studies describe analysis of students' writing skill and generic structure mastery on recount text, analysis generic structure in writing recount text, students' ability in writing recount based on generic structure, language feature and social function. in this research the researcher analyzed the generic structure of recount text written by students.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research uses qualitative approach. Moleong (2012: 6) qualitative research is a study that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and language, in a special context that is natural and by utilizing various natural methods.

David (1995) in Moleong state that Qualitative research is the collection of data in a natural setting, using natural methods, and done by people or researchers who are naturally attracted. Based on the purposes of this research, the researcher wanted to know how are the generic structure of recount text written by the students and To identify problem are faces by students in mastering generic structure of recount text. The data will be collected, described and analysed relate to generic stucture of recount text written by students

#### **3.2 The Subject of the Research**

##### **1. Population**

The subject of the research is the ten (X) grade students of SMAN 8 JAMBI which is devided into Ten regular classes (IPA) X.1, X.2, X.3, X.4, X.5, X.6.

**Table 3.1 Population of the Research**

| <b>No</b>    | <b>Class</b> | <b>Total of Students</b> |
|--------------|--------------|--------------------------|
| <b>1</b>     | X.1          | 36                       |
| <b>2</b>     | X.2          | 36                       |
| <b>3</b>     | X.3          | 35                       |
| <b>4</b>     | X.4          | 37                       |
| <b>5</b>     | X.5          | 36                       |
| <b>6</b>     | X.6          | 36                       |
| <b>Total</b> |              | <b>216</b>               |

2. Sample

In this research, researcher used clustering sampling as the technique in taking the sample of research. The researcher took 32students from one class X IPA 1 for the sample which was 36 students.

**Table 3.2 Sample of the Research**

| <b>Class</b>   | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|----------------|-------------|---------------|--------------|
| <b>X.IPA.1</b> | <b>9</b>    | <b>27</b>     | <b>36</b>    |

### **3.3 Object of the Research**

The object of this research is recount texts written by tenth grade students of State Senior High School 8 Jambi in the academic year 2017/2018, especially the generic structure of recount text which have to be achieved by students in order to considered able to write recount text.

### **3.4 The Instrument of the Research**

The instrument of the research is test. Brown (2003: 3) A test, in simple terms, is a *method of measuring a person's ability, knowledge, or performance in a given domain*. Let's look at the components of this definition. A test is first a method. It is an instrumenta set of techniques, procedures, or items that requires performance on the part of the test-taker. To qualify as a test, the method must be explicit and structured; multiple-choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator. The test in this research is an essay writing recount text based on the generic structure.

### **3.5 Techniques of Data Collection**

#### 1. Test

Arikunto (2010: 53) states the test is a tool or procedure used to determine or measure something in the atmosphere, the way and the rules that have been determined.

To get the data of this research, researcher used a writing test as the instrument of the study. The writing test distributed to students which have taken as the sample of this research. The technique of collecting data in this research is researcher take students' recount text that had on submit by students. Next, the texts were further analyzed by the researcher. The researcher will analyze generic structure of recount text written by students.

**Table 3.3 Specification of Generic Structure**

| <b>NO</b> | <b>Text Elements</b> | <b>Content</b>   |
|-----------|----------------------|--|
| <b>1</b>  | Orientation          | Background information helps the reader establish the context. Details about who, where, when, what, why, and how are described in this part of the text   |
| <b>2</b>  | Series of events     | Important events are usually arranged in chronological order, then elaborated upon   |
| <b>3</b>  | Re-orientation       | The concluding statement depends on the purpose and audience of the text. It could include an evaluative comment; reflect the author's feelings, e.g., <b>We were all tired and very full</b> ; or be an evaluation of the significance of the events described, e.g., <b>Captain Cook's voyage brought many benefits to the English government of the time.</b> |

(Source: Western Australian Minister: 2013)

### **3.6 Technique of Data Analysis**

After collecting data, students' writing will analyze. First, the researcher analyze the data. In order to analyze generic structure of recount text, the researcher use elements of recount text one of which is generic structure.



**Table 3.4 Scoring rubric of Analysis**

| <b>NO</b> | <b>Text Elements</b> | <b>Description</b>   | <b>Score</b> |
|-----------|----------------------|--|--------------|
| <b>1</b>  | Orientation          | - Show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story | 10           |
|           |                      | - Does not show one part of the orientation, e.g. there is no place, therefore the reader has not received the complete information from the story                               | 8            |
|           |                      | - Does not show two parts of the orientation, therefore the readers get confused the story given   | 6            |
|           |                      | - Does not show three parts of the orientation, therefore the story is hard to understand for the readers  | 4            |
|           |                      | - Directly explains the events without orientation.  | 2            |
| <b>2</b>  | Series of events     | - States more than two events in a logical order and has unity in each even that makes the story flow in coherence   | 10           |
|           |                      | - States two events in a logical order and has unity in each even that makes the story flow in coherence   | 8            |
|           |                      | - Stated two events but has no unity in each events that disturb the coherence of story  | 6            |
|           |                      | - Stated only one event and the story has unity so the story is easy to understand   | 4            |
|           |                      | - Stated only one event and the story has no unity so the story is not easy to understand  | 2            |
| <b>3</b>  | Re-orientation       | - Show the complete parts of reorientation that are; signals the end, summarizes the story and leaves his/her comment. Therefore, readers get the idea of story                  | 10           |
|           |                      | - Does not show one part of reorientation, but the reader still get the idea of story  | 8            |
|           |                      | - Does not show two parts of reorientation but the reader still get the idea of story  | 6            |
|           |                      | - End the story with short comment but the reader still get idea of story  | 4            |
|           |                      | - End the story without any comments, signals or summary, so the reader do not realize that story finish   | 2            |

adapted from (<http://www.e-dukasi.net/scoringrubric/Harrison-WritingRubrics.htm>)

To know mean of students' writing recount text based on generic structure, the researcher the formula as suggested by Sugiyono :

$$Me = \frac{\sum x_i}{n}$$

Me = Mean

$\sum$  = Epsilon

$x_i$  = Total score

N = Respondent total

To know percentage of students' writing recount text based on generic structure, the researcher the formula as suggested by Sudijono (2010: 43):

$$P = \frac{F}{N} 100\%$$

P = Represent the percentage of calculated item

F = Represent the score total of calculated item

N = Represent the respondent total

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Findings**

##### **4.1.1 The Result of the Test**

After conducting the research at State Senior High School 8 Jambi through giving the students of X.1 Class a writing test. Researcher analyzed about generic structure of recount text consist of orientation, events, re-orientation. Researcher got thirty two students' writing recount texts. Actually, there were thirty six students in the class but four of the students were absent at the day of the test. The texts told about the students' holiday.

Data in this research got from the several texts consist of generic structure. The results as details can be showed as follows:

**Table 4.1 Test of Result**

| <b>Student Code</b> | <b>Orientation</b> | <b>Events</b> | <b>Re-orientation</b> | <b>Total Score</b> |
|---------------------|--------------------|---------------|-----------------------|--------------------|
| 1                   | 8                  | 6             | 8                     | 22                 |
| 2                   | 8                  | 6             | 8                     | 22                 |
| 3                   | 6                  | 0             | 4                     | 10                 |
| 4                   | 8                  | 8             | 6                     | 22                 |
| 5                   | 8                  | 6             | 0                     | 14                 |
| 6                   | 8                  | 4             | 8                     | 20                 |
| 7                   | 8                  | 6             | 8                     | 22                 |
| 8                   | 8                  | 8             | 8                     | 24                 |
| 9                   | 8                  | 8             | 8                     | 24                 |
| 10                  | 8                  | 8             | 6                     | 22                 |
| 11                  | 8                  | 8             | 8                     | 24                 |
| 12                  | 8                  | 8             | 8                     | 24                 |
| 13                  | 8                  | 6             | 8                     | 22                 |
| 14                  | 8                  | 8             | 8                     | 24                 |
| 15                  | 8                  | 4             | 6                     | 18                 |
| 16                  | 8                  | 2             | 0                     | 10                 |
| 17                  | 8                  | 8             | 8                     | 24                 |
| 18                  | 8                  | 2             | 8                     | 18                 |
| 19                  | 8                  | 8             | 4                     | 20                 |
| 20                  | 8                  | 10            | 8                     | 26                 |
| 21                  | 8                  | 4             | 6                     | 18                 |
| 22                  | 8                  | 8             | 6                     | 22                 |
| 23                  | 0                  | 0             | 8                     | 8                  |
| 24                  | 8                  | 6             | 7                     | 21                 |
| 25                  | 8                  | 8             | 8                     | 24                 |
| 26                  | 8                  | 2             | 8                     | 18                 |
| 27                  | 10                 | 2             | 8                     | 20                 |
| 28                  | 8                  | 6             | 6                     | 20                 |
| 29                  | 8                  | 8             | 6                     | 22                 |
| 30                  | 8                  | 6             | 6                     | 20                 |
| 31                  | 7                  | 6             | 4                     | 17                 |
| 32                  | 8                  | 8             | 6                     | 22                 |
| <b>Mean</b>         | <b>7,71</b>        | <b>5,87</b>   | <b>6,53</b>           | <b>20,12</b>       |

The calculation result shows that the class average of students' test result of the test is 20,12. the highest and the lowest score of 26 and 8 from 32 students.

The average of students' test result of each generic structure consist on orientation

is 7,71, events 5,87, and re-orientation 6,53. So, the students just understood to make orientation, students need to be creative enough to generate ideas.

#### 4.1.2 Describing Percentage the students' knowledge of generic structure

The next step describes the students' knowledge of generic structure into three elements orientation, events, and re-orientation. The elements of generic structure can be seen in table below:

**Table 4.2 Describing of Percentage**

| <b>Generic Structure</b>               | <b>Orientation</b> | <b>Events</b> | <b>Re-orientation</b> | <b>Total</b> |
|--|--------------------|---------------|-----------------------|--------------|
| Generic structure made in recount text | 247                | 188           | 209                   | 644          |
| Percentage                             | 38,35%             | 29,19%        | 32,45%                |              |

Based on the result of percentage above, researcher calculation the percentage of students' knowledge of generic structure. The highest is orientation 38,35%, second re-orientation 32,45% and the lowest is events 29,19%.

## 4.2 Discussions

Recount text is one type of genres that should be mastered by the students in writing. The purpose of teaching recount on writing is to find out and to describe the students writing skill on recount text related to organization, content, vocabulary, language use, and mechanics. But this research consist of to find out to describe generic structure of recount that is written by the students.

The researcher got the data from students' writing test. The researcher asked the students to write recount text based on holidays' topic.

After collecting the writing result, the data were analyzed by using criteria and indicator of scoring of generic structure. The researcher assessed the writing result of generic structure based on three elements. First, orientation about background information and simple details about (who, when, where, what, why). Second, series of events about sequence of events which happened in chronological order. Such as first..., next..., after..., later. Third, Re-orientation about conclusion/summary of the events and personal comment.

#### 4.2.1 Orientation Analysis

##### **My Vacation in Aceh**

Three years ago, I spent my holiday in my grandmother house in Aceh. I went there by car. I went in Wednesday morning. And arrived in Friday night.

Based on the result table above, these sentences refer to a background of information about who, what, when, and where the past experiences happened. The "who" is clearly written in this sentence that "***I spent my holiday***". It tells about who was involved in the text. Then, the words "***I went there by car***" tell about what the text is. The word "***Wednesday morning***" tells about when it happened. And the last the word "***in my grandmother house***" tells about where it happened.

#### 4.2.2 Series of Event Analysis

In the first day I just spent my time in my grandmother's house. Her house is very comfortable. It's near a rice field and small river so in the afternoon I and My family went there to swam.

In the second day, I visited my aunt's house. We needed an hour to reached there. My aunt's house is near a beach so we visit the beach. We swam there. Over there, there are many coconut tree and traditional restaurant so we had our lunch there.

In the third day, we shoped in the traditional market. My mom bought a bag . I and My sister bought cloth and my brother bought an traditional Gun named "Rencong". After that we went back to my grandmother's house.

Based on table above, these sentences refer to a events in chronological order. ***"In the first day I just spent my time in my grandmother's house...., In the second day, I visited my aunt's house..., In the third day, we shoped in the traditional market.."***

#### 4.2.3 Re-orientation Analysis

The last day we were back to Jambi by car. I was very happy in this

|   |
|---|
| holiday because I could met my grandmother and spent my time in my home town. |
|---|

Based on table above, re-orientation refer to left the comment ***“I was very happy in this holiday because I could met my grandmother and spent my time in my home town.”***

The first student is Gilang Pratama. He wrote a text entitled *Holiday to Tanjung Setia Beach*. The text contains the complete aspects of generic structure. In the text, researcher find the orientation, events and reorientation for recount text. There are still missing points in the text that should be explored more, but it can be tolerated and it doesn't distract the readers. The Second student is Gladis Shanjeni. She wrote arecount text entitled *My Holiday*. The text has complete genericstructure for recount text; the orientation, sequence of events and re-orientationwere stated in the text. Orientation show the complete parts of orientation that are; the people involved, the time, and the place. The body of essaywas acceptable but it was lack of event because only have one event of the story. In re-orientation did not have a short comment, but for complete re-orientation must show signals the end, summarizes the story annd leaves her comment.

The third student is Bella Rizkia. Her writing entitled *Watching Movie*. There can be found the orientation and re-orientation. But there was not event in the text. Although there was orientation in the text but there was not show where



it happened and nothing short comment in part of re-orientation. The next student is Rahma. She wrote a text entitled *My Holiday in Bogor*. It contains the generic structure for recount text. The orientation was arranged well and interest to read the story. Lack of explored the ideas to make event in chronological order. In the re-orientation there was not personal comment but still get the idea of the story.

Deana Ratnamaya, she gave the title My Holiday “Reasonable Story” for her text. She made generic structure were not complete because she could not develop idea to make signal the end of story, summary, and personal comment. She just made two parts of generic structure that are orientation and events. The sixth student is Septo. His writing entitled Celebrate The New Year has achieved the generic structure of recount text. The body of essay was acceptable; some ideas were not fully developed.

The seventh student is Rara Setiorini. Her text entitled My Holiday in East Java. She gave appropriate title for her text. She also succeeded in making an effective introduction so the readers will easily follow his recount, and it leads to the body. However, some ideas were not fully developed. The readers can outline the story. Shortly, he had achieved the generic structure of recount text, orientation, events and re-orientation. The next student is Amelia Setyani. Her text entitled My Holiday to My Grandfather’s Home. She completed the text with three aspects of generic structure of recount text. The text shows that it had lack organized conclusion. Shortly, the conclusion was logical.

Lamrista wrote a recount text entitled My Last Holiday. The text includes orientation, sequence of events and re-orientation. She made a maximal recognizable introduction. Several problems were also found in the ordering of ideas and events. The orientation showed complete parts of signal the end, summary and personal comment and to be coherence of story. The tenth student is Desti Rizkiyan. Her writing entitled My Holiday. The generic structure of recount text is achieved as it can be found orientation, sequence of events and re-orientation. There were lack of orientation that was when it happened. The sequence of event is logical order. There were lack personal comment of re-orientation.

Carolline wrote a text entitled My Last Holiday. The text shows that she knew about recount text. It can be found orientation, sequence of events and reorientation in the text. Introduction that leads the readers and good conclusion. The body of the arrangement of materials was good so it can be outlined by the readers but some ideas were not fully developed. Although the events only have two events in logical order. The next student is Fidhia Tanaffasa. She wrote a text entitled My Holiday. It can be found the orientation, sequence of events and re-orientation in the text. The introduction of the text was maximal recognizable. Sequence of events was good although did not have two more events. Re-orientation lack of personal comment however still get coherence of story.

Panji Darmansyah entitled her text The Last School Semester Holiday. Orientation of lack introduction that was where it happened. But the sequence of event was good. Lack of signal the end of story on re-orientation. The next student

is Haris Fadillah. He made a text entitled Our Trip to Medan. He completed the text with three aspects of generic structure of recount text. She made a minimally recognizable introduction for his text. Lack of explore idea for personal comment.

The fifteenth student is Annisa Sukma. Her text entitled My Last Year Holiday. She succeeded in making adequate level of introduction for his text; the readers will easily catch what he meant. The events of story was weak only one event. In orientation was nothing conclusion and personal comment of story. The next student is Humairoh. She wrote a text entitled My Holiday. It can be found the orientation and sequence of events in the text. There was not re-orientation in the text. Introduction was shaky or minimally recognizable. Sequence event stated only one event and the story has no unity so the story is not easy to understand.

For the seventeenth student, there is Putri Ria with her text My Holiday at Home. In her text, introduction was complete. Sequence of event have two more than two events in a logical order. But lack of signal the end of story however there were conclusion and personal comment. Finally, her text achieved the generic structure of recount text. The next is a text written by Riana entitled My Holiday Enjoy at Home. She made orientation was uncompleted without where it happened and reader not interest to read the story. The event was weak, lack of explore idea make other event in logical order. Lack of signal the end of story.

The nineteenth student is Dicky, He wrote a text entitled My Holiday. It contained the generic structure for recount text. He succeeded in making adequate introduction. Sequence of events was complete. Re-orientation stated end the

story with short comment but the reader still get the idea of story. The next student is Anisa Putri with her text entitled My Vacation in Aceh. Her text with complete three aspects of generic structure of recount text. The text showed that it had a good introduction, the body and events stated more than two events in allogical order and has unity in each event that makes the story flow in coherence. Re-orientation show the complete parts. Therefore, readers get the idea of story and the idea of personal opinions about the topic or event is clear.

The next student is Puja Kusuma. She wrote a recount text entitled When I at Home. Her text achieved the generic structure of recount text; it can be met orientation, events and re-orientation in the text. Theorientation or introduction was lack of development. It should be explored more to give the preview to the readers. It did not lead the readers to the body. She succeeded in making a good arrangement of the materials in the body, so the readers can follow the story. Ultimately, transitionalexpressions were used here and the arrangement of the details showed plan. Thus, the readers can outline the story and the conclusion was logical too. Juan Azhar with her writing entitled Holiday is the next. He gives the text with three aspects of the three generic structure of recount text. There were not signal the end of story and short comment of re-orientation.

The next recount text written by Andre Septiansyah. He gives the text with one aspect of three generic structure on recount text. He did not give orientation and sequence of events. Lack of signal the end of story but still get the idea of story. The next is recount text written by Angelia Apriani entitled My Best Holiday. Her text achieved the generic structure of recount text; it can be met

orientation which tells who, when and where, sequence events and re-orientation in the text. The text shows that it had good introduction. Events stated two events but has no unity in each events that disturb the coherence of story. Re-orientation lack of signal the end of story.

The next student is Siti Rokhimah. She made a text entitled My Last Holiday. She completed the text with three aspects of generic structure of recount text. Complete parts of orientation that are who involved, when it happened, where it happened. Sequence of events stated more two events in a logical order. Shortly, the conclusion was logical. Adisti with her text My last Holiday in the Mall. It can be found the three aspects of generic structure of recount text. She made a mediocre level of sequence of events for her text, and the event was weak. Re-orientation was good although there was not personal comment.

The next student is Laily Yunita. She wrote a recount text entitled Last Year Holiday. The text had complete generic structure for recount text; the orientation, sequence of events and re-orientation were stated in the text. The body of essay was incomplete and also weak, some ideas were not fully developed. The conclusion was good. The next student is Putri Ayu. She wrote a recount text entitled My Holiday "Want to Selat". The text had complete aspects of generic structure for recount text. The introduction was good. she had weak conclusion, there was not summary of story. There were some problems with the order of events in the body. Moreover, they were not fully developed.

The next student is Risky Dwinajayanti with his text entitled My Holiday includes the three aspects of generic structure of recount text; such as orientation, events and re-orientation were met in the text. The introduction was good. Sequence of events stated two events has unity in each event. Orientation was weak, there were not summary of text and personal comment. Efina Natalia, She gave her text with a title My Day. The title, introduction and conclusion she made were mediocre or scant. The body of essay was incomplete. The conclusion was also weak. In short, some ideas were not fully developed.

The next student is Vioni Mega. She wrote a recount text entitled My Bad Day on Sunday. Her text achieved the generic structure of recount text; it can be met orientation, events and re-orientation in the text. The orientation or introduction was lack of development. It should be explored more to give the preview to the readers. And conclusion was weak, there was personal comment but summary and signal the end of text were nothing. The last student is Windy Syaharani with her text entitled My last Holiday. She included the text with three aspects of generic structure of recount text. The text showed that it had a good introduction. The body is acceptable but some ideas were somewhat off. Re-orientation was still weak.

Based on the result of the research, the researcher find out how is students' knowledge of generic structure in writing recount text at tenth grade of SMA 8 JAMBI.

Based on the written test, the researcher find out how is students' knowledge of generic structure in writing recount text. Students' written test in writing recount text, students could not express their ideas in generic structure especially events and re-orientation. They still lack develop ideas related to the text. And other lack they did not know way to achieve coherence is to arrange the ideas in logical order.

Students at the tenth grade student of X IPA 1 at SMA 8 JAMBI got difficulties in writing recount text. They were confused how to make the orientation, events and re-orientation related to the topic that have given. It is also supported because they did not know english so well so they not only stress of how to make text but also how to write it into english. In written orientation, just little did not understood almost of them could write orientation well and complete. But in events and re-orientation they still have lack to explore the ideas to be good recount text and few of them almost complete wrote events and re-orientation. But if calculation the recount text written by students is good.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

Based on finding of this research, it can be conclude that students writing recount text based on generic structure is adequate although few of the students understood and could explore the ideas to make good recount text based on generic structure. The class average of students' test result of the test is 20,12. the highest and the lowest score of 26 and 8 from 32 students. The average of students' test result of each generic structure consist on orientation is 7,71, events 5,87, and re-orientation 6,53. And the highest and lowest percentage are 38,35% and 29,19%. So students more understand about orientation than events and re-orientation.

Most of the students write good recount text based on generic structure and some of them still have to increase their knowledge about generic structure on recount text.

#### **5.2 Suggestions**

Based on the data and the discussion in order to increase knowledge of generic structure on recount text, it comes the following suggestion:

For Students:

1. The students are recommended to have many exercises in writing.



2. The students should be able to write a text in accordance with the instruction.

For Teachers:

1. The teachers should explain clearly about recount text especially on generic structure.
2. The teachers should guide the students in order to correct students' mistake directly.

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## Appendix 2

### DOCUMENTATION



