

Analyzing the Generic Structure of Recount Text Written by The Tenth Graders

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ABSTRACT

Writing becomes one of the skills that must be learned by students because by writing they can convey ideas in addition to speaking in written form. This descriptive qualitative research aimed to find the generic structural constructs in the recount texts written by six students in class X IPS 1 at SMAN 1 Kalitidu. The research results indicated that four students mentioned the who, what, when, and where aspects of the orientation, while two students missed two of them. In terms of a series of events, four students wrote a sequence of events by stating the day, clock, and activity, whereas two students did not write the events chronologically. Finally, in the re-orientation part, to end their personal experience, three students wrote summaries, comments, and impressions, but the rest of the students did not. Accordingly, three out of six students composed good recount texts, but the others still needed improvement.

Keywords: writing skill, recount text, generic structure

INTRODUCTION

In language there are four skills that must be learned, namely listening, speaking, reading, and writing. Writing skill is one of the skills that must be learned by students because by writing they can convey ideas in addition to speaking in written form. According to Wahyumi (2019) writing is a skill that plays an important role in the language learning process for students.

According to Sartika (2019) writing is a skill that must be mastered by students because by writing they express ideas in written form with the correct structure so that they can be read or understood by the reader. It can be concluded that writing means a skill that not only requires thought or inspiration for new views to be written but also must understand the structure and linguistic elements in a paragraph so that it can be read by others.

There are many types of text there are at least twelve text genres. In Indonesia, especially in Senior High School, there are many types of texts studied, namely; narrative text, recount text, descriptive text, procedure text, and many more.

Recount text is a text that contains events in the past in the form of

what happened, who was involved, where it happened, when and why it happened. According to Framana (2019) Recount text is a text that tells something that has happened in the past. Writing recount text like we tell our experiences, both happy and sad. Based on some of the assertions above, the researcher finds that a recount text is a text that is told sequentially about events that occurred in the past and includes what happened, who was involved, where the event occurred, when it occurred, and why it occurred.

This research was conducted at SMAN 1 Kalitidu, the population used in this study were students of class X IPS 1 for the academic year 2021/2022 with a total of 35 students. The researcher used a purposive sampling technique to determine the sampling. According to Lenaini (2021) purposive sampling is a type of non-random sampling in which the researcher selects a sample based on specific criteria in order for it to respond to cases in the study.

In this study, the students were instructed to write a recount text. During the learning process, the researchers collect data for 2x30 minutes. Students must write a recount text with a predetermined theme, select the structure of the text to be produced, and write the text by remembering the recount text's language features. The data was collected with a total of thirty-one students from thirty-five students, with four students unable to participate due to illness. Researchers used 6 student test sheets as research items in this study.

The researchers want to know how well students can write recount text based on a generic structure. This topic was chosen for a variety of reasons, including the broader setting and observations made by researchers at SMAN 1 Kalitidu during the Field Experience Practice (PPL) program. Students are generally too lazy to write at this time, therefore they will often listen to what the teacher says in front of the class during the learning process. When there is material written by the teacher on the blackboard, some students will take photos of the writing. This makes students rarely write.

Writing recount texts makes students remember past events that they have experienced, so students can explore interesting or unforgettable experiences in recount texts. Generic structure is an important thing in a text, the use of a generic structure in the story will make the story more organized so that the text can be understood and conveyed the contents of the text are. According to Paltridge in Sartika (2019), the generic structure is the general form of a genre in which each genre has its own generic structure.

There are three generic structures for writing recounts: orientation, event, and reorientation. orientation is an introduction at the beginning of the paragraph, events is a sequence of events that will be written to inform the reader, and the last is reorientation which is optional and usually contains an impression message for the reader.

The problems that will be discussed in this research are summarized in the following research: 1. How is generic structure constructs recount texts written by the tenth graders of SMAN 1 Kalitidu? 2. How is generic structure constructs recount texts written by the tenth graders of SMAN 1 Kalitidu

The research used qualitative descriptive research. The work of students in creating recount texts is the source of data in this study. Based on the results of the recount text written by the students, the researcher analyzed the students' ability in writing recount text and also analyzed how the generic structure of the structure written by the students. After the data had been collected, the researchers want to know students' ability in writing a recount text based on its generic structure.

Based on what has been explained above, the researcher will conduct research entitled "Analyzing the Generic Structure of Recount Text Written by The Tenth Grade". The researcher will conduct research on tenth-grade students. The researcher took this title because he wanted to know how the students' ability in writing recount texts was based on its generic structure.

METHOD

In this research, the researchers used the qualitative descriptive method. According to Creswell (2009), qualitative research is interpretive research, with the investigator usually engaged in an ongoing and intensive experience with the participants. According to Creswell in Sari (2017), qualitative research is research that focuses on collecting data, analyzing data, and writing data, but they come out of the discipline and flow throughout the research process. By using qualitative research, the researcher will express all ideas during the research process. The researcher tries to analyze the students' writing ability. The researcher will describe the extent to which the students' abilities in writing recount texts are and how the generic structure of the recount texts they write is constructed.

In analyzing the data from this study, the researcher used a rubric to assess students' writing ability in the generic structure of recount text by Husna and Multazim (2019) to measure the recount text written by students. The rubric consists of three basic aspects, namely; orientation, events, and reorientation. With each aspect in the generic structure consisting of excellent, good, average, and poor. To analyze the generic structure of the recount text in more detail, the text structure is analyzed based on the generic structure of the recount text.

Table 1:
 Scoring Rubric of Students' Writing Ability of the Recount Text Generic Structure

The aspect of Scoring Generic Structure of Recount Text	Score	Level	Criteria
Orientation	24 – 28	Excellent	Relevant orientation in detail
	19 – 23	Good	Rather less relevant detail of orientation
	14 – 18	Average	Less relevant detail of orientation
	9 – 13	Poor	Unrelated orientation Error
Event	56 – 60	Excellent	Relevant event in detail Clearly ideas
	51 – 55	Good	Rather less relevant detail of event Logical idea but incomplete sequence
	46 – 50	Average	Less relevant detail of event Ideas
	41 – 45	Poor	Unrelated event Lack of idea
Reorientation	10 – 12	Excellent	Relevant reorientation in detail
	7 – 9	Good	Rather less detail of reorientation
	4 – 6	Average	Less relevant detail of reorientation
	1 – 3	Poor	Unrelated reorientation

(Source: Husna and Multazim (2019))

After analyzing the aspects of the recount text and especially the generic structure was written by the students, the researcher then provided a description of the text, especially its generic structure.

FINDINGS AND DISCUSSION

Findings

After conducting research at SMAN 1 Kalitidu by giving a written test to class X IPS 1 student. The data were collected with a total of thirty-one students out of thirty-five students, with four students unable to take part due to illness. Researchers used 6 student test sheets as research items in this study. The text is about an unforgettable holiday experience by students.

Generic structure analysis is based on the rubric for assessing students' writing ability of the generic structure of recount text. This is the organizational aspect of the recount text, including orientation, event, and reorientation.

Table 2:
The final score of the generic recount text structure

No.	Name	Generic structure of Recount Text			Score
		Orientation	Event	Reorientation	
1.	EN	24	56	10	90
2.	PA	18	56	10	84
3.	MYM	24	50	3	77
4.	JPN	23	56	10	89
5.	AFA	14	46	3	63
6.	AS	23	46	3	72

After analyzing the results of students' recount texts, it is seen that students have weaknesses and strengths in each aspect of the recount text. A description of the student recount text is provided below.

The first student is Elsa Nurlovianti with a final score of 90. She wrote a text entitled "Two great days in Wonogiri". The text contains the complete aspects of the generic structure. In the text, we can find orientation, event, and reorientation for recount text. The introduction and conclusion are well organized. Transitional expressions are also used in the text although they are not very varied. The body of the text already has a good sequence of events, by mentioning the sequence of activities each day that goes through it. The reorientation section was well conveyed.

The second student was Putri Aprilia with a final score of 84. She wrote a recount text entitled "Best Vacation". The text has a complete generic structure for recount text; orientation, sequence of events, and reorientation are stated in the text. In the orientation he made, it was organized but there were some aspects in the orientation that were incomplete, such as when the event occurred. Event sections in good order, listing the hours and activities in order. The reorientation of the text is excellent and expresses an unforgettable experience.

Next is the student with the name M. Yazid Mubarok with a final score of 77. He wrote a recount text with the title "The Secret Park in My Grandfather's House". The text is arranged according to the generic structure aspect in the recount text, but in writing down each event in the story event section, the composition of materials and ideas is not visible. Moreover, many problems come from the grammar which can distract the reader. In short, he has completed a text with a general structure for recount text.

Then, Jenita Prasetyo Ningrum with a final score of 89. The recount text she wrote did not have a title but there were three aspects of the generic structure in the recount text. In the introduction section, there are clear elements in the orientation even though there is an inappropriate choice of words. The body of the text is in good order and by mentioning the days and activities in order. The reorientation of the text is excellent and expresses an unforgettable experience.

Then, Ahmad Fuad Aminan with a final score of 63. He wrote a recount text with the title "Skateboard Practice". There are three aspects of generic structure in recount text. In the introduction section, there are characteristics in

orientation even though there are inappropriate word choices and the use of incorrect grammar. In the body of the text, unfortunately, there is a sequence of stories whose delivery is not organized so that it can confuse the reader. In short, he has completed a text with a general structure for recount text.

The last is Ali Samsudin with a final score of 72. He wrote a recount text with the title "Trip to Grandma's House". The text contains aspects of the generic structure. In the text, we can find orientation, event, and reorientation for recount text. In the orientation section, there are elements in the orientation, such as when, where, and who is in the story. The body of the text or event does not tell the story structure properly so it can confuse the reader and the story is not conveyed. Reorientation in the text is also less precise in its delivery.

From the results of the analysis, it can be seen that in writing recount text there are students who have not fully mastered the generic structure of recount text. The ability of students in making recount texts based on the generic structure of recount texts can be seen from the total scores achieved by students for all aspects. The results of the analysis are based on Husna and Multazim (2019).

Discussion

Based on the explanation above, it can be concluded that students have differences in every aspect of the structure of the recount text. The six students have advantages and disadvantages of each. From the six students, it can be said that they know all the structures in the recount text, but the students do not fully understand the content of each part of the generic structure. Although the six students had understood the elements of generic structure in the recount text, many of them had difficulty writing English words and arranging them into good sentences according to their language features. However, all student writing can be understood by the reader.

CONCLUSION

In looking for students' ability in writing recount text based on its generic structure, which answers the first research question (1) How is the ability of tenth graders at SMAN 1 Kalitidu in writing recount text? From the six students, the researcher found that the students had a good ability in making recount texts, in the students' writings there were all aspects of the recount text although there were some aspects that were incomplete. It can be concluded that they have a good ability in writing recount text. It also answers the second research question (2) How is generic structure constructs recount texts written by the tenth graders of SMAN 1 Kalitidu? The results of the study showed that four students mentioned the who, what, when, and where aspects of orientation, while two students missed two of them. In terms of a sequence of events, four students wrote the sequence of events by mentioning the day, hour, and activity, while two

students did not write chronologically. Finally, in the re-orientation section, to conclude their personal experience, three students wrote summaries, comments, and impressions, but the rest did not. Thus, three out of six students compose a good recount text, but the others still need improvement.

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