

## Analyzing Language Features of Recount Text Written by Ma Hidayatu Umam Students

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### Abstrak

Menulis menjadi salah satu keterampilan dasar dalam menguasai bahasa. Untuk pelajar bahasa Inggris, mereka harus menghasilkan kalimat dalam urutan tertentu dan terhubung bersama dengan cara tertentu. Berdasarkan Kompetensi Dasar Sekolah Menengah Atas, ada satu teks yang harus dipelajari oleh siswa SMA; itu adalah teks recount. Untuk menulis komposisi yang baik, para siswa harus mematuhi aturan-aturan teks, yaitu struktur generik dan unsur kebahasaan yang dimiliki oleh teks recount. Penelitian ini mengungkapkan hasil tulisan siswa dari teks recount untuk mengetahui komposisi tulisan mereka dan untuk mengetahui bagaimana mereka menggunakan fitur linguistik teks recount, karena setiap siswa memiliki caranya sendiri dalam mengekspresikan ide-idenya secara tertulis. Oleh karena itu, objek penelitian ini berhubungan dengan produk tulisan siswa. Penelitian ini menggunakan penelitian kualitatif sebagai desain penelitian. Data yang dikumpulkan berasal dari 8 tulisan teks recount yang ditulis oleh siswa kelas sepuluh dan dianalisis menggunakan Harmer dan Heaton et al (1988) tabel analisis yang telah dimodifikasi oleh peneliti. Temuan menunjukkan bahwa 5 dari 8 siswa mampu menulis teks dengan gaya mereka sendiri dan mereka dapat membuat tulisan yang baik serta dapat dibaca. Misalnya, dalam struktur generik, mereka mempresentasikan kemampuan yang sama serta unsur kebahasaan yang beragam. Temuan ini juga menunjukkan bahwa 8 siswa memiliki gaya penulisan mereka sendiri. Meskipun demikian, semua siswa baik dalam menerapkan komposisi teks recount meskipun mereka masih harus belajar lebih banyak karena mereka melakukan beberapa kesalahan pada rentang dan akurasi gramatikal.

**Kata kunci:** *menulis, analisis teks, teks recount, unsur kebahasaan*

### Abstract

Writing becomes the basic one of skills in mastering language. For English learners, they have to produce sentences in a specific order and connected together in particular ways. Based on Basic Competence of Senior High School, there is one text that should be learned by senior high school students; it is recount text. To write a good composition, the students must obey the rules of the text, namely generic structure and language features that the recount text has. This study reveals the students' writing product of recount text in order to know their writing composition and to know how they use linguistic features of recount text, because every student has his/her own way in expressing his/her ideas in writing. Therefore, the object of this study come in contact with the students' writing product. This study used qualitative research as the research design. The collected data were from 8 recount text writing of the tenth graders and analyzed using Harmer and Heaton et al (1988) analysis table that had been modified by the researcher. The finding showed that 5 of 8 students were able to write the text with their own style and their writing product turned out nicely. For example, in generic structure, they presented similar ability. The finding also showed that 8 students have their own styles in writing. Nonetheless, all of the students were good in applying the composition of recount text although they still have to learn more because of they did some errors on grammatical range and accuracy.

**Keywords:** writing, text analysis, recount text, language features.

### INTRODUCTION

English is known as the most important language besides being an international language used by most countries in the world. All business sectors or industries are using English as an international language to ease the needs of its business, such as tourism, politics, science, and economics. Zawahreh (2012) says that one should

learn the English language in order to conceive what happening in the world. Therefore, English as a foreign or a second language should be taught in the very beginning of the learning process.

In Indonesia, English is considered as a foreign language. It is proved that there are still many schools in Indonesia taught English, not as a second language other than because Indonesia has a variety of regional

languages that should be learned also because people think that English is an arduous language to be learned. However, there are many schools in Indonesia which use English as their daily language in school to improve their English proficiency in speech and writing, such as private schools. Private schools also known as independent schools are not administered by local government, they are independent. In Indonesia, private schools are established by the institution. Private schools are vying for funding by improving schools quality. Therefore, private schools must be improved their students' ability not only to earn for a grant but also to face increasingly advanced global competition. One of which is mastering the foreign language, English particularly. It deals with Harmer (2008), he said that there is no hesitancy for English to be in power among world languages that will remain influential as a tool to ease communication across citizenship in many sectors for perennially.

There are four main skills that languages have: as if Listening, Speaking, Reading, and Writing (Brown, 2000). It is in line with English which the English learners should learn about those four skills in order to comprehend that language. One of those skills is writing skills, which has different purposes and done for different audiences.

Writing becomes the basic concept in mastering language, that for English learners, they have to produce sentences in a specific order and connected together in particular ways. Most people consider writing as a difficult process, moreover, it is their non-native language. As what Heaton's stated (1975:135) that writing skills are complex and sometimes difficult to teach, requiring grammatical, conceptual, judgemental, elements mastery and rhetorical devices. For some, the most difficult task for many English as a second or as a foreign language learners is written production (Harris and Cunningham, 1994). Hence, most learners find many difficulties when they are trying to produce the written sentences or even written paragraphs in English.

There two ways of sharing information with each other in written communication. The first is using short functional text such as invitation, announcement, greeting cards, and advertisements. Second is text which appertained as long texts, for instance, is recount text. As stated in tenth grade of senior high, school basic competence of 2013 curriculum:

3.7 *Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya*

4.7 *teks recount – peristiwa bersejarah*

4.7.1 *menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah*

4.7.2 *menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks*

Since recount text is one of the genres, the generic structure, social function and also the language features of recount text absolutely have different duty to display the content of recount text itself. Hence, analysing recount text will make the researcher or even the readers enhance their knowledge about recount text and its generic structure since the generic structure of recount text is similar to narrative text. The writer chooses recount text as the text that appropriate to be analyzed, because besides recount text has language features to show the tenses, action verb, conjunction and etc., it also has the generic structure (Hartono, 2005) to make the text coherent. Because the text it should be coherent, the students frequently face some difficulties in composing the text. Therefore, the generic structure becomes the main point in composing a text. Moreover, the students will commit with a mistake or even error in their recount text construction. This becomes a natural thing for students who are learning English as a target language, mainly when they were composing a short essay. Dealing with Nordquist (2017), before the 1980s, the writing was often treated as an order of divergent activities and the result of the study was conducted by some previous researchers and writing process have become to be recognized. Based on the basic competence of the 2013 curriculum above, the researcher focused on personal recount text as the text that been analyzed because it records the particular events such as historical events as in 4.7 basic competence.

Thereupon, the writer was interested to do an analysis in order to know how high school students construct their essay and to be aware in the future for making recount text composition, also, the researcher wanted to know the benefit of doing this research.

Based on the background of the study, the research questions for this study are:

1. How is the language used in the 'orientation' of recount text written by MA Hidayatul Umam Students?
2. How is the language used in the 'series of events' of recount text written by MA Hidayatul Umam Students?
3. How is the language used in the 'reorientation' of recount text written by MA Hidayatul Umam Students?

**RESEARCH METHOD**

This study used qualitative method as a research design to collect the data in order to accomplish the study based on the research questions and the objective of the study in the previous chapter. Qualitative research itself has a purpose to stress the unique strenght of the genre for the research that is exploratory or descriptive, that assumes the value of context and setting, and that searches for deeper understanding of the participant’s lives experiences of the phenomenon (Marshall and Rossman, 1999). It means that qualitative research is adjacent to explorative and descriptive research that explores the experiences and phenomena that occur in participants.

From all the explanations above, the researcher used qualitative research to explain the analysis rather than using numbers (Bhattacharjee: 2012) because the analysis which has been done by the reseracher does not need to use a comparison or statistical data that are all based on numbers.2003).

The researcher used 2 instruments, the first instrument is the researcher itself as the key instruments because only human who is be able to read the document (Ary et al., 2010) in order to analyze and describe the students’ recount text composition.

The second instrument is the representation table to analyze and to measure the students’ recount text. The representation table is used to describe and analyze how the students implement their knowledge on recount text. Also, it is to decide in which level the students’ writing be. The representation table was adapted from Heaton and Harmer et al that was modified by the researcher.

Table 1. Representation result table in analyzing the language used in generic structure

Writ ing	Language Used									
	Orientation			Events					Reorient ation	
	Specifi c Partici pant	Spec ific time	Spec ific place	PT	A V	Adv	C	T C	PT	PC
W1										
W2										
W3										

Note:

- PT: Past Tense                      Adv: Adverbs
- AV: Action Verbs                  TC: Time Connectives
- C: Conjunction                    PC: Personal Comments

Table 2. Representation table of indicators of the language used in generic structure

Language Used in Generic Structure			
Criteria	Successful complex construction of “past tense”, “descriptive words to elaborate who, when, where and what” and “personal comments”.	Effective, but simple construction “past tense”, “descriptive words to elaborate who, when, where and what” and “personal comments”.	Lack of “past tense”, “descriptive words to elaborate who, when, where, and what” and personal comments” construction. Frequently errors and limited usage of “time connectives”, “adverbs”, “conjunction” , and “action verbs”.
Range	A	B	C

Before conducting the research with those few instruments, the researcher had asking permission to the teacher who taught the recount text in school firstly. In this stage, the researcher was helped by the teacher to obtain the data.

Then, the researcher took the students’ work in the next day of research as the one of methods to collect the data. Before taking the students’ work, the students have been asked to make recount text construction and the researcher did not tell the students that their work was going to be analyzed by the researcher. This method is aimed to obtain the data as valid as possible.

In analyzing the language used in generic structure of recount text, the researcher tried to deepen understanding and/or broaden of how things came to our social world (Hancock,2007) in order to know how the students get misunderstanding in their recount text composition which referred to those components. To analysed the data, the researcher focused on several steps. To obtainden the necessary data in composing and writing this graduating paper, the researcher used several methods from Ary et al., (2010):

- a. Familiarizing and organizing.
- b. Coding and reducing.
- c. Interpreting and representing.

**FINDINGS AND DISCUSSIONS**

In this chapter, the researcher has analyzed and discussed the students' work that has been taken from the tenth graders. This chapter relates with the previous chapter which has three research questions. The points in this chapter divided into three stages based on the research questions. Those research questions are (1) How is the language used in 'orientation'?, (2) How is the language used in 'the series of events'? and (3) How is the language used in 'reorientation'?

In this stage, the researcher has described the result and discussion of data which have been collected and analyzed by the researcher. The researcher took 8 writing compositions results of students. Subsequently, those writing compositions have been classified sequentially into one up to eight numbers.

Table 3. Analysis Table of Language Features Used in 'Orientation' of Recount Text

writing	Language Used in Orientation			
	Specific Participants	Specific Time	Specific Place	Past Tense Construction
W1	The writer mentioned with whom she was with in her story that is showed as participants . Participants in her story is the writer itself with her friends.	As the language used in orientation that is specific time (when the story has happened), the first writing mentioned that the story happened "On Friday 1st September 2017"	The first writing took place in "Yogyakarta". It clearly stated in the first sentence of the orientation.	The writer of the second writing used past tense to tell the story. She used simple past tense such "My friends and I visited...", "we woke up early morning and prepared go to..." and "we went by car".  Those verb are simple past tense that was applied by the first writer.
W2	The second writer started her paragraph with introduction by	In the second writing, the writer used adverb of time to show the	Specific place in the second writing was in the school.	In the writing 2, the writer was inconsistent with her tenses. She used simple

	mentioned "...I and my friends..." we know that she already wrote about participants that included in the story.	specific time of the story "The last holiday". When the story has happened in this writing is not clearly stated actually because the writer only stated with adverb of time in the beginning	As the second writer has mentioned, she followed activity in the school during her holiday time. Moreover, she also stated that she could not go outside because she and her friend lived in the cottage.	present tense and simple past tense in one paragraph which is it should be used past tense because it is to tell the story that had over past.  However, she used simple past tense "couldn't" and "we lived..." in the next sentence.
W3	The writer wrote "I very happy" because trained rebound here, this sentence is showing that she wrote only her as the first person in the story whose as the participant.	Same as the second writing, the third writing also used adverb of time as the specific time in her orientation that is "Last holiday".	The writing 3 took place in school. It can be seen by the writer's first sentence. She already mentioned that her school arranged an event called camp persami. Furthermore, there is also adverb of place "here" to make the place seen by the readers.	In the third writing, the writer used simple past tense such "in my school arranged camp persami" this sentence is acceptable seen from how she constructed her sentence to point the over past experience. Moreover, there is one word of simple past tense she constructed that should be constructed in a passive voice and it also lose its To Be "was". It should be "I was very happy because I was trained..."
W4	She used first subject noun "I" as the writer in her story.	Inasmuch as this recount text was about to tell the	In this fourth writing of recount text, it	The fourth writing orientation is pretty short yet clear

	That is herself.	holiday time, the forth writing also used adverb of time “Last holiday” as the specific time.	does not answer the question about where the story was taking place.	enough. The writer used simple past tense “I had very many shows but I was very happy”. That sentence owns past tense construction that are “had” as the verb and “was” as the first and third singular of be.			vacation that was not very much.	next sentence, she told that her holiday was filled by activities in the school. Hence, the place in this orientation is confusing somewhat.	activities at school was very much.”
W5	Participants in this story was the writer itself as the first subject noun “I” and her friend as the second subject noun “my friend”.	Specific time of this story was “On Saturday and Sunday” from this we know that the story was happened on those two days.	As we can see in the first sentence of fifth writing. It already implied the place of the story that is in the “school”. Exceedingly, the writer cleared up with mentioned that she and her friend should spent night in school.	The 5th writing only used some past tense in her paragraph. Moreover, the writer was inconsistent in using past tense, for example in the second sentence “I...follow... school” the word “follow” should be changed to “followed”.  However, the writer used simple past tense “spent” to state that it happened in the past.	W7	In this seventh writing, unfortunately the writer missed about the participant, she did not mention who was joined in her holiday including herself in this orientation.	In this seventh writing, we can see that the writer used adverb of time “yesterday” same as the sixth writing. However, this writing is diverse with the previous writing. That lies on the use of adverb “yesterday’s” which seems lose its noun.	This orientation is included as an interesting orientation because it started with well comments about the writer’s holiday. Unfortunately, the writer did not mentioned about where the holidays that the writer spent had taken place.	Past tense construction by the seventh writing was diverse. The 7th writer used simple past tense and past progressive tense. The first is simple past tense use in sentence “Yesterday’s holiday was...” and “...the fatigue that could be paid off...” she applied simple past tense correctly. Moreover, she used past tense progressive in sentence “...although it was exhausting but...” the application of past tense progressive is appropriate for recount text tense. It indicates what is going on to the writer.
W6	The writer wrote in her story about her holiday and she used the first subject noun “I” as the participant and pronoun “my” that used correctly.	The sixth writing also used adverb of time “yesterday” to show when the story happened. Yesterday in this writing means that the writer tell about her holiday during	In the first sentence, the writer mentioned that the story had taken place at “home”, it means that she did not go anywhere.	In writing 6, the writer used past tense slightly. She applied simple past tense to tell the story. She used the word “decided” in sentence “I decided to spend...” as the verb and “was” in sentence “...my	W8	Same as another participant	In the eighth writing, the	In this orientation, the	In the writing 8, the writer did mention

	in the previous story. The eight writer used the first subject noun "I" as participant in the story.	writer used adverb of time "Last holiday" same as others writing that had been analyzed.	writer already stated that "cottage" was the place which the story took place.	past tense to show that it happened in the past. Past tense she used is simple past tense. First, she wrote "was". Here, she used the first and third singular of the past tense "was".
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		first event clearly with right time when she did her activities. Then, in the third paragraph that also as second event of her story, she mentioned about her feeling after she spent the first event We all felt a tired... Next, she continued with another activities chronologically. Again, in the next event she stated some comments about the activities that she had spent about. She stated that she was afraid because the time is night, but also she stated that she felt happy cause it.	paragraph, she used simple past tense very amazed and we was felt tired and afraid, but for the second example is included as the addition mistake of simple past tense usage. It should be we felt tired and afraid because 'felt' has a role as the verb.	
	Adv	In writing 1, there are a lot and diverse adverbs which to show that the story had happened. Adverbs the writer used are "first", "there", "before",	There only two adverbs in the writing 2, they are "in" as the adverb of place and "actually" as the adverb that modify the adjective.	There were few of adverbs use in this fourth writing. There are "there", "at school" as the adverb to show the place of the story, then "in", "out", and "on". Those are examples of

Table 3. Analysis Table of Language Features Used in 'Orientation' of Recount Text

	Writing 1	Writing 2	Writing 3	Writing 4
PT	The writer of the first writing used past tense most in her events. Past tense she applied are "brought" and "circulated" that appear in the second paragraph. Then, in the next paragraph she used verb "visited" which indicates past tense and "we directed..." still in the same paragraph she mentioned "...we bought..."	She used past tense in all action verbs she applied, although there were simple present tense she used that refers to the action of time which was happen in the past "Actually we afraid because the time is night." Nonetheless, she used some simple past tense such "...built..." , "...we followed out bond..." , and "we all felt happy".  In the second paragraph, she wrote about her first event, that is We went to school at 07.00 a.m. after... she wrote the	In the second paragraph, she also used simple past tense to tell the story such as "I felt sick because hot of sun", "I was tired", "my friend gave me a medicine", and "I felt relieved of what she had done". In the next paragraph, she used simple past tense very amazed and we was felt tired and afraid, but for the second example is included as the addition mistake of simple past tense usage. It should be we felt tired and afraid because 'felt' has a role as the verb.  In the next	In this recount text writing, writer delivered the story with simple past tense occasionally .

	<p>“in”, “we started...”, and “visited”. Those words are needed because it is to avoid misunderstanding.</p>		<p>Those activities happened as one event. By having given these information, the reader know that the story is talking about the writer activities in the first day. Adverb in this events were only “this morning” that was mentioned in the first sentence. It showed about time. Then, adverb “after that” was used as adverb clause. Last is “in”, the writer used this adverb as the</p>	<p>adverb that the writing 4 has applied.</p>
TC	<p>Series of events is one of main points in recount text because it is to make the story written chronologically and to connect between one paragraphs to the next paragraph. In writing 1, time connection that have applied are “after we pray...”, “after that we ran...”, “after the</p>	<p>Writing 2 also have time connectives to make the story readable. Those time connectives that she used are “after that...”, “until” and “next”.</p>	<p>The time connectives that used by writing 3 is then morning, after, after that and after a while to make the activities sequence. The writer used time connectives after in the few sentences in her story.</p>	<p>The writer of writing 4 applied time connection and conjunction such as and, after, at that time and after that in order to connect the each sentence.</p>

	<p>movie ended...”, and the last is “then, we continue...”.</p>			
C	<p>For the use of conjunction in the story, writing 1 was wrote only one conjunction that is conjunction “and”.</p>	<p>Then, there two examples of conjunction that she used to connect every sentence in order to make it sequence. Those are “for example” as the conjunctive adverbs that is to show the sequence and “because” to show the cause and effect of two things or more.</p>	<p>Conjunction that appeared in the third writing are “However” which used as the contrary conjunction between the previous and the next sentence. Furthermore, the writer also used “and” to connect two adjectives in a sentence.</p>	<p>In writing 4, there some conjunction application. Conjunction that the fifth writing brought are “but” to show contradict between sentences. Then, “because” as the conjunction to show the cause and effect relation. Next, the writer used “very” to express more about the feeling. Then, “also” and “and” as the connectors.</p>
AV	<p>Action verbs used by the first writing are slightly diverse. They are “we ordered...”, “we arrived...”, “we watch...”, “we ran”, “we came out...”, and last is “we went”.</p>	<p>Action verbs she used are not quietly much. In some conditions she used action verbs and the rest she wrote about her comments about her activity during the holiday. There only two action verbs she constructed that are “We went” and “took”.</p>	<p>“My team built tent” is an action verb which the writer compose to show what was she being done. Then, “we went...” as the action verb that the writer did repeatedly and it appeared in some sentences.</p>	<p>Action verb used by the fourth writing was only “went” that applied by the writer in some sentence to act the activity.</p>

	Writing 5	Writing 6	Writing 7	Writing 8						
PT	The use of past tense in this fifth writing is inconsistent. It is because the writer is not be able to change the present tense into past tense.	Past tense implication in this sixth writing is not quite much. Only a few, those are "had" as the verb in the past and past participle. Then, the verb "made" to show how the feeling of the writer at that time was.	In this paragraph she used past tense. It seen from the usage of to be "was", however, she had an error in the usage of past tense to be was. She did a double-marking in her utterance "Yesterday's was..." double-marking occurs when there is to be more than one item.  Then in the next paragraphs she changed her tenses into present tense. Thus, it makes almost action verbs she used is using present tense.	In this writing, there are only few of past tense construction. Those are "finished" as the verb of the action in the past. Then, "was" as the To Be to show that it happened in the past. Next is "felt" as the verb in the past form to show how the feeling of the writer.	examples of time connectives that she used such "first day" to start the series of events she would be going through in the second paragraph. Then, "after that" to explain that there is more to the story after the previous story. She also wrote "at night..." as a time connection to represent the story that it happened really at night.	connectives that the writer used was not sequence. It is because in the events the writer wrote about two activity that happened in a different week. Time connectives she used are "In the first week", "In the second week" and "until".	have any "time connectives". It means that the writer did not make the story sequence as it should be. The writer only elaborate what happened and what it was about.	connectives to connect the sentence to the next sentence. Those are "Then" and "after that".		
					Conjunction that used by the fifth writer are "and" as the connector between nouns or even clause in the story. In this stage, the writer used conjunction "and" repeatedly. And "with" as the conjunction to show who was involved in the activity.	Same as the writing 4, the sixth writing also used conjunction such "also", "because" and "and".	Writing 7 applied some conjunction that as same as fourth and sixth writings. However, there one conjunction she used that is "although" which point out about two opposite sentences in the story.	In this eighth writing, the writer used some conjunctions that same as in the writing 5 such "but", "and" and "with".		
Adv	In writing 5, there were only one adverb that is "in" as the adverb to show the location.	There is no adverbs construction in this sixth writing production.	There were two adverbs in this paragraph writing. Those are "Yesterday" and "there". Adverb "Yesterday" is to tell when the action happened. Then, "there" is to show where the action has happened.	In this eighth writing, the writer used some adverbs. Those are "On" and "Sunday" to show where the action has happened. Then, "in there" to show the location of the story.	C					
TC	There are quite much	In this sixth writing, time	Writing 7 does not	There are two time	AV					

<p>“...we prepared the tent in yard” to present what the participants were doing at that time. Next is “we went hold....” Action verb “went” is to show that the writer has done something in a specific time. Lastly is “visited” as the action in the next activity.</p>	<p>construction of action verb. As a result, the researcher cannot be able to find the action verbs in writing 6.</p>	<p>in its story.</p>	<p>being done by the participants. Then, “we went” is to show the verb of the sentence which point into the action.</p>			<p>Conversely, the writer used present tense. Same with the previous writing, the third writing is inconsistent in using tenses.</p>	<p>paragraph, the use of simple past tense is inconsistent, proven by sentence that still using simple present tense, for example “this is experience last holiday.” Although there are still some mistakes that the writer had done, it does not make the text less understandable.</p>
					<p>W4</p>	<p>The writer used time connection “After the holidays...” to start her closing part. The writer of this recount text composition closed the story by wrote her comments and feeling after spent her holidays and used simple past tense to be “I was very excited...”</p>	<p>She also added her opinion that she will never forget the experience that she was did.</p>
					<p>W5</p>	<p>In the next paragraph, she wrote about her following activity there and then closed it by writing “Finished” which meant that it was the end of her paragraph</p>	<p>There is no personal comments in this paragraph.</p>
					<p>W6</p>	<p>She applied past progressive tense “What a holiday yesterday was exhausting” The word “yesterday” was to show that it happened in the past complete with to be “was”.</p>	<p>In her last paragraph, she wrote about her feeling after having done her activities in school that was exhausting. She applied past tense “What a holiday yesterday was exhausting” in order to state her feeling as the end of story.</p>
					<p>W7</p>	<p>“...was just a...” the use of singular to be in this writing is representing the construction of past tense although it was just a slight.</p>	<p>Personal comments in this writing is not clearly stated because the writer only mentioned “Maybe it was just a glimpse of my story and...”  It is mildly hard to be told as personal comments because there is no sense of feeling about the holiday.</p>
					<p>W8</p>	<p>In her last paragraph, she still used simple past tense to narrate her story. She used simple past tense “felt” to express her opinion regarding to her holiday.</p>	<p>In her last paragraph that is also the closing of the story, she ended with a closure “that all was the activity my holiday” and gave her opinion that she felt happy and tired.</p>

Table 3. Analysis Table of Language Features Used in ‘Orientation’ of Recount Text

Language Features Used in ‘Orientation’ of Recount Text		
Writing	Past Tense	Personal Comments
<p>W1</p>	<p>In this reorientation, the first writing applied some examples of past tense. Past tense that the writer constructed was simple past tense. Those are “took” that besides as action verb, it is also defined as simple past tense. Then, “saw” as the past tense of “see” that used to indicate the past event. Then, “went” and “shopped” are also the examples of simple past tense.</p>	<p>In the last paragraph that as the reorientation, she ended the story with some activities before really went back to her home. She gave comments also about how her holiday was and closed it with stating feeling that it was an unforgettable experience and it was very unusual.</p>
<p>W2</p>	<p>“...we slept to the...” is the past tense construction of the second writing at once as the only and one past tense construction in the second reorientation. Other verbs in the reorientation used present tense. As the readers, we can conclude that the tense here is inconsistent.</p>	<p>In last paragraph, she closed her story by wrote finally as the time connection which was shown as the beginning of sentence of her last activity that is ceremony before she and her friends return in the heaven home.</p>
<p>W3</p>	<p>In the third reorientation there is no past tense construction.</p>	<p>The last paragraph, she used time connection after that. However, in this</p>

## **Discussion**

### **Language Used in Orientation**

As we know every genre of text must have generic structure in order to arrange a good composition of text and to distinguish with other texts. It is because kind genre of text has different objective and utilization. Therefore, part of generic structure of recount text is very important that should be applied in a text in order to distinguish one genre of text in the manner of the other genres. Generic structure is the second step to reach out a good composition of recount text. As though social function, every genre of text must have generic structure to organize the text and make it differ with other texts. There three stages that recount text has as generic structure, they are orientation, events and re-orientation. It deals with Eggins (1994), generic structure or schematic structure has three steps: beginning-middle-end.

Orientation is the first constituent of generic structure that must be included in a recount text. This is the main part that will catch the readers' attention with short introduction. In this part, the students should link among specific participants (the subjects), specific place (place that the story has taken) and specific time. From the analysis above about generic structure, all of the students were able to construct the generic structure of recount text. Almost of them have no difficulty to write a good composition of orientation. All of the students had already understood to construct a good orientation. They wrote orientation clearly in the first paragraph. Besides, there were also some students which were included in intermediate level in constructing the orientation. Some of them only wrote "specific participants" and "specific time" the story has happened and they missed about the specific place. Vice versa, some just wrote three or two of them and missed out one even two component. Although they wrote orientation incompletely, they could make a dandy orientation of recount text completed with language used they applied. The students have to take hold of this, because orientation is one of important thing in generic structure.

Orientation is the main introduction to decide what kind of text that the students were carried out. It represents how the text will be going to be. Moreover, the language that students used must be in-line with the rule of text such as time connection usage, it must be appeared in order to present the exactly time when the story has happened. If the students fail to write a clear orientation of text, then it will affects to the next step in writing a text, even the whole text and it will make the readers confuse about what they are going to tell. From the analysis result of the language used in orientation, all of students are almost succeed in write the orientation of recount text in their

composition. A few of students were able to write a good construction of orientation. They made it as clearly as it should be. They wrote the past event using past tense and kept it straight. However, there was also one student who wrote the orientation using simple present tense, it is Text 2. Nevertheless, it does not mean that her orientation is not readable. From the analysis above, the researcher thinks that all students still have the competence of writing orientation precisely. To sum up the explanation, it can be concluded that all of students might have some difficulties in writing the orientation, but it does not rule out the possibility they will be better in writing orientation in the next opportunity.

### **Language Used in Events**

After making an orientation in the first paragraph, the students continued into the next part of recount text generic structure, that is events. The students should not have any difficulties in composing the events in their text because this part only write about the series activities that the students (writers) have experienced. In the view of sample of recount text which is included as good construction of events, they showed a good organization and sorted the events perfectly. Not only presented events nicely, they also wrote their text with time connection to make their text readable. This is included as the good composition of events. It can be seen in Text 1, Text 2, Text 3, Text 5 and Text 8. They used time connection pretty well and kept past event alive by using past tense in their action verb.

However, there was student who sorted the sequence of events that went too far. Moreover, some students also made some grammatical errors while they were composing the text, for example; they failed to use the appropriate words to connect the events they were lack of idea on how to make their events coherent between one and the others. Furthermore, although some of them were still make some errors, but overall they were good in composing events in generic structure of recount text.

Besides, some students were still being lack in constructing the events of recount text. They often inconsistent in the usage of past tense and it makes the reader confuse. While, recount text is constructed to re-write the experienced story. Moreover, there were some students who did not pay attention on how events of recount text is should be. Although they wrote the sequence of events orderly, unfortunately they did use present tense to tell the story. Consequently, all the students have to look into social function of recount text adequately. They should distinguish the difference between past tense and present tense.

### **Language Used in Reorientation**

Hereinafter, to close the writer's story after mentioning sequence of events, re-orientation is needed. Re-orientation

is the end of the story. It shall consist of both closing and comments about the writer's feeling. Based on the analysis result, the researcher found there were some students who wrote the re-orientation in a proper way. Then, there were also students who had errors in their re-orientation. For example, they missed to write their feeling about their experience. However, the researcher thinks that the students were able to compose the text nicely because the researcher knows that they have different ability especially in a text production. Based on the all explanations above, it can be conclude that most of the students were able to write the generic structure, yet there were also students who had less attention on it.

## CONCLUSION

In this chapter, the researcher delivers conclusion and suggestion. The conclusion deals with text analysis of the students' writing composition of recount text. In addition, the researcher also presents some suggestions for the future researcher in the same field.

In this last chapter of the research study, the researcher has summarized the results of this study in a brief explanation. There are some aspects that can be drawn into few paragraphs. These paragraphs do represent the quality of students' writing of recount text which been analyzed by the researcher. Also, there are some points that should have more attention for the students in order to boost up their writing especially in recount text and to motivate them to write freely because its text is based on their composition, but still they have to obey the rules of the text in order to avoid misunderstanding.

1. Based on the analysis of orientation that made by the tenth graders, it is found that most of them are be able to compose the orientation greatly. It is seen from their composition in the first paragraph. They wrote about who, where, and when completely. Some of them also mentioned what as additional information. However, it also found in their orientation that they made some errors. Besides, there are some writing that only write about two aspects of orientation and missing one of them. Either it was about who and when, who and where or where and when. Nevertheless, there was one text that contained of who, when and where complete with no grammatical errors. These three aspects of "WH" questions are also be a part of language features of recount text. For "who" was mentioning about participants in the story, "where" was showing the place the story has taken and "when" was pointing the time in the story.

2. It is found that almost all of students have applied the sequence of events in generic structure of recount text as well as it should be. Events must consist of series of activities that the writer had been through. There are some students who wrote the events nicely. They

construct their events complete with language features that relates to this second part of generic structure. Those are time connection, past tense and adverbs. However, it is found that they made several grammatical errors as well. Besides, there are also some students who made their text incoherent between one activity to another. The students are also inconsistent in using past tense in their writing.

3. Next, also as the last part of generic structure, it is found that almost all of students were able to end their story in reorientation part greatly. There some students who were ended their story with personal comments. Several students only ended the story without giving their personal comments. Lastly, few of students did not write the reorientation clearly.

## SUGGESTIONS

### 1. Suggestion for the teachers

Based on the conclusions above, it can be suggest that teachers in Indonesia have to pay attention on the students' writing style especially in writing recount text. That is because every student has their own style in writing. Even if the teachers are good in English or even the teachers are native of English, it does not mean that they will create perfect students' writing. Therefore, the tecahers should know their students' writing style in English and correct their mistakes gradually. Moreover, Indonesian students are also influenced by their mother tongue that can affect their writing style. Hence, to sum up the suggestions, teaching process of writing in English is should be modified.

### 2. Suggestions for the students

For the students, they have to practice more in writing because they should realize that their writing is mostly influenced by their mother tounge. Addition, the students should have daily practice in order to boost up their order thinking in composing sentence orally.

The developed materials consisted of four basic competences that were descriptive text (3.4 and 4.4.) and recount text (3.7 and 4.7) which are written in the 2013 curriculum till creating final product. The topics were related to global knowledge of places and histories from different cities and countries. The materials were developed by providing questions oriented to high order thinking skill. Referring to 2013 curriculum, the new materials were provided by activity that was not specifically one skill at each activity but rather integrated for all skills.

Based on the result, the researcher concluded that the developed material had met its goal to facilitate the learners in developing their higher order thinking skill. The teachers as the reviewer of the English learning materials development gave good responses. They said that the

developed materials were very good even there are some parts that need to be revised. The researcher revised the materials based on the result of the evaluation and the teachers; comments and suggestions. The teachers agreed that these learning materials developments are already suitable for the high school students that the higher order thinking questions provided well in the material. To conclude, this research has met the students' need and demand in order to facilitate their higher order thinking skill.

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