



STUDENTS' ABILITY IN WRITING RECOUNT BASED ON GENERIC STRUCTURE, LANGUAGE FEATURES AND SOCIAL FUNCTION

**(a Case of the Tenth Grade Students of State Senior High School 2 Pemalang
in the First Semester of Academic Year of 2010/ 2011)**

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UNNES

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STUDENTS' ABILITY IN WRITING RECOUNT BASED ON GENERIC STRUCTURE, LANGUAGE FEATURES AND SOCIAL FUNCTION

**(a Case of the Tenth Grade Students of SMAN 2 Pemalang in the First
Semester of Academic Year of 2010/ 2011)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri.

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ABSTRACT

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Based on the School-Based Curriculum (KTSP), English subject is aimed at developing the four skills in language learning (listening, speaking, reading, and writing). The tenth graders of Senior High School students are expected to reach the informational level of literacy. The problems discussed in this study are as follows: (1) how generic structure constructs recount texts written by the tenth graders of State Senior High School 2 Pemalang in the academic year of 2010/2011? (2) How language features are used in recount texts written by the tenth graders? (3) How do the generic structure and language features of recount texts enable the students to achieve the social function?

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 based on Brown's analytical scale for rating composition tasks.

In relation with the result of the study, it can be suggested (1) for classroom English teachers to apply appropriate methods and techniques in teaching recount text in class to his or her students so that they are able to write recount text well, and (2) for the next researchers, it is hoped that this research can be a source of literature review to conduct similar researches.

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The writer

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the report.

1.1 Background of the Study

Language has a central role in human life. It is a means of communication used by human beings to communicate each others. People use language as a medium to speak to others and express ideas, opinions, wishes and feelings. By using language, people are able to interact to each other and maintain relations with them. Language makes human life easier. It is hard to imagine how people live and get along with one another without language.

There are two types of communication. They are spoken and written; the examples of spoken communication can be found when we talk to a friend, reading a newspaper, magazine and book, while the written communication can be found in writing a letter, diary etc.

There are millions of languages used in millions of countries. Each country has its native language, but many of them have also one or more languages used as their second or foreign languages. However, there is a language that can be used in any countries, that's English, and it is therefore English is regarded an international language.

As an international language, English has been used in many countries around the world. Some countries use English as their native language, some others apply it as their second language, and the rest learn it only as a foreign language. Moreover, English has been a compulsory lesson for students from all over the world, even for the native country itself including Indonesia. It has become a part of national education in Indonesia. The current curriculum applied in Indonesia, School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) that issued by Department of National Education (Depdiknas) in 2006, stated that “the English lesson includes four skills of language that are listening, speaking, reading and writing.”

Some people think writing is the most difficult skills to be learned because it needs good thought and organization. Nilson (1984:134) says that “writing is a skill which has been developed in civilized society to pass on knowledge or message, and written communication is the most difficult one because it uses certain rules that are very complex.” English is a language, and languages are made up of words. But we cannot simply put the words together in any way we want and expect we will automatically produce an English sentence. Putting the

words into the right order is very important in making sentences, and so those sentences will be meaningful.

Different kinds of writing require different kinds of organization, for example, narrative and descriptive. Narrative tells stories, while descriptive draws a picture in words or describes something. Therefore, they require the different kinds of organization.

Recount text is one kind of English text genres which is learnt in tenth grade of Senior High School. “Recount text is to retell events for the purpose of informing or entertaining” (Gerot and Wignell, 1995: 194). Being able to make a recount text means that we should master the recount text’s generic structure, language features and also social function.

In this final project, I will analyze some recount texts written by the tenth graders of State Senior High School 2 Pemasang in the academic year of 2010/2011. I want to know how well the students are in writing recount texts.

1.2 Reason for Choosing the Topic

Based on the general background above, there are several reasons why this topic chosen as follows:

In School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) issued by Department of National Education (Depdiknas) in 2006, stated that “the English lesson includes four skills of language that are listening, speaking,

reading and writing.” Among those four skills writing skill is considered as the most difficult skill, even writing in native language, because it needs good thought and organization.

There are basically twelve genres stated in School-Based Curriculum (KTSP). They are narrative, procedural text, recount/spoof, description, report, anecdote, explanation, hortatory exposition, and hortatory analytical, review, discussion and news item. The reason why I choose the topic is because recount is included in School Based Curriculum for being taught in the tenth grade of Senior High School.

The tenth graders of State Senior High School 2 Pemalang in the academic year of 2010/2011 have learned about recount text in their first semester. It is necessary to do some descriptive analysis research for knowing students' ability in writing recount text and also to find out to what extent they apply the generic structure, language features and social function of a recount text.

1.3 Statement of the Problem

The problems under the study are as follows:

- (1) How generic structure constructs recount texts written by the tenth graders of State Senior High School 2 Pemalang in the academic year of 2010/2011?
- (2) How language features are used in recount texts written by the tenth graders of State Senior High School 2 Pemalang?

- (3) How do the generic structure and language features of recount texts enable to achieve the social function?

1.4 Objectives of the Study

Objectives of the study are:

- (1) To describe how generic structure of recount texts written by the tenth graders of State Senior High School 2 Pemalang in the academic year of 2010/2011 are.
- (2) To describe how language features used in recount texts written by the tenth graders of State Senior High School 2 Pemalang are.
- (3) Is the social function of recount texts written by the tenth graders of State Senior High School 2 Pemalang achieved?

1.5 Significance of the Study

This final project is expected to give some benefits, both theoretical and practical. Theoretically, the writer expects that the result of this study is useful as one way to enrich the reference in giving description of how generic structure, language features and social function of recount texts written by the tenth graders of State Senior High School 2 Pemalang in the academic year of 2010/2011 are.

Practically, the writer expects that the result of this study will be useful for the students to improve their writing skill. Especially, in writing recount text since

they have learned the requirements to write a good text. Moreover, the writer expects that the result of this study will be able to make teachers realize, especially English teachers about the importance of emphasizing generic structure, language features and social function in writing a text.

1.6 Outline of the Report

This study will be arranged into five chapters.

Chapter I is the introduction. It consists of background of the study, reason for choosing the topic, statement of the problems, objectives of the study, and outline of the study.

Chapter II will present the review of related literature, which will discuss about curriculum, the School Based Curriculum for English subject of Senior High School, general concept of writing, writing process, genre, recount as one kind of text type, writing the recount text.

Chapter III is the method of the study which covers study design, object of the study, instrument of the study, role of the researcher, procedure of collecting data and procedure of analyzing data.

Chapter IV will cover the result of analysis.

Chapter V will conclude the result of the study and give some suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections. The first section presents the review of the previous studies related to the topic. It is then followed by the second section that gives theoretical reviews underlying this study. The last section describes the theoretical framework used as the basis of this study.

2.1 Review of the Previous Study

There are many studies conducted to know the students' mastery of writing skills. These studies include many studies done by the English Department students of Semarang State University (UNNES).

Many of English Department students conducted studies at schools to describe the students' ability in writing. This ability includes the ability in writing various kinds of genre. One of the studies was done by Istikomah (2009) who conducted a research entitled *The Students Mastery of Writing Procedure Text*. She describes the tenth grade students of Semesta Senior High School's ability in writing procedure text. She used the analysis based on Heaton and Grids to get the students' score in their fluency, grammar, content, vocabulary and spelling. Moreover, the result of the research showed that in the fluency, most of the students were quite good in composing the sentences. In grammar, many of the

students still made mistakes. In vocabulary, most of the students used inappropriate words with the context of sentences. In content, most of the students were quite well in organizing the ideas. While in spelling, the dominant errors done by the students were misspellings.

The next researcher is Reni Anggia Suci (2010) who wrote *The Senior High School Students' Ability in Writing Hortatory Exposition Text*. She describes about how is the students' ability in writing hortatory exposition text. In her study she found that the students' ability in writing hortatory exposition text was poor. She said that basically most of the students have already known the concept of hortatory text. They understood about the social function, generic structure, and language features. Nevertheless, they were still lack of knowledge and competence in implementing them in written form. Thus, they often used incorrect tense or unacceptable grammatical systems in their texts.

Another researcher working on this topic is Wahyu Fauzan (2010) who conducted research entitled *The Students' Ability in Creating Written Analytical Exposition Text*. The problem discussed in this study is about how the students' analytical exposition text structured, how the realization of the text structure through its language features is found in their texts and whether the social function of the text achieved. And he found the result that students were good in organization aspect, the students' analytical exposition writing had complete elements. Most of the students' analytical exposition text had complete generic structure of an analytical exposition, and logical development of ideas was well elaborated. However, the students could only achieve adequate level, since there

were some grammar errors occasionally appeared, some spelling errors, punctuation problems and another mechanics aspect.

Considering all of the studies above, the writer assumes that there is still an area of studies that has not been explored. This area is in knowing the students' ability in writing recount text and to find out to what extent they apply the generic structure, language features and social function of a recount text.

2.2 Review of the Theoretical Study

This second section will give brief description about School-Based Curriculum, teaching writing for the tenth grade students of senior high school and recount text.

2.2.1 School-Based Curriculum (KTSP) of Senior High School Grade X

“The School Based Curriculum is the operational curriculum made by and done by each unit of education” (KTSP, 2006: 1).

English is a means to communicate in spoken and written language. Communicative competence is a competence to understand and make spoken and written texts in four language skills. “The aim of English Subject is for developing the four language skills, which are listening, speaking, reading, and writing, in order to graduates able to communicate in English in certain level of literacy”

(KTSP, 2006: 207). Therefore, English subject is to develop those skills in order to the graduates able to communicate in certain level of literacy.

Wells (1987), in BSNP (2006: 211) states that there are four levels of literacy. Those are as follows:

- (1) *Performative level*: In this level, people are able to listen, speak read and write with the symbols used.
- (2) *Functional level*: People are able to use language to fulfill their daily needs in functional level.
- (3) *Informative level*: People are able to access knowledge by using language skills.
- (4) *Epistemic level*: People are able to utter knowledge into target language.

The tenth graders of Senior High School students are expected to reach the informational level. They are expected to be able to understand, respond and express short functional text monologue accurately, fluently and acceptable in the form of recount, narrative, procedure, descriptive, news item text in daily life context. In School-Based Curriculum the four skills conveyed integrating with the texts. In listening and speaking skills, the teaching of those texts was focused on spoken form. Here the students are expected to be able to respond and express short functional text monologue accurately, fluently and acceptably in the form of recount, narrative, procedure, descriptive, news item text in daily life context. Of course, the tenth grade students of state Senior High School 2 Pemalang are also

expected to master those skills to be able to communicate through writing form well in real life context.

In reading and writing, the teaching of those texts was focused on written form. Students are expected to be able to respond and express meaning in rhetorical steps of essays using written language accurately, fluently, and acceptably in the form of recount, narrative, procedure, descriptive, news item text in daily life context.

2.2.2 Teaching Writing for the Tenth Grade Students of Senior High School

The tenth grade students are expected to reach informational level because as the High School students, they are prepared to go to next level of education. They are prepared to continue their study in university, so they are expected to produce knowledge using own language. In this case, the students must be able to create text using their own words.

In Senior high School, literacy is the focus of development of learning English. One of the goals in learning English at Senior High School is to develop students' communication skills in English both spoken and written language by using the proper language variety acceptably and fluently. Students are taught different types of text in every grade. For example, the tenth graders are taught recount, narrative, procedure, descriptive, news item text. One of those texts is recount text. Based on School-Based Curriculum, the tenth graders are taught

recount text in semester 1. The students have to achieve the three aspect of writing recount text, they are generic structure, language features and social function as it is shown by the Competence Standard (*SK*) and Basic Competence (*KD*) table of the tenth grade students of senior high school below:

Standar Kompetensi Menulis	Kompetensi Dasar
6. Mengungkapkan makna dalam teks tulis fungsional pendek esei sederhana Berbentuk <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> dalam konteks kehidupan sehari-hari.	6.2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i> .

The standard competence in writing for the tenth graders in semester one is to express meaning in short functional text and essays in the form of recount, narrative and procedure text in daily life context. Meanwhile, the basic competence in writing is to express meaning and rhetoric steps accurately, fluently, and acceptable using written language in daily life context in the form of recount, narrative and procedure.

Based on the explanation above, it can be inferred the aim of the school Based Curriculum for Senior High School is preparing students to face competition in global society by developing their communicative competence and understanding the relationship between language and culture.

2.2.3 Recount Text

Based on School-Based Curriculum (*KTSP*), recount is a kind of text which must be learnt by the tenth grade students of Senior High School. Recount is a text type that retells past events, usually in the order in which they happened.

Derewianka (1990: 14) states that recount is the unfolding of sequence of events over time. When we write in recount, we reconstruct past experiences.

Before we write recount text we must first read the requirements or procedures in making good recount text so that the text will be understandable. To avoid making mistakes we have to pay attention on several rules, they are: generic structure, language features and social function of the recount text itself.

2.2.3.1 *Generic Structures of Recount Text*

In mastering recount text, the students have to know the generic structure of recount text. Based on Gerot and Wignell (1994: 194), the steps or generic structure in constructing recount text:

- (1) Orientation: It is the introduction paragraph and it provides the setting and introduces participants.
- (2) Events: A sequence of events telling the readers what happened.
- (3) Re-orientation: This is optional and it is a closure of events

2.2.3.2 Language Features of Recount Text

Recount text has some language features as stated by Gerot and Wignell (1994: 194), the language features of recount text that should be fulfilled:

- (1) Focus on specific participants
- (2) Use of material process
- (3) Circumstances of time and place
- (4) Use of past tense
- (5) Focus on temporal sequence

2.2.3.3 The Social Function of Recount Text

According to Anderson (1997: 48), the social function or the social purpose of recount text is to give the audience a description of what occurred and when it occurred. Whereas according to Gerot et. al. (1994: 194) the purpose of recount text is to retell events for the purpose of informing or entertaining.

In line with Gerot, Hammond (1992: 88) states that the purpose of recount text is record events for the purpose of informing.

Recount text may be given in spoken or written form. There are many examples of recount text. They are: newspaper reports, conversation, speech, television interviews, eyewitness accounts and letters.

2.3 Theoretical Framework

Based on the theoretical studies above, I can conclude that English is a means to communicate in spoken and written language. The aim of English Subject for developing the four language skills, which are listening, speaking, reading, and writing, in order to graduates able to communicate in English in certain level of literacy.

The tenth graders of Senior High School students are expected to reach the informational level. They are expected to produce knowledge using own language. In this case, the students must be able to create text using their own words. In School-Based Curriculum, genres have become a necessity to develop the four language skills.

SMA N 2 Pemalang as an educational institutional tries to put recount text in its curriculum. The students are expected to be able to understand, respond and express short functional text monologue accurately, fluently and acceptably in the form of recount, narrative, procedure, descriptive, news item text in daily life context. As the result, they are expected to master those skills to be able to communicate well through writing in real life context.

There are five elements which should be understood by the students in writing. They are organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style and quality of expression. There are various kinds of genres; one of them is recount text which Recount retells past events, usually in the order in which they happened.

The generic structure of recount text are: (1) Orientation, (2) events, and (3) Re-orientation. The language features of this text are focus on specific participants, use of material process, circumstances of time and place, use of past tense, and focus on temporal sequence. Meanwhile, the social function of this text is to retell events for the purpose of informing or entertaining.



CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses about research approach, subject of the study, source of the data, object of the research, instrument of the study, method of collecting data, and method of analyzing data

3.1 Research Approach

Research is a process of formulating questions, problems, or hypotheses; collecting data or evidence relevant to these questions/problems/hypotheses, and analyzing or interpreting these data (Nunan, 1992: 2).

Nunan (1992: 2) classifies research into two types: qualitative and quantitative research. In this study, I use descriptive qualitative research method. Qualitative research presents and analyzes the data in words. The aim of qualitative research is to gather an in-depth understanding of human behavior and the reasons that govern such behavior. In this study, I will describe to what extent the tenth graders of State Senior High School 2 Pemalang apply the generic structures, language features, and social function of recount texts in their writing.

3.2 Subject of the Research

The subject of this study is the tenth grade students of State Senior High School 2 Pemalang. There are six classes. I take class X.2 as my sample by using purposive sampling technique. One of the reasons for this is that the students in this class have higher educational background. As Mrs. Istiqomah, one of the English teachers of SMA N 2 Pemalang, said that the students of this class are those who always got high scores in every test or evaluation she conducts. It is assumed that this background gives significant influence in their advance in learning English.

3.3 Source of the Data

The source of the data in this study was the students' work on writing recount text. Based on School-Based Curriculum, the tenth grade students should be given five genres. At the first semester, recount, narrative, procedure texts are given to the students. Then, at the second semester descriptive, news item texts are given. From the students' work, I will focus on the last three aspects. Those are generic structure, language features and social function of the text.

Based on the students' texts, I analyzed the three aspects of a genre. They are generic structure, language features and social function of the text. Then, I used writing test as the instrument. The test was one instruction that asked the students to create a recount text based on their past experience. They had to make it in at least 100 until 150 words in about 90 minutes. In this case, guided-writing

was used. It involves a teacher working with a group of learners on a writing task. The aims of the task are based on what they have previously been learning about the writing process. It aims to support learners in this psychologically and cognitively difficult activity. The instrument can be seen in appendix 1.

3.4 Object of the Research

The object of this research is recount texts written by the tenth grade students of State Senior High School 2 Pemalang in the Academic Year of 2010/2011, especially the three aspects of recount text which have to be achieved by the students in order to them considered able to write recount text. Those three aspects are: first, generic structure of recount text which consists of orientation, events, and re-orientation. Second, language features. They are: focus on specific participants, use of material process, circumstances of time and place, use of past tense, focus on temporal sequence. The last aspect is social function of recount text.

3.5 Method of Collecting Data

To get the data of this research, I used a writing test as the instrument of the study. The test was an instruction to create recount text based on their past experience. Before it is used to test the students, it is important to check its validity. Since the text used to measure the students' ability in writing recount text, the validity was proved by face validity.

As stated by Brown (2004: 26), face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers. Brown also adds some requirements for the test item in order to be able to have high face validity. Firstly, the test item should be well constructed and expected format with familiar tasks. Secondly, the test item is clearly doable within the allotment time limit. Thirdly, the test item is clear and uncomplicated with very clear instructions. Moreover, the tasks relate to the students' course work. The last, there should be a difficulty level that presents a reasonable challenge.

Based on the criteria above, the test which I used as the instrument was considered valid on the basis of face validity. Its goal was to measure the students' ability in writing recount text. To whom the test given is clearly defined, there was a very clear instruction and certain allotment time limit. It was well constructed and expected format with familiar task that relates to the students' course work in class. The material of the test had ever been learned by the students before. Finally, the students were challenged to create a text based on their past experience which is in their difficulty level. In conclusion, the face validity of the test item was achieved.

Moreover, to analyze the data and to measure how the students ability in writing recount text are, the rubric of analytical scale for rating composition task, stated by Brown (2004: 244) was used. The rubric consists of five basic aspects.

They are organization which related to the generic structure of a text, content which deals with logical development of ideas, grammar, mechanic and style which represents the language features of a text. The rubric of Brown's analytical scale for rating composition task can be seen in appendix 2

In collecting the data I asked the teacher's help to deliver the instruments to the students. Then, the students were asked to write a recount text based on the instruments' instructions. In the middle of the test, I reminded the students to always remember the three aspects of recount text, and when the time was over I asked the students to submit their work. Next, the texts were further analyzed.

3.6 Method of Analyzing Data

The analytical scale to rate composition task by Brown (2004: 244) was used to measure the students' recount texts. For example, a recount text made by an eleventh grade student of State Senior High School 2 Pemasang, can be analyzed as follows:

Went to Mount Bromo

Last Saturday, my family and I went to Mount Bromo. We went there by car. We went at Saturday morning.

In the road, I saw many scenery. I saw river, rice field and hills. Few hours later, we arrived in the hotel. Then we stayed at that hotel. The hotel was near Mount Bromo.

On Sunday morning, we went to Mount Batok. It was located near Mount Bromo. The scenery was so beautiful. The air was fresh. Then, my father took some pictures there. After that, we went back to the hotel to have lunch.

The next day, we went to Wonokromo Zoo, and saw many animals there. That was an amazing zoo.

Finally, we went home on Tuesday. We were very happy.

The score of the text above based on Brown's analytical scale was presented in the table below:

Aspects	Score
(1). Organization: introduction, body, and conclusion	15
(2). Logical Development of ideas: content	15
(3). Grammar	18
(4). Punctuation, spelling and mechanics	18
(5). Style and quality of expression	17
Total	83

The analysis then focuses on three aspects: generic structure, language feature and social function of the students' recount texts. After analyzing all of the

three aspects required, then I give a complete description about the texts. For example:

a) Generic Structure Analysis

The generic structure of the students' writing was arranged well. It could be seen from aspect (1). Organization: introduction, body, and conclusion. There was adequate title, complete introduction which tells about who were the participants in the text, where was it took place, and when did it occur. The body of essay is acceptable, but some evidence may be lacking, and some ideas were not fully developed. Then the sequence of text was logical but transitional expression may be absent or misused.

b) Language Features Analysis

The language features which were found in the students' recount text writing could be described based on aspect number (3). Grammar; (4). Punctuation, spelling and mechanics; (5). Style and quality of expression. The writer's ability in writing the text showed that he used appropriate English Grammar. The use of past tense in recount text is indicating that it took place in the past time. Only one grammar problem was found, such as in "I saw many scenery". It did not influence communication, although the reader was aware of it. The reader could catch the writer intention. Moreover, there was no fragment or run-on sentences appeared on the text. Spelling errors were not found. Finally, the writer used good vocabulary, not wordy, and the style was fairly concise.

c) Social Function Analysis

The social function realized in the students' recount text writing could be described based on the overall result of the analysis and aspect number (2). Logical Development of ideas: content. It addresses the assigned topic. The writer's idea should be more fully developed. On the other hand, it reflected the writer's thought that he wanted to retell the past experience he had, as it was shown by the events. In short, the social function of the text was achieved well.

Furthermore, the result of the analysis based on the rubric above, it could be described how the students' ability in writing recount text was. Then, it was classified into five levels. They were excellent, good, adequate, fair and unacceptable level. This classification was based on absolute grading (Brown, 2004: 286). It was a system grading to pre-specify standards of performance on a numerical point system. From the total point of the students' writing based on the Brown's analytical scale for rating composition task, we can determine the students' achievement. The scoring table was shown in the table below:

Table of the students' level (adopted from Brown, 2004: 287)

Score	Level	Number of Students
81-100	Excellent	
62-80	Good	
43-61	Adequate	
24-42	Fair	
5-23	Unacceptable	

From the example above, the writer got 83 points for all aspects. It means that he was in the first level based on the table above. So, I can say that his ability in writing recount text was excellent. He could use and apply all of the aspects of recount text required in writing. The generic structure of the text was well structured and language features of the text showed correct use of writing English conventions. Also, the writer succeeded in achieving the social function of recount text.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter is divided into three subchapters. The first subchapter gives general description. It is then followed by the second subchapter that data description. The last subchapter describes students' ability in creating recount text.

4.1 General Description

After conducting research at State Senior High School 2 Pemalang through giving the students of X.2 Class a writing test, I got thirty students' writings in the type of recount texts. Actually, there were thirty two students in the class but two of the students were absent at the day of the test. The texts told about the students' past experiences. Then, the data were scored using Brown's rubric for rating composition task (Brown, 2004: 244). The list of the students' scores can be seen in appendix 3.

4.2 Data Description

Based on the scoring, it can be drawn logical description of the three aspects of the students' writing. They are generic structure of the text, language features of

the text and social function of the text. The complete descriptions of those three aspects were in paragraphs below.

4.2.1 Students' Recount Texts Based on Generic Structure

The generic structure analysis was based on aspect number one. It is the aspect of organization of the text, including the introduction, body and conclusion of the text. Then, the students' recount texts were further analyzed. From the analysis, it can be seen that the students' achievements in writing recount texts were divided into five levels as in Brown's rubric. There are no students who are in excellent level, twelve students who are in good level, eight students who are in adequate level, ten students who are in fair level, and no one stays in the unacceptable level. The description of the students' recount texts was provided below.

The first student is Anas Pratiwi. She wrote a text entitled *Went to Guci*. The text contains the complete aspects of generic structure. In the text, we can find the orientation, events and reorientation for recount text. Introduction and conclusion were scantily organized. There were problems with the order of ideas in body of the text. Transitional expression was also used yet it was not too varied. The arrangement of materials was not planned enough. 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 Anna Atika Sari. She wrote a recount text entitled *My Adventure at Lawa Cave*. The text has complete generic structure for recount text; the orientation, sequence of events and re-orientation

were stated in the text. Introduction she made were mediocre. The body of essay was acceptable but it was lack of supporting evidence. The conclusion is illogical. In short, it showed her inadequate effort at organization.

The third student is Antik Pravitasari. Her writing entitled *Went to Jatiluhur Dam*. There can be found the three aspects of generic structures for recount texts. She chose appropriate title for her text, good introduction that leads the reader to the body. Transitional expressions were also used here. The arrangement of the events is understandable, so it is easier for the reader to outline. Moreover, the conclusion given was logical. The next student is Ardi Indra Permana. He wrote a text entitled *Holiday in My Granma's House*. The text was arranged well. It contains the generic structure for recount text. He made scant introduction. There were transitional expressions. Unfortunately, there were severe problems with the ordering of ideas.

Arum Amalia, she gave the title *Public Transport Crime* for her text. She made an adequate title and introduction. There were problems with the order of ideas in body of the text. The arrangement of materials can barely be seen. Moreover, the problems greatly came from her grammar that can distract the reader. In short, she had achieved completing the text with generic structure for recount text. The sixth student is Aulia Rachman. Her writing entitled *TMII* has achieved the generic structure of recount text. She just wrote the two aspects; they were orientation and sequence of events. However, it did not distract readers besides the re-orientation is optional in recount text. The introduction of the text

was considered lack. The body of essay was acceptable; some ideas were not fully developed. Moreover, transitional expressions were used in the text.

The seventh student is Bayu Ade Krisna Setiawan. His text entitled Holiday. He gave appropriate title for his text. He 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. Transitional expressions were found here and the arrangement of the materials shows plan. 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 Esky Purba Septina. Her text entitled Holiday at the Tirto Swimming Pool. She completed the text with three aspects of generic structure of recount text. The text shows that it had lack organized introduction. The body contained generalization that may not be fully supported by evidence. She used the transitional expressions to relate ideas one another. Shortly, the conclusion was logical.

Inayati wrote a recount text entitled Boil Sweet Noodle. The text includes orientation, sequence of events and re-orientation. She made a minimally recognizable introduction. Severe problems were also found in the ordering of ideas. The sequence of materials is acceptable but the transitional expressions were misused. The tenth student is Intan Andriana. Her writing entitled OSIS Scout Training. The generic structure of recount text is achieved as it can be found orientation, sequence of events and re-orientation. There were lack introduction and conclusion in the text. The body of the arrangement of materials was good so

it can be outlined by the readers but some ideas must be developed. Moreover, the sequence is logical and transitional expressions were present.

Kustoro Nugroho wrote a text entitled *Went to Dufan*. The text shows that he knew about recount text. It can be found orientation, sequence of events and re-orientation in the text. There were appropriate title, 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. Moreover, transitional expressions were used yet it did not vary. The next student is Maria Listyo Yulianti. She wrote a text entitled *Went to Yogyakarta*. It can be found the orientation, sequence of events and re-orientation in the text. The introduction of the text was minimally recognizable. Severe problems were found in her ordering of ideas. It showed her inadequate effort in organization. Moreover, the conclusion was weak.

Mayang Ayuning Tyas entitled her text *A New Friend's*. Unfortunately, she couldn't achieve the requirement of generic structure for recount text. The text did not implement the orientation, sequence of events and re-orientation. The text had minimally recognizable introduction. Some problems with the ordering of ideas were present. There is no correlation between ideas. Her text had inadequate effort at organization. Shortly, she had inadequate effort of organization. The next student is Misi Suci Wusono. She made a text entitled *The Best Camping*. She completed the text with three aspects of generic structure of recount text. She made a minimally recognizable introduction for her text. The readers would be distracted and did not understand what she would tell in the text. The text showed

inadequate effort at organization. The ordering of ideas had severe problems. However, she wrote logical conclusion.

The fifteenth student is Muhammad Amin Rifa'i. His text entitled Holiday in Semarang. He succeeded in making adequate level of introduction for his text; the readers will easily catch what he meant. The body of essay was acceptable, but some evidence may be lack developed. Transitional expressions were found here although it was not varied and the arrangement of the materials shows plan. The readers can outline the story yet his conclusion was weak. Shortly, He had achieved the generic structure of recount text, orientation, events and re-orientation. The next student is Muhammad Fakhrizal Abdillah. He wrote a text entitled Fall from the Motor. It can be found the orientation, sequence of events and re-orientation in the text. Introduction was shaky or minimally recognizable. The organization can also barely be seen. There were problems in the sequence. The problem comes from his grammar that can distract the readers. However, he had achieved completing the text with generic structure for recount text.

For the seventeenth student, there is Muhammad Syukron with his text Dream. In his text, there were scant introduction; it was difficult to read what he meant. There were severe problems in the ordering of ideas, lack of supporting evidence for the generalization. The transitional expressions were used. Moreover, the arrangement of materials was illogical and did not show his effort at organization. Finally, his text achieved the generic structure of recount text. The next is a text written by Muhammad Ali Macrus entitled Experience in Pesalakan. He had achieved the generic structure of recount text, orientation, events and re-

orientation. He succeeded in making a good introduction so it is easy for the readers to follow. The arrangement of materials was good since he gave the details but he still missed some points. The ideas could be more fully developed. Shortly, transitional expressions were found here and the arrangement of the materials shows plan. The readers can outline the story.

The nineteenth student is Nasukha Yusuf; he wrote a text entitled Flutter Us. It contained the generic structure for recount text. He succeeded in making adequate introduction and logical conclusion. Some ideas were not fully developed; it showed that generalizations may not be supported by the evidence. He used transitional expressions in his text. The next student is Niki Denta Lia Kanti with her text entitled Went to Baturaden. 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. The arrangement of materials was good and detailed, but sometimes the ideas were not related. There were transitional expressions to relate ideas one another. Shortly, the conclusion was logical.

The next student is Nita Apriliani. She wrote a recount text entitled Going fishing with my Uncle. 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. 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, transitional expressions were used here and the arrangement

of the details showed plan. Thus, the readers can outline the story and the conclusion was logical too. Pinastika Aurina Mazzah with her writing entitled *Holiday with My Family* is the next. She gives the text with two aspects of the three generic structure of recount text. She did not give the re-orientation, but it was not matter since it is optionally needed in recount text. The introduction was a problematic since there was an unreadable meaning of a sentence. The organization of the text was in blur because of grammar problems. Some ideas were lack of supporting evidence.

First Time Falling in Love is the next recount text written by Puput Juni Pramestiana. The generic structure of recount text such as orientation, events and re-orientation were met in the text. However, I think that the text was really problematic for the reader. Some materials in the text rather tried to describe someone than retell her past events. The ideas were lack of supporting evidence and needed to be developed more. She used the transitional expressions to relate ideas one another. The next is recount text written by Riska Angela which entitled *Ceremony at the Stadium Manahan*. 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. Authentically, the body is acceptable but some ideas were unrecognizable due to grammar problems and it can interfere with the readers. She used the transitional expressions in her text that will lead the reader yet some of them were misused.

The next student is Rullyta Widya Renggani. She made a text entitled *Holiday to Semarang*. She completed the text with three aspects of generic

structure of recount text. The text showed that it had a minimally recognizable introduction. The body is acceptable but some ideas were somewhat off. The arrangement of materials was good and detailed, but sometimes the ideas were not related. No transitional expressions were used to relate ideas one another. Shortly, the conclusion was logical. Seli Febriani with her text Study Tour to Jakarta is the next. It can be found the three aspects of generic structure of recount text. She made a mediocre level of introduction for her text. There were problems with order of ideas in the body; the generalization may not be fully supported by evidence given. the conclusion was logical. No transitional expressions were used in her text.

The next student is Theresa Monica Kristy. She wrote a recount text entitled Hypnotized. The text had complete generic structure for recount text; the orientation, sequence of events and re-orientation were stated in the text. 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 Tian Gumelar Pratama. He wrote a recount text entitled Tired-Tired Ridiculous. The text had complete aspects of generic structure for recount text. The title was not appropriate. The introduction she made was shaky and it had weak conclusion. There were some problems with the order of ideas in the body. Moreover, they were not fully developed. Problems of organization can be found in the text and they can interfere with the communication.

The next student is Untung Ismoyo with his text entitled Holiday in Guci includes the three aspects of generic structure of recount text; such as orientation, events and re-orientation were met in the text. The text applied scant introduction. The body is acceptable but some ideas were not fully developed. He used the transitional expressions to relate ideas one another. Finally, he arranged the text well so the readers can outline the story. The last text belongs to Vera Atma Dwi Budiarti. She gave her text with a title Holiday at Anyer Beach. She succeeded in making adequate introduction so the readers will easily catch what she meant, and it also leads to the body. Transitional expressions were not found here but the arrangement of the materials was logical. The readers can outline the story. Ultimately, she achieved the generic structure of recount text; orientation, events and re-orientation.

4.2.2 Students' Recount Texts Based on Language Features

The language features analysis was based on aspect number three, four, and five according to Brown's rubric of analytical scale for rating composition task. In Aspect number three or grammar aspect there are no students who get excellent score, fourteen students get good score, eight students get adequate score, eight students get fair score too and no one get unacceptable score. For punctuation, spelling and mechanics aspects, there are no students get excellent score, seventeen students get good score, eleven students get adequate score, two students get fair and no students get unacceptable score. In style and quality of

expression aspect, there are no students get excellent score, eighteen students get good score, twelve students get adequate score, no student get fair and unacceptable score. The complete descriptions about those three aspects were in the following paragraph below.

The first student was Anas Pratiwi. Her ability in inventing recount text indicates that she had advance proficiency of English grammar. The ideas were getting through to the readers. Grammar problems are apparent but they do not influence communication. The readers can understand what she meant. As it is recount text, she had done sentences in past tense but most of the sentences used present tense. Those grammar problems are ‘...*I swam not very long...*’, ‘...*we shopping...*’, ‘...*I very tired...*’, ‘...*I very happy...*’ They did not distract the readers although the readers are aware of them. Some fragments were apparent, but it showed no run-on sentence. Spelling and punctuation errors were infrequent. She used good vocabularies with only one incorrect word ‘...*substitute...*’ it should be used the word ‘...*change...*’ There were correct registers. The sentences were not too wordy. Ultimately, the style was fairly concise.

The second student is Anna Atika Sari. She wrote a recount text with appropriate language features. She used past tense in making sentences. She focused on specific participant. There are also explicit circumstances of time and place. An error in grammar was found. It was ‘...*I and Merry adventure around the cave...*’ and an unidentified sentence caused by incomplete sentence. No fragments and run-on sentences were present. Problems in spelling and

punctuation were not found. All needed capitals and indented paragraph is attained. She applied correct vocabularies but there was an inappropriate word '*...quick lunch...*' The sentences were not too wordy and had appropriate registers. In short, the style of the text was fairly concise.

The third student is Antik Pravitasari. Her skill in writing recount text was in the advance proficiency in English grammar. She used past tense in making sentences. She focused on specific participant. There are also explicit circumstances of time and place. Some errors in grammar were found. They were '*...I fishing in the dam...*', '*...we was not get of the fish...*', '*...the doll very funny...*', '*...we done tired...*' They did not distract the readers too much. There were no fragments and run-on sentences. A spelling problem was found, it was the word '*...3 mount ago...*' All needed capitals and indented paragraph were attained. She applied correct vocabularies but there was an inappropriate word. it was '*...extend...*' The sentences were not too wordy and had appropriate registers. In short, the style of the text was fairly concise.

The fourth student is Ardi Indra Permana. It seemed like he was not really aware of the language feature of recount text. She used past tense in making sentences but then followed by sentences in present tense, the text focused on specific participant. It gave explicit circumstances of time and place. errors in grammar were found, they were '*...in railway journey to see me a lot of rice is widespread...*', '*...the beach where there water feels so great...*', '*...because house was already night...*' but they did not distract the readers although the readers clearly aware of it. Moreover, there were no fragments and run-on

sentences. He did not make errors in spelling and punctuation. All needed capitals and indented paragraph were attained. He attempted to use various vocabularies and the sentences may be too wordy but they had appropriate registers. In short, the style of the text was fairly concise.

The fifth student is Arum Amalia. She wrote a recount text with appropriate language features. She realized to use past tense in writing recount text but then she missed and wrote some sentences in present tense. She focused on specific participant. There are also explicit circumstances of time and place. There was numerous grammar problems interfere with communication of the writer's ideas. There were no fragments and run-on sentences. Some problems in spelling were found; '...friend...', '...eugh...'etc. On the other hand, there were no problems with her punctuation. All needed capitals and indented paragraph were attained. She applied correct vocabularies but there were inappropriate words such as '...climb...' Finally, the sentences may be too wordy.

The sixth student is Aulia Rachman. Her skill in writing recount text was in the advance proficiency in English grammar. She understood to use past tense in making sentences. She focused on specific participant. There are also explicit circumstances of time and place. However, some problems in grammar were still found. They were '*...After we fulled...*', '*...there so many visitor...*', '*...for complete information...*' but they did not distract the readers. There were no fragments and run-on sentences. There was no problem in spelling and punctuation. All needed capitals and indented paragraph were attained. She

applied correct vocabularies in her text. Moreover, her sentences were not too wordy and had appropriate registers.

The seventh student is Bayu Ade Krisna Setiawan. His skill in writing recount text was considered to be in advance proficiency of English grammar. He used past tense in making sentences. He focused on specific participant and also explicit circumstances of time and place. His ideas can be delivered through the readers clearly. It was found some grammar errors but they did not influence the communication. They were '*...many things we bought...*', and '*...the guest star...*' They should be in plural form. There were no fragments and run-on sentences. A spelling problem found. It was the word '*...guestar...*' However, all needed capitals and indented paragraph were carried out. He applied correct vocabularies. The sentences were not too wordy and had appropriate registers. In short, the style of the text was fairly concise.

The eighth student is Esky Purba Septina. Her recount text has met its language features of a recount text. She used past tense to make sentences. She focused on specific participant and she also used explicit circumstances of time and place. The ideas were getting through to the readers. There were problems in her grammar but they did not interfere with the communication. Some problems were found in Spelling and punctuation, the words such as '*...ther...*' The sentences were not too wordy. Some words were misused as in the words '*...replace...*' and '*...therefore...*' Moreover, the text had appropriate registers. There were fragments in the text. Run-on sentences were not found. In short, the style of the text was fairly concise.

The Ninth student is Inayati. She wrote a recount text with appropriate language features. She realized to use past tense in writing recount text but some sentences were incorrect as she changed all the verbs into their past form. She had focused on specific participant. There are also explicit circumstances of time and place. There was numerous grammar problems interfere with communication of the writer's ideas. Such as; '*...I just silent...*', '*...for made sweet ice...*' Some fragments and run-on sentences were present. On the other hand, there were no problems with her spelling and punctuation. All needed capitals and indented paragraph were attained. She applied correct vocabularies but there was inappropriate use of words such as '*...exhausted...*', '*...afterward minutes...*' etc. Finally, the sentences may be too wordy but had suitable registers.

The tenth student is Intan Andriana. Her ability in creating recount text showed that she had advance proficiency of English grammar. The ideas were getting through to the readers. Grammar problems were apparent but they do not influence communication. The readers can understand what she meant. As it is recount text, she had done sentences in past tense but the sentences were mostly written in present tense. One of those grammar problems was '*...my Junior High School hold an activity...*' Some fragments and run-on sentences were apparent. Spelling and punctuation errors were infrequent. She used good vocabularies with several incorrect choices of word such as '*...velocity...*', '*...roaming...*', '*...filled...*' etc. There were correct registers. Ultimately, the style was fairly concise.

The next student is Kustoro Nugroho. His ability in writing recount text was considered to be in advance proficiency of English grammar. He used past tense in making sentences. He focused on specific participant and also provided explicit circumstances of time and place. His ideas can be delivered through the readers clearly. It was found some grammar errors but they did not influence the communication. They are '*...we went to there...*' and '*...I really really happy...*' There were no fragments and run-on sentences. A spelling problem was found. It was the word '*...tryed...*' However, all needed capitals and indented paragraph were present. He applied correct vocabularies. The sentences were not too wordy and had appropriate registers. In short, the style of the text was fairly concise.

The next student is Maria Listyo Yulianti. From the way she wrote recount text indicated that she realized the tense used for recount text. However, she was not able to create sentence in past tense correctly. Those grammar problems appeared in '*...my father to invite person me went to Yogyakarta for visited my grandma all to picknicked...*', '*...we not drive in bus...*', '*...I to greet her...*' etc. Those sentences distract the readers and they interfered with the communication of the writer's idea. Grammar review of some areas was needed. Some fragments were apparent, but it showed no run-on sentences. Spelling and punctuation errors were infrequent. She used good vocabularies and registers.

The next student is Mayang Ayuning Tyas. Her writing indicateed that she did not understand the language features of recount text. She used present tense for her most of the sentences in her text. Several serious problems of grammar were found too, such as '*...they are also good can the play music instruments...*',

'...*I can singing...*' Those sentences distract the readers and they interfered with the communication of the writer's idea. Grammar review of some areas was needed. Some fragments were apparent, but it showed no run-on sentence. There were no spelling and punctuation errors. She used good vocabularies and registers.

The next student is Misi Suci Wusono. Her ability in creating recount text showed that she had advance proficiency of English grammar. The ideas were not getting through to the readers well. Many grammar problems were appeared but they do not influence communication too much. The readers were still able to understand what she meant. As it is recount text, she had done sentences in past tense but there were some sentences which used present tense. Those grammar problems were '*...it rains...*', '*... in the guesthouse was make me shiver...*' etc. Some fragments were apparent often. In addition, it showed some run-on sentences too. Spelling and punctuation errors were infrequent '*...wicht...*', '*...thik...*' She used good vocabularies with several incorrect choices of word such as '*...flush...*', '*...extend...*' etc. Finally, there were correct registers.

The next student is Muhammad Amin Rifa'i. His skill in writing recount text was categorized in advance proficiency of English grammar. He used past tense in making sentences. He focused on specific participant and also explicit circumstances of time and place. His ideas can be delivered through the readers clearly. It was found some grammar errors but they did not influence the communication. No fragments and run-on sentences were found in his text. There were no major problems in the spelling and punctuation. All needed capitals and indented paragraph were attained. He applied correct vocabularies. The sentences

were not too wordy and had appropriate registers. Finally, the style of the text was fairly concise.

The next student is Muhammad Fakhrizal Abdillah. It can be seen from his writing that he could not make a good sentence. There were many fragments in his text. Actually, he knew the use of past tense in creating recount text. The sentences distract the readers and they interfered with the communication of the writer's idea. Grammar review of some areas was needed. Some fragments were frequently appeared. Spelling and punctuation errors were frequent. Lastly, he used good vocabularies and registers.

The next student is Muhammad Syukron. He wrote a recount text with appropriate language features. He realized to use past tense in writing recount text but he missed often and wrote in present tense for some sentences. She focused on specific participant. There are also explicit circumstances of time and place. There was numerous grammar problems interfere with communication of the writer's ideas. Some sentences showed that he did not understand to make a good sentence. There can be found fragments but run-on sentences appeared were not present. Some problems were found in spelling and punctuation. He used correct vocabularies but there was an inappropriate word. It was the word '*...quit...*' The sentences may be too wordy and some registers were inappropriate.

The next student is Muhammad Ali Macrus. His ability in creating recount text was ranked in advance proficiency of English grammar. He used past tense in making sentences. He focused on specific participant and also stated the

circumstances of time and place. His ideas can be delivered to the readers. Some grammar errors were found but they did not influence the communication. No fragments and run-on sentences in his text. There were no major problems in the spelling and punctuation. All needed capitals and indented paragraph were included. He applied correct vocabularies. The sentences may be too wordy but had appropriate registers. Finally, the style of the text was fairly concise.

The next student is Nasukha Yusuf. He shows a good understanding of language features, it can be seen from the most of his sentences which were written in past form but there were still problems in his writing convention. For example, ‘...*Judi and I were called him...*’, ‘...*we thought...*’ etc. but they did not distract the communication too much, although the readers were clearly aware of them. Fragments were apparent. There were no spelling problems but its punctuation had errors that can distract the readers. He used correct vocabularies. In Short, the sentences may be too wordy but had appropriate registers.

Niki Denta Lia Kanti’s ability in writing the text was lack. It could be seen from language features which were found in her text. Actually, she could deliver her ideas to the readers, but some grammar problems were apparent and they had negative effect on communication. They were such as ‘...*because at the complete like as television...*’, ‘...*in car my friend singing with followers a guitar...*’ etc. those sentences distract the readers and they interfered with the communication of the writer’s ideas. Grammar review of some areas was needed. Some fragments were apparent, but it showed no run-on sentence. Spelling problems were found,

like ‘...*whel...*’, ‘...*drived...*’ etc. Some punctuation errors were present. She used good vocabularies. However, it may be too wordy.

The next student is Nita Apriliani. Her skill in writing recount text was considered to be in advance proficiency of English grammar. She used past tense in making sentences. She focused on specific participant and also stated clear circumstances of time and place. Her ideas can be delivered through the readers clearly. It was found some grammar errors but they did not influence the communication. They are ‘...*there were also fishing...*’, ‘...*it was excited experience...*’ Fragments and run-on sentences were not found. A spelling problem was found. It was the word ‘...*tought...*’ However, all needed capitals and indented paragraph were applied. He chose correct vocabularies. The sentences were not too wordy and had appropriate registers. In short, the style of the text was fairly concise.

Pinastika Aurina Mazzah’s text showed her lack of understanding in creating good and complete sentences. Many sentences were found unreadable. Grammar problems were found in her sentences and they had negative effect on communication, such as, ‘...*we went there to look after with my sister was sick and spent my holiday...*’ In addition, she wrote her most of the sentences with present tense. It is inappropriate in writing recount text. Although, the ideas could be deliver to the readers. Some fragments and some run-on sentences were found in the text. She had some errors with her writing convention, such as, ‘...*erder...*’, ‘...*permittion...*’ Ultimately, she used good vocabularies but her text may be too wordy.

Puput Juni Pramestiana did not understand about the language features of a recount text. It can be seen from his writing that he could not make a good sentence. The sentences were made in present tense and there were not any clear circumstances. Numerous serious grammar problems was appeared and interfered with communication of the writer's ideas. Grammar review of some areas was needed. One of the problems was '*...I once feel falling in love as if world property well both...*' There found a fragment and run-on sentence in his text. Spelling and punctuation errors were frequently occurred, for instance, '*...secon...*', '*...assistan...*' Lastly, he did not utilize good vocabularies. She showed lack awareness of registers and her text may be too wordy.

The next student is Riska Angela. Her text used past tense in writing recount text but still he missed often and wrote in present tense for some sentences. She focused on specific participant. There are also clearly stated circumstances of time and place in the text. There was numerous grammar problems interfere with communication of the writer's ideas. Some sentences showed that he did not understand to make a good sentence, such as, '*...I was my friend and brother my class...*', '*...because it ate we all...*', '*...she from high school 3 Pemalang...*' There can be found fragments. No run-on sentences were appeared. Some problems were found in spelling and punctuation. He used correct vocabularies but there were inappropriate words too. The sentences may be too wordy and some registers were inappropriate.

Rullyta Widya Renggani's recount text indicated that she understand the language features of recount text well. She used past tense to tell her story but in

many sentences she still missed and used present tense for the sentences in her text. Some grammar errors were found and they influenced the communication. No fragments and run-on sentences were apparent. There were no spelling and punctuation errors. She used good vocabularies and registers. However, her text was too wordy.

Seli Febriani seemed to be aware of language feature in writing a recount text. She wrote a recount text with appropriate language features. She realized to use past tense in writing recount text but some sentences were incorrect since she changed every verb in the text into their past form. She had focused on specific participant. There are also explicit circumstances of time and place. Some grammar errors were found but they did not influence the communication. Some fragments and run-on sentences were present. There were some problems with her spelling and punctuation. However, the needed capitals and indented paragraph were attained. She applied some correct vocabularies. The sentences may be too wordy.

The next student is Theresa Monica Kristy. Her writing indicates that she actually understand the language features of recount text. However, several serious problems of grammar were found in her text. It seemed that she was not able to create a good and meaningful sentence. Some problems were found, such as '*...I and friends will be hypnotized for later during the final semester of our think more fresh...*', '*...they can hypnotized...*', '*...how the wild unconscious...*' those sentences really distract the readers and they interfered with the communication of the writer's idea. Grammar review of some areas was needed.

There were no fragments and run-on sentences. There were no spelling and punctuation errors. She used fair level of vocabularies.

Tian Gumelar Pratama did not understand about the language features of a recount text. Most of his sentences in the text were done in present tense. Moreover, he could not make a meaningful sentence. There were clear circumstances. Numerous serious grammar problems were appeared and interfered with communication of the writer's ideas. Grammar review of some areas was needed. One of the problems was '*...our water play and sand beaches...*' There were some fragments but no run-on sentence in his text. Spelling and punctuation errors were frequently occurred, for instance, '*...joket...*', '*...vs...*' Lastly, he did not utilize good vocabularies. She showed lack awareness of registers and her text may be too wordy.

Untung Ismoyo did not quite understand about the language features of a recount text. The sentences were written with incorrect organization. They were meaningless. Some sentences were still made in present tense and there were not any clear circumstances. Numerous serious grammar problems were appeared and interfered with communication of the writer's ideas. Grammar review of some areas was needed. One of the problems was '*...landscape amazing...*' There can be found a fragment and run-on sentence in his text. Spelling and punctuation errors were not occurred but the uses of improper place of commas were found often. He utilized good vocabularies. Lastly, his text may be too wordy.

The Last student is Vera Atma Dwi Budiarti. She wrote a recount text with appropriate language features. She succeeded in using past tense in writing recount text but some sentences were still in the form of present tense. She had focused on specific participant. There are also clearly stated circumstances of time and place. It was found some grammar problems but they did not interfere with communication of the writer's ideas too much. Those problems are '*...would be held an hard examination...*', '*...which had I could get many happiness...*', '*...and it had been decision...*' Some fragments and run-on sentences were present. There were also problems with her spelling and punctuation, such as in her way of placing commas. All needed capitals and indented paragraph is attained. Ultimately, the sentences were not too wordy and had correct vocabulary.

4.2.3 Students' Recount Texts Based on Social Function

The social functions realized in the students' recount text could be described based on the overall result of the analysis and aspect number two. It was the aspect of logical development of ideas: content, based on Brown's rubric. Then, from the result of analysis, it could be seen that the students' ability in realizing social function was divided into five levels provided in Brown's rubric. There are no students who are in excellent level, ten students who are in good level, fourteen students who are in adequate level, and there are six students who are in fair level.

The first student is Anas Pratiwi. Her text contained some ideas which were not well developed. Many of them were expressed unclearly. In addition, the flow of her writing was not well and the links between sentences were not connected. However, she had achieved the social function for writing recount text; that is to retell the events. The second student is Anna Atika Sari. Her text showed incomplete development of ideas. It was hurriedly written. There were no links between sentences. The flow of the sentences was not clear to the readers. However, she had succeeded in achieving the social function for writing recount text.

The third student is Antik Pravitasari. The text was well organized. The content was logical and clear, but it needs to be developed more. The flow of the sentences was well achieved because of the presence of linking words. Ultimately, she had achieved the social function for writing recount text. The fourth student is Ardi Indra Permana. The text showed the details of the story. The content was acceptable but it was not well arranged, and needed to be developed more. Extraneous materials were present in the text. However, he had achieved the social function for writing recount text.

The fifth student is Arum Amalia. Her text was not organized well. The problems came from her lack of understanding in making a meaningful sentence and her problem in punctuation. The ideas were not effectively conceived by the readers. However, he had achieved the social function for writing recount text. The sixth student is Aulia Rachman. Her text had incomplete ideas that should be developed more, but the ideas had clear organization. Linking words were used.

Her text tried to retell the story. in other word, she had achieved the social function of recount text.

The seventh student is Bayu Ade Kurniawan. His sentences flowed smoothly and could be followed by the readers yet the ideas should be more developed. The implementation of linking words eased the text to be read. Moreover, he had succeeded to retell the events to the readers. The eighth student is Esky Purba Septina. The development of ideas was not complete, it needs to be developed more. Paragraphs were not divided exactly right. However, the flow of the sentences was well achieved because of the presence of linking words. Moreover, she had achieved the social function for writing recount text.

The ninth student is Inayati. The development of ideas in her text was incomplete. Due to the problems in grammar and punctuation the text became somewhat off the topic. Some extraneous materials were present too. Even though, the tense used was present tense in some of her sentences but she meant to tell the past events. Therefore, she categorized to be successful in applying social function for writing recount text. The tenth student is Intan Andriana. The text was well organized. The essay addresses the issues but misses some point and the paragraphs were not divided exactly right. However, there were many mistakes in its sentences and they influenced the delivery of the messages of the text. The ideas were expressed rather unclearly. Most of all, she succeeded in achieving the social function for writing recount text.

Kustoro Nugroho's writing had achieved the social function for writing recount text. However, it showed incomplete development of ideas. The text was not well organized. The content was clear, but it needs to be developed more. The use of linking word was lack, so it influenced the messages in the text. The next student is Maria Listyo Yulianti. She wrote the text with incomplete ideas and the organization of the sentences did not reflect careful thinking or it was hurriedly written. There were some extraneous materials. Ultimately, she categorized to be successful in applying social function for writing recount text.

The next student is Mayang Ayungtyas. Her text had incomplete ideas and effort at organization. She did not tell the past events as it was the social function of recount text. However, she was describing someone in her text. She failed in achieving the social function of a recount text. Misi Suci Wusono's ideas in her text were incompletely arranged. The essay was off the topic. The way she divided her paragraphs were not inappropriate. Importantly, the text was retelling past events, so that means her text achieved the social function for recount text.

The next student is Muhammad Amin Rifa'i. His text addressed the issues and he gave enough evidence on the generalization. The sequence in the body was well arranged so it was easier for the readers to follow. Most of all, she succeeded in achieving the social function for writing recount text. Muhammad Fakhrizal Abdillah's text showed incomplete ideas. The essay was somewhat off the topic and did not reflect careful thinking. He did not give adequate supporting ideas on generalization. Above all, the social function of recount text was achieved by him.

The next student is Muhammad Syukron. His text had incomplete ideas. The essay did not reflect careful thinking or it was hurriedly written. His text was not well planned. It seemed like he did not arranged the draft before. Therefore, the text was difficult to outline by the readers. However, the text was able to achieve the social function of a recount text, which was to retell the past events. Muhammad Ali Macrus's essay of the text addressed the issues but missed some points. His arrangement of material was logical. The use of transitional expression made it easier for readers to outline the sequence. However the ideas of the text could be more fully developed and some extraneous materials should be removed. Meanwhile, he had achieved the social function of a recount text through his writing.

The next student is Nasukha Yusuf. His text had incompletely developed ideas or the essay of the text was somewhat off the topic. In addition, the paragraphs were not divided in a correct way. Importantly, the text was retelling past events, which means her text achieved the social function for recount text. Niki Denta Lia Kanti's writing had the essay which addressed the issues but missed some points. Some evidence given was not related to the main idea. The flow of the text is good. She tried to tell the details. Some linking words eased the text to be read. Ultimately, she had achieved recount text social function by retelling story in her text.

The content of Nita Apriliani's text was assigning the topic. The ideas were concrete and well developed. There were few extraneous materials but the arrangement of materials on her text showed details. The readers will be easy to

read the text. In addition, her good mastery in grammar, the appropriate use of linking words and good punctuation made the text better. Above all, she achieved recount text social function by retelling story in her text. Pinastika Aurina Mazzah had a lot of grammar problems, so it was hard to know what she really meant in her text. There were not linking words used to move from one sentence to another. In addition, the developing of ideas was not incomplete. However, she retold her past events, and it meant that she achieved the social function of recount text.

Puput Juni Pramestiana seemed to be in hurry when writing this text. The text had incomplete ideas and it did not reflect careful thinking. The text showed inadequate effort in the area of content. The use of linking words was good to ease the text to read. On the other hand, her grammar and writing convention were problematic. Moreover, it was really problematic to see that the text was written in present tense and there were some descriptive sentences in her text yet I think she tried to tell her story. She categorized to be able to achieve social function of recount text. The next is Riska Angela's text. The development ideas were not complete or essay was somewhat off the topic. The paragraphs were not divided in right way. The biggest problem was her ability in making a good and understandable sentences and her mastery of grammar. The readers were definitely confused to read the text. Meanwhile, she attained the social function of recount text through her retelling past events.

Rullyta Widya Renggani's ideas in her text were incompletely arranged, the essay sometimes was off the topic. The way she divided her paragraphs were inappropriate. The grammar problems distract the readers and interfere with the

delivery of her messages in the text. Ultimately, the text was retelling past events, which means her text achieved the social function for recount text. The content of Seli febriani's text contained incompletely arranged ideas. In preceding sentence she talked about *Taman Mini* but in the next sentence she would talk about something else. This indicated that her essay sometimes was off the topic. The way she divided her paragraphs was inappropriate. She changed the verbs into its past form and it really distracted the readers. Ultimately, her text achieved the social function for recount text.

Theresa Monica Kristy tried to tell her past events when she was hypnotized. She had complied with the social function of recount text for her text. However, her ideas were incomplete. The essay did not reflect careful thinking or was hurriedly written. In addition, the paragraphs did not divide exactly right. Tian Gumelar Pratama's essay addressed the issues but missed some points. Some evidence given was not related to the main idea. The flow of the text is good. He tried to tell the details. She applied some linking words that eased the text to read. Ultimately, he had achieved recount text social function by retelling story in her text.

The next student is Untung Ismoyo. In the area of content, it seemed that his essay addressed the issues, but the ideas could be more fully developed. His sentences flowed smoothly and could be followed by the readers. The implementation of linking words eased the text to read. On the other hand, his problems in grammar made the text were in an uproar. Moreover, he had succeeded to retell the events to the readers. The last student is Vera Atma Dwi

Budiarti. Her writing had achieved the social function for writing recount text. However, it showed incomplete development of ideas. The text was well organized. The content was clear. However, it needs to be developed more fully. The use of linking word was good; the messages of the text were well conveyed.

4.3 The Students' Ability in Creating Recount Text

The students' ability in creating recount texts could be seen from the total scores which the students achieved for all aspects. The results of the analyses were based on Brown's rubric (2004: 244). Then it was classified into five levels. They were excellent, good, adequate, fair, and unacceptable level. This classification was based on absolute grading (Brown, 2004: 286). It was a system grading to pre-specify standards of performance on a numerical point system. Then, it was combined with the Brown's rubric I used in this research to determine the level of students' achievement, the scoring table could be seen at the table below:

Table 3.2. Students' achievement level (adopted from Brown, 2004: 287)

Score	Level	Number of Students
81-100	Excellent	3
62-80	Good	18
43-61	Adequate	9
24-42	Fair	-
5-23	Unacceptable	-
Total		30

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions in line with the statement of the problems. In addition, some suggestions are also provided with the expectation that they will be useful for those who want to conduct similar research.

5.1 Conclusions

In line with the statement of the problems of this research, it can be concluded that the students were in good level of organization aspect. Most of their recount writings have complete elements. Most of all the students' recount writings have complete generic structure of a recount text. Most of the students have written a good introduction that leads to the body. The bodies of their writings are acceptable and they are brought to a close by logical conclusions of the text.

Furthermore, in the area of language features, they do their tasks to achieve good level. Some grammar problems occasionally appear but they do not influence the communicative purpose of the text too much. Some spelling errors, punctuation problems and mechanics aspects or problems with their writing

convention distract the readers. In style and quality of expressions aspect, their texts show a good attempt of variety in using vocabularies.

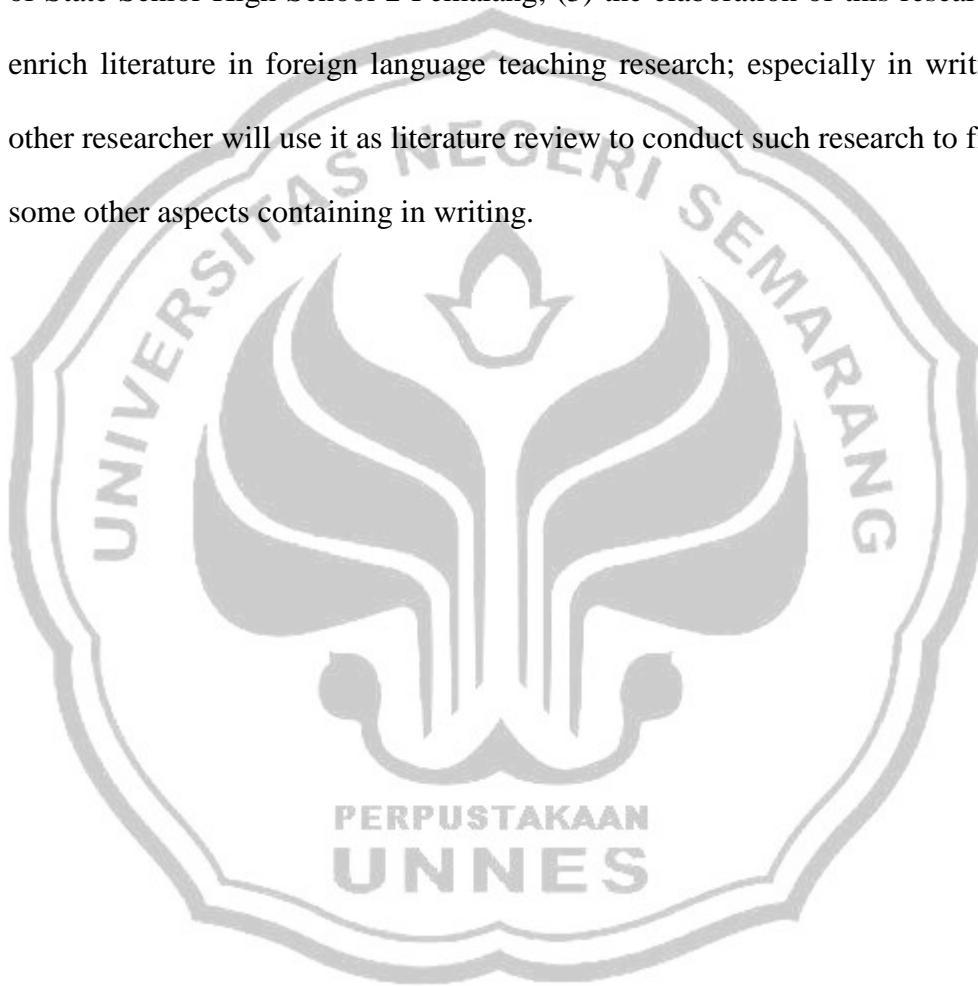
They can only achieve adequate level in the area of content. Their ideas get through to the readers; they can convey their purpose to retell their past events to the readers. In other words, they succeed in achieving the social purpose of recount text.

5.2 Suggestions

I would like to give some suggestions in relation with the students' ability in creating recount text. Those suggestions are addressed to English students, teachers and readers. In fact that recount text is close to the students' everyday lives, some students still have some problems in creating recount text. Their English also need some evaluation in the area of grammar, spelling and also punctuation. Their expression and vocabulary usage also need more practice. As a result, the students must practice more in writing recount text for the sake of betterment. Then, they should apply those skills in real life so that they are able to communicate well through writing.

For the teacher of State Senior High School 2 Pemalang, she should give the students more writing practice, especially, in the area of grammar, content, and expression. Ultimately, for English teachers in general, they should apply appropriate methods and techniques in teaching recount text in class to his or her students so that they are able to write recount text well.

For readers who are interested in this topic, (1) by studying this research paper, they are expected to know more about recount text in order to make their English mastery better; (2) by studying this paper, they could understand and know about students' ability in writing recount text, especially Grade X students of State Senior High School 2 Pemalang; (3) the elaboration of this research will enrich literature in foreign language teaching research; especially in writing, so other researcher will use it as literature review to conduct such research to find out some other aspects containing in writing.



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Appendix 1 Instrument of the Study

WRITING TEST

School : SMA N 2 Pemalang

Class : X

Semester : 1

Time Allotment : 90 minutes

Work Individually!

- Create a recount text in at least 100 words based on your own past experience. For example: your holiday vacation or your unforgettable story!

Do the following steps to help you create your text!

1. Decide the topic you will write.
2. Set the generic structure of the text you will write.
3. Write the text by considering the language features of the text.
4. Revise the text before submitting. Check the generic structure and language features of the text.

Appendix 2 Analytical Scale for Rating Composition Tasks (Brown & Bailey, 1984, pp. 39-41)

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to Fair	11-6 Unacceptable	5-1 -not college-level work
I. Organization: introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, it leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
II. Logical development of ideas: content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
IV. Punctuation, spelling, and mechanics	Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise	Some vocabulary misused; lacks awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

No.	Name	Scores					Total Scores
		Organization	Logical Development of Ideas	Grammar	Punctuation Spelling & Mechanics	Style & Quality of Expression	
1	Anas Pratiwi	12	12	15	15	15	69
2	Anna Atika Sari	12	10	15	15	15	67
3	Antik Pravita Sari	15	15	15	15	15	75
4	Ardi Indra Permana	10	12	12	15	15	64
5	Arum Amalia	12	12	12	15	15	66
6	Aulia Rachman	15	15	15	15	15	75
7	Bayu Ade Krisna Sefiawan	17	15	17	17	15	81
8	Esky Purb a Septina	14	15	15	15	14	73
9	Inayati	10	12	15	15	12	64
10	Intan Andriana	15	14	15	15	15	74
11	Kustoro Nugroho	17	15	17	15	15	79
12	Maria Listyo Yulianti	10	10	10	15	15	60
13	Mayang Ayuning Tyas	10	10	10	15	15	60
14	Misi Suci Wusono	10	12	15	14	12	63

15	Muhammad Amin Rifai	15	17	15	17	15	17	15	79
16	Muhammad Fakhri Abdillah	10	10	10	10	10	10	12	56
17	Muhammad Syukron	10	10	12	10	12	14	15	61
18	Muhammad Ali Marcus	17	17	17	17	17	15	15	81
19	Nasukha Yusuf	15	14	12	14	12	12	14	67
20	Niki Denta Lia Kanti	15	15	12	15	12	12	12	66
21	Nita Apriliani	17	17	17	17	17	15	15	81
22	Pinastika Aurina Mazzah	10	12	12	12	12	12	15	61
23	Puput Juni Pramestiana	10	12	6	12	6	12	12	52
24	Riska Angela	14	12	12	12	12	14	12	64
25	Rullyta Widya Rengani	12	12	12	12	12	12	12	60
26	Seli Febriani	12	12	10	12	10	14	12	60
27	Theresa Monica Kristy	12	12	10	12	10	14	15	63
28	Tian Gumelar Pratama	10	12	10	12	10	10	12	54
29	Untung Ismoyo	17	17	10	17	10	10	12	66
30	Vera Atna Dwi Budiarti	15	14	15	14	15	15	15	74

