

THE ANALYSIS OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT ON ITS GENERIC STRUCTURE

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ARTICLE INFO

Article History

Submission: Mei 2025

Review: 1 Juni 2025

Revised: -

Accepted: 1 Juni 2025

Published: 2 Juni 2025

Keywords:

Recount

Text

GenericStructure

Article History

Submission: Mei 2025

Review: 1 Juni 2025

Revised: -

Accepted: 1 Juni 2025

Published: 2 Juni 2025

Kata Kunci:

Recount

Teks

Umum

Struktur

ABSTRACT

The purpose of this study is to describe how the generic structure builds a recount text written by class X students of SMA Shailendra Palembang in the 2022/2023 academic year. The method used is descriptive qualitative. The research data is the recount text made by class X students. In this study, a writing test was given as a research instrument. The results of the analysis showed that they had a good level of organizational aspects. Most of the students' recount writings had the correct generic structure of the recount text. In detail, out of twenty-five students who took part in this study, there were four students who were at a very good level, fourteen students, at a good level and seven students who were at an adequate level based on the Brown analysis scale for the task of assessing students' writing abilities in terms of composition. In relation to the results of the study, it can be suggested for English teachers in the classroom to apply the right methods and techniques in teaching recount texts in the classroom to their students so that they can write recount texts well.

ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan bagaimana struktur umum membangun teks recount yang ditulis oleh siswa kelas X SMA Shailendra Palembang tahun ajaran 2022/2023. Metode yang digunakan adalah deskriptif kualitatif. Data penelitian adalah teks recount yang dibuat oleh siswa kelas X. Dalam penelitian ini, tes menulis diberikan sebagai instrumen penelitian. Hasil analisis menunjukkan bahwa teks recount memiliki tingkat aspek organisasi yang baik. Sebagian besar tulisan recount siswa memiliki struktur generik teks recount yang benar. Secara rinci, dari dua puluh lima siswa yang mengikuti penelitian ini, terdapat empat siswa yang berada pada tingkat sangat baik, empat belas siswa berada pada tingkat baik dan tujuh siswa berada pada tingkat cukup berdasarkan skala analisis Brown untuk tugas menilai kemampuan menulis siswa dalam hal komposisi. Terkait dengan hasil penelitian, dapat disarankan bagi guru bahasa Inggris di kelas untuk menerapkan metode dan teknik yang tepat dalam mengajarkan teks recount di kelas kepada siswanya sehingga mereka dapat menulis teks recount dengan baik.

Introduction

English is an important language that must be mastered by every student who wants to succeed in their studies or for their future because English plays a role as a means of communication, both verbally and in writing. Being skilled at communicating in English is what leads to a new approach pattern in the English curriculum for junior high and senior high school students in Indonesia. Departing from the belief that language will be difficult to understand without considering the realm of communication objectives, content, speaker context, and interlocutor and audience: a curriculum based on discourse was introduced, where so far the four skills in English, namely listening, speaking, reading and writing, are expected to be fulfilled so that students are no longer passive learners in the teaching and learning process. In addition, the four skills in English are also expected to make students now and in the future—literate according to their respective levels of understanding.

Writing is one of the language skills and is an activity that is related to the process of thinking and the skill of expressing oneself in written form. This skill has become very important in the era of the development of science and technology recently. As part of society, it is very important for someone to be involved in written communication, at least as a reader. However, being a reader is not enough, because when someone needs to express their ideas and thoughts to others, especially when those ideas and thoughts cannot be expressed in spoken language, then the alternative that can be used is written language.

Writing has been taught in schools as part of the existing curriculum, where the curriculum emphasizes the balance of the four aspects of English language skills, namely reading, writing, speaking, and mastering vocabulary. However, the fact is that so far writing activities have only been done as they are, sometimes even just as complementary objects. Writing is only considered as an activity of copying and producing sentences based on what has been learned. For example, so that students can copy sentences, based on the syntactic patterns they have learned, according to the grammar structure. Another example is composing sentences from random words, such as: a teacher - the English materials - explains, or replacing existing sentences with yesterday, now, or tomorrow. Of course, a process like this will never help students to be able to use language as a system that has grammatical meaning and guides them towards how to write according to the correct spelling.

Writing activities in second language teaching are usually considered as secondary skills whose importance is below the ability to listen, speak, and read. Writing is widely used as a way to practice linguistic elements or to express things that are personal to students (Ghazali, 2012: 295). Furthermore, according to Ghazali (2010: 295) the development of second language writing skills, just like oral language skills, requires an understanding of how to combine linguistic components (knowledge of vocabulary, grammar, orthography, structure (genre)) in order to produce a text.

Genre-based texts consist of transactional conversations (to get something done), interpersonal conversations (to establish and maintain social relationships), short functional

texts (announcements, greeting cards, etc.), monologues, and essays of certain genres. Types of genres include procedure, descriptive, report, recount, narrative, news item, discussion, explanation, exposition, and review. Several types of genres such as descriptive, recount, and narrative are taught, both in junior high school and high school. With these various genres, students are expected to understand that each text has a different social function and structure and linguistic features.

Recount text is a text that aims to retell past or past events in sequence. According to Anderson & Anderson, (1997:48) recount text aims to provide readers with an overview of an event that occurred according to the time and place of the incident, the focus of which is the event written in sequence.

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.

Recount texts usually begin with a setting or orientation that includes elements of background information to help readers understand the story. It is same with the expert said, 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. A recount text contains an explanation of who, when, where, and why. This setting and orientation are usually written in the first paragraph, followed by important events that are described and usually arranged in chronological order, from the first event to the last event. Recount texts are usually written in the simple past tense. Action verbs or dynamic verbs that can be used, such as: went, saw, fed, returned, and so on. Conjunctions related to time can be used to create cohesive text, such as: yesterday, when, after, before, during (also including, first, next, then and using first pronouns, such as I, We).

The author raises this problem because of the interest in knowing the students' ability in writing recount text as a basic text that has been taught at the junior high school level, and repeated again in high school. Therefore, the author wants to know how the students' ability, in this case SMA Shailendra Palembang, is in writing recount text, whether with different levels of difficulty students can compose a text according to the applicable references. The purpose of this study is to describe the structure of the recount text written by students, and to describe the characteristics of the language used in the recount text written by students.

Method

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 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. This study describe to what extent the tenth graders of SMA Shailendra Palembang apply the generic structures of recount texts in their

The subject of this study is the tenth grade students of SMA Shailendra Palembang. The researcher take class X as my sample. One of the reasons for this is that the students in this class have higher educational background. One of the English teachers SMA Shailendra Palembang Ms.Vini, 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.

The source of the data in this study was the students' work on writing recount text. From the students' work, the researcher focus on generic structure. Based on the students' texts, researcher 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.

To get the data of this research, the researcher 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 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.

In collecting the data researcher 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, researcher reminded the students to always remember the three aspects of recount text, and when the time was over the students to submit their work. Next, the texts were further analyzed.

The analytical scale to rate composition task by Brown (2004: 244) was used to measure the students' recount texts. The analysis then focuses on generic structure. The generic structure of the students' writing was arranged well. It could be seen from aspect. 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.

After that the result of the analysis based on generic structure, it is 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:

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

Results and Discussion

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 Siska Amelia. In terms of generic structure, recount texts fulfill the requirements for orientation and events. Based on the schematic structure that must exist in a recount text, the following texts can be said to have succeeded in achieving their objectives considering that this text is written in several different paragraphs that explain each sequence. This recount article contains shopping experiences at Uniqlo.

Regardless of the paragraphs that must be separated according to their structure, in simple terms students can produce writing according to the generic structure of recount text, namely orientation and events.

Orientation is shown through the writing at the beginning of the paragraph, namely: Last week after returning to school, my friends invited me went to Uniqlo. Events are shown by First, I accompanied my friends to bring a blue jeans, Second, we to gramedia to buy school equipment as like: books, pen, pencil, bag, ruler, etc..... There are four events in the first article which are The sentences are composed of theme and rheme. Theme and rheme determine whether the ideas written by students are connected coherently or not. In this recount writing, students cannot yet tell the story coherently. This can be seen in the rheme of the first sentence, ... Carefour, connected with the theme, in the form of the conjunction, first, I accompany.....

The Second student is Maulana Ibrahim. He wrote a recount text entitled My Holiday at Bandung. Dari segi generic structure, persyaratan berupa identification dan events ditunjukkan dalam kalimat seperti berikut: In the last week holiday, my family and I am was going to Bandung (orientation); There was we visited to place as Museum Geologi and IPTEK Sundial (events); dan We was enjoyed her situation. But only for a moment. Finally, everybody feel tired but happy (reorientation). 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 Anis Purwitasari. Her writing entitled Went to Mariana Beach. 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 Mario Indra Putra. He wrote a text entitled Holiday in My Grandmother's House. Through his writing, students have been able to produce text that is in accordance with the generic structure of recount text, namely orientation and events. The text was arranged well. He made scant introduction. There were transitional expressions. Unfortunately, there were severe problems with the ordering of ideas.

Keyla Maura Sandra, she gave the title Beautiful Day at Jakarta 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 A Trip to Tanjung Setia Beach 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 Julio Hariansyah. His text entitled My Weekend. 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 Roby Putra Hernanda. 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 Culinary Tour in Palembang City. 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 Asmawati. Her writing entitled Holiday in Yogyakarta. 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

2. 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 prespecify 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:

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

Score	Level	Number of Students
81-100	Excellent	4
62-80	Good	14
43-61	Adequate	7
24-42	Fair	-
5-23	Unacceptable	-
	TOTAL	25

Conclusion

Most of the students of class X Shailendra Palembang have fulfilled the requirements for writing schematic texts. Most of their recount texts have used a complete generic structure, namely orientation, event, re-orientation. They have been able to separate each series of events into different paragraphs. Conjunctions that connect each event are also found in most of the texts. So the initial question that underlies this research is about how the generic structure constructs the recount text written by students, which is fulfilled well by most students.

Based on research the findings, there are several suggestions for learning English at SMA Shailendra Palembang. In teaching all types of texts, teachers need to provide provisions for writing skills. At the very least, teachers provide provisions on how to construct sentences in English. This will prevent students from making mistakes in constructing sentences. English sentence patterns need extra attention, so that later students can construct sentences well, and can be realized through lexicogrammatical teaching in a text. This will help students master the generic structure properly.

Declarations

I hereby declare that the disclosed information is correct and that no other situation of real, potential or apparent conflict of interest is known to us. I undertake to inform you of any change in these circumstances, including if an issue arises during the course of the meeting or work it (2025).

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