

THE ANALYSIS OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT ON ITS GENERIC STRUCTURE AT SMA SHAILENDRA PALEMBANG

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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.

KeyWords : Generic Structure, Text Recount, Writing Skill.

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 a language skill that involves thinking and the ability to express oneself in writing. Given the recent advancements in science and technology, this ability has grown in importance. Participating in written communication, even as a reader, is crucial for society. But reading isn't enough because written language is an alternative that can be employed when someone needs to communicate their ideas and thoughts to others, particularly when spoken language isn't an option.

Writing instruction is an element of the current curriculum in schools, which stresses the balance of the four components of English language proficiency: speaking, writing, reading, and vocabulary mastery. But the truth is that writing exercises have only recently been carried out in their current form, occasionally even as complementary items. Only the act of copying and creating sentences using previously learnt material is regarded as writing. Using the grammar structure, for instance, students can replicate sentences using the syntactic patterns they have learnt. Another example is creating phrases out of random words, like yesterday, today, or tomorrow in place of existing sentences or a teacher

explaining something in the English materials. Naturally, a procedure like this

When teaching a second language, writing exercises are typically viewed as secondary abilities that are less important than speaking, listening, and reading. Students frequently utilize writing to express personal ideas or to practice language skills (Ghazali, 2012: 295). Additionally, Ghazali (2010: 295) asserts that the development of second language writing skills necessitates an awareness of how to mix linguistic components (vocabulary, grammar, spelling, and structure (genre)) in order to form a text, much like oral language skills do.

Short functional texts (announcements, greeting cards, etc.), transactional discussions (to accomplish something), interpersonal chats (to build and preserve social ties), monologues, and essays of certain genres are examples of genre-based texts. Procedure, descriptive, report, recount, narrative, news item, discussion, explanation, exposition, and review are some examples of genre types. Both junior high and high schools teach a variety of genres, including narrative, recount, and descriptive. Students are supposed to comprehend that each work has a unique social role, structure, and linguistic features because of these diverse genres.

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.

According to Derewianka (1990: 14), a recount is the progression of a series of events throughout time. We rebuild past experiences when we write a recount. To ensure that the text is comprehensible, we must first read the guidelines or processes for creating effective recount texts before we begin writing them. The generic structure, linguistic qualities, and social role of the recount text itself are the principles we must follow to prevent producing mistakes.

In order to aid readers in understanding the story, recount texts typically start with an orientation or context that contains background information. The expert stated the same thing. The procedures or general framework for creating a recount text are as follows, per Gerot and Wignell (1994: 194): (1) Orientation: This paragraph serves as an introduction, setting the scene and introducing the individuals. (2) Events: A list of incidents that inform readers of what transpired,(3) Re-orientation: This completes the events and is optional. Who, what, where, and why are all explained in a recount text. Important events are detailed and typically arranged chronologically, from the earliest to the last occurrence, after this context and orientation, which are typically given in the opening paragraph.

The author brings up this issue because she wants to know how well the students can write recount texts, which are fundamental texts that are taught in junior high school and then repeated in high school. In order to determine if students of varying skill levels can write a text in accordance with the relevant references, the author thus wishes to know how proficient the students—in this example, SMA Shailendra Palembang—are at creating recount texts. The aim of this research is to characterize the features of the language employed in the student-written recount text as well as the structure of the text.

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) distinguishes between two categories of research: qualitative and quantitative. The descriptive qualitative research method was used in this study. Qualitative

research uses words to present and analyze the facts. Getting a thorough grasp of human behavior and the factors that influence it is the goal of qualitative research. This study explains the degree to which SMA Shailendra Palembang tenth graders use the general forms of recall 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.

According to Brown (2004: 26), face validity is the extent to which an exam appears to measure the knowledge or skills it purports to measure, according to the subjective opinions of the test takers, the administrative staff who make decisions about its use, and other observers who are not highly skilled in psychometrics. In order to achieve high face validity, Brown also sets a few prerequisites for the test item. First and foremost, the test item needs to be well-written, follow the expected pattern, and have activities that are familiar. Second, it is evident that completing the test item within the allotted time is possible. Third, there are extremely clear directions and the test item is simple and easy to understand. The assignments also have a connection to the students' coursework. Finally, there ought to be

The test that was employed as the instrument was deemed valid based on face validity according to the previously mentioned standards. Measuring the students' proficiency in composing recall texts was its aim. There were very clear instructions, a specific time limit, and a clear definition of the test. It had a familiar assignment that related to the students' coursework in class and was well-structured and predictable. The test's content was previously familiar to the students. Lastly, the students were asked to write a paragraph that was within their difficulty level and based on their prior experiences. In summary, the test item's face validity was attained.

The researcher asked the teacher for assistance in delivering the instruments to the pupils in order to collect the data. The pupils were then instructed to compose a recall paragraph using the guidelines provided by the instruments. The researcher reminded the students to constantly keep in mind the three components of the recount text in the middle of the test, and to turn in their work after the allotted time had passed. The passages were then examined in further detail.

Students' recall texts were evaluated using Brown's (2004: 244) analytical scale to score composition tasks. Generic structure is then the main focus of the analysis. The pupils'

work had a well-organized generic structure. It was observable from an aspect. the introduction, the body, and the conclusion. The title was appropriate and the introduction was thorough, describing the attendees, the setting, and the time of the event. The essay's content is fine, however some of the ideas were not properly developed, and there may be some missing proof. The text flowed logically from there, however there may have been a lack or improper use of transitional phrase.

The findings of the analysis based on generic structure are then presented, together with a description of the students' proficiency in creating recount texts. It was then divided into five categories. Excellent, good, adequate, fair, and poor levels were all present. Absolute grading served as the basis for this classification (Brown, 2004: 286). It was a system grading method that used a numerical point system to pre-specify performance standards. We can calculate the pupils' achievement based on the total points of their writing as determined by Brown's analytical scale for assessing composition tasks. The table below displayed the scoring table:

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

RESULT DISCUSSION

1. Students' Recount Texts Based on Generic Structure

Aspect number one served as the foundation for the general structure analysis. It refers to the way the book is structured, encompassing its introduction, body, and conclusion. The recount texts written by the students were then examined in more detail. According to Brown's criteria, the analysis shows that the students' accomplishments in producing recount texts were categorized into five tiers. No student is at the exceptional level, twelve are at the good level, eight are at the competent level, ten are at the fair level, and none is at the unacceptable level. Below is a description of the students' recount texts..

Siska Amelia is the first pupil to arrive. Recount texts meet the generic structure requirements for events and orientation. Given that this text is written in multiple paragraphs that explain each sequence, it can be claimed that the following texts have succeeded in accomplishing their goals based on the schematic structure that must exist in a recount document. This article recounts Uniqlo shopping experiences.

Simply put, students can write in accordance with the general structure of recount texts, which consists of orientation and events, regardless of the paragraphs that need to be divided based on their structure.

Orientation is demonstrated by the opening line of the paragraph, which reads: My friends asked me to Uniqlo last week after I returned to school. First, my buddies and I went to grab a pair of blue jeans. Next, we went to Gramedia to purchase school supplies like books, pens, pencils, bags, rulers, and more. In the first article, there are four events that are A theme and a rheme make up each sentence. Students' ideas are related coherently or not based on their theme and rheme. Students are still unable to write a clear account at this time. The first sentence's rheme demonstrates this,... First, I accompany..... Carefour, in relation to the theme, uses the conjunction.

Maulana Ibrahim is the second student. His recounting text, My Holiday at Bandung, was written by him. Persyaratan is an identification based on generic structure, and events

are summarized in the following manner: During the last week of vacation, my family and I traveled to Bandung for orientation. We visited the Museum of Geology and IPTEK Sundial for activities, and we had a great time there. But only for a short time. Everyone is finally delighted yet exhausted (reorientation). The text contains a full generic structure for recounting; it indicated the orientation, the events that followed, and the reorientation. Her first remarks were hardly passable. Although there wasn't enough proof to back it up, the essay's body was fine. There is no logic in the conclusion. It essentially demonstrated her inadequacy.

Anis Purwitasari is the third pupil. *Went to Mariana Beach* is the title of her work. The three components of general structures for recount texts are present. Her text's title is acceptable, and it serves as a strong introduction that guides the reader to the body. Here, transitional phrases were also employed. The reader can more easily outline the events because of their comprehensible structure. Furthermore, the conclusion reached made sense.

Indra Putra is the following pupil. *Holiday in My Grandmother's House* is the title of the text he wrote. His writing has enabled pupils to create texts that adhere to the general format of recount texts, which consists of events and orientation. The arrangement of the text was good. His introduction was brief. Transitional terms were used. Regretfully, there were serious issues with how the concepts were arranged.

Maura Keyla Sandra gave her text the title "Beautiful Day at Jakarta." She introduced herself and gave a suitable title. The text's body contained issues with the arrangement of its ideas. It is difficult to discern how the materials are arranged. Furthermore, her grammar was a major source of the issues, which could divert the reader. To put it briefly, she had succeeded in finishing the text using the general format for recount texts. And Aulia Rachman is the sixth student. The generic framework of a recount narrative has been realized in her work, *A Trip to Tanjung Setia Beach*. She only wrote the two parts, which were the event sequence and orientation. Aside from the fact that reorientation is voluntary in recount texts, it did not divert readers. The text's introduction was

Julio Hariansyah is the seventh pupil. He wrote a text titled "My Weekend." He gave his text a fitting title. Additionally, he created a compelling opening that makes it easy for readers to follow his story and leads into the body. But several concepts were left unfinished. Here, transitional expressions were discovered, and the materials' organization demonstrates a strategy. The story can be outlined by the readers. The generic structure of recount text, orientation, events, and re-orientation was quickly attained. Roby Putra Hernanda is the next pupil. "Holiday at the Tirta Swimming Pool" is the title of her text. Three components of the generic recount text structure were used by her to finish the piece. The text demonstrates that its introduction was disorganized. The body included generalizations that might not

Culinary Tour in Palembang City is the title of a recount text that Inayati composed. Orientation, the order of events, and reorientation are all included in the book. Her introduction was hardly recognizably hers. The arrangement of the thoughts was also determined to have serious issues. Although the order of the materials is appropriate, the transitional phrases were not employed appropriately. Asmawati comes in at number ten. *Holiday in Yogyakarta* is the title of her work. With its orientation, event sequence, and reorientation, the recount text achieves its generic structure. The text lacked an introduction and a conclusion. Although certain thoughts need to be explored, the body of the material organization was good enough for readers to outline. Additionally, there were transitional statements and the sequence makes sense.

2. The Students' Ability in Creating Recount Text

The sum of the students' scores for each component demonstrated their proficiency in

writing recount texts. Brown's rubric served as the foundation for the analysis's findings (2004: 244). It was then divided into five categories. Excellent, good, adequate, fair, and poor levels were all present. The basis for this classification was absolute grading (Brown, 2004: 286). A numerical point system was used for system grading in order to prespecify performance standards. After that, it was paired with the Brown's rubric, which I employed in this study to assess the students' level of performance. The results are shown in the table below:

The 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.

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