



**THE ANALYSIS OF THE GENERIC STRUCTRE AND LANGUAGE
FEATURES OF RECOUNT TEXT**

THESIS

By:

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NIM 120210401041

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Education Department Faculty of
Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

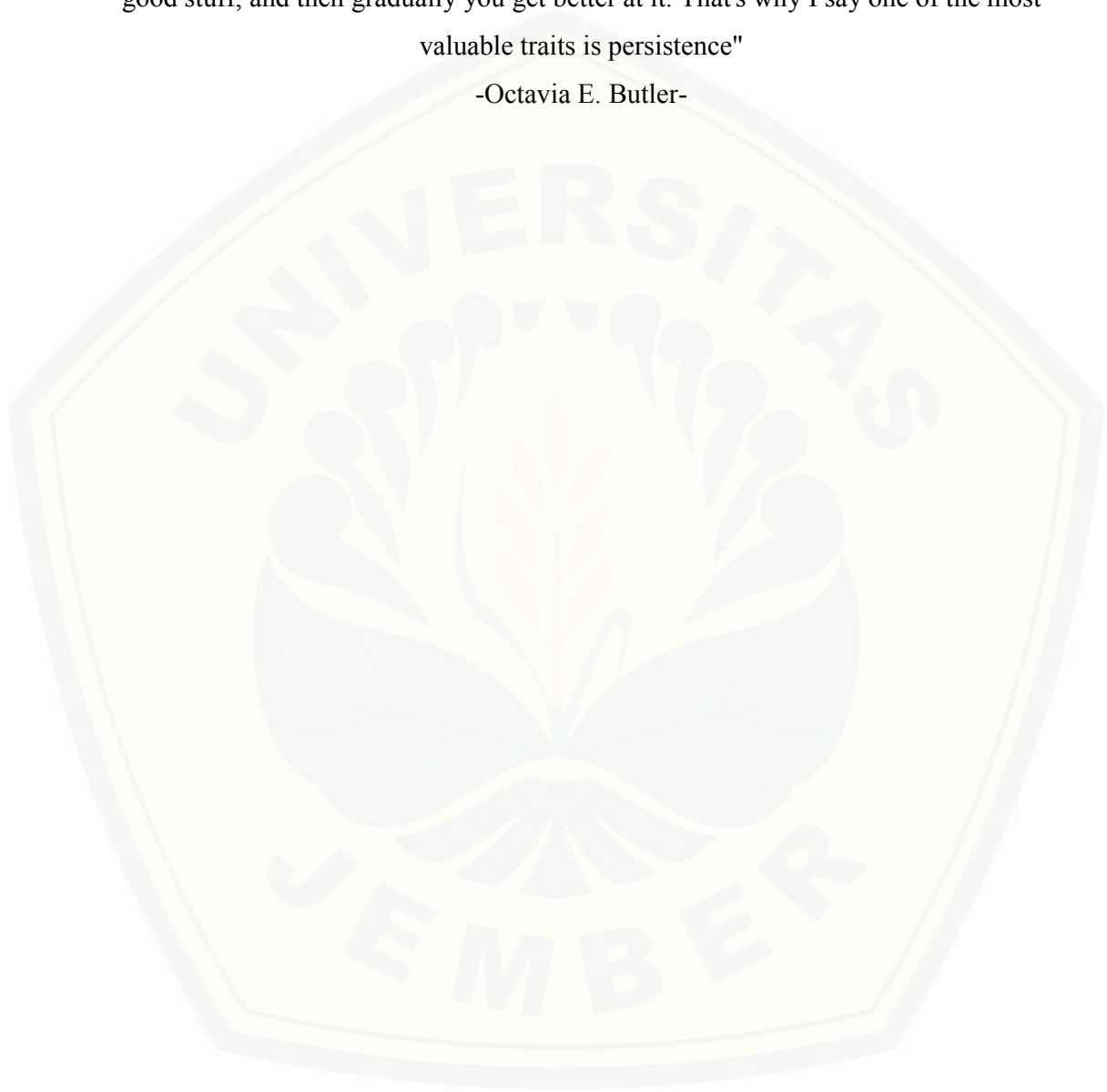
1. My beloved parents Sutjahyo and Dwi Ratnawati
2. My lovely sister Raztika Dwi Riartanti



MOTTO

"You don't start out writing good stuff. You start out writing crap and thinking it's good stuff, and then gradually you get better at it. That's why I say one of the most valuable traits is persistence"

-Octavia E. Butler-



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 23 Januari 2018

The writer,

Rezky Reztyawan

NIM. 120210401041

CONSULTANTS' APPROVAL

**THE ANALYSIS OF THE GENERIC STRUCTRE AND LANGUAGE
FEATURES OF RECOUNT TEXT**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the
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3. The Chairperson of the English Education Program;
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5. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis.

Lastly, I hope this thesis will be useful for the readers. Any valuable suggestions and criticism would be appreciated.

Jember, 23 Januari 2018

The Writer

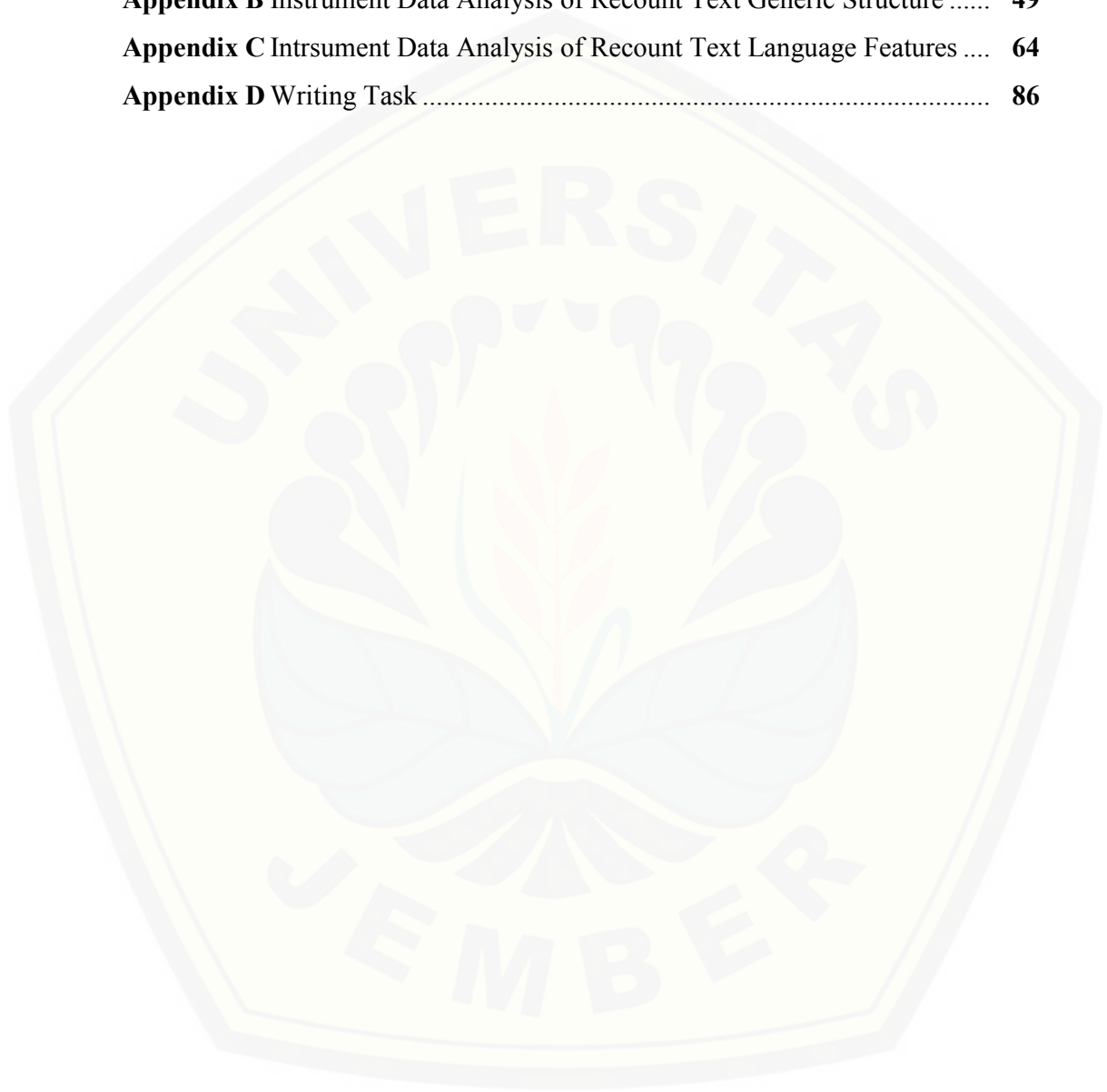
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SUMMARY

THE ANALYSIS OF THE GENERIC STRUCTRE AND LANGUAGE FEATURES OF RECOUNT TEXT WRITTEN BY THE TENTH GRADE STUDENTS. Rezky Reztyawan, 120210401041; Pages 44; English Education Program of Language and Arts Education Department, the Faculty of Teacher Traning and Education, Jember University.

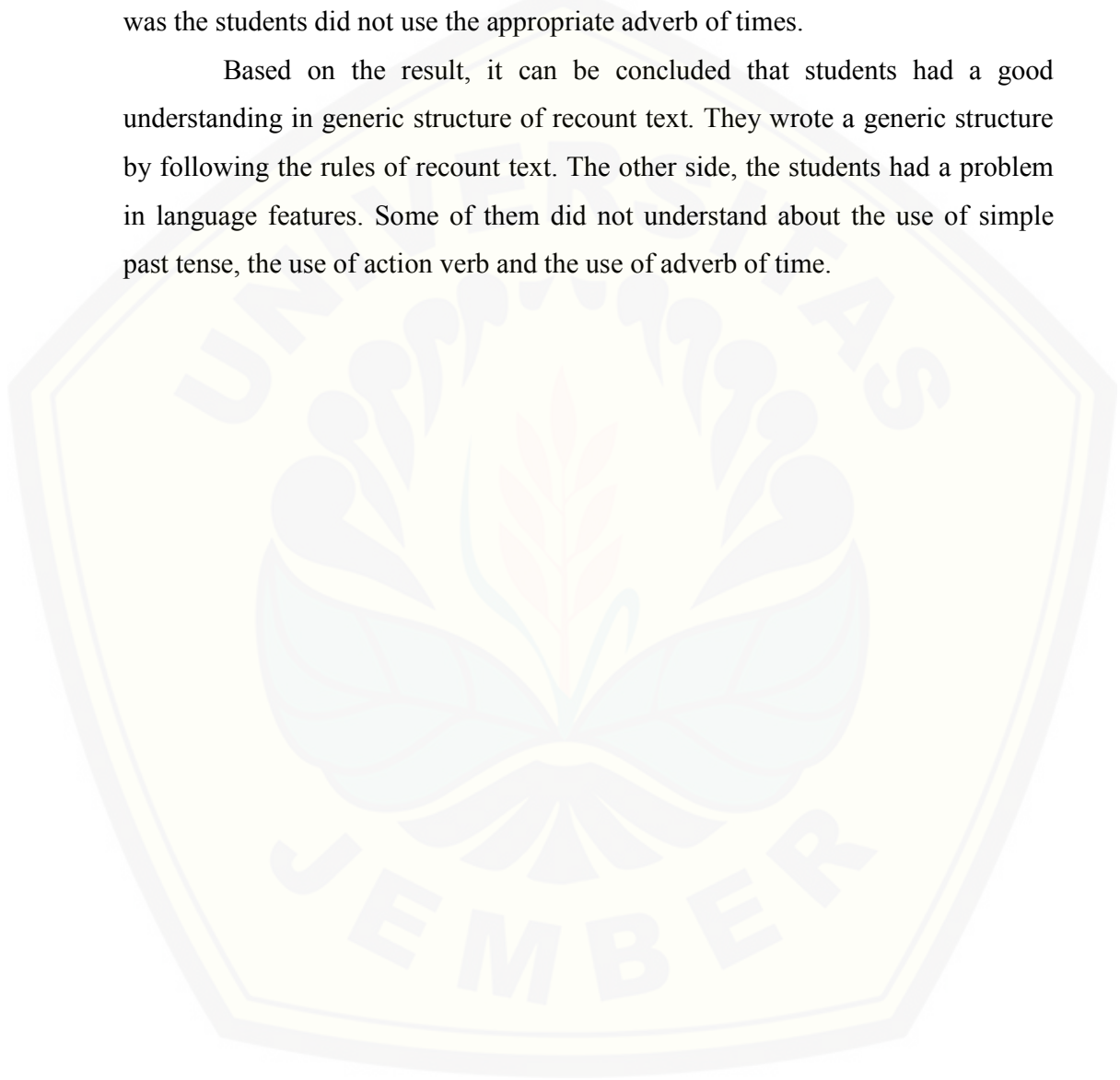
Writing skill plays an important role in high school level because most of high school students are going to pursue their study in higher level education. In the end of their study in university, they are going to write thesis and this needs good writing skill. Therefore, they should learn to master writing skill from the early stage of their study. Richards (1990: 101) states that the process of moving from concepts, thought, and ideas to write is complex. In writing ideas, students should use the communicative language and straightforward, so that the reader can catch the writer's idea.

This study aims to analyze the generic structure and language features of recount text produced by the tenth grade students. The participants were the tenth grade students at SMA Muhammadiyah 3 Jember 2016/2017 academic year. There were 31 students in language class. The data collection techniques in this study is documentation. The documentation in this study is aimed to obtain data in the form of words in recount text paragraph of the tenth-grade language specialization at SMA Muhammadiyah 3 Jember.

The result of the research found that there were similarities in some aspect of writing recount text. The similarities of writing recount text were the way of students wrote the generic structures of recount text among fifteen students and the error of using recount texts language features in aspect of the use of simple past tense, the use of action verb and the use of adverb of time. The error of using simple past tense showed the highest number of error between the other category which were analysed. The most error of using simple past tense is the students did not follow the rule of simple past tense. The error using of action verb showed

that the second concern of error between the other category which had been analysed. The most error of the using of action verb was interlanguage error. The error of using adverb of time showed the lowest concern of error between the other category which had been analysed. The most error of using adverb of times was the students did not use the appropriate adverb of times.

Based on the result, it can be concluded that students had a good understanding in generic structure of recount text. They wrote a generic structure by following the rules of recount text. The other side, the students had a problem in language features. Some of them did not understand about the use of simple past tense, the use of action verb and the use of adverb of time.



CHAPTER I. INTRODUCTION

This chapter presents the background of the research, the problem of the research, the objective of the research, and the significance of the research.

1.1 Research Background

Writing is one of the four language skills. The other language skills are speaking, listening, and reading. However, the role of writing skills is no less important in everyday life compared to the other three language skills. Mastering writing means being able to communicate using non-verbal language to convey information, ideas, or feelings in written form.

Writing is considered as the most challenging skill compared to the other skill. Many students face some problems in various aspects of academic writing in English as a foreign language. The low ability of some EFL students in writing skill, resulting a critics by some professionals (Dekordi and Salehi, 2016; Tavor, 2016). Dekordi and Salehi (2016:141-142) stated that the difficulty stems from the fact that generating and organizing ideas and then translating them into readable texts are time consuming and long sought skills even for a native speaker. That is why, writing becomes a serious challenge in English.

Tavor (2016:30) stated that the sample after model implementation seemed to be better developed and included internal links within the paragraph. Jozsef (2001:5) states that writing involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. It means that writing activities are about pouring ideas using the theoretical foundations and background knowledge. That is why, writing skill cannot be underestimated because it needs knowledge of the procedures and ethics of writing. Thus, writing skill needs to be mastered at an early age to avoid error in writing.

According to Eming (1978) as quoted in Hammadi and Sidek (2014:60) stated that writing is an important skill that all language learners need to develop

as it is not only a means to reinforce grammatical structures, idioms and vocabulary, but also allows communication through a different medium requiring the appropriate use of linguistic skills. It means that there are many aspects to master in writing skill and it can be understood by reader as part of communication. Writing skill needs to be learned since early stages. According to Sommer (2006) as quoted in Asmari (2013:131) stated that writers need plenty of practice in order to get better. It means that writers need to learn step by step continuously in order to be a good writer.

Writing skill plays an important role in high school level because most of high school students are going to pursue their study in higher level education. In the end of their study in university, they are going to write thesis and this needs good writing skill. Therefore, they should learn to master writing skill from the early stage of their study. Richards (1990:101) stated that the process of moving from concepts, thought, and ideas to write is complex. In writing ideas, students should use the communicative language and straightforward, so that the reader can catch the writer's idea.

In the context of writing in high school level, writing skill has a deal with text. It means, a writer must know about the genre of the texts. The writer must also know about the generic structures which was used in the text. The generic structures of the text are like compilation of some paragraphs which are arranged into a coherent text that the reader can understand the content of the reading text. The generic structures of the text can make the readers follow the plot of the text. Asghar (2015:158) stated that genres can be identified on the basis of specific communicative goals and shared set of functional and linguistic convention. It means that generic structures will help the writer to write the basis of specific communicative goals based on the genre of the texts. The reader could easily understand the content of the text if the writer's the generic structures of the text had good organization.

In the context of EFL (English as a foreign language), grammatical knowledge, especially tense is considered as the most difficult part for non-native learners to study. The students usually learn to use tense when they write a genre

text. In writing a genre text, the writer should be aware of language feature in its text because each genre text uses different tense. Xin (2010: 8) stated that learners are learning grammar by using it, not knowing it. So, students need to take practice in order to be capable of using language features.

Recount text is one of the genre texts that would be learned by the students as a foreign language. Recount text can also become a communicative text because recount text is written based on personal experience. According to school based curriculum 13 (K-13), recount text should be learned by the tenth grade students. SMA Muhammadiyah 3 Jember is one of the school which implements curriculum 13 (K-13). Beside that, SMA Muhammadiyah 3 Jember has special class which focuses on language. It means, the students who study English in the language class are more competence in recount text because the language class focuses on language subject. Because of that, the researcher conducted this research in the language class program.

Based on the matters that have been raised, then the researcher conducted a research entitled The Analysis of Generic Structure and Language features of Recount Text.

1.2 The Problem of The Research

Based on the background, the problems of the research are formulated as follows.

- 1) What are the generic structure of recount text written by the tenth grade students?
- 2) How do the tenth grade students write orientation, event and re-orientation as the generic structure of recount text?
- 3) What are the problems of the tenth grade students faced in using simple past tense, action verbs and adverbs of time as the language feature of recount text?

1.3 The Objective of The Research

Based on the problems that have been formulated, the research objectives are:

- 1) To describe what the generic structure of recount text used by the tenth grade students
- 2) To describe how the generic structure of recount text written by the tenth grade students
- 3) To describe the problem of using simple past tense as the language features of recount text by the tenth grade students

1.4 The Significance of The Research

The result of this research are expected to give a beneficial contribution to following people:

- a) The English Teacher

The result of this research can be used as an evaluation for the English teacher in teaching writing, especially in encouraging the students to write a recount text based on generic structure and language features as well.

- b) Other Researcher

The result of this research can be used as a reference of information to other researchers to conduct a further research dealing with writing different genre through different research design, such as classroom action research or experimental research.

1.5 The Scope of The Research

The research focused on analysing the students' recount text writing, especially on the generic structure and language features written by tenth grade students of SMA Muhammadiyah 3 Jember in 2016/2017 academic year. The researcher decided to use recount text as a genre text because recount text is the basic English material for the tenth grade students. The researcher focused on the generic structure and the language features of recount text. The generic structure

and the language features are the important components in recount text writing. The researcher decided to choose the tenth grade students which focus on language program because the researcher assumed that the language class has more competent in writing recount text.



CHAPTER II. LITERATURE REVIEW

This chapter presents the theories related to the topic of the study, such as: writing skill, and recount text in the English curriculum of senior high school. All of the issues are highlighted respectively.

2.1 Writing Skill

Writing is an activity to produce a paper which contains information, ideas, or expressions of the writer. Kane (2000: 3) stated that writing is a rational activity, and a valuable activity. It means that writing is an activity which deals with beliefs from the writer and also has meaning or purpose. Carroll (1990: 1) states that writing provides a relative permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. It means, the words which are arranged by the writer usually contains the certain purpose. In other words, the writer tries to communicate with the reader by composing an article or paper which shares a message that can be conveyed clearly.

Moreover, the idea in an article must also be well structured so that the reader is able to accept the idea of the writer. Badger and White (2000:154) stated that writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher. It means, writing is a way of expression in the form of printed form and to convey to the reader and the writer must obey the rules of writing and using the logical language to be easily understood.

According to Schultz (2009:67) "*writing is like providing directions to the reader. You could provide directions such as the terse first set and wish the audience luck on their journey through your manuscript, hoping that they fully understand what you wrote and make no mistakes.*" It means that writing is productive activity which convert writer's ideas into written signs to make audience understand about the purpose of the writer. In writing, a writer cannot just put the idea into a paper but must choose a coherent word to be understood by the reader. This should be done because not all readers have the same

background, so that the writer should be objective in producing an article. Sentences are conducted to be effective, logical, and unambiguous. In addition, the cohesion between paragraphs should be coherent.

2.1.1 Paragraph

A paragraph is a collection of sentences dealing with a single topic. It should be unified, coherent, and well-developed. Oshima and Hogue (1999) as quoted in Rosmawati (2013:39) stated that paragraph is a basic unit of organization in writing which in group of related sentences develop one main idea. It means that a paragraph consists of one main idea and explained by supporting sentences. The supporting sentences must have correlation and cohesion with the main idea. Kane (2000: 29) states that paragraphs are written by yourself, to clarify your idea without any invention from the reader. It means that paragraph must have original idea from the writer. The paragraph has its own purpose. It could give new information or persuade the reader.

A good paragraph is an effective paragraph. The effective paragraph is a paragraph which focuses on the topic. Schultz (2009: 65) stated that an effective paragraph is characterized by unity of theme, and those themes from all paragraphs together provide the constituents of the manuscript. It means that all paragraphs must have coherence among other paragraphs. In addition, a paragraph should be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.

A paragraph usually contains one topic sentence, supporting sentences and a closing sentence. The topic sentence is the top layer of bread, the concluding sentence is the bottom layer, and all of the developing details. The function is to introduce the main idea of the paragraph. The supporting sentence is the sentence which develops main idea to build the body of main idea. The supporting sentences consist of four to eight sentences. The closing sentence is the last sentence of the paragraph. It usually restates the main idea of the paragraph by using different word.

2.1.2 Text

A text is a compilation of ideas which is arranged in written form to inform or persuade readers. A Text is usually indicated by the main topic which will take the reader into certain point of view. The main topic will be explained in a few paragraphs. Text will be a good medium of communication if paragraphs which are conducted have a good organization and good grammar. It has a purposed to avoid misunderstanding between the writer and the reader. So, text is a group of paragraphs which have certain purpose. Text can also deliver any idea, but it should be conducted in good organization and good grammar.

A text can be determined by everyone who wants to express their idea. Because of that, a text becomes a medium to communicate by expressing the idea in written form. Eco (1990:158) stated that text is an open-ended universe where the interpreter can discover infinite interconnection. It means that text is a medium to communicate with other people through writing. The Text shares the writer's expression about something and the reader responses by reading the text. So, text is a development of language which has good organization and it is used in certain purpose. Text can be a medium of communication and a way of expression. Text is universal. It means that everyone can create a text and make it based on what he or she wants.

2.2 Recount Text

Recounts are retelling of past events and they are usually written as a series of events in the order in which they happen. According to Bennet, Carter and Marino (2013: 13) recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. The events that exist in the recount text can be a happy occasion or a sad event. Recount text written based on facts and purposed to entertain. The paragraph in the recount text is composed of three parts, they are:

a) Orientation

Orientation is the first stage which supplies us about the background information of the story. Orientation is telling us about who, what, where and when, to help the reader place the events in time and place.

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London¹.

b) Events

This is the retelling of the events in sequence, which are organised in time. In this part of the recount, it is important that students are given adequate guidelines and scaffolds to assist with the structure of their writing.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them a news paper and a magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel².

c) Re-orientation.

This is only used in literary recounts to 'round off' the sequence of events. At this stage, when students are experimenting with different structures of recounts, the re-orientation can be used as an introductory paragraph.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy³.

¹<http://freeenglishcourse.info/vacation-to-london-the-clear-example-of-recount-text/> (retrieved 18th march 2017)

²<http://freeenglishcourse.info/vacation-to-london-the-clear-example-of-recount-text/> (retrieved 18th march 2017)

³ <http://freeenglishcourse.info/vacation-to-london-the-clear-example-of-recount-text/> (retrieved 18th march 2017)

2.2.1 Language Feature of Recount Text

Recount text has different language feature than others. Recount text usually uses descriptive words to construct a description of the world in which the events are taking place. Typically, the past tense is used to relate the events. Recount text usually uses adverb of time such as yesterday, two days ago a week ago, etc. Recount text usually uses adverbial phrases indicating location, time, manner, accompaniment and reason. It also uses personal pronouns to refer to people, place or thing. Proper noun is also provided in recount text. Blake education (1999:6) mentioned that the language feature of recount text are as follows:

- 1) Proper nouns and pronouns identify people, animals or things. e.g. Mr Lawrence, the postman, his racquet, she.
- 2) Larger and more complex noun groups build up descriptions. e.g. the long distance runner, Lionel Drill.
- 3) Word families are used to build topic information. e.g. smoke signals, drums, telephone, television.
- 4) Varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions. e.g. she jumped, she leapt, she crawled.
- 5) Descriptive words add details about who, what, when, where and how. e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.
- 6) Adverbs and adverbial phrases sequence events in time and indicate place. e.g. In 1927, On 6 June 1824...
- 7) Technical (the thorax, the abdomen) and abstract language (beauty) are used to add credence to the texts.
- 8) Texts are written in past tense to retell past events. e.g. she smiled.
- 9) Conjunctions (when, but) to combine clauses and connectives to sequence events (first, then, finally) are used.
- 10) Significant events are included and irrelevant details are excluded.

- 11) Quoted and reported speech are used. e.g. ‘We are off on an excursion tomorrow,’ said Mrs Sheridan enthusiastically. Mrs Sheridan enthusiastically added that they would be going on an excursion the next day.
- 12) Evaluative language is used in factual and personal recounts. e.g. Captain Arthur Phillip was a fair and just man. The trip was a wonderful experience.
- 13) Sentences should be structured with the focus on the important information at the beginning. e.g. The last trip he ever made was... In 1909 they first entered...
- 14) The passive voice is used at times to allow the writer to leave out the person doing the action.

Based on the explanation above, we know that recount text has complex language feature. Recount text usually starts by setting scene. It usually uses “what”, “who” and “where”. The last paragraph of recount text should bring the reader back to the subject. It usually contains personal comment about the subject. Recount text is written in past tense and uses active voice.

Recount text usually uses connectives related to time such as after, then, next, meanwhile, to cause, since, however, although and nonetheless. Recount text is focused on sequel of event, not the topic of the text. Recount text uses the first person in autobiography and fiction but, it uses third person in other type of recount text.

2.2.2 Personal Recount

Recount text has many types. Barnett, Marino, and Carter (2013: 12) classified that there are five types of recount text. They are personal recount, factual recount, literary recount, procedural recount and imaginative recount. In this research, the researcher focuses on personal recount. A personal recount is retelling an activity that the writer or speaker has experienced. Personal recount may be used to build the relationship between the writer and the reader. A personal recount is usually started by introduction of the character, place or

location and time. The writer usually takes himself as the first person. After introduction, the writer tells us about what he did in chronological order. It is called events. It can be conducted in one or two paragraphs. It depends on the writer. The writer usually uses some words which show us that he did it in order. The words are “first”, “the next morning”, “after we ate” etc. The last paragraph is about personal impression and comment about the events. The writers usually show what they feel in the last paragraph.

Personal recount has its' own characteristic of language feature. Personal recount usually uses simple past tense. The writer usually uses proper nouns and pronouns to identify people, animal or thing such as Mr. Bailey, she, he, tiger, etc. The use of proper nouns and pronouns identifies people to show reader that the events told in the text is an experience of the writer. The other characteristic is using action verb. The action verb always takes its part to tell what writer did in personal recount. The action verbs are used to build word chains. These may be synonyms, antonyms or repetitions. The events which happened in personal recount are usually conducted in descriptive words and it also adds details about who, what, when, where and how. Adverbs and adverbial phrases indicate sequence events in time and indicate place. It is used to show clear sequence and proved that the event happened.

‘My Great Holiday Experience’

During the holiday break, I went to Nelson Bay, a small seaside town north of Sydney. I went there with my family for one week, just after New Years. The drive took about two hours, and it was very boring because most of it was freeway.

When we arrived at our holiday house, the first thing we all did were to get changed into our costumes and go for a swim down at the beach. The beach was only across the street. The sun was very bright, and the water freezing cold, but it was very refreshing. We swam for a little while, then we returned home to get some food. That night, my mother and father cooked a B.B.Q and we all sat around and played Scattogories, until very late.

The next morning, feeling a bit exhausted from the late night; we had a late breakfast, then walked down to the Marina, where my mother and I shopped for about two hours. When we got home, my father had packed some tasty sandwiches, ready for the whole family to go to the beach for the afternoon. I had the cheese, ham and tangy mayonnaise sandwich. It was extremely delicious. After we ate, we played some beach volleyball and we had loads of fun. Later that night, the whole family went to the Marina again,

this time for dinner in the Italian pizzeria. The rest of the holiday we spent going between the beach and the wharf, where we fished.

We had lots of fun, and I really enjoyed the break from Sydney. I will always remember my holiday at Nelson Bay because it was the first time in years that the whole family was able to have holiday together, and the weather was fantastic the whole time! We took plenty of pictures and when I got home, the very first thing I did was to have them developed. They are treasured memories of a great holiday experience⁴.

Structure	
Orientation	<p>During the holiday break, I went to Nelson Bay, a small seaside town north of Sydney. I went there with my family for one week, just after New Years. The drive took about two hours, and it was very boring because most of it was freeway.</p>
Events	<p>When we arrived at our holiday house, the first thing we all did were to get changed into our costumes and go for a swim down at the beach. The beach was only across the street. The sun was very bright, and the water freezing cold, but it was very refreshing. We swam for a little while, then we returned home to get some food. That night, my mother and father cooked a B.B.Q and we all sat around and played Scattogories, until very late.</p> <p>The next morning, feeling a bit exhausted from the late night; we had a late breakfast, then walked down to the Marina, where my mother and I shopped for about two hours. When we got home, my father had packed some tasty sandwiches, ready for the whole family to go to the beach for the afternoon. I had the cheese, ham and tangy mayonnaise sandwich. It was extremely delicious. After we ate, we played some beach volleyball and we had loads of</p>

⁴<http://www.stmarysdubai.com/wp-content/uploads/2015/05/GR-7-ENGLISH-LANGUAGE-REVISION-PAPER.pdf> (retrieved, 28th February 2017)

	<p>fun. Later that night, the whole family went to the Marina again, this time for dinner in the Italian pizzeria. The rest of the holiday we spent going between the beach and the wharf, where we fished.</p>
Re-orientation	<p>We had lots of fun, and I really enjoyed the break from Sydney. I will always remember my holiday at Nelson Bay because it was the first time in years that the whole family was able to holiday together, and the weather was fantastic the whole time! We took plenty of pictures and when I got home, the very first thing I did was to have them developed. They are treasured memories of a great holiday experience.</p>

The generic structure of the text above are explained as follows:

- 1) The text above is an example of personal recount text. The first paragraph shows us who is the character involved, where is the setting take place and when the events happened. The main character is I. The writer took himself as the first person in the text. The writer stated the location of the events happened in paragraph one. The writer said that he went to Nelson Bay. The writer also stated the time when he visited Nelson Bay. The writer stated that he went to Nelson Bay during holidays. The first paragraph shows us that the writer had told the reader about who had a trip, where the character went and the time the character did his trip. Three main aspect of introduction of personal recount had stated in the text by the writer.
- 2) The second paragraph is about the beginning of events. The writer starts to tell what he did during holiday in the second paragraph. The writer uses certain time connective to begin the story. Events paragraphs usually use time connective such as first, second, next, etc. The writer uses “first” which indicated the first thing he did. The writer usually describes the detail of his activity by using action verbs. The action verbs which are used in second

paragraph are: swim, get, cooked, etc. Personal recount also builds the imagination of the situation by describing the environment. The example above tells that the sun was very bright and water was very cold.

- 3) The third paragraph is still about event. The writer uses time connective to tell new activity. The time connective is “next morning”. The writer also uses another time connective to build a paragraph. They are “when we got home”, “after we ate”, “the later night”, and “the rest of holiday”. The writer also describes about the main character’s activity in detail. The writer stated that he ate cheese, ham, tangy mayonnaise sandwich. The last paragraph is about personal comment of the writer. The writer stated that he had a lot of fun and enjoyed his holiday.
- 4) The re-orientation of the text above is in the last paragraph. The writer gave comment or opinion of the story. It said, “We had lots of fun, and I really enjoyed the break from Sydney.”

The language features of the text above will be explained as follows:

Characteristic	-
Simple past tense	Went, arrived, changed, swam, returned, cooked, played, exhausted, walked, shopped, got, ate, spent, fished, had, developed, took.
Adjectives	Bright, freezing cold,
A range of conjunctions	Then, between, where, because
Time connectives	The first,
Adverb and Adverbial Phrases	During the holiday break, for one week, just after new year, when we arrived, the next morning, late night, when we got home,
Specific Participants	I, my family, we, my mother, my father
Pronouns	I
A range of sentence types	- Simple sentence It was extremely delicious. - Compound sentence

	<p>We had lots of fun, and I really enjoyed the break from Sydney</p> <p>- Complex sentence</p> <p>That night, my mother and father cooked a B.B.Q and we all sat around and played Scategories, until very late.</p>
Personal Comment	We had lots of fun, and I really enjoyed the break from Sydney
Emotive Language	They are treasured memories of a great holiday experience.

2.3 Previous Studies

Chronologically, the previous findings of previous studies on the analysis of the generic structure and language features were investigated by following researchers. Moqimipour and Shahrokhi (2015) reported that there were a number of factors that take part in the weakness of Iranian students in the English skills; interlingual errors standing ahead of them. Phuket and Othman (2015) reported that there were twenty two types of errors emerged in writing essays composed by Thai EFL students; wrong verb tense, wrong verb form; pronouns (omission, addition or wrong choice); pronouns: inappropriate use; prepositions (omission, addition or wrong choice); articles; nouns; adjectives (position); adjective (comparison); conjunctions; infinitive and gerund; subject-verb agreement; sentence fragment; translated word from Thai; word choice; confusion of sense relations; collocation; question mark; comma; full stop; capitalization; and spelling.

Based on the previous research, it proved that writing skill becomes a concern in EFL learners. The main focus of this study was to analyze the generic structure and language features of recount text. What makes this research different from the previous study was the researcher wanted to analyze the generic structure

of the text and the researcher would chose three aspect of language features to be analyze.



CHAPTER III. RESEARCH METHODOLOGY

The research design of this research is descriptive qualitative. Therefore, the data obtained from the work of the students' recount text writing had been analysed qualitatively. This chapter presents the research methods which used in this research. They cover the research design, research area, research subjects, operational definition of the terms, data collection method, and data analysis method. The following sections present the points in sequence.

3.1 Research Design

This study aims to analyze the generic structure and language features of recount text produced by the tenth grade students. Based on the purpose of this study, qualitative content analysis is applied in this study. Smelser and Paul (2001:2697) stated that content analysis is a class of techniques for mapping symbolic data into a data matrix suitable for statistical analysis. Qualitative research is used to reveal something, especially to acquire new knowledge which is little known.

The design of the research was qualitative research. Symon and Catherine (1999:5) stated that qualitative research is qualitative techniques of data collection with some description of how the data collected were analysed. The data were collected and analyzed by using the methods of description. This study aimed at describing the generic structure and language features of recount text writing of the tenth-grade language class at SMA Muhammadiyah 3 Jember. The steps of research were as follows:

- 1) Determining the research area,
- 2) Determining the research subject,
- 3) Collecting the data,
- 4) Describing the collected data,
- 5) Drawing conclusion to answer the research problems.

3.2 Research Participant Determination Method

The researcher decided to use purposive sample in this research. Palys (2008:697) stated that purposive sampling is one sees sampling as strategic choices about whom, where, and how one does one's research. It means that the researcher selected participants based on characteristics of the population and the objective of the study. Based on the school document, there was only one class of language specialization in the tenth grade at SMA Muhammadiyah 3 Jember in the 2016/2017 academic year. There were 31 students in language class.

3.3 Research Area Determination Method

SMA Muhammadiyah 3 Jember is a school which has three kinds of specialization. They are science, social and language. SMA Muhammadiyah 3 Jember is chosen because it has a language class. SMA Muhammadiyah only has one class of language class. It has 31 students. The hours of The English subject are guess as many as 9 hours per week. Besides, SMA Muhammadiyah 3 Jember has been accredited A since 2005. In this study, the researcher chose the tenth grade students from language class to get the data needed.

3.4 The Operational Definition Key of The Terms

1) Generic Structures

Generic structures is ways to organize the paragraphs. The generic structures of recount text are: orientation, events, and reorientation.

2) Language Features

The language features of recount text are: simple past tense, adjectives, conjunction, time connectives, adverb and adverbial phrase, personal comment and emotive language. Language features is an element which builds the characteristic of the text.

3) Recount Text

Recount text is a text that is used to tell experience which happened in the past. The recount text written by the tenth-grade students of language class at SMA Muhammadiyah 3 Jember.

4) Tenth Grade Students

The students who became the participants of the research was the tenth-grade students of language class at SMA Muhammadiyah 3 Jember.

3.5 Data Collection Method

The data in this study were the recount text written by the tenth-grade students at SMA Muhammadiyah 3 Jember which focused on generic structure and language features. Data collection method was assigned to write recount text on personal experience. The students had to finish their recount text in 80 minutes. The students' recount text would be analyzed as the main data. Data resource of this study was recount text written by the tenth grade of SMA Muhammadiyah 3 Jember.

The data collection techniques in this study is documentation. Bryman and Robert (1999: 306) stated that a document can be defined as any symbolic representation that can be recorded or retrieved for analysis. The documentation in this study is aimed to obtain data in the form of words in recount text paragraph of the tenth-grade language specialization at SMA Muhammadiyah 3 Jember. Documentation result was the students' task in the form of recount text paragraph written by the tenth-grade language class at SMA Muhammadiyah 3 Jember.

The main instrument in this study was the students assignment of recount text writing. According to Creswell (1994: 145) the qualitative researcher was the primary instrument for data collection and analysis. It means that researcher should be a medium to collect the primary data. The researcher conducted a certain requirement to get the data. The researcher also needed other instruments to assist researcher in order to maximize performance. The other instruments were needed by researcher, namely data collection instruments and data analysis. The data collection instrument was a task for students. The list of question was used as guidance to collect the data. The data had been collected in the form of document of recount text and it would be analysed by the researcher. The instrument data analysis was used to process and interpret about recount text written by the tenth grade students in language class based on research problem.

- 1) Table of instrument data analysis of recount text generic structure is used to analyze the structure of recount text. (1) orientation, (2) events, (3) re-orientation.
- 2) Table of instrument data analysis of recount text language feature is used to analyse the language feature of recount text. (1) simple past tense, (2) action verb and (3) adverb of time.

3.6 Data Analysis Method

The move analysis and error analysis were used to analyze the data. Ding (2007: 370) states that move analysis is a helpful tool in genre studies since moves are semantic and functional units of texts, that can be identified because of their communicative purposes and linguistic boundaries. Move analysis is used to analyse the structure of recount text written by senior high school students to reveal the pattern on how senior high school students write orientation, events, and re-orientation. Khansir (2012: 1027) defines error analysis was a branch of applied linguistics emerged in the sixties to reveal that learner errors were not only because of the learners native language but also they reflected some universal strategies. Language Analysis was used to analyze the use of past tense to reveal the senior high school students' problem in writing.

a) Reduction of data

Reduction of data in this study was intended to classify and organize data that have been obtained. The data were classified by the formulation of the problem that has been determined that includes: (1) The data contain of two or more paragaphs. (2) The data represent about student personal experience.

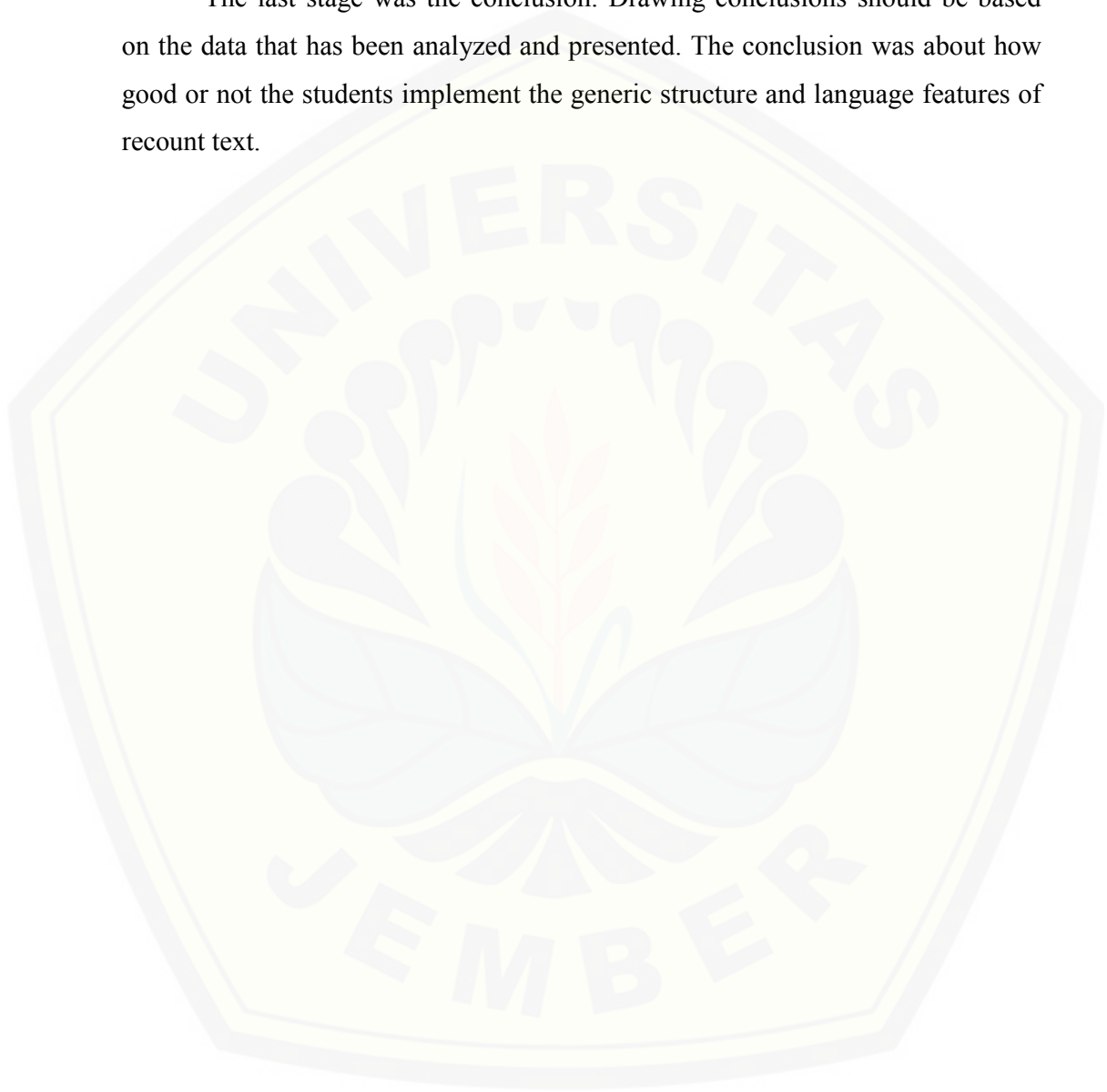
b) Analysis of data

The next stage after the data reduction was analysis of data. Analysis of data is disclosure of information that has been arranged so that researcher can do the conclusion. Analysis of data was separated into two part. The first analyzed about the generic structure of the text. The data which had been collected described why it belongs to orientation, events or re-orientation. The second was

about the language feature. The data described why it belongs to simple past tense, action verb and adverb of time.

c) Drawing conclusion

The last stage was the conclusion. Drawing conclusions should be based on the data that has been analyzed and presented. The conclusion was about how good or not the students implement the generic structure and language features of recount text.



CHAPTER IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the result of the research, the result of generic structure and language feature of recount text by tenth grade students of language specialization class representing fifteen students. The first part presents the generic structure of recount text. The second part present the language feature of recount text. The last part is discussion.

The researcher conducted a writing task in the language class at SMA Muhammadiyah 3 Jember. The writing task instruction was about writing a recount text based on students' personal experience. The researcher decided to choose personal recount because the researcher wanted to avoid cheating possibility. The researcher was also accompanied by the teacher to help the researcher control the students' behaviour. The researcher gave a task and the students had to finish it in 80 minutes. After 80 minutes, the researcher collected the works from the students. The researcher collected 31 fresh works from the students.

The results of the work showed that students wrote recount text in various ways. There were students who wrote only in one paragraph and the others wrote more than one paragraph. The researcher began to select fifteen work from thirty one task which could be use in his research. The researcher classified the works into two categories. The first was worksheets that had only one paragraph and the second was a work which had more than one paragraphs. The result was there were 16 students who included in the first category and other 15 students included in the second category. The researcher decided to use the data which was contained more than one paragraph because the researcher talked about a text, not a paragraph.

4.1 The Generic Structure of Recount Text Written by The Tenth Grade Students

The generic structure of recount text evaluated in this research were orientation, events, and re-orientation. The researcher took those three aspects of

generic structure of recount text to be analyzed because the researcher wanted to know how the students wrote the generic structure.

Table 4.1 The Generic Structure of Recount Text Written by The Tenth Grade Students

NO	TITLE	ORIENTATION	EVENTS	RE-ORIENTATION
1	Went to The Zoo With My Family	V	V	V
2	Holiday in Kalibaru Waterfall	V	V	V
3	My Holiday in Banyuwangi	V	V	V
4	My Holiday with Family	V	V	V
5	Our Trip to WBL Lamongan	V	V	V
6	Visiting Way Kambas	V	V	V
7	My Journey Going to Banyuwangi	V	V	V
8	My Unforgettable Experience	V	V	V
9	Went Vacation In Ngawi	V	V	V
10	Vacation in Hospital	V	V	V
11	Beautiful at Jogja	V	V	V
12	Cuban Sewu Holidays	V	V	V
13	My Holiday Experience in Surabaya	V	V	V
14	Holiday in Bali	V	V	V
15	My Vacation in Bali	V	V	V

Table above showed that all students were able to write recount text by following the theory. The students' work had indicated orientation, events and re-orientation. The students' organization of the generic structures also followed the theory. They wrote orientation at the beginning, events in the middle and re-orientation at the end of story. So, the students' work had followed the theory of recount text without any little mistakes in organizing the generic structures.

4.2. How Do Students Write Orientation, Events and Re-orientation

An orientation is one of the generic structures applied in recount text. An Orientation usually used as an opening paragraph to introduce the reader about the character, location, and time. An orientation was used to set the scene and it had key relevant information.

Table 4.2 The Orientation Written by The Tenth Grade Students

NO	TITLE	ORIENTATION
1	Went to The Zoo with My Friend	Day last week I went to the zoo in my city with a friend on a motorcycle. Zoo in a place which worth visiting because I love animals. I bring food to feed the animals and a camera to take a picture.
2	Holiday in Kalibaru Waterfall	On sunday, I and my best friend, Della, visited kalibaru waterfall in Banyuwangi. It was the first time for me to visit the waterfall.
3	My Holiday in Banyuwangi	A weeks ago, I went to Banyuwangi with 5 my friends. We going to banyuwangi by motorcycle. In the morning before I go, I prepared my luggage and I picked up my friends at his home. And we were went to banyuwangi.
4	My Holiday with Family	Last years my family and I went to the prigen zoo, when the school holiday.
5	Our Trip to WBL Lamongan	Three years ago, my friends and I went to WBL. Went to WBL my experience very valuable because my experience very many before left. I not sleep and always to prayer and at morning day really to WBL.
6	Visiting Way Kambas	Yesterday, I nad my family went to way kambas national park to see the elephants and rhinos conserved there. Park which is used as elephant and rhino sanctuary located in labihan raru district, east lampung, lampung, indonesia.
7	My Journey Going to Banyuwangi	Last holiday, I went to Banyuwangi with my friends.
8	My Unforgettable Experience	Ok guys, now, I wanna tell you about my unforgettable experience. I think it isone of my sad moments that ever happened to me. This accident happened on frida, october 21st in the afternoon.
9	Vacation in Ngawi	Holiday in the 9th grade, my familiy went to Ngawi.
10	Vacation in Hospital	While an vacaton yesterday, I went to the hospital. Because my grandmother was sick. Everyday I was with my mother turns to keep the grandmother in

		hospital
11	Beautiful Day at Jogja	Last week, my friends and I went to Jogja.
12	Cuban Holidays Sewu	When I was in junior high school, I and my friend go somewhere in the city of east java lumajang. I and my friend visited the natural panorama of waterfall.
13	My holiday Experience in Surabaya	Last moth, I went to Surabaya and their families. We visited several tourist attractions.
14	Holiday in Bali	In the 9th grade, my school friends on holiday in bali.
15	My vacation in Bali	When I was 3rd grade of junior high school, my friends and I trip to bali for vacation. We were there for three for five days. We got many precious experiences during the vacation.

The table above showed that the students wrote the orientation in variety of ways. It can be classified into three categories. The first was the students who wrote the orientation in one sentence. The second was the students who wrote the orientation in two sentences. The last was the students who wrote the orientation in three senteces. Although the orientation that had been written by students was different, the students had written the important elements of orientation. They were the character of the events, the location of the events and the time of the events.

4.2.1 The Students' Orientation Written in One Sentence

The studdents in this category showed that they wrote the orientation in one sentence. There were five students who wrote the orientation in a sentence. They wrote about the character of the text, the time of the event, and the location of the event in a sentence.

Table 4.3 The Orientation in One Sentence

NO	TITLE	ORIENTATION
4	My Holiday with Family	Last years, my family and I went to the prigen zoo, when the school holiday.
7	My Journey Going to Banyuwangi	Last holiday, I went to Banyuwangi with my friends
9	Vacation in Ngawi	Holiday in the 9th grade, my family went to Ngawi

11	Beautiful Day at Jogja	Last week, my friends and I went to Jogja.
14	Holiday in Bali	In the 9th grade, I and my school friends on holiday in bali

Based on the table above, all the students wrote about the time of the event in the beginning of the sentence. The student used adverb of time to begin the orientation. The time of the event that was written by five students in this category also showed similarity. The students liked to write the word "last" and "in.....". For example, 4) "*last year*", 7) "*last holiday*", 9) "*holiday in 9th grade*", 11) "*last week*", and 14) "*in the 9th grade*".

After that, they put the subject as character of the text in the middle of sentence. The writers involved themselves in the story because the type of recount text is personal recount. For example, 4) "*my family and I*", 7) "*I*", 9) "*my family*", 11) "*my friends and I*" and 14) "*I and my school friends*".

The location of the event was written in the end of sentence. Almost all students in this category wrote the name of cities as the location of the events. There was only one student who mentioned the location in different way. For example, 4) "*banyuwangi*", 7) "*ngawi*", 9) "*prigen zoo*", 11) "*Jogja*", and 14) "*bali*". Those five students had same characteristics in writing the orientation. They mentioned the time in the beginning of sentence. It showed that their style of writing orientation was began by writing adverb of time, subject in the middle and location of destination at the end of sentence.

4.2.2 The Students' Orientation Written in Two Sentences

The students in this category showed that they wrote the orientation in two sentences. There were four students who wrote the orientation in two sentences. They wrote about the character of the text, the time of the event, and the location of the event in two sentences.

Table 4.4 The Orientation in Two Sentences

NO	TITILE	ORIENTATION
2	Holiday in Kalibaru Waterfall	On sunday, I and my best friend, Della, visited kalibaru waterfall in Banyuwangi. It was the first time for me to visit the waterfall.
6	Visiting Way Kambas	Yesterday, I nad my family went to way kambas national park to see the elephants and rhinos conserved there. Park which is used as elephant and rhino sanctuary located in labihan raru district, east lampung, lampung, indonesia.
12	Cuban Sewu Holidays	When I was in junior high school, I and my friend go somewhere in the city of east java lumajang. I and my friend visited the natural panorama of waterfall.
13	My holiday in Experience in Surabaya	Last moth, I went to Surabaya and their families. We visited several tourist attractions.

Based on the table above, they wrote the time of the event in the beginning of the orientation. The students used adverb of time to show the time of the event. The time of the event that used by those four students in this category showed the differences but, there was one student who wrote the time in present. For examples, 2) "*On sunday*", 6) "*Yesterday*", 12) "*When I was in junior high school*", 13) "*Last month*".

After that, they put the subject as character of the text in the middle of first sentence. The writers involved themselves in the story because the type of recount tex tis personal recount. For example, 2) "*I and my best friends*", 6) "*I and my family*", 12) "*I and my friend*" and 13) "*I and their families*".

The location of the event was written in the end of first sentence but most of them did not add a certain location to make it clear about the location. The most of students in this category wrote the name cities as the location of the event. For example, 2) "*Way Kambas national park*", 6) "*Jogja*", 12) "*Lumajang*" and 13) "*Banyuwangi*". Those four students in this category showed a bit different characteristics with the first category. The style of twriting orientation was more creative. They added some information or description about the place or how the character got the destination. So, the studentsl wrote the time of the event in the beginning. They put the character in the middle and the last is the location of the

event. After that, they wrote some information about the location or how the writer got the destination.

4.2.3 The Students' Orientation Written in Three Sentences or More

The students in this category showed that they wrote the orientation in three sentences. There were six students who wrote the orientation in three sentences. They wrote about the character of the text, the time of the event, and the location of the event in a sentence.

Table 4.5 The Orientation in Three Sentences or More

NO	TITLE	ORIENTATION
1	Went to The Zoo with My Friend	Day last week, I went to the zoo in my city with a friend on a motorcyle. Zoo in a place which worth visiting because I love animals. I bring food to feed the animals and a camera to take a picture.
3	My Journey Going to Banyuwangi	A weeks ago, I went to Banyuwangi with 5 my friends. We going to banyuwangi by motorcycle. In the morning before I go, I prepared my luggage and I picked up my friends at his home and we were went to banyuwangi.
5	Our Trip to WBL Lamongan	Three years ago, my friends and I went to WBL. Went to WBL my experience very valuable because my experience very many before left. I not slep and always to prayer and at morning day really to WBL.
8	My Unforgettable Experience	Ok guys, now, I wanna tell you about my unforgettable experience. I think it isone of my sad moments that ever happened to me. This accident happened on friday, october 21st in the afternoon.
10	Vacation in Hospital	While an vacaton yesterday, I went to the hospital. Because my grandmother was sick. Everyday I was with my mother turns to keep the grandmother in hospital
15	My vacation in Bali	When I was 3rd grade of junior high school, my friends and I trip to bali for vacation. We were there for three for five days. We got many precious experiences during the vacation.

Based on the table above, the five students wrote about the time of the event in the begining of the orientation but there was only one student who wrote

the time of event differently. The five students used adverb of time to begin the orientation by using adverb of time. For example 1) "*day last week*", 3) "*a week ago*", 5) "*three years ago*", 10) "*while an vacation yesterday*", and 15) "*when I was 3rd grade of junior high school*".

After that, the five students put the subject as character of the text in the middle of first sentence. The writers involved themselves in the story because the type of recount text is personal recount. For example, 1) "*I and my friend*", 3) "*I and 5 my friends*", 5) "*my friends and I*", 10) "*I and my mother*", and 15) "*my friends and I*". The five students wrote location of the event in the similar way. They put the location in the end of the first sentence. For example, 1) "*Zoo*", 3) "*Banyuwangi*", 5) "*WBL*", 10) "*hospital*", and 15) "*Bali*". Although this students' organization in writing orientation showed similarity with the first and second category, the students in this category could developed their orientation better than the first and second category. It could be seen in the length of orientation.

The last one student wrote the time of event differently. This student's structure of writing orientation was different. The student did not began with adverb of time. The student develop the orientation in different way. For example 8) "*Ok guys, now, I wanna tell you about my unforgettable experience*". This student also did not write the location in the orientation but the student mentioned where the event happened in middle of story. Those six students in this category showed a bit different characteristics with the other categories. The way of they wrote the orientation was more creative. Each writer develop the first sentence differently but it could be concluded that the writers add information about the location, the writers added information about how the writers got the destination, the writes also added information how long the event happened. The students in this category wrote the orientation in three sentence and the sentence was more creative. Those five students wrote the aspect of orientation in the beginning paragraph but the other one did not.

4.2.4 Events

An event is one of the generic structures which is applied in recount text. An event was main focus in this text. It was used to tell the story that happened in the past. The contain of event could be in various type such as personal experience, history of building or place, and etc.

Table 4.6 The Events Written by The Tenth Grade Students

NO	TITLE	EVENTS
1	Went to The Zoo with My Friend	I bring food to feed the animals and a camera to take picture. I was taking pictures of animals. I had pictures of monkeys who were eating bananas. I also took a picture with my friend with birds of paradise. At 12.00, I was hungry. I stopped at a store and buy food.
2	Holiday in Kalibaru Waterfall	When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green. Ib banyuwangi, we took a little bit trekking to find kalibaru waterfall. It was too bad for me because the distance to see the waterfall was to far. After taking so far distance, we found kalibaru waterfall. What a beautiful waterfall. We enjoyedthe nice water in the rain forest surrounding the waterfall. Hearing the sound of fallung water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy.
3	My Holiday in Banyuwangi	In the morning before I go, I prepared my luggage and I picked up my friend at his home and we were went to banyuwangi at 07.00 am. When we arrived at banyuwani we went to the lake in kalibaru. It is so bautiful palce but so many broken road in there. And at 10.00 am, we were arrive at the lake, we go swimming and take some picture. And after swimming we take a bath. After that, we were went to waterfall in kalibaru too. Our trip of approcimately 30 minutes. In waterfall I am bemused with the waterfall. It is very amazing scenery. and I am not thinking lot and I immediately swim in waterfalls, and we take picture.
4	My Holiday with Family	We went to malang after pray subuh. When we arrived in malang, we have to breakfast. and after breakfast we go to prigen zoo. When we got to there, we have to bought a ticket. After we bough a ticket, we can go directly get in to the zoo. In there, we saw some elephant, tiger, lion and a lot of animals. After that we

		enjoyed some elephant performances such as playing football, sitting, and greeting the visitors. Finally, after having some visit, we should go to the home.
5	Our Trip to WBL Lamongan	In the tour before went to WBL I request prayer to my parents. That deep tour lucky after that we entry bus and select chair. Before leave I prayer together with my friends and my teachers. Deep tour opinion where and sit I down from bus, then we bought ticket and entry to WBL lamongan. I try to game to be us side arena after that we went home. but to call restaurant and we went to home. Deep tour to went home we sang with my friends and arrived to the home.
6	Visiting Way Kambas	When we got there, we saw some elephants performances. Unfortunately, we could not see the sumaran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourist can not see the sumatran rhino's natural breeding. In the afternoon, we saw some animals which were being fed.
7	My Journey Going to Banyuwangi	When the middle of our trip, was a short break to calm the body. We take a short break just 5 minutes and we start the journey nack to Banyuwangi. After a few hours of trip until gumitir area is the path that has terrain scary but we can pass through these roads to be careful. Upon arrical our banyuwangi, First goal is lake in area kalibaru. When we arrive in the lake, we go swimming, take picture, eat something, and go swimming again and take a bath and take picture again with , my friends and we left the lake to go to next destination. Before we go to the next destination, we searh the nearest mosque to pray. After we pray, we start another journey. On our way the next place not so far away but the path we pass is not very supportive, but we still had to travel. When we got there we were amazed by the scenery there. We Immediately change clothes abd swim under a waterfall. We were there doing something very enjoyble.
8	My Unforgettable Experience	At that time, I had finished my extracurricular in the school and I wanna went home by a lin. So, I crossed the big street in front out school by myself only and I know that street is not too crowded. So, I crossed it slowly and yes, I can crossed it succesful at the first. But when I was in the center of a street, I wanna cross again, at first the transportations speed is not fast. So, I crossed it slowly again but suddenly there was a

		<p>motorcycle driven by a girl (err she carried her friends too) yelling at me like "aaaa! aaa!" from my left side, I heard it but I do not know if she is yelling at me. So, she strikes me from the left and I fell to the street. Uh, i'm shocked and it's so hurt.</p> <p>My left knees got injured. It is not a wound but it is a black injured (in Indonesian called lebam). And then the driver and her friend helped me, and many students, teacher and a security helped me too. I guided to back to school. and my seniors tried to heal me. The driver can't do anything so she gave me fifty thousand rupiahs for medicinal treatment. She and I apologized for each other. and then I went home with my senior navila. Accompanied too with my other seniors, Bentang and Hardar.</p>
9	Vacation in Ngawi	<p>I went on the morning hours 05.00. I went to use the car. At the way, I buy souvenirs to my brothers. After five hours of my journey and my family at home my brothers. The atmosphere at first came we in welcome with very friendly, because this meeting is held 2 years once. When in the brothers, having a family gathering my brothers, but gathering of his family at start at the next. After few days overnight in the brothers, me and the family home.</p>
10	Vacation in Hospital	<p>My grandmother suffered from diabetes, he has been treated since Wednesday night because of declining health, then family suggested that my grandmother did inpatient hospital. After one week of being treated in hospital, the doctor then gave permission for administration section and buy medicine to take home.</p>
11	Beautiful Day at Jogja	<p>First we visited Parang Tritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.</p> <p>Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tiger, crocodiles, snakes, etc. We looked around in that zoo and also took pictures of those animals. Then, we felt hungry. So we went to a restaurant. As soon as we finished our lunch, we decided to go home.</p>
12	Cuban Holidays Sewu	<p>I set off from home using the motorcycle CB and we set off at 8 pm and up at 11 o'clock at night Cuban Sewu and we were looking for a restaurant for dinner. After</p>

		<p>dinner, we straight to sleep at villa that has been our message. At 4 o'clock we woke up for morning prayers. After prayer, we get ready to continue the wat to the cuban sewu waterfall. Do not forget we eat before and at the restaurant last night.</p> <p>After we finished our meal I not forget to pay and we went on a trip to the waterfall. We left at 7 of the villa. Inthe middle of the trip, amid fighting monkeys food from people throwing food. We were laughing at the monkey who captured these foods. Ha Ha Ha... and we arrived at the parking lot of cuban sewu. We continued our journey towards the cuban sewu waterfall and when he got in niagara U was amazed by all the beautiful waterfall.</p>
13	My holiday Experience in Surabaya	<p>First, we went to the aunt who was in the area around the monument of heroes and after that we went to the monument of heroes around 7 am. Immediately after the until we took a pickture together. But we are not allowed to enter because it is not yet time to be opened for visitors. After that we decided to go to the grave of Sunan Ampel for pilgrimage, After we walked towards the car park to the tomb of Sunan Ampel by passing arab village and there are also Sunan Ampel mosque. After completion of the pilgrimage, I saw many jugs which are located around the tomb containing water which he believed to cure diseases. After that, I went to the zoo. We buy a ticket at a price of is thousand per person. Them we went to see the see the great variety of animals there with the occasional picture.</p>
14	Holiday in Bali	<p>Me and friends gathered at the school at 9 pm, my friend who brought a suitcase and were carrying bags only. Exactly 10 pm, I and my friends riding the bus, I sat alone in the front behind the driver. Silent atmosphere in the bus really was only the sound of cars and motorcycles that are running. Until banyuwangi at 5 am, I headed home to eat lestari and there also can cleanse the body and changed.</p> <p>After eating and then proceed to the port of ketapang there I saw a beautiful view. Arriving at the port of ketapang bus also pay taxes to enter the port of ketapang, already pay taxes bus was entering the ship that aims to bali but I and my friends were sent down to run to walk into the vessel. Once the port of Gilimanuk bali. I boarded the bus again, straight to the beach pandawa, GWK, beach kutai and jogger. I was in bali for 3 days 2 nights. After that I prepare to return</p>

		to jember again. I took a lot of the souvenirs. I got jember at 10 pm and I am waiting for pick up lucky to come home.
15	My vacation in Bali	<p>First day, we visited kuta beach in the morning we saw the lovely sunrise there. It was an outstanding view. Then, we checked in the hotel at the night. After taking a nap at the hotel, we went to tana lot, tanah lot was nice. It was lovely place for taking photo. We saw so many tourist there.</p> <p>Second day, we spent our time on tanjung benoa beach. We played wayer sports at there. We drove banana boat and speed boat in the afternoon, we went to Penyu Island to see unique animals such as bing turtles, snake and sea birds. We felt enjoyed an happy.</p> <p>The last day, we went to sageh. We could senjoy the shady forest yhere were so many monkeys. Sometimes the monkey could be naughty. We visited to sukowato market. I bought bali T-shirt, souvenirs and some food for gift there. And the night we had to check out from our hotel.</p>

Table above showed that the students wrote in variety of ways. It could be classified into three categories. The first was the students who wrote the events in one paragraph. The second was the students who wrote the events on two paragraphs. The last was the students who wrote the events in three paragraphs.

Generally, the data showed that the students had various ways in writing the beginning of the event paragraph. There were some of them who used time connective in the begining of sentence. The first category was the students who wrote the event of recount text only in one paragraph. Based on the data, there were many students who wrote the events in one paragraph. The data number 1,2,3,4,5,6,9,10 and 13 were showed that the paragraph contained of 4 to 6 sentences. The students also began the event paragraph by using adverb of time to begin the event paragraph. For example 2) "*When we arrived at the hill, I felt so fresh and I could enjoy the scene*". There was also a student who used time connective in the beginning of event paragraph to tell the beginning of student's story. For example, 13) "*First, we went to the aunt who was in the area around the monument of heroes and after that we went to the monument of heroes around 7 am*". After that, the student combined with conjunction to continue the next story.

In addition, there was a student who directly wrote what they did without wrote adverb of time or time connectives. For example 1) "*I bring food to feed the animals and a camera to take picture*".

The students' organization of the events showed similarity. Most of the students in the first category wrote the paragraph in four until six sentences, but the sentence that was written by them belonged to compound sentence. The other students wrote the sentences in simple sentences. There were some students who began with subject in the begining of the paragraph. The most similiarity of the data showed that they used adverb of time but some of them wrote in the begining of sentence and the others wrote the adverb of time in the end.

The second category was the students who wrote the events in two paragraphs. Based on the data above showed that the students wrote the events in two paragraphs. The data number 7, 8, 11, 12 and 14 was written in two paragraph. Each paragraph also contained four until six sentences. Although the students in second category wrote more sentences than the first category, the amount of sentences in each paragraph was the same.

The students in second category wrote their events paragraph in various ways by using adverb of time in the begining of their paragraph. Many students used adverb of time to begin the paragraph in this category. The students tried to show the time of event in the begining of a sentence. The others wrote the events as usual by using subject in the begining of a sentence. So, the students who wrote the event paragraph in this category showed difference arrangement. There were some students who wrote the adverb of time in the beginning. The others wrote the subject in the beginning.

The third was students wrote the events in three paragraphs. There was only one student who wrote the events paragraph in three paragraphs. The data number 15 was three paragrahs. The student began the events paragrapah in the second paragraph by using time connective or conjunction. The first event paragraph told the reader about the beginning of journey. The student visited the first place and told about what she had done in that place. After the student told the the event in one place, the student continued to new paragraph by adding time

connective or conjunction in new paragraph. The student separated each paragraph by using time connective. The time connective that used were first, second, third, etc. The student wrote the event in 4-5 sentences in each paragraphs. Therefore, the data number 15 showed that the student separated each paragraph by using time connective and her event paragraphs contain of 4 to 5 sentences in each paragraph.

4.2.5 Re-orientation

Re-orientation was the last part of the generic structures in recount text. The re-orientation used as closing paragraph to conclude or give personal comment about the story. The re-orientation was added in the last sentence of the recount text. It could be written in one paragraph or a few sentences.

Table 4.7 The Re-orientation Written by The Tenth Grade Students

NO	TITLE	RE-ORIENTATION
1	Went to The Zoo with My Friend	It is the journey likeable. I feel very happy.
2	Holiday in Kalibaru Waterfall	It was unforgettable moment. I really enjoyed.
3	My Holiday in Banyuwangi	It was very good experience.
4	My Holiday with Family	When we returned home and we were tired but were happy because we had so much fun in prigen zoo.
5	Our Trip to WBL Lamongan	I story with my parents and I very happy with experience in the WBL, thank you very much.
6	Visiting Way Kambas	When we returned home, we were tired but we were happy because we had so much fun in way kambas.
7	My Journey Going to Banyuwangi	We were there doing something enjoyblr.
8	My Unforgettable Experience	And from this experience, I'll more carefully if I crossed a street.
9	Vacation in Ngawi	I am very happy at home from the brothers, because I was given ampao
10	Vacation in Hospital	After 1 week of being treated in hospital, the doctor then gave permisson for the section and but medicine to take home.
11	Beautiful Day at Jogja	For me, that was beautiful day though I could not visit malioboro. We really enjoyed it and I hope I could visit Jogja again.

12	Cuban Holidays	Sewu	In niagara, I was amazed by all the beautiful waterfall.
13	My Experience Surabaya	holiday in	When satisfied, we wend home with a happy heart.
14	Holiday in Bali		I got jember at 10pm and I am waiting for pickip lucky to come home.
15	My vacation in Bali		An the nigh, we had to check out from the our hotel. We want back home and bring so many unforgettable memories of bali.

The data provided in the table above showed that the students wrote the re-orientation. The students who wrote re-orientation showed similarities. The first similarity was that the students wrote the re-orientation at least in 1 sentence. Some of the students wrote the re-orientation about personal feeling or personal comment about their unforgettable experience and the others only wrote a sentence that indicated end of the story.

4.3 The Problem of Using Language Features

The students had some similarity problems in recount text writing especially in the use of language features. The data were analyzed by using error analysis method in aspect of simple past tense, the use of action verb and the use of adverb of time. The researcher wanted to know about students' performance in using language features of recount text. First, the researcher analyzed each sentences which contained of simple past tense. Then, the researcher analyzed how students' performance in using simple past tense. For example, "*I am ready to go home*". The sentence which written by students was using present tense. So, the researcher could classify it into the error of using simple past tense.

After that, the researcher analyzed each sentences which contained of action verb. Then, the researcher analyzed how the students' performance in using action verb. For example, "*I story with my parents and I very happy with experience in WBL, thank you very much*". The sentence showed that the student had a problem in using action verb. The student use the word "*story*" as action

verb. It did not make sense in student's sentence. The student had to use verb "told". So, the researcher classify it into the error of using action verb.

At last, the researcher analyzed students sentences which contained of adverb of time. The researcher analyzed how the students' performance in using adverb of time. For example, "Day last week, I went to the zoo in my city with a friend on a motorcyle." The student's sentence showed that the student used adverb of time in the begining of sentence. The problem was the adverb of time did not makes any sense. The student had to change "Day last week" to "Last week". Based on explanation above, the researcher analyzed and presented the error of simple past tense, action verb and adverb of time in following table:

Table 4.8 The Problem of Using Language Features

NO	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
1	5	5	1
2	3	-	-
3	10	12	3
4	5	6	-
5	9	5	3
6	-	1	-
7	9	14	1
8	9	2	-
9	8	2	2
10	-	-	-
11	-	-	-
12	6	5	-
13	5	3	3
14	6	4	2
15	-	-	1
Total	75	59	16

The table showed that the highest error of using language features in recount text was the use of simple past tense. The second problem was the use of action verb and the last was the use of adverb of time. The unique of the table above was there were some students who did not make any mistakes in using

simple past tense, action verb and adverb of time. The sign (-) meant that the student did not have any problem in using simple past tense, or action verb or adverb of time.

4.3.1 The Error Analysis of Using Simple Past Tense

The result of the analysis revealed that most of the students had a problem with the use of simple past tense. The error using of simple past tense showed the highest number of error between the other category which were analysed. The researcher represented the error of simple past tense in following table:

Table 4.9 The Error of Using Simple Past Tense

NO	THE ERROR OF USING SIMPLE PAST TENSE	THE CORRECTION OF USING SIMPLE PAST TENSE
1	I am ready to go home	I was ready to go home
2	-	-
3	It is so beautiful place but so many broken road in there	It was so beautiful place but so many broken road in there
4	And after breakfast, we go to prigen zoo.	And after breakfast, we went to prigen zoo.
5	In the tour before went to WBL I request prayer to my parents	In the tour before went to WBL, I asked for pray to my parents
6	-	-
7	When the middle of our trip was a short break to calm the body, we take a short break just 5 minutes and we start the journey back to Banyuwangi.	When the middle of our trip was a short break to calm the body, we took a short break just 5 minutes and we started the journey back to Banyuwangi.
8	And I know that the street is not too crowded.	And I knew that the street was not too crowded
9	At the way, I buy souvenirs to my brothers.	At the way, I bought souvenirs to my brothers
10	-	-
11	-	-
12	After prayer, we get ready to continue the way to the cuban sewu waterfall.	After prayer, we got ready to continue the way to the cuban sewu waterfall
13	We buy a ticket at price of 15 thousand per person.	We bought a ticket at price of 15 thousand per person
14	After that, I prepare to return to jember again.	After that, I prepared to return to Jember again

15	-	-
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The most error of using simple past tense is the students did not follow the rule of simple past tense. The students did not use verb2 to indicate that the sentence was simple past tense. The other error was they did not use suitable auxiliary verb (be) in their sentence, although the organization of the sentence was good. The other kind of error was their organization of the sentence was not appropriate. They forgot to write the subject in their sentence and they used conjunction in the beginning of sentence. The sign (-) meant that the student did not have any problem in using simple past tense.

4.3.2 The Error Analysis of Using Action Verb

The result of the analysis revealed that most of the students had problem with the using of action verb. The error using of action verb showed that the second concern of error between the other category which had analysed. The researcher represented the error of using of action verb in following table:

Table 4.10 The Error of Using Action Verb

NO	THE ERROR OF USING ACTION VERB	THE CORRECTION OF USING ACTION VERB
1	I <i>bring</i> food to feed the animals and a camera to take picture	I brought food to feed the animals and a camera to take picture.
2	-	-
3	And I am not <i>thinking lot</i> and I immediately <i>swim</i> in waterfalls, and we <i>take</i> picture.	I was not thought a lot and I immediately swam in waterfalls, and we took picture.
4	And after breakfast, we <i>go</i> to prigen zoo.	After breakfast, we went to prigen zoo.
5	I <i>story with</i> my parents and <i>I very happy with experience in WBL</i> , thank you very much.	I told to my parents and I was very happy with my experience in WBL, thank you very much.
6	-	-
7	We <i>take</i> a short break just 5 minutes and we <i>start</i> the journey back to Banyuwangi.	We took a short break just 5 5 minutes and we started the journey back to Banyuwangi.
8	So, she is <i>strikes</i> me from the left and I <i>fell to</i> the street.	So, she hit me from the left and I fell on the street.

9	<u>At the way</u> , I <u>buy</u> souvenirs <u>to</u> my brothers.	On the way, I bought souvenirs for my brothers
10	-	-
11	-	-
12	When I was in junior high school, <u>I and my friend go</u> somewhere in the city of east java lumajang.	When I was in junior high school, My friend and I went to somewhere in the lumajang city, East java.
13	We <u>buy</u> a ticket at <u>a price of</u> 15 thousand per person.	We bought a ticket at cost 15 thousand rupiah per person
14	Exactly 10 pm, I and my friends <u>riding</u> the bus.	Exactly 10 pm, my friends and I rode the bus.
15	-	-

The most error of the using of action verb was the students did not use the action verb in the correct form. Most of the students often wrote their action verb in the form of present. The other error of using action verb was the students did not use the appropriate word to express an action. For example, "*I story with my parents and I very happy with experience in WBL, thank you very much*". In Bahasa, the researcher could understand that the student wanted to write "tell" but the student wrote "story" which had different meaning with the word "tell". The sign (-) meant that the student did not have any problem in using action verb.

4.3.3 The Error Analysis of Using Adverb of Times

The result of the analysis revealed that most of the students had a problem with the adverb of time. The error of using adverb of time showed the lowest concern of error between the other category which had analysed. The researcher represented the error of using adverb of time in following table:

Table 4.11 The Error of Using Adverb of Time

NO	THE ERROR OF USING ADVERB OF TIME	THE CORRECTION OF USING ADVERB OF TIME
1	<u>Day last week</u> I went to the zoo <u>in</u> my city with a friend <u>on</u> a motorecyle	Last week, I went to the zoo at my city with a friend by motorecycle
2	-	-
3	<u>In the morning before I go</u> , I prepared my luggage and I picked up	The morning before I left, I prepared my luggage and I picked up my friend

	my friend at his home and <u>we were went</u> to banyuwangi at 07.00 am.	at his home and we went to banyuwangi at 07.00 am.
4	-	-
5	<u>Deep tour to went home</u> we sang with my friends and arrived <u>to the</u> home	On the way home, we sang with my friends and arrived at home.
6	-	-
7	<u>When we arrive in the lake</u> , we go swimming, take picture, eat something, and go swimming again and take a bath and take picture again with , my friends and we left the lake to go to next destination	When we arrived at the lake, we went swimming, took picture, ate something and went swimming again and took a bath and took picture again with my friends and we left the lake to go to the next destination.
8	-	-
9	I went <u>on the morning hours 05.00</u> .	I went at 5 in the morning
10	-	-
11	-	-
12	-	-
13	<u>Last moth</u> , I went to Surabaya <u>and their families</u> .	Last month, I went to Surabaya with my family
14	<u>Until banyuwangi at 5 am</u> , I headed home to eat lestari and there also can cleanse the body and changed	Arrived banyuwangi at 5 am, I headed home to eat at lestari and I cleaned my the body and changed clothes.
15	-	-

The most error of using adverb of times was the students did not use the appropriate adverb of times. The inappropriate adverb of time means that the adverb of time did not make any sense. For example, "*Day last week*". Those adverb of time did not make any sense. It could be that the student translate a phrase from Bahasa to English. The students were lack of sense when they wrote an adverb of times. The sign (-) meant that the student did not have any problem in using adverb of time.

4.4 Discussion

The result of the research found that there were similarities in some aspects of writing recount text. The similarities of writing recount text were the way of students who wrote the generic structures of recount text among fifteen

students and the error of using recount texts language features in aspect of the use of simple past tense, the use of action verb and the use of adverb of time.

The result showed that the students had followed the theory of recount text. The students wrote all aspects of recount text. They were orientation, event and re-orientation. The documents showed that the students did not face any problem in writing orientation, events and re-orientation. The documents also showed that the students did not face any problem with the topic. The topic was about personal experience. The students wrote their experiences in chronological events. According to Bennet, Carter and Marino (2013: 13) recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. It means that the students' work had followed the theory of recount text.

The students' work represented that the way of students' writing had some similarities. The generic structures written by the students showed some similarities in organization. The first was the style of their orientation showed similarities. The students wrote the orientation in one sentence, two sentences and three sentences. Although the students did not write the orientation out of the three ways, they wrote the importance aspects of orientation.

The second similarity was how the students wrote the events in the form of recount text. There were nine students who wrote the events in one paragraph. They wrote a short story about their past experience. This proved that the students who wrote a short story had some problems in developing their idea. Jozsef (2001: 5) stated that writing involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. It could be assumed that the students faced problem in developing an idea. Moqimipour and Shahrokhi (2015: 122) stated that writing skill is nominated the most complex and complicated skill. Thus could be said that writing skill had high difficulty.

In addition, there were five students who wrote the events in two paragraphs. The story represented in two paragraphs was clear enough. The students wrote two different main activities in each paragraphs. The students explained the activity clearly. The plot story was organized chronologically. It

means that the plot of the story could be enjoyed. The students wrote four to six sentences in each paragraph.

At last, there was one student who wrote the event in three paragraphs or more. The story represented in three paragraphs was proved that the students had a lot of detail in her story. The student wrote different main activity in each paragraph. The student developed each paragraph in four up to six sentences. The story was organized chronologically. The last similarity was about how the students wrote the re-orientation. The students wrote the re-orientation in one sentence. Most re-orientation was about their personal feeling and some of students did not write their personal feeling. Although the way of writing re-orientation was different, it was also indicated the end of the story.

A language feature was an important aspect in recount text. The use of language features was focused on simple past tenses, action verbs and adverbs of time. The highest error from the three aspects was simple past tense. The 75 errors of using simple past tense were found in 15 students' works. The students' most errors was using present form in recount text. They had to write it in the past form. It could be assumed that the students in language program had a problem when they transfer first language to target language. The target language was unfamiliar with students so it could be the core problem of the students in developing their writing. According to Selinker (Kang and Sunmee, 2014: 95) when learners learn a second or foreign language, they naturally go through a so-called interlanguage stage, which is sort of transitional stage between the learner's native language and the target language. According to Ur (1996) as quoted in Xin (2010:1) grammar is defined as the way words are put together to make correct sentences which is functioned as a rule to make the language output possible.

The action verb was the second problem. There were two kinds of problem in this category. They were grammatical error and lexical error. The grammatical error showed that the used of action verb was not correct because it out of the rule. The students had to write the action verb in past form but they wrote in present form. The lexical error showed that the students did not know about the action verb that used in English. The adverb of time was the last problem. In this

case, the students liked to draw a situation that indicated adverb of time, but the students' situation did not make any sense.



CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions for the English teacher, the students and the other parties who need this research.

5.1 Conclusion

Since this study attempted to answer three questions, there were three conclusions that could be drawn. First, this research found about what the generic structure of recount text used by the tenth grade students. The students showed that they were following the theory of recount text but they developed their text by their own style.

Second this research found that there were similarities about how the tenth grade students wrote the generic structure of recount text. The students showed that they wrote the orientation in three different ways. It divided into three categories. They were the students who wrote the orientation in a sentence, the students who wrote the orientation in two sentences and the students who wrote the orientation in three sentences or more. The students showed that they wrote the events in three different ways. They were the students who wrote the event in a paragraph, the students who wrote the event in two paragraphs and the student who wrote the event in three paragraphs. The students wrote the re-orientation in a simple style but it had indicated end of story.

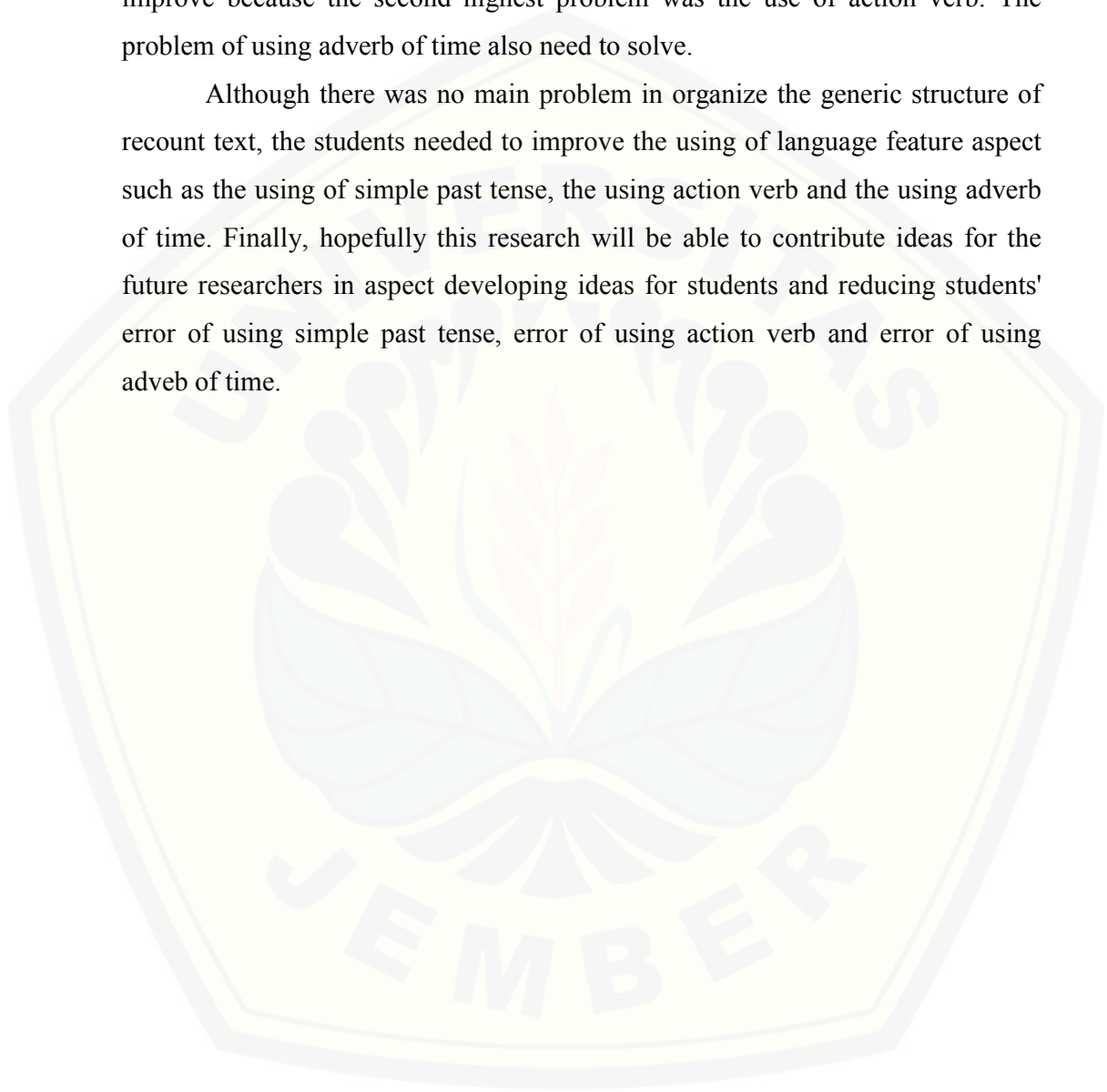
Third, this research found that there were some problems about the use of simple past tense, the use of action verb and the use of adverb of time as the language features of recount text. The highest problem in the use of language feature was the use of simple past tense. The second highest problem in the use of language feature was the use of action verb. The lowest problem in the use of language feature was the use of adverb of time.

5.2 Suggestions

The suggestions in this research are proposed to the English teacher and the future researchers. The English teacher of SMA Muhammadiyah 3 Jember

should give more example of recount text. The English teacher also should give more writing exercise of simple past tense because most of the students had a problem when they use simple past tense. The students vocabulary needed to improve because the second highest problem was the use of action verb. The problem of using adverb of time also need to solve.

Although there was no main problem in organize the generic structure of recount text, the students needed to improve the using of language feature aspect such as the using of simple past tense, the using action verb and the using adverb of time. Finally, hopefully this research will be able to contribute ideas for the future researchers in aspect developing ideas for students and reducing students' error of using simple past tense, error of using action verb and error of using adveb of time.



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APPENDIX A

RESEARCH MATRIX

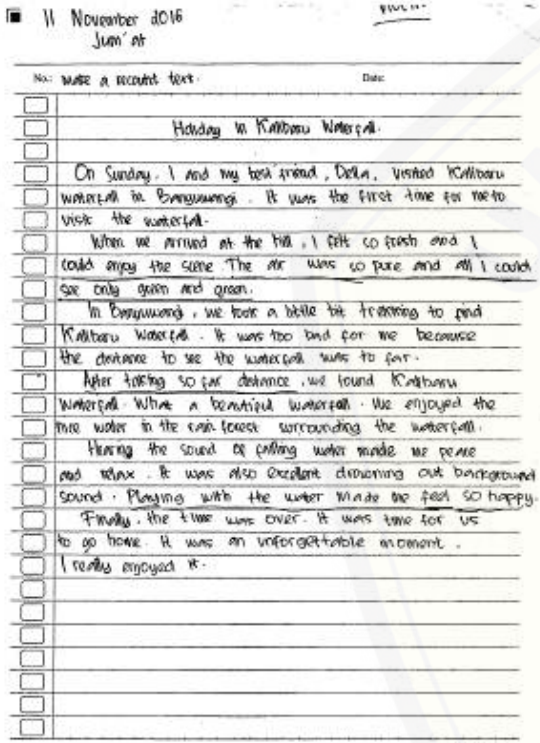
Title	Problem	Variable	Indicators	Data Resources	Research Method
The Analysis of the Generic Structure and Language Features of Recount Text Written by The Tenth Grade Students at SMA Muhammadiyah 3 Jember	<ol style="list-style-type: none"> 1. What are the generic structure of recount text written by the tenth grade students ? 2. How do tenth grade students write orientation, event and re-orientation as the generic structure of recount text ? 3. What problem of tenth grade students in using simple past tent as the language feature of recount text 	The students' ability in writing recount text	<ol style="list-style-type: none"> 1. Generic structure of recount text: <ul style="list-style-type: none"> • Orientation • Events • Re-orientation 2. Language features of recount text: <ul style="list-style-type: none"> • Simple past tense • Action verbs • Adverbs • Conjunction • Time connectives • Noun or Pronoun • Emotive language • Personal comment 	<ol style="list-style-type: none"> 1. Respondent: the tenth year students of SMA Muhammadiyah 3 Jember 2. Informant: the English teacher of tenth year students of SMA Muhammadiyah 3 Jember 3. Documents: <ul style="list-style-type: none"> • School documents 	<ol style="list-style-type: none"> 1. Research Design: <ul style="list-style-type: none"> • Document Analysis Research: • Qualitative descriptive 2. Research Area and Research Participant: <ul style="list-style-type: none"> • The research will be conducted at SMA Muhammadiyah 3 Jember • The participants are the tenth-grade language students class 3. Data Collection Method: <ul style="list-style-type: none"> • Writing Test • Documentation 4. Data Analysis Method: <ul style="list-style-type: none"> • Qualitative descriptive

APPENDIX B

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
1	<p>Handwritten text on lined paper:</p> <p>Handwritten title: <u>Day To The Zoo With My Friend</u></p> <p>Handwritten text:</p> <p>Day last week I went to the zoo in my city with a friend on a motorcycle. Zoo is a place which worth visiting because I love animals. I bring food to feed the animals and a camera to take picture. I saw taking pictures of animals. I had picture of monkeys who were eating bananas. I also took a picture with my friend with birds of paradise. At 12.00 I was hungry. I stopped at a store and buy food. After my belly full, then I am ready to go home. It is the journey likeable. I feel very happy.</p>	<p>Day last week I went to the zoo in my city with a friend on a motorcycle. Zoo in a place which worth visiting because I love animals. I bring food to feed the animals and a acamre to take a picture</p>	<p>I bring food to feed the animals and a camera to take picture. I was taking pictures of animals. I had pictures of monkeys who were eating bananas. I also took a picture with my friend with birds of paradise. At 12.00, I was hungry. I stopped at a store and buy food</p>	<p>It is the journey likeable. I feel very happy.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
2	 <p>11 November 2016 Jember</p> <p>No. write a recount text. Date</p> <p><input type="checkbox"/> Holiday in Kalibaru Waterfall.</p> <p><input type="checkbox"/> On Sunday, I and my best friend, Della, visited Kalibaru waterfall in Banyuwangi. It was the first time for me to visit the waterfall.</p> <p><input type="checkbox"/> When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green.</p> <p><input type="checkbox"/> In Banyuwangi, we took a little bit trekking to find Kalibaru Waterfall. It was too bad for me because the distance to see the waterfall was to far.</p> <p><input type="checkbox"/> After taking so far distance, we found Kalibaru waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall.</p> <p><input type="checkbox"/> Hearing the sound of falling water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy.</p> <p><input type="checkbox"/> Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.</p>	<p>On sunday, I and my best friend, Della, visited kalibaru waterfall in Banyuwangi. It was the first time for me to visit the waterfall.</p>	<p>When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green. In Banyuwangi, we took a little bit trekking to find kalibaru waterfall. It was too bad for me because the distance to see the waterfall was to far. After taking so far distance, we found kalibaru waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall. Hearing the sound of fallung water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy.</p>	<p>It was unforgettable moment. I really enjoyed. It is the journey likeable. I feel very happy.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
3	<p>Handwritten text in Indonesian:</p> <p>Handwritten title: "My holiday in Banyuwangi"</p> <p>Handwritten text:</p> <p>A weeks ago, I went to banyuwangi with 5 my friends. we going to banyuwangi by motorcycle. In the morning, before I go, I prepared my luggage and I pickup my friends at his home. And we were went to banyuwangi at 07.00 AM.</p> <p>When we were arrived at banyuwangi, we go to the lake in kalibaru. It's so beautiful place but, so many broken road in there. And at 10.00 AM, we were arrive in the lake we go swimming and take some picture. And after we swimming we take a bath. After that, we were went to waterfall in kalibaru's too. our trip of approximately 30 minutes. in waterfall I am bemused with the waterfall it's very Amazing scenery. and I am not thinking lot and I immediately swim in waterfalls, and we take picture.</p> <p>And after that we go home. we got in Jember at sunset. I am so tired, and I go out and sleep. it was very good experience.</p>	<p>A weeks ago, I went to Banyuwangi with 5 my friends. We going to banyuwangi by motorcycle. In the morning before I go, I prepared my luggage and I picked up my friends at his home. And we were went to banyuwangi.</p>	<p>In the morning before I go, I prepared my luggage and I picked up my friend at his home and we were went to banyuwangi at 07.00 am. When we arrived at banyuwani we went to the lake in kalibaru. It is so beautiful palce but so many broken road in there. And at 10.00 am, we were arrive at the lake, we go swimming and take some picture. And after swimming we take a bath. After that, we were went to waterfall in kalibaru too. Our trip of approcimately 30 minutes. In waterfall I am bemused with the waterfall. It is very amazing scenery. and I am not thinking lot and I immediately swim in waterfalls, and we take picture</p>	<p>It was very good experience.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
4	<p>My holiday with family</p> <p>last years, my family and I went to the Prigen Zoo, when the school holiday. we went to malang after pray subuh. when we arrived in malang we had to breakfast. and after breakfast we go to prigen zoo.</p> <p>when we get to there, we have to bought a ticket. after we bought a ticket, we can go directly get in to the zoo. in there we saw some elephant, tiger, lion and a lot of animals. after that, we enjoyed some elephant performances such as playing football, sitting, and greeting the visitors. finally, after having some visit, we should go to the home.</p> <p>when we returned home, we were tired but we were happy because we had so much fun in prigen zoo.</p> <p>Nama: Ewina kurniawati Kelas: X Bahasa No : 17</p>	<p>Last years my family and I went to the prigen zoo, when the school holiday.</p>	<p>We went to malang after pray subuh. When we arrived in malang, we have to breakfast. and after breakfast we go to prigen zoo. When we got to there, we have to bought a ticket. After we bough a ticket, we can go directly get in to the zoo. In there, we saw some elephant, tiger, lion and a lot of animals. After that we enjoyed some elephant performances such as playing football, sitting, and greeting the visitors. Finally, after having some visit, we should go to the home.</p>	<p>It was very good experience.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
5	<p>Vianto Agmi</p> <p>our trip to WBL Lamongan</p> <p>Three years ago my friends and I went to WBL. Went to WBL my experience very valuable because my experience very many before left. I not sleep and always together and at morning day really to WBL. In the tour before went to WBL, I request prayer to my parents. That deep tour lucky after that we entry bus and select chair before leave I prayer together with my friends and my teachers. Deep tour, opinion where and sit look view. On moment arrive WBL Lamongan, my friends and I down from bus, then we bought ticket and entry to WBL Lamongan. I try game to be us side arena after that we went home. but to call restaurant and we went to home. Deep tour to went home we sang with my friends and arrived to the home. I story with my parents and I very happy with experience in the WBL, thank you very much.</p>	<p>Three years ago, my friends and I went to WBL. Went to WBL my experience very valuable because my experience very many before left. I not sleep and always together to prayer and at morning day really to WBL</p>	<p>In the tour before went to WBL I request prayer to my parents. That deep tour lucky after that we entry bus and select chair. Before leave I prayer together with my friends and my teachers. Deep tour opinion where and sit I down from bus, then we bought ticket and entry to WBL lamongan. I try to game to be us side arena after that we went home. but to call restaurant and we went to home. Deep tour to went home we sang with my friends and arrived to the home.</p>	<p>I story with my parents and I very happy with experience in the WBL, thank you very much.</p>

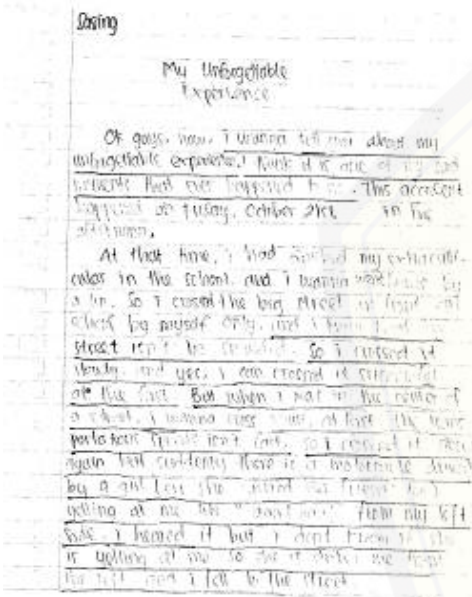
INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
6	<p>MINTIA KAMBA, RT X. Bohas</p> <p>Recount text</p> <p>Yesterday I and my family went to way kamba national park in the east district and there I sawed some way kamba national park is a national park which is used as elephant and rhino sanctuary located in labuhan raru district, east lampung, lampung, indonesia.</p> <p>When we got there, we saw some elephants performances. Unfortunately, we could not see the sumaran rhinocheros because visitors must have a special permit in advance to see them. Visitors or ordinary tourist can not see the sumatran rhino's natural breeding. In the afternoon, we saw some animals which were being fed</p> <p>When we returned home we were tired but we were happy because we had so much fun in way kamba</p>	<p>Yesterday, I and my family went to way kamba national park to see the elephants and rhinos conserved there. Park which is used as elephant and rhino sanctuary located in labuhan raru district, east lampung, lampung, indonesia.</p>	<p>When we got there, we saw some elephants performances. Unfortunately, we could not see the sumaran rhinocheros because visitors must have a special permit in advance to see them. Visitors or ordinary tourist can not see the sumatran rhino's natural breeding. In the afternoon, we saw some animals which were being fed</p>	<p>When we returned home, we were tired but we were happy because we had so much fun in way kamba</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
7	<p> Nama : Rizki Nurcahya No. : 10 Bahasa / Inggris </p> <p> My Journey going to Banyuwangi </p> <p> Last Tuesday I went to Banyuwangi with my friends, we went to Banyuwangi at eight o'clock in the morning and we went riding motorcycle, our number there was 6 people including Meen and I myself. </p> <p> When the middle of our trip was a short break, to calm the body, we take a short break just 5 minutes and we start the journey back to Banyuwangi, after a few hours up the road, Gumar area is the path that has terrain scary but we can pass through these roads to be careful. </p> <p> Upon arrival our Banyuwangi, First goal is lake in area kalibaru. When we arrive in the lake, we go swimming, take picture, eat something, and go swimming again, and take a bath, and take picture again with my friends, and we left the lake to go to the next destination. Before we go to next destination we search the nearest mosque to pray, after we pray, we start another journey, on our way to the next place not so far away but the path we pass is not very supportive, but we still had to travel. When we got there we were amazed by the scenery there, we immediately change clothes and swim under a waterfall, we were there doing something very enjoyable. </p>	<p> Last holiday, I went to Banyuwangi with my friends. </p>	<p> When the middle of our trip, was a short break to calm the body. We take a short break just 5 minutes and we start the journey back to Banyuwangi. After a few hours of trip until gumitir area is the path that has terrain scary but we can pass through these roads to be careful. Upon arrival our Banyuwangi, First goal is lake in area kalibaru. When we arrive in the lake, we go swimming, take picture, eat something, and go swimming again and take a bath and take picture again with , my friends and we left the lake to go to next destination. Before we go to the next destination, we search the nearest mosque to pray. After we pray, we start another journey. On our way the next place not so far away but the path we pass is not very supportive, but we still had to travel. When we got there we were amazed by the scenery there. We immediately change clothes and swim under a waterfall. We were there doing something very enjoyable. </p>	<p> We were there doing something enjoyable. </p>


INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
8	 <p>Doing</p> <p>My Unforgettable Experience</p> <p>Ok guys, now I wanna tell you about my unforgettable experience. I think it is one of my sad moments that ever happened to me. This accident happened on Friday, October 21st in the afternoon.</p> <p>At that time, I had finished my extracurricular in the school and I wanna go home by a lin. So I crossed the big street in front of school by myself only. And I know that street is not too crowded. So I crossed it slowly and yes, I can crossed it successful at the first. But when I was in the center of a street, I wanna cross again, at first the transportations speed is not fast. So, I crossed it slowly again but suddenly there was a motorcycle driven by a girl (err she carried her friends too) yelling at me like "aaaa! aaa!" from my left side, I heard it but I do not know if she is yelling at me. So, she strikes me from the left and I fell to the street. Uh, i'm shocked and it's so hurt.</p> <p>My left knees got injured. It is not a wound but it is a black injured (in Indonesian called lebam). And then the driver and her friend helped me, and many students, teacher and a security helped me too. I guided to back to school. and my seniors tried to heal me. The driver can't do anything so she gave me fifty thousand rupiahs for medicinal treatment. She and I apologized for each other. and then I went home with my seniors. Accompanied too with my others seniors, Bentang and Hardar</p>	<p>Ok guys, now, I wanna tell you about my unforgettable experience. I think it is one of my sad moments that ever happened to me. This accident happened on Friday, October 21st in the afternoon.</p>	<p>At that time, I had finished my extracurricular in the school and I wanna go home by a lin. So, I crossed the big street in front of school by myself only and I know that street is not too crowded. So, I crossed it slowly and yes, I can crossed it successful at the first. But when I was in the center of a street, I wanna cross again, at first the transportations speed is not fast. So, I crossed it slowly again but suddenly there was a motorcycle driven by a girl (err she carried her friends too) yelling at me like "aaaa! aaa!" from my left side, I heard it but I do not know if she is yelling at me. So, she strikes me from the left and I fell to the street. Uh, i'm shocked and it's so hurt.</p> <p>My left knees got injured. It is not a wound but it is a black injured (in Indonesian called lebam). And then the driver and her friend helped me, and many students, teacher and a security helped me too. I guided to back to school. and my seniors tried to heal me. The driver can't do anything so she gave me fifty thousand rupiahs for medicinal treatment. She and I apologized for each other. and then I went home with my seniors. Accompanied too with my others seniors, Bentang and Hardar</p>	<p>And from this experience, I'll more carefully if I crossed a street.</p>


INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
9	<p>Rohiqur Rohman SASTRAS INGERIS</p> <p>x. Paragraf 1 RECOUNT TEXT</p> <p>No: _____ Date: _____</p> <p>Went Vacation in Ngawi</p> <p>Holiday in the 9th grade, my family went to Ngawi. per Go to the brother. I went on the morning hours 05.00, I want to use the car, at the way, I buy souvenirs to my brothers. After five hours of my journey and family at home my brothers, the atmosphere at first came we in welcome with very friendly, because this meeting is held 2 years once.</p> <p>When in the brothers, having a family gathering my brothers, but gathering of his family at the start at the next, after a few days overnight in the brothers, me and the family home, I am very happy at home from the brothers, because I was given ampao.</p> <p><small>CRK12 I can do all heavy things</small></p>	<p>Holiday in the 9th grade, my family went to Ngawi..</p>	<p>I went on the morning hours 05.00. I went to use the car. At the way, I buy souvenirs to my brothers. After five hours of my journey and my family at home my brothers. The atmosphere at first came we in welcome with very friendly, because this meeting is held 2 years once. When in the brothers, having a family gathering my brothers, but gathering of his family at start at the next. After few days overnight in the brothers, me and the family home.</p>	<p>I am very happy at home from the brothers, because I was given ampao</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
10	 <p>Vacation In Hospital</p> <p>While on vacation yesterday I went to the hospital, because my grandmother was sick. Every day I was with my mother turns to keep the grandmother in hospital.</p> <p>My grandmother suffered from diabetes, he has been treated since wednesday night because of declining health, then my family suggested that my grandmother did inpatient hospital.</p> <p>After 1 week of being treated in hospital, the doctor then gave permission for the administration section and buy medicine to take home.</p>	<p>While an vacation yesterday, I went to the hospital.</p> <p>Because my grandmother was sick. Everyday I was with my mother turns to keep the grandmother in hospital</p>	<p>My grandmother suffered from diabetes, he has been treated since wednesday night because of declining health, then family suggested that my grandmother did inpatient hospital. After one week of being treated in hospital, the doctor then gave permission for administration section and buy medicine to take home</p>	<p>After 1 week of being treated in hospital, the doctor then gave permission for the section and but medicine to take home.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
11		<p>Last week, my friends and I went to Jogja.</p>	<p>First we visited parang tritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were may birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs.</p> <p>Second, we visited gembira loka zoo. We saw many kinds of animals there such as monkeys, tiger, crocodiles, snakes, etc. We looked around in that zoo and also took pictures of those animals. Then, we felt hungry. So we went to a restaurant. As sson as we finished our lunch, we finished our lunch, we decided to go home.</p>	<p>For me, that was beautiful day though I could not visit malioboro. We really enjoyed it and I hope I could visit Jogja again.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
12	<p style="text-align: center;">House Rabbit Di Gubuk</p> <p>Request text</p> <p>Cuban sewu Hibridas</p> <p>When I was in junior high school, I and my friend go somewhere in the city of east java lumajang. I and my friend visited the natural panorama of waterfall. I set off from home using the motorcycle cb, and we set off at 8 pm and up at 11 o'clock at night cuban sewu and we were looking for a restaurant for dinner. After dinner, we straight to the sleep the villa that has been our message. At 4 o'clock we wake up for morning prayers. After prayer, we get ready to continue at the way to the cuban sewu waterfall. Do not forget we eat breakfast at the restaurant last night. After we finished our meal I not forget to pay and we went on a trip to the waterfall. We left at 7 of the villa. In the middle of the trip, amid fighting monkeys food from people throwing food. We were laughing at the monkey who captured these foods. Ha Ha Ha.... and we arrived at the parking lot of cuban sewu and when he got in niagara I was amazed by all the beautiful waterfall.</p> <p style="text-align: right;">To be a winner, all you need is to play all you have</p>	<p>When I was in junior high school, I and my friend go somewhere in the city of east java lumajang. I and my friend visited the natural panorama of waterfall.</p>	<p>I set off from home using the motorcycle cb and we set off at 8 pm and up at 11 o'clock at night cuban sewu and we were looking for a restaurant for dinner. After dinner, we straight to sleep at villa that has been our message. At 4 o'clock we woke up for morning prayers. After prayer, we get ready to continue the way to the cuban sewu waterfall. Do not forget we eat before and at the restaurant last night. After we finished our meal I not forget to pay and we went on a trip to the waterfall. We left at 7 of the villa. In the middle of the trip, amid fighting monkeys food from people throwing food. We were laughing at the monkey who captured these foods. Ha Ha Ha.... and we arrived at the parking lot of cuban sewu. We continued our journey towards the cuban sewu waterfall and when he got in niagara U was amazed by all the beautiful waterfall.</p>	<p>In niagara, I was amazed by all the beautiful waterfall.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
13	<p>Name : Shabrina Wulandari no : 30 kelas : X Bahasa</p> <p>My holiday experience in Surabaya</p> <p>Last month, I went to Surabaya and their families. We visited several tourist attractions.</p> <p>First, we went to the aunt who was in the area around the monument of heroes and after that we went to the monument of heroes around 7 am. Immediately after the until, we took a picture together. But we are not allowed to enter because it is not yet time to be opened for visitors.</p> <p>After that we decided to go to the grave of Sunan Ampel for pilgrimage. After we walked towards the car park to the tomb of Sunan Ampel by passing arab village and there are also Sunan Ampel mosque. After completion of the pilgrimage I saw many jugs which are located around the tomb containing water which he believed to cure diseases. After that I went to the zoo. We buy a ticket at a price of is thousand per person. Then we went to see the see the great variety of animals there with the occasional picture.</p> <p>When we Satisfied, we wend home with a happy heart.</p>	<p>Last moth, I went to Surabaya and their families. We visited several tourist attractions.</p>	<p>First, we went to the aunt who was in the area around the monument of heroes and after that we went to the monument of heroes around 7 am. Immediately after the until we took a pickture together. But we are not allowed to enter because it is not yet time to be opened for visitors. After that we decided to go to the grave of Sunan Ampel for pilgrimage, After we walked towards the car park to the tomb of Sunan Ampel by passing arab village and there are also Sunan Ampel mosque. After completion of the pilgrimage, I saw many jugs which are located around the tomb containing water which he believed to cure diseases. After that, I went to the zoo. We buy a ticket at a price of is thousand per person. Them we went to see the see the great variety of animals there with the occasional picture.</p>	<p>When satisfied, we wend home with a happy heart.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
14	<p style="text-align: right;">Boya S.H.R Date: _____</p> <p>Recount text</p> <p style="text-align: center;">Holiday in Bali</p> <p><input type="checkbox"/> In the 9th grade, my school friends on holiday in Bali.</p> <p><input type="checkbox"/> Me and friends gathered at the school at 9 pm, my friend who brought a suitcase and were carrying bags only. Exat</p> <p><input type="checkbox"/> Exactly 10 PM I and my friends riding the bus, I sat alone in the front behind the driver. Silent atmosphere in the bus really was only the sound of cars and motorcycles that are running.</p> <p><input type="checkbox"/> Until banyuwangi at 5 am, I headed home to eat lestari and there also can cleanse the body and changed. After that and then proceed to the port of ketapang there I saw a beautiful view. Arriving at the port of ketapang, bus also pay taxes to enter the port of ketapang, already pay taxes bus was entering the ship that aims to bali but I and my friends were sent down to run to walk into the vessel. Once the port of Gilimanuk bali, I boarded the bus again, straight to the beach pandawa, GWK, beach kutai and jogger. I was in Bali for 3 days 2 nights. After that I prepare to return to jember again. I took a lot of the souvenirs. I got jember at 10 pm and I am waiting for pickup lucky to come home.</p> <p style="text-align: center;">To be a winner, all you need is to give all you have</p>	<p>In the 9th grade, my school friends on holiday in bali.</p>	<p>Me and friends gathered at the school at 9 pm, my friend who brought a suitcase and were carrying bagss only. Exactly 10 pm, I and my friends riding the bus, I sat alone in the front behind the driver. Silent atmosphere in the bus really was only the sound of cars and motorcycles that are running. Until banyuwangi at 5 am, I headed home to eat lestari and there also can cleanse the body and changed.</p> <p>After eating and then proceed to the port of ketapang there I saw a beautiful view. Arriving at the port of ketapang bus also pay taxes to enter the port of ketapang, already pay taxes bus was entering the ship that aims to bali but I and my friends were sent down to run to walk into the vessel. Once the port of Gilimanuk bali. I boarded the bus again, straight to the beach pandawa, GWK, beach kutai and jogger. I was in bali for 3 days 2 nights. After that I prepare to return to jember again. I took a lot of the souvenirs. I got jember at 10 pm and I am waiting for pick up lucky to come home.</p>	<p>I got jember at 10pm and I am waiting for pickip lucky to come home.</p>

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

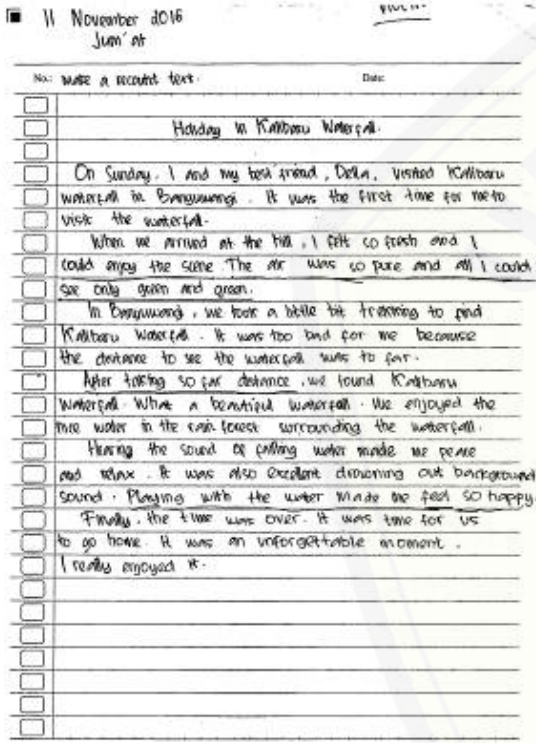
NO	DATA	ORIENTATION	EVENTS	RE-ORIENTATION
15	<p>Diana Susi A X Balwisa</p> <p>No: _____ Date: _____</p> <p><input type="checkbox"/> My Vacation in Bali</p> <p><input type="checkbox"/> When I was 3rd grade of junior high school, my friends and I trip to Bali for vacation. We were there for five days.</p> <p><input type="checkbox"/> We got many pleasant experiences during the vacation.</p> <p><input type="checkbox"/> First day, we visited Kuta beach in the morning we saw the lovely sunrise there. It was an outstanding view. Then, we checked in to the hotel at the night. After taking a nap at the hotel, we went to Tanah Lot. Tanah Lot was nice place, it was lovely place for taking photo. We saw so many tourist there.</p> <p><input type="checkbox"/> Second day, we spent our time on Tanjung Bena beach. We played water sports at there. We drove banana boat and speed boat in the afternoon, we went to Pingu Island to see unique animals such as king turtles, snakes, and sea birds. We felt enjoyed an happy.</p> <p><input type="checkbox"/> The last day, we went to Sageh. We could enjoy the shady forest there were so many monkeys. Sometimes the monkey could be naughty. We visited to Sukowato market. I bought Bali T-shirt, souvenirs and some food for gift there.</p> <p><input type="checkbox"/> And the night, we had to check out from the our hotel.</p> <p><input type="checkbox"/> We went back home and bring so many unforgettable memories of Bali.</p> <p><small>GERO Temanus will be better</small></p>	<p>When I was 3rd grade of junior high school, my friends and I trip to Bali for vacation. We were there for three for five days. We got many precious experiences during the vacation.</p>	<p>First day, we visited Kuta beach in the morning we saw the lovely sunrise there. It was an outstanding view. Then, we checked in the hotel at the night. After taking a nap at the hotel, we went to Tanah Lot, Tanah Lot was nice. It was lovely place for taking photo. We saw so many tourist there.</p> <p>Second day, we spent our time on Tanjung Bena beach. We played water sports at there. We drove banana boat and speed boat in the afternoon, we went to Penyau Island to see unique animals such as king turtles, snake and sea birds. We felt enjoyed an happy.</p> <p>The last day, we went to Sageh. We could enjoy the shady forest there were so many monkeys. Sometimes the monkey could be naughty. We visited to Sukowato market. I bought Bali T-shirt, souvenirs and some food for gift there. And the night we had to check out from our hote</p>	<p>And the night, we had to check out from the our hotel. We went back home and bring so many unforgettable memories of Bali.</p>

APPENDIX C

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
1	<p>Handwritten text on lined paper:</p> <p>Handwritten title: <u>Visit To The Zoo With My Friend</u></p> <p>Handwritten text:</p> <p>Day last week I went to the zoo in my city with a friend on a motorcycle. Zoo is a place which worth visiting because I love animals. I bring food to feed the animals and a camera to take picture. I was taking pictures of animals. I had pictures of monkeys who were eating bananas. I also took a picture with my friend with birds of paradise.</p> <p>At 12.00 I was hungry. I stopped at a store and buy food. After my belly full, then I am ready to go home. It is the journey feasible. I feel very happy.</p>	<ul style="list-style-type: none"> Day last week, I went to the zoo in my city with a friend on a motorcycle. I was taking pictures of animals I had pictures of monkeys who were eating bananas At 12.00, I was hungry. I stopped at a store and buy food. 	<ul style="list-style-type: none"> Day last week I <u>went</u> to the zoo in my city with a friend on a motorcycle. I <u>bring</u> food to feed the animals and a camera to take a picture. I was <u>taking</u> pictures of animals. I had pictures of monkeys who were eating bananas. I also <u>took</u> a picture with my friend with birds of paradise. I <u>stopped</u> at a store and <u>buy</u> food. 	<ul style="list-style-type: none"> <u>Day last week</u>, I went to the zoo in my city with a friend on a motorcycle <u>At 12.00</u>, I was hungry

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
2	 <p>11 November 2016 Jember</p> <p>No.: write a recount text. Date:</p> <p><input type="checkbox"/> Holiday in Kalibaru Waterfall.</p> <p><input type="checkbox"/> On Sunday, I and my best friend, Della, visited Kalibaru waterfall in Banyuwangi. It was the first time for me to visit the waterfall.</p> <p><input type="checkbox"/> When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air was so pure and all I could see only green and green.</p> <p><input type="checkbox"/> In Banyuwangi, we took a little bit trekking to find Kalibaru Waterfall. It was too bad for me because the distance to see the waterfall was to far.</p> <p><input type="checkbox"/> After taking so far distance, we found Kalibaru waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall.</p> <p><input type="checkbox"/> Hearing the sound of falling water made me peace and relax. It was also excellent drowning out background sound. Playing with the water made me feel so happy.</p> <p><input type="checkbox"/> Finally, the time was over. It was time for us to go home. It was an unforgettable moment. I really enjoyed it.</p>	<ul style="list-style-type: none"> • On sunday, I and my best friend, Della, visited kalibaru waterfall in Banyuwangi. • It was the first time for me to visit the waterfall. • When we arrived at the hill, I felt so fresh and I could enjoy the scene. • The air was so pure and all I could see only green and green. • In banyuwangi, we took a little bit trekking to find kalibaru waterfall. • It was too bad for me because the distance to see the waterfall was to far. • After taking so far distance, we found kalibaru waterfall. • We enjoyed the nice water in the rain forest surrounding the waterfall. • Hearing the sound of falling water made me peace and relax. • It was also excellent drowning out background sound. • Playing with the water made me feel so happy • It was unforgettable moment. • I really enjoyed. 	<ul style="list-style-type: none"> • On sunday, I and my best friend, Della, visited kalibaru waterfall in Banyuwangi. • It was the first time for me to visit the waterfall. • When we arrived at the hill, I felt so fresh and I could enjoy the scene. • The air was so pure and all I could see only green and green. • In banyuwangi, we took a little bit trekking to find kalibaru waterfall. • It was too bad for me because the distance to see the waterfall was to far. • After taking so far distance, we found kalibaru waterfall. • Hearing the sound of falling water made me peace and relax. • Playing with the water made me feel so happy. 	<ul style="list-style-type: none"> • On sunday, I and my best friend, Della, visited kalibaru waterfall in Banyuwangi. • When we arrived at the hill, I felt so fresh and I could enjoy the scene. • After taking so far distance, we found kalibaru waterfall.

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST T ENSE	ACTION VERB	ADVERB OF TIME
3	<p>Handwritten text titled "My holiday in Banyuwangi" describing a trip with friends, including activities like swimming, taking pictures, and visiting a waterfall. The text is written in a cursive style on lined paper.</p>	<ul style="list-style-type: none"> • A weeks ago, I went to Banyuwangi with 5 my friends. • In the morning before I go, I prepared my luggage and I picked up my friends at his home. • And we were went to banyuwangi at 07.00 am. • When we arrived at banyuwangi we went to the lake in kalibaru. • It is so bautiful palce but so many broken road in there. • And at 10.00 am, we were arrive at the lake, we go swimming and take some picture. • After that, we were went to waterfall in kalibaru too. In waterfall I am bemused with the waterfall. • It was very good experience. 	<ul style="list-style-type: none"> • A weeks ago, I went to Banyuwangi with 5 my friends. • In the morning before I go, I prepared my luggage and I picked up my friends at his home. • And we were went to banyuwangi at 07.00 am. • When we arrived at banyuwani we went to the lake in kalibaru. • And at 10.00 am, we were arrive at the lake, we go swimming and take some picture. • And after swimming we take a bath. • After that, we were went to waterfall in kalibaru too. • And I am not thinking lot and I immediately swim in waterfalls, and we take picture. 	<ul style="list-style-type: none"> • A weeks ago, I went to Banyuwangi with 5 my friends. • In the morning before I go, I prepared my luggage and I picked up my friend at his home and we were went to banyuwangi at 07.00 am. • When we arrived at banyuwangi, we went to the lake in kalibaru. • And at 10.00 am, we were arrive at the lake, we go swimming and take some picture. • And after swimming, we take a bath. • Our trip of approximately 30 minutes.

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
4	<p>My holiday with family</p> <p>last years, my family and I went to the prigen zoo, when the school holiday. we went to malang after pray subuh. when we arrived in malang we have to breakfast. and after breakfast we go to prigen zoo.</p> <p>when we got to there, we have to bought a ticket. after we bought a ticket, we can go directly get in to the zoo. in there we saw some elephant, tiger, lion and a lot of animals. after that, we enjoyed some elephant performances such as playing football, sitting, and greeting the visitors. finally, after having some visit, we should go to the home.</p> <p>when we returned home, we were tired but we were happy because we had so much fun in prigen zoo.</p> <p>Nama: Ewina kurniawati Kelas: X Bahasa No : 17</p>	<ul style="list-style-type: none"> • Last years my family and I went to the prigen zoo, when the school holiday. • We went to malang after pray subuh. When we arrived in malang, we have to breakfast. • When we got to there, we have to bought a ticket. • After we bought a ticket, we can go directly get in to the zoo. • In there, we saw some elephant, tiger, lion and a lot of animals. • After that we enjoyed some elephant performances such as playing football, sitting, and greeting the visitors. • It was very good experience. 	<ul style="list-style-type: none"> • Last years my family and I <u>went</u> to the prigen zoo, when the school holiday. • We <u>went</u> to malang after pray subuh. • When we <u>arrived</u> in malang, we have to breakfast. • And after breakfast we <u>go</u> to prigen zoo. • When we <u>got</u> to there, we have to <u>bought</u> a ticket. • After we bought a ticket, we can <u>go</u> directly get in to the zoo. • In there, we <u>saw</u> some elephant, tiger, lion and a lot of animals. • After that we enjoyed some elephant performances such as <u>playing</u> football, <u>sitting</u>, and <u>greeting</u> the visitors. • Finally, after having some visit, we should <u>go</u> to the home. 	<ul style="list-style-type: none"> • <u>Last years</u> my family and I went to the prigen zoo, <u>when the school holiday</u>. • We went to malang <u>after pray subuh</u>. • <u>When we arrived in malang</u>, we have to breakfast. • <u>And after breakfast</u> we go to prigen zoo. • <u>When we got to there</u>, we have to bought a ticket. • <u>After we bough a ticket</u>, we can go directly get in to the zoo. .

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
5	<p>Usanto Agmi</p> <p>our trip to WBL Lamongan</p> <p>Three years ago my friends and I went to WBL. Went to WBL my experience very valuable because my experience very many before left. I not sleep and always pray and at morning day really to WBL. In the tour before went to WBL, I request prayer to my parents. That deep tour lucky after that we entry bus and select chair before leave I prayer together with my friends and my teachers. Deep tour, opinion where and sit look view. On moment arrive WBL Lamongan, my friends and I down from bus, then we bought ticket and entry to WBL Lamongan. I to try game to be us side arena after that we went home but to call restaurant and we went to home. Deep tour to went home we sang with my friends and arrived to the home. I story with my parents and I very happy with experience in the WBL, thank you very much.</p> <p>Have a good vacation when you are to try</p>	<ul style="list-style-type: none"> • Three years ago, my friends and I went to WBL. • Went to WBL my experience very valuable because my experience very many before left. • In the tour before went to WBL I request prayer to my parents. • Deep tour opinion where and sit I down from bus, then we bought ticket and entry to WBL lamongan. • I try to game to be us side arena after that we went home. • But to call restaurant and we went to home. • Deep tour to went home we sang with my friends and arrived to the home. 	<ul style="list-style-type: none"> • Three years ago, my friends and I went to WBL. • Went to WBL my experience very valuable because my experience very many before left. • That deep tour lucky after that we entry bus and select chair. • Deep tour opinion where and sit look view. • On moment arrive WBL, I down from bus, then we bought ticket and entry to WBL lamongan. • I try to game to be us side arena after that we went home. • But to call restaurant and we went to home. • Deep tour to went home we sang with my friends and arrived to the home. 	<ul style="list-style-type: none"> • Three years ago, my friends and I went to WBL. I not sleep and always to prayer and at morning day really to WBL. • In the tour before went to WBL, I request prayer to my parents. • Before leave, I prayer together with my friends and my teachers. • Deep tour to went home, we sang with my friends and arrived to the home.

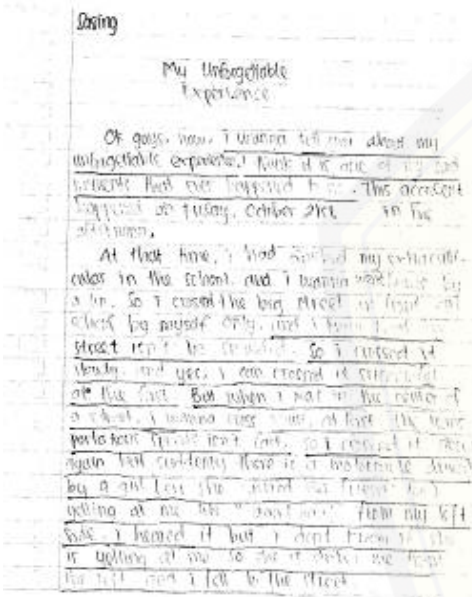
INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
6	<p>MINTIA KAMBA, RT X. Babas</p> <p>Recount text</p> <p>Yesterday I and my family went to way kambas national park to see the elephants and rhinos conserved there. Park which is used as elephant and rhino sanctuary located in labuhan baru district, east lampung, lampung, indonesia. When we got there, we saw some elephants performances. Unfortunately, we could not see the sumatran rhinoceros because visitors must have a special permit in advance to see them. In the afternoon, we saw some animals which were being fed. When we returned home, we were tired but we were happy because we had so much fun in way kambas.</p> <p>You'll never know all you have that!</p>	<ul style="list-style-type: none"> • Yesterday, I and my family went to way kambas national park to see the elephants and rhinos conserved there. • Park which is used as elephant and rhino sanctuary located in labuhan baru district, east lampung, lampung, indonesia. • When we got there, we saw some elephants performances. • Unfortunately, we could not see the sumatran rhinoceros because visitors must have a special permit in advance to see them. • In the afternoon, we saw some animals which were being fed. • When we returned home, we were tired but we were happy because we had so much fun in way kambas. 	<ul style="list-style-type: none"> • Yesterday, I and my family <u>went</u> to way kambas national park to <u>see</u> the elephants and rhinos conserved there. • When we got there, we <u>saw</u> some elephants performances. • In the afternoon, we <u>saw</u> some animals which were being fed. • When we <u>returned</u> home, we were tired but we were happy because we had so much fun in way kambas. 	<ul style="list-style-type: none"> • <u>Yesterday</u>, I and my family went to way kambas national park to see the elephants and rhinos conserved there. • <u>When we got there</u>, we saw some elephants performances. • <u>In the afternoon</u>, we saw some animals which were being fed. • <u>When we returned home</u>, we were tired but we were happy because we had so much fun in way kambas.

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
7	<p> Nama : Rizki Nurcahya No. : 10 Bahasa/English </p> <p> My Journey going to Banyuwangi </p> <p> Last Tuesday I went to Banyuwangi with my friends, we went to Banyuwangi at night about in the morning and we went riding motorcycle, our partner there was 6 people including 4 men and 2 women. </p> <p> When the middle of our trip was a short break, to calm the body, we take a short break just 5 minutes and we start the journey back to Banyuwangi, after a few hours up... the road condition was in the dark that last funny scary but we are pass through them seems to be control. After arrival our Banyuwangi, first goal is take an area carter, after we arrive in the lake we going swimming, take picture, eat something, and we swimming again, and take a bath, and take picture again with my friends and we left the lake to go to the next destination. Before we go to next destination we search in the nearest mosque to pray, after we pray, we start another journey, we see way to the next place not so far away, but the path we pass is not very impressive, but we still had to be careful. After that, when we got there we were amazed by the scenery there we immediately change clothes and swim under a waterfall, we were there doing something very enjoyable. </p>	<ul style="list-style-type: none"> • Last holiday, I went to Banyuwangi with my friends. • When the middle of our trip, was a short break to calm the body. • When we got there, we were amazed by the scenery there.. We were there doing something very enjoyable. We were there doing something enjoyable. 	<ul style="list-style-type: none"> • Last holiday, I went to Banyuwangi with my friends. • We take a short break just 5 minutes and we start the journey back to Banyuwangi. • When we arrive in the lake, we go swimming, take picture, eat something, and go swimming again and take a bath and take picture again with , my friends and we left the lake to go to next destination. • Before we go to the next destination, we search the nearest mosque to pray. • After we pray, we start another journey. • We Immediately change clothes and swim under a waterfall. We were there doing something very enjoyable.. 	<ul style="list-style-type: none"> • Last holiday, I went to Banyuwangi with my friends. • When the middle of our trip, was a short break to calm the body. • When we arrive in the lake, we go swimming, take picture, eat something, and go swimming again and take a bath and take picture again with , my friends and we left the lake to go to next destination. • Before we go to the next destination, we search the nearest mosque to pray. After we pray, we start another journey. • When we got there, we were amazed by the scenery there.

INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT GENERIC STRUCTURE

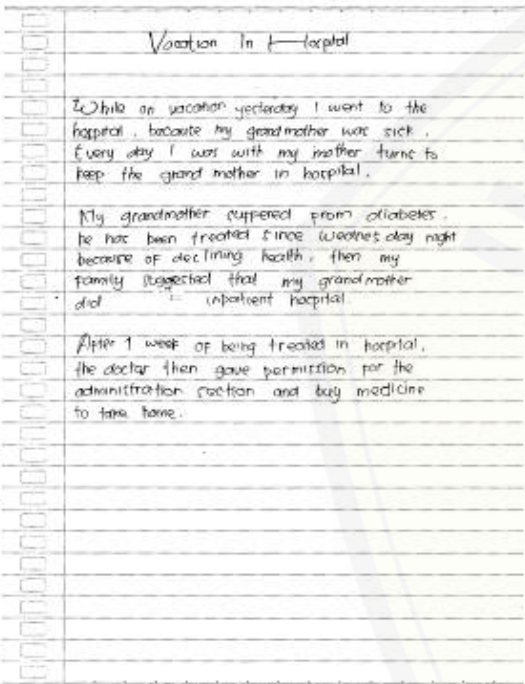
NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
8	 <p>Doing</p> <p>My Unforgettable Experience</p> <p>Ok guys, now I wanna tell you about my unforgettable experience. I think it is one of the best stories that ever happened to me. This accident happened on Friday, October 21st in the afternoon.</p> <p>At that time, I had finished my extracurricular in the school and I wanna went home by a lin.</p> <p>So, I crossed the big street in front out school by myself only and I know that street is not too crowded.</p> <p>So, I crossed it slowly and yes, I can crossed it succesful at the first.</p> <p>But when I was in the center of a street, I wanna cross again, at first the transportations speed is not fast.</p> <p>So, I crossed it slowly again but suddenly there was a motorcycle driven by a girl (err she carried her friends too) yelling at me like "aaaa! aaa!" from my left side, I heard it but I do not know if she is yelling at me.</p> <p>So, she strikes me from the left and I fell to the street.</p> <p>Uh, i'm shocked and it's so hurt.</p> <p>My left knees got injured.</p> <p>And then the driver and her friend helped me, and many students, teacher and a security helped me too.</p> <p>I guided to back to school. and my seniors tried to heal me.</p>	<ul style="list-style-type: none"> • This accident happened on Friday, October 21st in the afternoon. • At that time, I had finished my extracurricular in the school and I wanna went home by a lin. • So, I crossed the big street in front out school by myself only and I know that street is not too crowded. • So, I crossed it slowly and yes, I can crossed it succesful at the first. • But when I was in the center of a street, I wanna cross again, at first the transportations speed is not fast. • So, I crossed it slowly again but suddenly there was a motorcycle driven by a girl (err she carried her friends too) yelling at me like "aaaa! aaa!" from my left side, I heard it but I do not know if she is yelling at me. • So, she strikes me from the left and I fell to the street. • Uh, i'm shocked and it's so hurt. • My left knees got injured. • And then the driver and her friend helped me, and many students, teacher and a security helped me too. • I guided to back to school. and my seniors tried to heal me. 	<ul style="list-style-type: none"> • Ok guys, now, I wanna tell you about my unforgettable experience. • time, I had finished my extracurricular in the school and I wanna went home by a lin. • So, I crossed the big street in front out school by myself only and I know that street is not too crowded. • So, I crossed it slowly and yes, I can crossed it succesful at the first. • So, I crossed it slowly again but suddenly there was a motorcycle drived by a girl (err she carried her friends too) yelling at me like "aaaa! aaa!" from my left side, I heard it but I do not know if she is yelling at me. So, she strikes me from the left and I fell to the street. • And then the driver and 	<ul style="list-style-type: none"> • This accident happened on Friday, October 21st in the afternoon • At that time, I had finished my extracurricular in the school and I wanna went home by a lin. • But when I was in the center of a street, I wanna cross again, at first the transportations speed is not fast.

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| | <ul style="list-style-type: none">• The driver can't did anything so she gave me fifty thousand rupiahs for medicinal treatment.• She and I apologized for each other. and then I went home with my senior navila. Accompanied too with my others seniors, Bentang and Hardar.• And from this experience, I'll more carefully if I crossed a street. | <p>her friend helped me, and many students , teacher and a security helped me too.</p> <ul style="list-style-type: none">• I guided to back to school. and my seniors tried to heal me.• The driver can't did anything so she gave me fifty thousand rupiahs for medicinal treatment.• She and I apologized for each other. and then I went home with my seniorm navila. | |
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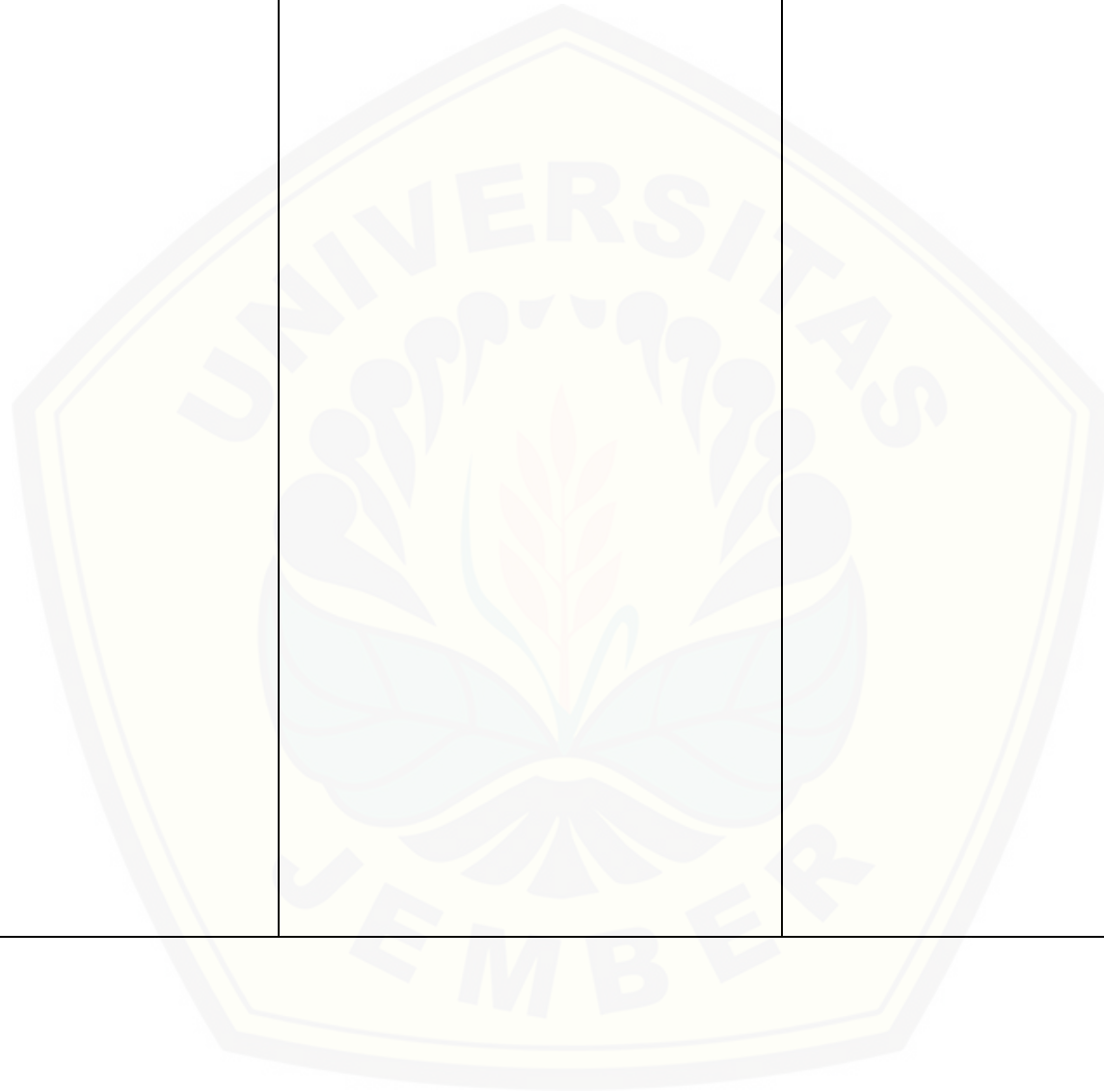
INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
9	<p>Rohiqur Rohman ASTRA INGERIS</p> <p>x. Perhaps I RECOUNT TEXT</p> <p>Went Vacation in Ngawi</p> <p>Holiday in the 9th grade, my family went to Ngawi. Per go to the brother, I went on the morning hours 05.00, I want to use the car, at the way, I buy souvenirs to my brothers. After five hours of my journey and family at home my brothers, the atmosphere at first came we in welcome with very friendly, because this meeting is held 2 years once.</p> <p>When in the brothers, having a family gathering my brothers, but gathering of his family at the start at the next, after a few days overnight in the brothers, we and the family home, I am very happy at home from the brothers, because I was given ampao.</p> <p>CEKLIK I can do all heavy things</p>	<ul style="list-style-type: none"> • Holiday in the 9th grade, my family went to Ngawi. • I went on the morning hours 05.00. • I went to use the car. • The atmosphere at first came we in welcome with very friendly, because this meeting is held 2 years once. 	<ul style="list-style-type: none"> • Holiday in the 9th grade, my family went to Ngawi. • I went on the morning hours 05.00. • I went to use the car. • At the way, I buy souvenirs to my brothers. • When in the brothers, having a family gathering my brothers, but gathering of his family at start at the next. • I am very happy at home from the brothers, because I was given ampao 	<ul style="list-style-type: none"> • <u>Holiday in the 9th grade</u>, my family went to Ngawi. • I went <u>on the morning hours 05.00.</u> • <u>After five hours of my journey</u> and my family at home my brothers. • The atmosphere at first came we in welcome with very friendly, because this meeting is held <u>2 years once.</u> • <u>After few days overnight in the brothers</u>, me and the family home.


INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
10	 <p>Vacation In Hospital</p> <p>While on vacation yesterday I went to the hospital, because my grandmother was sick. Every day I was with my mother turns to keep the grand mother in hospital.</p> <p>My grandmother suffered from diabetes, he has been treated since wednesday night because of declining health, then my family suggested that my grandmother did inpatient hospital.</p> <p>After 1 week of being treated in hospital, the doctor then gave permission for the administration section and buy medicine to take home.</p>	<ul style="list-style-type: none"> • While an vacation yesterday, I went to the hospital. • Because my grandmother was sick. • Everyday I was with my mother turns to keep the grandmother in hospital. • My grandmother suffered from diabetes, he has been treated since wednesday night because of declining health, then family suggested that my grandmother did inpatient hospital. • After one week of being treated in hospital, the doctor then gave permission for administration section and buy medicine to take home. • After 1 week of being treated in hospital, the doctor then gave permisson for the section and but mediscine to take home. 	<ul style="list-style-type: none"> • While an vacation yesterday, I went to the hospital. • Everyday I was with my mother turns to keep the grandmother in hospital. • My grandmother suffered from diabetes, he has been treated since wednesday night because of declining health, then family suggested that my grandmother did inpatient hospital. • After one week of being treated in hospital, the doctor then gave permission for administration section and buy medicine to take home. • After 1 week of being treated in hospital, the doctor then gave permisson for the section and but mediscine to take home 	<ul style="list-style-type: none"> • While an vacation yesterday, I went to the hospital. • Everyday, I was with my mother turns to keep the grandmother in hospital. • My grandmother suffered from diabetes, he has been treated since wednesday night because of declining health, then family suggested that my grandmother did inpatient hospital. • After one week of being treated in hospital, the doctor then gave permission for administration section and buy medicine to take home. • After 1 week of being treated in hospital, the doctor then gave permisson for the

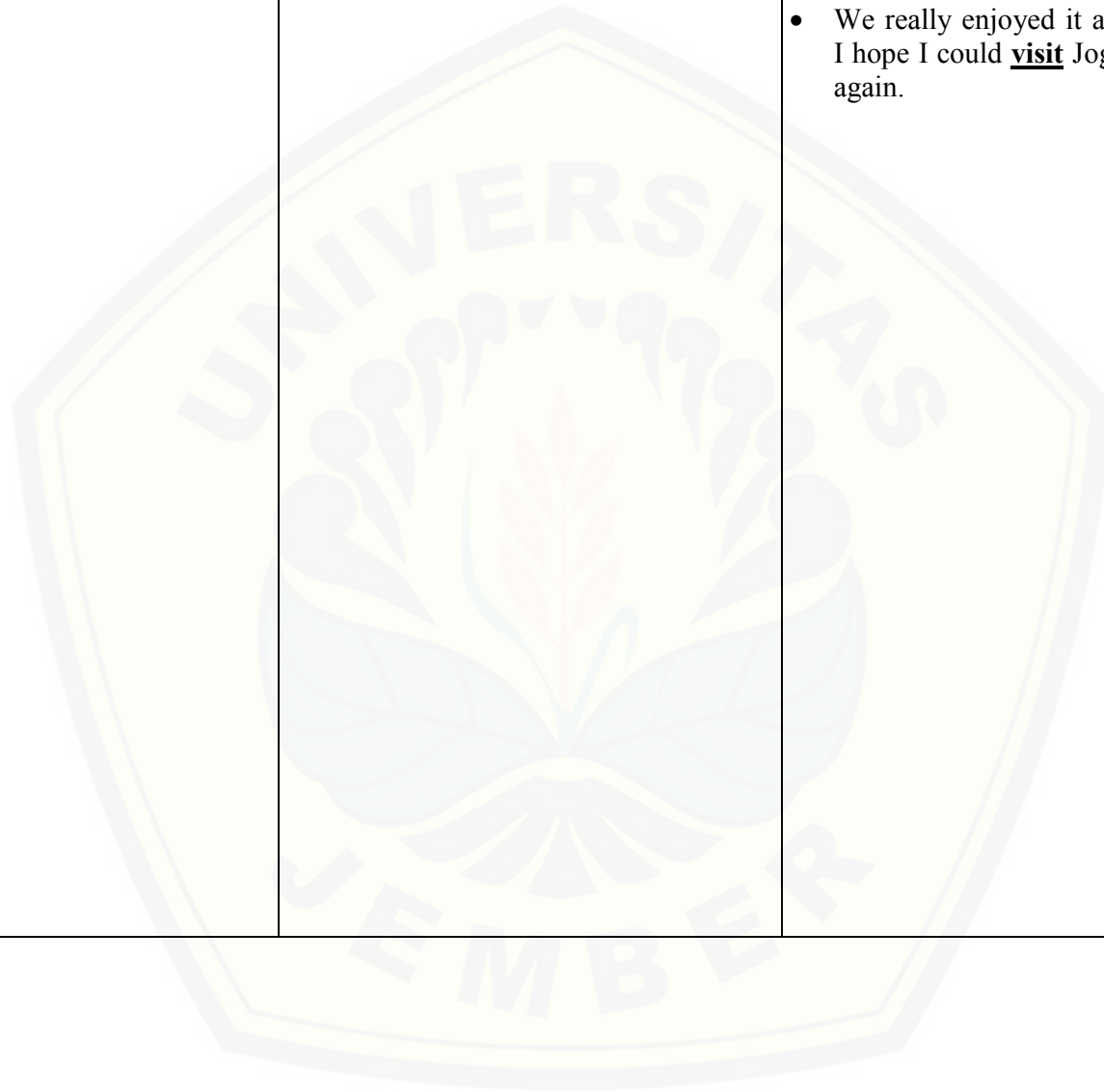
section and but
mediscine to take
home



INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTIO VERB	ADVERB OF TIME
11	 <p><i>Amelia</i></p> <p>Beautiful Day of Jogja</p> <p>Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blow across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tiger, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals.</p> <p>Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we finished our lunch, we decided to go home.</p> <p>For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.</p>	<ul style="list-style-type: none"> • Last week, my friends and I went to Jogja. • First we visited parang tritis beach. • The sun shone brightly and the scenery was very beautiful there. • We felt the wind blew across to us. • We also saw a lot of people in that beach. • There were many birds flew in the sky. • Also, there were many sellers who sold many kinds of souvenirs. • Second, we visited gembira loka zoo. • We saw many kinds of animals there such as monkeys, tiger, crocodiles, snakes, etc. • We looked around in that zoo and also took pictures of those animals. • Then, we felt hungry. • So we went to a restaurant. • As soon as we finished our lunch, we finished our lunch, we decided to go home. • For me, that was beautiful day though I could not visit malioboro. • We really enjoyed it and I hope I could visit Jogja again. 	<ul style="list-style-type: none"> • Last week, my friends and I went to Jogja. • First we visited parang tritis beach. • We also saw a lot of people in that beach. • Also, there were many sellers who sold many kinds of souvenirs. • Second, we visited gembira loka zoo. • We saw many kinds of animals there such as monkeys, tiger, crocodiles, snakes, etc. • We looked around in that zoo and also took pictures of those animals. • So we went to a restaurant. • As soon as we finished our lunch, we finished our lunch, we decided to go home. • For me, that was beautiful day though I could not visit malioboro. 	<ul style="list-style-type: none"> • Last week, my friends and I went to Jogja. .

- We really enjoyed it and I hope I could visit Jogja again.



INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
12	<p style="text-align: center;">House Rabbit D. G. G. G.</p> <p>Request text</p> <p>Cuban saw friends</p> <p>When I was in junior high school, I and my friend go somewhere in the city of east java lumajang, and I and my friend visited the natural panorama of waterfall. I set off from home using the motorcycle cb, and we set off at 8 pm and up at 11 o'clock at night cuban sewu and we were looking for a restaurant for dinner. After dinner, we straight to the villa that has been our message. At 4 o'clock we woke up for morning prayers. After prayer, we get ready to continue the way to the cuban sewu waterfall. Do not forget we eat before and at the restaurant last night. After we finished our meal I not forget to pay and we went on a trip to the waterfall. We left at 7 of the villa. In the middle of the trip, amid fighting monkeys food from people throwing food. We were laughing at the monkey who captured these foods. Ha Ha Ha.... and we arrived at the parking lot of cuban sewu. We continued our journey towards the cuban sewu waterfall and when he got in niagara I was amazed by all the beautiful waterfall.</p> <p style="text-align: right;">To be a winner, all you need is to give all you have</p>	<ul style="list-style-type: none"> • When I was in junior high school, I and my friend go somewhere in the city of east java lumajang. • I and my friend visited the natural panorama of waterfall. • I set off from home using the motorcycle cb and we set off at 8 pm and up at 11 o'clock at night cuban sewu and we were looking for a restaurant for dinner. • At 4 o'clock we woke up for morning prayers. • After we finished our meal I not forget to pay and we went on a trip to the waterfall. • We left at 7 of the villa. • In the middle of the trip, amid fighting monkeys food from people throwing food. • We were laughing at the monkey who captured these foods. • Ha Ha Ha.... and we arrived at the parking lot of cuban sewu. • We continued our journey towards the cuban sewu waterfall and when he got in niagara I was amazed by all the beautiful waterfall. • In niagara, I was amazed by all the 	<ul style="list-style-type: none"> • When I was in junior high school, I and my friend <u>go</u> somewhere in the city of east java lumajang. • I and my friend <u>visited</u> the natural panorama of waterfall. • I <u>set off</u> from home using the motorcycle cb and we <u>set off</u> at 8 pm and up at 11 o'clock at night cuban sewu and we were <u>looking for</u> a restaurant for dinner. • After dinner, we straight to <u>sleep</u> at villa that has been our message. • At 4 o'clock we <u>woke</u> up for morning prayers. • After <u>prayer</u>, we get ready to continue the way to the cuban sewu waterfall. • Do not forget we <u>eat</u> before and at the restaurant last night. • After we <u>finished</u> our 	<ul style="list-style-type: none"> • <u>When I was in junior high school</u>, I and my friend go somewhere in the city of east java lumajang. • I set off from home using the motorcycle cb and we set off <u>at 8 pm and up at 11 o'clock</u> at night cuban sewu and we were looking for a restaurant for dinner. • <u>After dinner</u>, we straight to sleep at villa that has been our message. • <u>At 4 o'clock</u>, we woke up for morning prayers. • <u>After prayer</u>, we get ready to continue the way to the cuban sewu waterfall. • Do not forget we eat before and <u>at the restaurant last night</u>. • I not forget to pay

beautiful waterfall.

meal I not forget to **pay** and we **went** on a trip to the waterfall.

- We **left** at 7 of the villa. Inthe middle of the trip, amid **fighting** monkeys food from people **throwing** food.
- We were **laughing** at the monkey who **captured** these foods.
- Ha Ha Ha... and we **arrived** at the parking lot of cuban sewu.
- We continued our journey towards the cuban sewu waterfall and when he **got** in niagara I was amazed by all the beautiful waterfall.

and we went on a trip to the waterfall.

- We left **at 7 of the villa**.
- **In the middle of the trip**, amid fighting monkeys food from people throwing food.
- We continued our journey towards the cuban sewu waterfall and **when he got in niagara**, I was amazed by all the beautiful waterfall. In niagara, I was amazed by all the beautiful waterfall

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13	<p>Nama : Siti Nurul Hafidha no : 30 kelas : X Bahasa</p> <p>My holiday experience in Surabaya</p> <p>Last month, I went to Surabaya and their families. We visited several tourist attractions.</p> <p>First, we went to the aunt who was in the area around the monument of heroes and after that we went to the monument of heroes around 7 am. Immediately after the until, we took a picture together. But we are not allowed to enter because it is not yet time to be opened for visitors.</p> <p>After that we decided to go to the grave of Sunan Ampel for pilgrimage. After we walked towards the car park to the tomb of Sunan Ampel by passing arab village and there are also Sunan Ampel mosque. After completion of the pilgrimage I saw many jugs which are located around the tomb containing water which he believed to cure diseases. After that I went to the zoo. We buy a ticket at a price of is thousand per person. Then we went to see the see the great variety of animals there with the occasional picture.</p> <p>When we satisfied, we went home with a happy heart.</p>	<ul style="list-style-type: none"> • Last month, I went to Surabaya and their families. • We visited several tourist attractions. • First, we went to the aunt who was in the area around the monument of heroes and after that we went to the monument of heroes around 7 am. • Immediately after the until we took a pickture together. • After that we decided to go to the grave of Sunan Ampel for pilgrimage, After we walked towards the car park to the tomb of Sunan Ampel by passing arab village and there are also Sunan Ampel mosque. • After completion of the pilgrimage, I saw many jugs which are located around the tomb containing water which he believed to cure diseases. • After that, I went to the zoo. We buy a ticket at a price of is thousand per person. • Then we went to see the see the great variety of animals there with the occasional picture. 	<ul style="list-style-type: none"> • Last month, I <u>went</u> to Surabaya and their families. • We <u>visited</u> several tourist attractions. • First, we <u>went</u> to the aunt who was in the area around the monument of heroes and after that we <u>went</u> to the monument of heroes around 7 am. • Immediately after the until we <u>took</u> a pickture together. • After that we decided to <u>go</u> to the grave of Sunan Ampel for pilgrimage, After we <u>walked</u> towards the car park to the tomb of Sunan Ampel by passing arab village and there are also Sunan Ampel mosque. • After completion of the <u>pilgrimage</u>, I saw many jugs which are located around the tomb containing water which 	<ul style="list-style-type: none"> • <u>Last moth</u>, I went to Surabaya and their families. • First, we went to the aunt who was in the area around the monument of heroes and after that we went to the monument of heroes around <u>7 am</u>. • <u>When satisfied</u>, we wend home with a happy heart.

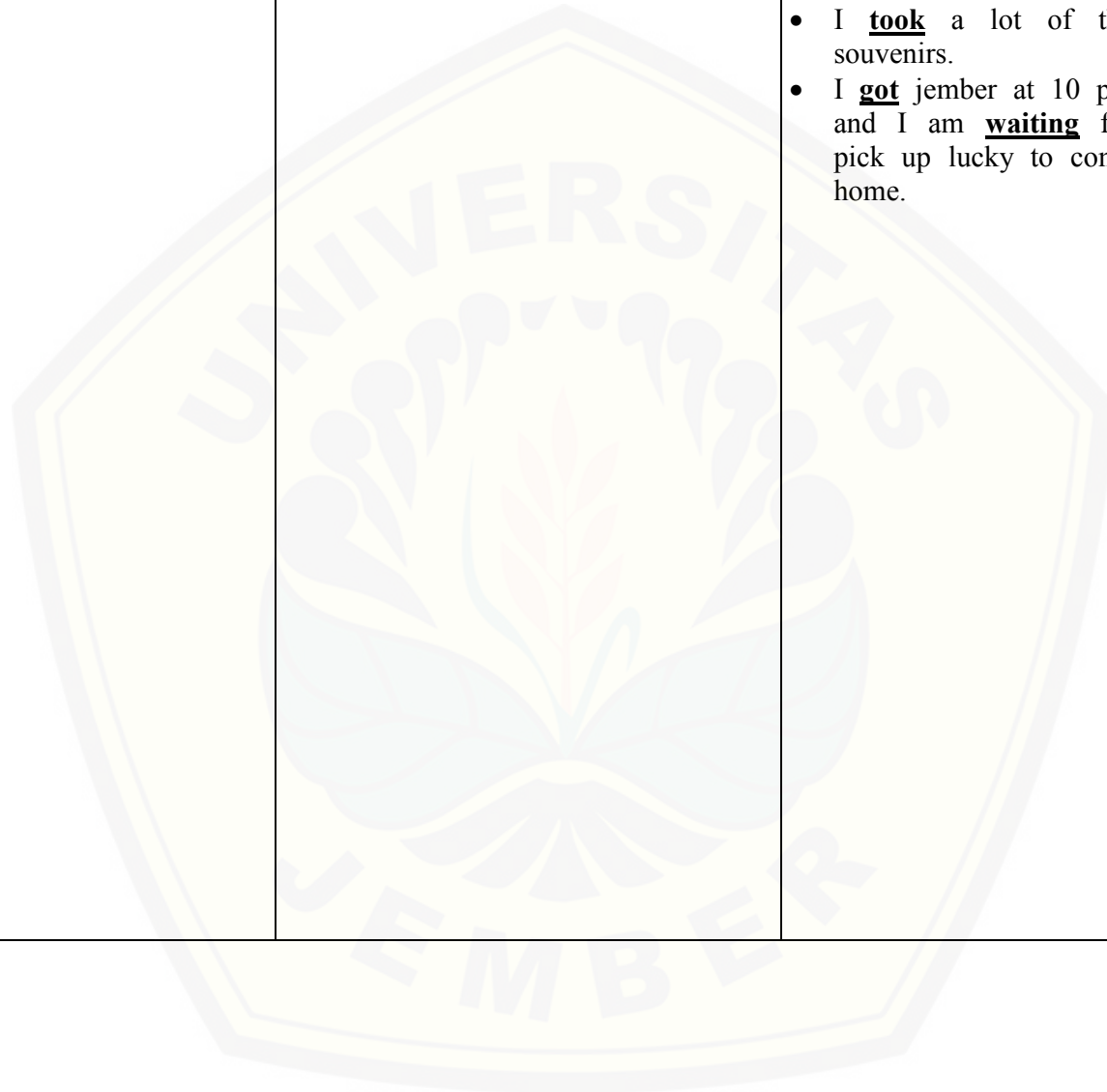
he believed to cure diseases.

- After that, I **went** to the zoo.
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INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
14	<p style="text-align: center;">Boyo S.M.R. Date: _____</p> <p style="text-align: center;">Recount text</p> <p style="text-align: center;">Holiday in Bali</p> <p>In the 9th grade, my school friends on holiday in Bali. Me and friends gathered at the school at 9 pm, my friend who brought a suitcase and were carrying bags only. Exat Exactly 10 pm, I and my friends riding the bus, I sat alone in the front behind the driver. Silent atmosphere in the bus really was only the sound of cars and motorcycles that are running.</p> <p>Until banyuwangi at 5 am, I headed home to eat lestari and there also can cleanse the body and changed. After eating and then proceed to the port of ketapang there I saw a beautiful view. Arriving at the port of ketapang, bus also pay taxes to enter the port of ketapang, already pay taxes bus was entering the ship that aims to Bali but land my friends were soft down for to walk into the gessel. Once the port of Gilimanuk Bali, I boarded the bus again, straight to the beach pandawa, GWK, beach kutai and jogger, I was in Bali for 3 days 2 nights. After that I prepare to return to Jember again, I took a lot of the souvenirs. I got Jember at 10 pm and I am waiting for pickup lucky to come home.</p> <p style="text-align: center;">To be a winner, all you need is to give all you have.</p>	<ul style="list-style-type: none"> • Me and friends gathered at the school at 9 pm, my friend who brought a suitcase and were carrying bags only. • Exactly 10 pm, I and my friends riding the bus, I sat alone in the front behind the driver. • Until banyuwangi at 5 am, I headed home to eat lestari and there also can cleanse the body and changed. • After eating and then proceed to the port of ketapang there I saw a beautiful view. • Once the port of Gilimanuk Bali. I boarded the bus again, straight to the beach pandawa, GWK, beach kutai and jogger. • I was in Bali for 3 days 2 nights. • I took a lot of the souvenirs. 	<ul style="list-style-type: none"> • Me and friends gathered at the school at 9 pm, my friend who brought a suitcase and were carrying bags only. • Exactly 10 pm, I and my friends riding the bus, I sat alone in the front behind the driver. • Silent atmosphere in the bus really was only the sound of cars and motorcycles that are running. • Until banyuwangi at 5 am, I headed home to eat lestari and there also can cleanse the body and changed. • After eating and then proceed to the port of ketapang there I saw a beautiful view. • I boarded the bus again, straight to the beach pandawa, GWK, beach kutai and jogger. 	<ul style="list-style-type: none"> • In the 9th grade, my school friends on holiday in Bali. • Me and friends gathered at the school at 9 pm, my friend who brought a suitcase and were carrying bags only. • Exactly 10 pm, I and my friends riding the bus, I sat alone in the front behind the driver. • Until banyuwangi at 5 am, I headed home to eat lestari and there also can cleanse the body and changed. • I was in Bali for 3 days 2 nights. • I got Jember at 10 pm and I am waiting for pickup lucky to come home

- I **took** a lot of the souvenirs.
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INSTRUMENT DATA ANALYSIS OF RECOUNT TEXT LANGUAGE FEATURES

NO	DATA	SIMPLE PAST TENSE	ACTION VERB	ADVERB OF TIME
15	<p>Darwin Susri A X Balwisa</p> <p>No: _____ Date: _____</p> <p><u>My Vacation in Bali</u></p> <p>When I was 3rd grade of junior high school, my friends and I trip to Bali for vacation. We were there for five days. We got many precious experiences during the vacation.</p> <p>First day, we visited Kuta beach in the morning we saw the lovely sunrise there. It was an outstanding view. Then, we checked in to the hotel at the night. Tanah Lot was nice place. It was lovely place for taking photo. We saw so many tourist there.</p> <p>Second day, we spent our time on Tanjung Bena beach. We played water sports at there. We drove banana boat and speed boat in the afternoon, we went to Penyu Island to see unique animals such as bing turtles, snake, and sea birds. We felt enjoyed an happy.</p> <p>The last day, we went to Sageh. We could enjoy the shady forest there were so many monkeys. Sometimes the monkey could be naughty. We bought some T-shirt, Souvenirs and some food for gift there.</p> <p>and the night, we had to check out from the our hotel. We went back home and bring so many unforgettable memories of Bali.</p> <p><small>CBRY Teachers will be better</small></p>	<ul style="list-style-type: none"> • When I was 3rd grade of junior high school, my friends and I trip to Bali for vacation. • We were there for three for five days. • We got many precious experiences during the vacation. • First day, we visited Kuta beach in the morning we saw the lovely sunrise there. • It was an outstanding view. • Then, we checked in the hotel at the night. • It was lovely place for taking photo. • We saw so many tourist there. • Second day, we spent our time on Tanjung Bena beach. • We played water sports at there. • We drove banana boat and speed boat in the afternoon, we went to Penyu Island to see unique animals such as bing turtles, snake and sea birds. • We felt enjoyed an happy. • The last day, we went to Sageh. • We could enjoy the shady forest where were so many monkeys. • Sometimes the monkey could be 	<ul style="list-style-type: none"> • When I was 3rd grade of junior high school, my friends and I <u>trip</u> to Bali for vacation. • First day, we <u>visited</u> Kuta beach in the morning we saw the lovely sunrise there. • Then, we <u>checked</u> in the hotel at the night. • After <u>taking</u> a nap at the hotel, we went to Tanah Lot, Tanah Lot was nice. • It was lovely place for <u>taking</u> photo. • We <u>saw</u> so many tourist there. • Second day, we <u>spent</u> our time on Tanjung Bena beach. • We <u>played</u> water sports at there. • We <u>drove</u> banana boat and speed boat in the afternoon, we <u>went</u> to Penyu Island to <u>see</u> unique animals such as bing turtles, snake and 	<ul style="list-style-type: none"> • <u>When I was 3rd grade of junior high school</u>, my friends and I trip to Bali for vacation. • We were there for <u>three for five days</u>. • <u>First day</u>, we visited Kuta beach in the morning we saw the lovely sunrise there. • <u>After taking a nap at the hotel</u>, we went to Tanah Lot, Tanah Lot was nice. • <u>Second day</u>, we spent our time on Tanjung Bena beach. • We drove banana boat and speed boat <u>in the afternoon</u>, we went to Penyu Island to see unique animals such as bing turtles, snake and sea birds. • <u>The last day</u>, we went to Sageh.

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- We visited to sukowati market.
- I bought bali T-shirt, souvenirs and some food for gift there.
- And the night we had to check out from our hotel.
- We went back home and bring so many unforgettable memories of bali.

sea birds.

- The last day, we went to sageh.
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- We went back home and bring so many unforgettable memories of bali.

- And the night we had to check out from our hotel.

Name:.....

WRITING TASK
Academic Year 2016/2017

Class/Semester : X/II
Language Skill : Writing
Genre : Recount Text

Read the following instructions and write a recount text based those instructions!

- Write a recount text about an unforgettable experience with at least 3 paragraphs.
- Follow the generic structure and language features of recount text.
- Use appropriate grammar, vocabularies and mechanics.

GOOD LUCK