



**THE ANALYSIS OF GENERIC STRUCTURE AND LANGUAGE  
FEATURES OF RECOUNT TEXT WRITTEN BY THE HIGH  
ACHIEVERS AT SMAN PASIRIAN LUMAJANG**

**THESIS**

By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2014**



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**2014**

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Jember, December 18<sup>th</sup>, 2014

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## **DEDICATION**

*This thesis is honorably dedicated to:*

1. *My beloved mother, Retno Gumelah S.Pd. Thanks for your love and support.*

*This thesis is dedicated to you for your never-ending love.*

2. *My brothers, Ayik Achmat Ta'lim, Gige Firanda, and Syahrul Ikhsan that have supported me to finish my thesis. Thanks for it.*

<sup>i</sup>**MOTTO**

“Let your diverting stories be expressed in diverting terms.”

Miguel Cervantes, “Preface,” *Don Quixote*

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<sup>i</sup> Tredinnick, M. 2008. *Writing Well: The Essential Guide*. New York: Cambridge University Press.

## CONSULTANTS' APPROVAL

### THE ANALYSIS OF GENERIC STRUCTURE AND LANGUAGE FEATURES OF RECOUNT TEXT WRITTEN BY THE HIGH ACHIEVERS AT SMAN PASIRIAN LUMAJANG

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Jember, Desember 2014

The Writer



## TABLE OF CONTENTS

	<b>Page</b>
<b>TITLE PAGE .....</b>	<b>i</b>
<b>STATEMENT OF THESIS AUTHENTICITY .....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>CONSULTANTS' APPROVAL.....</b>	<b>v</b>
<b>APPROVAL OF EXAMINER COMMITTEE.....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>SUMMARY .....</b>	<b>xiii</b>
<b>CHAPTER 1. INTRODUCTION .....</b>	<b>1</b>
1.1 The Background of the Research .....	1
1.2 The Problem of the Research .....	3
1.3 The Objective of the Research .....	4
1.4 The Significances of the Research .....	4
1.5 The Scope of the Research .....	5
<b>CHAPTER 2. REVIEW OF RELATED LITERATURE .....</b>	<b>6</b>
2.1 Writing Skill.....	6
2.2 High Achiever Students .....	7
2.3 Competence of Writing as Targeted in the Senior High School English Curriculum .....	8
2.4 Recount Text in the English Curriculum of Senior High School.....	9
2.5 Characteristics of Recount Text.....	10
2.4.1 Generic Structure .....	11

2.4.2 Language Features .....	12
2.6 Some Example of Good Recount Text .....	13
<b>CHAPTER 3. RESEARCH METHOD .....</b>	<b>17</b>
3.1 Research Design.....	17
3.2 Research Area Determination Method.....	18
3.3 Research Subject Determination Method.....	18
3.4 The Operational Definition of the Key Terms .....	20
3.4.1 Recount Text .....	20
3.4.2 High Achiever Students .....	21
3.5 Data Collection Method .....	21
3.6 Data Analysis Method .....	22
<b>CHAPTER 4. RESEARCH RESULT AND DISCUSSION.....</b>	<b>23</b>
4.1 The Result of the Research .....	23
4.2 The Generic Structure of Recount Text Written by High Achievers .....	23
4.2.1 Orientation Developed by High Achievers .....	23
4.2.2 The Series of Events Developed by High Achievers ..	26
4.2.3 Re-orientation Developed by High Achievers .....	31
4.3 The language Features in the Recount Text Writing Written by High Achievers .....	34
4.3.1 Simple Past Tense Generalized by the High Achievers .....	34
4.3.2 Subject Specific Term Generalized by the High Achievers.....	55
4.3.3 Adjectives Generalized by the High Achievers .....	57
4.3.4 A Range of Conjunction Generalized by the High Achievers .....	61
4.3.5 Time Connectives Generalized by the High Achievers	66
4.3.6 Passive Voice Generalized by the High Achievers .....	68

4.3.7 Adverbs and Adverbial Phrases Generalized by the High Achievers .....	69
4.3.8 Specific Participants Generalized by the High Achievers .....	75
4.3.9 Pronoun Generalized by the High Achievers .....	77
4.3.10 A Range of Sentence Types Generalized by the High Achievers .....	81
4.3.11 Personal Comment Generalized by the High Achievers .....	87
4.3.12 Emotive Language Generalized by the High Achievers .....	89
4.4 Discussion .....	90
<b>CHAPTER 5. CONCLUSION AND SUGGESTION .....</b>	<b>93</b>
5.1 Conclusion .....	93
5.2 Suggestions .....	95
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLES

	<b>Page</b>	
Table 2.1	Competence of Writing in the Grade X of Senior High School.....	8
Table 2.2	Language Features of the Text “My Day” .....	14
Table 2.3	Language Features of the Text “My Holiday” .....	15
Table 3.1	List of the High Achiever Students of SMAN Pasirian ....	19
Table 3.2	List of the Research Subject .....	20
Table 4.2.1	Orientation Developed by High Achievers .....	24
Table 4.2.2	The Series of Events Developed by High Achievers .....	26
Table 4.2.3	Re-orientation Developed by High Achievers .....	31
Table 4.3.1	Simple Past Tense Generalized by the High Achievers ....	34
Table 4.3.2	Subject Specific Term Generalized by the High Achievers .....	55
Table 4.3.3	Adjectives Generalized by High Achievers .....	57
Table 4.3.4	A Range of Conjunctions Generalized by the High Achievers .....	61
Table 4.3.5	Time Connectives Generalized by the High Achievers ....	66
Table 4.3.6	Passive Voice Generalized by the High Achievers .....	68
Table 4.3.7	Adverbs and Adverbial Phrases Generalized by the High Achievers .....	69
Table 4.3.8	Specific Participants Generalized by the High Achievers	75
Table 4.3.9	Pronouns Generalized by the High Achievers .....	78
Table 4.3.10	A Range of Sentence Types Generalized by the High Achievers .....	82
Table 4.3.11	Personal Comment Generalized by the High Achievers ....	88
Table 4.3.12	Emotive Language Generalized by the High Achievers ....	89

## LIST OF APPEDICES

	<b>Page</b>
A. Research Matrix .....	99
B. Interview Guide .....	100
C. The Result of Interview with the English Teacher .....	101
D. Writing Test .....	102
E. Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University .....	103
F. Statement Letter for Accomplishing the Research from SMAN Pasirian Lumajang .....	104
G. The Student's writing Test .....	105

## SUMMARY

**The Analysis of Generic Structure and Language Features of Recount Text Written by the High Achievers at SMAN Pasirian Lumajang;** Azalia Ratna, 090210401037; 2014; 98 pages; English Language Education Study Program of Language and Arts Department of the Faculty of Teacher Training and Education Jember University.

This research was intended to analyze the patterns of the generic structure and language features of recount text writing written by the high achievers of the tenth grade students of SMAN Pasirian Lumajang. This research subjects were the high achievers of the tenth grade that was determined purposively. The high achievers got score 80 or higher on semester exam. Meanwhile, the researcher chose only 7 students from 38 students that included as high achievers students. The high achievers that are chosen are the students who got the highest scores in semester exam.

The method to collect the main data was writing test. Interview and documentation were used to collect the previous score of semester exam from the English teacher. In the test, the high achievers are assigned to write recount text with the topic “Unforgettable Experience” in 45 minutes. The writing test was not to take the students’ score but only to collect the students work by analyzing the aspects of generic structure and language features within the allocated time.

The results of the research revealed that all of the high achievers were able to apply the concept of generic structure and language features in composing the recount text writing. The high achievers did not have any problems in applying the concept of generic structure; they could write their ideas and develop their writing by following the concept.

The results of the students’ writing test in the aspect of language features of recount text reveals that all of the high achievers did not have difficulties in applying the language features in composing their writing. The high achievers were able to apply all twelve language features that were needed in the text. Although not all the characteristics could they wrote, such as simple past tense, passive voice, and complex sentence. In the simple past tense, 5 of the high

achievers still confused in choosing the right simple past form whether it is regular or irregular verbs. In the term of passive voice, the students must not use it because passive voice particularly used in factual recount. In the term of type of sentence, the high achievers rarely used complex sentence in their writing but the simple ones.

Based on the result above, it showed that the high achiever students of the tenth grade of SMAN Pasirian could write their ideas and develop it following the concept of generic structure and language features in composing a recount text although not all the characteristics could they wrote. Then, it is suggested to the English teacher to deliver his knowledge of the characteristics of recount text which is included as difficult for the students. It is due to the result some of the high achievers could not write some of the characteristics, such as the knowledge about simple past tense, passive voice, and complex sentence