



**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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NIM. 090210401037**

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

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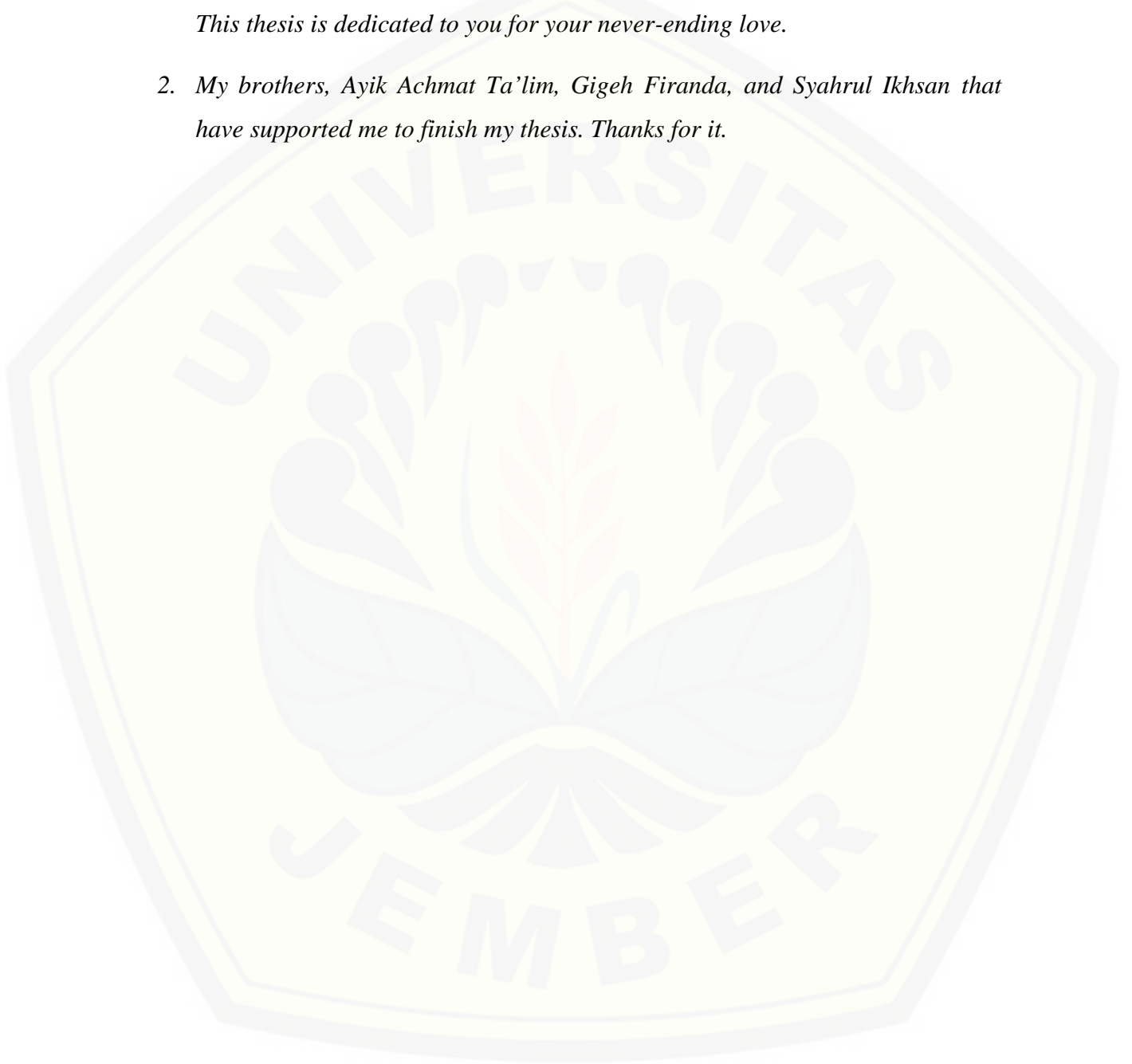
DEDICATION

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.*



ⁱMOTTO

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

Miguel Cervantes, “Preface,” *Don Quixote*



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

CONSULTANTS' APPROVAL

**THE ANALYSIS OF GENERIC STRUCTURE AND LANGUAGE
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Jember, Desember 2014

The Writer

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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

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 The Background of the Research

People used English both in spoken and written language to communicate with other people around the world. In daily life, they rather use spoken language to communicate with others. In the spoken form, the speaker and the listener could communicate face to face, asked for clarification, explained the topic, and used facial expression. Thus, in face to face communication, if you did not understand what a person is saying, you have the opportunity to ask for clarification. On the contrary, when the writer is writing to someone, tone of voice, physical proximity, and the possibility of quick interaction are not available and the writer needs to be able to communicate effectively without resorting to these features (Fairbairn and Winch, 1996:6). Goldman and Hirsch (1986:5) have stated that writing usually requires you to cover your topic more clearly and in greater detail than speaking. So, people could explore what was in their mind directly in the spoken form, but they have to think the topic, the supporting detail, and good language when they want to write something.

Therefore, people have a problem in writing. They still have difficulties to write in English because it is as a foreign language in Indonesia and it needed thinking which is hard and complicated. Tredinnick (2008:38) states when you are writing, you should determine everything about the idea and the way of writing. Goldman and Hirsch (1986: 5) also stated that the writer may frequently feel frustrated by the conventions of grammar and punctuation that characterize much of the written language. It is in the same line as Richards (1990: 100) who said that learning to write well is a difficult and lengthy process, one that induces anxiety and frustration in many learners. Further, White and Arndt (1991:3) stated that writing is

one of the complex activities which include knowledge of vocabulary, grammar, and text structure. Therefore, writing skill is not easy and complicated to master.

In learning English, there are four language skills, namely listening, speaking, reading, and writing and three language components, namely grammar, vocabulary, and pronunciation that have to be mastered by the students. According to the school Based Curriculum 2006 (KTSP) for senior high school, writing can be classified into twelve genre namely, procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. Thus, it is stated that one of the objectives of teaching English is to develop communication competency, both spoken and written to reach the level of the functional literacy. In addition, the standard competence of writing for grade X students is expressing the meaning of written functional text and a simple short essay in the form of recount, narrative, and procedure. So, the researcher took recount text because it was stated in the standard competence of grade X.

Based on the interview on the preliminary study that was conducted on November 22nd2013 with the English teacher of SMAN Pasirian, the researcher got the information that the teacher used School Based Curriculum (KTSP) 2006 in teaching learning process. Besides, he also used Creative workbook (LKS Kreatif) and English learning module (*MODUL Pembelajaran Bahasa Inggris*) in teaching English to the students. The teacher usually used lecturing technique in teaching writing recount text. The teacher taught writing by giving an example of the text and explaining the generic structure of the text and then asking the students to do the exercise in the workbook (LKS).

There are some researchers who had previously conducted a research about recount text writing. For example a research that was conducted by Nunung (2013). She conducted a descriptive quantitative research at SMAN Arjasa Jember. In her research, she reported that the students were not good enough to write recount text and made a lot of errors in orientation, events, organization, unity, and coherence. Another a research is done by Elva (2013) entitled “A Study of the Ability of the

Second Year Students of SMPN 21 Pekan Baru in Writing Recount Texts”. The conclusion was that the students were good enough to write a recount text. It is proven by the mean score of the students’ ability on the real score of the three raters that is 48.8 which is considered as moderate level. Those researches showed that the students of SMAN Arjasa Jember were not good enough in writing recount text; on the other hand the students of SMPN 21 Pekan Baru were good enough in writing recount text.

Based on the previous research findings, it was revealed that the descriptive studies were conducted in quantitative descriptive research. The researcher thought that it is important to do a research that described about the generic structure and language features of the recount text using the qualitative research design. The researcher wanted to describe how the students generated their ideas in the generic structure and language features of recount text in their writing.

Considering the in-depth study as one of the characteristics of qualitative research, the researcher took only seven students of high achievers in SMAN Pasirian. It is assumed that high achievers are more careful in producing a piece of text. In this research, the researcher would analyze and describe seven high achievers’ recount text writing on their generic structure and language features of their text. Later, the result could show the real condition of the high achievers students’ ability in writing recount text.

Based on the description above, the researcher decided to conduct a research entitled “The Analysis of Generic Structure and Language Features of Recount Text Written by the High Achievers at SMAN Pasirian Lumajang”.

1.2 The Problems of the Research

Based on the background of the research that has been explained above, the problem of the research was formulated as follows:

1. How does the generic structure of recount text written by the high achievers look like?
2. How do the language features of recount text written by the high achievers look like?

1.3 The Objectives of the Research

Based on the research problems, the objective of the research was:

1. to describe how the generic structure of recount text written by the high achievers.
2. to describe how the language features of recount text written by the high achievers.

1.4 The Significance of the Research

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

1. The English Teacher

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

2. The Students of Higher Achievers.

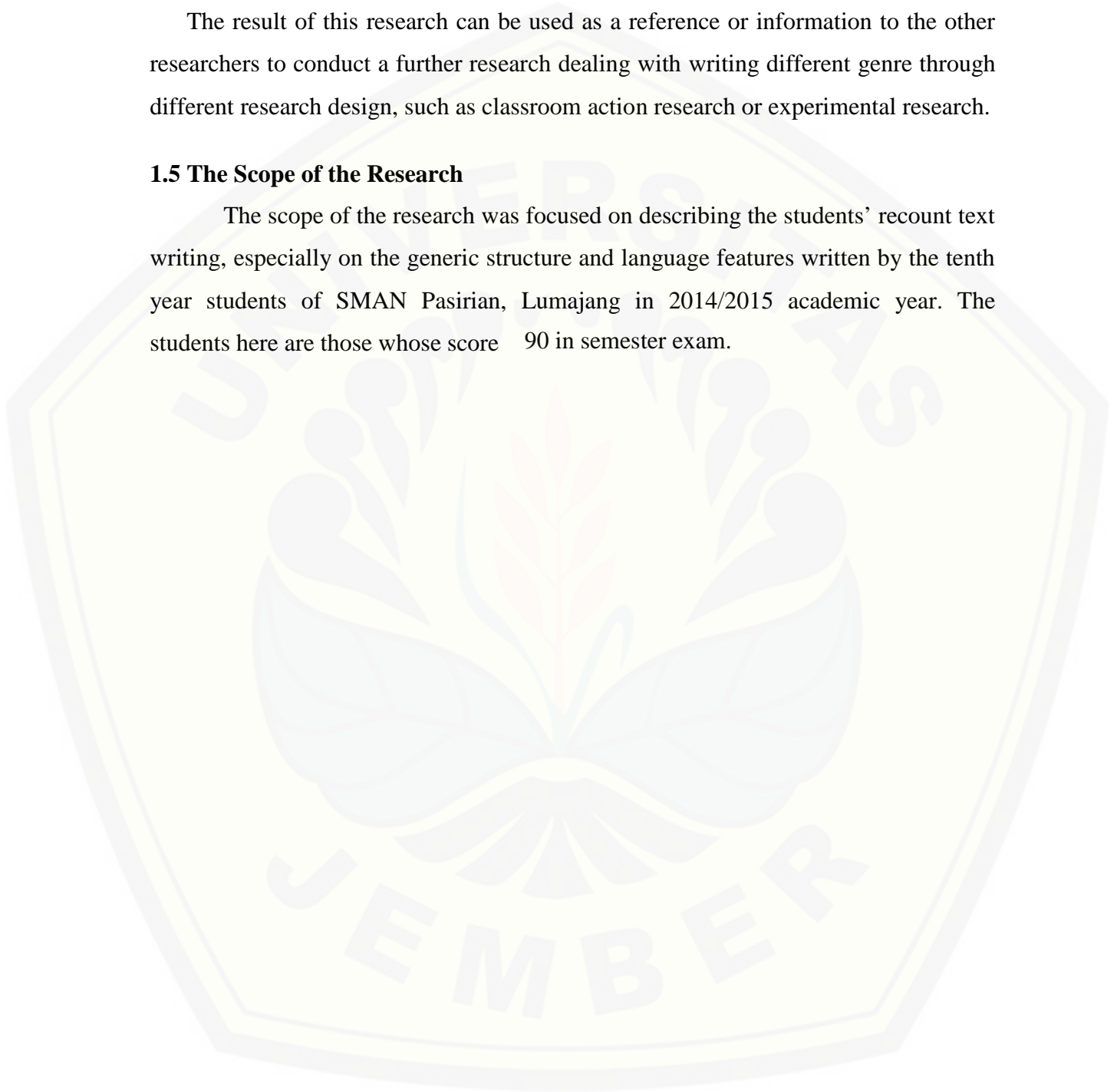
The result of this research hopefully provides useful information for the students to know how far their ability in writing a recount text, so they will be able to maintain their writing skill.

3. Other Researchers

The result of this research can be used as a reference or information to the 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 scope of the research was focused on describing the students' recount text writing, especially on the generic structure and language features written by the tenth year students of SMAN Pasirian, Lumajang in 2014/2015 academic year. The students here are those whose score 90 in semester exam.



II. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the topic of the study, such as: writing skill, high achiever students, competence of writing as targeted in the senior high school English curriculum, recount text in the English curriculum of senior high school, characteristics of recount text, and some examples of good recount text. All of the issues are highlighted respectively.

2.1 Writing Skill

Writing is an activity of exploring one's thought to communicate to the readers. Wingersky et al (1994:4) state that writing is a process through which a writer discovers, organizes, and communicates his/her thoughts to a reader. It means that a writer expressed his/her ideas or his/her thoughts to the readers. In other words, writing is a process of communicating with others in which the writer sent his ideas or his thoughts to the readers in the written form.

Writing is one of the ways that lead us to express our ideas in written form. Fairbairn and Winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in a written or printed form. In other words, writing is an activity of expressing the writers' ideas by selecting and putting the words in the appropriate writing mode.

Writing is also seen as a way of communication. Fairbairn and Winch (1996: 31) state that writing, like speaking, is a form of communication. When someone is writing, the writer normally has someone other than herself to whom she intends to communicate. As stated by Stanley, Shimkin, and Lanner (1992: 19), when you write, you are engaging in an activity that might be graphically portrayed as a triangle (writer, subject and reader) where the purpose is to communicate about a subject to reader. In other words, when we wrote, we made indirect communication with the readers.

Koutsoubou (2005:163) states that writing can be considered as complex activity, which starts with decisions about how much information, what type of

information, progresses to organize the information, and finally the decisions about how the whole thing will be linguistically expressed. Based on that statement, we cannot think that writing as an easy task. It belonged to complex task because when we wanted to write, we should decided what will be written, how much information that we should provided to support it, what type of information, how to organize the information, and how that information is constructed in a good order in the written form. Therefore, writing can be considered as a complex process.

Although writing considered as a complex process, it could be learned. Students were able to improve their skill by experienced to write, practiced writing, and learnt to express their idea to produce a good writing.

2.2 High Achiever Students

High achievers are those who achieve goal. In school, a high achiever would be a student who gets high marks and good grades. They do the work that is required and do it well. They tend to be well-organized, with good time-management skills, which is why they turn in neat and tidy work on time. They also tend to be well-behaved, adjusting well (Bainbridge, 2015).

Kingore (2004) stated that there are twenty characteristics of high achievers students. They are remember the answers, they are interested in subjects, they can generate the ideas, they work hard to achieve their goal, they answer the questions in detail, they can perform at the top of the group, they learn with ease, they need 6-8 repetitions to master the subject, they enjoy the company of age peers, the understand complex problem, they can grasp the meaning of the problem they face, they complete the assignment on time, they are receptive, they enjoy go to school, they absorb information, they are technician with expertise in field, the can memorize well, they are pleased with own learning, they always get A, and they are able to solve the problem.

Those are the characteristics that a student belong to high achiever students. But in writing recount, a high achievers student should be able to write a recount text

followed the structure of it. They should be able to write based on the generic structure and the language features of recount text.

2.3 Competence of Writing as Targeted Skill in the Senior High School English Curriculum

Curriculum is a set of planning and arrangement about goals, content, lesson's material and the way to use it as compass of the implementation in the teaching learning process to reach some certain educational goals (Depdiknas, 2006:44). Here, the curriculum used in the senior high school of SMAN Pasirian is School-Based Curriculum (*KTSP 2006*). School-Based Curriculum is one of the operational education curriculum that planned and done in each unit educational place in Indonesia.

In the School-Based Curriculum, there were six standard competencies and twelve basic competencies of writing that should be learnt by the students. In this research, the researcher focused only in the grade tenth of senior high school. Here was the standard competence and basic competence of writing in the grade tenth as follows:

Table 2.1 Competence of Writing for the Grade X of Senior High School

Standard Competence	Basic Competence
6. Expressing the meaning in the short functional text and simple essay in the form of <i>recount</i> , <i>narrative</i> , and <i>procedure</i> in the daily life context.	6.1. Expressing the meaning in the form of formal or informal short functional text (for instance announcement, advertisement, invitation, etc) by using various kinds of written language accurately, fluently, and acceptably in the daily life context. 6.2. Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using various of written language in the daily life context in the form of <i>recount</i> , <i>narrative</i> , and <i>procedure</i> .

Standard Competence	Basic Competence
12. Expressing the meaning in the short functional text and simple essay in the form of <i>narrative</i> , <i>descriptive</i> and <i>news item</i> in the daily life context.	<p>12.1 Expressing the meaning in the form of formal or informal short functional text (for instance announcement, advertisement, invitation, etc) by using various kinds of written language accurately, fluently, and acceptably in the daily life context.</p> <p>12.2 Expressing the meaning and rhetorical steps in the simple essay accurately, fluently, and acceptably in the daily life context in the form of <i>narrative</i>, <i>descriptive</i>, and <i>news item</i>.</p>

Translated from Depdiknas (2006:311-314)

In the table above, there were two standard competencies and four basic competencies for grade tenth that should be mastered by the tenth year students of SMAN Pasirian. Related to the topic of this research, the researcher took standard competence number 6 and basic competence number 6.2. It was because both of the standard competence and basic competence discussed about recount texts.

2.4 Recount Text in the English Curriculum of Senior High School

Richard (2012) stated that text is used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways. In addition, Krippendorp in Cohen (2007:475) defines text as any written communicative materials which are intended to be read, interpreted and understood by people. So, in brief texts are structured sequences of language which are intended to be read, interpreted and understood by people. On the text based instruction, when someone writes a text, he should consider the patterns of its text. Richard (2012) stated that text-based involves the structure of different text types and its purpose features.

According to School-Based Curriculum, one of the basic competencies of writing for senior high school is expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using various of written language in the daily life context in the form of *recount*, *narrative*, and *procedure* (Depdiknas, 2006:311).

A recount text is a text which retells events or experiences that happened in the past. Goatly (2000:30) states that recount text is to construct past experience by retelling events and incidents in order in which they occurred. In addition, Cavanagh (1998:12) points out that the purpose of recount text is to reconstruct past events by retelling them in the order which they occurred. In brief, recount text is a text which retelling events and incidents in order in which they occurred.

There are three different types of recount text, namely personal recount, factual recount, and imaginative recount (Watt, 2008:4). A personal recount text is a text which retelling of an activity that the writer or speaker has experience, for instance an oral story, a letter or a diary. A factual recount text is a text which records the detail of something that has happened, for instance a historical recount, a science experiment, a traffic report or sport report. Meanwhile, an imaginative recount text is a text which takes on an imaginary role and creates imaginary details but places them in a realistic context, for instance *A day in the life of an ant*, *My life as a roman emperor*.

Considering the basic competence of writing in the tenth grade of senior high school, in this research the researcher chose personal recount text because it tells about an activity that the writer has experienced. The students of high achievers are regarded to write their personal experience occurred in the past. The recount text should be written in 10-15 sentences.

2.5 Characteristics of Recount Text

Recount text is one of the texts that should be mastered by the students in the senior high school. It is a text that tells us about a part of experience (Priyana *et al*, 2008:18). Watt (2000:4) states that recount text reconstructs past events in the time order in which they occurred. In addition, Davies (2000:8) states that the purpose of recount text is to recall and reconstruct events, experiences and achievements from the past in a logical sequence in order to inform or entertain. Based on the

explanation above, we can concluded that recount text is a text which retells past events or experiences and the purpose is either to inform or to entertain the audience.

To compose recount text, there are two main points that must be taken into account. They are the generic structure and the language features of recount text.

2.5.1 Generic Structure of Recount Text

Watt (2000:5) divides the generic structure of recount text into three parts, namely orientation, series of events, and re-orientation. Each of them will be explained as follows:

1. Orientation

Orientation is the first part of recount text. It provides all necessary background information to enable the audience understand the text. It establishes the time, setting, and who or what is participating.

2. Series of events

Series of events is the second part of recount text. In this part, the students need to focus on supplying details about who, what, where, and when. It usually sequences chronologically.

3. Re-orientation

Re-orientation is the final part of recount text. It is optional and often used to complete the writing by rounding the series of events. It refers back to some of the information in the orientation paragraph. In addition, Davies (2000:9) stated that re-orientation concludes the series of events by summarizing them, evaluating the topic's importance or offering personal comment or opinion.

Those are the generic structure of recount text. It consists of orientation, series of events and re-orientation. For re-orientation, it is an optional part because re-orientation often used to complete the writing by rounding the series of events. It refers back to some of the information in the orientation paragraph. In analyzing the students' recount text writing, the generic structures above are applied.

2.5.2. Language Features of Recount Text

Davies (2000:9-10) mentioned that the language features of recount text have twelve characteristics. They are explained as follows:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy, for example in diary or a journal. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example “This great tennis player will no doubt win many more tournaments”.
2. Subject-specific terms (larvae, topography) are used to record facts and events accurately. They also add authenticity and credibility to the tone of writing.
3. Specific descriptive words (adjectives) help the audience visualize or imagine events- for example “The butterfly spread out its limp, wet wings to dry”. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount
4. A range of conjunction (because, although, while) is used to link clauses within sentences.
5. Time connectives (firstly, next, finally) are used to link separate events or paragraph into a cohesive whole text.
6. Passive voice is used, particularly in factual recounts to give objectivity to the text. For example “the land was worked by the peasants from sunrise to sunset.
7. Adverbs (yesterday, outside) and adverbial phrases (In 1910, on top of Mt. Kosciusko) are used to indicate specific time and places.
8. Specific participants (noun and pronoun, such as Mt. Stromio Observatory, William Wallace) provide detail and credibility.
9. Pronouns are used to provide cohesion by tracking participants through the text. The name of the participants should be used the first time they are mentioned in each paragraph, but after these pronouns such as he, she, they, and it should be used for variety.

10. A range sentence types (simple, compound and complex) is used to add variety and interest.

a. A simple sentence contains one idea or subject.

For example: Lisa did her homework.

b. A compound sentence contains two subjects or ideas that are joined.

For example: Lisa did her homework and she did her music practice.

c. A complex sentence contains two ideas or subjects, one of which is dependent on the other.

For example: Lisa could not go to the movies because she had to do her homework.

11. Personal comment may be woven into the text or added as a conclusion.

12. Emotive language may be used to influence the readers' attitude to the topic.

For example: Caning was a harsh and unnecessary punishment.

Those are the language features of recount text, it consist of simple past tense, subject specific terms, adjectives, a range of conjunctions, time connectives, passive voice, adverbs and adverbial phrases, specific participants, pronouns, a range of sentence types, personal comment, and emotive language. In this research, the students' writing of recount text are analyzed based on these language features above.

2.6 Some Examples of Good Recount Text

In this research, the type of recount text that was used is personal recount text. Here were some examples of good recount text.

Text 1

	My Day
Orientation	I had a terrible day yesterday.
Series of events	First, I woke up an hour late because my alarm clock didn't go off. Then, I was such in a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9.30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.
Re-orientation	Finally, I walked three miles to my school only to discover that it was Sunday! I hope I never had a day as the one I had yesterday.

(Taken from Developing English Competencies, 2008:12)

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

- The orientation of the text above is in the first paragraph. The writer wrote his terrible experience, the time when it happened, and the participant that had terrible experience.
- The series of events are in the first and second paragraph. The writer wrote the events chronologically from the beginning. The writer began with such in hurry situation until the writer discover that it was Sunday.
- The re-orientation of the text above is in the last paragraph. The writer gave comment or opinion of the story. It said that “I hope I never had a day as the one I had yesterday”.

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

Table 2.2 Language Features of the Text “My Day”

Characteristics	
Simple past tense	Had, woke up, was, burned, go dressed, forgot, ran out, missed, wanted, walked.
Subject-specific term	Burned my hand, didn't have enough money, walked three miles, and Sunday.
Adjectives	Late and enough.
A range of conjunctions	Because, when, and but.
Time connectives	Then, next, finally.
Passive voice	-
Adverbs and adverbial phrases	Yesterday, an hour, quickly, and three miles.
Specific participants	I, my alarm clock, socks, bus, taxi, and school.
Pronouns	I
A range of sentence types	- Simple sentence I had a terrible day yesterday. - Compound sentence I wanted to take a taxi, but I didn't have enoug money. - Complex sentence I woke up an hour late because my alarm clock didn't go off.
Personal comment	I hope I never had a day as the one I had yesterday.
Emotive language	I walked three miles to my school only to discover that it was Sunday.

The table above shows that, the text “My Day” supply the language features needed in the text.

Text 2

My Holidays

During the holidays, our family went to Victor Harbor. We stayed in a holiday apartment. There were nine other apartments besides where we stayed.

After we unpacked our things, we went to the beach. At the beach we met our cousins and played with them. Later on, Mum went shopping with my brother to buy some groceries. While she was shopping, Dad and I went fishing.

The next day we went to Greenfields Adventure Park. It was really crowded. Every day we went to the beach. Sometimes while we were there, we went sailing with Dad.

On the last day of our holiday, we all went fishing again. We caught lots of fish. It was really cool fishing with Dad.

(Taken from engaging in and exploring recount writing, 2012:2)

Orientation

{

Series of event

{

Re-orientation

{

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

- The orientation of the text above is in the first paragraph. The writer wrote when they went to the Victor Harbor, where they stayed, and who were the participant that went to the Victor Harbor.
- The series of events of the text above is in the second and third paragraph. The writer wrote the events chronologically from the beginning. The writer began with unpacking the things until they went to fish in details.
- The re-orientation of the text above is in the last paragraph. The writer gave a comment or opinion of the story. It said “It was really cool fishing with Dad”.

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

Table 2.3 Language Features of the Text “My Holidays”

Characteristics	
Simple past tense	Went, stayed, were, unpacked, met, played, was, and caught.
Subject-specific term	Holiday apartment, and caught a lot of fish.
Adjectives	Crowded and cool.
A range of conjunctions	And, while, and with.
Time connectives	After, later on, and on the last day of our holiday.
Passive voice	-
Adverbs and adverbial phrases	Every day, and sometimes.
Specific participants	Our family, Victor Harbour, Greenfields Adventure Park, our cousins, my brother, I, dad, and mum.

Characteristics	
Pronouns	Our, we, she, it,
A range of sentence types	- Simple sentence We stayed in a holiday apartment. - Complex sentence While she was shopping, Dad and I went fishing. After we unpacked our things, we went to the beach.
Personal comment	It was really cool fishing with Dad.
Emotive language	We caught lots of fish.

The table above shows that, the text “My Holiday” supply the language features needed in the text.

Those are the example of good personal recount text. The reason why those texts are good because they apply the generic structure and the language features well.

III. RESEARCH METHOD

The research design of this research is descriptive qualitative. Therefore, the data obtained from the work of the students' recount text writing are analyzed qualitatively. This chapter presents the research methods applied in this research. They cover the research design, research area, research subjects, the 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 research aimed to analyze qualitatively the recount text writing composed by seven high achievers of the tenth grade students of SMAN Pasirian Lumajang in the aspects of generic structure and language features of recount text. This research applied qualitative content analysis research, as it examined the contents of compositions, for example generic structure and language features written by the tenth grade students. Holsti (1969:601) states that content analysis is any technique for making inferences by systematically and objectively identifying specified characteristics of messages. Moreover, Weber (in Cohen *et al*, 2007:476) sees "the purpose of content analysis as including the coding of open ended question in surveys, the revealing of focus of individual, groups, institutional and social matters, and the description of patterns and trends in communicative content". In this case, the research deals with the description of patterns in which the aim is to analyze qualitatively the generic structure and language features of recount text writing. The procedures of this research were as follows:

1. determining the research area,
2. determining the research subject,
3. collecting the data,
4. analyzing the collected data,
5. drawing conclusion to answer the research problems.

3.2 Research Area Determination Method

The area of this research is determined purposively. According to Arikunto (2006:139), purposive method is a method used based on a certain purpose and reason. This research was conducted at SMAN Pasirian because of some reasons. First, recount text has been taught at SMAN Pasirian based on the 2006 School-Based Curriculum. Second, the English teacher allowed the researcher to conduct the content analysis research in the tenth year students. Third, the Headmaster gave permission to the researcher to conduct this research at the school.

3.3 Research Subject Determination Method

Qualitative research does not deal with generalizing the findings. Meriam (in Creswell, 1994:158-159) stated that the purpose of the qualitative research is not to generalize the findings, but to form a unique interpretation of events. It means that when the researcher chose the research subjects, the researcher did not have to notice the proportion of the subjects in comparison with the population.

Based on the school document, there are 293 tenth grade students in SMAN Pasirian Lumajang in the 2013/2014 academic year. Then, in choosing the subjects of this research, the researcher applied purposive method. According to Fraenkel and Wallen (2009:99), in purposive sampling, the researchers use their judgment to select a sample based on the prior information. Based on the English teacher's document of semester exam score, there were 38 students who were categorized as high achievers at the school. The high achievers were the students whose English score are 80 or higher on the semester exam. The researcher took the score from semester exam score because it showed the real ability of the students on English Subject. The following table is the list of the high achievers of the tenth year students of SMAN Pasirian Lumajang.

Table 3.1 List of the High Achievers Students of SMAN Pasirian

No	High Achievers		
	Name	Class	Score
1	SDY	XC	95
2	RSW	XE	93
3	RP	XG	93
4	IM	XB	90
5	EK	XC	90
6	YM	XE	90
7	F	XG	90
8	AKU	XC	88
9	FMF	XE	88
10	GM	XE	88
11	SF	XE	88
12	SNJ	XE	88
13	BLI	XF	88
14	DA	XG	88
15	MIN	XA	85
16	DFP	XC	85
17	MYA	XE	85
18	MA	XE	85
19	MFA	XF	85
20	DA	XG	85
21	DAS	XB	84
22	S	XB	83
23	ABA	XD	83
24	LK	XE	83
25	NAS	XE	83
26	RAS	XE	83
27	MS	XF	83
28	FDP	XG	83
29	MARAG	XG	83
30	LS	XA	80
31	AD	XC	80
32	AS	XD	80
33	EF	XD	80
34	JCR	XD	80
35	ORAP	XE	80
36	FEH	XF	80
37	LK	XF	80
38	MY	XF	80

(Taken from Daftar Nilai Siswa SMAN Pasirian)

Meanwhile, the researcher chose only 7 high achievers who got the highest scores in semester exam. The following table is the list of the seven high achievers who got the highest score in English.

Table 3.2 List of the Research Subject

No	High Achievers		
	Name	Class	Score
1	SDY	XC	95
2	RSW	XE	93
3	RP	XG	93
4	IM	XB	90
5	EK	XC	90
6	YM	XE	90
7	F	XG	90

The researcher chose only 7 students of the high achievers because in content analysis the researcher was allowed to choose a minimum sample 10% of the population (Gay, 1992:137). The 10% of the 38 students were 4 students. The fourth students of the list of the high achievers students of SMAN Pasirian got score 90 in the semester exam. The researcher chose the high achievers who got score at least 90 in the semester exam and there were 4 students on the list. So, the amount of the high achievers in this research were 7 students.

3.4 The Operational Definition of the Key Terms

Operational definition of the key terms is important in order to avoid misunderstanding between the writer and the reader about the concept used in this present research. The term that will be defined is recount text and the high achievers students.

3.4.1 Recount text

Recount text in this research refers to a text that tells about an experience that happens in the past. It consisted of generic structure and language features. The research focused on one type of recount texts, namely personal recount text. It was chosen because this type of text has been taught in tenth year students at SMAN Pasirian.

3.4.2 High Achievers Students

In this research, the high achievers were group of students of grade X whose scores were 80 or higher in semester exam for English subject. There were 38 students whose scores are 80 or higher. The researcher chose only 7 students who got the highest score in English subject.

3.5 Data Collection Method

According to Fraenkel and Wallen (2009:110), data refers to the kinds of information that the researchers obtain from the subjects of their research. In addition, Fraenkel and Wallen (2009:15) stated that data collection methods are systematic standard procedures to get the data needed or collected by applying the appropriate methods.

In this research, the data deals with the high achievers students' recount text writing in the form of document. Basically, there were three methods that the researcher applied to collect the data. They were: interview, documentation, and using writing test. Interview and documentation were used to collect the data from the English teacher, such as the previous score of semester exam. However, the researcher chose to give writing test done at school instead of using the previous score because the test could help the researcher keep the validity or the originality of students' recount text writing. Besides, it could prevent the students from copying such a text available in the textbook or copying from their friends' work.

In this research, the researcher used subjective writing test. However, the purpose of this writing test was not to take the students' score but only to collect the students' work to be analyzed on the aspects of generic structure and language features of recount text. The researcher asked the seven high achievers to write a recount text about "Unforgettable Experience" given by the researcher in 45 minutes. The recount text consists of 10 up to 15 sentences, while the topic of recount text is "Unforgettable Experience" which had been consulted to the English teacher.

3.6 Data Analysis Method

According to Hornby (1995:38), analysis is a detailed examination of something in order to interpret or explain it. The data analysis method applied in this research is qualitative analysis method. Darlington and Scott (2002:163) have suggested that qualitative analysis generally concerned with identifying the important categories in the data, as well as the pattern through process of discovery. From that view, the researcher analyzed the generic structure and the language features of students' work in writing recount text to find the pattern of their writing. The steps that were used by the researcher in analyzing the data were as follows:

1. Identifying the generic structure and the language features of recount text by coding the data.
2. Analyzing the pattern of the students' recount text writing.
3. Interpreting the result of analysis.