

THE ANALYSIS OF RECOUNT TEXT WRITTEN BY EXPERT AND STUDENTS

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Abstract

Retelling the past experiences in the form of recount text is one of the competencies that should be mastered by the students in verbal or written form. Based on the preliminary observation in SMAN 4 Cimahi, the 10th grade students have no difficulties in retelling their past experiences orally. To overcome that problem, this research aims to investigate some pedagogical implication needed in enhancing students' writing ability in retelling past experiences in form of recount text. This research belongs to qualitative descriptive using the document analysis as a technique to collect the data. The expert document of personal recount text was taken from the electronic book of English for 10th grade of senior high school published by the Ministry of Education and Culture. The finding showed that the expert's text had genre, register, generic structure, and language features that were in line with the general characteristics of recount text. However, the analysis of student's text showed that the students found difficulties in delivering and organizing ideas in every stage of Recount text, the content of writing was not totally fulfilled the linguistic features required. Moreover vocabularies were still great boundaries in the writing. The pedagogical implication proposed is that using concept map.

Keywords: Expert Text, Genre Analysis, Recount Text

INTRODUCTION

English is one of the compulsory subjects being taught in high school level. One of the goals in learning English is that the students will be able to use the language as a tool of communication in verbal and/or written form. Writing is an interesting activity, it can give students some advantages although basically there are difficulties in writing but it is still a useful, essential, integral and enjoyable part of the foreign language lesson, Yulianti, Nuraeni & Parmawati (2019). Writing English is one of the skills which must be mastered by student in Indonesia. One of writing texts which is being taught in the senior high school level is Recount Text.

Based on the observation conducted in SMAN 4 Cimahi, the 10th grade students are good enough in retelling their past experiences orally. Meanwhile, they still have difficulties in creating written personal recount. Even though recount text had been studied since junior high school, writing a good recount text is still difficult for the them. It is because in writing Recount text, the students should be aware in using the schematic structure and the linguistic features. The difficulties are in line with the results from several studies conducted to find out the characteristics of recount text using systemic functional linguistic. One of the study is (Arifaturrochmah, 2014) who states that one from five students applied the generic structure of recount text in their writings misses the re-orientation part in his writing. In regard to the text organization, five students put the structures in different paragraphs; however there is one student who wrote the story in only one paragraph. In regard to the linguistic features, most

students likely found problems in applying regular and irregular verb form of simple past tense, the use of present tense, subject-verb agreement, gerund, to-infinitive, word choice, derivative form, conjunctions, prepositions, and articles. The other study is (Andaruli, 2015) entitled *Interpersonal, Ideational, and Textual Meanings found in Students' Recount Texts*. By using Transitivity system of systemic functional linguistics, the study showed that there are some problems in the generic structures and linguistics features of students' recount text.. Andaruli (2015) also stated that by understanding the expected metafunctions, the students can compose meaningful texts and misinterpretation in interpreting the meaning can be avoided.

Considering the issues, the research is focused on analyzing personal recount texts written in the students' electronic book for the 10th grade (Widiati Utami, Rohmah Zuliati, 2016) and in the teaches' electronic book for the 10th grade (Widyati Utami, Rohmah Zuliati, 2014) The text was taken under the consideration that it is a model text for the students to create their own recount text. By analyzing the features of expert's recount text, the research is expected to discover the features of the good recount text so it can be a good model for students' understanding the personal recount text. Considering the important understanding of genre moves as one of the aspect of the text modeling, this study aims to identify the genre moves of personal recount text. To achieve those purposes, this study attempts to answer the following question: "What are the genre moves of the expert's and student's personal recount text?"

METHOD

The design of this study is a qualitative descriptive. It employed document analysis as the tool for the analysis of an expert's personal recount text to identify its genre moves (Bowen, 2009). Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin, Juliette & Strauss, 2016)

RESULTS AND DISCUSSION

Results

A. The Expert's Text

The expert's text is taken from the students' book. The text is started with the orientation which is, "I have mixed feelings about my cousin. Yes, I love him, but his being careless many times gets me annoyed, like this one." The series of event of the text started from "It was Monday afternoon at that time. ... Cool! Thanks, man!" he replied." Meanwhile the personal comment of the text is started from "Yes, I hate his being careless. Fortunately, he is honest. Well, perhaps that's why I love him."

Based on the generic structure, It can be assumed that the expert's text has the same stages as the theory of recount text proposed which are orientation (giving background information of a text), series of event (chronological sequence) and personal comment. In addition to that, the social function of the text is in line with the experts' purpose that is to retell one's experience that happened in the past. Regarding to the linguistic features, this text is really fulfilled the requirements of Recount. Therefore, this text is eligible as a model for students.

Some linguistic features in the expert’s text regarding to the process that is mostly used material (32%) and verbal processes (32%), followed by behavioural process (19%), mental process (9%), relational process (6%), and existential process (2%). Meanwhile, kinds of clauses that is frequently used is declarative (86%), followed by imperative (8%), and interrogative (6%). In terms of theme, the theme that is mostly used beside topical theme (68%) is textual theme (30%), and followed by interpersonal theme (3%)

The most frequently used adjunct is circumstantial adjunct (44%), followed by conjunctive adjunct (40%), mood adjunct (8%), continuity adjunct (6%), comment adjunct (2%), and. The most frequently used circumstance is matter (24%), followed by location, cause, and extent (19%), manner (14%), and accompaniment (5%) Regarding the participants’ roles, participant “I” (60%) is the most frequently appearing with the appearance as subject (44%), complement (9%), and ellipsis (7%). Participant “he/my cousin” (33%) appears often with the appearance as subject (19%), complement (9%), and ellipsis (5%).

Participant “my auntie” (5%) appears a few times with the appearance as subject (4%) and complement (2%). The most seldom appearing participant is “ice cream man” (%) with the appearance is only as a complement.

B. topical theme (61%) is The Analysis of Students’ Text

In the student’s text, interpersonal (mood) is written fully in declarative statement with the amount of 33 declarative statements with 100% percentage. In addition to that, based on the analysis of ideational meanings (process), the most process that is mostly used is material (48%), followed by relational process (27%), behavioural process (18%), and mental process (6%). Meanwhile, there is no verbal process used in this text. This text has similar findings with the expert text in terms of the most frequently appears process, which is material process. In terms of theme, the theme that is mostly used in this text beside textual theme (39%). Meanwhile, there is no interpersonal theme found in this text. Regarding the participants’ roles, participant “I and my family” (57%) is the most frequently appearing with the appearance as subject (50%), and as ellipsis (7%). Participant “I” (39%) appears often with the appearance as subject (36%), and as complement (4%). Participant “my brother” (4%) appears a few times with the appearance only as complement (4%) The circumstance that is most frequently used is location (50%), followed by extent, manner, cause, and accompaniment (13%). While there is no circumstances of matter used in this study.

Based on the analysis of adjunct, the most frequently used adjunct is circumstantial adjunct and conjunctive adjunct (47%), followed by continuity adjunct and mood adjunct (3%). While, there is no comment adjunct found in this text.

Regarding to generic structure, in general, the students generic structure in delivering Recount Text can be seen in the table below..

Table 1. Generic structure

Orientation	
Last holiday, I and my family went to Pangadaran Beach. We spent two days in there	In the orientation, it can be seen that the students have stated about what, where, when, and who. It is quite complete although the writer forget to state “why” or the reason of having the experience

Events

In the way, we enjoyed view because for me it was beautiful view. Although in the way was traffic jam, but it was so fun. When we arrived at that beach, we looked for that we can stay in there while. After we found that, we went to the beach

The events delivered by the students are not presented by using sequential words properly and chronologically. The experiences are not stated in form of technical or specific language. Students still use words relating to feeling which is not required in the delivery of events.

Reorientation

I wouldn't forgot about this experience because it was very beautiful place that I've come to. I and my family could came to Green Canyon and in there was very excited.

In the reorientation, the students state what they enjoyed based on the experiences.

Based on the table above, It is clearly seen that the students find difficulties in delivering and organizing ideas in every stage of Recount text.

The participants of this text in general are; I, my family, and my brother as specific participants; the tense used was simple past tense; most the verbs found in the text was material process; the linking verb is past event; all the details of the text were relevant to the purpose of the text. In addition to the language features in personal recount is the pronouns used was first person pronoun (I).

In term of field of the genre, the text involved participants "I", my family, and my brother. It took place in Pangandaran Beach on the writer's last holiday. On the other hand, the tenor of this text's genre involves family relationship between "I" and "my family" and between "I" and "my brother". Additionally, mood of this text deals with holiday experienced together by the participants "I" and "my family". The text itself was in form of written text.

Regarding to linguistic features, In term of students' writing classified as high quality of writing compared with the other students in the same classroom, It is seen that students have sufficient knowledge to make the text cohesive although It is not very good. Regarding to reference, in general, the students have understood in using reference. We can see from the table as follow:

Table 2. Using Reference

<p>Last holiday, I and my family went to Pangandaran Beach We spent two days in there In the way, we enjoyed view because for me it was beautiful view.</p>	<p>The word "We" refers to I and my family. The word "there" refers to Pangandaran Beach. The word "It refers to view. The word "it" refers to the way. These belong to anaphoric (backward reference).</p>
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Although in the way was traffic jam, but it was so fun.

When we arrived at that beach, we looked for that we can stay in there while. After we found that, we went to the beach.

I was very happy because I could played with my family especially my brother. In there, we swam together, made something from sands until evening.

Because of I was felt very happy, I forgot the times.

In this day, I with my family looked a beautiful sea.

We was rode boat to saw a beautiful scenery and it first time I rode a boat.

At 05.30 PM, I getting ready to saw a sunset. Then when the sun was sank, It was very beautiful.

I also didn't forget took some pictures to finance that I was went to Pangandaran Beach.

I wouldn't forgot about this experience because it was very beautiful place that I've come to.

I and my family could came to Green Canyon and in there was very excited.

The word "We" refers to I and my family. The word "there" refers to the beach. The word "I" refers to the writer. Moreover, the word "my" refers to the writer's belonging. And the word "it" refers to road boat. These belong to anaphoric (backward reference).

The word "It" refers to the sun. The word "this experience" refers to "went Pangandaran Beach" and the word "It" refers to this experience. Moreover, the word "there" refers to "Green Canyon". These belong to anaphoric (backward reference).

Concerning about the conjunction used in the text, It is also can be seen that the students use various conjunction such as enhancement conjunction, adversative conjunction, extension conjunction, and temporal conjunction. It can be seen from the explanation below:

1. In the way, we enjoyed view **because** for me it was beautiful view.
The word "because" belongs to **enhancement conjunction**.
2. **Although** in the way was traffic jam, **but** it was so fun.
The word "although" belongs to **adversative conjunction**
The word "but" belongs to **extension conjunction**
The use of conjunction in this sentence is not correct. It is not allowed to use two conjunctions in one complex sentence.
3. **When** we arrived at that beach, we looked for that we can stay in there while.
The word "when" belongs to **temporal conjunction**
4. **After** we found that, we went to the beach
The word "after" belongs to **temporal conjunction**
5. I was very happy **because** I could played with my family especially my brother
The word "because" belongs to **enhancement conjunction**

Based on the students' text in using conjunction, generally they use various conjunction and the relation between the sentences connected is mostly correc. However, the way the deliver the sentences are still found incorrect in sentence structure. For Example:

1. In the way, we enjoyed view **because** for me it was beautiful view.

It should be: We enjoyed view because it was beautiful.

2. **Because of** I was felt very happy, I forgot the times

It should be: Because I felt happy, I forgot the time.

From these examples, again, It is found that the students feel difficulties in organizing the ideas in the text.

A. Ellipsis

1. In there, **we** swam together, **made** something from sands until evening.
Ellipsis of the word “we” before the verb “made”.

B. Substitution

1. In there, we swam together, made something from sands until **evening**. Because of I was felt very happy, I forgot the **times**.
Nominal substitution of the word “evening” and “times”.

C. Lexical Cohesion

1. In the way, we enjoyed view because for me it was beautiful **view**.
We was rode boat to saw a beautiful **scenery** and it first time I rode.
I was very **happy** because I could played with my family especially my brother.
I and my family could came to Green Canyon and in there was very **excited**.

In this day, I with my family **looked** a beautiful sea.

We was rode boat to **saw** a beautiful scenery and it first time I rode a boat.

These belong to **synonymy** form of reiteration.

Repetition of reiteration

- a. Last holiday, I and my family **went** to Pangandaran Beach.
We **went** to Pangandaran Beach by car.
After we found that, we **went** to the beach.
I also didn’t forget took some pictures to finance that I was **went** to Pangandaran Beach.
- b. In the way, we enjoyed **view** because for me it was beautiful **view**.
- c. In the way, we enjoyed view because for me it was **beautiful** view.
In this day, I with my family looked a **beautiful** sea.
We was rode boat to saw a **beautiful** scenery and it first time I rode.
Then when the sun was sank, It was very **beautiful**.
I wouldn’t forgot about this experience because it was very **beautiful** place that I’ve come to.
- d. When we arrived at that beach, we **looked** for that we can stay in there while.
In this day, I with my family **looked** a beautiful sea.
- e. I was very **happy** because I could played with my family especially my brother.
Because of I was felt very **happy**, I forgot the times.

Antonym of Reiteration

a. *Went* >< *arrived*

Last holiday, I and my family **went** to Pangandaran Beach.

When we **arrived** at that beach, we looked for that we can stay in there while.

Collocation

- a. Last holiday, I and my family **went to** Pangandaran Beach
- b. **In the way**, we enjoyed view because for me it was beautiful view.
- c. Although in the way was **traffic jam**, but it was so fun.
- d. When we arrived at that beach, we **looked for** that we can stay in there while.

Discussion

Based on the analysis, the students have difficulties in arranging elipsis, giving many repetition and reiteration. From the results above, it can also be seen more that students find a lot of difficulties in delivering and organizing ideas in every stage of Recount. It is also found that the students have not totally fulfilled the linguistic features required by Recount text. Finally, we can also find that the students have difficulties in vocabularies.

Regarding to the errors found mentioned above, using concept map in the modelling stage at Genre Pedagogical Approach can be useful in helping students in delivering and organizing ideas in stages of Recount, in fulfilling appropriate linguistic features required in recount and also in solving vocabularies problem. After giving concept map in Modelling stage, It is continued by:

- a. Joint Construction : Before Students write independent texts, it is useful for them to participate in the group writing of a text in recount text.
- b. Independent Construction of Text : Having read and examined specimen texts in Recount, and having had the experience of jointly constructing a similar text, many students may now choose to write their own texts on a related topic.

CONCLUSION

students have not totally fulfilled the linguistic features required by Recount text. Finally, we can also find that the students have difficulties in vocabularies. confirmation of the problem that has been analyzed in result and discussion section. The Conclusion should contain the confirmation of the problem that has been English is one of the compulsory subjects being taught in Grade X of high school level. In a recount, the students reconstruct past experiences. Based on early observation regarding to Recount lesson, It is found that students in SMAN 4 Cimahi generally do not have a lot of difficulties in recounting experiences orally. They have great confidence although it is still found a lot of grammatical errors and inappropriate organization of ideas here and there. They are also active in having conversation through small groups and giving presentation in front of the other students in the classroom. However, during the analysis of students' work it can clearly seen the boundaries of students in writing recount such as the difficulties in delivering ideas and organizing it in every stage, in fulfilling the linguistic features required, and in vocabularies.

The pedagogical implication based on the problem is using concept map in the modelling stage in order to improve students' writing ability on Recount text.

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