



**AN ANALYSIS OF LANGUAGE FEATURES OF STUDENTS' WRITING  
ON RECOUNT TEXT**

**RESEARCH PROJECT**

**Submitted as Partial Fulfilment of the Requirement for  
the Degree of *Sarjana Pendidikan* in English Education Department**

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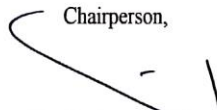
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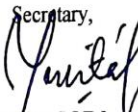
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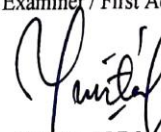
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I am completely responsible for the originality of the content of this Research Project. Others' Opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

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## **MOTTO AND DEDICATION**

### **Motto:**

“Great things require great responsibilities” -Anonymous

### **Dedication:**

I would like to dedicate my research project to:

1. Allah SWT who has given me strength and his blessings so I could done this research.
2. Muhammad SAW, the role model of my life
3. My beloved parents and my brother and my sister who has filled my life with support and love.
4. My English Department friends, thank you for these years.
5. All of the important people in my life.

## **PREFACE**

Let us praise Allah Almighty who has given us his blessings and chance for the researcher to conduct and finish this research entitled: “An Analysis of Language Features of Students’ Writing on Recount Text”. This research is conducted as a pre-requirement to graduate as Sarjana Pendidikan in English Department of Faculty of Teacher Training and Education in Pancasakti University Tegal.

The researcher realizes there are many weaknesses and mistake in this research which is needed to be criticize and advice, therefore the researcher wanted to express her gratitude along the process of this research to the following:

1. Rector of Pancasakti University Tegal.
2. The dean of Faculty of Teacher Training and Education.
3. The head of English Department.
4. The first advisor.
5. The second advisor.

Last, the researcher hopes the help and advice that has been given would be granted by Allah Almighty so that this research would be beneficial to the further development of education in Indonesia, especially in teaching high school students.

## ABSTRACT

**Jasmine, Avida Dwi. 2020. 1616500005.** “An Analysis of Language Features Students’ Writing on Recount Text”. Research Project. English Department. Faculty of Teacher Training and Education. Pancasakti University Tegal. The First Advisor is Yuvita, M. Pd and the Second Advisor is Nur Aflahatun, M.Pd.

***Keywords: Language Features, Recount Text, Writing Assignment.***

There are some genres text in English language teaching that needed to be mastered by the senior high school students, one of the text is recount text. Recount text has its own social function and language features which should be mastered by students when they are going to write the text. Writing assignment is one of the ways to assess the students’ comprehension in a genre text, the students were instructed to write their own genre text with suitable language features. Therefore, it is important to analyze the students writing assignment to see whether the students have already understanding the language features of recount text. The purposes of this research are to analyze the language features of recount text and whether it has fulfilled the criteria or not

This study uses a qualitative descriptive analysis. The researcher took five assignments of recount text for tenth grade high school students as samples for analysis. Researchers collect data, analyze, create code containing elements of language features, calculate and report findings data. Researchers focus on analyzing written text assignments. The data are then reported into a systematic design to provide meaningful descriptions which are compiled into table.

Based on the analysis, the researcher found the result shows that there were only three texts of recount texts assignment which has fulfilled the criteria of language features of recount text, they are RT-1, RT-2 and RT-3. The rest of the text which is RT-4 and RT-5 were not fulfilled the criteria of recount text because of the absent of circumstance of time and the use of present tenses. Thus, the result from those texts showed the indication of the all texts were the students’ assignments which have already mastered the language features and which have not.

From the result of the study showed that the language features of the text showed the ability of the students comprehend the genre text material and it is also beneficial to teacher to see the students’ performance in writing.

## ABSTRAK

**Jasmine, Avida Dwi. 2020. 1616500005.** “An Analysis of Language Features of Students’ Writing on Recount Text”. Skripsi. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal. Dosen Pembimbing satu Yuvita, M. Pd a Dosen Pembimbing dua Nur Aflahatun, M.Pd.

***Kata kunci : Fitur Bahasa, Teks Recount, Tugas Menulis.***

Ada beberapa genre teks dalam pengajaran bahasa Inggris yang perlu dikuasai oleh siswa SMA, salah satunya adalah teks recount. Teks recount memiliki fungsi sosial dan fitur bahasanya sendiri yang harus dikuasai oleh siswa ketika mereka akan menulis teks. Tugas menulis adalah salah satu cara untuk menilai pemahaman suden dalam teks genre, para siswa diminta untuk menulis teks genre mereka sendiri dengan fitur bahasa yang sesuai. Oleh karena itu penting untuk menganalisis tugas menulis siswa untuk melihat apakah siswa sudah memahami fitur bahasa teks recount. Tujuan dari penelitian ini adalah untuk menganalisis fitur bahasa teks recount dan apakah telah memenuhi kriteria atau tidak.

Penelitian ini menggunakan deskripsi analisis kualitatif. Peneliti mengambil dua buku teks sebagai sampel. Peneliti mengamini empat teks recount dari kedua buku teks untuk kelas sepuluh SMA untuk di analisis. Peneliti mengumpulkan data, menganalisis, membuat kode yang berisi transitivity system, menghitung dan melaporkan data dari temuan. Peneliti memfokuskan pada analisis teks tertulis yang disajikan di buku teks. Data kemudian di laporkan ke dalam desain sistematis untuk memberikan deskripsi jelas yang diwujudkan dalam bentuk tabel

Berdasarkan analisis, peneliti menemukan hasil menunjukkan bahwa hanya ada tiga teks tugas teks recount yang telah memenuhi kriteria fitur bahasa teks recount, yaitu RT-1, RT-2 dan RT-3. Teks yang lain yaitu RT-4 dan RT-5 tidak memenuhi kriteria teks recount karena tidak adanya *Circumstance of time* dan penggunaan *present tense*. Dengan demikian, hasil dari teks-teks tersebut menunjukkan indikasi semua teks adalah tugas siswa yang telah menguasai fitur bahasa dan yang belum

Dari hasil penelitian menunjukkan bahwa fitur bahasa teks menunjukkan kemampuan siswa memahami materi genre teks dan juga bermanfaat bagi guru untuk melihat kinerja siswa dalam menulis.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the discussion on the background of the problems, statement of the problems, conceptual definitions, objectives of the research, and significances of the research.

#### **A. Background of The Problems**

Language has been an important part of our life as our comprehension on something depends on our ability to understand a language whether it is spoken language or written language. Communication is not always happen in a spoken form but also written form, therefore it is important to evaluate students' ability in writing especially writing in English.

As another language, English has four skills. They are listening, speaking, reading and writing (Siska: 2011). Writing is considered as the last skill of language which is wished become an input of a language acquisition in a correct way weather it is in the grammar rules or the purpose of the written text itself. In Indonesia, teaching English also employed four skills of language to be mastered, therefore the curriculum in Indonesia for ELT (English Language Teaching) is developing by years to emphasize the students' ability. In curriculum 2013 or the current curriculum, tenth grades of senior high school should master English texts, one of the texts is Recount Text. Recount text is a text which recalls an reconstructs events, experience and achievements from the past in a logical sequence (Stubbs: 2010).

To be able to write a recount text is one of the basic competences that should be achieved by the students. According to (Anggun, 2016) recount text is a text type that retells events or experiences in the past time. It tells the reader about something that has happened. Actually, the students are demanded to be able to interpret the content in recount text. As if in English, the language is considered the concept of time, that the time is divided into past, present and future, it is important to teach student the concept of the language itself. Thus, it will be more interesting to be studied. By choosing recount texts as the data source, it will give more understanding for the teacher to evaluate the students' understanding in the definition of time rules in English.

The students' recount texts should fulfill the schematic structure and linguistic features of the recount text. One way to find out the students' ability in writing a text is by analyzing their texts or writings (Senjawati: 2016). One activity that helps teachers assess students' understanding of grammar terminology and structure is a task in which students examine a piece of writing and identify examples of grammatical structure, the goal is not only to see what students know, but also to get them to begin to talk about grammar in context using the appropriate metalanguage (Harklau, Roberge & Siegal : 2009). However, the accomplishment of a text said to be correct is based on its grammar rules, purpose, schematic structure and language features of the text itself. Here, the students of tenth grades of senior high

school find difficulties and confused on how to write a gd text due their limited English mastery. Moreover, they also made mistakes in the past tense.

Therefore, the researcher would like to investigate the students' writing on recount texts since applying a particular text's criteria is the problem faced by the students in learning English in that school. Moreover, in collecting the data of students' texts, the researcher asked the data of students' worksheet of tenth grade students of SMA N 3 Brebes before mid-test semester.

Thus, this study aims to investigate the criteria of recount text such as the purpose, linguistic features and schematic structure of the text in writing recount text. The analysis of the purpose as suggested by Palmer (2011) is applied to analyze the purpose of the students' texts.

## **B. Statement of the problems**

Related to the background mentioned above, the researcher formulates the research question as follows:

1. How is the investigation of the students' writing on recount text?
2. Has the result of students' writing on recount text fulfilled the language features of recount text?

## **C. Conceptual Definition**

A recount is a text which tells the reader about something that has happened (Anggun, 2016). A similar opinion is stated by (Evans, 2002) that

recount text "is a chronological retelling event". (Minar and Zitnay, 2012) argue that recount text also tells about a specific person or event and it is organized as a series through time. Recount text has its own language features which differentiate it from other texts. The language feature itself based on Gerot & Wignell (1995) state that the linguistic features found in recount text are: specific participants, temporal sequence, circumstance of time and place, material process and past tense. Thus, language features of the recount text here will emphasize the correctness of language features in students' writing assignment.

Writing a recount text is not simply a matter of putting words together, it is a recursive process, which is a process of revision and rewriting. Writing is not the only activity that combines words. Writing is a process repeated, namely the process of revising and rewriting. Nunan (2005) says that creating a good piece of writing is considered an extremely difficult skill, even in one's own native language.

Recount text as a writing assignment means that assessing writing contains the following requirements as the process of assessing, planning, writing, editing and handing in an assignment, technical requirements, such as the use of scientific language, abbreviations, tables and figures, as well as neatness and binding, referencing techniques and the compilation of a list of sources, formatting the document, from cover to cover (Steyn: 2013).

**D. Objectives of the research**

Based on the problem formulation above the objectives of this research are:

1. To describe the investigation of the students' writing on recount text.
2. To analyze the result of students' writing on recount text whether it has fulfilled the language features of recount text or not.

**E. Significances of the research**

The result of this study is expected to give both theoretical and practically significances as follows:

From theoretical significances, hopefully, this research will give some useful information about the students' writing on recount text. This research is expected to be used as references for the next researchers. Therefore, the result of this study will be useful for university students and all readers.

From the practical significances, for the students, this research finding can be used as a reference to learn about the students' writing on recount text. The students can get more understood and when it is applied in their friends. And for the next researchers hopefully, this research gives contribution and information for conducting the same research.



## CHAPTER II

### REVIEW OF RELATED THEORIES

This chapter presents a review of the related literature of this study. There are the review of the previous studies and review of the related theories.

#### A. Review of Related Previous Research

The researcher found some previous studies related to this research. Firstly, it was carried out by Senjawati (2010) with studies entitled "*Transitivity Analysis Of Tenth Grade Students' Recount Texts*". In this studies the researcher six pieces of recount text written by tenth grade students of private school in Bandung. The focus of this study is to investigate the students' recount texts based on its criteria and to investigate the students' problems in writing the texts. She found some problems and failures in writing the text, especially grammatical structure: three most frequent grammatical mistakes in students' texts: plural, past tense and article. Therefore, teachers should be more aware in students' problems in writing and also should help the students to enhance their writing skills.

Secondly, a research conducted by Azhar (2015) entitled "*Analysis Of Generic Structure Of Recount Texts (The Study of Fourth Semester Students of STAIN Salatiga in the Academic Year of 2012/2013)*". The purposes of the thesis are to analyze of generic structure of recount texts made by the fourth semester student of STAIN Salatiga in the academic year 2012/2013, to find out the what is

the problem faced by the students in mastering the generic structure of recount text. He found as show by the percentage. Orientation 93%, event with one paragraph 40%, event with two paragraphs 36%, event with tri paragraphs 20%, event with four paragraphs 3.3%, and re-orientation 86%. The problem faced by the student in writing recount text are the difficulties to faced orientation and re-orientation, there are two mistakes students in mastering genetic structure of recount text. Firstly, Mis organizing the paraghrap don“t have orientation and reorientation, as show in RT-07 and RT-25. Secondly, Mis organizing the paraghrap don“t have re-orientation, as show in RT-19 and RT-27.

Third, the studies written by Ardin (2017) with studies entitled “*Analyzing Errors In Recount Text Written By The Third Year Students Of SMAN 1 Pinrang*”. In his studies, the scope of the research was limited to the grammatical analysis and the mechanics of writing components to the forty recount texts written by the third year students of SMAN 1 Pinrang. He found that the most frequent errors made by the third year students of SMAN 1 Pinrang in writing recount text was in using verb form, punctuation, preposition, spelling, noun, article, and pronoun. According to the findings, it can be inferred that the students have not mastery the grammar well. They face a lot of problems in English language in general and in particular in writing the English language.

The similarity of those research is the three of those studies analyze the recount text of the students’ writing. The first and third studies analyze the students’ writing on recount text of senior high school students, the second study analyze the students recount text assignment in college students. The differences

of those researches is the second and the third studies discuss the error in writing recount text and focus on the text itself while the first study analyze the recount text in the field of transitivity system. The difference of the research with previous studies is the researcher would like to analyze the language features of recount text as the students' writing on recount text. The research will focus on broaden area of the recount text itself. The researcher sees the previous study as the guide to conduct this research. On the contrary, the previous studies did not focus on language features.

The researcher took the students writing assignment text in SMA N 3 Brebes. The researcher took the data based on the students' final assignment on recount text material in second semester. The students were required to write their own best experience in life. They had to write the assignment on their assignment book after they have been given the same exercise but with lesser explanation about what recount text is. Analysis on recount text especially in students' writing is still needed to carry out the feedback or the reflection of the learning process as well as the succeed of the objectives itself.

## **B. Review of the Related Theory**

### **1. Language Features in Writing**

One way to find out the students' ability in writing a text is by analyzing their texts or writings. There are many types of texts when it comes to term of genre text such as descriptive text, report text, procedure text, hortatory and analytical exposition and many texts in English

learning. One of task or activity to assess the students result in understanding the text (Senjawati: 2013).

Each text has its own specifications and characteristics. Understanding the linguistic elements that are functional for making the kinds of meanings expected at school is important for effective assessment of students' language development and for designing effective curricula for student learning (Schleppegrel: 2001). Based on the theory, language features of linguistic feature or language element determine the development of the students in understanding the material along with the curriculum applied. The most used language features especially in English Language Teaching (ELT) is the grammar of English which offers alternative options for making different kinds of meanings in different contexts. In particular, it is important for researchers in language in education to understand the linguistic elements that make up the registers of schooling.

Texts produced for different purposes in different contexts have different features. For any particular text type, these features can be described in terms of the lexical and grammatical features and the organizational structure found in that text type (Schleppegrel: 2001). Therefore, it can be understood that language features of the text is one of the element which can't be distinguished from the text itself. it is become the basis of how the text will be written and how the text will be. Since

texts have their own purposes, it is also determining the language features of the text itself.

There is a strong connection between the lexical features or language feature with the grammar feature itself. Both lexical and grammatical features are relevant to the different forms that language takes in formal school tasks (Schleppegel: 2001). Here, the use of vocabulary is very important as the language itself acquired the vocabularies and because there is lexical choices along with the demand on what context did the students play role. If the context is learning recount text, then the students have to choose the language features required to be used in the term of retelling experience or past events (Schleppegel : 2001). However, if the context is a scientific text then it has to flow in the same way. Here the example of registration of language features posed by Schleppegel :

The formation of sedimentary rocks is closely associated with water. One type forms when water carries soil, pebbles, and other particles to the ocean floor where these sediments become rock. The second method involves chemicals dissolved in water. By evaporation and precipitation of substances like calcium carbonate, sedimentary rocks can form. (From Science Plus, Holt, Rinehart, and Winston, 1993, p. 352.)

The lexical choices in this passage are technical and academic. The referents are specific: “water”, “soil”, “pebbles”, “calcium carbonate”, and other terms that are being used in their scientific senses. Terms like “is associated with” and “involves” also mark this as a school-based text, drawing on general academic vocabulary that occurs across a range of disciplines.

Let us differentiate the language features of third grade students' school-based text.

Matthew: And um, like um sometimes if, um, like you think that the teacher? um, if you raise your hand and she says "No" so she'll pick on the peoples that don't know it? so you raise your hand she picks you and you go "Well, I think, I didn't, um, well."

Boyd: I was just stretching

Cara: Gosh.

Matthew: Yeah

A little later

Boyd: The other thing is, the teachers usually try to call on people that aren't paying attention

Cara: I know

Boyd: which happens to me a lot.

Justin: And they surprise us.

Matthew: That's what I said like the people raise their hand? and — and she — because they think they're going to pick the person who don't know it? and when she picks on you she says, ... "Oh."

Cara: I know, I used to do that.

Based on those texts, the reader can see the difference between text 1 and text 2. Text 1 has more complicated vocabulary and dictions that in text 2. Such a difference is typical of these two types of discourse (Halliday: 1993), as the more highly structured nature of written school-based genres contributes to their lexical density. The more highly structured nature of school-based texts comes from a combination of lexical and grammatical resources. The higher level of school-based texts are also depend on the grade levels of the students, it is impossible for the curriculum or the teacher to implement a text which is not suitable with the skill of the students or their level.

The most obvious difference between conversational interaction and

school-based texts is the segmentation conventions that indicate discourse structure. (Schleppegrel : 2001). On the other hand, school-based texts are segmented with sentence structure, using clause organization and presentation strategies that are highly formalized and conventionalized. Therefore, language features is not only discuss about the diction or the characteristics used in a context. Here, language features which is being studied is recount text.

Gerot & Wignel in Senjawati (2016) state that the linguistic features found in recount text are : specific participants, temporal sequence, circumstance of time and place, material process and past tense. In this research, the researcher would take the theory of Gerot and Wignel to analyze the language features used in recount text done by the students for their writing assignment.

According to Gerot and Wignel (1994) there are three main part in transitivity structure related to the language features, they are circumstances, participants and processes. Transitivity System refers to the predicate types of a language and the participant roles with which they combine (Opara, 2012). As recount text used material process, it is use to express the action of doing something. Since recount is mainly talking about events, it deals with action and reaction. It deals with material process because physical action is embedded to text, such as *entered*, *throw*, *went*, *saw* and etc. Therefore, the participant has the role as an actor of the process (Halliday : 1993). Other element can take position as

circumstance and as goal as the thing affected by the process.

## **2. Recount Text**

There are several types of texts according to Christie & Deriwianka (2010) they are such as Recount, Report, Exposition, Discussion, Narrative and Descriptive text. In addition, since the 2013 revised curriculum required students to be able to think in HOTS (High Order Thinking Skill), the use of texts which need to be taught to students especially high school students should oriented towards the curriculum implemented.

One of the text that has to be taught in 2013 curriculum is recount text. A recount is a text which tells the reader about something that has happened (Warner: 2009). Similar definition also states that recount text “is a chronological retelling events” (Evans: 2002). Thus, it means that recount text is a text which tells the reader about something in a chronological events that has happened. Regarding to the purpose of the text, Palmer (2011) states that the purpose of recount text is to retell several events and usually it is from the point of view of someone who was there in a certain situation. Therefore, recount text considered to be more interesting if there is an emotional touch about feelings and reactions such as fear, pride, or disappointment by the researcher itself.

According to (Stubbs, 2000) further classifies Recount text into several types. First, a factual recount which is focused on recalling events



accurately, it can range from an everyday task such as a school accident report to a formal, structured research task such as a historical recount. Second, a procedural recount which records the steps from completing a task or procedure. Third, a biographical recount which tells a person's story by using a third person narrator. Fourth, literary Recounts which entertain the reader by recreating the events of an imaginary world as they are real. Last, a writer's or speaker's own experiences which are the basis of a personal Recount.

There are three elements of the schematic structure of Recount text, they are orientation, the sequence of events and re-orientation (Noviyanti, 2015). In the orientation part, the element consists of the background information which introduces persons, time and place. Such an element often has a time reference (for example, *Yesterday*, *Last week*, *Last holiday*, etc). The sequence of events which tells the series of events that are recounted. In events, the preposition of time and often additive connections are important in creating the sequence. Some expression of attitude or emotional response to events part is not elaborate too much as this part focus on the sequence of events but it is often introduced in the record of events, for this adds interest (Stubbs: 2000). The last is re-orientation, this element closes the story. This part is not always necessary (optional), often by returning the participants to the point when they started.

Stubbs (2000) further classifies recount text into several types :

1. A Personal recount is Retelling an activity that the researcher has been personally involved in and may be used to build the relationship between the researcher and the reader. e.g.: anecdote, diary, journal, personal letter.
2. Factual recount which is focused on recalling events accurately, it can range from an everyday task such as a school accident report to a formal, structured research task such as a historical recount.
3. A procedural recount which Recording the steps in an investigation or experiment thereby providing the basis for reported results or findings.
4. An imaginative recount applying factual knowledge to an imaginary role in order to interpret and recount events. Imaginative recount is imaginative of person mindset to imagine their life.
5. A literary recounts, which entertain the reader by recreating the events of an imaginary world as they are real. Last, a writer's or speaker's own experiences which are the basis of a personal recount.

Cited from (Senjawati, 2016) in Gerot & Wignel (1995) state that the linguistic features found in recount text are: specific participants, temporal conjunction , the circumstance of time and place, material process and past tense.

### **3. Language Features of Recount Text**

The most obvious difference between conversational interaction and school-based texts is the segmentation conventions that indicate discourse structure. (Schleppegrel : 2001). On the other hand, school-based texts are segmented with sentence structure, using clause organization and presentation strategies that are highly formalized and conventionalized. Therefore, language features is not only discuss about the diction or the characteristics used in a context. Here, language features which is being studied is recount text.

As a part of genre text, recount text has it own different with the other text, as it has own social function, it is important to understand the language features of recount text so that we can differentiate whether the text is a recount text or not based on its language features.

Gerot & Wignel in Senjawati (2016) state that the linguistic features found in recount text are: Specific Participants, Temporal Sequence, Circumstance of Time and Place, Material Process and Past Tense. In this research, the researcher would take the theory of Gerot and Wignel to analyze the language features used in recount text done by the students for their writing assignment. The further explanation about the language features of recount texts will be describe below:

#### **a. Processes**

Halliday in (Arifiani, 2016) states that the transitivity system construes the world of experience into a manageable set of Process

Types. Each process type provides its own model or schema for construing a particular domain of experience as a figure of a particular kind, a model such as the one illustrated above for construing signification. The process is always realized by a verb and there is only one process in a clause, although there may be other verbs in the clause that do not play the role of the process (Opara, 2012). There are six different types of process found in the English grammar, they are: Material, Mental, Verbal, Relational, Existential and Behavioral (Egins : 2004) Here, the researcher focus on material process. Material process is the process focus on doings and happenings in the material world such as in the sentence *We went to the bus.*

#### **b. Participants**

The participants will be realized in the nominal group. Participant related to the process itself. As in material process it is a process of doing something, there must be an actor who done the action or make something happened (Halliday: 1993). Participant related to the doer of the sentence or the actor of the verb used in the sentences. For example, in the sentence *Last year Diana gave blood.* The doer here is Diana, therefore Diana become actor of a material process or the participant involved in the sentence (Egins: 2004). Participants in a sentence is related to the subject of the action or something itself. However, in recount text, participant related to the specific participant

of the recount text itself. for the example in a sentence: *Last holiday, my family and I went to the zoo for holiday.* The participant of the sentence is “I” therefore, the specific participant of the recount text is the author itself or “I”.

### c. Circumstances

Circumstantial meanings are expressed through adverbial groups or prepositional phrases. There are many types of circumstances, They are Extent, Location, Manner, Cause, Accompaniment, Matter and Role (Eggins : 2004). Extent related to the the process in space time i.e *five days, for two years etc.* Location related to the place and when where the process happened i.e *in Canberra, long go, before sunset.* Manner related to the way process is actualized i.e *carefully, completely,* and etc. Cause tells about why i.e *for, because,* and etc. Accompaniment tells about *with* or *without who.* Matter tells about “what” or “with reference to what” and Role related to *be* and *become.*

Based on the explanation above, the researcher will only focus on the material process which the students used in the recount text of their writing assignment as based on the theory of Gerot and Wignel (1994). The circumstances that will be analyzed is all the circumstances which is occurred in the texts that the researcher will find. It involves are Extent, Location, Manner, Cause, Accompaniment, Matter and Role.

#### **d. Temporal Conjunction**

Temporal conjunctions tell us about the time. When will something happen? Which of the two happened first? Below is a list of commonly used temporal connectives. Temporal conjunction can be defined as after, before, since, however, therefore and etc. Temporal clauses never directly provide time intervals by naming them; rather, they indirectly provide them by describing situations that in turn provide time intervals, e.g. by their situation times.

#### **e. Past Tense**

According to oxford dictionary, past tense describes as a tense expressing an action that has happened or a state that previously existed. The past tense is an English tense that expresses a form a verb for events that have occurred. The past tense of verbs expresses events or actions that already occurred. These actions are finite in that they have both a starting and a stopping point. For example: “I went to Jakarta” (simple past), “I had slept” (past perfect), “I was sleeping” (past continuous).

### **4. Systematic Functional Linguistics Perspectives (Transitivity System)**

Systemic Functional Linguistics is an approach to language developed mainly by M.A.K Halliday (Donnell & Vi, 2010). Systemic Functional Linguistic is concerned to describe meaning potential – the linguistic options or choices that are available to construct meaning in a

particular context (Aidinlou & Branch, 2012). In the similar (Barrionuevo & Lelia, 2006) argue that Systemic Functional Linguistic viewed language as “a resource for making meaning”, where language and context are inseparable. SFL is as a tool analyze of texts, in SFL there are three ways to analyze the text, that are The Experiential meaning, Interpersonal meaning, and Textual meaning.

In SFL, the way people use language is classified into three categories, they are called as language metafunction which consists of:

- a. Ideational Metafunction, the language is used to organize, understand, and express our perceptions of the world and of our consciousness. In IFG, the Ideational Metafunction is classified into the Experiential and Logical subfunctions. The Experiential Meaning is largely concerned with content or ideas. The Logical Meaning is concerned with the relationship between ideas. (Bloor and Bloor, 2004: 10; Butt et al., 2000: 5)
- b. Interpersonal Metafunction, the language is used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feeling, attitude, and judgments (Bloor and Bloor, 2004: 11). In addition, Butt et al. (2000: 5) state that the Interpersonal Meaning uses language to encode interaction, to show how defensible we find our proposition, and to encode ideas about obligation and inclination.

c. Textual Metafunction, language is used to relate what is said or written to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself (Bloor and Bloor, 2004:11).

According to (Aidinlou & Branch, 2012) The experiential meaning (called Transitivity System), representing our experiences, is realized by a configuration of Process (verb), Participant (nominal group) and Circumstance (prepositional phrase); interpersonal meaning, enacting our social relationships, by that of Subject (nominal group), Finite (modal verb), Adjunct (prepositional phrase); and textual meaning, organizing the other two in a message, is realized by Theme (element occupying the initial position in the clause) and Rheme (elements following the Theme). In this research would be using Transitivity System to investigate Recount texts.

## **5. Students Difficulties in Recount text**

There are some problems that makes writing recount text is difficult for students. This is caused by some factors from students itself and the way the teacher teach the students. First, they are less in master vocabularies. In fact, vocabulary in school is not has a special view, teachers just give theory students a text, then they will have to translate it to Indonesian at home.



The problems occurred when the students using translator to translate the text, there are many translator application which will help the students in doing their homework but less engage them in understanding the meaning of each vocabularies. They only need to type the text and the translator will do their jobs. Second, they are afraid with the grammatical language. They used to believe that if they want to write a text, it must be correct in grammar. The fact, grammar is difficult for the students (Siswita: 2014)

Furthermore, John in Karolina (2006) states that, teacher's role is to help students to develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting (encouraging multiple draft of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, structure, grammar and mechanics). Therefore, it is difficult for the students who the first language is not English to be able to fulfill the elements in writing.

Third, students have no idea to write (Oshima: 2003) it's hard for the students to write a recount text because they do not have any idea to write, and they do not really understand about the way recount text is written. Also, they lack of in mastering vocabulary to write. It is important for the teacher to maintain the lesson based on the syllabus but also to make the students able to write the genre text that provided in the syllabus. Meanwhile, recount text in senior high school also difficult to

be learnt because the syllabus used many types of recount text with more complex vocabularies.

Within these complex problems and difficulties, it is very possible for the students missed some of the aspect on recount text that should be fulfilled, take for the example the language features of the recount text.

## **6. Recount Text in High School**

According to Graham (2008) to teach high school students, especially in teaching writing as the senior high school students' curriculum is not only reading but also writing, there are seven recommendation, in order to conduct all the steps in writing, teacher needs variations in teaching writing, one of the genre text to conduct a writing assignment for students is recount text.

There are some types of text that have to be mastered by the students it self, another genre text must be require students not only able to read but also to write, those text are descriptive, procedure, analytical, recount text and etc. Each of text has it own organizational structure, language features and another characteristic which is different one other. Recount text as it consists of the orientation, events and reorientation, briefly ease the students in teaching writing or reading as it oriented in experience of the students which is close to the students' personal life (Stubbs: 2000). Recount text also uses simple past tense which is telling the indication of time. The use of simple past tense will help the students

to understand the orientation of English itself in time. According to Coogan (2006) recount text is written to retell event with the purpose of either informing or entertaining the audience or readers. Here, the students who learn recount text were expected to be able to express their ideas about the experience or last events focused to inform and entertain the reader.

Based on curriculum of 2013, there are three kinds of text learned by the students of tenth graders, they are Descriptive text, Recount Text and Narrative Text. Recount text which is used in tenth graders are kinds of text which is not only experience but also a biography recount text. The text is not only one or two paragraphs but it is formed in a long paragraph which is informative and functional for the High Order Thinking Skill (HOTS). One of the biography recount is entitled B.J Habibie which tells the life of B.J.Habibie in brief along with the chronological time. The text also followed by the questions relating to the text which is also asses the students reading comprehension. However, there are some problems burden the students to write a recount text either from the students or the teacher it self (Noviyanti : 2015). First, the students are lack of vocabulary. In fact, based on the text that provided in the text, there are list of vocabularies provided in the front of the chapter so that the student could figured out what the new vocabulary about and what are they going to read, the vocabularies along with its translation appeared in list and in a matching exercises which is help the students to be able to understand

the words meaning, unfortunately, the vocabularies do not provided in the other textbook so it is hard for the students to learn the text. Recount text provided to tenth graders are recount text which is no longer experience based but it is talking about some important people or event in the past time which we used to commemorate it. Though the text has different types of topic and kinds of assignment in order to follow the syllabus provided in the very beginning of the textbook itself.

Students are often find difficulties in writing a recount text because their lack of idea and vocabularies, to solve this problem the students use the translator rather than dictionary, sometimes the students are also only read the top answer of a translation of word in which sometimes it has no correlation with the text. The students also acknowledge that the grammar is the main problem, they were afraid to write any sentence. However, the students lack of ideas where they do not know what to write or tell to the reader.

## **7. Definition of Writing**

According to Hornby (1987) as cited in Ardin (2017), writing is to make letters or other symbols on a surface, it means that writing is the representation of language in a textual medium through the use of a set signs or symbols (known as writing systems). In the other hand, writing is not only combinations of letter but it is also represents the information that the researcher want to deliver to the reader. It is the representation of

a language in a textual medium through the use of a set of symbols. The graphic symbols itself must be arranged in such a way according to certain convention to form words, words to form phrase, phrase to form sentence, sentences form paragraphs, to form text or passage.

Ron (1987) as cited in Ardin (2017) stated writing is discovery process, it involves discovering ideas, discovering how to organize them and discovering what that you want to put ever to your reader. Brown (2001) identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. It means writing needs consideration when it comes to the assignment or to put the ideas. We have simplified the form of passage or written form in a systematic way so it is accepted globally.

Oshima & Hogue (2007) stated that writing is a never a one-step action; it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting. Through writing, spoken form being shaved and reformed into a formal and structured one. When spoken form always spontaneous, written form can not be the same. People consider our writing it can be revised and it has different structured with spoken form.

According to Heaton (1975) writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully

communicates the researchers' ideas on a certain topic. Based on this theory, it can be seen the reason why the students got many difficulties in writing their recount text. As writing is a task, it has to be correct too.

## **8. Purpose of Writing**

According to Voss and Keene (1992) as cited in Ardin (2007) the purpose of the writings are as follows:

- a. Writing is a way of thinking and learning it means writing gives unique opportunities of explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
- b. Writing is a way of discovering, the act of writing allows us to make unexpected connections among ideas and language.
- c. Writing creates reading, writing creates permanent, visible record of our ideas for others to read and ponder. Writing is powerfull means of communication for reading information and shapes human thought.
- d. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education perception is the human nature being appeared in education field along with the memory, thoughts, intellegency, emotion and motivation.

Based on the purpose of writing, it can be concluded that writing gives more purpose than just to communicate in a written form, it indeed

brings many advantages and power to those who read and also beneficial in education.

## 9. Writing Components

Before writing, there are many components need to be consider. According to Raimes (1983) as cited in Ardin (2017) there are eight components of writing that should be considered by a writer in order to produce good writing. The components are:

- a. Grammar : rules of verbs, agreement, pronouns.
- b. Mechanics : handwriting, spelling punctuation.
- c. Organization : paragraphs topics and supports, cohesion and unity.
- d. Word choice : vocabulary and idiom.
- e. Purpose : reason for writing
- f. Audience : reader(s).
- g. The writer's purposes: getting ideas, getting started, writing drafts, revising.
- h. Content : relevance, clarity, originality, logic.

Relating to the components, there are many theories like posed by Heaton (1998), there are five components in making a good prose, as follows:

- 1) Language use, the ability to write correct and appropriate sentences.

- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language.
- 3) Treatment of content: the ability to think creatively and develop thoughts.
- 4) Stylistic skill: the ability to manipulate sentences and paragraphs, and use language effectively.
- 5) Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Those theories on writing are beneficial to build a strong and good prose or passage which will be able to whether persuade, inform, entertain, retell something, describe or demonstrate. Writing as Voss and Keene (1992) said will gives an opportunity to explore ideas and giving information will be more powerful if it posed the components of a good writing. However, writing process some elements to be fulfill while in the process of writing.

## **10. Process of Writing**

Harmer (2005: 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version. Related to the students' assignment also have to



maintain these elements to avoid errors in writing their assignment. The elements are:

a. Planning

It is related to what the students going to write. When planning, writers have to think about three main issues, first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use. When the students have to write recount text, it means that they have to retell their experience. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure of the text.

b. Drafting

This is the element of the writing which students used to be missed. They use to just ignore the writings and made them stuck in the middle while writing their assignment. This first go at a text is often done on the assumption that is will be amended later.

c. Editing

After writers have produced a draft, usually read through what they have written to see where it works and where it does not. This is the second step which students used to be missed because they just write their assignment without consider any edit things. It can be seen by the students mistake in placing the verb.

d. Final Versions.

These elements of writing is important to enhance the students' writing assignment to perform a better writing assignment and also to pose lesser errors and mistakes in their result of writings. However, it is not easy to teach students especially in writing.

Good writing conveys a meaningful message and uses English well, but the message is more important than correct presentation. For many adult ESL learners, writing skills will not be used much outside in class but it is important when it deals with the test to administer in university and making essays. Therefore, the teacher should consider students' needs and balance in class time appropriately.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents approach and design of the research, subject of the research, role of the researcher, type of data, data collecting technique, the instrument of research, procedures of analyzing data, and the technique of reporting data.

#### **A. Approach and Design of the Research**

This research used descriptive qualitative analysis. (Marhamah, 2014) in Ardin (2017) Descriptive qualitative are collecting the data, classifying the data, analyzing the data, interpreting the data, and finally drawing a conclusion. Denzin and Lincoln in Moeloeng' book (2009: 5) gave their definition about qualitative research. They claimed that qualitative research focuses on the methodological nature. In this research, proceeds were certainly based on the literature review, concepts, as well as theoretical assumption in that meaning, and the process was crucial in collecting, classifying, analyzing, interpreting the data, and drawing a conclusion. Descriptive research approach which was used in this research project was to analyze the Language Features of Recount Text based on students' writing assignment and explained the difficulties in writing the Recount text. This study was conducted in SMA N 3 Brebes, Denzin and Lincoln in Moeloeng' book (2009) gave their definition about qualitative research

They claim that qualitative research focuses on the methodological nature. Following the Moelong's statement, Bungin proposed that (2010) a research is set as qualitative if there is a 'focused study'. A focused study consists of explanation about what dimension that has the center attention. In this research, the researcher focus on students language features of students' writing assignment of recount.

### **B. The subject of the Research**

The subject of this study from tenth-grade students. The focus of the study is on analyzing language features of recount text chosen randomly on students' writing on recount text. There were five Recount texts from each classes where the English Teacher teach for three days in a week. The language features were analyzed by the language feature theory of Gerot and Wignell (1995) in order to identify their criteria in term of *specific participants, temporal sequence, circumstance of time and place, material process and past tense*.

### **C. Role of the Researcher**

According to (Marhamah, 2014) qualitative research is very "researcher-dependent", the main instrument of the research is the researcher her/himself. The researcher have the roles: collect, analyze and reporting the research findings. The steps as follows:

### **1. Collector**

Firstly, the researcher is a collector because the researcher collects data with the recount texts from each classes where the English Teacher.

### **2. Analyst**

Second, the researcher analyzed the result of recount text as possible based on the data.

### **3. Reporter**

After the researcher found the result, the researcher was as reporter because the researcher reported the result and make some conclusions.

## **D. Type of Data**

The method used in this study is a qualitative method using document analysis technique. The data was obtained through a document collection. According to (Sonia & Fisher, 2016) "document analysis requires data to be examined and interpreted in order to explicit meaning, gain understanding, and develop knowledge." The data which was used in this research was Recount text. There were five Recount texts investigated by the researcher. The data which be used in this research is the students' writing assignment. The data was collected from five classes of tenth graders students. The writing assignment taken one per class.

### **E. Data Collecting Technique**

According to (Babaii, Esmat; Ansary, 2014) stated that documentation method is a method used to look for the data about things or variables which are in the form of notes, transcriptions, books, newspaper, magazines, leafs, etc. In this research, the researcher used the documentation method in collecting the data. There are three steps in collecting the data. They are as follows:

1. First, the researcher took the students' assignment of Recount texts of tenth-grade of SMA N 3 Brebes students which encoded as RT-1, RT-2, RT-3, RT-4 and RT-5 to collect the data which will be analyzed its language features.
2. Secondly, the researcher investigated the text, especially the language features (*specific participants, temporal sequence, circumstance of time and place, material process and past tense.*) then, the researcher will type each part of the components of the language feature in a form of table.
3. Thirdly, the researcher analyzed the texts by classifying the language features of recount text assignments of the students based on each component and decide whether the text has fulfilled the language features after analyze it by using the theory of Gerot and Wignell.

The researcher then explained the result of the table based on the investigation in a form of narration.

## **F. Instrument of Research**

The instrument of this research are five selected of students' writing on recount text from tenth grade senior high school. The researcher directly investigated the result of students' writing on recount texts based on language features only.

## **G. Procedures of Analysing Data**

According to (Marhamah, 2014) qualitative methods employ observations, interviews, and/or the analysis of some types of text. The text included spoken words, visual representations, written text, or a cultural group. This researcher focuses on analyzing written text. In analyzing the data, the researcher employed the steps as follows:

1. First, the researcher picked the students' writing on recount text from tenth grade students, one per each class.
2. Second, the researcher attempted to identify the word and sentence which belongs to the language features of the text in Recount texts.
3. Third, the researcher identified and classified the Language features of the texts and put them into the table.
4. Finally, the researcher made a report or conclusion based on the data which have been analyzed.

## **H. The technique of Reporting Data**

In writing a research report, the data have to be reported. The data have to be reported into a systematic design in order to it can give a meaningful description. In this research, the researcher compiled the data into the table. The presentation of data is aimed to facilitate the analysis of data and reader to understand the data.



## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

This chapter presents research results and discussions. Result section presents what the researcher found and discussion explains the meaning of the results and how they related to.

#### **A. Findings**

##### **1. Description Analysis of the Language Feature on Recount Text**

After collected the data, the researcher read and learn the recount text one by one, the researcher analyzed the text based on language features of the recount text.

The findings below presents the result of the students writing assignment of recount text based on its language features of Recount text. The recount text which was collected based from those fifth classes of tenth grades students of senior high school are five. The researcher here focused on taking one per class for the students' writing. The first, students' writing on recount text was taken from a student from encoded as RT-1 (Recount text 1), the text is:

Here, I would told my activity during the quarantine.

Every day I've been woke up from 3 am. At 3 o'clock in the morning I usually watched Netflix or Kdramas until half hour of five. Then, I usually made food because it is hungry and continued with Fajr prayers. After prayed I would sleep again until 8 am. If t is a weekend I cycled around the complex, but if not I just chill at home while watched tv. Then 9 o'clock until 10 am I usually sunk driven in front while skipping or other small sport. When I finished sunbathin, then I took a bath and

continued working on school assignment. At 12 pm, I was prayed dzuhur and lunch.

After lunch, I just cleared my bedroom. After finishing the room, I was doing the school assignment again then relax like watching Netflix or K-dramas or played games until 15 o'clock.

And if it is gets bored I will call or videocall with my friends. At 16 pm I also did an as prayer and followed by bathing and eating. At 18.15 pm I had maghrib prayers in congregation with the family at home. Then I just relax with a handphone or watch a move up to 21.30 pm.

Before bedtime I usually listen to podcast on Spotify. Then I slept at 23.50 pm.

From the first text, the analysis of the language feature can be described in the table below:

**Table 4.1 Classification of Language Feature of RT-1**

| No. | Items of Language Feature | The sentence  |
|-----|---------------------------|---|
| 1.  | Specific Participant      | - Here I would told my activity, ....<br>- I usually watched netfix or K-Dramas....<br>- I had maghrib prayers in congregation with the family at home... |
| 2.  | Temporal conjunction      | - Then, I usually made...<br>- After lunch, I just cleared...<br>- Before bedtime I usually...  |
| 3.  | Circumstance of Time      | -I've been woke up from 3 am...<br>- In the morning ....<br>- At 12 pm, I was prayed...   |
| 4.  | Circumstance of Place     | - Cycled around the complex,...<br>- I just cleared my bedroom...<br>- Congregation with the family at home..   |
| 5.  | Material Process          | - I usually watched Netflix...<br>- I finished sunbathing...<br>- I took a bath...  |
| 6.  | Past Tense                | - I usually made food...<br>- I cycled around the complex...<br>- I was prayed...   |

Based on the result of the text 1 taken from student's assignment on writing recount text, the students of X MIPA 7 had already fulfill the criteria of the language features used in recount text. However, the

mistakes on grammar is considered not being discuss as the researcher here focused on the use of language feature.

The next is text 2, the text was taken from the students' writing assignment. Here the researcher took the text and encoded as RT-2 (Recount Text 2), the text is:

#### My Daily Activity

Usually I woke up at 05.00 am and then I went to the bathroom to wash my face and wudhu. After that, I prayed Subuh. After prayed, I did some flexing. At 7 am, I usually took a bath and then I ate my breakfast with my family. After finished with my breakfast with my family, I watched tv and opened my phone to checked is there is a new task. At 09.00 am, I went in to my backyard to sunbath and did some exercise. After that I usually take a bath because I sweat a lot, it was around 11.00 to 12.00 o'clock. Sometimes. I felt so bored so I played some games in my phone. At 17.00 pm, I usually took a bath again for three times and prepared to pray maghrib. Oh, I forgot to tell you that I have lunch at 12.00 or 13.00 pm, and now, I had dinner with my family after prayed maghrib. After dinner, I checked my phone and played games with my friends in online games or doing some task that I had not finished. At 21.00 pm or 22.00 pm, I went to bed for sleep. I think that's all about my daily activity in quarantine, stay at home, stay healthy and stay happy everyone.

From the second text, the analysis of the language feature can be described in the table below:

**Table 4.2 Classification of Language Feature of RT- 2**

| No. | Items of Language Feature | The sentence   |
|-----|---------------------------|--|
| 1.  | Specific Participant      | - Usually I woke up at 5 am, ....<br>- I did some flexing....<br>- I forgot to tell you that I have lunch...                                 |
| 2.  | Temporal conjunction      | - and then I went to the bathroom ...<br>- After that, I prayed subuh ...<br>- and now, I had dinner with my family after prayed maghrib ... |
| 3.  | Circumstance of Time      | - it was around 11.00 to 12.00 o'clock<br>...<br>- At 17.00 pm ....  |

|    |                       |  |
|----|-----------------------|--|
|    |                       | - At 21.00 pm or 22.00 pm ...  |
| 4. | Circumstance of Place | - I went to the bathroom...<br>- I went in to my backyard to sunbath<br>...                        |
| 5. | Material Process      | - I went to the bathroom ...<br>- I prayed subuh ...<br>- I played some games in my phone ...      |
| 6. | Past Tense            | - I woke up at 05.00 am ...<br>- I ate my breakfast with my family ...<br>- I checked my phone ... |

Based on the result of the text 2 taken from student's assignment on writing recount text, the students had already fulfilled the criteria of the language features used in recount text even though the student not elaborate the circumstance of place but it is understandable. The students also did not give the orientation part, it straight to the events. However, the mistakes on grammar is considered not being discuss as the researcher here focus on the use of language feature.

The next is text 3, the text is taken from the students' writing assignment. Here the researcher take the text from a student and encoded s RT-3 (Recount Text 3), the text is:

During quarantine at home, I didn't have special activities. I woke up every 5 am and prayed subuh. Sometime, I slept again after prayed subuh and woke up at 8 am, after that I took a bath. I normally had breakfast at 8.30 am, after breakfast I spent my time by playing games until before dhuhur. I went to mosque to prayed dhuhur, I had lunch after prayed dhuhur.

At 1 pm, I started to do my homework, after I finished doing my homework I watched youtube sometimes I took a nap until before Ashar, I woke up and prayed Ashar in the mosque.

I did small exercise to keep my body fit, I did skipping and push up, then I took out that trash and took a bath. I went to the mosque, I prayed maghrib and read quran at home, after I heard adzan Isya, I went to mosque again to pray Isya.

I had dinner at 8 am, after that, I just watched TV and play games. I went to sleep at 10 pm or 12 pm.

The analysis on the recount text assignment is :

**Table 4.3 Classification of Language Feature of RT-3**

| No. | Items of Language Feature | The sentence  |
|-----|---------------------------|---|
| 1.  | Spesific Participant      | - I didn't have special activities, ....<br>- I normally had breakfast ....<br>- I I had dinner at 8 am ...         |
| 2.  | Temporal conjunction      | - after breakfast ...<br>- then I took out that trash ...<br>- after I heard adzan Isya ...                         |
| 3.  | Circumstance of Time      | - I woke up every 5 am<br>- had breakfast at 8.30 am ....<br>- At 1 pm, I started to do ...                         |
| 4.  | Circumstance of Place     | - During quarantine at home,...<br>- . I went to mosque ...<br>- read quran at home ....                            |
| 5.  | Material Process          | - I just watched TV ...<br>- I finished sunbathing...<br>- I took a bath...   |
| 6.  | Past Tense                | - I didn't have special activities ...<br>- I heard adzan Isya ...<br>- I did small exercise to keep my body fit... |

The text from students' assignment on shows the result that the students have already fulfilled the criteria of language features by Gerot and Wignell. However, the student did not give the reorientation on his writing assignment. As recount text consists of orientation, events and the reorientation, it is important for the students to make reorientation so that the recount text can be identified as genre text not only the text which has no generic structure. The next is the recount text from student's writing assignment and encoded as RT-4 (Recount text 4), the text is:

During the quarantine period at home, I was bored because other than not being able to leave the house, there were also many assignment from school every week and there were also small allowances. But with a lot of assignment I did, the easy one I did first but I always collected the assignments late because there are problems with the work/ signal or the quota is not complete when sending a task during the quarantine period. I also helped with my parents homework such as washing dishes, sweeping and much more.

Also I still like about Dreamsand love and therefore I must be able to divide my time.

The analysis is classified in the table below:

**Table 4.4 Classification of Language Feature of RT-4**

| No. | Items of Language Feature | The sentence   |
|-----|---------------------------|--|
| 1.  | Spesific Participant      | - I was bored because, ....<br>- I also helped ....<br>- Also I still like about Dreamsand love...                                       |
| 2.  | Temporal conjunction      | - when sending a task ...  |
| 3.  | Circumstance of Time      | -  |
| 4.  | Circumstance of Place     | - During the quarantine period at home...  |
| 5.  | Material Process          | - I always collected...<br>- I also helped with my parents ...<br>- I did first ...  |
| 6.  | Past Tense                | - I was bored because other than not being able ...<br>- there were also many assignment ...<br>- But with a lot of assignment I did ... |

The text of student's writing assignment shows that the text has no explicit orientation, events and reorientation. As the teacher's instruct to tell the activities at home during quarantine, the student here only mention the situation she had during the quarantine. However, the writing assignment did not fulfill the criteria of recount text because there are some sentences using simple present tense not past tense and the circumstance of time is also missing in the text.

The next and the last one is the writing assignment, the researcher analyze the writing assignment written by the student and encoded as RT-5 (Recount Text 5), the text is:

#### My Activities During Quarantine

To minimize the spread of covid-19, all students were closed including me but I went to depok because my father had to work there since 2 weeks ago.

I responded this holiday happily even though I did not get any allowance, at night I slept at 11 pm and woke up at 4.30 am to download a movie and pray subuh then I am continue sleeping from 6.00 am to 8.00 am To fill the boredom, I watched a movie that I download in the morning, making snacks, doing assignment, looking for discount in online shopping and helping mother.

A few days ago, I made milk pie but failed so I made dalgona coffee with my friend. I watch Korean dramas and youtube to cheer my self up.

The analysis from the text above is explained in the table below:

Table 4.5 Classification of Language Feature of RT-5

| No. | Items of Language Feature | The sentence   |
|-----|---------------------------|--|
| 1.  | Spesific Participant      | - I responded this holiday happily, ....<br>- I did not get any allowance ....<br>- I watched a movie that I download in the morning ... |
| 2.  | Temporal conjunction      | -then I am continue sleeping ...<br>-A few days ago...<br>-since 2 weeks ago   |
| 3.  | Circumstance of Time      | - I slept at 11 pm...<br>- then I am continue sleeping from 6.00 am to 8.00 am<br>- in the morning...                                    |
| 4.  | Circumstance of Place     | -went to depok ...   |
| 5.  | Material Process          | - I slept at 11 pm and woke up at 4.30 am ...<br>- I watched a movie that I download in the morning ...<br>- I made milk pie...          |
| 6.  | Past Tense                | - my father had to work there ...<br>- I did not get any allowance ...<br>- I made algona coffee with my friend....                      |

The text of student's writing assignment shows that the text has told the activities of the student during quarantine. There are a lot of confusing words and sentences used by students as it is their grammatical error, also the students did not used past tense properly. However, the writing assignment did not fulfill the criteria of recount text because there are some sentences using simple present tense not past tense. The use of present tenses made this assignment of recount text is not qualified the criteria of the language features.

The different between all the texts which have been fulfilled the criteria is the texts used appropriate tenses, the use of elements of language features and the purpose of the text itself. In RT-4 (Recount text 4), the text has no circumstance of place which is one of the elements of language features while in RT-5 (Recount text 5), the text used present tense in sentences rather than the use of past tense in the sentences. The result of the analysis of all text describes in the table below:

**Table 4.6 The Result of Analysis**

| No. | Texts | Fulfill the Criteria of Language Features | Findings   |
|-----|-------|---|--|
| 1.  | RT-1  | ✓   | Fulfill all the language features of a recount text, with suitable tenses, the use of temporal conjunction to indicate the events in chronological time with circumstance of place and time and the material process to show the action or activity the specific participant has done. |
| 2.  | RT-2  | ✓   | It has specific participant in the word "I, my" and etc. there is temporal conjunctions, circumstance of place and time to complete the use of material  |



|    |      |   |   |
|----|------|---|---|
|    |      |   | process. The student use past tense in appropriate part. This text also has title and a clear reorientation.  |
| 3  | RT-3 | ✓ | This text has specific participant, temporal conjunctions, circumstance of place, circumstance of time, the use of material process, and the appropriate past tense. However, the student did not clarify the generic structure in the part reorientation   |
| 4  | RT-4 | - | The student here only mention the situation she had during the quarantine. However, the writing assignment did not fulfill the criteria of recount text because there are some sentences using simple present tense not past tense and the circumstance of time is also missing in the text.  |
| 5. | RT-5 | - | This text actually has all the elements of language feature There are a lot of confusing words and sentences used by students as it is their grammatical error, also the students did not used past tense properly. There are some sentences using simple present tense not past tense even though the language features of the recount text was complete but the mistakes on the use of tenses made this assignment of recount text is not qualified the criteria of the language features as the total sentences using simple present tense is more than 3 sentences. |

Based on the result of the analysis above, there are some of students writing assignment which have been fulfilled the criteria of the recount text based on the theory of Gerot and Wignell and there are some which are not. There are some sentences using inappropriate tenses or words which could lead to confuse the reader. However, RT-1, RT-2 and RT-3 are fulfill the criteria of language features.

The rest are RT-4 and RT-5 which were has not fulfilled the criteria as it has no circumstance of time for text number four and uses simple present tense in some sentences, it did not differentiate the part of the generic structure of the text as well. However, text number five uses many simple present tense which should not be used. To clarify the overall idea of the language features on texts, the broad explanation will be on discussion.

## B. Discussion

### 1. The Investigation of The Students' Writing on Recount Text

The students' writing assignment can be defined as the output of the student after the students have been giving the material. As writing is not simply write things down especially in writing genre text, the student has to understand not only the social function of the text but also the language features and rules given in specific kinds of texts. However, from the texts of students' writing. The researcher would like to discuss it based on the language features, the texts are.

#### a. RT-1

The category of classification of language features of students' writing assignment is :

**Table 4.7 The Category of Classification of Language Features of RT-1**

| Generic Structure | Text  | SP | PT | COP | COT | MP | TC |
|-------------------|---|----|----|-----|-----|----|----|
| Orientation       | Here, I would told my activity during the quarantine. | 1  | 1  |     |     |    |    |

|        |   |    |    |   |    |    |   |
|--------|---|----|----|---|----|----|---|
| Events | <p>Every day I've been woke up from 3 am. At 3 o'clock in the morning I usually watched Netflix or Kdramas until half hour of five. Then, I usually made food because it is hungry and continued with Fajr prayers. After prayed I would sleep again until 8 am. If it is a weekend I cycled around the complex, but if not I just chill at home while watched tv. Then 9 o'clock until 10 am I usually sunk drived in front while skipping or other small sport. When I finished sunbathin, then I took a bath and continued working on school assignment. At 12 pm, I was prayed duhr and lunch. After lunch, I just cleared my bedroom After finishing the room, I was doing the school assignment again then relax like</p> | 17 | 11 | 5 | 10 | 14 | 7 |
|--------|---|----|----|---|----|----|---|

|               |   |     |     |    |     |          |     |
|---------------|---|-----|-----|----|-----|----------|-----|
|               | <p>watching Netflix or Kdramas or played games until 15 o'clock.</p> <p>And if it is gets bored I will call or videocall with my friends. At 16 pm I also did an Asr prayer and followed by bathing and eating. At 18.15 pm I had maghrib prayers in congregation with the family at home. Then I just relax with a handphone or watch a movie up to 21.30 pm</p> |     |     |    |     |          |     |
| Reorientation | <p>Before bedtime I usually listen to podcast on spotify. Then I slept at 23.50 pm.</p>   | 2   |     |    |     | <u>1</u> | 1   |
| Percentage    |   | 29% | 17% | 7% | 14% | 22%      | 11% |

According to Raimes as cited in Ardin (2017) the recount text is considered correct if it contains of schematic structure and the language features, here the researcher analyzes that text number 1 did not mention the part where it is orientation, events or reorientation, but the researcher has divided it by herself and found that the recount text is correct. The language features then and the result shows that the text has been fulfilled

the criteria based on the use of elements of language features of recount text.

However, she did not separate the part where events and reorientation should be start so that it makes the reader confuse eventhough she divided the text into several paraghrops and presented the orientation part. She began the paragraph by introducing what she is going to tell in the text as in : *Here, I would told my activity during the quarantine*. The next clauses give the detail information while the last clause shows the end of activities. Regarding this, student 2's paragraph is considered has fulfilled the criteria of a paragraph in which each paragraph should have a beginning, a middle and an end. (Ardin :2017).

In the events element, she gives detail information about series of events she did during the quarantine. As it can be seen in the text above that many circumstances of time and place where placed in paragraph two, three and fourth. The use of material process also can be seen in many activities of her like the word *prayed, finished, watched, woke up* and etc. However, the use of past tense unfortunately was not applied in all sentence as many sentences using the simple present tense but only in small percentage, the researcher here assumed this as grammatical error so it does not belongs to the focus of this research.

**b. RT-2**

The category of classification of language features of students' writing assignment for text 2 is:

**Table 4.8 The Category of Classification of Language Features of RT-2**

| Schematic Structure | Texts  | SP | PT | COP | COT | MP | TC |
|---------------------|--|----|----|-----|-----|----|----|
| Orientation         | -  |    |    |     |     |    |    |
| Events              | <p>Usually I woke up at 05.00 am and then I went to the bathroom to wash my face and wudhu. After that, I prayed subuh. After prayed, I did some flexing. At 7 am, I usually took a bath and then I ate my breakfast with my family. After finished with my breakfast with my family, I watched tv and opened my phone to checked is there is a new task. At 09.00 am, I went in to my backyard to sunbath and did some exercise. After that I usually took bath because I sweat a lot, it was around 11.00 to 12.00 o'clock. Sometimes. I felt so bored so I played some games in my phone. At 17.00 pm, I usually took a bath again for three times and prepared to pray maghrib. Oh, I forgot to tell you that I have lunch at 12.00 or 13.00 pm,</p> | 29 | 23 | 2   | 7   | 12 | 8  |

|               |   |     |     |    |    |     |     |
|---------------|---|-----|-----|----|----|-----|-----|
|               | and now, I had dinner with my family after prayed maghrib. After dinner, I checked my phone and played games with my friends in online games or doing some task that I had not finished. At 21.00 pm or 22.00 pm, I went to bed for sleep |     |     |    |    |     |     |
| Reorientation | I think that's all about my daily activity in quarantine, stay at home, stay healthy and stay happy everyone.   | 2   |     | 1  |    |     |     |
| Percentage    |   | 37% | 27% | 4% | 8% | 14% | 10% |

This text consists all of the elements of language features of recount text. This text, unlike RT-1, the text has its own title, it means that he pays attention to the small thing about the title and what he is going to write. Unfortunately, this text has no orientation, as there is no further explanation about who, where and what in the orientation part that should be explained in the first paragraph or the beginning of the text. The text also did not divide the paragraph based on its schematic structure so that the whole paragraph seems to be only contains the activity while the fact this text has re orientation in the last sentence of the paragraph as in “*I think that's all about my daily activity in quarantine, stay at home, stay*

*healthy and stay happy everyone.*” Regarding this, the second student actually did not write recount text based on its schematic structure but it has fulfilled the language features of it.

RT-2 does not show the preview of what will be presented in the sequence of events. He directly explains what his activities are during the quarantine, he did not even mention the situation he had and did not introduce the situation why he has to write the assignment. Next, RT-2 elaborated the events of her story in sequence of events element. He related each event by using some conjunctions and connections such as: *then, after that, when, etc.* It means that RT-2 had fulfilled the criteria of sequence of events since temporal conjunction is important in creating the sequence (Christie: 2005). Based on the circumstance of time and place, the student also has already fulfilled such as *at 5.00 am, at 7 am, At 09.00 am, 12.00 or 13.00 pm, etc* and for the circumstance of place such as: *the bathroom, my backyard, at home.*

For the material process, the student has also fulfilled the criteria as in: *I went to the bathroom, I prayed subuh, I did some flexing, I played some games* and etc. Material process consists of the clause which indicate an action or the actor who did a process to the goal. Thus, the past tense used by student 2 almost all correct with the past form verb such as: *went, did, took a bath, prepared, played, and etc.* It can be concluded that student has fulfilled the criteria of language features of recount text on his assignment.



c. RT-3

The category of classification of language features of students' writing assignment for text 3 is:

**Table 4.9 The Category of Classification of Language Features of RT-3**

| Schematic Structure | Text  | SP | PT | COP | COT | TC | MP |
|---------------------|---|----|----|-----|-----|----|----|
| Orientation         | During quarantine at home, I didn't have special activities.  | 1  | 1  | 1   |     |    |    |
| Events              | I woke up every 5 am and prayed subuh. Sometime, I slept again after prayed subuh and woke up at 8 am, after that I took a bath.<br>I normally had break fast at 8.30 am, after breakfast I spent my time by playing games until before dhuhur. I went to mosque to prayed dhuhur, I had lunch after prayed dhuhur.<br>At 1 pm, I started to do my homework, after I finished doing my homework, I watched youtube sometimes I took a nap until before Ashar, I woke up and prayed Ashar in the mosque.<br>I did small exercise | 26 | 28 | 4   | 5   | 10 | 12 |

|               |   |     |     |    |    |     |     |
|---------------|---|-----|-----|----|----|-----|-----|
|               | to keep my body fit, I did skipping and push up, then I took out that trash and took a bath. I went to the mosque, I prayed maghrib and read quran at home, after I heard adzan Isya, I went to mosque again to pray Isya. I had dinner at 8 am, after that, I just watched TV and play games. I went to sleep at 10 pm or 12 pm. |     |     |    |    |     |     |
| Reorientation | -   |     |     |    |    |     |     |
| Percentage    |   | 31% | 33% | 6% | 6% | 11% | 13% |

This text consists all of the elements of language features of recount text. This text, unlike RT-2, the text has no title, it means that he does not pay attention to the small thing about the title and what he is going to write. This text has an orientation, as there is a simple explanation about who, where and what in the orientation part that is explained in the first paragraph or the beginning of the text. The student explains the orientation part in a sentence which is actually not really effective to be called as orientation part. The text has divided the paragraph based on its schematic structure so that the whole paragraph can be divided based on its schematic structure. The orientation in the first sentence of the paragraph as in *“During quarantine at home, I didn’t have special activities.”*

Regarding this, the second student writes recount text based on its schematic structure and it has fulfilled the language features of it.

RT-3 shows the preview of what will be presented in the sequence of events. He then explains what his activities are during the quarantine. Next, RT-3 elaborated the events of his story in sequence of events element. He related each event by using some conjunctions and connections such as: *then, after that, when, after that* etc. It means that RT-3 had fulfilled the criteria of sequence of events since temporal conjunction is important in creating the sequence (Christie: 2005). Based on the circumstance of time and place, the student also has already fulfilled such as *every 5 am, at 8.30 am, at 1 pm, at 10 pm or 12 pm*, etc. While for the circumstance of place such as: *at home and to the mosque*. It is still correct even though the student only mention two place, as his activity during quarantine make the student can't anywhere. However, there is no re orientation in RT-3 as the last paragraph is still talking about his activities in the quarantine time.

For the material processs, the student has also fulfilled the criteria as in: *I woke up every 5 am, I slept again, I finished doing my homework, , I watched youtube* and etc. Material process consists of the clause which indicate an action or the actor who did a process to the goal. Thus, the past tense used by RT-3 almost all correct with the past form verb such as: *went, did, took a bath, took, heard* and etc. It can be concluded that student

has fulfilled the criteria of language features of recount text on his assignment.

**d. RT-4**

The category of classification of language features of students' writing assignment for RT-4 is, the text is :

**Table 4.10 The Category of Classification of Language Features of RT-4**

| Schematic Structure | Text   | SP | PT | COP | COT | TC | MP |
|---------------------|--|----|----|-----|-----|----|----|
| Orientation         | During the quarantine period at home, I was bored because other than not being able to leave the house.  | 1  |    | 1   |     |    |    |
| Events              | There were also many assignment from school every week and there were also small allowances. But with a lot of assignment I did, the easy one I did first but I always collected the assignments late because there are problems with the work/ signal or the quota is not complete when sending a task during the quarantine period. I also helped with my parents homework such as washing dishes, sweeping and much | 5  | 6  |     | 1   |    | 3  |

|               |  |     |     |    |    |   |     |
|---------------|--|-----|-----|----|----|---|-----|
|               | more.  |     |     |    |    |   |     |
| Reorientation | Also I still like about Dreamsand love and therefore I must be able to divide my time. | 3   |     |    |    |   |     |
| Percentage    |  | 45% | 30% | 5% | 5% | - | 15% |

RT-4 is different with the previous text, this text did not fulfill all the elements needed in recount text. The text has no title, it means that she does not pay attention to the small thing about the title and what she is going to write. The student here goes straight to the orientation part. This text has an orientation, as there is a simple explanation about who, where and what in the orientation part that is explained in the first paragraph or the beginning of the text, the student also adds the reason why she writes the text as a part of the assignment. However, the next paragraph which should be consists of sequence of time is not explained clearly, the whole events do not consist of temporal conjunction, only one engagement with the circumstance of time and no engagement at all on circumstance of place.

The students also did not mention the temporal conjunction in the events part though it is the sign that the students has done some activities during quarantine. However, the text has divided the paragraph based on its schematic structure so that the whole paragraph can be divided based on its schematic structure. The orientation in the first sentence of the paragraph as in *“During the quarantine period at home, I was bored because other than not being able to leave the house”* regarding this, the

fourth student writes recount text based on its rule on the orientation, events and reorientation part.

RT-4 shows the preview of what will be presented in the sequence of events. She explains what her activities are but without any further explicit statement on the circumstance of place and time and there is no temporal conjunction at all, so that the student only wrote things down without pay attention to the language features of recount text. She doesn't not related for each event by using some conjunctions and in the text. It means that student 4 had not fulfilled the criteria of language features based on sequence of time and circumstance of place. Since temporal conjunction is important in creating the sequence (Christie: 2005). However, there is reorientation in text 4 as the last paragraph is still talking about his feeling and decision during quarantine time.

For the material process, the student has fulfilled the criteria as in *:I always collected the assignments, I also helped with my parents , I did first* and etc. Material process consists of the clause which indicate an action or the actor who did a process to the goal (Halliday: 2003) Thus, the past tense used by student 2 almost all correct with the past form verb such as *: did, collected, and helped*. It can be concluded that student has not fulfilled the criteria of language features yet because there is small engagement with the circumstance of place and time and the use of present tense is greater than the use of past tense on the student's recount text assignment.

e. Text 5

The category of classification of language features of students' writing assignment for text 5 is:

**Table 4.11 The Category of Classification of Language Features of RT-5**

| Schematic Structure | Text  | SP | PT | COP | COT | TC | MP |
|---------------------|---|----|----|-----|-----|----|----|
| Orientation         | To minimize the spread of covid-19, all students were closed including me but I am went to depok because my father had to work there since 2 weeks ago.   | 3  | 3  | 1   | 1   | 1  | 2  |
| Events              | I responded this holiday happily eventhough I did not get any allowance, at night I slept at 11 pm and woke up at 4.30 am to download a movie and pray subuh then I am continue sleeping from 6.00 am to 8.00 am. To fill the boredom, I watched a movie that I download in | 11 | 8  | -   | 4   | 1  | 8  |

|               |   |     |     |    |     |    |     |
|---------------|---|-----|-----|----|-----|----|-----|
|               | <p>the morning, making snacks, doing assignment, looking for discount in online shopping and helping mother. A few days ago, I made milk pie but failed so I made dalgona coffee with my friend. I watch Korean dramas and youtube to cheer my self up.</p> |     |     |    |     |    |     |
| Reorientation | -   |     |     |    |     |    |     |
| Percentage    |   | 33% | 25% | 2% | 12% | 5% | 23% |

Different with the previous text, this text did not fulfill all the elements needed in recount text. The text has its own title, the student pays attention to the small thing about the title and what she is going to, she writes the title along with the instruction from the teacher. The student here then goes to the orientation part. The orientation part has able to answer the question about who, where and what in the orientation part, the question who is answered in the sentence “ *all students were closed including me*”, the next is question *what* with the answer “*To minimize the spread of covid-19*” and the question where answered in the sentence “*I*



*am went to depok because my father had to work there*” that is explained in the first paragraph or the beginning of the text.

The student also adds the reason why she writes the text as a part of the assignment. However, the next paragraph which should be consists of sequence of time is explained clearly, the whole events consists of circumstance of time and some of them engage the temporal conjunction as well, but only one engagement with the circumstance of place.

The students mention the temporal conjunction in the events part as in the sentence: “*then I am continue sleeping from 6.00 am to 8.00 am*”, this is the only temporal conjunction found in events part though it is the sign that the students has done some activities during quarantine. However, the text has divided the paragraph based on its schematic structure so that the whole paragraph can be divided based on its schematic structure. The orientation in the first sentence of the paragraph as in “*To minimize the spread of covid-19, all students were closed including me but I went to depok because my father had to work there since 2 weeks ago.*” regarding this, the fifth student writes recount text based on its rule on the orientation, events and reorientation part.

RT-5 show the preview of what will be presented in the sequence of events. She explains what her activities are with further explicit statement on the circumstance of place and time and temporal conjunction in “*since*”. She does not related for each event by using some conjunctions and in the text. It means that student 5 had not fulfilled the criteria of language

features based on sequence of time and circumstance of place. Since temporal conjunction is important in creating the sequence (Christie: 2005). However, there is reorientation in text 4 as the last paragraph is still talking about his feeling and decision during quarantine time.

For the material process, the student has fulfilled the criteria as in: *I always collected the assignments, I also helped with my parents, I did first* and etc. Material process consists of the clause which indicate an action or the actor who did a process to the goal (Halliday: 2003) Thus, the past tense used by RT-5 almost all correct with the past form verb such as: *did, collected, and helped*. It can be concluded that student did not fulfill the criteria of language features even though there is engagement with the elements in the language features of recount text even though the student still uses of present tense in many sentences, and it amount is greater than the use of past tense. It can make the reader confuse whether the text is retell the past event or not.

Next, the researcher classified the total score of each elements in language features of recount text which provided in text, it is :

**Table 4.12 Total Percentage of Language Features Elements in Texts**

| Elements of Language<br>Features of Recount Text | RT-1 | RT-2 | RT-3 | RT-4 | RT-5 |
|--|------|------|------|------|------|
| Specific Participant                             | 29%  | 37%  | 31%  | 45%  | 33%  |
| Past Tense                                       | 17%  | 27%  | 33%  | 30%  | 25%  |
| Circumstance of Place                            | 7%   | 4%   | 6%   | 5%   | 2%   |

|                      |     |     |     |     |     |
|----------------------|-----|-----|-----|-----|-----|
| Circumstance of Time | 14% | 8%  | 6%  | 5%  | 12% |
| Time Conjunction     | 22% | 14% | 11% | -   | 5%  |
| Material Process     | 11% | 10% | 13% | 15% | 23% |

Based on the table above, we can see that the highest specific participant element was RT-2 with percentage 45%, the highest past tense element found in RT-3 with 33%, circumstance of place's highest percentage was 7% in RT-1, circumstance of time's highest percentage was 14% in RT-1, temporal conjunctions highest percentage was 23% in RT-5 and the highest material processes percentage was 15% in RT-4.

It can be concluded that the students' writing assignment in recount text for tenth grades students are still not all fulfilled criteria of language features. Texts written by student from X IPS 3 (RT-3) and X IPS 4 (RT-4) are considered under the criteria of a recount text because only small engagement on the elements of the language features of recount text itself. The students mixed the use of tenses in their writing as if based on statement of Gerot and Wignell said that the linguistic features found in recount text are: specific participants, temporal sequence, circumstance of time and place, material process and past tense.

Text number 1, 2 and, on the other hand, has fulfilled the criteria of recount texts even though there are some sentences using simple present tense, but because of only small numbers of sentence, the researcher considered it as a mistake or a slip. Those texts has the elements of

language features proposed by Gerot and Wignell and is clear enough in stating its social function to retell past events.

The conclusion is the texts of students writing assignment of recount text from tenth grades of SMA N 3 Brebes are not all fulfill the criteria. Texts which are fulfill the criteria are text 1, text 2 and text 3 and text which are not fulfill the criteria are text 4 and text 5.

### **1) Implications of The Research for Education**

From the analysis conducted, not all the students know about the language features of recount text. There are three texts in which the students are mastering the language features not comply with the theory and did not fulfill the criteria based on the theory of Gerot and Wignell. Furthermore, the implications of this study can be used as an evaluation media in teaching material writing especially recount text, and to determine which students comprehend the material briefly. This research helps the teacher to identify the mistakes on the language features of a genre text that may be commit by the students.

## **CHAPTER V**

### **SUGGESTIONS AND CONCLUSIONS**

This chapter presents conclusion and suggestions. The first part present the conclusions derived from the study. The second part present suggestions are intended for the teacher and other researchers.

#### **A. Conclusion**

It can be concluded that there are three texts which are belong to the recount text and are fulfilled the criteria of recount text. Those three texts are coming from RT-1, RT-2 and RT-3.

The texts have been investigated by the theory of Gerott and Wignell with the result shows that RT-1, RT-2 and RT-3 have fulfilled the criteria with the elements of language features such as specific participant, temporal conjunction, circumstance of time, circumstance of place, material process and past tense. Those elements were engaged each other and is stated in the texts, indicating that the text is in accordance with the social function.

After being investigated, between those texts, there are two texts which are not qualified as a recount text, there are RT-4 and RT-5. The texts are not fulfilled the criteria based on their own writing. It is contrast with the instruction of the teacher which said the activity during quarantine. In this case, the teacher hopes the students write the sequence of events the students had done during quarantine time. In fact, the students only mention one circumstance of time and place, many sentences are still using simple present

Furthermore, RT-4 and RT-5 written by student did not fulfill the criteria because it is still confused to arranged the sentence or grammar and they are still low in vocabulary.

The analysis of language features of the recount text assignment used to review the students' ability in writing as well to assess and measure their understanding in English especially in subject recount text.

## **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions as follow:

### **1. For the Students**

- a. The students should improve their vocabulary and meaning by using dictionary that can be easily used in their writing activity.
- b. The students should be more creative and have motivation to learn in English, especially in writing skills.
- c. The students should build their confidence for writing skills.
- d. The students should try to write with a good grammar, even though there will be a mistake but just let it as a lesson.

### **2. For other Researchers**

The next researchers can conduct a study about students' writing on Recount text and also add the solution of problems in mastering writing skills on Recount text that can make the students gain the success in English, especially in writing.

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# APPENDICES

*Appendix 1: The Name of the Students*

**X MIPA 7 Students**

| <b>Nama Siswa</b>              |
|--------------------------------|
| Abhinaya Randy Saputra         |
| ALFIYYATUS SA'ADAH             |
| ARIO RIZKY FIRMANSYAH          |
| ASYIFA MUZZAMMIL               |
| Aulia Mukti Syahbana           |
| BENING NUR IKHSANTI            |
| Cika Fitriya                   |
| CITRA INDIRA AGUSTIN SIMARMATA |
| DEA APRILYANI                  |
| DINDA ALFIYANI HIKMAH          |
| DWIKA SAFIRA                   |
| ELZA AISYAH RAHMA              |
| Faizatuz Zahra                 |
| IRAKHIL JANAHA                 |
| JOHAN DWI SETYOKHO             |
| KALISAL AGUSFAJAR GHEFIRAN     |
| KAYLA ZAHRA NURHIDAYAH         |

|                                |
|--------------------------------|
| LIANA DWI PUTRI                |
| MANSYUROH                      |
| Mella Aulia Faza               |
| MUDIHANSA FIKRI AUSHAFFAREL    |
| MUHAMMAD AL GHORIZMI MUTTAQIN  |
| MUHAMMAD FA'IQ                 |
| MUSTAQIM NURUL HUDA            |
| NAWANG TRISTA LARASATI PRADANI |
| RESY JULIA ANJANI              |
| Retno Tri Prasetyo             |
| RIZQI ILHAM SETYAWAN           |
| Rohadatul Aisy Salsabila       |
| SEPTIA DAMAYANTI SIHALOHO      |
| Shely Reisy Sulistyowati       |
| Stevanus Firman Widyatmoko     |
| TIARA IKHWALDINI FIRNANDA      |
| VAYA NATALI FILIANA            |
| Zakia Hidayatul Aula           |
| Total : 36 Students            |

## X IPS 1

| Nama Siswa                   |
|------------------------------|
| Achmad Tri Pramudya Wardhana |
| ADELLIA RAHMADANI            |
| ADIVA PUTRI LOGENDIS         |
| AINNUR RATRI AURORA          |
| AISY AZRA NAZIRA             |
| ALIF RAHMADI                 |
| ANGGA PRAYOGA                |
| Anugerah Akbar Prasetyo      |
| Aulia Andari Pratiwi         |
| Azifah Nur Dinayah           |
| Azman Azyumardi Azra         |
| FADYA PUTRI WIJAYANI         |
| FINA KHOERUNISA              |
| FITRIYANAH                   |
| GUS FADILLAH AL KAUTSAR      |
| Inesya Melodifa              |
| Ivan Khaerul Iman            |
| KARUNIA NURUL FADILLAH       |

|                                 |
|---------------------------------|
| LAURA ASYIFA                    |
| Liviana Tifani                  |
| Lufi Aditiya Ningsih            |
| MAITZA FIRANTI                  |
| Maudia Puput Mulyawati          |
| Mohamad Nuryansyah Abil         |
| MOHAMMAD FAHREZA HASDI PRATAMA  |
| Naufal Nuha Najib               |
| Nayla Asfianatun Nuralifah      |
| NOVITA RIZKI                    |
| Nurush Shobahul Munir Ar Rosyid |
| RIEKE WIDYA PRITAWARDANY        |
| SHALIKHA RIZKIANA RAHMADEWI     |
| Sri Mei Tri Handayani           |
| TIARA SENJA BESTARI             |
| Tri Alpianingsih                |
| Vita Putri Revana               |
| YUDHA ADITYA PRATAMA            |
| Verzeta Gunawan                 |
| Total : 37 Students             |

## X IPS 2

| Nama Siswa                   |
|------------------------------|
| Ade Tri Melati               |
| Adi Irawan                   |
| Agistya Maharani Safitri     |
| BERIL NANDA M. SARAGI TURNIP |
| Citra Nur Oktaviani          |
| DAVA IWANI RADIFAN KHIRZI    |
| Deni Apriyani                |
| DICKY ANGGA PRATAMA          |
| DIMAS SAPUTRA                |
| DIVA ARDIYAN PRATAMI         |
| Elisa Agustin                |
| Fadia Dwi Febyanti           |
| FARRAS ABDULLAH AMANI        |
| FIKA NUR ALYZA               |
| IHDA MUTIARA                 |
| JOEL ALBERT SINABANG         |
| Khayla Asfianatun Nuraliyah  |
| MOH. ARYO LAMBANG            |

|                               |
|-------------------------------|
| MUHAMMAD FAIZ ANSHORY         |
| MUKHAMAD ARSIL AZMI           |
| Nadia Efi Puspitasari         |
| Qurrota' Ayun                 |
| Rhevalina Zieva Ivanka        |
| Risky Fariz Annasya           |
| RISMA MEIDIANA PUTRI          |
| Rosiana Khansa Amelia         |
| Sintia Amanda Eka Putri       |
| Sri Ajeng Maya Sari           |
| TASYA APRILIA                 |
| Tiara Nur Wiharto             |
| Tri Suci Ulya                 |
| YUNUS                         |
| ZSALSABILLA AZ ZAHRA NURFAUZI |
| Zulfa Silpia Oktafiani        |
| Total : 34 Students           |



### X IPS 3

| Nama Siswa                       |
|----------------------------------|
| Adam Maulana Tri P.              |
| Ade Tria Wulandari               |
| Adinda Vidia Dinanti             |
| Agnes Febryanti                  |
| AMALIA SEFTIA RAHMAWATI          |
| APRILIANI TRI NINGRUM            |
| Ardiva Nabila                    |
| Aulia Puja Dewi Arimbi           |
| AULIA SYAHBANDIAH                |
| DESVITA MUTIARA NABILA           |
| Dwi Sabita Aesy                  |
| DWI WULANDARI                    |
| Eko Purjianto Priyanto Sukmojoyo |
| ERA ASTAVIA ABBAS                |
| KAUTSARRANY HILWA HERTA PUTRI    |
| LINA KHOERUNI'MAH                |
| MARIA MAGDALENA VENY F SINABANG  |
| Maulida Zahra Kamila             |

|                          |
|--------------------------|
| MOH SYAHRUL IMAM SAPUTRA |
|--------------------------|

|                     |
|---------------------|
| MUHAMMAD AULIA ZAKI |
|---------------------|

|                         |
|-------------------------|
| MUHAMMAD RIZKY APRILIAN |
|-------------------------|

|                       |
|-----------------------|
| NABILA VITA FEBRILIAN |
|-----------------------|

|                   |
|-------------------|
| Najib Anta Kusuma |
|-------------------|

|                          |
|--------------------------|
| Putri Indrasari Pitaloka |
|--------------------------|

|                         |
|-------------------------|
| PUTRI IZDIHAR NUR ZALFA |
|-------------------------|

|                     |
|---------------------|
| RIRIN DWI AGUSTIANI |
|---------------------|

|                 |
|-----------------|
| Riska Pebrianti |
|-----------------|

|                            |
|----------------------------|
| Riya Anita Siti Mut'mainah |
|----------------------------|

|                |
|----------------|
| SAFANI ANUGRAH |
|----------------|

|                |
|----------------|
| Siti Khumairoh |
|----------------|

|              |
|--------------|
| Sofa U Jahro |
|--------------|

|                   |
|-------------------|
| WAHYU AJI SAPUTRA |
|-------------------|

|                      |
|----------------------|
| Wahyu Maulana Akhsan |
|----------------------|

|                         |
|-------------------------|
| WILDAN FIRDAUS HARYANTO |
|-------------------------|

|                   |
|-------------------|
| YASSAR APRIARAHMA |
|-------------------|

|                     |
|---------------------|
| Total : 35 Students |
|---------------------|

## X IPS 4

| Nama Siswa                |
|---------------------------|
| Adela Syaputri            |
| Afif Khoerul Umam         |
| AGNI AZHARA SONDARI       |
| AJENG SEPTIANA            |
| ALFIN ANWAR ALFIANSAH     |
| Anis Melani               |
| Bagus Susilo              |
| Cicilia Valentine Enilore |
| Daffa Tito Pratama        |
| DANENDRA AZMI WICAKSONO   |
| Della Puspitasari         |
| DIVA LISYA PUTRI SATYANI  |
| Duta Fatihah              |
| Elok Daras Listianasari   |
| ERWIN SETIA NUGROHO       |
| FATUH ROCHMAN AL RASID    |
| Hani Uli Zahro            |
| HIDA ADISTYA SALSABRINA   |

|                              |
|------------------------------|
| KHARISMA NUR SYAHBANI        |
| M. Syafiq Haydar             |
| Maula Zuhrafa Qisti Ahmad    |
| MERLIANA FAZRIYANTI          |
| MUHAMMAD HANIF ALFATAH       |
| Muqofa Hishni Hilmawan       |
| Nabilla Lintang Ayu          |
| NICHOLAS PARULIANDO SIDAURUK |
| NOK AYU                      |
| NUR EKA TANIA                |
| SELLY LUSIYANI               |
| Shafitri Salma Ramadanti     |
| Siti Handayani               |
| SUKMA NOVAL PRATIWI          |
| TARISA RAMADHANI SOFRIANTI   |
| THIFALUN NISSA ASAFA         |
| UMI NUR AZIZAH               |
| Total : 350 Students         |

## ***Appendix 2 : Students' Writing Assignment Text***

**Name : Elza Aisyah Rahma**

**Class : X MIPA 7**

Here, I would told my activity during the quarantine.

Every day I've been woke up from 3 am. At 3 o'clock in the morning I usually watched Netflix or Kdramas until half hour of five. Then, I usually made food because it is hungry and continued with Fajr prayers. After prayed I would sleep again until 8 am. If t is a weekend I cycled around the complex, but if not I just chill at home while watched tv. Then 9 o'clock until 10 am I usually sunk driven in front while skipping or other small sport. When I finished sunbathin, then I took a bath and continued working on school assignment. At 12 pm, I was prayed duhr and lunch.

After lunch, I just cleared my bedroom. After finishing the room, I was doing the school assignment again then relax like watching Netflix or Kdramas or played games until 15 o'clock.

And if it is gets bored I will call or videocall with my friends. At 16 pm I also did an Asr prayer aand followed by bathing and eating. At 18.15 pm I had maghrib prayers in congregation with the family at home. Then I just relax with a handphone or watch a move up to 21.30 pm .

Before bedtime I usually listen to podcast on spotify. Then I slept at 23. 50 pm.

**Name : Verzeta Ahmad Gunawan**

**Class : X IPS 1**

### **My Daily Activity**

Usually I woke up at 05.00 am and then I went to the bathroom to wash my face and wudhu. After that, I prayed subuh. After prayed, I did some flexing. At 7 am, I usually took a bath and then I ate my breakfast with my family. After finished with my breakfast with my family, I watched tv and opened my phone to checked is there is a new task. At 09.00 am, I went in to my backyard to sunbath and did some exercise. After that I usually took bath because I sweat a lot, it was around 11.00 to 12.00 o'clock. Sometimes. I felt so bored so I played some games in my phone. At 17.00 pm, I usually took a bath again for three times and prepared to pray maghrib. Oh, I forgot

to tell you that I have lunch at 12.00 or 13.00 pm, and now, I had dinner with my family after prayed maghrib. After dinner, I checked my phone and played games with my friends in online games or doing some task that I had not finished. At 21.00 pm or 22.00 pm, I went to bed for sleep. I think that's all about my daily activity in quarantine, stay at home, stay healthy and stay happy everyone.

**Name : Rizky Fariz**

**Class : X IPS 2**

During quarantine at home, I didn't have special activities.

I woke up every 5 am and prayed subuh. Sometime, I slept again after prayed subuh and woke up at 8 am, after that I took a bath.

I normally had breakfast at 8.30 am, after breakfast I spent my time by playing games until before dhuhur. I went to mosque to prayed dhuhur, I had lunch after prayed dhuhur.

At 1 pm, I started to do my homework, after I finished doing my homework I watched youtube sometimes I took a nap until before Ashar, I woke up and prayed Ashar in the mosque.

I did small exercise to keep my body fit, I did skipping and push up, then I took out that trash and took a bath. I went to the mosque, I prayed maghrib and read quran at home, after I heard adzan Isya, I went to mosque again to pray Isya.

I had dinner at 8 am, after that, I just watched TV and play games. I went to sleep at 10 pm or 12 pm.

**Name : Ardiva Nabela**

**Class : X IPS 3**

During the quarantine period at home, I was bored because other than not being able to leave the house, there were also many assignment from school every week and there were also small allowances. But with a lot of assignment I did, the easy one I did first but I always collected the assignments late because there are problems with the work/ signal or the quota is not complete when sending a task during the quarantine period. I also helped with my parents homework such as washing dishes, sweeping and much more.

Also I still like about Dreamsand love and therefore I must be able to divide my time.

**Name : Agni Azhara Sondari**

**Class : X IPS 4**

### My Activities During Quarantine

To minimize the spread of covid-19, all students were closed including me but I am went to depok because my father had to work there since 2 weeks ago.

I responded this holiday happily eventhough I did not get any allowance, at night I slept at 11 pm and woke up at 4.30 am to download a movie and pray subuh then I am continue sleeping from 6.00 am to 8.00 am To fill the boredom, I watched a movie that I download in the morning, making snacks, doing assignment, looking for discount in online shopping and helping mother.

A few days ago, I made milk pie but failed so I made dalgona coffee with my friend. I watch Korean dramas and youtube to cheer my self up.