An Analysis of Recount Text Writing Composition of Tenth Grade Senior High School Students

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Abstrak

Ketika menyusun sebuah karya tulis, ada beberapa elemen yang harus dipenuhi dengan tujuan supaya dapat menghasilkan sebuah esai yang baik. Hal inipun juga berlaku dalam penulisan teks recount. Oleh karena itu, siswa harus memerhatikan seluruh elemen tersebut karena mereka dapat membantu penulis dalam menyusun sebuah teks yang baik dan dapat dimengerti. Penelitian ini menggunakan metode kualitatif sebagai metode penelitian. Data diambil dari sepuluh teks recount yang disusun oleh siswa kelas sepuluh sekolah menengah atas. Untuk menganalisi teks, rubrik penilaian untuk teks recount digunakan untuk mengidentifikasi elemen-elemen penulisan yang terdapat didalam teks. Hasil dari penelitian ini menunjukkan bahwa hampir seluruh siswa mengalami kesulitan dalam mengembangkan dan menyusun ide-ide didalam isi teks recount yang mereka susun. Hasil lain menunjukkan bahwa beberapa siswa gagal dalam meletakkan penjelasan yang sesuai untuk setiap struktur dalam teks recount. Misalnya, siswa meletakkan event sebagai orientation. Tetapi sebagian lainnya telah mengetahui fungsi dari setiap struktur teks recount. Bagaimanapun kebanyakan dari siswa berhasil menggunakan unsur kebahasaan dengan tepat. Kesimpulannya, pekerjaan siswa masih perlu untuk dikembangkan agar dapat menghasilkan karya tulis yang baik terutama untuk teks recount. Oleh karena itu, guru perlu memberikan perhatian lebih pada kelemahan siswa ketika menulis teks recount. Siswa juga perlu untuk mengembangkan pengetahuan mereka dan lebih banyak berlatih dalam menulis khususnya untuk teks recount.

Kata Kunci: *elemen-elemen menulis, teks recount, kemampuan menulis*

Abstract

While composing a written work, there are some elements that should be fulfilled in order to produce a good essay. This also happens in recount text writing. Hence, the students have to take consideration on those elements because they can lead the writers to compose a good and an understandable text. This study used qualitative research as the research design. The data were taken from ten writings of recount text composed by tenth grader senior high school students. To analyse the texts, scoring rubric for the recount genre was applied to identify the elements of writing of the texts. The finding shows that most students seemed to have problem in developing and organizing ideas in their recount writing in terms of content. Another finding also shows that some students lack in putting the appropriate explanation for each structures of recount text as it should be. For the example, they put an event in the orientation. But some others are already aware of each function of recount text's generic structure. However, most of them were succeed in applying the language features appropriately. In conclusion, the students' work still need to be improved in order to produce a good written product especially in recount text. Hence, the teachers need to pay attention more on the students' weaknesses while writing recount text. The students also require improving their knowledge and having more practices in writing, especially for recount text.

Keywords: *elements of writing, recount text, writing*

INTRODUCTION

It cannot be avoided that English language plays a great role in this globalization era. English is known for years as an international language used by people around the world as a form of communication in any fields of life such as economics, business, media and even education. Thus, learning and mastering English is a must for people nowadays. In Indonesia, English is learned as a foreign language. English has four skills to be mastered by the learners; listening, speaking, reading and writing (Rufinus, et al., 2011). As one of basic skills, writing has been acknowledged as a form of communication people use in life. As a result, writing presumed as one of an important skill in language teaching and learning (Weigle, 2002).

According to Brown (2001:336), writing is a process of thinking. This idea is supported by Nunan (2003:88) which also explains that writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. It can be concluded that writing is a process of exploring and developing ideas that the writer have in mind and share to the readers. In this case, the writer is engaged to convey the ideas which have meaning that the readers are capable to figure out.

Moreover, in writing there are some points that should be concerned by the writer in order to compose a good writing or an essay. The first are content and organization. A good essay should has those two since both of them are the important points in writing. Content is related to the coherency and unity of the text. Thus, organization deals with the structures of the text. The second are writing components. They are language use and mechanics. Those are deal with grammar use, word spelling, punctuation, capitalization, and paragraphing (Jacob, et al. 1981).

As it is known English is taught in Indonesia from junior high to senior high school. Based on the English syllabus, the students are acquired to be able to write some texts one of them is recount texts. According to Hyland (2002), recount text is a text which retelling past experiences or what happened by providing sequences of events. The purpose of recount text is to entertain or amuse the readers with the events.

Based on Permendikbud Tahun 2016 No. 24 lampiran 27, the competencies for tenth grades related to the recount text describe as follows:

3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

3.7 distinguish the social function, text structure, and language features of some oral and written recount texts by giving and requesting information related to historical events in accordance with the context-use.

4.7 teks recount – peristiwa bersejarah

4.7 recount text – historical events

4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

4.7.1 comprehending contextually related to social function, text structure and language features of oral and written recount text related to historical event

4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.7.2 Compose oral and written recount texts, short and simple, related to historical event, by paying attention the social function, text structure, and language features, properly and contextually.

The basic competence of English subject for tenth graders which related to recount text is explained in 3.7 and 4.7. It is stated in 3.7 that students are expected to be able to differentiate the social function, text structure and language features of recount text. In 4.7, the students are expected to be able to understand and compose recount text by paying attention on its social function, text structure, and language features. The types of recount text used in this competence is factual recount text that is historical events, while there are four other types of recount texts which are not used in this competence.

The five types mentioned above are personal recount, factual recount, imaginative recount and procedural recount. The first is personal recount text which retells an activity that the writer has been personally involved in. The second is factual recount which retells an activity based on particular of an accident. Historical events is one kind of factual recount text. It has three stages of schematic structure, those are orientation, events, and reorientation. The language feature applied in historical events are specific participant, simple past tense, passive voice, action verbs, time connectives, adverbs and adverbial phrases (Wood and Stubbs, 2000). Generally, historical events involve a large number of people rather than a person. The third is literary recount which retells an activity based on an imaginary role. The fourth is procedural recount which retells a procedure in the past. The fifth is critical recount which commenting and evaluating an issue on its positive and negative aspects (Barwick, 1999).

As can be seen that writing is a complex process, students may face some problems. Students mostly lack of confidence in writing (Rafida, 2016). They are struggling in thinking how they can convey the ideas, ordering ideas, selecting proper words, using correct grammar, and developing ideas to be good organizational text.

Some studies have been conducted in exploring students' recount text composition. Nurohmah (2013), found that students are still unable to differentiate the use of grammatical terms such as simple present, past tense, irregular verb, regular verb, and prepositional phrase. In another study, Musabbihin (2017) found that students mostly faced difficulties in writing aspects such as content, organization, words choice/diction and sentence structure. Students thought writing recount text was not easy to write. They thought that generic structure of recount text was difficult to write. In addition, Sadewa (2015) found that students are able to write recount text, organize the generic structure and use the language features of recount text properly. The students are divided into three categories; good, average and poor based on their writing ability.

All of the previous studies showed that the students still face some problems in writing a recount text and some other showed that part of students are able to compose recount text well. But most of those researchers commonly used a personal recount text as the topic that the students should write. Mostly, the students were asked to write their holiday experience as one kind of personal recount text. However, there is rarely found a research related to the elements of writing in recount texts with factual recount text that is historical recounts chosen as the topic. Since there are some kinds of recount text that should be mastered by the students, each text has different content based on types of recount text itself. Hence, analyzing factual recount text can help the students to develop their ability in writing different kinds of recount text. Thus, it becomes the reason of the researcher to conduct this study related to factual recount texts.

Based on the explanation above, the researcher would like to conduct a research in analyzing students' writing ability in composing recount text in terms of elements of writing telling historical events. In order to seek more about how good are the students' ability in writing recount text, the research will be analyzing factual recount text produced by the students.

Therefore, the research questions for this study are 'How is the content of the recount text composed by tenth graders of senior high school?, How is the organization of the recount text composed by tenth graders of senior high school?, How is the language use of the recount text composed by tenth graders of senior high school? and How is the mechanics of the recount text composed by tenth graders of senior high school?'

METHOD

The research design used in this study is qualitative method which chosen to collect the data in order to complete the study based on the research questions and objectives of the study mentioned in the previous chapter. Ary, et al. (2010) believes that qualitative study deals with data in the form of words or pictures rather than numbers and statistics. This research is descriptive research. According to Ary, et al. (2010) descriptive research involves describing but not manipulating variables. This study aims to find out the description of students' ability in writing recount text especially in terms of elements of writing. Through qualitative descriptive, the researcher analyzed and described the real condition of students' writing product.

In a qualitative research, the researcher included as the instrument for collecting the data. The researcher itself is claimed as the key instrument because only human who is able to read the data (Ary et.,al, 2010). Besides, other instrument is as required in a study. In order to help the researcher to answer each research questions, the instrument used in this research is recount text writing assessment. The rubric adopted from Lee (2017) is used to analyze the students' work. This help the researcher to analyze and classifying the components of writing found in students' writing product.

Table 1. Scoring rubric for the recount genre adopted from (Lee, 2017)

Elements of Writing		Excellent	Pretty Good	Average	Needs Improvement
Content	Coherency	Ideas were organized logically	Ideas are clear and link up one to another	Ideas were organized illogically in some part	Ideas were organized illogically
	Unity	contains well-developed ideas which relevant to the topic	Ideas are developed related to the topic	Lack in details to support ideas, sometime off the topic	Inappropriate details, no focus, irrelevant to the topic
Organization/ Generic Structure	Orientation	A very clear orientation, establishing who was involved, where and when the events happened	A generally clear orientation which provides necessary background information	Missing information in the orientation	Lots of missing information in the orientation
	Events	Past events are sequenced in a very clear order	Past events are generally clearly sequenced	Some events not in the right order	Past events are all over the place; hard to figure out a clear sequence
	Reorientation	Very appropriate and impressive ending – ending with a feeling, a thought, or a reflection	Appropriate ending	An ending is provided, but it is not very appropriate	No ending is provided
Language Features/ Langu	Past Tense	Past tense verbs almost completely accurate	Tense generally accurate	Quite a number of tense errors	Full of tense errors

age Use	Adverbs and Adverbial Phrases	Very appropriate and accurate use adverb of place and time expressions to link up events	Generally good use adverb of place and time expressions to link up events	Sometime expressions to link up events	No adverb of place and time expressions to link up events
	Action Verbs	Action verbs almost appropriately use	Mostly use action verbs	Some action verbs are provided	Action verbs are not provided
	Specific Participant	Appropriately put all the participant to state the one who was involved	Commonly provide the participant	Numbers of participant are limitedly stated	No participant stated
Mechanics	Spelling	Correct spelling in most of words, no errors.	Making error in spelling but commonly spelling are appropriate.	Many errors in spelling words	Spelling errors in most of words
	Capitalization	Capital letter are put almost properly.	Occasionally errors of capitalization	Frequent errors in capital letter	No capitals at all
	Punctuation	Punctuations are precisely used.	Some problems in using punctuation	Frequent errors in using punctuation	Dominant errors in using punctuation
	Paragraphing	Organized into number of paragraph, focused on a single ideas of the recount	Occasionally errors of paragraphing	Frequent error in paragraphing	No paragraphing

In the beginning of the research, the researcher had asking permission to the English teacher of the school as the first stage to conduct the research. Then, the researcher and the English teacher both discussed about the recount text learning which was going to teach by the teacher to the class. After that, the teacher gave the task for the students to compose a recount text based on the topic that is historical recount. Then the teacher collected the students work in order to help the researcher to get the data. After the researcher got the data, the researcher analyzed the documents based on its elements of writing to answer the research questions. The researcher analyzed the data by using writing rubric adopted from Lee (2017). In the process of scoring, the researcher analyzed the data based on four writing aspects. Since those aspects are also include in the research questions that should be answered. The four aspects are content, organization, language use and mechanics.

In order to answer the questions, the researcher analyzed the data based on three stages that Ary, et al. (2010) suggest as follows:

1. Familiarizing and Organizing

In this stage, the researcher tried to recognize the data through reading and reread the documents. The students' work taken by the researcher as the data since it was needed to answer the research question. The researcher also organized the text based on the topic that should be written by the students, that is historical events.

2. Coding and Reducing

In this stage, the researcher categorizes the students' writing composition in order to ease the process of analyzing and interpreting the data. The students' works were labelled on each part of the text which identified as four elements of writing. This process purposed to reduce unnecessary data that were not used in the study.

3. Interpreting and Representing

In this last stage, the researcher needs to give clear explanation toward the result of analysis. The researcher assessed whether their composition was written correctly or not based on its elements of writing. Then, the researcher interpreted the result of the data were analyzed in description.

FINDINGS AND DISCUSSION

This stage reports the findings of research which have been collected through analyzing the students' writing composition to answer the following research question. The researcher chose a class out of four classes of tenth grade as an object of the study. Here are the results of students' recount text analyzing are explained below.

Students Writing in Terms of Content

In terms of content in recount text writing, most of students seem facing problem in developing their writing into good flow of the story. They lacks in giving details which supporting their main ideas. This can be seen from the examples of the students writing presented below.

As the example in data 1, with the title General Offensive of March 1949, the student failed in composing the story with good content. This happened because the student did not compose the story incoherent and seems lack in unity. As the examples below, in the first line of the story the student wrote,

"The Dutch launched a military offensive on 19 December 1948 which it termed Operation Crow." .

Generally, the topic of the story was put in the first paragraph. It should be in line with the title of the text. As the examples above, in line 1, there is only a sentence written by the student. She did not give some supporting ideas to explore more about the topic itself. The sentence

only stated about the Dutch military offensive happened in 19 December 1948 without giving further information about its relation with General Offensive of 1 March 1949. This shows that the student failed in connecting the ideas of the story. As a result, the story becomes incoherent.

On the next paragraph, the student began it with the event that happened a day after

the Dutch military offensive.

"By the following day it had conquered the city of Yogyakarta, the location of the temporary Republican capital."

"By the and of December, all major Republican held cities in Java and Sumatra were in Dutch hands."

Then, it suddenly jumped into the event happened in the end of December. This shows that the story does not have smooth flow. The student also put all of the events that she wants to tell on the second paragraph. This make the story does not have unity since the topics were put together without any separation for each topic.

From the examples above, it is clear that the student did not develop well content of the story. There was no further exploration on each part of the story. In the middle of the story, the student put the events illogically. This shows that the student still failed in composing the story with good coherency and unity.

In the other hand, some students also succeed in composing content of their story which has coherency and unity. As the example in data 3 entitled The Battle of Ambarawa.

"The Battle of Ambarawa was a battle between the recently created Indonesian Army and the British Army that occurred between 20 October and 15 December 1945 in Ambarawa, Indonesia."

To begin the story, the writer of data 2 gave a brief and clear introduction to the readers. It tells about the main topic of the story which explained the title itself. This shows that the first paragraph has coherency with the title.

"On 20 October 1945, Allied troops under the command of Brigadier Bethel landed in Semarang to disarm Japanese troops."

In this paragraph, the writer exposed the first event which became the beginning of the main topic. The paragraph has a unity since it only tells about the arrival of Allies troops and their agreement with the Governor of Central Java.

As the continuation the writer tells about the Indonesian troops' action toward Allies. This paragraph also still connected with the third paragraph. But, there are some missing details in the last part of the paragraph. There are no enough details to tell the event happened on that moment.

"On the morning of 23 November 1945 Indonesian troops began firing on Allied troops stationed in Ambarawa."

From data 3, it can be seen that the content of the story was well composed. Data 3 has coherency and unity. The whole story only tells about the topic itself. It was developed well into paragraphs. On each paragraph, the writer put details of the story which also in line with another paragraph. The story begins with the introduction about the topic itself. Then continued with the events happened as the beginning of the battle of Ambarawa. It also closed well in telling the ending part of the battle. With this arrangement, it is easy for the readers to figure out the story.

Table 2. Summary Table of Students Writing in Terms of Content

Text	Title	Content
Data 1	General Offensive of 1 March 1949	The student lack in giving details that support the main ideas being discussed in the story. It also lacks in ideas organizing. There are several ideas explained in the same paragraph. That makes the story less coherence.
Data 2	Rengasdengklok	The whole story did not tell about the title which usually being the main topic discussed. There no further explanation about the correlation between the tittle and the story.
Data 3	The Battle of Ambarawa	The student has already put details on the whole story. It also has coherency and unity. However, there was still found that the student missed in giving details on a paragraph.
Data 4	Bandung as Sea of Fire	This story has coherency from the beginning to the second paragraph. But the problem comes in the last part of events to the end of the story. The student did not provide details about how an event has done. This make the storyline jumped.
Data 5	Trisakti Events	The ideas of the story were clearly explained and discussed in different paragraphs. Each of them were given details which purposed to support the main ideas.
Data 6	The November 10	Actually the story has coherency. However, it still needs to be explained by giving more details on the events in order to make the story clearer and more understandable.
Data 7	The Battle of Surabaya	The story was not well developed in the middle part of the essay. There should be more details to explain the sequence of events of the story.
Data 8	Battle of Surabaya	The whole story still need to be improved by giving details on each paragraph. From the result, the story only tells about the highlight of that event. There is no details regarding to how the battle began and ended.
Data 9	The Battle of Surabaya	The story still lack in details in each paragraph especially for the body part of the story. There should be more details provided by the student while explaining the main topic that being discussed.

Data 10	Proclamation of Indonesian Independence	The student provided some unnecessary details in his recount. This make the story sometime out of topic in several part of it.

From the result above, it can be concluded that most of students still lack in developing their ideas while writing. Many of them failed in giving details which can support the ideas. The students also having problem in arranging their points into writing that has unity and coherency. However, other students have already fulfilled the details so that make the writing has unity and coherency.

Students Writing in Terms of Organization

In terms of text organization, the students have already put the three parts of recount text those are orientation, events, and reorientation. They also put an explanation based on the recount text structure. Unfortunately, some student did not develop each parts of her essay well. As the example in data 1 which explained below.

Table 3. Organization of Data 1

Text of student's writing	Generic Structure of Student's Writing
General Offensive of March 1, 1949	Title
"The Dutch launched a military offensive on 19 December 1948 which it termed Operation Crow." (See Appendix)	Orientation Orientation of recount text should tell the background information such as who was involved, when, where, and what that is needed so that the readers understand about the whole story. The writer only put a sentence which did not enough to tell the readers about the storyline. She did not explain those information in the beginning of her writing. There is no information about what the General Offensive is, where and where it happened, etc.
"By the following day it had conquered the city of Yogyakarta, the location of the temporary Republican capital." *"By the and of December, all major Republican held cities in Java and Sumatra were in Dutch hands."* *"On March 1, 1949 at 6 am, Republican forces launched March 1 General Offensive."*	Events In the events, the writer also still lacks in exposing the moments of the offensive. The moments after the Dutch offensive until the general offensive happened did not explore yet in good arrangement. The story was jumping from one event to another since there is no separation on each events that the writer wants to tell. This makes the story does not have good chronological order as the events should be arranged. The writer put all the events in one paragraph only.

| *"The offensive was anoral and diplomatic success, inspiring demoralized troops all around Indonesia, as well as proving to the United Nasions that the Indonesian army still existed and were capable of fighting."* | Reorientation

The writer put a summary of the whole text as the last part to end her recount text. This is good since a summary can be chosen as one way to tell the reorientation. The writer also focused on the General Offensive only in ended the story. |

The other example is taken from data 2. In this recount text, the writer has been organized the structure of recount text in inappropriate order.

Table 4. Organization of Data 2

Text	Generic Structure
Rengasdengklok	Title
"On August 14, 1945 Japan surrendered unconditionally to the Allies. The news was kept secret by the Japanese army to Indonesia, but Sutan Syahrir, the youth of Indonesia, knew it through the BBC Radio Broadcast in London August 15,1945. At the same time, Ir.Soekarno and Drs. Moh Hatta returned to the Indonesia from Saigon, Vietnam."	Orientation As stated before that in the beginning of recount text, there is an orientation which includes background information of the story. The writer of data 2 did not put such information about the main topic that is Rengasdengklok event. The writer put the trigger moments to declare the independence directly in the beginning of the story which also have a role as part of the event. There should be more explanations about what Rengasdengklok event is, its settings and who was involved in that event.
"On August 15, at 8 p.m., under the leadership of Chairul Saleh, younger groups and older groups gathered in the backroom Bacteorologi Laboratory which located in Jalan Pegangsaan Timur number 13, Jakarta". *"Because there was a different opinion between older groups and younger groups, younger groups brought Soekarno and Hatta to Rengasdengklok in early morning of August 16, 1945".*	Events The events were organized logically. It can be seen from the examples that the event of young and old group was developed and explained on the next paragraph.
"After had a long discussion, Soekarno was willing to declare it after returning to Jakarta."	Reorientation The writer also still lacked in closing the story. The writer did not clearly end the story so that it seems there was no reorientation in this essay. The writer did not explore what was going to declare after Soekarno and Hatta were picked from Rengasdengklok.

The writer of data 2 seems confuse with the structures of recount text. This can be seen from her writing that only contain of events. There are no such orientation to begin the story and reorientation which close and sum up

the story. She put everything in events which having roles as both an introduction and closing in her story.

Table 5. Summary Table of Students Writing in Terms of Organization

Text	Title	Organization		
		Orientation	Events	Reorientation
Data 1	General Offensive of 1 March 1949	The student failed in giving background information needed to introduce the story.	The events were told in a paragraph only along with the orientation and reorientation. There is no separation of ideas which should explained by giving some details on it.	The last part of the story did not tell how those events ended. There is no further explanation about its significance to the nation.
Data 2	Rengasdengklok	The story directly opened by an event. There is no explanation about background information of the story.	The events were organized logically. The student put details on them.	There is no reorientation that closed the whole story. It ended with an event.
Data 3	The Battle of Ambarawa	There is some background information provided in the orientation. But the student needs to give more details about why the battle happened.	The events were well organized. But the student still lack in giving details in order to link up one to another events.	The story was closed by giving an explanation about how the battle ended.
Data 4	Bandung as Sea of Fire	The student gives some background information of the story clearly in the first paragraph.	The events were written in details but the writer failed in linking the first and the second events.	As a closing, the student put a good ended as the reorientation.
Data 5	Trisakti Events	There is no explanation about the background information of the story.	The events were in line and given details.	The orientation did not explain how the story ended. It still explained about the event.
Data 6	The November 10	There is background information about the story. But there is no details information about when the event happened.	Some events are already provided and organized well. But there should be more details given in some part of it.	The orientation summarizes the whole story. It provides the significance of the events to the nation.
Data 7	The Battle of Surabaya	There is information about the background of the story. However it directly explained about the events in the same paragraph.	The first event was explained in the same paragraph as the orientation placed. There is no separation between orientation and event.	The student gave good reorientation since it provides a closing about how the events ended.
Data 8	Battle of Surabaya	There is no explanation about when the story happened, where the story takes place and why the story happened	The events were provided in the story. But only the first event told about the main topic of the story. The second event did not explain about it and seems out of topic	As the reorientation, the student gave explanation about the significance of the story. however, there is no much details about how the story was ended
Data 9	The Battle of Surabaya	The orientation did not tell about the background information needed to introduce the story.	The event only provided a part of events without giving more sequences of events.	There is no reorientation found in the story. The last paragraph did not tell about how the story ended or the significance of the story.
Data 10	Proclamation of Indonesian Independence	There some unnecessary details provides in the orientation. The students should give background information about the main topic only.	The events were explained the ideas in details.	The reorientation still needs to be explained in details. There is no much details about how the story closed.

As can be seen from the table of summary above, the students are already aware of the structures of recount text. However, some of them still confuse with the function of each structure. They failed in giving appropriate explanation for the structures.

Students' Writing in Terms of Language Use

Based on the result below, all of the students are able to apply the language features of recount text properly. This shows that the students are already aware of the

language features used while composing a recount text. For example, the writer of data 4 put the specific participant in his story.

"This is done to prevent __the Allies and the Dutch NICA Soldier__ using Bandung as a strategic military headquarters in the war of independence of Indonesia"

Another example, in data 3 the writer put the correct tense for recount text that is past tense.

"The Battle of Ambarawa was a battle between the recently created Indonesian Army and the British Army that __occurred__ between 20 October and 15 December 1945 in Ambarawa, Indonesia."

The students also give time connectives to their story in order to link the events. This can be seen from data 1.

"__By the following day__ it had conquered the city of Yogyakarta, the location of the temporary Republican capital."

In the other hand, there also found few errors in terms of past tense. As the example taken from data 4, the writer wrote "burn" which it should be changed into past form then become "burnt"

"Within seven hours, about 200.000 resident of Bandung __burn__ their homes, leaving the city to the mountains in the south of Bandung."

Table 6. Summary Table of Students Writing in Terms of Language Use

| Text | Title | Language Use | | | |
		Specific Participant	Past Tense Action Verbs Passive Form	Adverbs Adverbial Phrases	Time Connectives
Data 1	General Offensive of 1 March 1949	the story provides participants on it	The student already applied past tense, passive form and action verbs properly. But there was found some errors in changing present form to past form.	Information about the settings (time and place) were already given by the student.	Time connectives were found in the story.
Data 2	Rengasdengklok	The participants of the story were already mentioned on it.	The student applied the past tense, passive form and action verbs properly.	The settings (time and place) were already given by the student.	Time connectives were found in the story.
Data 3	The Battle of Ambarawa	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs properly. But there was found some errors in changing present form to form.	The settings (time and place) were already given by the student.	Time connectives were found in the story.
Data 4	Bandung as Sea of Fire	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs properly. But there was found some errors in changing present form to form.	The settings (time and place) were already given by the student.	Numbers of time connectives were found in the story.
Data 5	Trisakti Events	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs properly. But there was found some errors in changing present form to form.	The settings (time and place) were already given by the student.	Time connectives were found in the story.
Data 6	The November 10	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs properly. But there was found some errors in changing present form to form.	The settings (time and place) were already given by the student.	Time connectives were found in the story.
Data 7	The Battle of Surabaya	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs	The settings (time and place) were already given by the student.	Time connectives were found in the story.

			properly. But there was found some errors in changing present form to form.		
Data 8	Battle of Surabaya	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs properly.	Few settings (time and place) were given by the student.	Time connectives were found in the story.
Data 9	The Battle of Surabaya	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs properly. But there was found some errors in changing present form to form.	Few settings (time and place) were given by the student.	Time connectives were found in the story.
Data 10	Proclamation of Indonesian Independence	The participants of the story were already mentioned on it.	The student already applied past tense, passive form and action verbs properly. But there was found some errors in changing present form to form.	The settings (time and place) were already given by the student.	Time connectives were found in the story.

In term of language use, the students have applied the language features of recount text appropriately. They used the right form of tense and other language features in their writing.

Students Writing in Terms of Mechanics

In terms of mechanics, a student made many errors in word spelling. For instance, in data 1, the student often made errors in word spelling. But the rest of the students were success in word spelling. However there also found few errors on it.

"By __the and__ of December, all major Republican held cities in Java and Sumatra were in Dutch hands."

"In areas __sorrounding__ Yogyakarta and Surakarta, Republican forces refused to surrender and continued to wage."

"The offensive was __amoral__ and diplomatic __sucess__, inspiring demoralized trops all around Indonesia."

In addition, most of students also succeed in using capitalization. Only a student seems having difficulties in using capital letter. This example is taken from data 4, which mostly have problem in capitalization. The students did not put the capital letter for the name of month, place and to begin a sentence. For that reason, the student got average for capitalization.

"British troops as part of the Brigade MacDonald arrived in Bandung on __october__ 12, 1945."

"__on__ the night of 24 November 1945, TKR and the people's militia launched attacks on British troops positions in the north, including __hotel human__ and __hotel preanger__ which they use as a headquarters."

Table 7. Summary Table of Students Writing in Terms of Mechanics

Text	Title	Mechanics			
		Spelling	Capitalization	Punctuation	Paragraphing
Data 1	General Offensive of 1 March 1949	Many words spelling errors found in the story	no capitalization errors found in the story	punctuation were put appropriately	the story written in a paragraph only
Data 2	Rengasdengklok	no words spelling error found	no capitalization errors found in the story	punctuation were put appropriately	the story separated into paragraphs
Data 3	The Battle of Ambarawa	few words spelling error found	Few capitalization errors found in the story	punctuation were put appropriately	the story separated into paragraphs
Data 4	Bandung as Sea of Fire	no words spelling error found	many capitalization errors found in the story	punctuation were put appropriately	the story separated into paragraphs
Data 5	Trisakti Events	no words spelling error found	No capitalization errors found in the story	punctuation were put appropriately	the story separated into paragraphs
Data 6	The November 10	few words spelling error	Few capitalization errors found in	punctuation were put appropri	the story separated into paragraphs

		found	the story	ately	
Dat a 7	The Battle of Surabay a	few words spelling error found	no capitaliza tion errors found in the story	punctuati on were put appropri ately	the story separated into paragraphs
Dat a 8	Battle of Surabay a	no words spelling error found	Few capitaliza tion errors found in the story	punctuati on were put appropri ately	the story separated into paragraphs
Dat a 9	The Battle of Surabay a	Few words spelling error found	no capitaliza tion errors found in the story	punctuati on were put appropri ately	the story separated into paragraphs
Dat a 10	Proclam ation of Indones ian Indepen dence	few words spelling error found	no capitaliza tion errors found in the story	punctuati on were put appropri ately	the story separated into paragraphs

Based on the table summary above, most of students are aware of the mechanics in writing. They used appropriate spelling, capitalization, punctuation and paragraphing in their story. However, some of them still having problems on those mechanics. They tend to make errors in word spelling and some of them are lack in paragraphing their writing.

Discussion

In this part, the result of research discussed based on the underlying theory used by the researcher. There are four results of research questions, which are discussed in below.

Students' Writing in Terms of Content

As one of the elements of writing, content of the story becomes very important since it roles as a main character in a story. According to Oshima and Hogue (1998), the good content should have good flow in and also coherence. This supports that in writing should has good details in order to create good flow of story.

From the result above, students still have difficulties in term of content. Most of them lack in giving details to support their main ideas. As the example in data 1 the student lacks of giving details in her story. In the first part of the story, the writer did not put much details needed to explain the story. This may lead the readers to get confused because they hardly figure out the story. In "event" part (See. Appendix), the writer also put several events in the same paragraph. This make the readers got confuse because a paragraph should focus on a single idea. As result, the story becomes illogical, incoherent and does not have unity on it since it was not explained the ideas one by one.

On the other hand, other students also succeed in organizing good content. As the example, in data 3, the writer put her ideas with good arrangement. The ideas were well-developed and contained details needed for the story. It was organized logically and discussed the same main idea which connected one another. However, in the middle of the story, the events was missing somewhat. This happened because the writer failed in giving enough details in that paragraph.

Students' Writing in Terms of Organization

In writing, organization also becomes important since it leads the writer to the structures of the whole text. Each type of text genres has certain organization which different one to another. According to Anderson and Anderson (2003), recount text consists of three parts of structure those are orientation, record of events, and reorientation.

As can be seen from the students result in term of organization, some of them still having problem with the structures of recount text. As the example, data 1, the organization needs to be explained in more details in order to fulfill the criteria for each structure. An orientation should explain the background information that is needed to understand the text such as who was involved, what, where and when the story happened (Anderson and Anderson, 2003). This does not happened in data 1. The writer only put a sentence which marked as an orientation of the story. There is no such information that should be fulfilled in an orientation as explained before. Another example is taken from data 2, the writer also did not put background information on the orientation. The writer directly tells the first event rather than an orientation.

On the other hand, some students have already composed the orientation based on its definition. As the example in data 3, the writer put background information about the story that is needed in the orientation. She explained about who was involved, when and where the events happened.

The second point that should be discussed is about record of events in the story. It should be chronologically arranged and includes detail explanation about the orientation (Anderson and Anderson, 2003). Mostly the students understand about this concept. They retell events in chronological order. For example, in data 2, the student arranged the events in good order. Each event connected one to another. The student also put enough explanation and details to tell the events of the story.

The last thing should be discussed in term of organization is reorientation. It is needed to close the story by giving how the story was ended and its significance to the nation. From the result, there were found that most of the students already put the reorientation to end their story. Another finding also

showed that only two students who did not provide the orientation of their story.

Based on the explanation above, it can be concluded that the students were able to write the generic structures of recount text. However, they need to be aware of each function of them on the text in order to produce good recount text.

Students' Writing in Terms of Language Use

In writing, language use cannot be separated from the text since it deals with the grammar of the sentences in the story. For that reason, language use becomes one of the important point should be discussed. In this case, language use deals with language features used in the text.

Recount text has several language features that should be used by the writer while composing a piece of recount writing. There are specific participant, past tense, action verbs, passive, time connectives, adverbs and adverbial phrases (Wood and Stubbs, 2000). Since recount text is retelling what was happened in past, the story should be written in past form. It can be in form of simple past and passive past. Based on the result, students are applied the past form in their recount properly. This shows that the students already aware of it.

Another point is about specific participant. In recount text, a participant is needed to tell who was involved in the story. For this point, all of students are already include the participant of their story. The students have already put the participants involved in the story.

Action verbs also being one of points discussed in language use. From the result, the students are appropriately used action verbs in past form. The next point that should be discussed are adverb of time and place. Those are needed to show the settings of the recount text. The students are mostly used them properly. This happened because they mention the two circumstances to complete their story in order to be more understandable by the readers.

Last, time connectives also become one of language features that should be used in recount. The use of time connectives is purposed to connect the events of a recount. As it can be seen from the result, most of students are already used kinds of time connectives in their essay.

Students' Writing in Terms of Mechanics

There are four points discussed in this term. The first one is about the spelling. From the result, mostly students are making errors on it. The difference is only about the frequency of making those errors. As the example, data 1 has many errors in words spelling. The student failed in giving complete spelling of words. There were found many missing alphabets in words. Then, there were also found in the result that in data 2, the student almost making no errors in words spelling. There were no found missing alphabets or incorrect words spelling. This also happened for data 4 which also making no errors in word spelling.

The second point is about capitalization. A capital letter is used to begin the first word of a sentence, names of people, names of specific places, names of days and months, names of specific group of people also names of specific structures (Oshima and Hogue, 1998). From the result, students are also making errors in capitalization. As the example in data 4, the student frequently makes errors with the use of capital letter. The student failed in using capital letter for the names of month, specific place, and specific structure or building.

The third point is about punctuation. It is needed to assist the readers while reading the story. Mostly, the students are aware of this notion. There were few errors found in punctuation.

The last point is about paragraphing. In writing, paragraphing become important since it deals with paragraph arrangement. The whole text should be written into paragraphs in order to avoid the readers to get confused. As can be seen from the result, data 1 is the example of no paragraphing essay. This happened because the writer wrote the whole text into paragraph only. This can be the reason for the readers to get confuse since the ideas were not explained in different paragraphs. Another result found that other students already wrote the text into separated paragraphs. For instance, in data 3 the student put the ideas of the story into several paragraph. On each paragraph, the ideas were focused and developed well.

CONCLUSION

According to the analysis from the previous data, it can be said that the students still confused while writing historical recount text. This occurred because several errors were found on the basic elements of recount text. The results of analysis were concluded as below:

1. The students are generally still having difficulties in composing a good content in their recount text. They are lack in organizing and developing ideas they want to present. They provided insufficient details to support their main topic. However, other students are already put such details information that enough to support the topic itself.

2. Students also failed in organizing the structure of recount text. They lack in giving details on each structures. The students already know about the three parts of recount text but they failed in filling each recount generic structure with the appropriate explanation. It was found that a student put an event as an orientation of recount text. On the other hand, some students have organized their recount text based on its generic structure

well. Each part of them was explained and well developed.

3. Generally students have applied the language features of recount text properly. It seen from the result of analysis that the students are already aware of those kinds of language features that should be fulfilled while composing a recount text. They applied past tense, action verbs, adverbs, participant, and time connectives properly. However, in some writing products, there were found that students failed in changing the past form of words.

4. As the part of mechanics, students are commonly making errors. Word spelling is one of their problem. Besides, paragraphing and capitalization also become their problem. It was found that the student did not present the recount text into paragraphs as it should be. In addition, the students also failed in differentiate the use of capital letter on their recount.

SUGGESTION

Based on the results, the researcher gives suggestions to the students and teachers. The suggestions are purposed to make the students have a good understanding about writing historical recount text in order to compose better recount writing in the future. Also as an advice for the teachers to be aware of the students ability in writing historical recount.

1. For the students

As can be seen from the result, students still need to have more practice in writing especially for recount text. They have to be more understand about the basic points that should be fulfilled while writing recount text.

2. For the teachers

As it explained previously, the researcher suggests that the teachers need to pay attention on the students' writing ability especially for recount text. The results show that the students failed in organizing the basic point of recount. The students seem to have problem in understanding the ideas development and generic structures of recount text. To overcome this problems, the teachers should give more practice and provide various kinds of recount text in order to make the students get used to them. Therefore, the teachers also need to help the students in explaining about the how they should organize and outline the ideas into good writing. In brief, the teacher also need to find more interesting method to explain about historical recount while teaching and learning process happen.

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