AN ANALYSIS OF GENERIC STRUCTURE ON RECOUNT TEXT WRITTEN BY ACCELERATED STUDENTS AT SMAN 1 PRAYA TENGAH IN ACADEMIC YEAR 2021/2022

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Abstract: This study attempted to find out how the generic structure on recount text is written by accelerated students at SMAN 1 Praya Tengah in academic year 2021/2022. The method applied was the qualitative technique. The population of the research was accelerated students at SMAN 1 Praya Tengah with the samples as many as 20 students. Many students wrote recount texts appropriately based on the generic structure required but others still needed to learn more. The class mean score of the students' test results is 22.9 while the highest and lowest scores from 20 students in an accelerated class are 28 and 12 respectively. The students' test results in each generic structure have been calculated and it shows that the orientation is 8.9, series of events 7.5, and re-orientation 6.5. The highest and lowest percentages of all are 38.86% and 28.38%. As a result, the students understand orientation better than a succession of events and re-orientation.

INTRODUCTION

Within the communication framework of language teaching, the skill of writing enjoys special status – it is via writing a person can communicate a variety of messages to known or unknown reader (Olshtain, 1983). Furthermore, he stated that writing is as communicative activity needs to be encouraged and nurtured during the learner's course of study in schools both native or nonnative learners. The teaching of writing has undergone a tremendous methamorposis in the past quarter century, it has been true for both native and nonnative speakers (Barbara,1990).

Writing is one of the language skills taught in schools from elementary to high school. Furthermore, it has been taught to students in play groups despite the fact that they only imitate to write and pronounce in an individualized structure. This demonstrates how fundamental this feature is, as kids begin by writing individualized organizing customized structures, then arrange them into sentences, and then paragraphs. Of course, writing is more difficult because students must employ proper diction, chronology, and individualized organization spelling to convey their feelings, thoughts, opinions, or ideas, as well as their readiness to write.

The capability of students to set up ideas from one paragraph to the next and try to integrate these ideas cohesively and clearly so that they are significant is referred to as text writing. Sometimes, many participants write texts, However, only a few of them can compose messages depending on the structure and features of the text itself. It is assumed that the teacher is supposed to guide students as they learn to write.

One of many types of written text taught in schools is the recount text. A recount text is a social style text that retells events for the target of enlightening or entertaining others. Recount texts are paragraphs that reconstruct past experiences by using the past tenses and retelling events in their original order. Hyland (2003: 20) stated that recount text is a text that

describes events or something that happened in the past. It is expected that after learning the recount text, students must get information from the text, identify key ideas and parts of the text.

A recount text has both a generic structure and grammatical features. The generic structure is the direction or orientation (background facts about when, people, and place something happened), series of events (telling what passed in historical order), and re-orientation (overview/conclusion of the history that transpired). A recount narrative also has language or grammatical characteristics such as the focus on individual, the use of conjunctions, the time and location circumstances, the use of material processes, a focus on temporal sequences, and the use of the past tense (Dirjen pendas dan menengah, 2005).

According to Derewianka (1990: 15), a recount text typically begins with a direction or orientation which provides the reader with the past knowledge required to comprehend the narrative (who was complicated, where it occurred, and when it occurred). The account then develops with a succession of incidents listed in chronological order. There may be some personal commentary on the incident at various moments.

In writing the recount text, students must apprehend the generic structure shape due to the fact that college students are expected to create a good paragraph without any problem. However, according to the researchers' experiences, there are some problems encountered by the college students, particularly in the generic structure.

Moreover, based on the preliminary observation in SMAN 1 Praya Tengah, some problems related to writing were addressed. When English subject was taught in the acceleration class, some of the students had difficulties in ordering the stories in the text or placing the descriptions and identifications in the recount text when they were exposed to a randomized order of the recount text.

This research attempted to establish the level of students' knowledge of recount text and the existence of any challenges in learning English particularly in writing. It is expected that this study would be able to determine the students' knowledge in composing recount text. Recount text is the common type of text that the students commonly encounter in their daily lives. This is the simple style used in many narrative books, as well as in nonfiction to make real reports of historical occurrences (Dirjen pendas dan menengah, 2005).

Adapted from Hyland and Ken (2004: 29) in Sari, A.F. (2018:11), a recount typically tells or entertains by dealing with a sequence of events that establish the relationship between a writer and a reader, as well as a speaker and a listener. Recount is a social genre in which events are retold in order to inform or entertain the audience using the past tense. Recount has a social function of reconstructing prior experiences by recalling events in their original order such as personal correspondence, police reports, insurance claims, and incident reports.

Furthermore, a recount text has a generic structure, i.e., the general structure that combines several sentences into paragraph or narratives (https://brainly.co.id). According to Derewianka (1990), the generic structure of recount text described by Miranti (2008:16) in Azhar is as follows:

Orientation

The orientation gives the audience the background information they need to understand the text. It is thorough and detailed of what the text discusses about, who gets involve in it, why the activities appear, when the activities happen, and where the activities occur.

In other word, the writer or speaker must describe what occurred, when and where the events occurred, why they occurred, and who or what was involved. The author will be able to choose the quantity of detail needed if they are aware of their audience and purpose.

Series of events

A series of occurrences are written in chronological order by the author. It starts with the first event and progresses through the second to the last. The sum of occurrences is determined by the writer's imagination.

Events should be cautiously chosen to enhance the audience's grasp of the subject. Participants must be ready to toss out incidents and details that are irrelevant or boring. In majority circumstances, a recount is in excess of just a "shopping list" of every possible detail. Participants are supposed to be encouraged to choose only those events that are important and may be developed upon by adding precise details.

Re-orientation (optional)

The final segment of the recount wraps up the story by summing up the results or outcomes, assessing the topic's importance, or providing individual commentary or ideas. It may as well project into the destiny by making predictions about what will take place next. However, reorientation does not always complete the text because it is optional.

RESEARCH METHOD

This research uses qualitative technique. Moleong (2012: 6) defines qualitative research as a study that aims to understand the phenomenon of what is experienced by research subjects, such as behavior, perception, motivation, action, and so on, holistically and by way of description in the form of words and language, in a unique natural context, using various natural methods. It is applied based on the purposes of this research, i.e., to find out how the generic structure of recount text is written by the students and to identify problems faced by students in mastering generic structure of recount text. The data were collected, described and analyzed related to generic structure of recount text written by students. The subject in this research was the accelerated class at SMAN 1 Praya Tengah.

There were two accelerated classes program (accel. A and accel. B) taken as the population but class accelerated A was purposively chosen. This class was easier to manage and the students were excited and motivated.

Table 1. Population of the Research

No	Class type	Total of students
1.	Accelerated class	20

This research implemented the purposive sampling due to the qualities the participant processes. It is nonrandom technique that does not need underlying theories or a set number of participants.

In this research, two topics were provided for students, namely "Holidays to the Beach" and "Climbing the Mountain". Then, the students were instructed to make a recount text by choosing one of the topics they like by fulfilling the generic structure of the recount text. The test in this research was an essay writing recount text based on the generic structure.

The writing test was distributed to students which had been taken as the sample of this research. To collect the data in this research, the students were asked to compose a topic and submit it. Next, the texts were then analyzed focusing on the generic structure of recount text written by students.

Table 2. Specification of Generic Structure

No	Text element	Content
1.	Orientation	Background knowledge aids in the reader's understanding of the situation. This section of the text contains information on where, when, where, why, what, and how.
2.	Series of events	Important events are usually listed in chronological order and then discussed in detail.
3.	Re-orientation	The final statement is determined by the text's aim and intended audience. It could add an evaluative comment; express the author's sentiments, such as "We were all exhausted and quite full"; or assess the significance of the events reported, such as "Captain Cook's expedition brought many benefits to the English government at the time."

FINDINGS AND DISCUSSIONS

In collecting the data, every sample was asked to write a recount text with the two agreed topics previously- 'Holiday to the beach' and 'Climbing the Mountain'. The scores were consulted to rubric provided and they can be seen in the following table. Mean scores were calculated by dividing the total scores with number of students by using this formula:

$$Me = \frac{\#Fx}{N}$$

Me   = Mean
#Fx   = Total Score
N   = Respondent Total

Table 3. Data Found

Samples	Orientation	Series of events	Reorientation	Total scores
ACP	10	2	4	16
ARAS	8	8	6	22
BAP	10	4	8	22
BAR	8	10	10	28
BDHA	8	10	10	28
DJL	10	10	8	28
FR	10	10	4	24
HF	10	8	6	24
HM	4	4	4	12
IA	8	8	8	24
KD	8	10	8	26
LN	8	8	4	20
MA	10	8	6	24
MFF	10	8	6	24
NA	8	2	2	12
NR	10	10	4	24
P	10	10	8	28
TAL	10	4	8	22
YA	10	8	8	26
YH	8	8	8	24
MEAN	8.9	7.5	6.5	22.9

According to the table above, the samples mean score is 22.9 with the total highest score is 28 while the lowest one is 12. The student whose total score 28 has the complete the generic

structures required. In the text, all three generic structure parts are found– the orientation, events, and reorientation. Introduction and conclusion are well organized. Transitional expressions are also used in the text even though they are not varied. The body of the text already has a good sequence of events by mentioning the sequence of daily activities. The reorientation position is well conveyed.

However, the student with the lowest total score has not written generic structure completely. It was found that only one part or hardly found the generic structure in the written recount text offered by the sample.   The average test results for each generic structure written by the samples are 8.9 for orientation, 7.5 for series of events, and 6.5 for reorientation.

The following stage divided the students' understanding of generic structure into three components: orientation, events, and reorientation. The elements of generic structure are listed in the table below and this formula is used:

$$P = \frac{F}{N} \times 100\%$$

P   = Percentage of calculated item
F   = The total score of calculated items
N   = Respondent total

Table 4. Describing of percentage

Generic structure	orientation	series of events	reorientation	Total
Generic structure made in recount text	178	150	130	458
Percentage	38.86%	32.75%	28.38%	

The researchers calculated the percentage of students' knowledge of generic structure based on the results of the percentage above. After the total percentage was compared, the results revealed that the highest percentage is 38.86 in orientation, 32.75 percent in series of events, and the lowest is 28.38 percent in reorientation.

Orientation Analysis

Holiday to the beach
The weekend when the school holidays were about to end, my family and I went to the beach to enjoy the sunset together.

Based on the table above, the sentence refers to a background of information about when, who, where and situation that happened in the past experiences. The "when" in this sentence is written in "*the weekend when the school holidays were about to end*". Then, the phrase" *my family and I*" explains about "who" in the text. The phrase "*to the beach*" explains about "where" in the text. And the last in the word "*sunset*" explains about the "situation" in the text.

Series of Events Analysis

Upon arriving at the beach, my family ordered food and ate together. We enjoyed the beach atmosphere while my brother was cool bathing and playing in the sand. We waited for the dusk to come and then enjoyed the beautiful atmosphere and enjoyed the young coconut, it was really delicious.

Based on the table above, the sentences described the chronological order of events. *"my family ordered food...., we waited for the dusk to come..., enjoy the young coconut..."*

Reorientation Analysis

After the sky began to get dark, we went home. My family stopped by the mall to do some shopping then we went home, when we are at home, we clean ourselves and then fall asleep because we are so tired.

Based on the table above, the reorientation in the sentence describes the situation, who, where, and also left the comment. The words "*after the sky began to get dark*" explain about the situation in the text. *The word "we"* explains about who in the text, and then the word *"home"* explains about where in the text. And the last the word "*when we are at home, we clean ourselves and then fall asleep because we are so tired*" is the comment about the text.

CONCLUSION

Based on the findings in this study, it can be concluded that the students' production on recount text based on generic form is adequate. Based on the fact found in the field, only few students were lack of understanding in exploring the ideas for writing effective recount text based on generic structure. The class mean score of the students' test results is 22.9 which can be categorized as good level. The highest scores in orientation from 20 students in the accelerated class was 28 while the lowest score was 12 students. The mean score of students' test results for each general structure is 8.9 for orientation, 7.5 for series of events, and 6.5 for reorientation. The highest and the lowest percentages are 38.86% and 28.38% respectively. As a result, it can be stated that students understand orientation better than a succession of events and reorientation.

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