

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result of the research to answer the research question in this research. The generic structure of recount text in the students' personal experience, and the problems of language features in recount text in the students' personal experience. The completed discussion is described below:

A. Findings

After the data are collected, the writer read and learn the recount text one by one than the writer analyzed the text based on identification, identifying the types of error by the students in writing recount text.

Retells events in order to inform or entertain is the communication function of recount. A series of objectives are used to present a sequence of events concerning a given field and to help the readers become more aware of place, time, and people in the text in order to achieve this communicative goal. All of the recount texts included in this study are personal recount texts, the goal of which is to relate experiences the author has had firsthand. The students were able to create personal recount texts from the recounts of 20 other students, the objective of which was to recount a past experience.

1. The Generic Structure of Students' Personal Recount Text (PRT)

As we know there are three points of generic structure of recount text: Orientation, Event and Re-orientation.

To find first objective of this study, than researcher analyzes from this three points. After reading all of the students writing in recount text, researcher found that there are five variations of their writing paragraph. Before researcher describes one by one about the students' writing, researcher analyzes first from the paragraph as the table bellow:

Table 4.1 Recount text in the students' personal experience

No.	Code	Orientation	Number of event	Re-orientation
1	PRT-01	Paragraph 1	Paragraph 2	Paragraph 3
2	PRT-02	Paragraph 1	Paragraph 1	-
3	PRT-03	Paragraph 1	Paragraph 2	Paragraph 3
4	PRT-04	Paragraph 1	Paragraph 2	Paragraph 3
5	PRT-05	Paragraph 1	Paragraph 2, 3	-
6	PRT-06	Paragraph 1	Paragraph 1, 2	-
7	PRT-07	Paragraph 1	Paragraph 1	Paragraph 1
8	PRT-08	Paragraph 1	Paragraph 2	Paragraph 2
9	PRT-09	Paragraph 1	Paragraph 2	Paragraph 3
10	PRT-10	Paragraph 1	Paragraph 2	Paragraph 3
11	PRT-11	Paragraph 1,2,3,4	-	-
12	PRT-12	Paragraph 1	Paragraph 2	Paragraph 3
13	PRT-13	Paragraph 1	Paragraph 2	Paragraph 2
14	PRT-14	Paragraph 1	Paragraph 2	Paragraph 3
15	PRT-15	Paragraph 1	Paragraph 1	Paragraph 1
16	PRT-16	Paragraph 1	Paragraph 2	Paragraph 3
17	PRT-17	Paragraph 1	Paragraph 2	Paragraph 2
18	PRT-18	Paragraph 1	Paragraph 2	Paragraph 3
19	PRT-19	Paragraph 1	Paragraph 2	-
20	PRT-20	Paragraph 1	Paragraph 2, 3	Paragraph 4

According to the results table above, the orientation analysis result for the recount writing assignments of the students was 20. But there are many different in placing paragraph of series events and placing the reorientation paragraph. The series of events analysis result of students' works on recount writing was 19, means that there is one student whose recount text does not have the series event. The Re-orientation analysis result of students' works on recount writing was 15, there are five students recount text do not have a text conclusion or reorientation.

After reading all of the students writing in recount text, researcher found that there are five variations of their writing paragraph:

a. The generic structure in one paragraph

The researcher found there are some recount texts with only one paragraph, but there is already the generic structure in the recount text.

For the example of the paragraph are in the table below:

Table 4.2 Personal Recount Text

Code	
PRT-07	<p>Two weeks ago, I go to my cousin's house. Actually I always go there every weekend. I have pleasant experience. When I and my cousin make a cake and my cousin love cooking so much. So every weak we must make a cake with new recipe. We one failed to make a cake because it was baked for too long time, so it burnt. But we never give up. We consider this part of our experience.</p> <p>Orientation</p> <p>Events</p> <p>Reorientation</p>

Based on the table above, in her orientation, she was write any information about who, and what the orientation happened. The text give specific information about where and when the text happened. Then, in her event and reorientation she was made a good sentence.

Table 4.3 Personal Recount Text

Code	
PRT-15	<div> <div> Last year, I was eleven years old. I am on vocation at the beach with my family, there I swam with my brother and we looked for shells, then we found fish that were stranded on the beach. After a while we went home. </div> <div> Orientation Event Reorientation </div> </div>

From the table above. She was write the text refer to information about who and what and the past experiences happened. They are “I” who is the text is, “I am on vocation at the beach with my family”, what the text is. But, He needed write down where is the text happened, the more specific place. However he write an event in one paragraph orientation, then she must write down more reorientation.

b. Orientation, event and reorientation in different paragraph

After the writer analyzed the recount text, the writer found there is the generic structure in the recount text of the students’ personal experience, but in different paragraph. The student write the text by use 3 until 4 paragraphs. The example of the recount text in different paragraph as the table below:

Table 4.4 Personal Recount Text

Code	
PRT-09	<p>Trip to Pagatan</p> <p>At that time I went to Pagatan to meet my family and have an event. I went there by car with my family. Orientation</p> <p>After arriving in Pagatan I first went to the beach to enjoy a very beautiful view and relax. After that I went to my grandma's house. Day one to the bride's house to see the tradition. Event</p> <p>I will meet big family and I will also go on vocation. I am so excited to start this. Reorientation</p>

Based on the table above, in the orientation, the student needed write down when is the text happened. In the event give specific information about where the text happened. Then, for reorientation the student was made a good sentence.

Table 4.5 Personal Recount Text

Code	
PRT-16	<p>Travel in The Taxi for The First Time</p> <p>A few months ago, I was 14 years old. I have move from MTsN 1 Tapin School and continued my education at MTs Al-Ikhwan in Banjarmasin. I was born and raisen in Tapin. Now I have to live in Banjarmasin with my mother, grandmother, father, sister, and cousin. Orientation</p> <p>I went to Banjarmasin with my grandmother by taking a taxi, after I got to the terminal, I didn't see a single empty taxi. I was counfused, fourtunalety, there were gentlemen who halped me to find an empty taxi to leave. After that I got an empty taxi me and my grandmother took the taxi and left. Event</p> <p>I watch Youtube and I really enjoy being in the taxi. After 3 hour in a taxi, we finally arrived in Banjarmasin. Event</p>

	I will start my new life in Banjarmasin. I am very excited to start my new adventure in the city of Banjarmasin.	Reorientation
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From the table above, the student made recount text by used 4 paragraphs in the text. In her orientation, she was write any information about who, and what the orientation happened. The text give specific information about where and when the text happened. Then, in her event and reorientation she was made a good sentence.

c. Recount text writing but without Reorientation

Re-orientation is the final section concludes the recount by summarizing outcomes or results. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional. The researcher found there is the recount text without reorientation in the students writing text. The example of the text as the table below:

Table 4.6 Personal Recount Text

Code		
PRT-05	<p>Vocation to the beach</p> <p>The story of my experience when I was in elementary school, my family and I went to Tangkisung Beach. I went by private car. My journey took four hours, I left home at 08.00 am to get there at 12.00 am.</p> <p>On the way, I saw a very beautiful sight. When I got there I saw a lot of people taking a shower. When I arrived at Tangkisung Beach, I immediately changed clothes. Change clothes must be in the bathroom.</p> <p>I immediately ran to the beach and swam, I was cool to swim. My father called me to eat</p>	<p>Orientation</p> <p>Event</p>

	and I said later. And after a while swimming, I was hungry and immediately ate. Luckily I still got ban for Rp.15.000 and then I immediately swam gain using the tires. All off a sudden I didn't know my cousin was swimming as well. I was cooperating with my cousin's brother, then I got sea water in his nose, it was very painful.	Event
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based on the text above the writer just write the orientation and event she didn't write the reorientation. As we know she was write some information about who, what, and where is the text happened.

Table 4.7 personal recount text

Code		
PRT-06	<p>Last year, I went on vocation to my cousin's house. My cousin took ne for a ride on his motorbike while enjoying the morning breeze. At first I thought we were going to the market, eh I know we went to the beach.</p> <p>We just sit there and watch the moves on the beach. After that we looked for food but the food stalls weren't open yet, so we went to the nearest supermarket after that kits too.</p>	<p>Orientation</p> <p>Event</p>

In the table, we know that the writer was wrote some information about who, when, and what and the text happened, the "I" for who is in the text tell above, the "last year" is when the text tell above, and for what is the text is in the word "vocation to my cousin's house". Than, In her event she should given us more information again, and she didn't write the reorientation.

- d. Orientation in one paragraph, and Event involve in paragraph Reorientation

After the writer analyzed the recount text, the writer found there is the generic structure in the recount text of the students' personal experience. But, the orientation in one paragraph, and event involve in paragraph reorientation. The example of the recount text in different paragraph as the table below:

Table 4.8 Personal Recount Text

Code	
PRT-17	<p>In my weekend on July. I went to grandmother's house with my family. We went there by a car. It was very hot. We stayed for three days in there. In the morning I helped my grandmother in their garden.</p> <p>We worked together in the garden, I am very happy to helped my grandmother and my grandfather. In the night we ate dinner together and before that, we cooked together. I lake there because the environment was healthy.</p> <p style="text-align: right;">Orientation</p> <p style="text-align: right;">Event</p> <p style="text-align: right;">Reorientation</p>

Based on the text we can see in the orientation, there are some information about who, what, where and when the text happened. but, he write the event involve in reorientation. He should make it in different paragraph.

- e. Recount text writing but without Event and Reorientation

Analysis in generic structure, divide into three parts. There are orientation, event and reorientation. The researcher found 1 from 20

writing text of students' personal experiences, the recount text with orientation but without event and reorientation. The example of the paragraph as the table below:

Table 4.9 Personal Recount Text

Code		
PRT-11	On February 21, 2022 my friend and I bought a book at a bookstore. We bought the most serious sincere book.	Orientation
	At the time, my friend and I went on vocation to his nice rice fields, the atmosphere was cool, there were a lot of people fishing.	Orientation
	On teacher's day, me and my friends planned to make fruit bouquets.	Orientation
	On May 5, 2022 my friend and I went to Duta Mall we played, watched, shopped there.	Orientation

Based on the text above the writer just write the orientation. But, she didn't write the reorientation. As we know she was write some information about when, who, what, and where is the text happened. Then, she didn't write event and reorientation to give more information about the text happened.

2. The problems Language Features of Recount Text

Next, the researcher would describe the answer the two question of this research, that was "What Language Features problems are found in students' recount text?". The analysis would be detailed below:

a. personal participant

In the recount text, there are personal participant of the story show who the actor of the story. Because this research was about writing recount text by the students' personal experience. So, of course the subject of the recount text is "I". And they made it. But, there are some students wrong in writing the subject. The subject error will be explained above:

Table 4.10 Personal Recount Text

<p style="text-align: center;">Vocation trip to Amuntai</p> <p>One day my family and I went on a vocation trip to Amuntai. Me and family enjoy the trip in the middle of the trip we had a problem with a punctured tire at that time when it was raining fortunately, a few kilometres from where, there was a place to relax and we waited for the tites to be replaced. After that we continued out journey and arrived at our destination.</p>	PRT-10
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Based on the text. She write "*Me and family*" it must to changes into the right sentence "*My family and I*".

Table 4.11 Personal Recount Text

<p>On February 21, 2022 my friend and I bought a book at a bookstore. We bought the most serious sincare book. At the time, my friend and I went on vocation to his nice rice fields, the atmosphere was cool, there were a lot of people fishing. On teacher's day me and my friends planned to make fruit bouquets. On may 5, 2022 my friend and I went to Duta Mall we played, watched, shopped there.</p>	PRT-11
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Based on the table of the text above, the writer don't consist in writing the subject, the *“me and my friends”* should changes into *“My friends and I”*.

b. Using chronological connection

The sequence of events is the most important concern in recount text because it serves to retell about events in the past. Then, to make it happen, it is assisted by various English connections which have meaning in the sequence of events that happened.

Table 4.12 Personal Recount Text

<p style="text-align: right;">PRT-09</p> <p style="text-align: center;">Trip to Pagatan</p> <p>At that time I went to pagatan to meet my family and have an event. I went there by car with my family.</p> <p>After arriving in pagatan I first went to the beach to enjoy a very beautiful view and relax. After that I went to my grandma's house.</p> <p>Day one to the bride's house to see the tradition.</p> <p>I will meet big family and I will also go on vocation. I am so excited to start this.</p>	
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Based on this part the using chronological connection, the writer write *“I first went to the beach”* it must to changes into the right sentence *“First, I went to the beach”*.

Table 4.13 Personal Recount Text

<p style="text-align: right;">PRT-17</p> <p>In my weekend on July. I went to grandmother's house with my family. We went there by a car. It was very hot. We stayed for three days in there. In the morning I helped my grandmother in their garden. We worked together in the garden, I am very happy to helped my grandmother and my grandfather. In the night we ate dinner together</p>	
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and before that, we cooked together. I like there because the environment was healthy.

Based on the text above, the writer do not using chronological connection in his text.

c. Using linking verb

A linking verb is a verb that describes the subject by connecting it to a predicate adjective or predicate noun.

Table 4.14 Personal Recount Text

<p>Trip to Pagatan At that time I went to pagatan to meet my family and have an event. I went there by car with my family. After arriving in pagatan I first went to the beach to enjoy a very beautiful view and relax. After that I went to my grandma's house. Day one to the bride's house to see the tradition. I will meet big family and I will also go on vocation. I am so excited to start this.</p>	PRT-09
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Based on the table, the sentence ***"I am so excited"*** there is linking verb in that sentence. The word ***"am"*** but in present tense, the right is in the past tense ***"was"***. So, the right sentence in the table must be ***"I was so excited"***.

d. Using action verb

Action verb is a verb that shows what action the subject takes. recount text use action verb because in the event tells real activity and the reader can imagine what happen in the past.

Table 4.15 Personal Recount Text

	PRT-09
<p>Trip to Pagatan</p> <p>At that time I went to pagatan to meet my family and have an event. I went there by car with my family.</p> <p>After arriving in pagatan I first went to the beach to enjoy a very beautiful view and relax. After that I went to my grandma's house. Day one to the bride's house to see the tradition.</p> <p>I will meet big family and I will also go on vocation. I am so excited to start this.</p>	

Based on the table, the word *“meet”* and *“go”* in the sentences *“I will meet”* and *“I will also go”* it was true that action verb but in the present tense. Because the text about recount text it must be changed to past tense, the right sentences *“I met”* and *“I went”*.

e. Using simple past tense

In recount text, most of the stories are filled in using simple past tense sentences to show activities in the past.

Table 4.16 Personal Recount Text

	PRT-06
<p>Last year, I went on vocation to my cousin's house. My cousin took me for a ride on his motorbike while enjoying the morning breeze. At first I thought we were going to the market, eh I know we went to the beach.</p> <p>We just sit there and watch the moves on the beach. After that we looked for food but the food stalls weren't open yet, so we went to the nearest supermarket after that kits too.</p>	

Based on the text, the student “*while enjoying*” it must to changes into the right sentence “*while I was enjoying*”. The sentence “*I know*” it must to changes into “*I knew*”. And the sentence “*We just sit there and watch*” it must to changes into “*We were just sitting and watching*”.

B. Discussions

From the result of study, the researcher find out how is students’ knowledge of generic structure and language features in writing recount text at nine grade of MTs Al-Ikhwan Banjarmasin.

1. The Generic Structure of Students’ Personal Recount Text (PRT)

The typical grammar of recount text (Ken Hyland, 2004; 135) are orientation, series of events, and reorientation. The orientation tells the reader what they need to know to understand the text, like who was involved, where it happened, and when it happened. The event, a set of things that happened in order. The reorientation, personal comments about events, or what happened at the end. Knapp and Watkins (2005) say that the generic structure of a recount text is a package of events in a text. This organization will explain how the stages work to get to the goal. Every genre has its generic structure, specifically in recount text.

a. Orientation

Based on the data it was analyzed in orientation. The data was all of the students’ recount text have orientation in their writing. It shows that the students are aware that they should introduce the participants and

setting of the previous event at the beginning of a recount paragraph.

However, some students fail to include the time and location in the story. Sometimes they also did not indicate when, and where the story happened.

b. Series of events

In writing series of event, based on the data was one student did not used series of event and nineteen students was have series of events in their recount text. But sometimes the students did not develop every piece of information what happened, in what sequence and sometimes the students could not tell the events chronologically.

c. Reorientation

Based on the data was analyzed in reorientation, the data was five students who did not have the conclusions or reorientations in the students' recount text. Five of the students did not write closure of events or ending did not complete and sometimes the students did not write personal comment in reorientation.

The result of the analysis research showed that the students committed into four types based on generic structure analysis, which are generic structure in one paragraph, generic structure in two paragraph, generic structure in three paragraph and generic structure in four paragraph.

2. Language Features of RecountText

Language features are about general grammatical pattern to form the information, message, and idea in effective sentences, especially in this

case. Analysis in language features, divided into five parts. According to Suryani R (2020:26) a recount text has language features, the analyses were in personal participant, chronological connection, linking verb, action verb, and past tense.

a. personal participant

Based on the data was analyzed of personal participant in the students' recount text. Because this study was about personal experiences, so of course the subject of the recount text was "I". The researcher have found mistake in the students' recount text. Some students have problem in write the sentence of subject 'My family and I' or object "me and my family".

b. Using chronological connection

Based on the data was analyzed in chronological connection. The purpose used chronological connection to help the reader understand the chronological of the events. Some students still have problem in when writing recount text, they used chronological connection but still did not organized their sentence correctly. Some students did not used chronological connection in their recount text.

c. Using linking verb

Based on the data was analyzed in linking verb. The purpose of using connecting verbs is to indicate that a participant was present when doing something. Some students stil have problem in using linking verb when writing recount text. The researcher found the problem was some

students still used linking verb in present tense. But, some students also could use linking verb correctly.

d. Using action verb

Researchers found that students did mistake in using action verb. Because a recount text retells about something that already happened in the past, it means the action verb is past tense. Recount text use action verb because in the event tells real activity and the reader can imagine what happen in the past. Researcher found many students still used action verb in simple present tense in recount text.

e. Simple past tense

Based on the data was analyzed of past tense in students' recount text. Past tense problem was of one aspects writing recount text role that has to be clearly by the students. Because a recount text retells about something that already happened in the past, it means the verb is past tense. Some students used present tense, and sometimes they used future tense in students' writing.

Based on the result of the research, the researcher found that the problem of tense as the most mistake which often happened in this research. It showed that use of the simple past tense in writing recount text is difficult for the students. They still have lack of understanding of the verb form of tense in writing especially in using past verb (irregular and regular verb). Therefore, they tended to make errors in writing.