AN ANALYSIS OF THE GENERIC STRUCTURE IN
RECOUNT TEXT IN THE STUDENTS’
PERSONAL EXPERIENCE
(The Study of Fourth Semester of IAIN Salatiga in the Academic
year 2017/2018)
A GRADUATING PAPER
Submitted to the Board of Examiners as a partial fulfillment of the
requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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2018
Salatiga, August 31st 2018

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ATTENTIVE COUNSELOR NOTE

Case : Tia Novita Ganti’s Graduating Paper

Dear,
Dean of Teacher Training and
Education Faculty

Assalamualaikum Wr. Wb

After reading and correcting Tia Novita Ganti’s graduating paper entitled An Analysis of The Generic Structure in Recount Text in the Students’ Personal Experience (The Study of Fourth Semester of IAIN Salatiga in the academic year 2017/2018), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Waassalamualaikum Wr. Wb

Counselor

[Signature]

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A GRADUATING PAPER

AN ANALYSIS OF GENERIC STRUCTURE OF RECOUNT TEXT IN THE STUDENTS' PERSONAL EXPERIENCE

WRITTEN BY:
Tia Novita Ganti
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Has been brought to the board of examiner of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on (day and date), and hereby considered to have completed the requirement for the degree of Sarjana Pendidikan (S.Pd) in English and Education.

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DECLARATION

In the name of Allah, the most gracious and merciful.

Hereby, the researcher declares that the researcher writes this graduating paper. This paper does not contain any materials published by other people, and it does not cite any other people’s ideas except those quoted overtly.

This declaration has written with the full concern of the researcher. Likewise, this declaration has written by the researcher, and hopes that this declaration can understood. The researcher also agrees if the library of IAIN Salatiga publishes the graduating paper.

Salatiga, August 31th 2018

The writer

Tia Novita Ganti
NIM.113-13-124
MOTTO

A lesson without pain is meaningless. For you cannot gain anything without sacrificing something else in return, but once you have overcome it and made it your own, you will gain an irreplaceable full metal heart.

-Hiromu Arakawa (full Metal Alchemist)-
DEDICATION

This graduating paper is dedicated to:

- My beloved parents Leikwah and Babe Tirto, who always love, affection, and support me. Leikwah is an inspiratory and role model in my life. Babe Tirto is a great father who allows me to always adventurous.
- My beloved brothers, Joko Santoso, Eko Presetyo, and Muhammad Arfian.
- My big Sumarto’s family and all of my friends that supported my education.
- All of my friends of Getar Theater.
- My future husband who is always be my passions.
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Bismillahirrahmanirrahim.

Assalamu ‘alaikum Wr, Wb.

Alhamdulillahirrabbil’alamin, all praise to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people institution. Hence, the writer would like to express special thanks to:

1. Mr. Dr. Rahmat Haryadi, M.Pd, the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Mr. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Mrs. Noor Maliah, Ph.D, the Head of English Education Department.
4. Mr. Hammam, Ph.D the counselor of this paper, who gives great attention, suggestion, and guidance for this paper from beginning until the end.
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Salatiga, August 31st 2018

The writer

Tia Novita Ganti

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ABSTRACT


The objectives of this study are to analyze of generic structure in recount text in the students personal experience and to find out the problems faced by students in mastering generic structure of recount text in the student personal experiences made by fourth semester of IAIN Salatiga in the academic year 2017/2018.

The approach and technique of this research was descriptive qualitative. The subjects of the research were 30 students of fourth semester of IAIN Salatiga in the academic year 2017/2018. The research conducted by documentation method for collecting the data.

After getting the result, the writer concludes that, the generic structures of recount text in the students’ personal experience (PRT) composed by the students have three parts such as orientation, events, and re-orientations. The generic structures made by most students are writing in complete generic structure. In contrary, there are some students writing generic structure at personal recount text incomplete form. There are some problems faced by the students as follows, one student wrote PRT-15 not use orientation and re-orientation. Five students wrote PRT-07, PRT-13, PRT-16, PRT-20, PRT-24 not use re-orientation. One student wrote PRT-05 not understand yet about personal recount text.

Key Words: Generic Structure of Recount Text; Recount; Personal Experience
CHAPTER 1

INTRODUCTION

In this chapter the writer tries to present the introduction of study. They are background of the study, problems of the study, limitation of the study, objectives of the study, benefits of the study, clarification of key term and paper organization.

A. Background of the study

In the context of English language teaching as a foreign language taught in Indonesia, the teaching and learning of English especially writing are one of particulars importance. For students of universities at English Departments, proficiency in English, particularly writing skill, is generally assumed the most essential for a successful study. Therefore, English students must have mastered the skill of writing well. This is because the skill of writing can be used as a benchmark of success or failure of English teaching.

According to Rivers (1971:5), writing activities in foreign languages classes have taken from the writing out paradigm and grammatical exercises, dictations, translation from language to native language and initiative language and free composition. This study is taking a writing test as the instrument of the study. The test was an instruction to create personal recount text.

English Education Department of IAIN Salatiga is one of the majors are taken into account in IAIN Salatiga. In English Education Department of IAIN
Salatiga, the writing skill is taught as one of teaching materials. In the first semester, the students had learned the foundation of making sentences as well as forms of sentence form. Followed by a paragraph, the students were taught to make a good paragraph and correct grammatically. Students also learn about genre, generic structure, and etcetera.

*Recount text* is one of genres studied in writing class. According to Siahaan and Shonoda (2008:9), the purpose of recount text is to retell an event with a purpose to inform or entertain the reader. Based on the explanation above the purpose of recount text is to tell the readers what happened in the past thought a sequence of event. Example of recount text can be found in book about travel, personal experience, police report, news report, historical recount, and many more.

According to Susilowati (2016:10) in her research, personal experience is one of forms in recount text. Personal experience is an experience in someone’s life that happened in the past. Basically students have different kinds of experiences therefore it is easier to retell the events they experienced.

Writing activities are not easy, there are some problems faced by students. The first problem is the students writing are not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentence are not well organized. The second problem is that there are many errors in vocabulary, grammar, and spelling.
Based on the explanations above, writer took a research study entitled “An Analysis of The Generic Structure in *Recount Text* in the Students’ Personal Experience (The Study of Fourth Semester of IAIN Salatiga in the Academic year 2017/2018)”. The writer wants to analyze generic structure of *recount text* in the student personal experience made by fourth semester of IAIN Salatiga in the academic year 2017/2018.

**B. Problems of Study**

To specify the topic, the writer proposes the problems as follow:

1. How are the generic structures in *recount text* in the students’ personal experience made by fourth semester of IAIN Salatiga in the academic year 2017/2018?
2. What are the problems faced by the fourth semester of IAIN Salatiga in the academic year 2017/2018 in mastering generic structure in *recount text* in the student personal experience?

**C. Objectives of the Study**

1. To analyze of generic structure in *recount text* in the students personal experience made by fourth semester of IAIN Salatiga in the academic year 2017/2018
2. To find out the problems are face by the fourth semesters in mastering generic structure in *recount text* in the student personal experience.
D. Limitations of the Problem

The study will be limited on student personal experience of recount text made by fourth semester of IAIN Salatiga in the academic year 2017/2018, especially on generic structure in *recount text*.

E. Benefit of the research

The study contributes to several positive impacts for the students, writer, teachers, and for readers.

1. Students
   Fourth semester of IAIN Salatiga can improve their writing abilities especially in recount text. Students can be better understanding about the generic structure in *recount text*.

2. Writer
   The writer has better understanding of especially genre *recount text* thought personal experience.

3. Teachers
   This result helps English teachers to know about the weaknesses of students and repair about it.

4. Reader
   Reader can increase their knowledge about genre, personal experience, and generic structure in *recount text*. 
F. Clarification of Key Terms

1. Personal experience

According to Gazzele (2017:1), personal experience of a human being is the moments to moments experience and sensory awareness of internal and external events or a sum of experience forming an empirical unity such as a period of life.

2. Genre

According to Hyland (2007:151) genre is refers to particular text type. It is a type or kind of text defined in term of its social purpose. Genre is term for grouping texts together, representing how writers typically use language to respond to recurring situations.

3. Recounts text

According to Mauren and David (2002:41), recount is text has a social purpose that informs or entertains their audience or event both by retelling event. Recount text is one of story genre, the purpose in to reconstruct past experience by retelling event and incident of the order in which they have occurred.

4. Generic Structure

Generic is a share by or including a whole group or class of things: not specific (Hornby, 1995:492). Structure is the way in which something is
organized, built or put together (Hornby, 1995:1186). Generic structure is a general structure or formula. For example is generic structure of recount text, those are orientation, event, and re-orientation.

5. Language feature of Recount Text

According to Boardman (2008:287) (in Saragih, Silalahi, Pardede, 2014: 2), recount text has some language feature. Recount text uses a noun or pronouns to identify people, animals, and things involved. To refer the events recount text use a past action verb. It is used the past tense to located events in relation to speaker or researcher’s time. Recount text use conjunctions and time connectives to sequence the event. To indicate place and time recount text uses an adverb and adverbial phrase, and adjectives to describe nouns.

G. Thesis organizations

This research organized in to the following five chapters, chapter I presents to introduction. In this proposal, the writer explains about the background of the study, problem of the study, objective of the study, limitation of the problem, clarifications of key term, and thesis organizations. Chapter II presents the review of the related literature. It consists of previous research, personal experience, genre, recount text, generic structure of recount text. Chapter III is about the methodology of the research. It consists of general description of IAIN Salatiga, research methodology, and object of the researches, and method of collecting data. Chapter IV is finding of the research, is describes the generic
structure of recount text made by students, the problem faces by the students in mastering generic structure in *recount text*, and the implication the research for educations. Chapter V consists of conclusion and suggestions
CHAPTER II
REVIEW OF RELATED LITERATURE

H. PREVIOUS RESEARCH

These researches employ five previous studies to make in finishing this graduating paper. The first study is Aulia Arifaturrochmah in her research an analysis of the students’ recount texts (2014). She was study of English Education Department Faculty Language and Art Education Indonesia University. The data was six pieces of recount text written by the tenth grade students of high school of SMA N 5 Bandung. The objectives of her study are to analyze students’ ability in writing a recount text by investigating the generic structure of recount text. This research also analyzed how students apply the simple past tense in their recount text. She used the analysis by using descriptive qualitative.

There are underlying differences between previous study and this study. Firstly, if in the previous study the objectives of research are types of recount text in general, this research the objective of the study is personal experience in recount text or personal recount. Secondly, the previous study describe analysis the generic structure also simple past tense and ability of generic structure recount text, and this research the writer analyzed the generic structure of recount text in the students’ personal experience.

The second study is Benediktus Bagung in his research the ability in writing the generic structure of recount text. His research conducted of 2012. He was study of English Education Study Program Language and Art Department Teacher
Training and Educational Science Faculty Widya Mandira Catholic University Kupang. The objectives of his study are to know whether the second year students of SMP Swasta Adhyaksa 2 Kupang are able to write the generic structure of recount text. To know the ability level of the second year students of SMP Swasta Adyaksa 2 Kupang in writing the generic structure of recount text. He used the analysis by using qualitative method.

The third study is Taufik Nurhidayat in his research students’ ability in writing recount based on generic structure, languages features, and social function (2011). He was study of English Department Faculty of Languages and Arts Semarang State University. The objectives of his study are to know students’ ability in writing recount text and to find out to what extent they apply the generic structure, language features, and social function of a recount text. He used the analysis by using descriptive qualitative.

The fourth, journal by Suci Andari Maesty, Yulminati, S.S, M. Pd, Yendra, S.S, M. Hum in their research an analysis students’ ability in writing recount text by considering the generic structure at SMA N2 Sijunjung West Sumatra (2016). They were study of English Education Study Program STKIP PGRI Sumatra Barat. The generally purpose of this research is to know how the tenth garde students of SMAN 2 Sijunjung West Sumatra in writing in recount text. In specially, the purpose of this research is to describe the tenth grade students of SMAN 2 Sijunjung West Sumatra to follow each part of generic structure in writing recount text.
The fifth, Journal by Natanael Saragih, Roswita Silalahi, Holman Pardede in their research the effectiveness of using recount text to improve writing skill for grade III students of Kalam Kudus Elementary school 2 Pematangsiantar. This research focuses on the effect of recount genre to improve writing skill. The methodology which is used by using action research.

In contrast to previous study, they are similarity in methodology of the research. In this study writer, choose personal experience as a topic. Of course, everyone have personal experiences that unforgettable. It is can easier student in the process of writing *recount text*. This study writer analyzed about structure physical of *recount text*.

I. PERSONAL EXPERIENCE

According to Susilowati (2016:10-11) in her research, personal experience is one of forms in recount text. Personal experience is an experience in someone’s life that happened in the past. It gives her/him the new experience. It can be a good experience or bad experience.

When we want to ask the students to make an essay about the personal experience, we should ask them to do some steps (Hyland, 2004:3) they are:

1. Pre-Writing

   Choose one experience from their life that is interesting to be written in their writing assignment.

2. Introduction

   Write the introduction that will make the reader eager to know more about the experience.
3. Body

Use simple past or past continuous tense. If an event happens in the past, you can use past perfect. Write down some note about the experience, remember every detail, and try to imagine it through:

1) Their feelings
2) Their thoughts
3) Objects around them (their shape, color, size, …)
4) The smell and taste
5) Actions
6) Include the setting: place, time. (Give specific details about the place and the time.

Tell the events:

1) In chronological order
2) Using a flash back technique

4. Conclusion

In this step, the students make conclusion about what they have learned from their experience.

The step above can help the students to start their writing recount. It will also make the writing become coherence, so the student will be confident in writing process.

J. GENRE
According to Hyland (2007:151) genre is refers to particular text type. It is a type or kind of text defined in term of its social purpose. Genre is term for grouping texts together, representing how writers typically use language to respond to recurring situations”. Genre is types of text produced from writing. Writing allows for creativity and unexpected patterns to form from the basis of any variations. In other words, genre can be understood as kinds of the text based on their social function, composition or features.

Rozimella also assume (Dina Ayu, 2015:22) that, genre knowledge which includes an understanding of the social and cultural contexts of genre, the language choices whiting the genres, and a sense of what is and what is not appropriate in certain contexts which reflect the norms and values of a discourse community is important for second language learners.

There are fifteen type of genre text (Rudi Hartono, 2005:6), there are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is kind of genre used to amuse, to entertain, and to deal with actual or various experiences in different ways.
3. News story is a factual text witch informs reader’s events of the day, which are considered newsworthy or important.
4. Anecdote is a kind of genre used to share with other an account of an unusual or amusing incident.
5. Spoof is a kind of genre used to retell an event with a humorous twist.

6. Procedure is kind of genre used describe how something is accomplished thought a sequence of actions or steps.

7. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

8. Report is a kind of genres used describes the way things are, with reference to arrange or natural, manmade, and social phenomena in our environment.

9. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

10. Discussion is a kind of genre used to present (at least) two point of view about an issue.

11. Description is a kind of genre used to describe a particular person, place, or thing.

12. Review is a kind of genre used to analyze an artwork or event for a public audience.

13. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.

14. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.
K. RECOUNT

1. Definition of recount

According to Knapp (2005:224), recount text is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text functions as for telling an incident in the past. Recount is speaking or writing about past event or a piece of text that retell past events, usually in the order with they happened (Anderson, 1997:48).

Recount is to tell, “What happened” A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (Siahaan and Shinoda, 2008:9). Recounts tell series of events and evaluate their significance in some way. It is also to give audience a descriptive of what occurred and when the occurred. The story recount has expressions of attitude and felling, usually made by narrator about the events.

From some explanations above, the writer concluded that recount text was a text that retell about some incidents that happened in the past, when, and where it happened, and the feelings of the writer.

2. Types of recount

In exploring how text work (Derewinka, 1990:15-17) there are three types of recount. They are:

1) Personal Recount
Personal recount is a recount that retelling of an activity that the writer or speaker has been personally involved “I” (e.g. oral anecdote, diary entry). Language feature of personal recount are:

1. Use of first pronoun (I, we).

   In the personal recount the subject was told about self, so to make the personal recount uses the first pronoun there are I and We.

2. Personal responses to the events can be included, particularly at the end.

   In the process of writing include the events in details and explain them is one of procedure to make personal recount. In addition, making orientation and re-orientation are important because it can be the beginning and conclusion of the personal recount.

3. Details are often chosen to add interest or humor.

   The writing process should choose the most memorable experience, so it will attract more reader.

Personal recount, factual recount, and imaginative recount have differences in the language feature. However, in the arrangement of the generic structure is generally the same that are orientation, sequence of events, and re-orientation.

*Example of personal recount*

Written by Luthfan

(https://luthfan.com/contoh-recount-text)

Three year ago, my classmates and I visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at
nine o’clock. It took us 24 hours to arrive there. I arrived there nine o’clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment, we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Megelang, Jawa Tengah by Syailendra Dynasty. Borobudur temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple, we can see such beautiful scenery. My friends and I went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple, which is well-known as one of the greatest legacies Indonesia has ever had. I hope all of the visitors and the government can love the temple.

2) Factual Recount text

Factual recount is a recount that recording the particular of an incident (e.g. report of science experiment, police report, news report, historical recount). Language features of factual recount are:

1. Use of third person pronouns (he, she, it, they)
2. Details are usually selected to help the reader reconstruct the activity or incident accurately.
3. Sometime the ending describes the outcome of the activity (e.g. in a science experiment).
4. Mention of personal feelings in in probably not appropriate.
5. Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
6. Descriptive details may also be required to provide precise information (e.g. man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).

7. The passive voice may be used (e.g., the breaker was filled with water).

8. It may be appropriate to include explanations and satisfactions.

Example of factual recount text
Titanic
(https://brainly.co.id/tugas/14009512)
On April 15, 1912, Titanic, one of the British largest and luxurious liners, sank into the North Atlantic Ocean which about 400 miles south of Newfoundland, Canada. That giant ship which carried 2,200 passengers and crews had struck an iceberg. Two and a half hour later the ship sank into the deep North Atlantic Ocean at 2:20 a.m.

From the tragedy, more than 1,500 people went down in the sinking ship. Some of them froze to death in the icy North Atlantic water and around 700 people (high class woman and children) survived.

Unfortunately that giant luxurious ship was not equipped with must more lifeboats and good emergency procedures so that the victims of that tragedy were more than the half passengers and crews.

That tragedy became popular again some years later after James Cameron directed a movie entitled Titanic 1997. The movie that was inspired by the tragedy of the sinking titanic was a fiction story about the members of different social class who meet in that ship and fallen in love. It was the best movie at that year and still remembered by a lot of people around the world until now.

3) Imaginative recount

Imaginative recount is a recount that taking on imaginary role and giving details of events (e.g. a day in the life of a Roman slave, how I invented….).

Example of imaginative recount
(https://domba-gacor.blogspot.com/2014/06/contoh-imaginatif-recount)
Written as Ned Kelly’s mother.

Today was a busy day. Luckily Kate was home to help me wash sheets, make quince jam and look after our newest member, the baby. Today was just like any other normal day. We had just finished doing our chores when Dan came in and started eating the dinner we had just cooked. Kate was feeding the baby.

There was a loud knock at the door. I sat there and watched if Dan or Kate would move. Dan suddenly got out of his seat still holding his knife and fork. He yelled, “Can’t a man eat in peace?”

When Dan answered the door, I heard a deep voice say, “I’ve come to arrest you Mr Dan Kelly for horse stealing”. I watched Dan eat up his last bit or dinner. He then told me that he was getting arrested. I told him he didn’t have to go if there wasn’t a warrant. I yelled at him and told him that he shouldn’t have let him in.

Dan family said, “it’s okay Mum”, trying to calm down. I took out the bread from the oven. Dan took a massive piece of thick bread and ate the last piece of food from his bowl.

Constable Fitzpatrick stood there. Dan said, “I will just go get my jacket!” I followed Dan yelling at him that he shouldn’t have let him in. I could hear Kate screaming. I rushed back to see what was going on. She explained that Fitzpatrick was harassing her. I stormed into the kitchen, got the shovel and hit him across the head.

Dan raced back in and held him to the ground. Soon after the door flung open with Ned standing there. Ned came in and took Fitzpatrick’s gun. The revolver went off and got Fitzpatrick in the wrist. Both boys stood there and said, ”touch our sister again and there will be a bullet to your head”.

I was proud of my sons for standing up for their sister.

This research used one of the types above the type of recount text that was used in the research was personal recount. Writer chose this type because this research was used theme a personal experience, were the students made recount text based on their experience. Automatically they wrote above their personality, writer used the type of personal recount.

3. Function of recount text

1) To retell something happened
Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this event took place and when it happened.

2) To inform something to the reader

To inform the reader about what happened, where the event took place, and when it happened.

3) To entertain

Students have different stories. The difference in story has its own appeal, like funny stories, sad stories, horror stories, and etcetera.

4. Constructing Written Recount text

Boardman (2008:287) stated that the steps for constructing of written recount text are:

a. The first paragraph that gives background information about who, what, where, and when, is called orientation.

b. The event of recount text is made in chronological order, named; events

c. A personal comment and or evaluative remarks, which are interspersed though out the record of events named evaluation.

d. A re-orientation which “rounds off” the sequence of events or retell about what happened in the end.

There are three generic structure of recount text:
a. Orientation, it provides the setting and procedures participant. Orientation presents information about “who”, “where”, “when”.

b. Sequence of event, it tell what happened, presents event in temporal sequence. The events usually told in chronological order. It contains personal comments and/or evaluative remarks.

c. Re-orientation is optional closure of events; it is “rounding off” the sequence of events.

5. Language Feature of Recount text

Boardman (2008:287) stated that the language feature which are usually found in a recount:

a. Use of nouns and pronouns to identify people, animals or things involved.

b. Use of past action verb to refer the events.

c. Use of past tense to located events in relation to speaker’s or researcher’s time.

d. Use conjunction and time connectives to sequence the event.

e. Use of adverb and adverbial phrase to indicate place and time.

f. Use of adjectives to describe nouns.

Example of recount text:

*Ruined Night Camp*

*Written by Luthfan*
Orientation

I got free camping trip yesterday. It was free because I got it from my sister. The place was far away from the city.

Event

I was not a good condition enough at that time. However, I was very excited so hard to join the camping trip, so I forced myself to join. In the night when I slept in the tent, I got fever and flu hard. I could not sleep because I was sneezing so many times.

Reorientation

I was regret all my mistake to join the camp with bad condition. It was uncomfortable for me.
CHAPTER III
RESEARCH METHOD

A. Setting

This research is conducted at State Institute for Islamic Studies Salatiga or IAIN Salatiga. IAIN Salatiga has integrated the development of three dimensions such as spirituality, intellectuality, and professionalism, providing quality assurance process and output educators. Hopefully the graduates of this institute are able to give the contribution to develop the quality of education in Indonesia.

At the beginning, in 1970 IAIN Salatiga was known as chapter of a Walisingo Education Faculty of IAIN Walisongo Semarang. As a time passes, on 21 March 1997 Education Faculty of IAIN Walisongo switch the status became a State Institute for Islamic Study (STAIN) Salatiga. STAIN Salatiga has switched the status become IAIN Saltigaa on March 2015.

IAIN Salatiga has three campuses. Campus I on Jl. Tentara Pelajar No.2 Salatiga, Campus II on Jl. Nakula Sadewa V No.9 Salatiga, and Campus III on Jalan Lingkar Salatiga KM.2.

B. Method

To get the data of this research, writer used a writing test as the instrument of the study. The test was on instruction to create personal recount text based on their experience. The method of this study is descriptive qualitative. It used to describe the generic structure of recount text in the students’ personal experience.
According to Erickson in Susan Stainback (Sugiono, 2016:20), qualitative research are intensive, long-term participant in field setting. Qualitative research is careful recording of what happens in the setting by writing field notes and interview notes by collecting other kind of documentary evidence. Qualitative research is also to analyze the reflection on the document record obtained in the field, reporting the result by means of detailed descriptions, direct quotes from interview, and interpretative commentary.

Bogdan and Biklen stated (sugiono, 2016:21), qualitative research has the natural setting as the direct source of data, and researcher is the key instrument. The data collection is description in the form of words of pictures rather than number. The research is concerned with process rather than simple with outcomes or product, also this research tend to analyze their data inductively.

C. Object of Research

The research object is the *recount text* in the students’ personal experience or personal recount, which made by the fourth semester students of IAIN Salatiga in the academic year 2017/2018. To be specific in an analysis the data in the researcher, the writer takes 30 texts.

D. Times of Research

The research was conducted on 19 Mart 2018 in fourth semester of IAIN Salatiga in the academic year 2017/2018.
E. Data

Table 3.1
Personal Recount Text (PRT) made by students

<table>
<thead>
<tr>
<th>NO</th>
<th>PERSONAL RECOUNT TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-01</td>
</tr>
<tr>
<td>2</td>
<td>PRT-02</td>
</tr>
<tr>
<td>3</td>
<td>PRT-03</td>
</tr>
<tr>
<td>4</td>
<td>PRT-04</td>
</tr>
<tr>
<td>5</td>
<td>PRT-05</td>
</tr>
<tr>
<td>6</td>
<td>PRT-06</td>
</tr>
<tr>
<td>7</td>
<td>PRT-07</td>
</tr>
<tr>
<td>8</td>
<td>PRT-08</td>
</tr>
<tr>
<td>9</td>
<td>PRT-09</td>
</tr>
<tr>
<td>10</td>
<td>PRT-10</td>
</tr>
<tr>
<td>11</td>
<td>PRT-11</td>
</tr>
<tr>
<td>12</td>
<td>PRT-12</td>
</tr>
<tr>
<td>13</td>
<td>PRT-13</td>
</tr>
<tr>
<td>14</td>
<td>PRT-14</td>
</tr>
<tr>
<td>15</td>
<td>PRT-15</td>
</tr>
<tr>
<td>16</td>
<td>PRT-16</td>
</tr>
<tr>
<td>17</td>
<td>PRT-17</td>
</tr>
<tr>
<td>18</td>
<td>PRT-18</td>
</tr>
<tr>
<td>19</td>
<td>PRT-19</td>
</tr>
<tr>
<td>20</td>
<td>PRT-20</td>
</tr>
<tr>
<td>21</td>
<td>PRT-21</td>
</tr>
<tr>
<td>22</td>
<td>PRT-22</td>
</tr>
<tr>
<td>23</td>
<td>PRT-23</td>
</tr>
<tr>
<td>24</td>
<td>PRT-24</td>
</tr>
<tr>
<td>25</td>
<td>PRT-25</td>
</tr>
<tr>
<td>26</td>
<td>PRT-26</td>
</tr>
<tr>
<td>27</td>
<td>PRT-27</td>
</tr>
<tr>
<td>28</td>
<td>PRT-28</td>
</tr>
<tr>
<td>29</td>
<td>PRT-29</td>
</tr>
<tr>
<td>30</td>
<td>PRT-30</td>
</tr>
</tbody>
</table>

F. Method of Collecting Data

There are several techniques to collect the data including observations, questionnaires, interviews, and documentation study. In this part, the writer used documentation study in the collecting of data and made as research materials.
Documentations study is technique of data collection which indirectly aimed to subject of research. While documentation is a record of event in the past in form of handwriting, or even literature work (Sugiyono, 2006:329). The first to do is prepare the question to do the research. The question is student have to make their personal experience in a few paragraph. In collect the data writer reminded the students always remember the generic structure of recount text. Tasks created by students called documentation because student record their personal experience as handwriting.

Documentation is critical to qualitative research for several reasons. It is essential for keeping track of what will be a rapidly growing volume of notes, tapes, and documents. It provides a way of developing and outlining the analysis process and it encourages ongoing conceptualizing and strategizing about the text.

Handwriting tasks can facilitate the writer’s analysis process. After all the tasks collected, the writer can perform the next process of data analysis. The writer analyzed the data obtained from 30 students personal experience and then described the generic structure.

G. Method of Data Analysis

In this activity the writer categorize text based on the type of generic structure of recount text. After stage document the writer classifying text passages recount text into a generic structure to represent the extent to which students are able to understand the text according to generic structure of recount text. The texts are analyze using based on generic structure of recount text as suggested by Anderson & Anderson (2003) and Emilia (2010), as follows:
1. Orientation

This stage describes who involved in the story, where it happened, what happened, and when it happened.

2. Sequence of events

In this part, the writer retells the events he experienced in his story. Events were described in series by using temporal and additive conjunction to connect them.

3. Re-orientation

The writer gives him comment for his overall story. He also may add a conclusion about the story.

Work Group (PR-01)
Written by Luthfan

(https://luthfan.com/contoh-recount-text)

Trip to Merapi Mountain

Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. it was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.

We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. Many people reached that top before us.

We waited the sunrises by cooking some food and making some hot drink to get back our energy. We sang of songs together, shared stories and got acquainted with people there. After seeing sun raised, we had to go back home. Getting down the mountain was not a hard as a climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, I had ever done great experience so far.

After all, that was my great experience I have ever had.
Here the categorizing of personal recount text:

**Table 3.2**

### Categorizing of Personal Recount Text

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PR-01-1</td>
<td>Two days ago I went to the Merapi Mountain. It was the first time I climbed the mountain. I did it with some of my friends. We start climbing at 8 p.m. it was so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction.</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>PR-01-2&amp;3</td>
<td>We climbed slowly and enjoy the night there. After 7 hours walking in the dark, we could reach the top of the mountain. It was at 3 a.m. early in the morning. We were not alone. Many people reached that top before us. We waited the sunrises by cooking some food and making some hot drink to get back our energy. We sang of songs together, shared stories and got acquainted with people there. After seeing sun raised, we had to go back home. Getting down the mountain was not a hard as a climbing process because we only spent a few energy and time even we had to be more careful to do this process. However, I had ever done great experience so far.</td>
<td>Events</td>
</tr>
<tr>
<td>3</td>
<td>PR-01-4</td>
<td>After all, that was my great experience I have ever had.</td>
<td>Re-orientation</td>
</tr>
</tbody>
</table>
CHAPTER IV

DATA ANALYSIS

This chapter presents the result of the research to answer the problem statement in this research, the generic structure of recount text in the students’ personal experience, and the problem faces by the students in mastering generic structure of recount text in the students’ personal experience. The completed discussions are described below:

A. Data Analysis

After the data are collecting, the writer reads and learns the recount text one by one than the writer analyzed the text based on identification, identifying the problem faced by the student in writing personal recount.

The communicative purpose of recount text is to entertain or inform the past event. Recount text begins by telling the reader who was involved, what happened, where the events took place and when it happened. In especially recount text in the personal experience or it can include in personal recount text, the purpose is retelling of an activity that the writer or speaker has been personally involved. In 30 recount texts, 29 students write their personal experience and 1 of them write past experience of someone else.

1. The Generic Structure of Students in Writing of Personal Recount Text (PRT)
To find first objective of this study, writer analyzed the generic structure of 30 students' works. Writer analyzed whether the student wrote generic structure stage completely or not. The stage analysis could be seen in this table below:

**Table 4.1**

Generic structure analysis

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>ORIENTATION</th>
<th>NUMBER OF EVENT</th>
<th>RE-ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-01</td>
<td>Paragraph 1</td>
<td>Paragraph 2,3</td>
<td>Paragraph 4</td>
</tr>
<tr>
<td>2</td>
<td>PRT-02</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>3</td>
<td>PRT-03</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>4</td>
<td>PRT-04</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>5</td>
<td>PRT-05</td>
<td>Paragraph 1</td>
<td>Paragraph 1,2,3,4</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>PRT-06</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>7</td>
<td>PRT-07</td>
<td>Paragraph 1</td>
<td>Paragraph 2,3</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>PRT-08</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>9</td>
<td>PRT-09</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>10</td>
<td>PRT-10</td>
<td>Paragraph 1</td>
<td>Paragraph 2,3</td>
<td>Paragraph 4</td>
</tr>
<tr>
<td>11</td>
<td>PRT-11</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>12</td>
<td>PRT-12</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>13</td>
<td>PRT-13</td>
<td>Paragraph 1</td>
<td>Paragraph 2,3</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>PRT-14</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>15</td>
<td>PRT-15</td>
<td>-</td>
<td>Paragraph 1,2</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>PRT-16</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>PRT-17</td>
<td>Paragraph 1</td>
<td>Paragraph 2, 3</td>
<td>Paragraph 4</td>
</tr>
<tr>
<td>18</td>
<td>PRT-18</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>19</td>
<td>PRT-19</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>20</td>
<td>PRT-20</td>
<td>Paragraph 1</td>
<td>Paragraph 2,3</td>
<td>-</td>
</tr>
<tr>
<td>21</td>
<td>PRT-21</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>22</td>
<td>PRT-22</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>23</td>
<td>PRT-23</td>
<td>Paragraph 1</td>
<td>Paragraph 2,3</td>
<td>Paragraph 4</td>
</tr>
<tr>
<td>24</td>
<td>PRT-24</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>-</td>
</tr>
<tr>
<td>25</td>
<td>PRT-25</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>26</td>
<td>PRT-26</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>27</td>
<td>PRT-27</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>28</td>
<td>PRT-28</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>29</td>
<td>PRT-29</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>30</td>
<td>PRT-30</td>
<td>Paragraph 1</td>
<td>Paragraph 2</td>
<td>Paragraph 3</td>
</tr>
<tr>
<td>PRESENTASE</td>
<td>93%</td>
<td>100%</td>
<td>76%</td>
<td></td>
</tr>
</tbody>
</table>

a. Interpretation of orientation analysis
Based on the result above, the orientation analysis result of student’s works on personal recount writing was 93%. It means that they almost know that at the beginning of a personal recount they should provide on setting of the experience. It can be seen from the example below:

Table 4.3
Example text orientation 1

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-01</td>
<td>On the long holiday, my friends visited to my home. It happened when I was in senior high school. My friends Arul and Danti, decided to spent the night in my home in one day. My parent accepted them happily because my friends are very rare come to my home.</td>
</tr>
</tbody>
</table>

Based on the result table above, these sentences refer to background of information about who, when, what and where the past personal experiences happened. The word “I” in second sentence is word that informs about who is involved in that personal experience. The words “my friends visited to my home” tell about what happened. The words “on the long holiday” tell about when it happened. The words “my home” tell where it happened. The text orientation is complete.

Table 4.4

Example text orientation 2

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-02</td>
<td>Last summer I and my friends, Arsi and Winda went to Junwok Beach in the southern sea of Java.</td>
</tr>
</tbody>
</table>

Based on the result table above, these sentences refer to background of information about who, when, what, and where the past personal experiences happened. The words “I and my friends” in the sentence are words that inform about who was involved in that personal experience. The words “I and my friends Arsi and Winda went to Junwok beach” tell about what the text is. The words “last summer” tell about when it happened. The words “Junwok Beach in the
southern sea of Java” tell where it happened. The text orientation is complete, include the information about who, what, when, and where the past personal experience happened.

Table 4.5
Example text orientation 3

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-04</td>
<td>When I was child, my family and I spent our time to vacation in the beach. I was only a little girl at the time. But I was really happy played sands and water in the beach.</td>
</tr>
</tbody>
</table>

Based on the result table above, these sentences refers to background of information about who, what, when, and where the past personal experiences happened. The words “my family and I” in first sentence is word that informs about who is involved in that personal experience. Then the words “my family and I spent our time to vacation in the beach” tell about what the text is. The words “when I was child” tell about when it happened. The words “in the beach” it tell where it happened. The text orientation is complete, include the information about who, what, when, and where the past personal experience happened.

Table 4.6
Example text orientation 4

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPHS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-06</td>
<td>Last holiday, I went to Yogyakarta to visited my aunt. I visited her because I miss her.</td>
</tr>
</tbody>
</table>
Based on the result table above, these sentences refers to background of information about who, what, when, and where the past personal experiences happened. The word “I” in sentence is word that informs about who is involved in that personal experience. Then the words “to visited my aunt” tell about what the text is. The words “last holiday” tell about when it happened and it called adverb of time. The word “Jogjakarta” it tells where it happened.

**Table 4.7**

Example text orientation 5

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-07</td>
<td>Last year, I went to Bandung. I spent my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 am and arrived in Bandung at 12.00 am.</td>
</tr>
</tbody>
</table>

Based on the result table above, these sentences refers to background of information about who, what, when, and where the past personal experiences happened. The word “I” in first sentence is word that informs about who is involved in that personal experience. Then the words “I spent my holiday there” tell about what the text is. The words “last year” tell about when it happened. The word “Bandung” it tells where it happened.

b. Interpretation of event analysis

1) Text with 1 paragraph

**Table 4.8**

Text with 1 paragraph event

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>EVENT IN NUMBER</th>
<th>TOTAL IN PRECENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-02</td>
<td>1</td>
<td>3.3%</td>
</tr>
<tr>
<td></td>
<td>CODE</td>
<td>PARAGRAPH</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>PRT-03</td>
<td>When we arrived in Sili Beach, we did pray dhuhur together then I swam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>with my nephew. After swimming, we play sand together, we made a fort,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>houses, and hills of sand. Then one of those things that is not forgotten</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>is take a pictures together. After being satisfied playing on the beach,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>we then took a bath and then we pay ashar together. After being fresh</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>anymore, we ate cilot and snack. After having fun for about five hours,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>finally we left the beach to travel to our house. During the trip home</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>we stopped at the restaurant to enjoy eating together. Around 11.00 p.m</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>we got home safely.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PRT-04</td>
<td>After we arrived at the Borobudur temple, we went to buy tickets. After</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>we got the tickets, we entered into Borobudur area. Then when up to the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>top of the temple. Borobudur temple is the biggest temple in the world.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>It has 504 statues and 1400 reliefs. From the top of the temple, we can</td>
<td></td>
</tr>
</tbody>
</table>

Based on the result above, the record of events with 1 paragraph result was 69%. It means that 21 students write 1 paragraph series of events. It refers to the one of languages features of recount in which the used of words text happened just with one paragraph. I provide some examples below:

**Table 4.9**

**Example text with 1 paragraph event**

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-09</td>
<td>When we arrived in Sili Beach, we did pray dhuhur together then I swam</td>
</tr>
<tr>
<td></td>
<td>with my nephew. After swimming, we play sand together, we made a fort,</td>
</tr>
<tr>
<td></td>
<td>houses, and hills of sand. Then one of those things that is not forgotten</td>
</tr>
<tr>
<td></td>
<td>is take a pictures together. After being satisfied playing on the beach,</td>
</tr>
<tr>
<td></td>
<td>we then took a bath and then we pay ashar together. After being fresh</td>
</tr>
<tr>
<td></td>
<td>anymore, we ate cilot and snack. After having fun for about five hours,</td>
</tr>
<tr>
<td></td>
<td>finally we left the beach to travel to our house. During the trip home</td>
</tr>
<tr>
<td></td>
<td>we stopped at the restaurant to enjoy eating together. Around 11.00 p.m</td>
</tr>
<tr>
<td></td>
<td>we got home safely.</td>
</tr>
<tr>
<td>PRT-12</td>
<td>After we arrived at the Borobudur temple, we went to buy tickets. After</td>
</tr>
<tr>
<td></td>
<td>we got the tickets, we entered into Borobudur area. Then when up to the</td>
</tr>
<tr>
<td></td>
<td>top of the temple. Borobudur temple is the biggest temple in the world.</td>
</tr>
<tr>
<td></td>
<td>It has 504 statues and 1400 reliefs. From the top of the temple, we can</td>
</tr>
</tbody>
</table>
such beautiful view. My friends and I went around the temple together. We took some pictures with the tourist from other countries. Finally, after having lunch together, we should go home because we felt so tired.

PRT-19
Actually, there was nothing special from Parangtritis beach because we had already there for many times. But the beach was the reminder that we had a hard memory. Yes, our friend had gone and never would back. The purpose of our day off in Parangtritis beach was to pray for our missing friend. We started at early in the morning to go there. We only needed 45 minutes because the traffic was not too crowded. We brought some flowers to be sunk at the sea. Soon after we arrived at the beach we took our flowers and bough those at the bank of the beach. We pried deeply and put the flowers in to the water. Sadly, we saw them slowly going to the middle of the sea and disappeared.

PRT-22
I parked my motorcycle at the parking area and I walked slowly at the hall of theater. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day.

PRT-25
Finally Parangtritis was in from of us. We arranged our bags and after that we quickly swim in the blue sea. The weather was very nice. The golden light was spreading on in the white sand. The waves were crashing on to the beach it is suitable for swimming. After swimming, we started to build sandcastle.

2) Text with 2 paragraph event

Table 4.10
Text with 2 paragraph event

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>EVENT IN NUMBER</th>
<th>TOTAL IN PRECENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-01</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>2</td>
<td>PRT-07</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>3</td>
<td>PRT-10</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>4</td>
<td>PRT-13</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>5</td>
<td>PRT-15</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>6</td>
<td>PRT-17</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>7</td>
<td>PRT-20</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>8</td>
<td>PRT-23</td>
<td>2</td>
<td>3,3 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>8</td>
<td>26 %</td>
</tr>
</tbody>
</table>
Based on the result above, the records of events with 2 paragraphs result was 26%. It means that 8 students write 2 paragraphs series events. It refers to the one language features of recount in which the use of words that showed order in which the events in the text happened just with two paragraph. I provide some examples below:

**Table 4.11**

**Example text with 2 paragraph event**

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-01-2</td>
<td>My friends arrived at my home at noon and I pleased them to take a rest, then served some snacks and drinks. In my bedroom, we told each other about our stories (venting) until night. We watched TV at living room and slept at 11.00 p.m.</td>
</tr>
<tr>
<td>PRT-01-3</td>
<td>In the morning, we woke up at 5 a.m. then we prayed shubuh. I helped my mother to served the breakfast for us. While waited for the breakfast, I served snack and hot tea for my friends. After we finished our morning activities, because we didn’t know what we will do, my mother suggested me and my friends to go to Mendut temple. So, we went to there by only one motorcycle, three in one or usually called by “cenglu”. Because we went to Mendut temple early, there is no one visitor except us. We bought ticket ten thousand rupiahs for three of us. We just took some pictures and walked around the temple complex.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-10-2</td>
<td>To reach the island we had to cross the sea by boat. Because it was my first experience cross the sea, I was so surprisingly with the condition above the sea, the wave was so heavy. My friends and I screamed loudly for the shook.</td>
</tr>
<tr>
<td>PRT-10-3</td>
<td>Arrived the island, we build the tents first. Then we had lunch together around the beach. We enjoyed the sceneries there. We ignited the fire and we sat down around the fire. We shared the story each others until night. We slept at the tent and the wave was splashing accompanied us.</td>
</tr>
</tbody>
</table>

**Table 4.13**

36
Example text with 2 paragraph event

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-17-01</td>
<td>One day I felt bored with a teacher, so I decide to absent from his class. I left the class and then spent my time by eating at school canteen. I order some food and drink.</td>
</tr>
<tr>
<td>PRT-17-02</td>
<td>When I finished my meal and want to pay, I was surprised, because no money in my pocket, immediately I remembered my wallet was left at my bag in the classroom. I left confused, finally I told the canteen keeper I would pay letter because I don’t bring some money.</td>
</tr>
</tbody>
</table>

3) Text with 4 paragraph event

Table 4.14

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>EVENT IN NUMBER</th>
<th>TOTAL IN PRECENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-</td>
<td>1,2,3,4</td>
<td>3,3 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
<td></td>
<td>3,3 %</td>
</tr>
</tbody>
</table>

Based on the result above, the records of events with 4 paragraph result was 3,3%. It means that 1 students write 4 paragraph series events. It refers to the one language features of recount in which the use of words that showed order in which the events in the text happened just with four paragraph. I provide the paragraph below:

Table 4.15

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-05-1</td>
<td>In one day, on the far of way and in the deep of word, there was one people, his name is coki, he have hard life, not like another person, he must do anything to break until his day. But I knew he will become a great person.</td>
</tr>
<tr>
<td>PRT-05-2</td>
<td>There were anything case that can’t I presented in the story, so just with written you can express your felling. Yah!! The story I began from this day. When he must lost the only one parent in this age. In this situation he on fourth years. I think it one of heavy pouch in his life in small age. His life was so hard, but one good characteristic that he have is he never give up for anything</td>
</tr>
</tbody>
</table>
condition. He must move from one house to keep his body dry and continuing his future.

PRT-05-3 Until one day, the whole like kidding, I think my lord still make me wake up or contrary, my lord want make me endure from his plane? I don’t know. I thing many conditions have change. He come again to me with different condition, he become one success man with a furniture business. I so proud of them, as far as I know he just orphan boy without anything to thing his life is easy. After I told with his especially about why his can make a better life, and finally he say that “you say to me that anyone can’t make live, but on the other hand this heavy live can make your way to be success”. I want smiled when he say that, but I not do it. I know it my challenge to create my better live like him. I really want and change my bad story to be good story.

PRT-05-4 This live still continue, now I just can do what must I do with sinscere. There were so many choiced in this live it just why you take best choice to create the rainbow way in your live. Try to accept the situation it is one of the trick get more good situation.

c. Interpretation of re-orientation analysis

| Table 4.16 |

| Re-orientation analysis |

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>RE ORIENTATION IN NUMBER</th>
<th>TOTAL IN PRECENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-01</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>2</td>
<td>PRT-02</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>3</td>
<td>PRT-03</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>4</td>
<td>PRT-04</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>5</td>
<td>PRT-05</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>PRT-06</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>7</td>
<td>PRT-07</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>PRT-08</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>9</td>
<td>PRT-09</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>10</td>
<td>PRT-10</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>11</td>
<td>PRT-11</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>12</td>
<td>PRT-12</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>13</td>
<td>PRT-13</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>PRT-14</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>15</td>
<td>PRT-15</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>PRT-16</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>17</td>
<td>PRT-17</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>18</td>
<td>PRT-18</td>
<td>1</td>
<td>3,3 %</td>
</tr>
<tr>
<td>19</td>
<td>PRT-19</td>
<td>1</td>
<td>3,3 %</td>
</tr>
</tbody>
</table>
Based on the result above, the re-orientation analysis result of student’s works on personal recount writing was 76%. It means that they almost know that at the of a personal recount they should provide on setting of the experience. It seen from the example below:

Table 4.17
Example text re-orientation

<table>
<thead>
<tr>
<th>CODE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT-10-4</td>
<td>Suddenly, on the next day, the holiday passed quickly. The last semester’s holiday experience in Panjang Island, Jepara was so unforgettable for me.</td>
</tr>
<tr>
<td>PRT-11-3</td>
<td>I enjoyed my holiday with my family. After having fun for about two hours, finally we returned home.</td>
</tr>
<tr>
<td>PRT-17-4</td>
<td>I was really embarrassed at that moment and after that I never absent and eat in the canteen in the lesson hours.</td>
</tr>
<tr>
<td>PRT-22-3</td>
<td>I went home and I was very disappointed about that.</td>
</tr>
<tr>
<td>PRT-25-3</td>
<td>The day go went by so fast. I wanted to stay there longer but we had to come back to school the next day. The trip was short but it had a strong impression on me. Tomorrow we would go back to school and were ready to study a good holiday.</td>
</tr>
</tbody>
</table>

B. Identifying the problem faced by the student in mastering generic structure of personal recount text
In this sense, the writer tries to identify the problem faced by the students in mastering generic structure in writing personal recount thorough their mistake that had exited in their text. Based on the analysis, there are some mistakes that they had made is their work. There are follows:

1. Miss organizing the paragraph and don’t have Orientations and Re-orientation

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-15-1</td>
<td>When I was kid my old sister always played with me. She learned about “TS” in named “Tapak Suci”. She looked in my skill. I have much skill to become fighter. In my dream, I hope to be professional fighter. I come from bad family. I will change situation in my family to be good family. Then I have teacher ( “sabum” in Taekwondo) with named Buggy. He come from souk of Korea. I learned taekwondo with her. Every Sunday I fight with my partner. When I fight my eyes has a problem everything has blur. Then I break for rested. I continued fight with my partner, nothing word “never give up”</td>
<td>Event 1</td>
</tr>
<tr>
<td>2</td>
<td>PRT-15-2</td>
<td>From that time, I know about fight to be able what I want. And I know how to make fell to be improve more better. I can give to other anything about skill to can be fighter. But I can’t give some process, because prose has expensive.</td>
<td>Event 2</td>
</tr>
</tbody>
</table>

Based on the PRT-15 analysis result, student wrote this text in inappropriate recount text organization. It just consists two events. In this text does not inform clearly about detailed and thought (who, what, when, and where,) it means the personal recount not have orientation. The writer did not make a completely event
and there was not a re-orientation. The writer more describes the situations and the felling that he fell.

2. Miss organizing the paragraph don’t have Re-orientation

Table 4.19

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-07-1</td>
<td>Last year, I went to Bandung. I spent my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 am and arrived in Bandung at 12.00 am.</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>PRT-07-2</td>
<td>In the first day, I went to Bandung zoo, because I loved animals. The ticked price was only Rp. 25.000. The animals there were very completed.</td>
<td>Event 1</td>
</tr>
<tr>
<td>3</td>
<td>PRT-07-3</td>
<td>In the second day, I went to geological museum and talked with the guide about geology. It made me understood about geology. I saw rocks collection, there. After that I went to Bandung train station because I had to go home to Cirebon.</td>
<td>Event 2</td>
</tr>
</tbody>
</table>

The personal recount text (PRT-07) consists 3 paragraph. First paragraph is orientations, it is clearly to inform who, what, where, and when. Second and third paragraph writer tell the chronological order of event. However the personal recount does not complete, there was not a re-orientation.

Table 4.20

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-13-1</td>
<td>It was Sunday in the last December 2016. We all had finished our project and that was the time to celebrate. We went Indrayanti beach. We were 9 and we got there driving a car. We rent a car for a day.</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>PRT-13-2</td>
<td>We started at early in the morning to go there. We only needed 45 minutes because the traffic was not too crowded. Soon after we arrived at</td>
<td>Event 1</td>
</tr>
</tbody>
</table>
the beach, we bought some beautiful souvenirs and beach hats, some of us also photographed by photographers to offer us to buy.

| 3 | PRT-13-3 | After quite an afternoon, we headed to Malioboro to buy by by like t-shirt, bags, and some typical Jogjakarta food. After enough, we continue the journey home until each home. | Event 2 |

The personal recount text (PRT-13) consists 3 paragraph. First paragraph is orientations, it is clearly to inform who, what, where, and when. Second and third paragraph writer tell the chronological order of event. However the personal recount not complete, there was not a re-orientation. There is no conclusion or impression of the experience told by writer.

**Table 4.21**

**PRT-16**

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-16-1</td>
<td>Last year my friend and I went to Jogjakarta, in Jogjakarta I went to the Pok Tunggal Beach. There I could find the beautiful view like the coral, the beautiful sunset. That was the first time I went there. Cause many friends I could find. Just not that, in the Pok Tunggal Beach was the good experience unforgettable. There I set up a tent in the line of beach. I could see the stars in the sky. Actually I couldn’t sleep well cause many friends chated together and sing a song together.</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>PRT-16-2</td>
<td>When tomorrow came we climed the coral until the top, there I could see the all of view of the beach. And that was very amazing. After that we prepared to back home. I didn’t want to forget about my experience.</td>
<td>Event 1</td>
</tr>
</tbody>
</table>
The personal recount text (PRT-16) consists 2 paragraph. First paragraph is orientations, it is clearly to inform who, what, where, and when. Second paragraph writer tell the chronological order of event. However the personal recount not complete, there was not a re-orientation.

**Table 4.22**

**PRT-20**

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-20-1</td>
<td>Last holiday, my friends and I went to long island. It is located in Jepara city. We went there by motorcycle. We left Salatiga approximately at 10.00 a.m. o’clock. Faisal, one of my friend asked me to get a ride with him.</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>PRT-20-2</td>
<td>Actually Faisal didn’t have driving license. Unfortunately, when we arrived in Pabelan, we were shocked by the polices who were being checked the completeness of driving license. Faisal is a brave man. Because he didn’t want the police checked his driving license, he decided to escape from the polices and rode motorcycle quickly. Oh My God! I am so scared at that time.</td>
<td>Event 1</td>
</tr>
<tr>
<td>3</td>
<td>PRT-20-3</td>
<td>After took a long time in the street, finally we arrived in Kartini beach at about 14.00. it was sunny hot day. Immediately, we looked for a boat to pick up me towards Long Island. It took about 20 minutes until finally we arrived in Long Island. We sit down a tree to enjoyed the beautifulness of beach. We took many photos there. While enjoying the breeze, all of we chatted together with happiness. We felt so tired but in vain because many lessons and experiences we got during our journey.</td>
<td>Event 2</td>
</tr>
</tbody>
</table>

The personal recount text (PRT-20) consists 3 paragraph. First paragraph is orientations, it is clearly to inform who, what, where, and when. Second and third paragraph writer tell the chronological order of event. However the personal recount not complete, there was not a re-orientation. However, on the underlined sentence in the last paragraph could indicate a re-orientation in the text.
Table 4.23

PRT-24

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-24-1</td>
<td>I have a story that in never forgotten around four year ago, to find out Superman is Dead concert schedule. Very mety Superman is Dead jrg in Karanganyar, to me felt close. My preparation is only with enough money. Most just to buy tickets and cigarettes, to eat me and friends are not ashamed to ask. We used to leave by truck or we called “mbonek”. I dressed up with a black shirt fashion brand of electrohell, short pants, vans shoes with high jocks.</td>
<td>Orientation</td>
</tr>
<tr>
<td>2</td>
<td>PRT-24-2</td>
<td>We usually wait for the truck at the traffic light. Pick the truck with the entry sertal code we’re headed. On earth too trip people are alive, but there are still good people who give as a ride. Sometimes we meet with friend on the street and our group mernes, when we our destination to rest briely while waiting for the smoothness of entrance tickets. When smoothty we buy tickets, go to the area together wasting for the our idol place. And the moment we waited when the in to started to round, rushed toward the sound at tasy like a water fall. We fell the keuty together, singing dancing whose sensations can not be paid. The completion of the event, we went home the same way, with many pleasure must by a false world.</td>
<td>Event 1</td>
</tr>
</tbody>
</table>

The personal recount text (PRT-24) consists 2 paragraph. First paragraph is orientations, it is clearly to inform who, what, where, and when. Second paragraph writer tells the chronological order of event. However the personal recount not complete, there was not a re-orientation. There is no conclusion or impression of the experience told by writer.
3. Less problem-solving

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>PERSONAL RECOUNT TEXT</th>
<th>GENERIC STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PRT-05-1</td>
<td>In one day, on the far of way and in the deep of word, there was one people, his name is coki, he have hard life, not like another person, he must do anything to break until his day. But I knew he will become a great person.</td>
<td>Event 1</td>
</tr>
<tr>
<td>2</td>
<td>PRT-05-2</td>
<td>There were anything case that can’t I presented in the story, so just with written you can express your felling. Yah!! The story I began from this day. When he must lost the only one parent in this age. In this situation he on fourth years. I think it one of heavy pouch in his life in small age. His life was so hard, but one good characteristic that he have is he never give up for anything condition. He must move from one house to keep his body dry and continuing his future.</td>
<td>Event 2</td>
</tr>
<tr>
<td>3</td>
<td>PRT-05-3</td>
<td>Until one day, the whole like kidding, I think my lord still make me wake up or contrary, my lord want make me endure from his plane? I don’t know. I thing many conditions have change. He come again to me with different condition, he become one success man with a furniture business. I so proud of them, as far as I know he just orphan boy without anything to thing his life is easy. After I told with his especially about why his can make a better life, and finally he say that “you say to me that anyone can’t make live, but on the other hand this heavy live can make your way to be success”. I want smiled when he say that, but I not do it. I know it my challenge to create my better live like him. I really want and change my bad story to be good story.</td>
<td>Event 3</td>
</tr>
<tr>
<td>4</td>
<td>PRT-05-4</td>
<td>This live still continue, now I just can do what must I do with sincere. There were so many choiced in this live it just why you take best choice to create the</td>
<td>Event 4</td>
</tr>
</tbody>
</table>
PERT-15 does not include personal recount text, because the recount retell about someone else experience and not personal. The paragraph used of third person pronouns (coki/he). This recount can be categorizing as factual recount text. It consist 4 event. In this text does not inform clearly about detailed and thought (who, what, when, and where). The writer did not make a completely event and there was not a re-orientation. The writer more describes the situations and the felling that he fell.
CHAPTER V

CONCLUSION AND SUGGESTION

After analyzed the data from the fourth semester of IAIN Salatiga, the writer draws the conclusion and suggestion based on the analysis result.

A. Conclusion

Based on the analyzed the data, the writer presents two conclusions as presented below:

1. The generic structures in *recount text* in the students’ personal experience (PRT) composed by the students have three parts such as orientation, events, and re-orientations. The generic structures made by most students are writing in complete generic structure. In contrary, there are some students writing generic structure at personal recount text in an incomplete form.

2. There are some problems faced by the students as follows:
   1) One student wrote PRT-15 not use orientation and re-orientation.
   2) Five students wrote PRT-07, PRT-13, PRT-16, PRT-20, PRT-24 not use re-orientation.
   3) One student wrote PRT-05 not understand yet about personal recount text.

B. Suggestion
Based on the conclusion above, the writer proposes the following suggestion to the teacher, students, and other writers who interested in studying writing personal recount text.

1. To the teacher

The research result can be used by teacher as benchmark in English learning teaching. The teacher can make the research as additional teaching material in writing class.

2. To the students

The result applies as reflection benchmark to improve writing recount text. Students have to learn more about the generic structure of recount text, types of recount text, and writing performance in recount text.

3. To other writer

The research paper can useful to the next research.
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