RHETORICAL STRUCTURE OF ENGLISH RECOUNT TEXTS BY 8TH GRADE STUDENTS OF SMPN 30 SURABAYA

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree
Sarjana Pendidikan (S.Pd) in Teaching English

By

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ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL
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2019

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ABSTRACT

Marwan, Umi Sabrina. (2019). "Rhetorical Structure of English Recount Text by 8th Grade Students of SMPN30 Surabaya". A "Thesis" of English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Sunan Ampel Surabaya. Advisor 1: Hilda Izzati Madjid, M.A. Advisor 2: Siti Asmiyah, M. TESOL.

Keywords : Rhetorical structure, Recount text.

Recount text is one of texts taught in English classes in Indonesia. Recount text retells event or experience that happen in the past. An important component in writing recount text is its rhetorical structure. Rhetorical structure is the structure of the text that organized to meet the text purpose. There are three components of rhetorical structure. Those three components are orientation, series of events and re-orientation. This study used qualitative content analysis approach since the focus of this study is to describe the rhetorical structure that contained within English recount texts. The data was collected through interview and documentation. The instruments that used in this study are interview guidelines and students' work. Then, the reasearch result show that not all the components of rhetorical structure were written on the text. Some texts did not include orientation within it. Some other did not include re-orientation. And there was also texts that did not include both orientation and re-orientation. But, all texts include series of events in the texts. The number of texts that did not include orientation were two texts. And the texts that did not include re-orientation were eleven texts. While the texts that did not include both orientation and re-orientation were two texts. As for series of events, there were none. It can also be state in percentage as, there were 5% texts that did not contain orientation, 29% texts did not contain re-orientation and 5% texts did not contain both orientation and re-orientation. Based on the percentage it can be conclude that the texts are already good but still need some improvement in re-orientation aspect.

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ABSTRAK

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Kata kunci : Struktur retorikal, Teks recount.

Teks recount adalah salah satu teks yang diajarkan dalam kelas bahasa inggris di Indonesia. Teks recount menceritakan tentang kejadian atau pengalaman yang terjadi di masa lalu. Bagian penting dalam menulis teks recount adalah struktur retorikal. Struktur retorikal adalah susunan teks yang dibentuk untuk memenuhi tujuan teks. Terdapat tiga bagian dalam struktur retorikal. Tiga bagian tersebut adalah orientasi, rangkaian kejadian dan reorientasi. Penelitian ini menggunakan pendekatan kualitatif analisa konten dikarenakan fokus dari penelitian ini adalah untuk mendeskripsikan struktur retorikal yang terdapat dalam teks recount berbahasa inggris. Data penelitian dikumpulkan melalui wawancara dan dokumentasi. Instrumen yang digunakan adalah panduan wawancara dan tugas siswa. Kemudian, hasil penelitian menunjukkan bahwa tidak semua bagian struktur retorikal terdapat dalam teks. Beberapa teks tidak terdapat orientasi didalamnya. Beberapa yang lain tidak terdapat reorientasi didalamnya. Dan ada pula teks yang tidak terdapat orientasi dan reorientasi didalamnya. Akan tetapi semua teks terdapat rangkaian kejadian didalamnya. Jumlah teks yang tidak terdapati orientasi didalamnya adalah dua teks. Dan teks yang tidak terdapati orientasi adalah sebelas teks. Sedangkan teks yang tidak terdapati orientasi dan reorientasi didalamnya adalah dua teks. Dan untuk rangkaian kejadian, semua teks terdapati rangkaian kejadian didalamnya. Hal ini juga bisa dinyatakan dalam bentuk persentase seperti, terdapat 5% teks yang tidak terdapati orientasi, 29% teks tidak terdapati reorientasi dan 5% teks tidak terdapati orientasi dan reorientasi. Berdasarkan persentase dapat disimpulkan bahwa teksnya sudah bagus akan tetapi masih membutuhkan perbaikan di aspek reorientasi.

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TABLE OF CONTENT

TITLE PAGE ..... **i**

PERNYATAAN KEASLIAN TULISAN ..... **ii**

APPROVAL SHEET ..... **iii**

PERNYATAAN PERSETUJUAN PUBLIKASI ..... **v**

ABSTRACT ..... **vi**

ABSTRAK ..... **vii**

TABLE Of CONTENT ..... **viii**

LIST OF TABLES ..... **x**

LIST OF CHART ..... **xi**

LIST OF ABBREVIATIONS ..... **xii**

LIST OF APPENDICES ..... **xiii**

CHAPTER I: INTRODUCTION

A. Background of Study 1
B. Research Question 4
C. Research Objective 4
D. Significances of Study. 4
E. Scope and Limitation 4
F. Definition of Key terms 5

CHAPTER II: REVIEW OF RELATED LITERATURE

A. Theoretical Framework 7
   1. Textual Resource 7
      a. Definition of Textual Resource 7
      b. Stages of Textual Resource 8

   2. Rhetorical structure 10
      a. Definition of Rhetorical Structure 10

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b. Components of Rhetorical Structure 10
3. Recount Text 12
a. Definition of Recount Text..... 12
b. Types of Recount Text 14
c. The Language Features of Recount Text..... 16
B. Previous Study… 19

CHAPTER III: RESEARCH METHOD

A. Research Design 22
B. Subject of The Study..... 23
C. Data Collection Technique. 23
D. Research Instrument..... 25
E. Data Analysis Technique 27
F. Checking Validity of Finding 28

CHAPTER IV: FINDING AND DISCUSSION

A. Research Finding 29
1. Result of Interview 29
2. Result of Recount Text..... 31
B. Discussion..... 41

CHAPTER V: CONCLUSSION AND SUGGESTION

A. Conclusion 43
B. Suggestion..... 44

REFERENCES

APPENDICES

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LIST OF TABLES

Table 1 Interview Questions 26

Tabel 2 Result of Analysis 31

Tabel 3 Result of Analysis 34

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LIST OF CHARTS

Chart 4.1..... 40

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LIST OF ABBREVIATIONS

SMPN	Sekolah Menengah Pertama Negeri
RT	Recount Text

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LIST OF APPENDICES

Appendix 1 Recount Texts

Appendix 2 Rhetorical Structure

Appendix 3 Surat Tugas

Appendix 4 Form Validasi Instrument

Appendix 5 Form Persetujuan Munaqosah

Appendix 6 Kartu Bimbingan

Appendix 7 Surat Izin Penelitian

Appendix 8 Surat Balasan dari Sekolah

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CHAPTER I
INTRODUCTION

This chapter presents the explanation of background of study, research question, research objectives, and significances of study, scope and limitation and definition of key term.

A. Background of Study

English is an important language that should be taught because it is a language that usually used as international communication. Jeremy Harmer stated "*English seems to be one of the main languages of international communication*".[1] To communicate we are not only using spoken language but also using written language such as letter, email, message, notice, announcement, invitation, greeting card, etc.

In our daily life we found English text everywhere such as a text on cosmetics, text of foods' wrap, medicine's wrap, foreign movies' translation, games, etc. A simple example is about a text on medicine, when we buy a medicine but the instruction is written on English text and we apply the medicine on the wrong way because we do not understand what it say then it will worsen our health.

For students, learning English do not only help them to understand what foreign people talk but it also supports them on their academic improvement. For example, when getting assignment from the teacher but they can't get enough material with Indonesia language to do that assignment then it will only lead them to search with other language. By knowing English language, it is easier for them to finish that assignment. Learning English will also definitely help them on their future such as looking for a scholarship for their further study because as the researcher know that to do it will need a TOEFL score at least 500 and it's really hard to gain if they do not have English skills which are up to the standard.

There are four skills that have to be learned when study English: speaking, writing, listening, and reading. Writing is one of the four skills that being taught in school. It is not only as means of

[1] Jeremy Harmer, *The Practice of English Language Teaching*, 3rd edition (Malaysia: Pearson Education Limited, 2006), 1.

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communication but also an important skill that will help the development of another skill. By practicing writing something, it can improve not only writer's vocabulary and grammatical understanding but also writer's ability to write and explore writer's idea to other people. Then, if our vocabulary enriched and our grammatical understanding developed it will really be a big help on another skill.

In class, many kinds of text is taught to students, as has been decided by the minister of education on curriculum, to make them understand the difference of those texts. The texts that decided by the minister of education are descriptive text, narrative text, recount text, procedure text, explanation text and short functional texts such as notice, short message, greeting card, letter, invitation and announcement.[2]

As mentioned on paragraph above, there are many texts that taught to students. The researcher will not use all of those texts but only one text, which is recount text. Recount text is a text that used to retell event or experience that happened in the past. According to Emi Emilia, there for types of *recount text*: *personal recount, factual recount, imaginative recount,* and *procedural recount*.[3] But, among those four types, only *personal recount text* that being taught to students of Junior High School. Personal recount is a text that used to recall past events or experience that involved the writer personally.

Recount text can make it easier for students to write because they can write their own experience. If they write their own experience, they just have to recall the event or experience that happened to them in the past and write it down.

But in reality, students have difficulty making recount text, especially in SMPN 30. The weakness is in the difficulty of sentence construction following the recount text rule.

There are many aspect that interestingly can be analysed in dealing with recount text. Among these aspect, one is rarely took by the researchers. This aspect is known as textual resource. Textual

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[2] Schyrlet Cameron and Suzane Myers, *Comprehending Functional Text: Instruction, Practice, Assessment* (United State of America: Mark Taiwan Media, Inc, 2013), 1.

[3] Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 75.

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resource is a way to analyze the text through its theme, its rhetorical structure and its information status. And the researcher will only take one component of textual resource to be the focus of this study. That component is rhetorical structure. Therefore, with this research on rhetorical structure, hopefully it can give a new perspective in recount text learning so that it can overcome the problem.

Rhetorical structure is the structure of the text that organized to meet the text purpose. O'donnel defines rhetorical strucure as "how the text is organized to meet the rhetorical goals of the speaker. Each unit of text is serving some function towards these goals".[4] So, the rhetorical structure or the text organization to look for what the text purpose is, what called by Emi Emilia, as *generic structure.*

The reason for choosing SMPN 30 is that there has never been a researcher who conducted research related to recount text at the school, besides that school facilities were also adequate with the presence of multimedia devices in each class. In terms of curriculum, SMPN 30 has implemented the latest K13 curriculum, with all school teachers also undergoing k13 training and integrated learning media training. Both the principal and the teachers are also very cooperative with researchers, so it is a very supportive research and data collection processes.

Researcher chose 8th graders because they were in puberty age, where usually during puberty they were more open than 7th graders who were too young and because the recount text taught in class 7 is only simple recount text, so more recount text from class 8 is more suitable for research.

[4] Michael O'Donnel, Doctoral Dissertation: *"Sentence Analysis and Generation – A Systemic Perspective"* (Australia: University of Sydney, 1994), 58.

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B. Research Question

From the problem that stated in the background above, the researcher can formulate this following question.

What are *the rhetorical structure* of English recount text written by 8th grade students?

C. Research Objective

The objective of this study is to describe *the rhetorical structure* of English recount text written by 8th grade students

D. Significances of Study

1. Researcher: The researcher hopes that this research can be beneficial in improving researcher's understanding about rhetorical structure and how to apply it on content analysis and for anyone who is interested in reading about rhetorical structure.
2. The Reader: The researcher hopes that this study gives some useful information for the reader about how to determine each components of rhetorical structure.
3. Further Researcher: For further researchers, this research can be used as the basic reference in conducting another analysis of rhetorical structure.

E. Scope and Limitation

The scope and limitation of this study:

1. The researcher will focus on finding the *rhetorical structure* of recount text written by 8th graders of Junior High School. Rhetorical structure is one of components of macro-textual resource. Macro-textual resource is part of textual resource. Textual resource itself is divided into two parts, macro textual resource and micro textual resource. Macro textual resource is multi sentential text that focus on the three components which are organized as a message; thematic structure, rhetorical structure and information status. Whereas micro textual

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resource is single sentence resource which is an aspect of macro textual resource but only visible in sentence size unit that also has three components; themacity, relevance, recoverability and identifability. However, researchers will only analyze recount text using macro textual resource. Because if micro textual resource is included, the results will be very extensive and less focused so that the results of the study become less than optimal. So from that the researcher limits it by only using macro textual resource. Not only that, the researcher will not take all of the three components of macro-textual resource but will only take one component of it. That component is known as rhetorical structure and it will be the focus on this research.

2. The researcher will use personal recount texts that written by students from class D of eight grade of SMPN 30.

F. Definition of Key Terms

1. Rhetorical structure
   Rhetorical structure is one of the components on macro-textual resource. It is the structure of the text that organized to meet the text purpose. O'donnel defines rhetorical strucure as "how the text is organized to meet the rhetorical goals of the speaker. Each unit of text is serving some function towards these goals".[5] The 'goals' here refers to the text goals or the text purpose. And because of the text that used in this study is recount text, then the purpose of recount text is to retell the series of events. And to organize the text to meet its rethorical goals is through, what known as, *generic structure*. But for the purpose of analysis then the term that is used in this study is *rhetorical structure.*
2. Recount text
   Recount text According to Anderson, a recount is speaking or writing about past events or a piece of text that retells past

[5] Michael O'Donnel, Doctoral Dissertation: *"Sentence Analysis and Generation – A Systemic Perspective"* (Australia: University of Sydney, 1994), 58.

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events, usually in the order which they happened.[6] The aim of the text is retell the past event or to tell someone's experience in chronological order. Recount text is a text written to retell for information or entertainment. This type of text is not only used at school but also at other media written and electronic, it's used in many real social contexts. For example is used in diary, blog, letter, biography, travel report, police report, sport report etc.[7] Recount text here refers to personal recount texts that written by 8th graders D class of SMPN 30 Surabaya.

[6] Mark Anderson and Katy Anderson, *Text types in English* (Australia: Macmillan, 1997), 48.
[7] Ibid., p.49

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CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discuss the theoretical framework related to the focus of this research and some previous studies that also related to this research.

A. Theoretical Framework

This theoretical framework consist of two main areas: *textual resource*, *rhetorical structure* and *recount text.*

1. Textual Resource

a. Definition of Textual Resource

O'donnell stated that textual resource "concern the role of text and its component as a message".[8] It means that textual resource can be used to analyze the text content to understand the text more thoroughly. Odonnell added that the focus of textual resource "is on the text as an object of communication, and how the text is structure to effectively achieve communication."[9]

The textual resource represents the various strategies for analyze more deeply from the theme, information status and accuracy in the use of these words. There are three way, according to O'donnell, to analyze a text using textual resource which is through its theme, its rhetorical structure and its information status.[10]

[8] Michael O'Donnel, Doctoral Dissertation: *"Sentence Analysis and Generation – A Systemic Perspective"* (Australia: University of Sydney, 1994), 58.
[9] Ibid., p.58
[10] Ibid., p.59

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b. Stages of Textual Resource

According to O'donnell, Textual resource is divided into two levels which is macro-textual resource (multi-sentential resource) and micro-textual resource (single-sentence resource).[11] Those two will be further discuss through three components which are thematic structure, rhetorical structure and information status.

1) Macro-Textual Resource

There are three components of macro-textual resource according to O'Donnell such as thematic structure, rhetorical structure and information status.[12]

a) Thematic Structure:

It describes how the text is organized to develop a theme or a number of themes.[13] The writer chooses a central theme or themes to organize the discourse, and each sentence expands upon one of these theme.

b) Rhetorical structure:

According to O'donnell, rhetorical structure tells about "how the text is organized to meet the rhetorical goals of the speaker. Each unit of text is serving some function towards these goals".[14] Each texts have different goals or it can be said that each text hold different purposes of writing such as the purpose of recount text is to tell series of events or experiences that happened in the past, the purpose of descriptive text is to give information about someone or something, or the purpose of procedure text is to show how

[11] Ibid., p.59
[12] Ibid., p.59
[13] Ibid., p.59
[14] Ibid., p.58.

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to do something, and etc.[15] Recount text is the focus of this research and to organize recount text is through, what known as, *generic structure.*

For further information of rhetorical structure will be discussed in the following topic.

c) Information Status:

It presents information as *recoverable* and *identifiable*.[16] Recoverable is information that already mentioned in the discourse, or part of the immediate non-verbal environment of the discourse.[17] Identifiable is part of shared knowledge of the writer and reader.[18]

2) Micro-Textual Resource

As mention above that there are three components in macro-textual resource, then it is also the same for micro-textual resource. Here are the components of micro-textual resource based on O'Donnell:[19]

a) Themacity (Thematic Structure)
b) Relevance (Rhetorical Structure)
c) Recoverability & Identifiability (Information Structure)

Actually, the component in both macro-textual resource and micro-textual resource are the same, but with the difference on how the text is being analyzed. In macro-textual resource, the text is analyzed as whole text. But in micro-textual resource, the text is analyzed through

[15] Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 74-98.
[16] Michael O'Donnel, Doctoral Dissertation: *"Sentence Analysis and Generation – A Systemic Perspective"* (Australia: University of Sydney, 1994), 59.
[17] Ibid., p.67
[18] Ibid., p.68
[19] Ibid., p.59.

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each sentence, it is more detailed than macro-textual resource.

2. Rhetorical structure

a. **Definition of Rhetorical Structure**

Rhetorical structure is one of the components on macro-textual resource. It is the structure of the text that organized to meet the text purpose. O'donnel defines rhetorical strucure as "how the text is organized to meet the rhetorical goals of the speaker. Each unit of text is serving some function towards these goals".[20] The 'goals' here refers to the text goals or the text purpose. Each texts have different goals or it can be said that each text hold different purposes of writing such as the purpose of recount text is to tell series of events or experiences that happened in the past, the purpose of descriptive text is to give information about someone or something, or the purpose of procedure text is to show how to do something, and etc.[21] And because of the text that used in this study is recount text, then the purpose of recount text is to retell the series of events. And to organize the text to meet its rethorical goals is through, what known as, *generic structure*. But for the purpose of analysis then the term that is used in this study is *rhetorical structure.*

b. **Components of Rhetorical Structure**

The rhetorical structure of recount text based on Emi Emilia are as follow:[22]

1) Orientation

It is contain background of the story to help the reader to understand the story clearly. It usually

[20] Ibid., p.58.

[21] Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 74-98.

[22] Ibid., p. 75-76.

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contains an explanation about *who*, *how*, *where* and *why*. Orientation usually placed on the first paragraph.

2) Event

Describing series of past events in order, started from when the event happened until it end. It is also written interestingly to attract the reader.

3) Reorientation

Stating the writer's personal comment about the event that being told before, but it is optional.

In line with Emi Emilia, Derewianka stated that the rhetorical structure of recount text is as follows: [23]

1) Orientation

The orientation of recount text contains the background information to make the reader understand the text. To gurantee that the orientation is clear to understand by the reader, it need to use some questions to explain orientation in detailed such as who, what, when, where and why. The writer need to give information of who was involved, what happened, when and where occured, and why it happened. This detailed information can also help the writer to write a good orientation.

2) Series of events

The series of events of recount text contain the events that happened in the past. It is written chronologically from the first events until the last events. The amount of events are difference for each writer. It is also written attractively to attract the reader attention. This way, each recount text depends on the writer creativity.

[23] Derewianka Beverly, *Exploring How Text Work* (Newtown: PETA, 1990),145.

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3) Re-orientation

The re-orientation of recount text contained the conclusion of the text. It can be in the form of summarization of the outcome or the result, evaluation of the topic's importance, personal opinion or comment. It can also be in the form of speculation of the future. But, not all recount text is closed by re-orientation. It is optional.

3. Recount Text

a. Definition of Recount Text

Recount text is a text used to retell events or experiences that happened in the past. Knapp stated, recount is written out to make report about an experience of series of related event.[24] Sayukti, Ni Kadek and Eri added, recount text is retelling past event that happened in daily life.[25] Usually recount text tells about the writer's past experience but, according to Education Department of Western Australia, it can also tell other's past experience.[26]

In recount text, there is no obstacle that happened among the participant. This characteristic is what made recount text different with narrative text. In narrative text, there is obstacle that happened to the participant in the story. Even though both recount text and narrative text are both happened in the past, but we can still differentiate it through the obstacle that happened among the participant.

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[24] Peter Knapp, *Genre, Text and Grammar* (Sydney: University of New South Wales, 2005), 224.

[25] Sayukti Heny, Ni Kadek, Eri Kurniawan, "An Analysis of Student's Recount Text in Sytemic Functional Linguistic Perspective". RETORIKA: Jurnal Ilmu Bahasa. Vol. 4 No. 1, 1 April 2018, 54.

[26] Education Department of Western Australia. "Writing Resource Book". In Emi Emilia. *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 74.

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Recount text can tell about events, experiences, biography, letter, diary and anything that happen in the past. Macken - Horarik added that we can also found recount text in personal letters, written histories, police records, and insurance claims.[27]

The purpose of recount text is to give information or entertain the reader or the listener about the events or experiences that being told. As Siahaan and Shinoda stated that recount text is to inform or entertain the readers.[28] Emi Emilia added that the purpose of recount text is retelling what happen with the involvement of the writer interpretation.[29]

The story that told through recount text is explained as clearly as possible in order the readers or audiences can understand it clearly and can imagine it on their own mind. It is hope that the readers or audiences can make their own story based on their past experiences or events. Then, they can tell their story as clearly as they have listened or read before.

In order to understand the story in recount text, the reader should apply some pointers, those pointers are: *who* is used to portray the character in the story, *what* is used to describe what the story tell about, *when* is used to describe the time of the event happen, connectives is used to combine each sentence in the story.[30]

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[27] M. Macken – Horarik. " Something to Shoot for". In John, A. M (Ed.). *Genre in the Classroom*. (Mahwa, New Jersey: Lawrence Erlbaum Associates, 2002), 21.

[28] Sanggam Siahan and Kisno Shinoda, *Generic Text Structure.* (Yogyakarta: Graha Ilmu, 2008), 9.

[29] Emi Emilia. *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 74.

[30] Depdiknas, *Kurikulum Bahasa Inggris untuk Sekolah Berstandar Internasional.* (Jakarta: Depdiknas)

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b. Types of Recount Text

Emi Emilia mentions in her book that there are many types of recount text. That types of recount text are personal recount, factual recount, imaginative recount and procedural recount.[31] Whereas in Uc High School Kaleen Writing Handbook states that there are three types of recount texts, such as personal recount text, factual recount text and imaginative recount.[32] Actually it is the same types of recount that mention by Emi Emilia, but it lacks one type of recount. That one type of recount is procedural recount.

Meanwhile in the *Enganging in and Exploring Recount Writing* journal, it classifies types of recount text into five types.[33] These five types are personal recount, factual recount, imaginative recount, procedural recount and literary recount. This theory is the same as mentioned by Emi Emilia but with only one different. The different is that this theory, there is one addition type of recount text. That one addition is literary recount.[34]

Here are five types of recount text according to *Enganging in and Exploring Recount Writing* journal:[35]

1) Personal Recount:

   A recount text that tell about an activity or experience that involved the writer personally and, such as diary, anecdote and personal letter. Its purpose is to entertain and inform the reader.[36]

2) Factual Recount

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[31] Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 75.

[32] University of Canberra, *UC High School Kaleen Writing Handbook* (Canberra: University of Canberra, 2011), 26.

[33] Department for Education and Child Development Journal, *Enganging in and Exploring Recount Writing* (Department for Education and Child Development Journal: Australia, 2012), 1.

[34] Ibid., p.1.

[35] Ibid., p.1.

[36] University of Canberra, *UC High School Kaleen Writing Handbook* (Canberra: University of Canberra, 2011), 26.

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A recount text that tell about a particular incident by reconstruction information, such as history, biography and autobiography. Emi emilia adds that factual recount can also be found on news on newspaper and an incident report.[37] The purpose of factual recount is to inform the reader about what happened in the past.[38]

3) Imaginative Recount

Imaginative recount is the application of factual knowlegde to an imaginary role in order to interpet and to recount events. According to Uc High School Kaleen Writing Handbook, imaginative recount is a recount that tell about an imaginative story through the eyes of a fiction character.[39] For instance, imagining about spending a day in wonderland or imagining being a superstar. The purpose of imaginative recount is to entertain the reader.[40]

4) Procedural Recount

A recount text that tells about the procedure of an event that happened in the past.

5) Literary Recount

A recount text that tells about the events for the purpose of entertaining.

From these types of recount text, the researcher will take personal recount text as the focus of the study, not all of them. It is about a personal experience. As mention above, personal recount text is a textx that tells about an activity or experience that involved the writer

[37] Emi Emilia. *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 75.
[38] University of Canberra, *UC High School Kaleen Writing Handbook* (Canberra: University of Canberra, 2011), 26.
[39] University of Canberra, *UC High School Kaleen Writing Handbook* (Canberra: University of Canberra, 2011), 26.
[40] Ibid., p.26

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personally.[41] And it is easier for students to write their own experince. It is also the type of the recount text that being taught to eight grade students.

c. The Language Features of Recount Text

According to Sayukti, Ni Kadek and Eri, recount text is retelling past event that happened in daily life.[42] Recount text also shows the resies of events that happened in the past in sequence.[43] Recount text has language features to constuct the text. The language features of it are:[44]

1) Focus on individual participant/a group participant.

In the recount text, the participant focus is on individual participant or grup participant. It can be in the form of first person or the third person. In the first person, the one that being told in the story is the writer of the text her/his self, e.g; i played football in the park. And in the third person, the writer tell about another person, e.g; Vera went to the park; she saw a pond near that park.

2) Using past tense

Past tense is a verb form that used to define an activity that happened in the past. Many linguistics explain by the own term but most of them have the same content.

3) Simple Past

[41] Departmentt for Education and Child Development Journal, *Enganging in and Exploring Recount Writing* (Department for Education and Child Development Journal: Australia, 2012), 1.

[42] Sayukti Heny, Ni Kadek, Eri Kurniawan, "An Analysis of Student's Recount Text in Sytemic Functional Linguistic Perspective". RETORIKA: Jurnal Ilmu Bahasa. Vol. 4 No. 1, 1 April 2018, 54.

[43] Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 74.

[44] Derewianka Beverly, *Exploring How Text Work* (Newtown: PETA, 1990),145.

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The simple past indicates that the activity or situation began and ended at a particular time in the past. For example: I walked to school yesterday.

If a sentence contains when and has the simple past tense in both clauses, the action in the "when clause" happen first. For example: I stood under a tree when it began rain.

4) Past Progressive

The progressive indicates that the activity was in progress in the past. For example: I was studying at eight o'clock last night.

Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. For example: While I was studying in one room my house, my brother was having a party in other room.

5) Past Perfect

The past perfect expresses an activity that was completed before another activity or time in the past. For example: My parents had already eaten by the time I got home.

If before or either is used in sentence, the past perfect is not necessary because the time relationship is already clear. The simple past may be use. For example: After the guests had left, I went to bed.

6) Past Perfect Progressive

The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past. For example: The police had been looking for the criminal for two years before they caught him.

This tense also may express an activity in progress recent another time or activity in the past. For example: When Agung got home, his hair was still wet because he had been swimming.

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Recount text has some social functions, which are: [45]

1) Telling about something that happened
   Telling about something that happened in the past. It includes the participant involved, what the events about, the place that the events happened and the time that the events happened.
2) Informing about something to the readers.
   It informs to the reader about what the events about, the place that the events happened and the time that the events happened.
3) Entertaining.
   Recount can be in the form of telling the reader about amusing or humorous experience. Its purpose is to entertain the reader.

Here are the language characteristics of recount text according to Emi Emilia:[46]

1) Using specific participant, such as: friends, parents, sister
2) Using simple past tense
3) Using action verb, such as: went, saw, fed, ate
4) Using chronological connection, such as: when, after, first, next, then
5) Using pronoun *I* and *we*
6) Using detailed explanation to make the story more interesting

In this language features, we can find about *information status* in the specific participant and pronoun. And the action verb, the chronological connection and detailed information are what brought us to *the theme*.

[45] Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 75.
[46] Ibid., 76.

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B. Previous Study

The first previous study that related to this research is written by Dodi Mulyadi. The title of his study is *Implementasi Pembelajaran Teks Recount (Studi Kasus Kelas VIII SMPN 8 Bandung)*. Its aim are to find and describe the implementation after learning recount text at SMPN 8 Bandung, and to find out students' respond from learning recount text. This study shows that, after the teacher taught the students using *Audio Lingual Method, Direct Method, and Community Language Learning* with *Communicative Approach*, students' respond to the implementation of recount text learning is that they thought that it is fun and they can make recount text both individually and on group.[47]The difference between this study and my research is on the focus of the research. This study focuses on learning methods so students feel learning makes recount text fun and students are able to make recount text either individually or in groups. But my research focus on the text of the recount text itself. Analyzing each components of rhetorical structure in the recount text which is contain of orientation, series of events and re-orientation.

The second study is written by Nurul Fitrah Syams with tittle *Error Analysis of Word Order Used in Writing Recount Text Made by Students' at SMK Negeri 1 Pinrang.* The objective of this research is to find out the kind of errors that often occurred in the use of the word order in recount text made by students at SMKN 1 Pinrang. The conclusion of this research is that the students still faced difficulties in using word order.[48]The difference between this study and my research is if this study have purpose to find out the kind of errors that often occurred in the use of the word order in recount text made by students at SMKN 1 Pinrang with the conclusion of this research is that the students still faced difficulties in using word order, then my study will analyze more deeply to the recount text through its rhetorical structure.

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[47] Dodi Mulyadi, Thesis: *"Implementasi Pembelajaran Teks Recount (Studi Kasus Kelas VIII SMPN 8 Bandung)"* (Semarang: Universitas Muhammadiah, 2011)

[48] Nurul Fitrah Syams, Thesis: *"Eror Analysis of Word Order Used in Wriiting Recount Text Made by Students' at SMK Negeri 1 Pinrang"* (Makassar: UIN Alauddin Makassar, 2016)

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The third study is conducted by Eva Zuliyana and the tittle is *Reading Comprehension of Recount Text of The Eighth Grade Students of Mts Taswiqul Banat Jepara in Academic Year 2013/2014 Taught by Using Reciprocal Teaching*. The objective of this study is to find out whether there is significant difference in the reading comprehension of recount text of the eighth grade students before and after being taught by using reciprocal teaching. The research finding showed that there is significant difference between reading comprehension of recount text before and after being taught by using reciprocal teaching the mean and standard deviation are 63.9 and 8.75. Meanwhile, the reading comprehension of the students after being taught by using reciprocal teaching is categorized as good, with the mean 79.5 and standard deviation 7.5. It can be conclude that the students made significant progress in reading comprehension.[49]The difference between this study and my research is if this study focuses on learning methods so students feel learning makes recount text fun and students are able to make recount text either individually or in groups, then my research focuses on analyzing the rhetorical structure of each recount text made by students.

The fourth study is conducted by Syaiful Azhar and the title of his study is *Analysis of Generic Structure of Recount Texts (The Study of Fourth Semester Students of STAIN Salatiga in Academic Year of 2012/2013).* The purpose of this study are to analyze the generic structure of recount text made by the fourth semester students of STAIN Salatiga in academic year 2012/2013, to find out the problem faced by the students in mastering the generic structure of recount text, and to find out the implication of the research for English educations department. The result of this study, show by the percentage, from 30 recount texts, the orientation 93%, event with one paragraph 40%, event with two paragraphs 36%, event with three paragraphs 20%, event with four paragraphs 3.3%, and reorientation 86%. The problems that faced by the students are in orientation and reorientation because of disorganizing when made recount text, they did not include those two elements on their texts.

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[49] Eva Zuliana, Thesis: *"Reading Comprehension of Recount Text of The Eighth Grade Students of Mts Taswiqul Banat Jepara in Academic Year 2013/2014 Taught by Using Reciprocal Teaching"* (Kudus: Muria Kudus University, 2014)

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And the implication of the result for education is for the recount text written by the students is to be made as authentic material in teaching.[50] The research of this study and the research of this previous study are in the same page. The recount text of both researches are analyzed through its rhetorical structure. The only different is on the subject of the study.

The fifth study is conducted by Kamala Wibisono, and the title of his study is *Error Analysis on Recount Text Produced by Twelfth Graders of SMAN 3 Malang.* The purpose of this study are to identify the types of error and to find the most frequently error in the recount text produced by twelfth graders SMA Negeri 3 Malang. The result of this study are found that students made errors in omission (of preposition, of 'be' plural marker, article and subject), addition (of 'be' and verb), malformation (of 'be' and verb), and disordering.[51] The difference between this research and previous research is if the previous research found that students made errors in omission (of preposition, of 'be' plural marker, article and subject), addition (of 'be' and verb), malformation (of 'be' and verb), and disordering, then in this research will be seen more deeply by analyzing the rhetorical structure. Using the three dimension of macro textual resource, in such a way producing new facts in correcting students' work and adding new perspectives to recount text learning in schools.

[50] Syaiful Azhar, Thesis: *"Analysis of Generic Structure of Recount Texts (The Study of Fourth Semester Students of STAIN Salatiga in Academic Year of 2012/2013)"* (Salatiga: IAIN Salatiga, 2015)

[51] Kamala Wibisono, Thesis: *"Error Analysis on Recount Text Produced by Twelfth Graders of SMAN 3 Malang"* (Malang: Universitas Brawijaya, 2014)

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CHAPTER III
RESEARCH METHOD

This chapter discusses the research methodology that is used in research. The methodology of this research consists of research design, subject of the study, research instrument, data collection, and data analysis technique.

A. Research Design

In this research, the researcher uses the qualitative research as the research design to know the rhetorical structure of English recount text written by 8th grade students. Cresswell defines qualitative research as "an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem".[52] Hashemnezhad states, qualitative methods are more flexible than quantitative methods because they permit more freedom and adjustment of interaction between the researcher and the study participant.[53]

Ary, Jacob, and Razavieh grouped qualitative research into two major groups and one minor group.[54] The two major groups are *participant observation* and *non-participant observation*. In non-participant observation there three types of qualitative: naturalistic observation, case studies, and content analysis. While the other one minor group is two other types of qualitative studies: focused interview and ethnographic research.

In addition, Ary, Jacob, and Razavieh adds that the researcher in the participant observation is a part of the group that under study, while the researcher in the non-participant observation, he/she observes the group that under study but not part of it.[55]

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[52] J.W. Creswell, "Qualitative Inquiry and Research Design: Choosing Among Five Designs". In Hossein Hashemnezhad. "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 55

[53] Hossein Hashemnezhad, "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 56

[54] D. Ary, Jacobs, L. CH., & Razavieh, A. "Introduction to Research in Education (5th ed)". In Hossein Hashemnezhad. "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 57

[55] Ibid., hal. 57

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In this research, the researcher uses one of the types of non-participant observation that is qualitative content analysis. Hsieh and Shannon stated, content analysis is "a research method for the subjective interpretation of the context of text data through the systematic classification process of coding and identifying themes or patterns".[56] In accordance with Hsieh and Shannon, Cole described content analysis as a method of analyzing written, verbal or visual communication messages.[57]

B. Subject of the Study

The subject of this study is the 8th grade students of SMPN30 Surabaya academic year 2018-2019. This school is located in Medokan Semampir Indah No.91, Surabaya, Jawa Timur. The Recount text that will be analyzed by the researcher is written by the subject. The Recount text made as the part of their assignment in subject's English class.

In this research, the researcher only analyzes the Recount text written by D class students of 8th grade of SMPN30. Actually there are 10 classes of grade 8 in SMPN30: class A to class J. But due to the school permission, the researcher only analyzes the D class' Recount text.

C. Data Collection Technique

Hashemnezhad stated, "Data collection is a key aspect of every research. Inaccurate data collection can impact the result of a study and ultimately lead to invalid result".[58] This statement is in line in what written on IOSR-JCE, "inaccurate data collection cause great impact on the result of a study and ultimately lead to invalid

[56] H. F. Hsieh & Shannon, S.E. " Three Approach to Qualitative Content Analysis". In Hossein Hashemnezhad. "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 59

[57] F.L. Cole. "Content Analysis: Process and Application". In Elo, Satu & Helvi Kyngas. "The Qualitative Content Analysis Process". *Journal Advance Nursing.* Vol. 62 No. 1, 2008, 107

[58] Hossein Hashemnezhad. "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 58

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results which must be avoided".[59] Therefore, it is very important to choose the right and appropriate technique in collecting the data. There are many technique that can be used to collect the qualitative data, in this research, the researcher is going to use interview and documentation.

1. Interview

   Based on Sugiono, interview is a method to collect data in qualitative research method.[60] Cresswell also stated that interview is one of the method used to collect data. [61] Interview is a meeting between two people with the purpose of exchanging ideas through questions and answers to find information on a certain topic. The interview used in this study is structured interview between the reseacher and the English teacher. Collecting data using interview is expected to be able to gain the data related to infromations about the students. It is about their ability, skill and difficulty on writing recount texts. This interview is conducted to make the researcher understand more thoroughly about the students capability in doing their work, the difficulty they faced when writing recount text and also their weakness on writing. It is conducted before the researcher begin analyzing the documents.

2. Documents

   Cresswell stated that in the qualitative studies, documents is one of methods to collect data.[62] The documents is consist of public and private records that qualitative researcher obtain about a site or participants in a study, and they can be in the form of newspapers, minutes of meetings,

[59] J.E Oseng, A.B Udoimuk, E.B Etta, P.O Ushie and N.E Offiong, "Method of Gathering Data for Research Purpose and Application Using IJSER Acceptance Rate of Monthly Paper Publication (March 2012 Edition-May 2013 Edition)". *IOSR Journal of Computer Engineering (IOSR-JCE)*. Vol. 15 Issue. 2, November – December 2013, 59.

[60] Sugiyono. *Metode Penelitian Kombinasi (Mix Methods)* (Bandung: Alfabeta, 2015), 317

[61] J.W. Creswell. "Qualitative Inquiry and Research Design: Choosing Among Five Designs". In Hossein Hashemnezhad. "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 55

[62] Ibid., 55

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personal journal and letters.[63] The document in this research is in the form of english recount tetxs.

D. Research Instrument

According to Suharsimi Arikunto, research instrument is a useful tool that can help the researcher to gather the data systematically and easily.[64] In this research, there are two research instruments that is used by the researcher.

1. Key instrument

   The key instrument of this study is the researcher herself. The researcher will collect the documents that in the form of English recount texts which is written by students. The documents will be analyzed by the researcher in the context of its rhetorical structure.

2. Instrument tools

   The instrument tools that needed in collecting data in this research are as follow:

   a. Interview Guidelines

      The interview used in this study was a structured interview. It was conducted by asking questions to the teacher. The questions that being asked need to be done gradually and systematically based on the grid that has been made before. In this study, the researcher used a closed-ended questions in the category in-depth interview.[65] The purpose of this interview was to find out the students' skill and weakness in English lesson. In conducting the interview, the researcher needed to listen carefully and took note of what stated by the informant based on the questions bellow.

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[63] J. W. Creswell , *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition (Boston, MA: Pearson, 2012), 204.
[64] Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2000), 134.
[65] J. W. Creswell , *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition (Boston, MA: Pearson, 2012), 204.

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Table 1
Interview Questions

	Data of Interview
1	What are the students' skills in learning English language?
2	How far is the students' ability on writing using English language?
3	In general, what is the students' difficulty on writing using English language?
4	After the learning section, can the students write their own recount texts?
5	What difficulty faced by the students while writing recount texts?

b. Documents

The documents here are in the form of students' work on writing recount text. In this research, the researcher uses documents that written by eighth grade students of SMPN30 Surabaya.

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E. Data Analysis Technique

Data analysis technique is conducted based on qualitative research design. Cresswell stated, in qualitative research, the researcher will be able to get a detailed information in natural setting.[66] Denzin and Lincoln added that "qualitative researcher study things in their natural settings...".[67] The activities that is done in this research is according to Miles and Huberman theory. There are data reduction, data display and conclusion drawing/verivication.[68]

1. Data Reduction

   The data reduction in this research means reducing some informations that is not needed in this study. The informations was gained through analyzing the textual resource of recount text. The are three components of textual resource. The three componets are thematic structure, rhetorical structure and information status. Then, the researcher reduced two componets of textual resource and takes only one component. That one component was rhetorical structure. And the other two components that reduced were thematic structure and information status.

2. Data Display

   After reducing the data, the researcher displayed the data. In qualitative study, the data display is in the form of text, diagram, chart and table. [69] In this stage, the researcher did an analysis on documents. The documents that was analyzed was in the form of recount texts written by 8th grade students. The researcher analyzed the recount text throught its rhetorical

[66] J.W. Creswell. "Qualitative Inquiry and Research Design: Choosing Among Five Designs". In Hossein Hashemnezhad. "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 55

[67] N. K. Denzin & Y. S. Lincoln. "Introduction: Entering the Field of Qualitative Reasearch". In Hossein Hashemnezhad. "Qualitative Content Analysis Research: A Review Article". *Journal of ELT and Applied Linguistics (JELTAL)*. Vol. 3 Issue – 1, March 2015, 55

[68] Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publication, 1994), 12.

[69] Ibid., p.11

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structure. There are three components of rhetorical structure. That three components are orientation, series of events and re-orientation. Then, after obtaining the data, the researcher categorized recount texts into three components of rhetorical structure. After doing that, the researcher displayed them in the form of percentages. The percentages used to tell the number of sentences that is used in each components of rhetorical structure.

The formula of the percentage is as follow:

$$\text{Result} = \frac{\text{The number of sentence of each component}}{\text{The number of all of the sentence in the text}} \times 100$$

3. Conclusion

The last step in analyzing the data according to Miles and Huberman was conclusion. In this step, the researcher makes the conclusion to answer the research question based on the data on the finding.

F. Checking Validity of Finding

The researcher will use triangulation technique in this study. Triangulation technique is using two methods to collect data. In this study, the researcher use interview and documents to collect data. Angen stated that in qualitative research, the triangulatin technique is used to guarantee that the data of the research is rich, robust, comprehensive and well developed.[70] Cresswell also added that using multiple methods are needed to get deeper understanding on the topic, because using only a single method can never adequetely shed light on a phenomenon. [71]

[70] M. J. Angen, "Evaluating Interpretive Inquiry: Reviewing The Validity Debate and Opening The Dialogue". *Qualitative Health Research*. Vol. 10 Issue. 3, May 1, 2000, 379

[71] Creswell, J.W. *Qualitative Inquiry and Research Design: Choosing Among Five Tradition* (London: Sage Publication, 1998), 57.

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BAB IV
FINDING AND DISCUSSION

This chapter presents the result of the research to answer the problem statement in this research; what are the rhetorical structure of English recount text by 8th grade students of SMPN30 Surabaya. The completed discussions are described below:

A. Research Finding

The aim of this study is to describe the rethorical structure that contains within recount texts that written by 8th grade students of SMPN30 Surabaya. The analysis on the recount texts is done using Emi Emilia theory on rhetorical structure. Rhetorical structure contains of three components. Those three components are orientation, series of events and re-orientation. There are two methods that used in this study to collect data. The first method is interview. The interview here is conducted to the English teacher. The second method is documents. The documents here are the students' work and in the form of recount text.

1. Result of Interview

The interview is conducted before the researcher collect the recount texts documents. It is conducted to collect the informations about the students' skill and their weakness in English lesson especially written skill. It is also in order to make the researcher gets to know the students' written skill before analyzing the data. It is to convenience the researcher in analyzing the data.

There are six questions being asked by the researcher to the teacher. These questions are:

a. What are the students' skills in learning English language?

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b. How far is the students' ability on writing using English language?

c. In general, what is the students' difficulty on writing using English language?

d. After the learning section, can the students write their own recount text?

e. What difficulty faced by the students while writing recount texts?

From the interview, the data show that the students' skill is average. This is as stated by the teacher "the students' skills in English is still average, they still need to be guided when learning". Then the teacher detailed it on the respons of the second question. The teacher stated, "the students' writing still need improvement because there are many grammatical error in their writing". For the third question, it is about the difficulty faced by students on writing. The difficulty is in the construction of idea. The teacher said, "the difficulty is as mention before, but i will add another difficulty faced by the students. That difficulty is when constructing the idea, the students need longer time than the time allocated. It is time consuming". In the fourth question, the teacher said that they can. The teacher further statement, "the students can make their own recount text after the learning section. But the lesson in the learning section need to be taught more than one time to get them understand the lesson well". The last question is about the difficulty faced by students in writing recount texts. The teacher stated that the difficulty faced by the students is in their grammatical error and text's structure. The teacher stated, "the students' difficulty in writing recount text is when organizing the text. They also often make error on their grammar". The last question

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2. Result of Recount Text

As mention before that the aim of this study is to describe the rhetorical structure on recount texts that written by eighth grade students. After doing the analysis, the researcher find the result as follow;

Table 2
Result of Analysis

Text Code	Orientation	Series of Event	Re-Orientation
RT-01	✓	✓	✓
RT-02	✓	✓	✓
RT-03	✓	✓	✓
RT-04	✓	✓	✓
RT-05	✓	✓	-
RT-06	✓	✓	-
RT-07	✓	✓	✓
RT-08	✓	✓	✓
RT-09	✓	✓	-
RT-10	✓	✓	✓
RT-11	✓	✓	✓
RT-12	-	✓	-
RT-13	✓	✓	✓

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RT-14	✓	✓	✓
RT-15	✓	✓	-
RT-16	✓	✓	✓
RT-17	✓	✓	✓
RT-18	✓	✓	-
RT-19	✓	✓	✓
RT-20	✓	✓	✓
RT-21	✓	✓	✓
RT-22	✓	✓	✓
RT-23	✓	✓	✓
RT-24	✓	✓	✓
RT-25	✓	✓	✓
RT-26	✓	✓	✓
RT-27	✓	✓	✓
RT-28	✓	✓	✓
RT-29	✓	✓	✓
RT-30	✓	✓	-
RT-31	-	✓	-
RT-32	✓	✓	✓

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RT-33	✓	✓	-
RT-34	✓	✓	-
RT-35	✓	✓	✓
RT-36	✓	✓	✓
RT-37	✓	✓	✓
RT-38	✓	✓	-

Based on the table above we can conclude that many students could write a complete recount text which contained all of rhetorical structure components. But, some of them did not write down all of the components of rhetorical structure. Like in the RT-12, the student did not include orientation aspect in her writing. There were two students that did not write the orientation aspect on their writing, it was in the RT-12 and in RT-30. Actually it is still accepteble because it was not change the purpose of text itself. Whereas in the re-orientation, there were eleven students that did not write it on their writing. It is much lower than the orientation aspect because more than ten students did it. It is equal with a quarter of student population in class. But it still consider good because it is not reach half of students population. While in the series of events, the students wrote a complete structure of recount text which contained all of the three components of rhetorical structure.

The recount text written in the RT-12 was not in a complete structure organization of rhetorical structure. It lacked two components of rhetorical structure, namely orientation and re-orientation. It is the same as RT-31. In the RT-31, the orientation and re-orientation were not written on the text. From 38 recount texts, those two are the only texts that did not include orientation aspect on its texts. It is also the only texts that did not include both orientation and re-orientation in the texts. If change to percentage, it showed that 95% texts

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contained orientation and 5% texts did not contain orientation within it.

As for the re-orientation of rhetorical structure, it show that not all the texts contained this component within it. From the table, it show that there were eleven texts that did not contain re-orientation aspect within it. And there were twenty seven texts that contained it. If change to percentage, it showed that 71% texts contained re-orientation and 29%texts did not contain re-orientation.

In the following data presentation, the data that being analyzed is in the form of the total number of each sentences contained within the text, not the the total number of paragraph. In the texts, the overall number of sentences that used by the students to wrtite their texts were different for each students. It varied for each texts. Some texts were only written in eleven sentences, while the other contained seventeen sentences. For example, RT-25 contained fourteen sentences while RT-12 contained eleven sentences. The lowest number of sentence that used in the texts was seven numbers, while highest sentence that used was twenty six sentences. The following table describes the number of sentences that used in the texts. It discribes the total of sentences in each components of rhetocrical structure in percentage way.

Table 3
Result of Analysis

Text Code	Orientation (%)	Series of Events (%)	Re-orientation (%)	Total (%)
RT-01	12.5	75	12.5	100

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RT-02	12.5	83.5	4.2	100
RT-03	15	77	8	100
RT-04	13.3	73.3	13.3	100
RT-05	14	86	0	100
RT-06	4	96	0	100
RT-07	12	76	12	100
RT-08	8.3	83.3	8.3	100
RT-09	11	89	0	100
RT-10	11	84	5	100

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RT-11	10	70	20	100
RT-12	0	100	0	100
RT-13	9	82	9	100
RT-14	9	82	9	100
RT-15	43	57	0	100
RT-16	18	73	9	100
RT-17	14	72	14	100
RT-18	11	89	0	100
RT-19	25	58	17	100

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RT-20	8.3	83.3	8.3	100
RT-21	10	80	10	100
RT-22	33.3	58.3	8.3	100
RT-23	37.5	50	12.5	100
RT-24	8	77	15	100
RT-25	21.4	71.4	7.1	100
RT-26	12	76	12	100
RT-27	25	58	17	100
RT-28	31	63	6	100

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RT-29	40	50	10	100
RT-30	25	75	0	100
RT-31	0	100	0	100
RT-32	10	70	20	100
RT-33	14	86	0	100
RT-34	8	92	0	100
RT-35	18	73	9	100
RT-36	9	82	9	100
RT-37	20	60	20	100

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RT-38	8	92	0	100

Based on the table above, it can be seen that the number of sentences in the series of events are higher one among the three part than the number of sentences in the orientation and in the re-orientation. The number of sentences in orientation is much lower than in the series of events. It may happen because in the series of events, it tells about the events that told in the text. It can also be said that series of events is the main focus of recount text. Emi Emilia also stated that the focus of recount text is to tell the series of events.[72] While in the re-orientation, the result of it is much lower than the other two. In some texts, the students even not include the re-orientation part on their texts. It may happens because in the recount texts the re-orientation aspect is optional. Then, they chose not to write it.

The following chart is the analyzation of the total number of each sentences that contained within each component of rhetorical structure in the the recount texts that being analyzed.

[72] Emi Emilia. *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 75.

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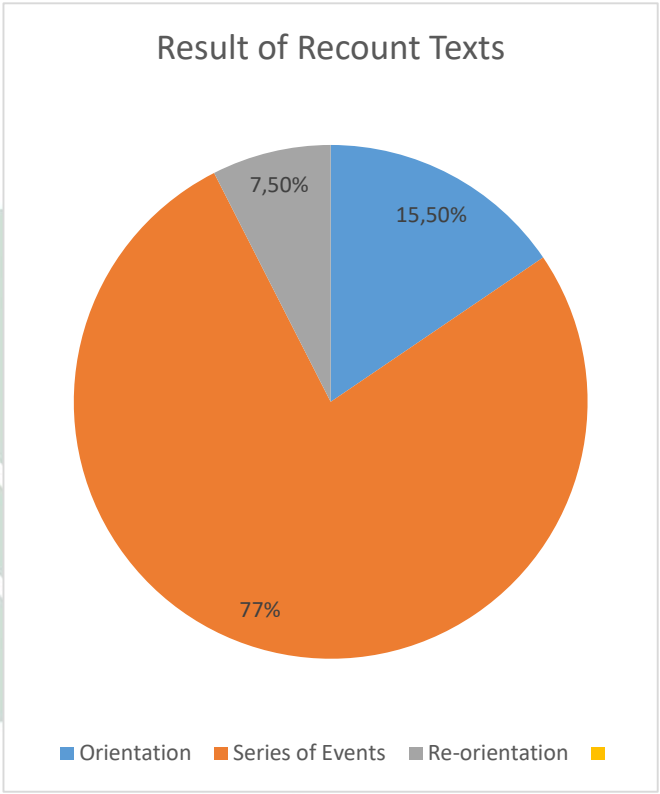
Chart 1
Result of Recount Texts



Based on the chart above, it can be concluded that the number of sentences that used in making recount text is more dominant in the series of events aspect. Whereas in orientation and re-orientation, it is too little just as mentioned above.

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B. Discussion

From the finding explained above, it can be seen that students can mak e a text about their experience in the past. As accordance to Peter statement "Recount text is a text used to retell events or experiences that happened in the past".[73] From the recount texts, it can be seen that the students how to write recount texts well. Their texts have already shown that it is to inform the reader about the events in the past. As the statement of Siahaan and Shinoda about "Recount text is to inform or entertain the readers".[74]

By recount text findings of the students, the students had known about the generic structure when they made the recount text. As statement of Emi Emilia "Recount text has several elements, and the generic structure is orientation, event and reorientation".[75] They made recount text correctly based on the generic structure.

For rhetorical structure, the researcher found that all recount text fulfilled the generic structure, which if taken from Derewianka opinion, must fulfill three elements to become perfect recount text, the three elements are orientation, series of event and re-orientation.[76] All the recount texts that were used as the object of research, all of them have met these criteria.

We take the example from RT-01, the orientation for this text lies in the first paragraph that is *yesterday my family went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals*. It was adopted from R.A Miranti that orientation contains the background of the story that is easy to understand by the reader.[77] From these sentences, it can be

[73] Peter Knapp, *Genre, Text annd Grammar* (Sydney: Universityof new South Wales, 2005), 224.
[74] M. Macken – Horarik. " Something to Shoot for". In John, A. M (Ed.). *Genre in the Classroom*. (Mahwa, New Jersey: Lawrence Erlbaum Associates, 2002), 21.
[75] Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru* (Bandung: Rizqy Press, 2011), 74-98.
[76] Derewianka Beverly. *Exploring How Text Work* (Newtown: PETA, 1990),145.
[77] Ibid.,

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seen that the first paragraph is an orientation because the first paragraph describes the time of departure, with whom the trip is carried out and the situation during the trip.

The Re-orientation for this text lies in the third paragraph, i.e. *in the afternoon we saw some animals being fed. When we returned home we were very tired but happy because we had so much fun*. As the Miranti statement that reorientation contained the necessary information that end or summarize the story, it can be in the form of speculation of something that possibly will hapen in the future.[78] This third paragraph becomes a re-orientation because it contains the endings of the text and the conclusions of the text. It also contains the writer's feeling about the trip.

[78] Ibid.,

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BAB V
CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the researcher will be presented as follow:

A. Conclusion

The aim of this study is to describe the rhetorical structure that contains within recount text. And the rhetorical structure itself includes three aspects. Those three are orientation, series of events and re-orientation. Then, based on the analyzed data the researcher infers conclusion that in the texts, not all the components of rhetorical structure were written on the text. Some texts did not include orientation within it. Some other did not include re-orientation. And there was also texts that did not include both orientation and re-orientation. But, there were no texts that did not include series of events in the texts. The number of texts that did not include orientation were two texts. While the texts that did not include re-orientation were eleven texts. And the texts that did not include both orientation and re-orientation were two texts. As for series of events, there were none. It can also be state in percentage as, there were 5% texts that did not contain orientation, 29% texts did not contain re-orientation and 5% texts did not contain both orientation and re-orientation. Based on the percentage it can be conclude that the texts are already good but still need some improvement in re-orientation aspect.

B. Suggestion

Based on the conclusion above, the researcher proposes the following suggestion to the teacher, student and the other researchers who are interested in studying writing recount text as follow:

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1. To the Teachers:

   a. The teacher can use this research as consideration when making lesson plan about recount text.

   b. The teacher should empasize more on the re-orientation aspect of rhetorical structure when teaching recount text.

2. To the Students

   a. They have to study more in writing recount text.

   b. They have to face the generic structure of recount text correctly and studies more improve ability in writing recount text.

3. To other Researchers

   This research is based on the analysis of rhetorical structure of recount text, so that this research paper can be useful as the starting point to investigate the topic more thoroughly.

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