

**Students' Progress in Writing a Recount Genre;  
A Case Study at One of Junior High Schools in Tembilahan, Riau Province**

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**Abstract**

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The competency-based curriculum stated that they must enable to communicate in English with each other, both spoken and written, by using an appropriate variety of languages within transactional and monologue in some genres. This study explored they' progress in writing a recount genre and what teaching and learning activities might lead to their progress. It was qualitative. The participants were the eighth-grade students and one teacher at one junior high school in Tembilahan, Riau Province. To gain valid data, it employed triangulation of data collection methods in terms of students' texts, classroom observation, and interview. The data were analyzed qualitatively and quantitatively calculations. The analysis of they' writing showed that they enabled to create a recount text with appropriate schematic structure and linguistic features. Then, they also applied good thematic structure to the joint construction text and final text. Classroom observation data showed that they improved their attitude toward writing activities from the first meeting to the sixth one. Also, the interview with the teacher showed that they made meaningful progress. The teacher also said that they used more appropriate English expressions. It also revealed that the teacher employed a genre-based approach that involved BKOF, MOT, JCOT, and ICOT stages. And the teaching and learning activities that lead to they' progress in the Recount genre are the activities in BKOF, MOT, and JCOT. Those are expected to provide information on the actual condition of teaching and learning activities in writing a recount. They may also become useful sources for English teachers to investigate students' progress and to provide informative input for other researchers who intend to conduct research in the same field with a certain interest.

**Kata Kunci:**

*Menulis,  
Teks Recount.*

**Abstrak**

Kurikulum berbasis kompetensi menyatakan bahwa siswa harus mampu berkomunikasi dalam bahasa Inggris dengan satu sama lain, baik lisan maupun tertulis, dengan menggunakan berbagai bahasa yang sesuai dalam transaksional dan monolog dalam beberapa genre. Studi ini mengeksplorasi kemajuan siswa dalam menulis genre recount dan kegiatan pengajaran dan belajar apa yang dapat mengarah pada kemajuan mereka. Itu adalah kualitas. Para peserta adalah siswa kelas delapan dan seorang guru di satu sekolah menengah di Tembilahan, Provinsi Riau. Untuk mendapatkan data yang valid, ia menggunakan triangulasi metode pengumpulan data dalam hal teks siswa, pengamatan kelas, dan wawancara. Data dianalisis secara kualitatif dan kuantitatif perhitungan. Analisis penulisan siswa menunjukkan bahwa mereka memungkinkan untuk membuat teks recount dengan struktur skema dan fitur linguistik yang tepat. Kemudian, mereka juga menerapkan struktur tematik yang baik pada teks konstruksi bersama dan teks akhir. Data pengamatan kelas menunjukkan bahwa mereka meningkatkan sikap mereka terhadap kegiatan menulis dari pertemuan pertama hingga pertemuan keenam. Juga, wawancara dengan guru menunjukkan bahwa mereka telah membuat kemajuan yang berarti. Guru juga mengatakan bahwa mereka menggunakan ekspresi bahasa Inggris yang lebih tepat. Hal ini juga mengungkapkan bahwa guru menggunakan pendekatan berbasis genre yang melibatkan tahap BKOF, MOT, JCOT, dan ICOT. Dan kegiatan pengajaran dan pembelajaran yang mengarah pada kemajuan siswa dalam genre Recount adalah kegiatan di BKOF, MOT, dan JCOT. Mereka diharapkan untuk memberikan informasi tentang kondisi aktual kegiatan pengajaran dan belajar dengan menulis recount. Mereka juga dapat menjadi sumber yang berguna bagi guru bahasa Inggris untuk menyelidiki kemajuan siswa dan untuk memberikan masukan informatif bagi peneliti lain yang berniat melakukan penelitian di bidang yang sama dengan minat tertentu.

## **INTRODUCTION**

The goal of English teaching in Indonesia, as stated in competence-based curriculum (Depdiknas, 2003: 7) that is students enable to communicate in English with each other, both in spoken and written languages by using appropriate variety of language within transactional and monolog discourse, including Descriptive, Narrative, Recount, Report, and Anecdote text. However, communication in written language is difficult for students and even for teachers (Alwasilah, 2007).

Further, Alwasilah (2007: 24) states that writing skill must be taught in the classroom through practice of writing but many teachers tend to lecture the students by giving theories of writing. Thus, writing skill is difficult to be mastered by them. In order to master writing skills, teacher has important role in teaching writing. Barret (1997) explains that there is no writing process that will work for all students in all writing situations. Therefore, he stated that an effective writing teacher is a co-writer, collaborator, coach, facilitator, rather than a lecturer. If the teacher involves collaboratively with them during writing process, they will be motivated to explore the skills required in writing and they feel more comfortable to express ideas, feeling, and thought into form of writing. Further, the teachers are expected not only to collaborate with students in giving guidance, but also to make a joyful activity during writing process to increase students' motivation to write.

To facilitate the teaching of writing skill, the Competence Based Curriculum suggests the implementation of Genre Based Approach in teaching and learning English, involving some stages such as: Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction. Those stages are expected to be effective in teaching writing since many kinds of texts must be taught to them, one of which is recount.

Through writing a Recount, students are able to write their past experiences in chronological order. This is in line with the suggestion from Callaghan and Rothery (1988: 53) who state that when we write a Recount, we can tell the events in temporal sequence for the purpose of giving information or entertaining.

According to Derewianka (2004: 15) Recount is often written in the form of journal, diary, personal letter, autobiography, report of a journey, news report, police report and historical account.

It is important to know that at SMP level students are not expected to write in written style of English (Agustien, 2005: 1). They can write, for example, a Recount text using spoken English written down. In other words, it would be acceptable as long as they can produce simple grammatical sentences and well organized text. The teaching and learning activities also influence they' writing skill. Thus, it is also important to see teaching and learning activities occurred in the classroom to help they develop their writing skill. This leads to a question about the progress that they make in their writing skill.

Therefore, this study explored they' progress in writing a Recount genre seen from schematic structure and linguistic features of they' texts. It also investigates the teaching and learning activities potentially lead to they' progress in writing a Recount genre.

## **METHOD**

This study was qualitative research. The participants were the 8<sup>th</sup> grade students and one English teacher at one of Junior High Schools in Tembilahan, Riau Province. To gain valid data the study employs triangulation of data collection method in terms of students' texts, classroom observation, and interview. The data were analyzed qualitatively with the help of some quantitative calculation. First, data from students' texts were analyzed qualitatively to identify their schematic structure and thematic structure, and they were also analyzed quantitatively in terms of frequency and percentage to see the tendency of linguistic feature occurrences in their texts. Next, data from classroom observations were summarized and classified. Next, data from interviews were summarized and classified according to the relevant with the research questions. Finally, data from the three resources were synthesized to answer the research questions.

## **FINDING AND DISCUSSION**

### **1. Students' progress in writing a Recount genre**

#### **1.1. Evidence from Students' Text**

They' texts were analyzed by focusing on the schematic structures and linguistic features. The analysis was done to see they' progress in writing the recount genre. There were seven texts being analyzed: three were taken from first texts, one from Joint Construction text, and three from the final text. These texts were written a student coming from highest group which were identified as S1, by a student coming from the middle group identified as S2, and from a student from the lowest group identified as S3.

##### **1.1.1. Analysis of Schematic Structures**

In terms of the schematic structures, a recount text should follow the following stages: *orientation, events, and reorientation* (see, Gerot and Wignell, 1995: 194). They have made three recount texts which were produced in the first text, the joint construction text, and the final text (independent construction text). Each text will be discussed as follows.

##### **Text. 1 (written by S1)**

##### **Title: Celebrating Birthday in Roy Lestari**

**Statistics: 105 words, 3 Paragraphs, 16 Clauses**

##### **Orientation:**

*Three months ago, I celebrated my birthday. I invited my friends, they were Handoko, Niki, and Tarmizi in a restaurant. That restaurant name was Roy Lestari.*

##### **Events:**

*I and Handoko ordered rice boiled in coconut milk and tea bottle sosro. Niki and Tarmizi ordered burnt chicken and tea bottle sosro too. When we ate, Tarmizi was hot, then he ordered tea bottle sosro again. We laughed to see his face. Ehm...that food was very delicious. We felt want to eat again. Then, I payed that foods, in fact that foods were enough expensive, after that, we went to home each other.*

##### **Reorientation:**

*I felt very full.*

Text. 1 was written in one sitting after two sessions of teaching and learning processes because it was an assignment given by the teacher in that day. It was written by S1, a student from the highest group. The purpose of this text is to tell

the reader about his experience in celebrating his birthday. This is in line with the social function of a recount genre, i.e., “to retell events for the purpose of informing (Callaghan and Rothery, 1988: 53) or entertaining the audiences.

In terms of schematic structures, this text has followed the stages of a recount genre suggested by experts (Feez and Joyce, 1988: 5), namely the *orientation*, *events*, and *reorientation*. Therefore, the student has met the criteria of a recount genre, all at once.

In the *orientation* stage, this text presents the background information about celebrating birthday. In this case, the writer tells who was involved (the writer and his friends: Handoko, Niki, and Tarmizi), where it happened (in a restaurant named “Roy Lestari”), and when it happened: three months ago (see, Anderson, 1997: 50).

With regard to the *series of events*, this writer tells the events of celebrating the birthday, consisting of information about what they did in the restaurant: ordering meal and drink, eating and drinking, paying the meal and drink, and then going home (see, Feez and Joyce, 2000: 62). In the *reorientation* stage, the writer presents a conclusion by giving a personal comment on the incident in order to express his/ her feeling: he felt very full (see, Derewianka, 1990: 15).

If the text is seen from thematic development, the cohesion of the text can be found in orientation stage. Meanwhile, in event stage, this text shows lack of cohesion. This means that although the student is able to apply appropriate schematic structure, but his text is not able to be categorized as cohesive text yet. This can be seen in the following sentences:

<u>I and Handoko</u>	<u>ordered rice boiled</u> .....
Theme 1	Rheme 1

<u>Niki and Tarmizi</u>	<u>ordered burnt chicken</u> .....
Theme 2	Rheme 2

<u>When we eat,</u>	<u>Tarmizi was hot</u>
Theme 3	Rheme 3

From the text's pattern, it can be seen that the text fails to produce the 'old' and 'new' information. According to Halliday (1985 cited in Eggins, 1994: 275) a paragraph can be developed easily by using the phrase 'old information' for Theme and 'new information' for Rheme. And also the phrase of *I and Handoko* sounds a little disturbing. To solve this problem, it will be better if the two sentences are joined in one sentence by using conjunctions such as: and, meanwhile, etc. The sentence, then, will be:

*Handoko and I ordered rice boiled.....and Niki and Tarmizi ordered burn chicken.....*

**Text 2 (written by S2)**

**Total of 75 words, 3 Paragraphs, 10 Clauses**

**Title: Dinner in Buddhist Monastery**

**Orientation:**

*Last year, my best friend continued her school in Singapore. Her name is Tiny. She is smart, kind, and helpful.*

**Events:**

*Before she went to Singapore, I and my other friends made a dinner in Buddhist Monastery for her. After dinner, we played riddle, strolled, and we used a camera to take photographs for moments.*

**Reorientation:**

*At the day, although I felt happy, but I also felt sad, because my best friend will went to Singapore.*

Text 2 was also written in one sitting. It was written by S2, a student from the middle group. The purpose of this text is to tell a particular incident when the writer had dinner with some friends (see, Feez and Joyce, 1998: 4). This text has also fulfilled the criteria of a Recount genre, that is, this text contains the orientation, events, and reorientation stages (see, Gerot and Wignell, 1994: 194). The schematic structure of the text is elaborated below.

In the Orientation stage, the writer introduces the participants (the writer and friends). In the stage of *series of events*, the writer retells the incidents in order (Anderson, 1997: 50) in which they happened. This is indicated by series of events in the text about a dinner in a farewell party (they had dinner, played riddle, strolled, and took photographs). In the Reorientation stage the writer made a concluding paragraph (Anderson, 1997: 50). This text was concluded by the



writer's feeling after dinner in Buddhist Monastery (he/ she felt happy but also sad because they had to stay apart).

From the text, it can be seen that the student had followed the stages as proposed by schematic structure of Recount genre. This text can be categorized as good text. However, it should be noted that the words "will went" in the last sentence should sound a little disturbing. This might be because of students' carelessness.

Referring to the thematic structure theory, this text can be categorized as cohesive text. It follows the zig-zag thematic progression. In zig-zag pattern, an element which is introduced in the **Rheme** in clause 1 gets promoted to become the **Theme** of clause 2 (Halliday, 1985 cited in Eggins, 1994: 303).

This can be assumed that this student shows her awareness of understanding not only in schematic structure, but also in cohesiveness of constructing a text. This can be seen from the following example:

Last year,      my friend continued her school in Singapore.  
Theme 1      Rheme 1

Her name              is Tiny  
Theme 2=Rheme 1      Rheme 2

She                      is smart, kind, and helpful  
Theme 3=Rheme 2      Rheme 3

### **Text 3 (written by S3)**

#### **Title: Having Dinner**

**Statistics: 124 words, 3 Paragraph, 15 Clauses**

#### **Orientation:**

*My family and I had dinner last week in a restaurant.*

#### **Events:**

*My father ordered a plate of fried rice. My mother ordered a plate of fried noodles. My brother ordered a plate of fried rice. My sister ordered a plate of fried\_noodles. And I myself ordered a plate of fried rice. Then, we ordered the drink. My father ordered a glass of orange juice. My mother ordered a glass of orange juice. My brother ordered a glass of longan juice. My sister ordered a glass of longan juice. And I myself ordered a glass of longan juice. After we ordered all of foods and drink, we enjoyed together.*

#### **Reorientation:**

*We had spent so much money for all of food and drink.*



Like text 1 and text 2, this text was also written in one shot for the same reason: this was an assignment given by the teacher on that day. It was written by S3, a student from the lowest group in this study. The purpose of this text is to inform the reader about past events in having dinner. It is to tell what happened (Derewianka, 1990:15) in chronological sequence.

The schematic structure of this text has fulfilled the criteria of a recount genre. It consisted of orientation, events, and reorientation as the essentials elements of a Recount genre. In the orientation stage the writer tells the readers the background information about the participants (the writer and his/ her family), time (last week), and place (in a restaurant) which involved in the text “Having Dinner” (Anderson, 1997: 50). In the stage of events the writer displays series of events in having dinner (see, Derewianka, 1990: 15). It is ordered in chronological sequence (ordered foods and drink and enjoyed them). In the reorientation part the writer concludes the events by telling his/ her personal comment about having dinner with his family: they spent much money. (Derewianka,1990: 5).

Even though they had followed the schematic structure correctly, the student constructed monotonous action verb. In this case, the writer used the same words (the word “ordered”) many times in the “events” stage. This means that the text could be categorized as a poor text because its sentences were monotonous. Thus, this can be translated that the student had lack of vocabulary, so that he cannot construct the various sentences.

Based on the thematic development, this text doesn’t seem to be cohesive. It can be seen from the sentences as follows:

<u>My father</u> Theme 1	<u>ordered a plate of fried rice.</u> Rheme 1
<u>My mother</u> Theme 2	<u>ordered a plate of fried noodle</u> Rheme 2
<u>My brother</u> Theme 3	<u>ordered a plate of fried rice.</u> Rheme 3

This means that although the student shows his awareness in applying good schematic structure, but he cannot construct the cohesive paragraph yet.

### **1.1.2 Joint Construction Text**

**Text 4 (written by S1, S2, and S3)**

**Title: A trip to Sialang village:**

**Statistics: 93 words, 3 Paragraphs, 14 Clauses**

**Orientation:**

*Last month, my classmate and I went to Sialang village.*

**Events:**

*We went there by truck. We arrived there at 09.30. Then, we walked about two kilometers happily. We saw many things at there such as: coconut trees, banana trees, and beautiful scenery. After that, we saw the people how to make palm sugar. It was very interesting. When the lunch time, we sat in the bridge and ate our meal together. Before we came back, we took a picture together near orange trees.*

**Reorientation:**

*We felt that our experience in Sialang Village was very interesting.*

This text was written collaboratively in the fourth meetings. It was written by S1, S2, and S3. Actually this text had been written in session three, but the teacher decided to ask them to rewrite it at session four because it needed revision in terms of word choices and appropriate expressions (see: appendix 2 after session four). In this occasion, the teacher provided some alternative English expressions with appropriate ones with the topic that students wrote.

Regarding the schematic structure of this text, it has fulfilled the requirements of criteria in a Recount genre; it can be seen in the following explanation about the stages in the text, "A Trip to Sialang Village".

The orientation stage gives the reader the background information to understand the text (Derewianka, 1990: 50). It is about the participants (the writers and their classmates), the time (last month) and where the events happened (a trip to Sialang village). The events stage displays series of events about several activities in a trip to Sialang village; they are arranged in the order in which they happened (Anderson: 1997: 50). In this case, the events started with the participants went to Sialang village, walked and saw many things, ate their meal, and took photographs. The reorientation part concludes the events by giving a

personal comment (Derewianka, 1990: 50) about the writer's feeling on the trip (the trip was interesting).

This text shows students' good control not only schematic structure, but also thematic development. The thematic progression of a text can be seen in this text. It uses re-iteration pattern. Theme re-iteration pattern means that the sentences have the same participant in order to make the text a clear focus (Halliday 1985 in Eggin, 1994: 303). This pattern can be recognized in the following sentences:

<u>We</u>	<u>went there by truck.</u>
Theme 1	Rheme 1
<u>We</u>	<u>arrived there at 9.30.</u>
Theme 1	Rheme 2
<u>We</u>	<u>saw many things at there</u>
Theme 1	Rheme 3

### **1.1.3 Final Text**

**Text 5 (written by S1)**

**Title: Holiday in Jambi**

**Statistics: 220 words, 4 Paragraphs, 28 Clauses**

**Orientation:**

*Last holiday, my friends and I went to Jambi.*

**Events:**

*We felt happy because we could enjoy our holiday. We went at seven o'clock in the morning and arrived at three o'clock in the afternoon. After arriving, we went to my grandmother's house for spending the night. I was very happy because for along time I didn't meet my grandmother and my grand father. Next day, we went to a mall to buy sport shoes and clothes. Next, we wanted to swim and we didn't know where we could swim. Then, I called my friends in Jambi to accompany us to go to swimming pool in this town. At there, we jumped down to that swimming pool. Wow, that water was very cold as ice liquid. We felt very cold.*

*After that, we asked to my friends to see their school. Wow... their school was very good. It had large basketball square and it had glory building. We felt to want school at there. Then, we went to a restaurant to eat. Next, we went home to my grand mother's house and we didn't forget to say thank you very much to them. Two days again, we said good bye to my grand mother and grand father and we also didn't forget to say thank you very much to them.*

**Reorientation:**

*Finally, we felt happy and satisfied with our holiday and we came back to Tembilahan.*

As outlined above that the text 5 was written in one sitting. It was written by S1, a student from the highest group. Concerning the schematic structure of this text, it has fulfilled the requirements of a recount genre. It has the orientation, record of events, and reorientation (Callaghan and Rothery, 1988: 50), and they are presented below:

In the orientation stage the writer tells the reader about what happened, who was involved, when and where it happened (Anderson, 1997: 50) about the text "Holiday in Jambi". The next stage, the record of events presents some activities in a holiday in Jambi, it tells what happened (Gerot and Wignell, 1994: 194) in what sequence. In the last part, the reorientation stage, the text is closed by writer's comment (Derewianka, 1990: 15) about his feeling in a holiday in Jambi.

From this text, this student makes progress not only in understanding good schematic structure, but also good thematic structure in order to construct the text coherently. Concerning the thematic structure of this text, it used re-iteration and zig-zag thematic progression. This thematic progression is found in the following sentences.

<u>We</u>	<u>felt happy because we could enjoy our holiday.</u>
Theme 1	Rheme 1

<u>We</u>	<u>went at seven o'clock... and arrived at three o'clock...</u>
Theme 1	Rheme 2

<u>After arriving,</u>	<u>we went to my grandmother's house.....</u>
Theme 2=Rheme2	Rheme 3

#### **Text 6 (written by S2)**

**Title: Cooking Fried Chicken**

**Statistics: 88 words, 3 Paragraphs, 12 Clauses**

#### **Orientation:**

*Last month, we had a holiday. In the holiday, I learned to cook fried chicken with my mother.*

#### **Events:**

*Before I learned, we went to the market to buy the material and seasoning for cooking fried chicken. In the market, I looked many people bought fish, chicken, vegetable, etc. After we bought the material and seasoning, we went home. Then, when we arrived home, my mother taught me how to cook fried chicken. After training someday, finally I could cook fried chicken.*

#### **Reorientation:**

*This holiday, I was very happy.*

This text was written by S2, a student from the middle group. The purpose of this text is to tell the readers about her experience in learning to cook fried chicken. This is similar with the social function of a recount genre as described by Callaghan and Rothery that to retell events for the purpose of informing or entertaining (1988, 53). Concerning the schematic structure of this text, it has fulfilled the requirements of a recount text. It has followed the stages of orientation, record of events, and reorientation (Feez and Joyce, 1988: 4) as described below.

The orientation part tells information about the participants (the writer) and when the events happened (last month) and the events that the writer was going to tell about (learning to cook). This is in line with what Derewianka (1990: 15) says about the function of an orientation stage in a recount genre. The events stage displays the series of events in a logical time sequence to the readers (Feez and Joyce, 1988: 5). In this case, the writer tells information about his/ her activities in learning to cook fried chicken in holiday. In the reorientation stage the writer made a conclusion by telling a personal comment (Derewianka, 1990: 15) on the incident of cooking fried chicken (she was happy).

Therefore, this text is not only good in schematic structure, but also in thematic development. This means that student makes meaningful progress in constructing coherent text. This text uses the zig-zag pattern as describing in the following example:

Last month

Theme 1

we had holiday.

Rheme 1

In the holiday,

Theme 2=Rheme 1

I learned to cook fried chicken .....

Rheme 2

Before I learned

Theme 3= Rheme 2

we went to the market to buy.....

Rheme 3

**Text 7 (written by S3)**

**Title:** Holiday in Pekanbaru

**Statistics:** 123 words, 3 Paragraphs, 11 Clauses

**Orientation:**

*Last holiday, I went to Pekanbaru for a week. Before that, I spend my holiday in Tembilahan for a week, because we had holiday.*

**Events:**

*I went to Pekanbaru by car. I spent my holiday with my family. There I went to SKA Mall, Matahari, and Ciputra Mall. First, I went to SKA Mall, then Matahari. In Matahari, I played timezone. After that I stayed at my house in Pekanbaru to take a rest. After arrived at my house, then I watch the television. At night I went to my uncle house. Then I had dinner there. Tomorrow morning, I had breakfast.*

**Reorientation:**

*For I were in Pekanbaru, I felt happy very much. Because I could together with my family had holiday*

This text was written by S3, a student from the lowest group. The purpose of this text is to retell the writer's experience in holiday with family. This is in line with the social function of a Recount genre, that is, to tell the events to inform or entertain (Gerot and Wignell, 1994: 194).

With regard to schematic structure of this text, it has fulfilled the requirements criteria of a Recount genre. It has followed stages of orientation, events, and reorientation as described as follow. The orientation stage provides settings (the location: in Tembilahan, Pekanbaru, and the time: last holiday) and introduces participants (the writer). In the next stage, that is the events, the writer presents series of the events happened in the holiday (went to Pekanbaru, visited some malls, played in Timezone, watched TV, had dinner, and had breakfast). In the last part, the reorientation stage, the writer made a concluding paragraph (Anderson, 1997: 50). In this case, the writer closed the text by expressing his/ her feeling on his holiday (the writer was happy).

Concerning the thematic structure, this text uses the re-iteration pattern as drawing in the following example:

*Last holiday,*  
Theme 1

*I went to Pekanbaru for a week.*  
Rheme 1

*Before that,*  
Theme 1

*I spent my holiday in Tembilahan for a week.*  
Rheme 2

It is important to note that this student has considerable progress in the final text. This can be compared that in the first text, his text categorized as “poor” text. It used the word “ordered” many times as action verb in constructing paragraph. Meanwhile, in the final text, this student is able to apply good schematic structure by using many kinds of action verbs (*went, spent, played, stayed, arrived, take a rest, watch, and had*) and he is also able to apply good thematic structure in order to construct coherent text.

In conclusion, the three students have applied appropriate schematic structure in writing recount text since the first texts to the final texts. This means that they have used maximally schematic structure in all texts. In addition, all students have meaningful progress in applying good thematic structure since in the joint constructing texts to the final texts. This shows their understanding of good control in constructing the coherent text.

#### **1.4. Synthesis**

Students’ progress in writing Recount genre can be seen since there is a mutual accord between the data from students’ texts, observation, and interview. All students’ texts show that they made progress in writing Recount texts by following appropriate schematic structure and linguistic features.

In terms of schematic structure, the data from students’ texts show that they have apply appropriate schematic structure in the first texts, joint construction texts, and final texts. In addition, the data from students’ texts also explain that all students’ texts have applied good thematic structure in joint construction text and final text. The data from interviews with the teacher show that they have applied good schematic structure in their first texts, joint construction texts, and final texts (see, appendix 2 after session 3, 4, and 6). This is also supported by the data from observation. Since they have learned the schematic structure of Recount genre, they become more active, confident, and comfortable during writing process in the classroom. In this case, they’ progress can not be seen clearly because they used appropriate schematic structure maximally since in their first texts.



In terms of linguistic features, the data from students' texts indicate that students' meaningful progress can be seen from the increasing of the existence of processes, circumstances of time and place, and temporal sequence from the first texts to the final texts. Students' progress in the joint construction text can not be seen because their writing might be influenced their friends. The data from interview with the teacher indicate that they have organized their text well, have used linking items, and have chosen various kinds of words choices (see appendix 2 after session 4). Further, the data from interview also indicate students' meaningful progress since the teacher said that students have used appropriate English expressions and linguistic feature, and that they made fewer punctuation and grammar mistakes (see, appendix 2 after session 4, 5, and 6).

The quality of the texts improves in line with the increasing of students' activities during teaching and learning process. This can be seen from observation data, during session 1 through session 6 students became more active, happier, more confident, and comfortable in writing a recount genre. In conclusion, they' meaningful progress can be seen from they' texts in terms of linguistic features and thematic structure.

## **2. Teaching and Learning Activities in Writing a Recount Genre**

### **2.1 Evidence from Observation**

At the beginning of the research, the teacher introduced the researcher to they. They looked happy and asked many questions to the researcher. Next, the teacher explained the grammatical pattern of simple past tense and gave some exercises such as finding past tense verb and creating the sentences in pairs. Finally, at the end of the lesson the teacher asked they to write a text using the sentences in the form of simple past tense. Because of limiting time they continued their writing in a diary as their homework.

Concerning the observation 1, it can be seen that teacher applied the stages of building knowledge of the field. She taught grammar and vocabulary that related to the linguistic features of recount text.

In observation II, the teacher chose one of students' texts which are decided to be the best one. This text became the model of a recount text and was written on the blackboard. Next, the teacher explained the schematic structures and social function of a recount text. To lead students' understanding about the schematic structures, the teacher asked them to find the orientation, events, and reorientation of some texts' model. At this session, they also wrote a recount text. There were three titles offered to them, they were: 1) Having Breakfast; 2) Having Lunch; and 3) Having Dinner. In this session, the researcher found that the teacher applied the modeling of the text stage. Besides that, the teacher also asked them to write individually.

In the first and second observations (1 and 2), it can be seen that the teacher used the technique of teaching writing through practicing writing. Unfortunately, the teacher didn't lead them to make a draft before they started writing. Whereas, writing is a process (Alwasilah, 2005) in which it needs training and exercising. It is better if the teacher leads them to write intensively under guidance in order to create a better final product.

In observation 3, the teaching learning process was focused on writing a recount text in group. The teacher guided them to discuss, make notes, and make a draft on a Recount text (see, appendix 1 observation 3). This is similar with the preparation for joint construction of a new text which includes some activities such as observation, research, note making, discussion, rehearsing, and role playing (Callaghan and Rothery, 1988). Before they started writing the teacher asked the topic that would be written. Thus, they decided to choose the topic about "A trip to Sialang Village".

Besides guiding them to write in group, the teacher also gave some guiding questions in order to make their text well organized. This is in line with Brown's description (2001: 346-347) on the principles of designing writing techniques, "to construct a good writing the teacher should lead them to have planning before they start writing, such as: focusing on main idea, drafting, and revising.

With respect to teaching and learning activities in observation IV, the researcher found some activities such as announcing the best text and read it in

front of the class. Then, the teacher also explained some expressions which are appropriate to be used in their texts (see, appendix 1 observation 4). The teacher gave some examples of expressions because according to her, the weaknesses of students' texts were found mostly on the word choices. In short, during observation 4 the researcher found teaching learning activities such as: publishing students' text, giving feedback, note making, rewriting the text in group, and editing the text before submitting. In other words, in observation 3 and 4, the teacher applied the joint construction stage.

Meanwhile, the teaching and learning activities in observation V were started by translating some Indonesian sentences into English expressions. After that, they wrote a Recount text individually. They chose the holiday activities as the theme of their text. In this session, the researcher saw that they work independently. There was no contribution from the teacher.

During the five times observation (1, 2, 3, 4, and 5), it can be seen that the teacher always asked them to write. It seemed that the teacher would have them exercise writing a lot. In terms of writing a lot, Gibbon (2002: 57) stated that "to develop students' writing skills, it needs lots of practice writing". Thus, it was concluded that the teacher tried to do a lot of training in writing in order to develop students' writing skills.

In the last observation, teaching learning activity was started by publishing a student's text by writing it on the blackboard, and then the teacher also reviewed the explanation of generic structures and social function, linguistic features of the text. Related to the linguistic features, the researcher found that the teacher didn't explain about linguistic features in the modeling cycle. This is not a big problem since teacher may prefer helping them discover the features by themselves through careful guidance and questions (Derewianka, 1990: 7-8). However, it is better for them to know more about the linguistic features of a text-type before they start writing. The observation data with regard to the teaching learning activities in writing a recount genre is summarized in Table 4.4.

Concerning the data from table 4.4, it can be concluded that the teacher applied the genre based approach in teaching recount genre. This can be seen

from the presence of the BKOF, JCOT, and ICOT stages in the teaching and learning process. The BKOF stage was done by explaining the simple past tense constructions, giving some appropriate English expressions, and translating some Indonesian expressions into English. The MOT stage was done by reading a recount text from the blackboard, explaining the schematic structures and social function of the text, and writing a recount text. The JCOT stage was done by group discussions, writing a recount text collaboratively, editing, and publishing. Finally, the ICOT stage was done by asking them to write a recount text individually.

Regarding teaching and learning activities as outlined above, the activities that lead to students' progress in writing a Recount genre were: 1). BKOF, because in this stage they learnt grammar, vocabulary, and appropriate English expressions. 2). MOT, because in modeling, they were introduced with the model of the text, social function, and schematic structure of a recount genre. 3). JCOT, because they were able to write collaboratively through group discussion.

## **2.2. Evidence from interview**

The data from interviews were gained from Interview with the teacher and also with students. Interviews with the teacher were done before classroom observation and after each session in teaching learning process. There are some reasons why interviews were conducted in this research. First, it was to confirm and/or to verify the data obtained from observations. Second, it was also aimed at exploring the reasons behind activities done by the subject. Last, it was expected that the data gained through observations could be made clearer by the presence of interview data.

At the beginning of the lesson, the teacher always did greetings and checked their presence by calling their names one by one or just asking students who were absent on the day (see appendix 2 after session 1). Therefore, she explained that she greeted them in order to inform her presence in the classroom. There were two reasons why she always checked students' presence: First, she

wanted to memorize students' names. Second, she showed that she cared of them (see appendix 2 after session 1).

To do with teaching preparation, the teacher said that all English teachers in this school designed the lesson plans together at the beginning of the semester. Further, she claimed that the lesson plan is very important as guidance in managing classroom activities (see, appendix 2A). Meanwhile, in teaching materials, teacher designed materials by using many resources such as: text books, newspapers, magazines, and students' work sheet. she designed the material with other English teachers in her school.

In order to support the success of writing a recount genre, the teacher applied a genre based approach by following some steps such as: building knowledge of the field, modeling of the text, joint construction, and independent construction (see appendix 2 after session 6) and she said that she applied these stages based on students' needs as can be seen in the following excerpts:

*#R: Why do you always asked they to write texts since the session 1 through the session 5?"*

*#T: I teach the written cycle now. I try to apply the stages of the BKOF, MOT, JCOT, and ICOT based on they' needs. I always ask they to write texts in each sessions, because I want to guide their writing to be a better final product.*

Concerning the activities in building knowledge of the field, the teacher explained the simple past tense using pictures, and giving some expressions related to the topic discussed (see appendix 2, after session 1 and 2). Further, the teacher claimed that they should understand about simple past tense before they start writing a Recount genre.

In terms of modeling text stage, the teacher presented some recount texts in the classroom. One of the models was written by a student (see appendix 2 after session 2). Then she explained the generic structures and social function of the text. When the researcher asked why she didn't explained about linguistic features in this stage, she answered that she explained it while publishing they' texts. It usually took place at the end of the sessions. Further, she stated that it was easy to understand the linguistic features of a text while analyzing students' text (see appendix 2 after session 6) as can be seen in the following excerpts:

*#R : I think it is better to explain the linguistic features at modeling stage. Why do you explain them at the end of the session of written cycle?*

*#T : I think they feel easy to understand the linguistic features while analyzing them from publishing text. They can identify the specific participant, material process, circumstances of time and place, past tense, and temporal sequences from their own texts.*

When applying joint construction stage, the teacher gave guiding questions before they wrote the text in group. She informed that guiding questions were given in order to make they' text well organized (see appendix 2 after session 3) as can be seen in the following excerpts:

*#R : Why do you give guiding questions before they start to write in group?*

*#T : Their last texts are not well organized. Thus, I decide to give guiding questions before they start writing.*

In this stage, the teacher tried to guide they to write a draft before they started writing. However, drafting is important to do because it is a strategy of getting start in writing process (Brown, 2001: 348) to put thoughts on paper (Volcano World online Education, 2004 cited in Duhita, 2005).

During joint construction stage, the teacher also gave some expressions related to the topic under discussion. She said that she found many mistakes in word choices and expressions (see appendix 2 after session 4) as can be seen in the following excerpt:

*#R : You distribute a paper to each students at the beginning of the lesson, what for is it??*

*#T: That is a copy of paper which contains the English expressions for holiday theme. I distribute it because I found the inappropriate English expressions in their texts.*

Additionally, she also did conferencing to revise students' texts before they were submitted. Further, she argued that she just revised to strengthen students' ideas in their writing. In other words, revising should be about shaping a message, improving ideas, and making the style snappier-not simply adding periods or checking spelling (Saddler, 2003).

In the last session, the teacher applied independent construction stage. In this stage, she asked them to translate some expressions about holiday activities into English. She stated that it would be useful for individual writing. (See appendix 2 after session 5) as can be seen in the following excerpts:

#R: *Why do you ask them to translate some Indonesian expressions into English?*

#T: *I ask them to translate those expressions because they may be useful for writing in independent construction stage. Today, they write a recount text individually.*

During independent construction stage, the teacher didn't give guidance for students, but she believed that students will create a better writing product. This is in line with Feez's statement (1988) that they work independently with the text and their performances are used for achievement assessment in this stage.

At the last session, the teacher said that the teaching and learning activities which lead to their progress in writing Recount genre were learning grammar, introducing model and schematic structure of the text, giving guiding questions and English expressions, writing through group work, and their habit in writing diary (see, appendix 2 after session 6).

Interview with three students (S1, S2, and S3) were conducted after six meetings of teaching learning process. This interview is intended to explore the teaching and learning activities that lead to their progress in writing a Recount genre. S1 said that he liked writing and he often wrote on a diary. Further, he said that the activities that led to him being able to write a Recount since the teacher had explained the schematic structure, gave the examples of recount texts, gave guidance, and also edited students' texts (see appendix 3). Through these activities he felt easy to understand a Recount genre. Meanwhile, S2 (a student from the middle group) stated that for the first time she felt difficult to write a text. Since the teacher taught how to write by giving the model text and guidance during the process of writing, explaining the schematic structure and related grammar, she felt easy to write (see also, appendix 3). S3, a student from the lower group told that he liked writing activity in group because he could share ideas with other friends (see appendix 3) through discussion.



In conclusion, the data from interview with the teacher and students showed that the teaching and learning activities which lead they' progress in writing a Recount genre are BKOF, MOT, JCOT, and they' habit in writing diary.

### **2.3 Synthesis**

In this section, both data from observation and interview were synthesized in order to conclude the findings with regard to the second research question, that is, the teaching and learning activities that lead to students' progress in writing a recount genre.

Data from observation and interviews showed that the activities that lead to students' progress are BKOF, MOT, and JCOT. The BKOF could be categorized as the activities that supported students' progress because activities such as learning grammar, vocabulary, and appropriate English expressions appeared to help them create a good writing product. They seemed to be confused before the teacher built their knowledge in the BKOF stage. They didn't know what to write. The MOT also became the activities that led students' progress since, in the modeling stage, they were introduced to the model of the text, social function, and schematic structure of a recount genre. This led them to write a recount text with an appropriate structure. The JCOT could also be categorized as the activities that led to students' progress because they were able to write collaboratively through group discussion. Many students liked to work collaboratively since they could learn and share ideas that led them to write a better final product. In addition, the data from the interview with the teacher added that they had written a diary since they were in the second semester of the first year. Thus, their habit of writing diaries would also lead to their progress in writing a recount genre.

To do with the JCOT stage, it was important to note that students who were not active in group discussion (for example, lazy or shy students) would have difficulties combining ideas with their friends. Thus, it was better for the teacher to encourage these students to participate in group discussions through monitoring.

## CONCLUSION

This study explored the students' progress in writing a recount genre and teaching and learning activities which lead their progress. From the results, several conclusions can be drawn. *First*, they made some progress in writing a recount genre. Based on the data from students' texts, they could apply appropriate schematic structure and linguistic features of a recount text in the first texts, joint construction text, and final text. In terms of schematic structure, from the beginning they had applied it maximally. It was supported by the interview data in which the teacher said that they had applied good schematic structure in their first texts. It also showed that they had applied good thematic structure in joint construction text and final texts. In terms of linguistic features, all students' texts were dominated by the existence of specific participants, material process, circumstances of place and time, past tense, and temporal sequence. Their progress can also be seen by the increasing number of material processes, circumstances of time and place and temporal sequence from the first text to the final text. *Second*, based on the data from observation and interview, the teaching and learning activities included the model of genre based approach by applying the stages of BKOF, MOT, JCOT, and ICOT. Therefore, the observable activities that led to students' progress in writing a recount genre were BKOF, MOT, and JCOT. The ICOT stage did not seem to support their progress in writing a recount genre because the teacher made it a kind of evaluation.

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