

Analysis of Generic Structure and Recount Text Understanding in Eighth Grade Students

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Abstract

This research is motivated by many challenges faced and often occur when learning online during a pandemic like this. Many of the schools where I conduct teaching and learning activities have experienced the same problem, namely, students' inability to comprehend the material and limited communication between teachers and students. My goal in carrying out this activity at the junior high school where I teach, particularly in English subjects, is to make lessons more enjoyable and understandable for students. The method I employ is to provide material in the form of a video that incorporates animation with the goal of increasing students' interest in seeing the material, particularly the Recount Text material. Many students continue to struggle with the material they have been given, and some students are less careful in completing the assignments they have been given.

Keywords: *Communication, Recount Text, Understanding*

Introduction

Writing is one of the four language skills that must be learned in order to learn English. Writing encompasses all aspects of language, including grammar, vocabulary, word order, spelling, and logical idea organization. According to (Dastgeer & Afzal, 2015), Because they need mastery of not only grammatical and rhetorical methods, but also intellectual and judgmental mental aspects, writing skills are complicated and sometimes difficult to teach. In order to create a composition or written material, we need a good idea (Syamsuri et al., 2016). Students will become bored and disinterested in writing if they lack ideas. Students must have ideas about what they will write and how much they know about the topic for writing subjects (Jabbarova & Jabbarov, 2020); they may have to choose one theme and then decide on one topic, as well as find the appropriate word to express an idea.

According to the learning process at SMP Negeri 31 Jakarta, students face numerous challenges when writing. The first issue is that the student's writing is difficult to read. Because the composition's content is unrelated to the topic, the ideas are not clearly stated, and the ideas and sentences are disorganized. The second issue is that there are numerous mistakes in structure, vocabulary, grammar, and spelling. There are several barriers to learning English, particularly in writing recount texts. Through research, the author attempts to determine the extent of students' understanding of recount texts. This study focuses on the general structure of the text in the recount. With this study, the author hopes to learn more about the extent to which students comprehend recount texts. The Analysis of the Generic Structure of the Recount Text is a study that is more specific about the structure of the generic text contained in the recount.

A recount, according to (Husna & Multazim, 2019), is speaking or writing about past events, or a piece of text that retells past events in the order in which they occurred. Recount text, according to (Sayukti & Kurniawan, 2018), is a type of text whose primary function or communicative purpose is to inform the reader or listener about a previous experience. A recount text is a text that describes "what happened" and is focused on a series of events that all relate to the occasion (Hartiwi et al., 2018). The text's purpose is to retell a past event or to tell the story of someone's life in chronological order.

Recount is a social genre that retells events for the purpose of informing or entertaining the audience. The past tense is used in the recount text. Retelling has a social goal of reconstructing past experiences by retelling events in their original order. Recounts can be found in personal letters, police reports, insurance claims, and incident reports. The recount text is based on personal experience as well as the use of a foreign language. In most subjects, recalculation is used to demonstrate memory of a series of events, such as in scientific travel journals or everyday life in a different time or culture.

Method

The research design for this study is qualitative research. "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture with words, reporting detailed views of informants, and conducted in a natural setting," according to (Creswell, 2012). According to (Creswell & Poth, 2016), the qualitative inquirer works with data in the form of words or pictures rather than numbers and statistics. According to (Atmowardoyo, 2018), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. In layman's terms, descriptive qualitative research is used to describe natural phenomena as subjects.

The writer will observe and describe the actual situation based on this definition. The participants in this study were students in 8th grade at SMPN 31 JAKARTA, with a total 42 students. The researcher chose this class as the study's sample at random. The researcher is interested in learning about the abilities of eighth-grade students in junior high school. The sample for this study is chosen at random by the researcher. Research design, research subjects, data sources, data collection techniques, research instruments, and data analysis techniques are the six stages of this research methodology.

The data in this study was derived from student-created written works, particularly recount texts, that were submitted as writing assignments. Furthermore, the data source is the task of writing a student recount text, which was assigned to the students by the teacher. The researcher will then look at the generic structure and linguistic features in the recount text writing of the students. In this study, data was gathered by collecting students' original work without any prior treatment. The author compiles the student composition based on the language's general structure and features. The author is the research instrument in this study; in descriptive qualitative research, the researcher is the main instrument that can analyze students. The second instrument used to assess student achievement is student writing.

Results

The researcher identified, classified, and explained the errors in the students' recount text writing after collecting data. To begin, the researcher looked for errors in the recount text's generic structure. The students' paragraphs were used to make this determination. Second, the researcher looked for grammatical and mechanical mistakes. These data were gathered from sentences that contained errors and presented in the form of a table. The grammatical and mechanical types of errors were classified by the researcher. The researcher then reconstructed the students' writing and provided correct alternatives. The researcher served the errors in the following figures based on the data analyzed during those steps.

Table 1. Grammatical Error Analysis Results (Orientation, Events, Re-orientation)

Type of Errors	Total of Errors	Percentage
Error in using Verb	30 students	71.4%
Error in using Article	28 students	66.6%
Error in using Pronoun	23 students	54.7%
Error in using Preposition	36 students	85.7%
Error in using Conjunction	30 students	71.4%

The table above shows the percentage of generic structure errors in recount text of eighth graders at SMPN 31 JAKARTA, with a total 42 students. Students make five different types of grammatical errors in orientation, as shown in the table above: verbs, writings, pronouns, prepositions, and conjunctions. During orientation, 71.4% make mistakes with verbs. The percentage of students who make mistakes when using orientation articles is 66.6%. The use of orientation pronouns was incorrect by 54.7%. The frequency of errors in the use of orientation prepositions among students was 85.7%, and the frequency of errors in the use of orientation prepositions among students was 71.4%. According to the table above, many students still do not fully get the generic structure of recount text. This may be due to online and video learning, where the teacher is unable to communicate the subject as effectively as in face-to-face learning.

Students' grades may suffer as a result of hurdles encountered during online learning, such as bad connection issues or malfunctioning mics and webcams, making it harder for students to respond to interactions with teachers. or students who aren't paying attention during class, but the teacher can't see them because the camera is turned off during class. Things like this won't happen in face-to-face learning because the teacher and students are in the same room to oversee the learning process.

Discussion

The researcher analyzed the students' recount text errors as follows, based on the recapitulation table above.

Omission error

Omission errors is a specific item that must appear in a good sentence but omitted (Perri et al., 2017). Many students leave out a word or grammatical element that is required in a grammar expression. In this regard, the researcher discovered the following errors: Students gave the example that "The best teacher is a teacher who is able to speak English." The word be should come before the word able, as in "The best teacher is a teacher who is able to speak English." Because students are still influenced by the Indonesian language, this error occurs. There is no such thing as being Indonesian. They translate it into English without taking into account the use of the auxiliary verb to be.

Misinformation

According to (Hidayasari, 2020) misinformation is the use of the incorrect form of the morpheme or structure is a defining feature of misinformation errors. While omission errors result in no item being supplied at all, misinformation errors result in the learner providing something, even if it is incorrect. In this case, many students use inappropriate grammatical forms. The errors found using the form are as follows: Students are still not able to distinguish possessions. Students forget to determine the correct pronoun for a certain subject. As in the sentence written by the student, "I met my new English teacher today, his English teacher is fun and kind and I really like the lessons". The possession of "his" should be replaced with "my" because the subject of the English teacher is "I" not "He". This is due to the lack of knowledge of students in understanding the use of possessions in English.

Error in Placement (Misordering)

The incorrect placement of a morpheme or group of morphemes in an utterance is referred to as a misordering error (Hendrawati, 2018). the words in an expression are frequently misplaced by students. The following is a description of the error: Students translate from Indonesian to English without paying attention to the pattern of words or sentences, and as a result, the words are misplaced according to the pattern. It's the same as what the students came up with, namely, " She gave me a bad value in the subject English." The sentence should be, "She gave me a bad value in the English subject".

Interlingual transfer errors

Interlingual transfer errors are errors caused by the influence of the students' first language. The researcher discovered several sentences with errors due to the influence of Indonesian structure based on the data analyzed. "This holiday is so memorable," a student wrote, as an example. The structure of this sentence is influenced by Indonesian grammar, which does not require a verb in every sentence. Meanwhile, there should be a verb in English. "This holiday was so memorable," this sentence must be. Another student provided another example of interlingual transfer. "We are so happy," he wrote. The structure of this sentence is similar to that of the first. This sentence is missing a verb, which is "be." The sentence must then read, "We were so happy." It is reasonable to assume that the interlingual transfer has an impact on the students' writing.

Conclusion

According to the author's analysis of General Structure in 8th grade Recount Text at SMPN 31 JAKARTA, many students still do not understand how to make or use verbs, pronouns, simple past tense, and others, as well as place orientation, events, and correct re-orientation in composing sentences in Recount Text. Some of them comprehend and compose texts well, despite the fact that their grammar is frequently reversed when arranging words. And, as a result of all of this, students who want to learn more about their Recount Text can begin by reading books on the internet that include text accompanied by pictures that entice students to read.

Acknowledgment

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