

**THE GENERIC STRUCTURE  
OF THE EIGHTH GRADERS' RECOUNT ESSAYS  
A THESIS**



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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

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**July 2018**

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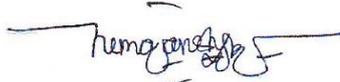
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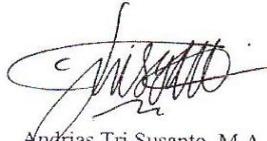
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## ABSTRACT

Chusnul, Anis. 2018. “**The Generic Structure of the Eighth Graders’ Recount Essays**”. S1 Thesis. English Department, Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya. Advisor: Dr. V. Luluk Prijambodo, M.Pd.

**Keywords :** Recount, Essay, Generic Structure, Writing.

Language means to convey, ideas, thought, opinions, and feelings. By being able to listen, speak, read and write in English, someone can express their ideas and thoughts and thus communicate with others. At the context of school, students learn to communicate not only through listening, speaking, and reading but also through writing. One of the genres the students learn in writing is to compose recount essay. To get to know how good the recount essays of the eighth graders, a study entitled “The Generic Structure of the Eighth Graders’ Recount Essays” was conducted.

In line with the title of the study, one major research question was formulated: How is the generic structure of the eighth graders’ recount essays? To answer the major research question, three bridging research questions were then formulated: 1) How is the orientation of the eighth graders’ recount essay?; 2) How is the sequence of event of the eighth graders’ recount essay?, and 3) How is the re-orientation of the eighth graders’ recount essays?

This qualitative study analyzed the generic structure of 63 of 114 collected recount essays written by the eighth graders of a private junior high school in Surabaya. 51 essays were not selected to be analyzed due to their incomplete components of the generic structure. An essay was not sufficient to analyze if it lacked either one of the components: orientation, sequence of events, or re-orientation. All the 63 essays were analyzed using the generic structure rubric.

The analysis resulted in some conclusive points. First, it was found that around half of the essays had written well their orientation. 22 (35%) essays had developed the orientation very well; they contained very complete background information and complete description of the main character. 11 (17%) essays had been written with complete orientation; they contained complete background information and description of the main character, meaning that they lacked details of the background of information and the main character such as not mentioning the name of the place and the name of the character. Oppositely, 31 essays or 49% contained incomplete orientation, meaning that they contained only the background information or description of the main character.

In terms of the sequence of event, 24 (38%) essays had developed the sequence of events pretty well and were scored excellent to very good; they contained events which were chronologically ordered with the use of proper transitional devices. 17 (27%) essays had been written with complete sequence of events; they contained events which were less chronologically ordered. 22 essays (35%) contained incomplete sequence of events which were less chronologically ordered or they contained no events at all.

Concerning reorientation, it was found that 11 (17%) essays had developed the re-orientation very well; they contained complete closure and conclusion which were well written. 6 (10%) essays had been written with complete optional closure of

event and the conclusion but they were less organized. Oppositely, 46 essays (73%) contained either one of optional closure of event or conclusion of the story or the re-orientation contained no optional closure of event and conclusion of the story.

In brief, it can be said that the generic structure of the eighth graders' recount essays was relatively good, not very good yet. Thus, some improvement is still needed to make their recount essays much better. For this purpose, the students need to be given more explanation about how to write recount essays and given more opportunities to write recount essays very well.

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