

**The Generic Structure of Recount Essays of the English  
Department Students of Widya Mandala Catholic University  
Surabaya**

**A THESIS**

**In Partial Fulfillment of the Requirement for  
the Sarjana Pendidikan Degree in  
English Language Teaching**



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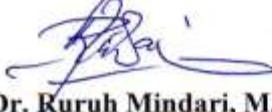
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## TABLE OF CONTENTS

	Page
<b>APPROVAL SHEET (1).....</b>	<b>i.</b>
<b>APPROVAL SHEET (2).....</b>	<b>ii.</b>
<b>SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH...iii.</b>	
<b>ACKNOWLEDGEMENTS.....</b>	<b>iv.</b>
<b>TABLE OF CONTENTS.....</b>	<b>v.</b>
<b>LIST OF TABLES.....</b>	<b>vi.</b>
<b>LIST OF FIGURE.....</b>	<b>vii.</b>
<b>ABSTRACT.....</b>	<b>viii.</b>

### **CHAPTER I : INTRODUCTION**

1.1 The Background of the Study.....	1
1.2 Statement of the Problem.....	4
1.3 The Objective of the Study.....	5
1.4 The Significance of the Study.....	5
1.5 Scope and Limitation of the Study.....	6
1.6 Theoretical Framework.....	6
1.7 Assumptions.....	7
1.8 Definition of Key Terms.....	7
1.9 Organization of the Thesis Report.....	8

### **CHAPTER II : REVIEW OF RELATED LITERATURE**

2.1 The Nature of Essay.....	10
2.1.1 Definitions of Essay.....	10
2.1.2 Components of a Complete Essay and Characteristics	

of a Good Essay.....	11
2.1.3 Recount as One of the Essay Types.....	14
2.2 The Implementation of Genre Based Approach in the Teaching Writing.....	21
2.3 Review of Related Studies.....	26
<b>CHAPTER III : RESEARCH METHOD</b>	
3.1 The Research Design.....	28
3.2 The Subject.....	31
3.3 The Research Data.....	32
3.4 The Research Instrument.....	32
3.5 The Data Collection Procedure.....	32
3.6 The Data Analysis Procedure.....	32
<b>CHAPTER IV : ANALYSIS, FINDINGS, AND DISCUSSIONS</b>	
4.1 Analysis and Findings.....	34
4.1.1 Class A.....	34
4.1.2 Class B.....	48
4.1.3 Class C.....	58
4.2 Discussions.....	71
<b>CHAPTER V : CONCLUSION AND SUGGESTIONS</b>	
5.1 Conclusion.....	75
5.2 Suggestions.....	76
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	

## LIST OF TABLES

Table 2.1	Text Family.....	15
Table 2.2	Recount Rubric of Computer Assisted Design.....	16
Table 2.3	Recount Rubric.....	17
Table 4.1	The Generic Structure of Students' Recount Essays.....	71

## LIST OF FIGURE

Figure 3.1	The Structure of Research Design.....	30
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## ABSTRACT

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Writing is difficult to master involving the other skills, such as speaking, listening, and reading, which cannot be exiled from learning language to be able to unite and build the language skills. Students of Writing I are taught in recount composition beside narrative with the purpose of having students to be able to write cohesive and coherent recount composition in grammatically correct and acceptable English sentences in terms of format, elements, contents, and organization. Instead of the standard, the students are expected to understand *what* and *how* to write based on *Pedoman Akademik Keguruan dan Ilmu Pendidikan Tahun Akademik 2013/2014*.

Analysis on the generic structure needs understand the context of the text that the work has to follow the genre. One of Essay type is recount that the students are written in the final exam into an acceptable and purpose suit for academic and knew how to implement the generic structure of recount essay by organizing and understanding based on genre.

This qualitative study was to analyze the generic structure of recount essays of students of Writing I at Widya Mandala Catholic University Surabaya and to know the result of the generic structure of recount essays of students of Writing I in percentage. The study analyzed 25 recount essays of students of Writing I in academic year 2013.

Almost the generic structure of students' recount essays consists of the introduction, the body, and the conclusion basically. Some of the generic structure of students' recount essay were not organized according to the genre found by the writer. The results, for the generic structure of recount essays of students of Writing I, was 16.7 and 8.3 which indicates that the findings of the generic structure of recount essays of students of Writing I was developed in a good order, complete, and some clear.

Based on analysis, findings and discussions the suggestion could be taken as a consideration for English lecturers should look up the generic structure of recount essays of students of Writing I and remind the students after they finished writing.