

CHAPTER 1

INTRODUCTION

A. Background of The Study

Writing is derived from to write, which the man is to put down the graphic symbols that represent a language one understands so that other can read these graphic symbols if they know the language and the graphic and representation and then writing is a partial representation language.¹ Writing is the representation of language in a textual medium through the use of a set of sign or symbols (known as a writing system).²

There are three characteristics of good writing, which is cohesive, coherence and unity. When the researcher practice teach writing course in SMPN 2 Babadan, the students felt difficult to make the logic stringing sentences when given the task of writing recount text, so their writing is difficult to understand its contents. In fact, good writing is the writing that is easy to understand the contents. One of the difficulties students are making coherence text. Coherence is one of crucial role in making a paragraph. A coherence paragraph contains sentences that are logically arranged and that

¹ Robert lando, language Teaching, (India: Tata Mv Graw Hill, 1976), 67.

² Jerry G. Gebhard, Teaching English as a Foreign or Second Language, (Michigan: The University of Michigan press, 1983), 221.

flow smoothly.³ Every coherent paragraph contains smoothly connected ideas or consists of interrelated sentences which move in such a way that they smooth the way. Each sentence moves on naturally. Of the problem, researchers wanted to examine the students recount text in terms of coherency to determine whether the student text coherence or not. There are six characteristics are used to examine coherent text recount the students, that conjunction, repetition of key noun, transition signal, consistent pronoun, logical order and parallelism. Of the six characteristic of coherence will be known whether the student recount text coherence, fairly coherence or incoherence.⁴

There are kinds of text in writing, as descriptive text, narrative text, anecdote, procedure text, recount text and act. From some of texts the researchers chose recount text. Most students prefer make recount text from the other text. When make a recount text the students easier to improving their idea because based to their experience or story in last time. Recount text is text which retells events or experiences in the past.⁵ Recounts recalls and

³ Regina L. Smiley, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills Rhetoric and grammar* fifth Edition, Boston: Heinle & Heinle, 2001.

⁴ Setyo Prasiyanto Cahyono, *Coherence Analysis Of The Students' Writings: A Case Study Of The 4th Semester Students Of English Department, Faculty Of Languages And Letters Dian Nuswantoro University*.

⁵ Anten, Nofri. *Discussion Materials of Genre for Senior High School*, 41.

reconstruct events, experiences, and achievement from the past in a logical sequence.⁶

Based on the statement above, the title that will be taken in this study is “Analysis of Coherency on Writing Recount Text of The Eighth Grade Students of SMPN 2 Babadan in Academic year 2014/2015”.

B. Research Focus

To avoid ranging discussion, this study focuses in analysis coherency on writing recount text of the eighth grade students of SMPN 2 Babadan in academic 2014/2015.

C. Problem of Statement

How is the coherency on writing recount text of the eighth grade students of SMPN 2 Babadan in academic year 2014/2015?

D. Objectives of Study

To identify the coherency on student writing recount text at the eighth grade of SMPN 2 Babadan in academic year 2014/2015.

E. Significance of The Study

1. For teacher

This study is expected to give teachers a contribution in enriching their teaching skills, particularly in teaching writing to achieve coherence text.

⁶ Davies Bruce, Targeting Text: Recount, Information, Report and Explanation, (Sydney: Mc Pherson' Printing Group, 2000), 8.

2. For student

By reading the result of this study, expected to give students awareness in increasing their mastery of coherency to write a good logically arrangement text, so the reader easier to understood the content of text, particularly for the eighth grade students of SMPN 2 Babadan.

3. For readers

This study is expected to give information to the readers about the coherency analysis on students writing recount text at the eighth grade of SMPN 2 Babadan in academic year 2014/2015.

F. Research Methodology

Based on the research question and objective of the study, the research design which used in this study was descriptive qualitative research design because the researcher wants to get information and understand something.

1). Research Design

The researcher used the qualitative design/approach to describe, discuss, and analyze the problem of the study. Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs.⁷ The data collected are in the form o word or picture rather than numbers. The written result of the research contain

⁷ Mohammad Adnan Latief, *Research Methods On Language Learning An Introduction* (Malang: UM Press, 2013), 75-76.

quotation from the data illustrate and substantiate the presentation. The data include interview transcripts, filed notes, photographs, videotapes, personal document, memos, and other official records. In their search for understanding, qualitative research does not reduce the pages upon pages of narration and other data to numerical symbols. They try to analyze the data with all of their richness as closely as possible to the form in which they were recorded or transcribed.⁸

2). Research Role

The characteristic of qualitative research is not being able to separate from participant observation. Nevertheless, the role of researcher determines the entire of scenario. Therefore, in this research, the researcher is a key instrument, as the full participant and as a data collector, while other instruments support the data.

3). Research Location

This research was conducted at SMPN 2 Babadan in academic year 2014/2015. SMPN 2 Babadan is the junior high school that located at JL. Raya Ponorogo Madiun km.5 Desa Pondok Kecamatan Babadan Kabupaten Ponorogo. Researcher chooses this school because when the researcher practice teach writing course in SMPN 2 Babadan, the researcher found the problem in writing recount text. The students felt

⁸ Bognan Robert, Qualitative research for Education, USA: Allyn and Bacon, 1992.

difficult to make the logic stringing sentences when given the task of writing recount text, so their writing is difficult to understand its contents.

4). Data Source

This study used non human data, the researcher got the data as objective as possible. The data sources of this research consist of ten students recount texts of student VIII B at SMPN 2 Babadan in academic 2014/2015.

5). Technique of Data Collection

The technique of data collection used by the researcher is documentation. Bogdan and Biklen stated that the term of document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records, and memorabilia of all sorts that can be used as supplemental information as part of a case study whose main data source is participant observation or interviewing.⁹ The researcher is participant to collect the data with asked the students made recount text. After that, the researcher corrected the generic structure and the language feature to get five lowest score and five highest score. Ten samples have taken by students recount texts are a data to analyze in this research.

⁹ Muzi V. Nzama, Error Analysis: A Study Of Errors Committed By Isizulu Speaking Learners Of English In Selected School (Thesis, In the department of general linguistics at the university of Zululand).

6). Data Analysis

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.¹⁰

It can be concluded that descriptive analysis is better applied in a qualitative research. Descriptive analysis has a goal to present a description of the subject of research. In this study, the descriptive analysis is applied to describe the coherency on writing recount text.

There are three stage of data analysis:¹¹

a). Data Reduction

Data reduction is a stage of summarizing, classifying and focusing on essential things. In this stage, the researcher needs to separate the accurate data from the accurate ones. Through data reduction, the researcher may focus on the data that will be analyzed. The researcher collected the data from students writing recount text of VIII B.

¹⁰ Robert C. Bogdan and Sari knopp Biklen, *Qualitative Research for Education*, Allin and Bacon, 1982.

¹¹ Robert C. Bogdan and Sari knopp Biklen, *Qualitative Research for Education*, Allin and Bacon, 1982

b). Data Display

Data display is a stage of organization data into patterns relationship. The data display can make the collected data easier to be understood. In this stage, the researcher analyzes the coherency of student recount text to get the result how analysis coherency on writing recounts text of the eighth grade students of SMPN 2 Babadan in academic 2014/2015 is.

c). Conclusion/Verification

In this stage, the researcher makes a conclusion about the result of analysis coherency on writing recount text of the eighth grade students of SMPN 2 Babadan in academic 2014/2015. The conclusion can be in a form of thick description.

In conclusion the researcher used the assessment guidelines as follows:

√= Appropriate

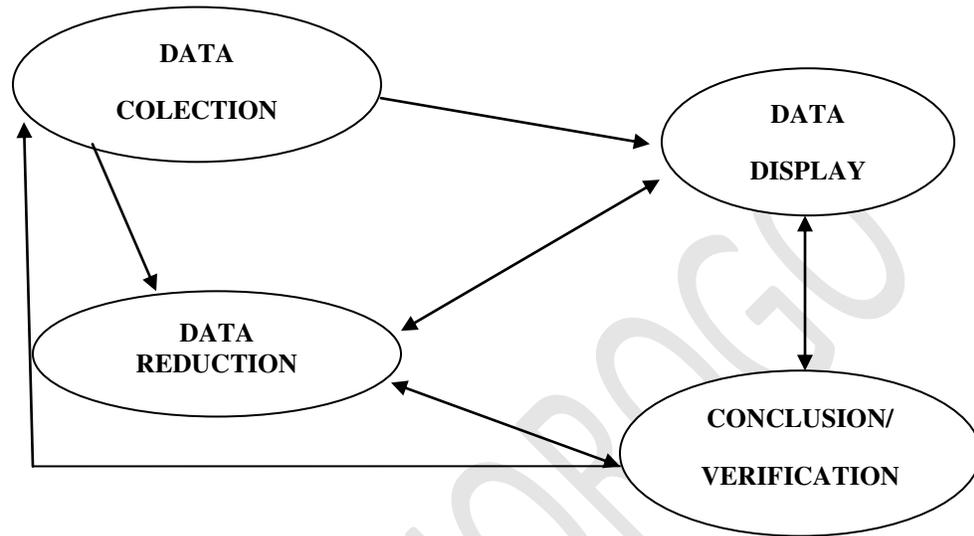
x= Inappropriate

5-6 criteria: Coherence

3-4 criteria: Fairly coherence

0-2 criteria: Incoherence

Based on the statement above, the stages of data analysis can be showed in this picture



7). Research Procedure

In this research, there are some procedures of research which must be done. They are planning, application and reporting.

a). Planning

Before doing the research activity, the researcher must prepare the research material. The preparation in this research activities are: getting permission letter from the institution, getting permission letter and approval from the school that it will be researched, arranging the plan of the research, and arranging the research instrument.

b). Application

The researcher collects and analyzes the data. And then, make the conclusion.

c). Reporting

The researcher arranges the report format and then the final report.

G. Organization of the Thesis

In organization of the thesis, it has purposes to ease understanding the thesis. The thesis is divided into five chapters as follows:

CHAPTER I : This chapter discuss about, introduction it contains of background of the, research focus, statements of the problem, objectives of study, significance of the study, research methodology which contains research design, researcher's role, research location, data sources, technique of data collection, data analysis, research procedure and organization of the thesis.

CHAPTER II: These chapters discuss about review of related literature that covers the theory of the analysis of coherency on writing recount text. the theory used in this research are definition of writing, the writing process, characteristic of good writing, definition of coherency, conjunction, repetition of key noun,

transition signal, consistent pronoun, logical order and parallelism.

CHAPTER III : These chapters discuss about data description about profile of SMPN 2 Babadan and ten students recount texts to be specific data of analysis coherency on writing recount text of the eighth grade students of SMPN 2 Babadan in academic year 2014 / 2015.

CHAPTER IV : This chapter is the final data about analysis of coherency on writing recount text of the eighth grade students of SMPN 2 Babadan in academic year 2014 / 2015.

CHAPTER V : This chapter is closing, concluding section that will give the conclusion and advice.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. Writing

a. Definition of Writing

There are many definitions taken from same experts about writing, the one of the definition is from Heaton, he says that the writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical a rhetorical devices but also of conceptual and judgmental elements.¹² As the statement of Heaton writing can be definition is a process or any activity to write some letters in printed form.

Writing is derived from to write, which the man is to put down the graphic symbols that represent a language one understands so that other can read these graphic symbols if they know the language and the graphic and representation and then writing is a partical representation language.¹³

¹² J.B.Heaton, Writing English Language Test(New York: Longman Inc, 1989), 135.

¹³ Robert lando, language Teaching, (India: Tata Mv Graw Hill, 1976), 67.

b. The Writing Process

There are six steps in the writing process:¹⁴

1). Analyzing the assignment

The first step is to be sure that you understand the assignment.

You want to give your instructor what is asked.

2). Brainstorming

To “Brainstorming” means to write down ideas of all kinds good or bad on a piece of paper. Don’t evaluate the ideas at this stage because in brainstorming all ideas are equal. You will evaluate at the next stage. It is very helpful to work with a group of classmates when you are searching for ideas for a writing assignment, but, of course, you don’t always have a group available. The next activities can be done both in groups and alone.¹⁵

In the Brainstorming process, we write down every single thing that exist or comes into our minds. We need not then worry about the quality of the idea for the time being (at least).¹⁶

¹⁴ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edition, PEARSON, Longman.

¹⁵ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edition, PEARSON, Longman.

¹⁶ Barli Bram, *Write Well Improving writing Skill*, Yogyakarta; KANISIUS, 1995.64.

3). Organizing your ideas

You will probably find that you write many different paragraphs from the ideas in your brainstorming. Now you need to organize your ideas. Step 3 has three stages.

a). Write your topic

You already have the topic, but you need to consider what your opinion about the topic is. In other words, choose your controlling idea. This may involve narrowing down the topic.

b). Eliminating Irrelevant Ideas

You probably cannot use all the ideas that you have generated from your brainstorming in your paragraph. As you know, a paragraph has to have unity. Therefore, after you have written your topic sentences, eliminate the ideas you don't need.

c). Making an Outline and Adding Relevant Ideas

You might need to add more ideas to the ones you have selected. These additional ideas may become another major supporting sentences or a minor supporting sentence to a major supporting sentences you already have.

A good way to add relevant ideas is to make an outline. You don't have to use complete sentences. All you need are a few words to help you remember what you are going to write. Like brainstorming, an outline is just for you don't need o worry about grammar.

d). Writing the first draft

Now you are ready to turn the ideas in your outline into complete sentences and write the sentences in good paragraph format. This draft you paragraph is just for you, so again, don't worry too much about grammar or punctuation.

e). Rewriting the first draft

The next step is to rewrite your paragraph. Rewriting consists of two parts: revising and editing

(1) . Revising

When you revise a paragraph, you check the organization of your paragraph and look at your ideas. Ask yourself question like these.

- Does the paragraph have unity?
- Are there enough minor supporting ideas for the major supporting sentences?

- Is there good cohesion?

In this process, we try to make certain that the readers can understand our message. We should check whether the logic of our ideas is presented smoothly or not.¹⁷ After you write the rough draft, the next step is to revise it. When you revise you change what you have written in order to improve it. You check it over for content and organization, including unity, coherence, and logic.¹⁸

(2). Editing

When you edit a paragraph, look at the grammar, spelling, word forms, and punctuation. Since many of your editing mistakes may be eliminated when you revise your paragraph, you should always edit your writing after you revise it.

(3). Writing the next (or final) draft

The last step in the writing process is to write a clean version of the paragraph with all revision and editing carried

¹⁷ Barli Bram, *Write Well Improving writing Skill*, Yogyakarta; KANISIUS, 1995.68.

¹⁸ Alice Oshima and Ann Hogue, *Writing Academic English* Third edition, Longman, 1998.

out. This draft is the one that you will turn in, so be sure that you use good paragraph format.¹⁹

c. Characteristic of Good Writing Quality

1). Coherences

Coherence is a paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the type of paragraph you are writing.²⁰

2). Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentences.

3). Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic. All the supporting sentences should be part of the description, but one sentence is not. A

¹⁹ Cynthia A. Boardman and Jia Frydenberg, Writing to Communicate, Third Edition, PEARSON, Longman.18.

²⁰ Cynthia A. Boardman and Jia Frydenberg, Writing to Communicate, Third Edition, PEARSON, Longman.

sentence that does not belong in a paragraph is called a relevant sentence.²¹

The word 'unity' is synonymous with "oneness". All sentences in a paragraph should focus on the one thing expressed in the topic sentence; all of the sentences stick together. Unity can be achieved as long as the paragraph has a good, clear topic sentence.²²

2. Coherence

a. Definition of Coherence

Coherence is a paragraph has coherence when the supporting sentences are ordered according to a principle.²³ A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principle for ordering depends on the type of paragraph you are writing.²⁴

When someone is trying to talk and is babbling or cannot form words, the person is said to be incoherent. In terms of paragraph development, however, coherence has a more technical meaning. A

²¹ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edition, PEARSON, Longman. Page: 25.

²² Barli Bram, *Write Well Improving writing Skill*, Yogyakarta; KANISIUS, 1995, Page 20.

²³ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edition, PEARSON, Longman.

²⁴ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edition, PEARSON, Longman.

paragraph is coherent when the writer has succeeded in guiding the reader through the text. Three common technique that will help you achieve coherence in your paragraph are (1) using effective transitions, (2) choosing nouns and pronouns carefully, and (3) writing with parallel structures.²⁵

Logical arrangement refers to the order of your sentences, which varies depending on your purpose. For example, if you want to describe what happens in a movie (that is, the plot), your sentences would follow the sequence of the action in the movie, from beginning to end in that order. If, on the other hand, you want to describe the most exciting moments in the movie, you would select a few moments and decide on a logical order for discussion perhaps presenting the least exciting moments first and the most exciting last to create suspense.

From the statement above, coherence can be interpreted that paragraph contains smoothly-connected ideas, each sentence moves on naturally.

²⁵ McGraw-Hill, Contexts and option for the real World-Hi.2005.

b. The Criteria of Coherence

Coherence is a paragraph has coherence when the supporting sentences are ordered according to a principle.²⁶ So, some elements that can used to make coherence is the element can be connected the ideas of one sentence to other sentence to be good logical arrangement. So the researcher used some criteria to achieve coherency as follow:

1). Conjunction

Conjunction is concerned with resources for connecting messages, via addition, comparison, temporality, and causality. This system subsumes earlier work on linking between clauses in a framework which considers, in addition, the ways in which connections can be realized inside a clause through verbs, prepositions, and nouns (e.g. result in, because of, reason).²⁷

Most conjunctions are historically derived from other parts of speech particularly from prepositions. Like prepositions, the conjunctions are members of small class that have no characteristic

²⁶ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate*, Third Edition, PEARSON, Longman.

²⁷ Deborah Schiffrin, Deborah Tannen, and Heidi E. Hamilton , *The Handbook of Discourse Analysis*, USA: Blackwell Publishers,2011.38.

form. They function chiefly as no movable structure words that join such units as part of speech, phrases, or clauses.²⁸

One use of conjunction is to connect words or phrases that have the same grammatical function in a sentence. The use of conjunction is called parallel structure. The conjunctions used in this pattern are and, but, or, nor. And then paired conjunctions: Both-and, not only-but also, either-or, neither-nor.²⁹

There are four kinds of conjunctions:

(1). Coordinating conjunctions

Coordinating conjunctions connect two or more grammatically equal words and word groups. That is, they connect nouns with nouns, verbs with verbs, prepositional phrases with prepositional phrases, independent clause with independent clause, and so on. The kinds of Coordinating conjunctions are for, and, nor, but, or, yet and so.

(2). Correlative conjunction

Correlative conjunctions always connect in pairs. For this reason, they are sometimes called “paired conjunction”. The kinds of correlative conjunction are both...and, not only...but also, either...or, neither...nor, whether...or.

²⁸ Marcella Frank, Modern English, New York University: Prentice-hall.1972.206.

²⁹ Betty Schramper Azar, Understanding and Using English Grammar Second Edition.1989.

(3). Subordinating conjunctions

A Subordinating conjunction is the first word in a dependent clause and shows the relationship of the clause to the rest of the sentence. For instance, the Subordinating conjunctions because tells you that the following words will give a reason, and the subordinating conjunctions when shows a time relationship. The kinds of Subordinating conjunctions are:

Time : After, as just as, as soon as, before, since, until, when, whenever, while

Reason : as, because, since

Condition : If, unless

Partial contrast : Although, even though, though

Direct opposition : While, whereas

Manner : As just as, as if, as though

Purpose : So that, in order that

Place : Where, wherever, anywhere, anywhere

(4). Conjunctive adverb

Conjunctive adverbs are special adverbs that act like conjunctions. They show the relationship between independent clauses. The kinds of Conjunctive adverb are also, beside, consequently, furthermore, however, indeed, instead, likewise,

meanwhile, moreover, nevertheless, nonetheless, otherwise, similarly, therefore, thus.³⁰

2). Repetition of Key Noun

The repetition of key words and phrases: repeating words within a paragraph particularly the controlling ideas in the topic sentence will make your paragraph seem smoother.³¹ Repetition of key nouns is an important technique for gaining coherence, because if too much information seems new, a paragraph will be hard to read.³²

Repetitions of sentences patterns emphasize parallels or contrasts in ideas and help the reader move smoothly from paragraph to paragraph, from sentence to sentence. In both paragraphs above, the sentence subjects link one sentence to the next, mainly because each sentence repeats the order of the preceding one.

3). Transition signal

One of the main ways to achieve coherence is to use transition signals. Transition signals tell the reader how one idea relates to another idea.

³⁰ Ann Hogue, *The Essentials of English of English*, USA: Person Education.2003.13-15.

³¹ Joy M. Reid, *The Process of Composition*, USA: Prentice Hall 1982.69.

³² Novika Pujiasi, *The Errors of Unity and Coherence in Writing English Paragraph Made by The sSxth Semester Students of d-3 English Study Program of USU : a Case Study*, University of North Sumatera, faculty of letters, English literature department MEDAN.2008.

Many transition signals used in English writing:

- (1). To list ideas in order of time: First, first of all, second, third, next, then, after that, meanwhile, in the meantime, finally, last, last of all, subsequently, now, soon.
- (2). To list ideas in order of importance: First, first of all, first and foremost, second, more important, most important, more significant, most significant, above all, most of all.
- (3). To similar or equal idea; Also, beside, furthermore, in addition, moreover, too, as well.
- (4). To add an opposite idea: However, on the other hand, nevertheless, nonetheless, still
- (5). To explain or restate an idea: In other word, in particularly, specially, that is
- (6). To make stronger statement: Indeed, in fact
- (7). To give another possibility: Alternatively, on the other hand, otherwise
- (8). To give example: for example, for instance
- (9). To express an opinion: According to, in my opinion, in my view
- (10). To give a reason: For this reason

(11). To give a result: Accordingly, as a result, therefore

(12). To add conclusion: All in all, in brief, in short, in conclusion, to conclude, in summary

(13). To show similarities: likewise, similarly, also

(14) To show differences: However, in contrast, instead, on the contrary, rather

(15). To emphasize: Most important, more important, above all, most of all.³³

Relationship can be clarified further by transitional words, words which identify the relationships between the parts of paragraph and improve continuity. Notice, for example, the use of the words also and finally in the paragraph on the opossum.³⁴

4). Consistent Pronouns

One of the principal obstacles to clear and immediate understanding is the faulty use of pronouns.³⁵ Pronoun in one sentence may refer to words in the sentence before.³⁶ He, she, it; who, which,

³³ Ann Hogue, *The Essentials of English of English*, USA: Person Education.2003.394-397.

³⁴ Robbert M. Gorrel and Charthon Laird, *Modern English*, USA: Prentice Hell, 1967.75 .

³⁵ John C. hedges and Marry E. Whitten, *Harbrace Collage Handbook*, USA: Harcourt, Brace, & World, 1962.29.

³⁶ Robbert M. Gorrel and Charthon Laird, *Modern English*, USA: Prentice Hell, 1967.72.

what; this, that: the same, such etc, can have meaning only if the antecedent noun is immediately obvious to the reader.³⁷

When we use pronouns instead of key nouns make sure that we use the same person and number throughout his or her paragraph. Do not change from you to he or she (change of person), or from he to they (change of number). But, there is no fixed rule about how often to repeat key nouns or when to substitute pronouns. At the very least, it is important to repeat a key noun instead of using a pronoun when the meaning is not clear; this is a statement of Oshima and Hague remarks that (1999: 42).³⁸

There are eight kinds of pronoun

- 1). Personal pronouns: I, me, you, he, him, she, her, it, we, us, they and them
- 2). Possessive Pronouns: My, mine, you, your, yours, her, hers, his, its, our, ours, their and theirs
- 3). Demonstrative pronouns: This, that, these and those
- 4). Interrogative pronouns: Who, whom, whose, which, what
- 5). Relative pronouns: Who, whom, whose, which, that

³⁷ John C. hedges and Marry E. Whitten, Harbrace Collage Handbook, USA: Harcourt, Brace, & World, 1962.29.

³⁸ Novika Pujiasi, The Errors of Unity and Coherence in Writing English Paragraph Made by The sSxth Semester Students of d-3 English Study Program of USU : a Case Study, University of North Sumatera, faculty of letters, English literature department MEDAN.2008.19.

- 6). Indefinite pronouns: All, another, any, anymore, anybody, anything, both, each, either, everybody, everyone, everything, few, many, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something
- 7). Reflexive pronouns: Myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves
- 8). Reciprocal pronouns: Each other, one another.³⁹

5). logical Order

In addition to using transition signals and repeating key nouns and pronouns, a fourth way to achieve coherence is to arrange your sentences in some kind of logical order.

Your choice of one kind of logical order over another will, of course, depend on your topic and your purpose. You may even combine two or more different logical orders in the same paragraph. The important point to remember is to arrange your ideas in some kind of order that is logical to a reader accustomed to the English way of writing.

Some common kinds of logical order in English are chronological order, logical division of ideas, and comparison/contrast.

³⁹ Ann Hogue, *The Essentials of English of English*, USA: Person Education.2003.

- a). Chronological order is order by time-a sequence of events or steps in a process.
- b). In logical division of ideas, a topic is divided into parts, and each part is discussed separately.
- c). in a comparison/contrast paragraph, the similarities and/or differences between two or more items are discussed. The paragraph about synonyms on page 5 compares and contrasts word meanings.⁴⁰

6). Parallelism

Parallelism is a quality of correct sentence structure that balances connected parts by using the same form for ideas joined equally.⁴¹ Parallelism is an important element in English writing, especially when you are listing and comparing and contrasting items or ideas. Parallelism means that each item in a list or comparison follows the same grammatical pattern. If you are writing a list and the first item in your list is a noun, write all of the following items as nouns also. If the first item is an infinitive verb phrase, make all of the others infinitive verb phrases; if it is a dependent clause, make all of the others dependent clauses. If you are making a comparison or

⁴⁰ Academic writing fourth edition.

⁴¹ Harvey S. Wiener, Creating Compositions, International Editions.1992.

contrast, make sure that the items you are comparing or contrasting are the same.⁴²

3. The Kind of Text

There are thirteen text type, those are:

a. Analytical Exposition

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

b. Anecdote

The social function of this text is to share with others an account of unusual or amusing incident.

c. Description Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

d. Narrative text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

⁴² E.G. Kim-Rivera, Thesis Writing Skills, Spring.2006.

e. Procedure

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

f. News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

g. Discussion

Discussion is a text which presents a problematic discourse. The problem will be discussed from different viewpoint. Discussion is commonly found in philosophical, historic, and social text.

h. Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena.

i. Hortatory Exposition

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

j. Report

Report is a text which presents information about something, as it is. It is a result or systematic observation and analysis.

k. Spoof

Spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

l. Recount text

Recount is a text which retells events or experiences in the past. It purposes is either to inform of entertain the audience. Recount text has social function to retell event for the purpose of forming or entertaining.

m. Review

Review text is has social function to critique on art or event for public audience. Such works of art include movies, TV show, books, plays, operas, recording, exhibitions, concerts and ballets.

4. Recount Text

a. Definition of Recount Text

Recount text is text which retells events or experiences in the past.⁴³ Recounts recalls and reconstruct events, experiences, and

⁴³ Anten, Nofri. Discussion Materials of Genre for Senior High School, 41.

achievement from the past in a logical sequence.⁴⁴ Its purpose is either to inform or to entertain the audiences.

When the writer tells someone about something that has already happened, then the writer is recounting events. A recount text is a record of past experiences or event. They may be true events (nonfiction) or imaginary events (fiction). The events are usually written in order of the time they happened (chronological order). The writer usually records when and where events took place and who was involved. Recount can be written as journal, diaries, biographies, personal letters or newspaper stories.⁴⁵

b. The purpose of Recount Text

A recount recalls and reconstructs events, experiences and achievement from the past in a logical sequence. A recount has social function. Recount “tell what happened”. The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary/story recount is to tell a

⁴⁴ Davies Bruce, *Targeting Text: Recount, Information, Report and Explanation*, (Sydney: Mc Pherson’ Printing Group, 2000), 8.

⁴⁵ Risalatul Musngidah, *Students’ Mastery of Simple Past Tense and Their Ability in Writing Recount Text*, Thesis: STAIN Press Ponorogo, 2014.

sequence of event so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

c. Generic Structure of Recount Text

The generic structure of a recount consists of three parts: they are the setting or orientation, events and re-orientation.

1). Setting or orientation

The setting or orientation is the background information answering who, when, where, and why. It is also where you give an outline of what you are writing about.

2). Events

Events are where you write about the things that happened and are identified and described in chronological order.

A recount describes events, so plenty of use is made verbs (action words), and of adverb (describe add more detail to verb).

Beside that in recount text also introduce the personal participant to make it clearer. And since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first. Recount text is past event it's usually use simple past tense.

3). Re-Orientation

The re-orientation expresses a personal comment or opinion regarding the events described. In the other words this is where you bring you writing to a close by: saying how things went, saying what you felt about, the thing that happened and/or mentioning something which will or may happen later. So, the good recount text that has characteristic which has been described above.⁴⁶

d. language Feature in a Recount Text

The language features usually found in a recount:

- a). Simple past tense is use in most recounts.
- b). Use of nouns and pronouns to identify people, animals or things involved.
- c). Use conjunctions and time connectives to sequence the event.
- d). Use of adverb and adverbial phrases to indicate place and time.
- e). Use of adjectives to describe nouns.

B. Previous Research Finding

There are two previous related studies which related to the writer's present study. First, from Ayub1 Seken, K2 Suarnajaya, W3 the students of Ganesha University of Education Singaraja Indonesia, conducted the research by

⁴⁶ Anten, Nofri. Discussion Materials of Genre for Senior High School.

the title “An Analysis of the Cohesion and Coherence Of Students` English Writings At The Second Grade Of SMAN 1 Labuapi West Lombok”. The results of study were (1) the students use the five types of cohesive devices to serve the coherence of their writing which reference 40.84% with personal reference as the dominant use. Lexical cohesion was used 37, 99% dominated with repetition. Then, it was followed by conjunction 19,60%, ellipsis 1,35% and substitution 0,29 (2) the topical progression used was parallel progression with the percentage 56,84%, sequential progression used 24,19% and extended parallel progression 18,25% (3) some problems in coherence of students writing were reference conjunction, lexical cohesion, tenses, auxiliary “to be”, passive voice, infinitive, gerund, subject-verb agreement, noun, preposition and the texture. The result of the study indicates the cohesion and coherence have to be emphasis in teaching writing and the English teachers have to be competent in evaluating the coherence of students writing by applying TSA.

The second is from Novika Pujiasi conducted the research by the title The Errors of Unity and Coherence in Writing English Paragraph Made By The Sixth Semester Students of D-3 English Study Program of Usu : A Case Study. In this research the writer found the errors made by the students in using unity are 24, 03 % and coherence 75, 97 %. The percentage of errors made by the students in sequence : 3, 25 % in using the topic and controlling idea in a good subject and verb, 9, 74 % in limiting the controlling idea into the good specific idea, 11, 04 % in using the irrelevant sentences, 2, 59 % in making the repetition of key nouns, 4, 55 % in making the constituent of

pronouns, 44, 15 % in application the true transition signals, and 24, 68 % in application the chronological orders. He find out that the errors they made are related to using connect or relate the message of one sentence to another sentences, and most of them do not pay attention to the use of coherence especially the transition signals and chronological orders; therefore, they cannot send their message in their paragraph easily to the readers.⁴⁷

⁴⁷ Novika Pujiasi, The Errors of Unity and Coherence in Writing English Paragraph Made by The sSxth Semester Students of d-3 English Study Program of USU : a Case Study, University of North Sumatera, faculty of letters, English literature department MEDAN.2008.