

**IDENTIFY THE TYPE OF SENTENCE'S STRUCTURE  
(SIMPLE SENTENCE, COMPOUND SENTENCE, COMPLEX  
SENTENCE, COMPOUND-COMPLEX SENTENCE)  
USED IN RECOUNT TEXT**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for  
Gaining the Bachelor Degree of  
English Language Education



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SEMARANG  
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## ABSTRACT

Title : Identify the Type of Sentence's Structure (Simple Sentence, Compound Sentence, Complex Sentence, Compound-Complex Sentence) Used in Recount Text

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This research aimed to investigate the type of sentence structure used in recounting text by English education students in the second semester. The data of this research took from 22 students in UIN Walisongo. The method of this study is qualitative design. The finding of this research show that students used simple sentences, compound sentences, complex sentences, but no one used compound-complex sentence in their recount text. The researcher found that the most frequently used in their recount was simple sentence which obtained 58.11% of the whole number of sentence types found in students' writing, and the second was compound sentence which obtained 32.47% of the whole number of sentence types found in students' writing, the next type of sentence was complex sentence that obtained 9.40% in their writing, and the last type was compound-complex sentence, this type of sentence was obtain 0.00% because no one used this type of sentence. From the research above, the researcher concluded that the students' writing was not good enough because they still can mix the type of sentence in their writing, and they still have problems with grammatical, and vocabularies. I hope students can develop their skill in writing.

Keywords: *Type of sentence, Recount Text, Writing skill*

## MOTTO

عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ : قَالَ رَسُولُ اللَّهِ عَلَيْهِ وَسَلَّمَ مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ  
حَتَّى يَرْجِعَ

**From Annas bin Malik said: Rasulallah SAW said: whoever  
leaves the house to study knowledge, he is in jihad in the way of  
Allah until back**

**(H.R. Bukhari)**

**“The best way to get started is quit talking and begin doing”**

**Walt Disney**

**“Thing big act now”**

## **DEDICATION**

All praise to Allah SWT for his mercies and guidance, this thesis is dedicated to:

1. My beloved mother and father who always support me in my way to be success
2. My beloved young brother and sister who always supporting me in reaching my dream
3. And the last is me, I also dedicated this thesis for myself.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah, all praise is due to Allah SWT for providing the mercy, blessing, and kindness necessary to be able to conduct this research. All praises are due to the Prophet Muhammad SAW for leading us out of darkness and towards the light.*

The researcher is fully aware that without any guidance, encouragement, help and the enthusiasm of others, then this final project will not be able to finish this chance; the writer would like to express deep appreciation to:

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8. My friend that I cannot mention one by one for always being my side
9. The last, but not least I want to thank me for believe in me, and for doing all this hard work

The researcher believe that this research is far from perfection. The researcher would glad to gain constructive suggestion to make this thesis better.

Semarang, March 2023  
Writer,

Moch Niam Syarif Fuad  
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is a system of communication used by a particular country or community. Language, as a tool of communication, makes people connect one each other in the world. Language can be the mediator to deliver meaning in the form of ideas, thinking, feeling, opinions, wishes, desire, or messages, and information. This meaning can be delivered by oral or written depending on translated of the meaning. There are many languages used for communicate, one of these languages is the English language.

English language is the international language used to communicate. English language has been the most popular language in the world. In Indonesia English language, though it is a second language, becomes an important part of education. Mastering the language can help people, especially students, to develop their ability to the next level.

By mastering the English language students can open their knowledge wider. Students can increase their skills not only in

speaking and writing in the English language but they can study more knowledge in management, law, technology and many other skills. To mastering English language students have to master four basic languages, there are speaking, writing, listening and reading.

English language has four skills there are listening, speaking, writing, and reading. Listening is receiving language through the ears. Speaking is the delivery of language through the mouth. Writing is the process of using symbols (letters of the alphabet, punctuation, and space) to communicate thoughts and ideas in a readable form. And reading is the process of looking at a series of written symbols to derive meaning. Those are all the skills of language that we need to master the English language.

Writing is one of the important skills that must be mastered by students. However, writing is one of the language skills which must be mastered by students in language learning. In terms of skills, producing a coherent, fluent, extended piece of

writing is probably the most difficult thing there is to do in language<sup>1</sup>.

In writing, there are many aspects considered, such as organization of writing, grammar, punctuation, capitalization, and direction. This writing can help students with assessments in class. The purpose of writing is to express oneself, provide information, persuade, or to create literary work. Writing consists of sentences, a sentence is a set of words that is complete in itself, containing a subject, and predicate, conveying a statement, question, exclamation and command.

In writing, arranging a text needs several sentences to make a paragraph until being a text. Jones and Farness (2002:70) define a sentence as a word that follows the rules of the language for correctness and completeness, and make sense. That means sentence is a group of words that have an idea of the writing meaning with grammatical structure, and are easy to understand. There are four kinds of main sentences declarative sentence, imperative sentence, interrogative

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<sup>1</sup> David Nunan, *Second Language Teaching and Learning*, ( Boston, Massachusetts: Heinle and Heinle Publishers, 1999), p. 271.

sentence, and exclamatory sentence. Based on the structure of the sentence there are four kind of sentence simple sentence, compound sentence, complex sentence, compound-complex sentence. The students need to use these kinds of sentence correctly to make a text.

In this study, the researcher will describe the ability of second-semester students in UIN Walisongo Semarang in using sentence structure through recount text. So, researcher will be able to know the weakness and the strength of the students' in using sentence in recount text. The researcher hopes by this research students can develop their abilities, and know their weaknesses in using sentence's structure.

This research would focus on the student's weaknesses in writing, because in several cases students still understand about basic sentences and how to build the right sentences in the writing. So, the researcher hopes by this study students and teachers will aware the weaknesses of the students in this district.

## **B. Research Question**

Based on the background of this study, this study aimed to find the answer to the following research question:

What type of sentences are used by students in second semester at UIN Walisongo Semarang in recount text?

### **C. Objective of the Study**

Based on the statement above, the objective of this study was to find the types of sentences used in recount text by students in second semester at UIN Walisongo Semarang. For the further detailed explanation that the purpose of this study is to know the ability of the students to arrange a sentence using the right type of sentences.

### **D. Limitation of the Study**

In this research, the researcher focuses on the type of sentences provided in the recount text of English students in the second-semester at UIN Walisongo Semarang. The purpose of this research is to find out the types of sentences and count the frequency of occurrence. Besides, the researcher explains how far the students understand and use the type of sentence in their writing.



## **E. Significance of the Study**

### **a. Theoretical Benefit**

The researcher wishes that this result will supply useful additional information to others. They will know more about English especially in writing skills.

### **b. Practical Benefit**

#### **1. For the English teachers**

The result of this research will help English Teachers aware the weakness of the student's ability in English writing, and hopefully this research accompanist teacher increases their teaching method in English writing skills.

#### **2. For students**

The result of this research is expected to give them new experience in English learning, and they can aware of their weakness in writing skills. So, they can be more motivated to develop their abilities.

#### **3. For the researcher**

The result of this research can develop the researcher's experience related to his knowledge

in research on education and English teaching,  
especially for writing.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Previous Research

Related to the focus of this research, there are several researches that become the reference for this research. First, this research is conducted by Ida Bagus Putrayasa, Dewa Putu Ramendra, Ida Bagus Putra Manik Aryana. The purpose of this research is to analyse students' ability in sentence structure used in the composition of VI grade students in Bali province. The research was published by *ATLANTIS PRESS: Advances in Social Science, Education, and Humanities Research* with the title "*The Analysis of Sentences' Structure of Students' Composition at Grade VI of Elementary School in Bali Province*"<sup>2</sup>. This research data was taken from VI grade students in Bali used random area sampling technique, the data took from 12 elementary schools and 120 students' essays as a sample. The method used in collecting data is documented recording method, and the data analyzed by Robert-Burton

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<sup>2</sup> Ida Bagus Putrayasa, Dewa Putu Ramendra, and Ida Bagus Putra Manik Aryana, 'The Analysis of Sentences' Structure of Students' Compositions at Grade VI of Elementary Schools in Bali Province', *Atlantis Press: Advances in Social Science, Education and Humanities Research*, 263 (2018), 91–97.

analysis model. The result of this research was the simple and compound sentence structure were varied, it was made the communication between oral and writing became effective.

There were several differences between this research and my research, in this research the researcher analyses the students' ability in composition to find out the students' mastery in structure sentence, the method of collecting data and analyse data were different from my research. Besides it, the similarities between this research and my research, in the focus to analyse the students' ability to build sentence structure.

And the second of the previous research is the research conducted by Mehmet Demirezen, the purpose of this research is to find out the ability of English majors to identify the four basic types of sentences. This research was published by *Journal of Language and Linguistic studies* and the title of this research is "*Identification of Sentence Types for Writing Skill in Teacher Education*"<sup>3</sup>. The subject of this study is the students of English Language Department in Ankara. The

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<sup>3</sup> Mehmet Demirezen, 'Identification of Sentence Types for Writing Skill in Teacher Education', *Journal of Language and Linguistic Studies*, 15.1 (2019), 98–110 <<https://doi.org/10.17263/jlls.547629>>.

design of this research was pre-test and post-test design, and the instrument of this research is 20 questions with multiple choice. The result of this test shows a pre-test 23 percent while came up to 56 percent in score. But, in lower-intermediate students there are difficulties in recognizing the type of sentences, these students have difficulties in grammar development.

The difference between this research and my research is the design of method which in this study used pre-test and post-test design and my research will use descriptive design, also the participant of this study is students of English Language Development, and my research will evaluate the ability of high school students. And the similarities of these studies were both of the research try to know the students' ability in sentence structure.

And the last was research conducted by Media Rahmi, Saunir Saun, and Aryuliva Adnan. This research was published by *Journal of English Language Teaching* with the title "*A Study of Sentence Types on the Writing of English Department students of University Negeri Padang In Academic Year 2014*". The aim of this study was to look at the extent to which students use the sentence type in writing essays, and another

purpose was to analyse the problems that occurred in using the type of sentence. This study held in English Department of University Negeri Padang. This research was a descriptive study, and the subject of this research was 22 essays of student Education in year 2015/2016. Based on the study researcher found that the type of sentence used were simple sentence, compound sentence, complex sentence and compound-complex sentence. And the result of this study, it was found that simple sentence was the most common sentence used by students. They were two problems that occurred to write the sentence type. That were run-on and fragment. Both of these problems were found in all parts of the essay: introduction, main body, and conclusion.

There were several differences and similarities between this research and my research. The differences were the subject of the study, in this study, the researcher was taken data from students' essay examination and my study were took from students second semester in their recount text. And the similarity was the study focused on analysing type of sentences used by students.

## **Literature Review**

### **1. Writing**

#### a. Definition of Writing

Writing is one of four skills in English language, according to Boardman & Frydenberg (2002: 11), define writing as a continuous process of thinking, organizing, rethinking, and recognizing. It means that writing is a process by drawing something based on writer background knowledge and organizing their knowledge into a good paragraph. So, the students have to read a lot of books to get inspiration and write a lot to increase their capability.

Writing is a part of language ability. Language is a complex system residing in our brain that allows us to produce and interpret utterances. Writing involves making an utterance visible. Our cultural tradition does not make this distinction clearly. We sometimes hear statements such as *Hebrew has no vowels*; this statement is roughly true for the Hebrew writing system, but it is definitely not true for the Hebrew language.

Readers should constantly check that they are not confusing language and writing<sup>4</sup>.

According to Cole and Feng (2015:4) writing is a fundamental component of language. When a child writes, thought and knowledge is blended together creating a unique meaning. Consequently, students identify the skill of writing, as more difficult than listening and reading. Furthermore, writing is the skill that most students are least proficient in when acquiring a new language<sup>5</sup>.

From the definition above researcher can conclude writing is a difficult skill in language skill, writing helps students to increase basic skills in English. Also, writing can be the benchmark in students' skills where they can combine what they know, and their experiences into a write or story in writing.

#### b. Elements of writing

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<sup>4</sup> Richard Nordquist, 'Definition, Examples, and Observations on Writing' <<https://www.thoughtco.com/writing-definition-1692616>>.

<sup>5</sup> 'Definition of Writing', 2019

<<http://www.aminlimpo.com/2019/12/definition-of-writing.html>>.



The elements of writing are the various skills that are needed for most types of academic writing, whether a short report, a longer essay or a dissertation. There is no fixed orders for working on the units in elements of writing. They are organized alphabetically for essay access, but most students will have their own priorities<sup>6</sup>.

Jacobs (2008:22) point out five kinds of component in writing. They are content, organization, language use, vocabulary and mechanics<sup>7</sup>:

- a) Content : Content of writing should be understandable. Therefore, the readers can understand the message in the text and get information from it.
- b) Organization : organization is the overall structure of the piece of writing. The organization is concerned with the way of how the writer arranges and organize their idea and their message from which consist of same partial order

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<sup>6</sup> Stephen Bailey, *Academic Writing Apractical Guide for Students* (new york: taylor and francis e-library, 2003).

<sup>7</sup> 'The Component of writing', 2019

<<http://www.aminlimpo.com/2019/12/the-component-of-writing.html>>.

- c) Vocabulary : vocabulary is the list of words and sometimes plus usually arranged in alphabetical order that expired at distally, grouchy. Vocabulary is an area where it can be useful to have a reference list in the form of lexical sets.
- d) Mechanics : mechanics use is due to capitalization, punctuation, and spelling appropriate. It leads the reader to understand, to recognize immediately. The use of favorable mechanics in writing will make readers easy to group the conveying ideas or the message to the written materials.

c. Process of writing

The writing process is the series of actions the writers take to produce a finished work. Writers, educators and theorists have defined the writing process in many different ways, but it generally involves prewriting tasks, writing task, and post-writing tasks. More specifically, these tasks include planning, drafting, revising editing, and publishing in approximately

that order<sup>8</sup>. From description above, the writer concludes writing process is an activity to complete the writers, generate the idea, and compose that idea to document or presentation through several processes.

The writing process has several steps, here four steps of writing process<sup>9</sup> those are:

- Prewriting, prewriting is anything you do before you write a draft of your document.
- Drafting, drafting occurs when you put your ideas into sentences and paragraphs.
- Revising, revising is the key to effective documents. Here you think more deeply about your readers' need and expectation
- Editing, editing final process when you have to check your grammar, mechanics, and spelling.

## 2. Sentence

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<sup>8</sup> M Dziak, 'Writing Process (Planning, Drafting, Revising, Editing, Publishing)', *Salem Press Encyclopedia*, 2018.

<sup>9</sup> 'Resources for Writers: The Writing Process' <<https://cmsw.mit.edu/writing-and-communication-center/resources/writers/writing-process/#:~:text=Writing is a process that,develop and expand your ideas.>> [accessed 11 May 2022].

Sentences is the basic unit of language which expresses a complete thought. Sentences is part of writing. Students have to master sentences for arrange writing text. Sentences can be an effective encouragement in supporting students in composing. So, to write well, students must master how to compose sentences.

a. Definition of sentence

A sentence is the largest unit of any language. In English, it begins with a capital letter and ends with a full stop, question mark, or exclamation mark. Sentence define as a group of word that expresses an idea by giving a statement or order, or asking, or exclaiming<sup>10</sup>. According to Verspoor (2000), Sentence is derived from the Latin *sententia*, which means feeling or opinion. In the field of grammar, this meaning has specialized to represent an utterance that expresses a feeling an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter and ends with a period, question mark, or exclamation

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<sup>10</sup> ‘Sentence: Definition and Types’, *Learning English*  
<<https://www.learngrammar.net/english-grammar/sentence-definition-n-types>>.

mark<sup>11</sup>. Based on Ali (2007) sentence is a group of words that has at least a subject and predicate along with it has to have a perfect or complete sense<sup>12</sup>. This means that a sentence not only has a complete grammatical structure, but also have a meaning.

So, a sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses.

#### b. Type of sentences

Before arranging a sentence, we have to understand the type of sentence, type of sentence is divided into structural and functional. Based on structure, there are four types of sentences, there are:

##### 1. Simple sentence

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<sup>11</sup> Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course*,

(Amsterdam: John Benjamins Publishing Company, 2000), P. 33.

<sup>12</sup> Ali, *Fundamental of English Grammar*, 2007.

A simple sentence consists of one independent clause. And the independent clause contains a subject and verb and expresses a complete thought.

Examples of simple sentence:

- She wrote
- Andy completed his literature review
- I always wanted to become a writer

## 2. Compound sentence

A compound sentence has two or more independent clauses connected by a conjunction or semi-colon. Each of these clauses could form a sentence alone. The conjunction used are and, but, or, not, for, yet, so.

Examples of compound sentence:

- I like coffee and Mary like tea
- Mary went to work, but John went to the party
- Madon want to become a writer, and his brother want to become a doctor

## 3. Complex sentence

A complex sentence consists of independent clause and a dependent clause. The dependent

clause starts with a subordinating conjunction or a relative pronoun, and contains a subject and verb, but does not express a complete thought. The common subordinating conjunction are after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, whether, while, and, for relative pronoun are that, which, who, whom, and whose.

Examples of complex sentence:

- I know that you always wanted to be a writer
- We missed our plane because we were late.
- He left in a hurry after he got a phone call

#### 4. Compound – complex sentence

Compound complex sentence consist of at least two independent clauses and one or more dependent clauses.

The examples of complex sentence:

- John didn't come because he was ill so Mary was not happy.

- He left in a hurry after he got a phone call but he came back five minutes later.

Then, based on functional sentence there are four types of sentences, there are:

1. Declarative sentence

Declarative sentence is the simple statements that relay for information. This sentence used as the typical sentence. For the example:

- She run to the school
- My cat is black
- The sky is blue

2. Imperative sentence

Imperative sentence is a type of sentence that gives instructions or advice, and expresses a command, or order, a direction, or a request. This sentence is usually simple and short sentence, but it could be long and complex, depending on its context.



For example:

- Have a good day!
- Please join me for dinner tonight!
- Stop beating the dog!

### 3. Interrogative sentence

Interrogative sentence is a sentence to ask a direct question and punctuated at the end of sentence with question mark. This type of sentence used to get the information that people need. For example:

- What is the right way to iron a shirt?
- Where is your new phone?
- How are you to day?

### 4. Exclamatory sentence

Exclamatory sentence is used to convey a strong emotion and ends with an exclamation mark. This sentence is like declarative sentence but the

different is this sentence used to convey excitement or emotion. For example:

- Yes, we won this game!
- You were meant to be back yesterday!
- This puzzle is driving me up the wall!

### **3. Type of Text**

A text is a piece of writing that you read or create. The type of text depends on its purpose, structure, and language features. There are many kinds of literal text, many of which may overlap, as in the case of narrative poetry, drama and poetic use of language in prose.

English students need to have many literary texts for them. Literary text is essential for students' skills, it is needed to increase students' ability in writing. This literature is not only books, or journal, students can get literature from radio or television.

Derewianka (1991) in her discussion of writing in school, presents as genre categories text which she labels as

recounts, narrative report, explanation and argument. While Hammer (1992) states who in a work focusing on adult second language literacy development, list as genre categories anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews<sup>13</sup>.

Based on the state above type of text can be divided into anecdote, description, exposition, news item, procedure, recount, report, and review.

- Anecdote : a usually short narrative of an interesting, amusing, or biographical incident
- Description : to describe a particular person, place or thing
- Exposition : to persuade the readers or the listeners that something in the case, to analyze or to explain
- News item : type of text with the primary function or communicative purpose to inform readers of listeners or viewer about events of the day that are considered newsworthy or essential.

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<sup>13</sup> Brian Paltridge, *Genre, Text Type, and the Language Learning Classroom* (Oxford: Oxford University Press, 1996).

- Procedure : to help us do a task or make something, they can be a set of instructions or directions
- Recount : to tell the readers what happened in the past through a sequence of event
- Report : to describe the way things are. The items must be a representative of their class
- Review : to critique an artwork or event for a public audience.

#### **4. Recount Text**

##### a. Definition of recount text

Recount text is a text that tells about a story, or activity. The goal of recount text is to entertain the reader about a story. Knapp and Watkins (2005:223) state that recount text is the simplest text type. Recount text is the telling the reader what happened. It tells a past event, it begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono,2007:63). The story about the past

tells the writer experiences is a recount text, this material taught from senior high school students.

This recount text as a text type has purpose, Derewianka (2004:18) states the purpose of recount text is to list and describe past experiences by retelling events in the order in which they happen (chronological order). The text will move through a different set of stages to achieve its purpose. First stage is an orientation letting the reader knows who is involved, where, when, etc. and the second is retelling of a series of events in chronological sequence<sup>14</sup>.

Recount text is a part of writing skill that contains the story or activity of the author or character in the story. The story tells about the author's experience or imagination, usually purpose of this text is to entertain the reader. Recount text is one of the texts that retells us about events, experiences, and actions that happen in the past (Djuharie, 2009:171).

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<sup>14</sup> Derewianka, B. *Exploring How Text Work*. (Australia: Primary English Teaching Association,2004) p.18

**Table 1.1 Structure of recount text**

|   |   |
|---|---|
| <b>Str<br/>uct<br/>ure<br/>of<br/>Re<br/>co<br/>unt<br/>Te<br/>xt</b>   | <b>ORIENTATION</b>  |
|   | Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.   |
|   | <b>EVENTS</b>   |
|   | In the morning, my friend and I saw Mount Bromo. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get closer at the mountain. We took pictures of beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in afternoon. |
|   | <b>RE-ORIENTATION</b>   |
| We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will |   |

A recount text has some structures, these structures consist of three parts. First, the setting or orientation, is a piece of background information answering who, when, where and why. Second is the events are identified and described in chronological order. And the

third is concluding, its comments express a personal opinion regarding the event described<sup>15</sup>.

The researcher concluded recount text is a story about the past, the story can be experiences, and imagination from the writer, or from somebody else. The sentence of recount text have to arrange by past tense to describe the past event in the story.

b. Kind of recount text

a) Personal Recount Text

Personal recount text is an event that writer was personally involved in.

b) Factual Recount Text

Factual recount text is a recording from an accident.

c) Imaginative Recount Text

Imaginative recount text is an imaginary role and giving details of events.

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<sup>15</sup> zaky media, 'The Definition of Recount Text', *Zaky Media*, 2015, p. 01  
<<http://www.zakymedia.com/2015/01/the-definition-of-recount-text.html>>.

c. The Characteristic or Language Feature of Recount Text

- a) Using the simple past tense, past continuous tense, past perfect tense, and perfect continuous tense.
- b) Frequent use is made of words that link events in time, such as next, later, when, then, after before, first, at the same time etc.
- c) Focus on a specific participant.
- d) Using the conjunctions.
- e) Using an action verb
- f) The passive voice may be used in several sentences.



## CHAPTER III

### RESEARCH METHOD

In this chapter, the writer will present the research design, subject of the study, the technique of collecting data and technique of data analysis.

#### **A. Research Design**

Creswell states, “research design is a type of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research.”<sup>16</sup>. Research is a way to understand an issue. The researcher chooses one of the methods to utilize the suitable methods for the study and to set up the study successfully in writers’ research.

According to Kohtari (2004), research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research questions<sup>17</sup>. The design of this

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<sup>16</sup> John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, fourth (Singapore: SAGE Publications Asia-Pacific, Pte. Ltd, 2003).

<sup>17</sup> C.R Kohtari, *Research Methodology: Methods and Technique*, Second (New Delhi: New Age International limited, 2004).

research is descriptive research. Ary (2006) states that descriptive research studies are designed to obtain information concerning the status of phenomena. The purpose of descriptive research is to systematically describe or explain the fact and characteristics of the population<sup>18</sup>.

This research uses qualitative research. Qualitative research, is also called interpretative research or field research. Qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them. This study aims to describe the types of sentences used in students' writing<sup>19</sup>

## **B. Subject of the Study**

The study subjects were English students at the second semester of UIN Walisongo Semarang in the Academic Year 2021/2022. The data that researcher took in this research was Recount text, this recount text was made by students at second

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<sup>18</sup> Donald et al Ary, *Introduction to Research in Education* (United States of America: McGraw-Hill, 2006).

<sup>19</sup> Marguerite G et al Lodico, *Methods in Educational Research from the Theory and Practice* (United States of America: Jossey-Bass, 2006).

semester of UIN Walisongo Semarang. There were 22 data used in this research, these data were taken from the students who did on their own.

### **C. Technique of the Data Collection**

Data collection technique was used to get the materials needed in this research. It requires several kinds of techniques that are chosen and used. Arikunto (2002) stated, “There are five methods in data collection technique”. The data collection technique is test, questionnaire, interview, observation, and documentation. Documentation may refer to technique of collecting data by gathering and analyzing document. According to Arikunto “Documentation method is searching the data such as note, transcript, book, newspaper, magazine, agenda, etc.” To collect the document related to this research, the researcher uses documentation method. This method was used to get the data associated with the research object as recount text of the students.

In this research there are some steps to collect data. First step, researcher took the documentation from the students’ recount text of second semester. Then, the data was collected. Second, after the researcher collected the data, the researcher

read the recount text. Then, researcher identified the student's recount text essay, and put a mark on each sentence structures. And the last step is classification, in this step researcher classified these structures depending on simple, compound, complex or compound-complex sentences. Then, it is analysed by using the theory of Brandon (2021) based on the sentences pattern used by sentence type.

#### **D. Technique of Data Analysis**

Bogdan (2015) stated, "Data analysis is the process of systematically searching and arranging the interview transcript, field note, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others."<sup>20</sup> In order to answer the researcher problems, the data that had been gathered then are analysed and interpreted concerning research design. It can be seen in the following explanation to find out the types of sentences and frequency occurrence of sentence type. The writer used the students' writing to determine the type of sentences. The researcher described based on the theory of Brandon (2012) as follows:

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<sup>20</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2015).

## 1. Simple Sentence

A simple sentence is analysed based on the independent clause that consists of subject and verb which express a complete thought. It has more than one subject or verb. Simple sentence consists of one clause consisting of one subject and one verb. There are five patterns in simple sentence as follows:

- a) Subject + verb
- b) Subject + verb + complement
- c) Subject + verb + direct object
- d) Subject + verb + indirect object + direct object
- e) Subject + verb + object + complement

## 2. Compound Sentence

Compound sentence is analysed based on the logical combination of two complete thoughts or independent clauses to form one sentence. It has two or more control units or simple sentence. Also compound sentence needs coordinating conjunction or a semicolon or conjunctive adverb to link ideas. The compound sentence pattern as follow:

- a) Independent clause (control unit) + coordinating conjunction + independent clause (control unit).
- b) Independent clause (control unit) + Semicolon (;) + independent clause (control unit)

### 3. Complex sentence

Complex sentence is analysed based on an independent clause and one or more dependent clause. A complex sentence needs a subordinating conjunction to link between independent clause and dependent clause or between dependent clause and independent clause. The complex sentence patterns as follows:

- a) Independent clause + subordinating conjunction + dependent clause (in this pattern independent clause come first before dependent clause)
- b) Dependent clause + subordinating conjunction + independent clause (in this pattern dependent clause come first, then comma to separate between dependent clause and independent clause)

### 4. Compound-Complex Sentence

A compound-complex sentence is analysed based on two or more independent clauses and more dependent

clauses. Compound-complex sentence also needs a comma to separate between independent clauses and dependent clauses. Compound-complex sentence consists of minimum two independent clauses connected by coordinate conjunction, and minimum one dependent clause after subordinate conjunction. Here is compound-complex sentence patterns:

- a) Independent clause + coordinating conjunction + independent clauses + comma + dependent clauses
- b) Dependent clauses + comma + independent clauses + coordinating conjunction + independent clauses.<sup>21</sup>

To find out the frequency occurrence of the sentence types used in students' writing, the procedure as follows:

- 1) Note and count the frequency occurrence of each sentence types used in recount text
- 2) Count the number of the frequent occurrence of each sentence type of recount text

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<sup>21</sup> Lee Brandon, *At a Glance: Sentences*, fifth (United States of America: Wadsworth Cengage Learning, 2012).

3) Count the whole number of all sentence type occur.

To count the frequency occurrence of sentence type in recount text, the following table is used:

**Table 1.2 step to count the types of sentences in recount text of students**

| No    | Students<br>' writing<br>title | The types of sentences |   |     |   |     |   |     |   | Total | Percentag<br>e |
|-------|--------------------------------|------------------------|---|-----|---|-----|---|-----|---|-------|----------------|
|       |                                | SS                     |   | CMS |   | CXS |   | CCS |   |       |                |
|       |                                | N                      | % | N   | % | N   | % | N   | % |       |                |
|       |                                |                        |   |     |   |     |   |     |   |       |                |
|       |                                |                        |   |     |   |     |   |     |   |       |                |
| Total |                                |                        |   |     |   |     |   |     |   |       |                |

Note : SS = Simple Sentence

CMS = Compound Sentence

CXS = Complex Sentence

CCM = Compound-Complex Sentence



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter presents the finding of the research and discussion based on the data obtained from this research.

#### A. Finding

According to data from the recount text of the students, the researcher found the types of sentences such as simple sentences, compound sentences, complex sentences and compound complex sentence however, it was discuss below:

##### 1. Sentences Used in Students' Writing

###### a. Simple Sentence

###### 1) Title of students' writing: Holiday On Surumanis Beach

In this writing there were three simple sentences that can be seen as follows:

- a) The tourist spot is called Surumani Beach
- b) My sister and I played sand on the beach
- c) We rushed home

- 2) Title of students' writing: Good Morning  
All

In this writing there were two simple sentences that can be seen as follows:

- a) Currently, I lived in Jemur Village, Kebumen district.
- b) Speaking of a hobby, travelling is one of my hobbies.

- 3) Title of students' writing: Holiday at Home

In this writing there were three simple sentences that can be seen as follows:

- a) Last Sunday was my day off
- b) I'm not going anywhere
- c) Exhausted, I fell asleep on the sofa

- 4) Title of students' writing: A Trip to Prambanan

In this writing there were three simple sentences that can be seen as follows:

- a) Last year, I was going to Jogjakarta.
- b) I went to Prambanan Temple.
- c) We went with three family

5) Title of students' writing: It Had Been a Bad Week

In this writing there were a simple sentences that can be seen as follows:

- a) After a while, my voice became hoarse.

6) Title of students' writing: Went to Ancol Beach

In this writing there were two simple sentences that can be seen as follows:

- a) The journey there takes 30 minutes to 1 hour.
- b) We rushed to go home

7) Title of students' writing: My Vacation On Holiday

In this writing there were four simple sentences that can be seen as follows:

- a) A few month ago, I and my family went on vacation to Jogjakarta
- b) We went for a vacation to Sadarman Beach.
- c) We also hangout together
- d) We were at the beach until late afternoon.

8) Title of students' writing: My New Year Holiday

In this writing there were seven simple sentences that can be seen as follows:

- a) I Went there with my extended family by bus
- b) One of the rides is the cable car
- c) I decided to ride with my cousin.
- d) Finally, we visited the center for batik souvenir
- e) There I bought some batik clothes

f) Playing tubing was my first experience

g) I'm very happy to be able to go there

9) Title of students' writing: Late to go School

In this writing there were five simple sentences that can be seen as follows:

a) I have never been late for school

b) I set my alarm for 5 in the morning

c) Turns out my alarm clock is broken

d) I run to my school

e) It was very painful for me to leave school early

10) Title of students' writing: Make Up Artist Course

In this writing there were two simple sentences that can be seen as follows:

a) It was fun and so interest

b) Firstly I was invited by teacher to join the course

11) Title of students' writing: My Holiday

In this writing there were five simple sentences that can be seen as follows:

- a) In Yogyakarta, we visited many famous and amazing places around
- b) The first day of our holiday, we went to Prambanan temple
- c) I could see snakes collection, butterfly, fish, elephant, crocodile, and even tigers
- d) Next day, me and my family went to Malioboro
- e) I bought some souvenirs for my friends in Malioboro

12) Title of students' writing: My Day Off

In this writing there were seven simple sentences that can be seen as follows:

- a) Last Sunday was my day off
- b) I didn't go anywhere
- c) I felt that was the worst day

- d) I have ever passed
- e) Not felt, it was 10.00 o'clock
- f) I rushed to take a bath to fresh my body
- g) I kept playing with my nieces until nightfall

13) Title of students' writing: Holiday In Karimunjava

In this writing there were four simple sentences that can be seen as follows:

- a) I spent my last holiday in Karimunjava
- b) We arrived in Bandung at 23.00
- c) I had a wonderful experience in Karimunjava
- d) It was the best trip of my life

14) Title of students' writing: Watch A Movie

In this writing there were four simple sentences that can be seen as follows:

- a) One week ago, I watch a movie with my friend
- b) The film is titled Ms. Marvel
- c) Tells about Kamala Khan as the MCU's first muslim superhero
- d) She also brought an old bracelet left by her ancestors

15) Title of students' writing: My seminar Experience

In this writing there were two simple sentences that can be seen as follows:

- a) Two days ago I attended a national seminar
- b) I wrote the main points of the material

16) Title of students' writing: Sumpah Pemuda Day

In this writing there were two simple sentences that can be seen as follows:



- a) The Sumpah Pemuda Congress was held on October 27-28, 1928 in the city of Jakarta
- b) Several youth organizations attended the congress such as Jong Java, Jong Batak, Jong Celebs, Jong Sumatranen Bond, Jong Islamieten, Jong Ambon, and others.

17) Title of students' writing: My Friend in Elementary School

In this writing there were four simple sentences that can be seen as follows:

- a) We play every day
- b) Not a day without playing
- c) We can even playing from morning to noon
- d) We did everything from jump rope to cooking to playing in the river

18) Title of students' writing: My Journey

In this writing there were four simple sentences that can be seen as follows:

- a) A few years ago, I was 12 years old
- b) Now, I have to live in Mantingan Ngawi with my parents
- c) During the school vacation, I went there
- d) I'm very looking forward to starting my new experience at grandma's town

19) Title of students' writing: Family Vacation at White Sand Beach

In this writing there were four simple sentences that can be seen as follows:

- a) We left at 08.00 am
- b) Little children are very happy
- c) Last month was the Eid Mubarak
- d) It was really a pleasant experience for me and my family

The sentences above were simple sentences in which each sentence had subject and verb and they used to be like “*was and were*” in the sentences. Mostly they wrote a simple sentence in short sentence, but long sentences wrote several sentences

b. Compound Sentences

1) Title of students’ writing: Holiday In Surumanis Beach

In this writing there were a compound sentences that can be seen as follows:

- a) When I arrived at Sumumanis Beach, I was presented with a beautiful view and stretch of waves.

2) Title of students’ writing: My Lost Bag

In this writing there were three compound sentences that can be seen as follows:

- a) Every night, I studied with my mother and prepared my book and bag to go to school.

- b) My bag was taken by the thief and I went to school using another bag and book.
- c) 2 days after, my neighbour found my bag in the rice field and gave it to me.

3) Title of students' writing: Holiday at Home

In this writing there were five compound sentences that can be seen as follows:

- a) I just spend time at home doing the same activities over and over again
- b) I woke up early and did the morning prayer
- c) After that, I have breakfast in the morning with my family
- d) In 08.00, I took my cell phone and played game
- e) Then, I had lunch and helped my mother clean the house

4) Title of students' writing: Went to Ancol Beach

In this writing there were three compound sentences that can be seen as follows:

- a) We departed from the city of Medan at 15.00 by car and we arrived around 16.00
- b) It was a very beautiful day with clear blue skies and I felt a light breeze blowing.
- c) I didn't forget to take selfie with a very beautiful beach background

5) Title of students' writing: My Vacation On Holiday

In this writing there were two compound sentences that can be seen as follows:

- a) We departed from Temanggung city at 07.00 am by car and got there around 10.00 am.

b) It was very clear day and the sky was blue and I felt a light breeze blowing

6) Title of students' writing: My New Year Holiday

In this writing there were four compound sentences that can be seen as follows:

a) I left my house at 5 am and arrived at the location at around 9 am

b) It contains good photo spots and some rides

c) After stopping, I looked around and looked for snacks

d) I bought a grilled sausage snack so big I couldn't finish it

7) Title of students' writing: Late Go To School

In this writing there were four compound sentences that can be seen as follows:

a) I woke up at 7 am and didn't hear my alarm

- b) I rushed into the bathroom and put on my school uniform
- c) Until a week ago, I was very sick from eating spicy food
- d) I have had a fever and diarrhea for three days

8) Title of students' writing: My Day Off

In this writing there were three compound sentences that can be seen as follows:

- a) At 08.00 am, I turned laptop and played many games
- b) I woke up earlier and did subuh prayer
- c) Although just a home holiday, at least to refresh my mind from the routine activities at university

9) Title of students' writing: Holiday in Karimunjawa

In this writing there were four compound sentences that can be seen as follows:

- a) On the morning, we went snorkelling and explore more island
- b) We had fun, we also ate good food
- c) On the last day, I went shopping for some souvenirs
- d) After that, I went to the harbour at 11.00

10) Title of students' writing: My Friend in Elementary School

In this writing there were a compound sentences that can be seen as follows:

- a) But we would remove all the valuables that are in our bodies and store them before playing

11) Title of students' writing: My Journey

In this writing there were five compound sentences that can be seen as follows:



- a) I was born and grow up in Ngawi, East Java
- b) I had no idea how to get on the train until I arrived at the station
- c) Fortunately, the security guy helped me and provided me with information for check in
- d) I then entered the carriage and sat down on the chair
- e) I listened to the music and had a great time riding the train

12) Title of students' writing: Family Vacation at White Sand Beach

In this writing there were three compound sentences that can be seen as follows:

- a) At that time all families will gather and have a meal together
- b) Because the beach is close, so we didn't need much time to get to the place

- c) It was a nice day and sunny day with blue skies and a light breeze

c. Complex Sentence

1) Title of students' writing: My Lost Bag

In this writing there were three complex sentences that can be seen as follows:

- a) 11 years ago, when I was in elementary school, I had a bad accident in my home
- b) When we were sleeping, the thief came and entered our home
- c) They didn't take valuables, but my father thought they wanted to take my brother's motorcycle because they had tried to shift it and the motorcycle had change position

2) Title of students' writing: My New Year Holiday

In this writing there were three complex sentences that can be seen as follows:

- a) After that, we headed to the main destination, namely Turbing New Rivermoon in the city of Klaten
- b) After that, we were briefed by guide and warmed up so as not to experience cramps during the game
- c) Arriving at the end of the river, the tubing game was finished, and we were transported by car to the place to rest area

3) Title of students' writing: Late Go to School

In this writing there were three complex sentences that can be seen as follows:

- a) When I was elementary school the first day I was late for school
- b) I woke up at 07.00 a.m and didn't hear my alarm
- c) When I take my lunch break, I have my favourite meatballs and I put too much sauce in the meatballs

4) Title of students' writing: My day off

In this writing there were two complex sentences that can be seen as follows:

- a) Then, I watch my favourite TV programs, which is NatGeo Wild until it almost midday
- b) Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child.

5) Title of students' writing: My Friend In Elementary School

In this writing there were two complex sentences that can be seen as follows:

- a) And one day, on the day we were playing in the river, we took and collected water hyacinth to be used as play food
- b) Luckily, we were only scolded for playing too long because our parents

didn't know we were playing in the river.

d. Compound – complex sentences

In this section, researcher didn't find compound–complex sentences. So, in recount text that made by students didn't use compound complex sentence.

2. The frequency occurrence of sentence types used in recount text

A sentence is a group of word we use to express our idea or some conditions; it has to consist of two minimal parts subject and predicate. Sentence have four types of sentences, there are simple sentence, compound sentence, complex sentence and compound complex sentence.

In this part of research, researcher classified the result of this research. The result of classification and percentage analysis of the sentences used in recount text by students can be seen as follow:

Table of the frequent occurrence of the types of sentences in students' recount text.

| No | Title                             | Kind of Sentences |           |     |                |     |                |     |           | Total | %     |
|----|-----------------------------------|-------------------|-----------|-----|----------------|-----|----------------|-----|-----------|-------|-------|
|    |                                   | SS                |           | CMS |                | CXS |                | CCS |           |       |       |
|    |                                   | N                 | %         | N   | %              | N   | %              | N   | %         |       |       |
| 1  | Holliday On<br>Surumanis<br>Beach | 3                 | 4,41<br>% | 1   | 2,63<br>%      | 0   | 0,00<br>%      | 0   | 0,00<br>% | 4     | 3,41% |
| 2  | Good<br>Morning All               | 2                 | 2,94<br>% | 0   | 0,00<br>%      | 0   | 0,00<br>%      | 0   | 0,00<br>% | 2     | 1,70% |
| 3  | Holliday At<br>Home               | 3                 | 4,41<br>% | 5   | 13,1<br>5<br>% | 0   | 0,00<br>%      | 0   | 0,00<br>% | 8     | 6,83% |
| 4  | My Lost Bag                       | 0                 | 0,00<br>% | 3   | 7,89<br>%      | 3   | 27,2<br>7<br>% | 0   | 0,00<br>% | 6     | 5,12% |

|    |                         |   |                |   |                |   |                |   |           |    |        |
|----|-------------------------|---|----------------|---|----------------|---|----------------|---|-----------|----|--------|
| 5  | A Trip to Prambanan     | 3 | 4,41<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 3  | 2,56%  |
| 6  | It Had Been a Bad Week  | 1 | 1,47<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 1  | 0,85%  |
| 7  | Went To Ancol           | 2 | 2,94<br>%      | 3 | 7,89<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 5  | 4,27%  |
| 8  | My Vacation on Holiday  | 4 | 5,58<br>%      | 2 | 5,26<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 6  | 5,12%  |
| 9  | My New Year Holiday     | 7 | 10,2<br>9<br>% | 4 | 10,5<br>2<br>% | 3 | 10,5<br>2<br>% | 0 | 0,00<br>% | 14 | 11,96% |
| 10 | Late to go School       | 5 | 7,35<br>%      | 4 | 10,5<br>2<br>% | 3 | 10,5<br>2<br>% | 0 | 0,00<br>% | 12 | 10,25% |
| 11 | Make Up Artist Course   | 2 | 2,94<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 2  | 1,70%  |
| 12 | My Holiday              | 5 | 7,35<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 5  | 4,27%  |
| 13 | Holiday in Karimun Jawa | 4 | 5,58<br>%      | 4 | 10,5<br>2<br>% | 0 | 0,00<br>%      | 0 | 0,00<br>% | 8  | 6,83%  |

|    |  |   |                |   |                |   |                |   |           |    |        |
|----|--|---|----------------|---|----------------|---|----------------|---|-----------|----|--------|
| 14 | Watch A<br>Movie                             | 4 | 5,58<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 4  | 3,41%  |
| 15 | My Seminar<br>Experience                     | 2 | 2,94<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 2  | 1,70%  |
| 16 | Sumpah<br>Pemuda Day                         | 2 | 2,94<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 2  | 1,70%  |
| 17 | My Friend in<br>Elementary<br>School         | 4 | 5,58<br>%      | 1 | 2,63<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 5  | 4,27%  |
| 18 | My Journey                                   | 4 | 5,58<br>%      | 5 | 13,1<br>5<br>% | 0 | 0,00<br>%      | 0 | 0,00<br>% | 9  | 7,69%  |
| 19 | My Day Off                                   | 7 | 10,2<br>9<br>% | 3 | 7,89<br>%      | 2 | 18,1<br>8<br>% | 0 | 0,00<br>% | 12 | 10,25% |
| 20 | Family<br>Vacation at<br>White Sand<br>Beach | 4 | 5,58<br>%      | 3 | 7,89<br>%      | 0 | 0,00<br>%      | 0 | 0,00<br>% | 7  | 5,98%  |



|              |          |            |          |            |          |            |          |            |            |            |
|--------------|----------|------------|----------|------------|----------|------------|----------|------------|------------|------------|
| <b>Total</b> | <b>6</b> | <b>100</b> | <b>3</b> | <b>100</b> | <b>1</b> | <b>100</b> | <b>0</b> | <b>100</b> | <b>117</b> | <b>100</b> |
|              | <b>8</b> | <b>%</b>   | <b>8</b> | <b>%</b>   | <b>1</b> | <b>%</b>   |          | <b>%</b>   |            |            |

Note:

SS = Simple Sentence

CMS = Compound Sentence

CXM = Complex Sentence

CCS = Compound-Complex Sentence

From the data above, the researcher could percentage the formula as follows:

Formula:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = Percentage

F = Number of sentence types

N = The Total number of sentence types

Based on the data and after calculated by the formula above, the researcher can decide the type of sentence used by students in recount text are:

- a. Simple Sentence

$$P = \frac{68}{117} \times 100\% = 58,11\%$$

- b. Compound Sentence

$$P = \frac{38}{117} \times 100\% = 32,47\%$$

- c. Complex sentence

$$P = \frac{11}{117} \times 100\% = 9,40\%$$

- d. Compound – Complex Sentence

$$P = \frac{0}{117} \times 100\% = 0,00\%$$

Based on the preceding data, percentage of type of sentence used in recount text by students can be divided into the following four categories, simple sentence, compound sentence, complex sentence, compound-complex sentence. According to the percentage analysis, the researcher found that the most frequently used in their recount text were simple sentence which is obtained 58.11 % from the entire number of sentence types used in students' recount text. The second most commonly used was compound sentence which it obtained 32.47% from the entire number of sentence types found in the data above. The next was complex sentence which it obtained only 9.40% of the whole number. The final was compound complex sentence that no one used this type of sentence, compound complex sentence obtained 0.00% of the whole number.

## **B. Discussion**

Result from research above showed the students' use of the type of sentence in recount text. The most of students used simple sentence in their recount text. Not all the students used compound, complex, and compound-complex sentences in their recount text.

The data showed that the type of sentence primarily used in their writing for recount text were simple sentence. In this research, a simple sentence obtained 58.11% of the total number of sentences in their recount text. It means most of students used simple sentence in their recount text. The second is compound sentence, they used compound sentence much more than other two types of sentences. Here compound sentence obtained 32.47% of the whole number type of sentence they used. Next is complex sentence, only several students used complex sentence in their recount text. It showed that students rarely used this type of sentence. Complex sentence obtained only 9.40% of the whole number type of sentence that they used in their writing. The final type of sentence is compound complex sentence that obtained 0.00%, this means no one of students used compound-complex sentence. They have good writing without using compound-complex sentences and can explain their story clearly.

It indicated that simple sentence was more often used by students in their writing due to its pattern of simple sentence is easy to use. Besides that, simple sentence doesn't need any clauses in it. There is only one clause in it, it is independent clause and the main clause

In light of the discussion above, the researcher concluded that students writing in recount text could not be said well enough. Each student had their strength and weakness. They could arrange their sentences to tell what happened in their story well, and they had creative imagination for their story. But, their weakness are most of them need to use types of sentence properly to make their sentence, and the researcher found miss understanding in using present and past in their story. So, students could mix sentence types, but they could not use content precisely. They organized grammar and vocabulary well. Meanwhile, they could not mix sentence types in their writing but in composing or arranging the sentence could be adequately stated. They have clean story to tell in their recount text. The researcher can conclude the students can set sentences, and use different types of sentences well, still, in composing an essay or writing, they have some mistakes to use suitable grammar, vocabulary and content. By combining, mixing, or using sentence type, the researcher hopes that students will improve their writing skill. Students also practicing more frequently in composing an essay.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The study's findings, which were discussed in the preceding chapter, are presented in this chapter by the researcher. In addition, the researcher offers recommendations for English instructors, students, and another researcher.

#### **A. Conclusion**

According to study, students used simple, compound, complex, and compound-complex sentence to recount their text. However, simple sentence was used by the majority because they are easier to arrange. They wrote frequently with simple sentence in their writing. In light of the pattern simple sentence had five patterns that can be used in writing.

The second type was compound sentence, to connect two sentence needs punctuation, a conjunctive verb, and a coordinative conjunction. The researcher discovered several of writing could use them in writing compound sentence. The third type was complex sentence, the research found only several writing used this type of sentence. The final one was compound-complex sentence, this type of sentence is

combining of compound and complex sentence. The researcher found that no one used this type of sentence in their writing

The students' writing showed their writing was good enough, even though there was still a grammatical error. Students' use of various sentence types in their writing demonstrated that simple sentences were used frequently. Simple sentence was obtained 58.11%, compound sentence was obtained 32.47%, complex sentence was obtained 9.40%, and compound-complex sentence was obtained 0.00%.

The researcher concluded, based on the preceding result that the students' writing was insufficient because according to Oshima and Hogue (2006) that a good writing style can be obtained by combining the types of sentences, meanwhile the majority of students used simple sentence in their writing. In this case, the students need to understand and be able to combine every kind of sentence in their writing because it makes variety sentences and can hone students' writing skill especially in the use of type of sentence.

## **B. Suggestion**

Based on the research above, the type of sentence used was simple sentence. It showed that the language of simple sentence is more often used in students writing than other types of sentences. Even simple sentence was the easier to used writer must be able to employ other type of sentence. By mixing and using other type of sentence writer can develop their skill in arranging sentence. The researcher can offer some recommendations for additional, hopefully this research has the benefit to anyone who read this research. The suggestion are as follows:

1. Suggestion for students
  - a) The students should read more and practice writing more and practice to use type of sentence properly to improve their writing skills, particularly in recount text
  - b) The students should learn more to use grammar in their writing especially in the past to show the proper time in their writing.
  - c) Students should have the motivation to increase their ability in English language.



2. Suggestions for the English teacher
  - a) The teacher should explain type of sentence, and tenses clearly. So, students can use it correctly in their writing.
  - b) The teacher needs to give students more exercise about tenses to make students familiar with using tenses.
  - c) The students who struggle to comprehend the lesson should receive more attention from the teacher.
3. Suggestion for another researcher

The researchers who research the type of sentence may focus on more than just students' ability to use the types of sentences, but also on their grammar, tenses, and sentence building. The researcher also hopes following this research, the other researcher can take the information and improve this thesis to be better.

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## Appendix

Astri

Holi

**Dila Saskiya**

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Good morning all.

On this occasion, allow me to make an introduction to who I am. My name is DilaSaskiya. I am the third of three children. I was born in Kebumen. Currently, I live inJemur village, Kebumen district.

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Speaking of a hobby, travelling is one of my hobbies. I've often been out of town to visit various beautiful tourist attractions in the city. I have a dream to travelling vlogger. Hopefully, my dream can come true, aamiin.

Nama : Widad Nailu Salsabila

Kelas : PBI 2B

### **Recount Text**

I spent my last holiday in Karimunjawa, Central Java with my friends.

On the first day, I arrived at Karimunjawa Harbor at 10.00 after a 12 hour trip with a bus and ferry boat.

After I arrived, I decided to take a shower and rest for a while.

Then, I followed a trip with our guide to explore a few islands around Karimunjawa.

On the next morning, we went snorkeling and explore more islands.

We had fun, we also ate good food.

On the last day, I went shopping for some souvenirs.

After that, I went to the harbor at 11.00.

We arrived in Bandung at 23.00.

I had a wonderful experience in Karimunjawa.

It was the best trip of my life.

Last Sunday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed.

I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on laptop and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.

Then, I watched my favorite TV programs, which is NatGeo Wild until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house.

Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.

Although just a home holiday, at least to refresh my mind from the routine activities at university.

#### Sumpah Pemuda Day

Sumpah Pemuda was a day that is celebrated as a pledge of the nations the homeland Indonesia. This oath was considered as a form of the spirit of the Indonesian people in upholding the ideals of Indonesian independence. The "Sumpah Pemuda" Congress was held on October 27-28, 1928 in the city of Jakarta. Then, the day was celebrated every year as the "Sumpah Pemuda" day. Several youth organizations attended the congress such as Jong Java, Jong Batak, Jong Celebes, Jong Sumatranen Bond, Jong Islamiyen, Jong Ambon, and others. The expected results of the Sumpah Pemuda congress were to formulate the homeland, the nation and the Indonesian language. Later, this formula was used as the principle of the unity of the Indonesian nation.

#### Glagah beach trip

Yesterday's holiday was a nice holiday. I spent my last holiday in Glagah beach, Yogyakarta with my families. I arrived at Glagah beach at 09.00 after a 2 hour trip with a bus. After I arrived, I decided to get off the bus and rest for a while. Then, I followed a trip with our family to explore a the beautiful view of the beach. we swam and rented a motorbike to get around. we also rented a tent to relax. We had fun, we also ate good food. after tha we went shopping for some souvenirs and snacks. After that, I went to the home at 3 pm. it was a very pleasant experience, i hope i can enjoy time with family again next time.

#### Gustan Alnadsyah

##### Holiday at Home

Last Sunday was my day off. I'm not going anywhere. I just spend time at home doing the same activities over and over again. I feel like it was the worst day I've ever had.

I woke up early and did the morning prayer. After that, I have breakfast with my family in the morning. In 8.00, I took my cell phone and played a game. I can't believe it's already 11.00. I rushed to take a shower to freshen up my body.

Then, I read a book until noon. At 12.00, I went to the bathroom for ablution and immediately performed the Zuhur prayer. Then, I had lunch and helped my mother clean the house.

Exhausted, I fell asleep on the sofa. Unexpectedly, after I woke up I had a friend who could comfort my heart, my friend came with his little sister. I continued to play with my friends until before Maghrib.

Even though it's just a vacation at home, at least it can refresh my mind to carry out routine activities at home.

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### **Mustika Wati**

11 years ago, when I was in elementary school, I had a bad accident in my home. Every night, I studied with my mother and prepared my book and bag to go to school. After that, I went to bed with my parents.

When we were sleeping, the thieves came and entered our home. We didn't know if they had entered our home. They didn't take valuables, but my father thought they wanted to take my brother's motorcycle because they had tried to shift it and the motorcycle had changed position.

At 4 o'clock, my father got up and he saw my home's door unlocked. After that, he told my mother and they checked our home. Everything still completed and nothing was missing. When I wanted to go to school, I couldn't find my bag, I asked my parents, but they also didn't know. My bag was taken by the

### **Intan Salsabila**

Hi I'm Intan A few months ago, I went to Ancol beach with my big family. to celebrate the birthday of my nephew who is still 2 years old, the location of the beach is located in North Jakarta, while we are from East Jakarta. the journey there takes 30 minutes to 1 hour. We departed from the city of Medan at 15.00 by car and we arrived around 16.00.

When we got there, we all looked for a place and spread out mats to sit down. My cousins and nephews ran to the beach. It was a very beautiful day with clear blue skies and I felt a light breeze blowing. the waves there are suitable for swimming, but unfortunately I can't swim. I just played with sand and built a sand castle. I didn't forget to take a selfie with a very beautiful beach background

I can't believe it, it's getting late. We rushed to go home. Before going home, I bought some souvenirs there. Finally, we got home at 22.00 because the whole trip was jammed.

### **Umi Khabibah Aini**

#### **My New Year Holiday**

I went to Klaten to spend my new year's holiday. I went there with my extended family by bus.

I left my house at 5 am and arrived at the location at around 9 am. Before we go to the main destination, which is tubing, we stop at the Cengklik Park reservoir. It contains some good photo spots and some rides. One of the rides is the cable car. I decided to ride it with my cousin. After, stopping, I looked around and looked for snacks. I bought a grilled sausage snack so big I couldn't finish it.

After that, we headed to the main destination, namely Tubing New Rivermoon in the city of Klaten. Tubing is a kind of game like white water rafting but uses tires instead of a rubber boat. Before starting, I got ready to change clothes. After that, we were briefed by the guide and warmed up so as not to experience cramps during the game. Arriving at the end of the river, the tubing game was finished, and we were transported by car to the place to rest here.

Finally, we visited the center for batik souvenirs. There I bought some batik clothes. Playing tubing was my first experience. I'm very happy to be able to go there.

## **Nabela Adelia Kusumaningsih**

### **Family Vacation at White Sand Beach**

Last month was the Eid holiday. At that time, all the families will gather and have a meal together. And we have plans to have a meal together as well as a vacation at the nearest beach, a white sand beach. We left at 8:00 am. Because the beach is close, so we didn't need much time to get to the place.

When we got there, we spread out our mats and arranged our things. It was a nice and sunny day with blue skies and a light breeze. Little children are very happy, they swim and play in the sand with their parents. There are also those who ride banana boats and boats to circle the beach area. Then, don't forget that every one of us will capture those moments. There are also many people from outside the area who travel there. That's why the place is very crowded. In fact, if we don't leave in the morning, we won't get a place to lay out our mats.

As the day began to fall, we gathered our things. And move from place to go home. But don't forget, my distant relatives bought some eye centers at a nearby shop. It was really a pleasant experience for me and my family.

### **Watched a movie**

One week ago, I watched a movie with my friend. The film is the film I've been waiting for and just released on June 15th. Marvel lovers must be really waiting for that day. The film is titled Ms Marvel. Tells about Kamala Khan as the MCU's first Muslim superhero. Kamala Khan is a teenager of Pakistani descent who is also a big fan of superhero characters. Her obsession with being a superhero made people in her house disrespectful and her parents also restrained her. Then one day she attended an event but didn't let people at home give her permission. She also brought an old bracelet left by her ancestors. When in the middle of the event she wore the bracelet and the power of the bracelet emerged. The first episode ended with Kamala repeating herself and getting caught by her mother. My friends and I have not continued episode 2 but so far, the film is very good and recommended to watch.

:hmatillah

When I was 2<sup>nd</sup> grade of junior high school in Islamic boarding school, I joined into make-up artist course. It was fun and so interest. Firstly I was invited by my teacher to join the course. She said that her goal was to help make-up during the parade for the graduation carnival in my Islamic boarding school. In that course I learned how to draw eyebrows with eye brow pencil, and how to used powder, concealer, eye shadow, lipstick and contouring and the other. I was taught to made up people so that they became beautiful with a touch of make-up. When I first started practicing making eyebrows, I drew them by hand and found it very difficult to create symmetrical eyebrows. my teacher helped me step by step, and it took a long time, although it wasn't easy, it turned out that I could do it. After drawing at my hand, then I drew in my friend's face. In the next meeting we moved to learn how to use powder and foundation. We applied it by beauty blender and tapped it on my muse. In the next meeting my coach taught me how to use eye shadow and concealer. Little by little I have been able to form a quit good makeup. After several meetings i.e. once a week for about 2 months, I can finally apply makeup properly and correctly on my friend's face.



**Syella Haqiqi K.**

Title : It had been a bad week

Theme : Got sick

Last week, my friends and I went to buy satay and fruit juice for dinner. After eating and drinking it, I felt something strange in the juice, but I didn't care.

After a while, my voice became hoarse. I believed that this was normal and everything would be fine tomorrow. Unfortunately, the next day it got worse, not only hoarse but also with fever, cough, and cold.

I felt so bad at the time. It's been almost a week and I still don't feel fully recovered. It is very disturbing my activities. But in fact, it happened not only to me but also to my friend who bought the juice. Finally, we decided not to buy any more fruit juices at the place, especially at night.

**My Seminar Experience**

Two days ago I attended a national seminar. I was enthusiastic because the theme raised was very interesting. Last time I left early and I sat in the front. I recorded almost all the material that had been given. Even though the show was a bit delayed, I still followed it. I feel lucky to get very useful knowledge. The presenters were also very experienced and mastered the material. Besides listening to the material, I also write news about the event. I wrote the main points of the material. Finally, that day I learned two things, namely seeking knowledge by listening to seminars and spreading knowledge through the news.

**My holiday**

Last month, I got a chance to visit Yogyakarta with my family members. In Yogyakarta, we visited many famous and amazing places around.

The first day of our holiday, we went to Prambanan Temple. When we got there, I could see that Prambanan Temple is very beautiful and very huge temple. There are many small temples around the location with some big temples.

After went to Prambanan Temple, me and my family visited Gembira Loka Zoo. Gembira Loka Zoo is a famous zoo in Yogyakarta with various kind of animals inside. I could see snakes collection, butterfly, fish, elephant, crocodiles and even tigers. There, I took some appealing pictures of the animals.

Around evening, we went back to our hotel at Sahid Raya Hotel to take a rest. This hotel is very popular hotel in Yogyakarta. I felt very comfortable stayed in that hotel since the facilities were complete and satisfying.

Next day, me and my family went to Malioboro. Malioboro is a famous market centre in Yogyakarta. I bought some souvenirs for my friends in Malioboro. This place is very busy and crowded.

Overall, I liked this experience so much. Yogyakarta is very good place for me to visit when holiday. ~~Ho~~da Wt M Frien l Yogyakarta

### **Irfan Noor Syabana**

#### **Late go to school**

When i was elementary school the first day I was late for school. I have never been late for school. I stay up until 2 a.m, which is unusual for me. I set my alarm for 5 in the morning. I woke up at 7 a.m and didn't hear my alarm. Turns out my alarm clock is broken. I rushed into the bathroom and put on my school uniform. I run to my school. When I arrived, I was fined for being late. I like spicy food very much. Until a week ago, I was very sick from eating spicy food. When I take my lunch break, I have my favorite meatballs and I put too much sauce in the meatballs. After lunch, my stomach was on fire. It was very painful for me to leave school early. I have had a fever and diarrhea for three days. After three days, I felt better and made a promise not to eat too much spicy food.

### **Aininda Nur Baiti**

#### **A Trip To Prambanan Temple**

Last year, I was go to Jogjakarta. I went to Prambanan Temple. My family and I went there early morning at 6 AM. We went to Prambanan Temple with 2 private car. We go with three family. My family, my uncle's family, and my aunty's family. We had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls. My family and I arrived at Prambanan Temple at 10:30 AM. There, I saw many tourists. Prambanan Temple was crowded in the weekend. but at that time I was not well, so I didn't capture much of my tour. I hope I can go to Prambanan temple again and enjoy the tour. And then We went back at 03.00 in the evening. before going home we also buy some souvenirs there. And we arrived home at 10 PM.

A few months ago, my fam to Yogyakarta. We went for a vacat took 3 hours to get there from my Temanggung city at 07.00 am by car and got there around 10.00 am. On the way, we enjoy the beauty of the streets of the beautiful city of Yogyakarta. We also hang out together.

Arriving there, we really enjoyed the beauty of Sadranan beach. My sister immediately ran to the beach. We are also very happy. It was a very clear day and the sky was blue and I felt a light breeze blowing. We also played sand together while enjoying the waves that kept pouring. Don't forget to take family photos together. Sadranan beach is very beautiful with white sand. The sea water is also very blue. We really enjoyed the beauty there. After being satisfied playing on the beach, we finally had lunch together near the beach at that time.

We were at the beach until late afternoon. After that, we continued our journey to Malioboro. We shop for souvenirs typical of Yogyakarta for you at home. We also circled Malioboro while taking pictures. After that, we continued our journey to go home because it was already night. We arrived home at 11.00 that time. When we got home, we went straight to bed and relaxed all day long.



### **Muflikhah Mawwadah**

A few years ago, i was 12 years old, i graduated from elementary school and continue my education in middle school in Ngawi. I was born and grew up in Ngawi, East Java. Now, I have to live in Mantingan Ngawi with my parents.

I took the train to my grandmother's house in Purwokerto when I was 16 years old. I had no idea how to get on the train until I arrived at the station. All of the methods are new to me. Fortunately, the security guy helped me and provided me with information for checking in. I then entered the carriage and sat on the chair.

I listened to the music and had a great time riding the train. I arrived in Purwokerto after 4 hours and 30 minutes on the train. During the school vacations, I went there. I'm very looking forward to starting my new experience at Grandma's Town.

### **SITI NOOR SYIFA HASANAH**

When I was in elementary school, I had a close friend. We play every day. Not a day without playing. We can even play from morning to noon. We did everything from jump rope to cooking to playing in the river. And one day, on the day we were playing in the river, we took and collected water hyacinth to be used as play food. Somehow she lost her ring, and we ended up looking for it until late afternoon. Of course, we were afraid of being scolded by our parents for playing in the river without being supervised by adults. even to the point of eliminating the belongings of friends. Luckily, we were only scolded for playing too long because our parents didn't know we were playing in the river. After that day, we still often played in the river, and there was no deterrent. But we would remove all the valuables that are in our bodies and store them before playing. Besides that, we also often cycle, whether it's just walking or playing bicycle racing. The loser would be punished, and the loser would get nothing. Looking back, it felt so much fun, unlike now. Thank you first.

### **Anis Mafazatin Ummah Holiday in Prau Mountain**

I spent my last holiday in Prau Mountain, Central Java. I went there with my friends.

The first day, We start the journey in the afternoon in order to arrive at the destination in the afternoon. but in the middle of the trip, heavy rains and strong winds hit so that required us to find shelter for a while. After a few hours of waiting for the rain to stop, we finally continued our journey back. I arrived at Patak Bantheng basecamp around 9 pm after 7 hours of traveling from Semarang to Wonosobo by motorbike. Then my friends and I decided to take a break. In the morning we prepare all the equipment for climbing and make transactions. After that we set off for a hike and when we got to the top we rushed to pitch our tents and cook. The next day, we decided to go down the mountain and go straight home.

The last day we spent buying some things and souvenirs for my family and other friends. I had wonderful experiences and memories with my friends. Going uphill to Mount Prau is a very pleasant experience.