

REGISTER ANALYSIS REALIZED IN STUDENTS' RECOUNT TEXTS (A CLASSROOM DISCOURSE ANALYSIS PERSPECTIVE)

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ABSTRACT

Nowadays, discourse analysis becomes the current issue in teaching and learning English in Indonesia. Through applying this approach, students are trained to analyze the texts written in recount viewed from its context particularly context of situation or as the so-called 'register analysis'. In analyzing the data, the writer selected 3 recount texts. The texts were analyzed by the register analysis which covers field, tenor, and mode. The writer then set forth 3 research questions: (1) How is the field in the texts realized? (2) How are the tenors in the texts realized? (3) How is the channel in the texts realized? The findings asserted that the field in the text 1 told about student's skill competition, the text 2 told about visiting my grandmothers' house, and the text 3 told about holiday in Pangandaran beach. Meanwhile, the tenor in text 1 involved 9 participants, the text 2 involved 5 participants, and the text 3 involved 4 participants. Moreover, the mode of the whole texts was expressed in written form. In conclusion, the realization of field, tenor, and mode of the texts were understandable, clear, and suitable expressed by freshmen in relation to their recount texts.

Keywords: *register analysis, recount text, classroom discourse analysis*

INTRODUCTION

The term 'register' is related to the context of situation formulated by systemic functional linguists. The systemic linguists refer to Halliday's theory which claims that every text is constructed by its contexts, one of them is context of situation, or as the so-called 'register'. Register cannot be separated from systemic functional linguistics theory (henceforward SFL). In SFL, register analysis is organized by metafunction into *field*,

tenor, and *mode* (Martin & Rose, 2007, p. 296).

In addition, SFL also involves the idea that a language consists of a set of systems at which the speaker or the writer has unlimited choice of ways in creating meanings (Bloor & Bloor, 2004, p. 3). The systems used in SFL are in the form of grammar which then is developed and well-known as the so-called systemic functional grammar (henceforward SFG). In harmony with Bloor & Bloor's (2004) aforementioned

statement, Eggins (1994; 2004) states that SFL is not only a model of grammar but also contributing the way to represent an approach in analyzing the discourse. In other words, SFL has widely given a very significant influence on discourse analysis.

Recently, the term 'discourse analysis' (henceforward DA) becomes very popular in the area of teaching and learning English as a foreign language in Indonesia. It is almost discussed by both lecturers and students in every university level as the new paradigm of a functional theory of a language (Halliday & Webster, 2009, p. vii). In practice, DA becomes an approach which is employed to analyze the texts. In this study, the writer selects 3 texts in the form of recount to be analyzed by register analysis.

To underpin this study, the writer selects some previous studies taken from the previous researchers who investigate the similar topic in the area of discourse analysis which is used as the reference. The first previous study is done by Mulatsih (2007). The second previous study is conducted by Wattles & Radić-

Bojanić (2007). And the last previous study is undertaken by Hidayat (2014). To comprehend the detailed previous studies, the writer highlights them as follow:

The first previous study is done by Mulatsih (2007). She designs a research entitled "*The Realization of Ideational Meaning in the Students' Recounts.*" Her study reports that the organization of ideational meaning is realized in recounts text. This study is categorized as a classroom discourse analysis at which the writer selects the students' artefacts in the form of students' recount texts as the source of data. In analysing the texts, she employs the ideational meaning which focuses on the transitivity analysis that covers process, participant, and circumstance types. The results of the study reveal that the realization of those elements mostly makes the enhancement for the students' writing skill. Besides, it also gives significant pedagogical implication to the institution, the students, and herself as the teacher. Thus, she can improve the lack of students' skill in writing recounts text based on the SFL perspective.

The second previous study is undertaken by Wattles & Radić-Bojanić (2007). They design a research entitled “*The Analysis of an Online Debate—The Systemic Functional Grammar Approach.*” Their study reports that SFG approach can analyze genre, ideologies, belief and the social function of the text, besides contexts (both context of situation and context of culture) throughout the text delivered in online-debate. This study is categorized as non-classroom discourse analysis at which the writer selects the online debate texts as the source of data. In analyzing the data, the writer employs contexts (both context of situation and context of culture), belief, and the ideology of each text used. The results of the study assert that when people communicate they make predictions by using the values of field, tenor and mode to understand the register and when linguists analyze texts they use the similar values to understand the speakers' choices and the system, besides the speaker's belief and ideology underlies beyond the their

utterances which is transcribed into written texts.

The third previous study is carried out by Hidayat (2014). He designs a research entitled “*The ideational meaning realized in the written discourse in online newspaper on Abdul Qodir Jaelani (AQJ).*” This study is categorized as non-classroom discourse analysis at which the writer selects 20 texts dealing with the discourse on *Abdul Qodir Jaelani (AQJ)* from the online newspaper as the source of data. In the study, the writer employs the experiential meaning which covers participant types, process types, and circumstance types to analyze the overall texts. The results reveal that there are 1043 participant types which are realised 2%, afterwards, there are 712 process types which are realised 3%, and there are 274 circumstance types which are realised 7% involve throughout the texts. Hence, the existence of participants is more dominant than processes and circumstances available throughout twenty texts.

Dealing with the aforementioned previous studies, the first one is similar to the present study

because it is based on the classroom discourse at which the object of the data is taken from students' texts. Meanwhile, the second and third previous studies are dissimilar to the present study because the objects of the data are taken from original texts written by debaters and journalists. Even though, the whole previous studies are used as the underpinned theory for the present study.

After highlighting the previous studies, the writer in this section also needs to delineate the research questions. The proposed research questions are: (1) How is the field in the texts realized? (2) How are the tenors in the texts realized? (3) How is the channel in the texts realized? To find out the answers of the research questions aforementioned, the writer is going to discuss them in the findings and discussion session of this study.

REVIEW OF RELATED LITERATURE

The present study conducted by the writer is also supported by its literature review as its theoretical foundation. It deals with the nature of

register and defining writing. In addition, the nature of a recount text is also discussed.

The nature of register

The term 'register' here is taken from functional linguistics, functional grammar, and discourse analysis areas. 'Register' is also well-known as 'context of situation'. In functional linguistics, as referred to the concept of Halliday, there are two contexts which effect to the use of language, those are context of situation and context of culture (Derewianka, 1990, p. 19; Gerot & Wignell, 1994, p. 10; Eggins, 1994, p. 30). Dealing with the context of situation, there are three aspects which play a dominant role in using a language: *field*, *tenor*, and *mode* (Halliday, 1976, 1985c; Halliday & Martin, 1993; Hasan, 1996; Martin, 1997 as cited in Emilia, 2005, p. 50-51; Eggins, 1994, p. 52-53; 2004, p. 90; Gerot & Wignell, 1994, p. 11).

Dealing with the experts' statement above, it can be assumed that language has the closest relation to its context, both context of situation (register) and context of culture (genre). In addition, in context of

situation, it explores the three components which is always involved, those are *field*, *tenor*, and *mode*. Moreover, to comprehend further related to *field*, *tenor*, and *mode*, the writer explains each of them as follows:

Field refers to what s going on, including activity focus (nature of social activity), and object focus (subject matter) (Gerot & Wignell, 1994, p. 11). Further, it can be explained as what the language is being used to talk about (Eggins, 1994, p. 52; 2004, p. 90).

Tenor refers to the social relationship between those taking part. These are specifiable in terms of status or power (agent roles, peer or hierarchic relations), affect (degree of like, dislike or neutrality), contact (frequency, duration and intimacy of social contact) (Gerot & Wignell, 1994, p. 11). In addition, it can be defined as the role relationships between the interactants (Eggins, 1994, p. 52; 2004, p. 90).

Mode refers to how language is being used, whether the channel of communication is spoken or written, language is being used as a mode of

action or reflection (Gerot & Wignell, 1994, p. 11). *Mode* can be also understood as the role language is playing in the interactants (Eggins, 1994, p. 52; 2004, p. 90). Dealing with context of situation, it can be figured out to make it simply. The figuration is inspired by Martin (1984) as quoted by Eggins (1994; 2004) such as stated as follows:

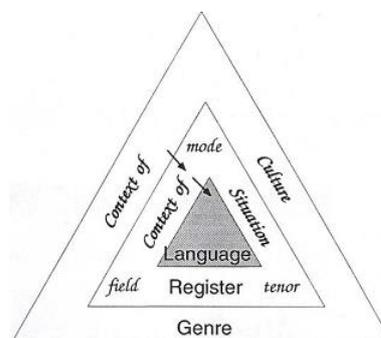


Figure 1: Genre & register in relation to language (Eggins, 1994, p. 34; 2004, p. 111)

With regard the figure 1 above, it can be seen that genre is one of two levels of context recognized in SFL, in which the context of culture (genre) is more abstract, more general than the context of situation (register). The diagram also shows that genres are realized (encoded) through language; and that this process of realizing genres in language is mediated

through the realization of register (Eggins, 1994; 2004).

Defining writing

After discussing the term ‘the nature of register’, the writer then delineates the second term, ‘writing’. It is also imperative to be discussed as one of the variables in this study. Harmer (2007) defines writing as, “A process where a writer produces the written form which involves four stages beginning from planning, drafting, editing, and final draft.” In addition, Oshima & Hogue (2006) define, “Writing is the process of an ongoing creative act roughly in four steps. In the first step is creating ideas, in second step is organizing ideas, in the third step is writing rough draft, and in the final step is polishing rough draft by editing and making revision.”

Referring to two definitions aforementioned, the writer then synthesizes that writing is a process of conveying thoughts or ideas which required several steps, started from planning or creating ideas, then drafting or organizing ideas, editing or writing draft, and the last is final draft or making revision. In relation to the

present study, the type of writing which is used is in the form of recount texts which are written by three Junior students at university level. The recount text is written according to their experience in their life.

To sum up, writing is a process of conveying ideas through written form which is begun from planning and ended by final draft. Writing skill has to be mastered by students in order to improve their language skill particularly in English as their major.

The nature of recount text

After discussing the term ‘writing’, the writer then points out the last term ‘the nature of a recount text’. Recount is categorized as one of text types. To comprehend what recount is, (Knapp & Watkins, 2005, p. 223) define, “Recounts are the simplest text type in this genre. Formally recounts are sequential texts that do little more than sequence a series of events.” Another definition comes from Butt, Fahey, Feez, Spinks, & Yallop (2000, p. 218), they (2000) claim that a recount is a story genre which is used to tell what happened.

Another text types experts, Anderson & Anderson's (1998) have a comprehensive definition of recount, they (1998) express a detail understanding to what recount is. Furthermore, Anderson & Anderson (1998, p. 24) state,

“A recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. The recount texts include: eyewitness accounts, newspaper report, letters, conversations, television interview, and speeches.”

Dealing with the aforementioned definitions, those can be elaborated that recount is a kind of text types which is expressed in various forms of writing such in eyewitness accounts, newspaper report, letters, conversations, television interview, and speeches, but normally it is expressed in a story form. Viewed from its form, it is expressed in past events, and the outline of the text consists of (1) orientation, (2) sequence of events, and (3) a conclusion.

METHOD

In this section, the writer delineates the parts of method. Those parts cover research design, method of data collection, source of the data, and unit of analysis. In addition method of data analysis is also highlighted.

Research design

In this present study, the writer applies qualitative research methodology because it refers to the quality of relationships, activities, situations, or materials as suggested by Fraenkel, Wallen, & Hyun (2012, p. 426).

With regard to the discourse research, it is still part of qualitative methodology, it is because discourse analysis tries to describe the phenomenon occur within the texts whether it is physically appeared such viewed from the functional grammar aspects (its context and metafunctions), or it is non-physically appeared such viewed from Critical Discourse Analysis aspects (how the text is produced as social practice, what the text tells us about happenings, people think and believe, and how the text represents the ideology). In the other hands,

discourse research is commonly subjective which is underpinned by the researchers' perspective in viewing the texts which happened in the clause level, and beyond the clause (Hidayat, 2014, p. 81).

Method of data collection

In collecting the data, the writer selected 3 texts deals with the recount texts. Afterwards, those texts are analyzed based on its register analysis which consists of *field*, *tenor*, and *mode*. This analysis is in accordance with how language is viewed based on its functional-semantic tradition and its linguistic consequences (Eggins, 2004, p. 90).

Source of the data

Concerning on the source of data, the writer selected 3 texts concerning on recount texts. The texts were taken from freshmen's writing result based on some criteria: first, the text is in recount form. Second, the content of text should be consistency of issuing their personal experiences. Third, the length of texts should be at least 3 paragraphs.

Unit of analysis

Dealing with the unit of analysis, it focuses on the clause level such suggested by Martin & Rose (2007); Butt et al. (2000). With this regard, in SFL, the texts are regarded as bigger object than a clause. Meanwhile, it is smaller than a culture. Thus, the whole relevant texts are segmented into a single clause or move. After segmenting, those moves are analyzed through the use of register analysis which focuses on *field*, *tenor*, and *mode* (Martin & Rose, 2007, p. 4; Butt et al. 2000, p. 182-183; Eggins, 2004, p. 90).

Method of data analysis

In analyzing the data, the writer carries out 4 steps. Those steps cover (1) selecting the texts, (2) analyzing through register analysis, (3) presenting the data, and (4) drawing the conclusion (Modified from Rukmini, 2007, p. 125-130).

FINDINGS AND DISCUSSION

Findings

This section presents the results of data analysis from 3 recount texts written by freshmen. As mentioned in

the preceding point, the data analysis is done by analyzing the register analysis throughout the texts. The representation of the register analysis which consists of *field*, *tenor*, and *mode* is taken from each text. The detail analysis is discussed as follows:

Register analysis for recount 1:

The first analysis is done for the first text. The text entitled, “*Student’s skill competition*”. In short, the first student tried to talk her very unforgettable experience during joining the students’ skill competition beginning from regency level up to national level. Fortunately, at the end of the story, she talked that she was the 1st winner in national level. Thus, it became the unforgettable event for her during her life.

Dealing with the register analysis, the *field* of the first text is taking about *student’s skill competition*. Meanwhile viewed from the *tenor* of the text, the first text involves 9 participants. They are: (1) herself, as the main character, (2) her teachers from her school, (3) her school principal, (4) other students as her rivals from other schools around

Ciamis regency, (5) the committee in Ciamis regency, (6) other students as her rivals from other schools around West Java province, (7) the committee in West Java province, (8) students as her rivals from 33 provinces around Indonesia, (9) the committee in national level. Concerning on the *mode*, the first text is expressed in *written text*. It is because the first student writes her story in written form, then it is submitted to the writer.

From the aspects of register analysis on the first text, it can be asserted that in *field aspect*, it talks about *student’s skill competition*. Meanwhile, in *tenor aspect*, it involves 9 *participants* as mentioned in the preceding point. At the end, in *mode aspect*, the first text is expressed in *written form*.

Register analysis for recount 2:

The second analysis is done for the second text. The text entitled, “*Visiting my grandmothers’ house*”. In short, the second student tried to talk her very impressive experience during visiting her grandmothers’ house during holiday. Her uncle and his family visited her. Then, she, her family, and her uncle’s family decided

to visit her two grandmothers all days. She and her extended family talked and enjoyed discussing everything with her grandmothers' family. At the end of the story, after the noon came, she and her extended family went home.

Dealing with the register analysis, the *field* of the second text is taking about *Visiting grandmothers' house*. Meanwhile viewed from the *tenor* of the text, the second text involves 5 participants. They are: (1) she, the text author, as the main character, (2) the author's family, (3) the author's uncle's family, (4) her first grandmother and family, and (5) her second grandmother and family. Concerning on the *mode*, the second text is expressed in *written text*. It is because the second student writes her story in written form, then it is submitted to the writer.

From the aspects of register analysis on the second text, it can be drawn that in *field aspect*, it talks about *visiting grandmothers' house*. Meanwhile, in *tenor aspect*, it involves 5 *participants* as mentioned in the preceding paragraph. The third

aspect, *mode*, the second text is expressed in *written form*.

Register analysis for recount 3:

The third analysis is done for the third text. The text entitled, "*Holiday in Pangandaran beach*". In short, the third student tried to talk her fun experience during going holiday to Pangandaran beach with her close friends. She and her close friends, Chika, Iyas, and Elis visited Pangandaran for having fun. There, they rent snorkel, then they visited a small restaurant to buy noodles soup. At the end of the story, after the noon came, she and her close friends went home together.

Dealing with the register analysis, the *field* of the third text is taking about *Holiday in Pangandaran beach*. Meanwhile viewed from the *tenor* of the text, the third text involves 4 participants. They are: (1) she, as the main character, (2) her close friends (3) the snorkel rental party, and (4) the food seller. In terms of the *mode*, the third text is expressed in *written text*. It is because the third student writes her story in written form, then it is submitted to the writer.

From the aspects of register analysis on the third text, it can be drawn that in *field aspect*, it talks about *Holiday in Pangandaran beach*. Meanwhile, in *tenor aspect*, it

involves *4 participants* as mentioned in the preceding paragraph. The last aspect, *mode*, the third text is expressed in *written form*.

The texts summary of register analysis

Text no.	Register analysis		
	<i>Field</i>	<i>Tenor</i>	<i>Mode</i>
Text 1	<i>Student's skill competition</i>	9 participants involved	written form
Text 2	<i>Visiting my grandmothers' house</i>	5 participants involved	written form
Text 3	<i>Holiday in Pangandaran beach</i>	4 participants involved	written form

Discussion

After reporting the analysis result in the findings, the writer then continues to answer the research questions proposed. The research questions are: (1) How is the field in the texts realized? (2) How are the tenors in the texts realized? (3) How is the channel in the texts realized?

To answer the first research question, (1) How is the field in the texts realized? From the evidences reported in the findings, those show that the *field* in the first text is about *student's skill competition*. In addition, the *field* in second text is about *visiting grandmothers' house*. Meanwhile, the *field* in the third text is about going

holiday in Pangandaran beach. To comprehend clearly, please refer to the texts summary of register analysis in findings above.

After answering the first research question, the writer then continues to answer the second research question: (2) How are the tenors in the texts realized? To answer the second research question, the writer refers to the evidences of tenor written in the findings. The realization of tenor shows that the first text involves *9 participants* which cover:

- (1) herself, as the main character,
- (2) her teachers from her school,
- (3) her school principal,

- (4) other students as her rivals from other schools around Ciamis regency,
- (5) the committee in Ciamis regency,
- (6) other students as her rivals from other schools around West Java province,
- (7) the committee in West Java province,
- (8) students as her rivals from 33 provinces around Indonesia,
- (9) the committee in national level.

Then, *tenor* in the second text involves *4 participants* which cover:

- (1) she, the text author, as the main character,,
- (2) the author's family,
- (3) the author's uncle's family,
- (4) her first grandmother and family, and
- (5) her second grandmother and family.

Moreover, *tenor* in the third text also involves *4 participants* which cover:

- (1) she, as the main character,
- (2) her close friends
- (3) the snorkel rental party, and
- (4) the food seller.

After highlighting the second research question, then the writer answers the third research question: How is the channel in the texts realized? To answer the third research question, the

writer refers to the evidences written in the findings that the realization of *mode* in the whole texts is expressed in *written form*. To comprehend clearly, please refer to the texts summary of register analysis in findings above.

Dealing with the answers of 3 research questions aforementioned, the results of the present study is similar to the second previous study carried out by Wattles & Radić-Bojanić (2007) which also focuses on the realization of register analysis. Meanwhile, the results of the present study is dissimilar to the first and third previous studies conducted by Mulatsih (2007) and Hidayat (2014) which focus on the realization of the ideational meaning. Even though, the whole previous studies are basically underpin the present study which fundamentally employs the systemic functional grammar (SFG) as the tool in analyzing the texts within realizing its contexts (context of situation and context of culture) and metafunctions (ideational, interpersonal, and textual meanings).

CONCLUSIONS AND SUGGESTION

Dealing with the findings of the present study, the *field* of the texts expresses the students' unforgettable moment that they have ever experienced, such *student's skill competition, visiting my grandmothers' house, and holiday in Pangandaran beach*. Meanwhile, in *tenor* element, there are 9 *participants* involve for the text 1. Then, there are 5 *participants* involve for text 2, and there are 4 *participants* involve for the text 3. Moreover, the *mode* of the whole texts is expressed in *written form*. In terms of the register analysis, the realization of *field, tenor, and mode* of the texts are understandable, clear, and suitable expressed by freshmen in relation to their recount texts.

Through this study, the writer suggests the freshmen, as the participants of the study to learn and practice more how to write recount text in relation to 'register' of the text. Through understanding the 'register' of the text, or 'context of situation' of the text, the freshmen can determine how to use the proper *field, tenor, and mode* throughout the text. In terms of the use of suitable *field, tenor, and mode* in the text, it is going to ease them during the

process of writing the text in order to be able to produce a better one.

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APPENDIX:**THE ORIGINAL TEXT (TEXT 1):****Student's Skill Competition**

When I was sixteen years old, exactly ten grade, my school participated in the prestigious competition hold every year named Student Skill Competition (*Lomba Keterampilan Siswa*). I was study in Vocational High School 1 Ciamis. It was located in Jendral Sudirman Street near the Polres Ciamis. In the Student Skill Competition there were many competitions such as secretary, accounting, graphic design, chemistry, wall and floor, and so forth.

For the first time, I braced myself to be registered as the candidate of Student Skill Competition's participant field Secretary. The first selection was held at the school level. It was Monday, after I prayed and practiced I was ready to fight against my brothers and sister who came from eleven and twelve grade. I was the only one who came from ten grade. I felt nervous but I determined that I would be strong and brave. Several hours passed and the selection was completed. The juries said that it would announce tomorrow morning. How excited I was on that Tuesday, because I would know the result of yesterday's selection. Fortunately, I was very lucky. I found myself who qualify to represent my school to the district level to compete with others schools majoring secretary or office administration. My training continued to be done by the school. When my friends took a break during break time, I kept learning, while it was Sunday at which my friends were holiday, I was still left to learn because I was determined to not let my school

disappointed and did my best. For a weeks I had to preserve through a period of training and the long-awaited day arrived. My rivals as strong as me but I didn't flinch. I continued to pray and strive. My teacher looked at me anxiously outside the room and I smiled at her as if to assure her that I could get through that. Competition was completed while I waited for the result I talked with all my new friends actually my opponents, the best students from their schools. One of them was Titin from Vocational High School Pangandaran. She came to Ciamis at 5 dawn and it was remarkable for me. The announcement time came, the juries gave us some advices and motivations before announcing the winner. Hard to believe! I came as the winner beat the others schools that sent their eleven's and twelve's student. My teacher cried and smiled at me. I was happy as well but that victory was beginning to be my burden to bear West Java province in the Student Skill Competition provincial level. There was only two months to prepare myself to learn the eleven's and twelve's lessons which I had not learned. My teacher taught me so patiently. It made me tremble to say I tired because I had to go home in the afternoon every day. The competition was held in Vocational High School 3 Bandung. Twenty four participants joined the competition at which they represented their regency/city. For a week I followed the competition and my teacher didn't tried to give me motivation. Unfortunately, I only achieved the sixth position. I was upset and started to cry. But once again, my teacher gave me motivation that I could participate it again in the next year. Arriving from Bandung, I didn't break,

I immediately opened my book and began to learn the eleven's and twelve's lessons. I studied hard and I wouldn't fall in the same hole. I didn't even have time to just play along with my friends. I didn't want to be anti-social but I was promised myself that I wouldn't let my teacher disappointed for the second time.

A year awaited arrived, short story I passed the school's and the district's selection. Therefore, I represented my school in the province level. The competition was held in Vocational High School 1 Tasikmalaya. When the announcement time came, my chairperson, Ms. Ika Karniati Sardi, was present. She wanted to know the result of the competition. I increasingly erratic, didn't want to disappoint my chairperson and teacher. Fortunately, struggle was not in vain. I achieved the 1st winner in the province level and I would represent the province of West Java at the national level. All my teachers wept with emotion. Two years I practiced as hard as possible for that and that was for my lovely teacher. Six months later, I went to Jakarta to represent West Java Province. At first, The National Student Skill Competition would be held in Palembang but because of many factors it was replaced to Jakarta, precisely in Taman Mini Indonesia Indah in Sasana Kriya. Thirty third provinces from Indonesia would participate in that competition, one of them is me from West Java. That struggle was really hard for me, that experience was really beautiful for me. I WOULD NEVER FORGET IT FOREVER IN MY LIFE.

THE ORIGINAL TEXT (TEXT 2):

Visiting my grandmothers' house

Last week, my family and I visited to grandmothers' house. My uncle's family, uncle Yoyon, came from Bekasi to spend a holiday in Ciamis and they wanted to visit grandma Ukud's house and grandma Iis's house. We went from house at 9 a.m.

First, we visited Ukud grandma's house at Lenggor. We needed about one hour to get to Ukud grandma's house. My sister said that there were not public transportations there to take villagers to the highway. She knew about that, because she had ever visited her friend's house around there. When we arrived, grandma Ukud and her husband, Elly uncle were working at their home industry. My family and I saw them and their employees were producing foods namely "Kremes". There, we were feted with a lot of foods and snacks. The more pleasant, we met a funny little cousin. She is Teddy uncle's daughter and Elly uncle's grandniece. Her name is Nada. We also did not forget to take some pictures.

After visiting grandma Ukud's house, we continued to visit grandma Iis's house at Lenggor. We arrived there at 11.30 a.m. Grandma Iis and her husband, granfa Udin, were very happy to welcome us. They let us come in to their house. We were talking and sharing each other. Moreover, because that was about to have a lunch time, we ate meatball at "Baso Vera" located next to the grandma's house. After that, we prayed Zuhur at grandma's house and then took leave to come back home.

That was my holiday on last week. I was really happy that could visit my grandmothers' house with my big family. I hope someday, I can visit

them again with my other families in the future.

THE ORIGINAL TEXT (TEXT 3):

Holiday in Pangandaran Beach

Last week, my friend and I were bored, then we went to Pangandaran Beach, only 2 hours from where I lived. I went with my friends called Chika, Iyas and Elis. When we arrived at the beach, we were surprised to see there was hardly anyone there.

After dipping the feet on the beach, which was really cold, we realized one reason there were not many people there. It was quite windy. Then we played the snorkel with rents 35 thousands rupiahs per hour. After that, we felt hungry, and finally we bought

some popmi in seaside shop. After that, we rode the bike around the beach for a while, damp part of the sand. We felt the wind behind us, and when we are sitting casually with wind gusts that made all the trouble and expense of mind a little lost shortly.

Before we go home, we took the picture with various poses, and then sit down for a rest. While we were sitting on the beach, just chatting, suddenly it was afternoon and going to rain and then we go back to home. When we finally made it back home, we were totally exhausted! But we learned some good lessons that day. Many things we do together, because the togetherness everything will be lighter.