

## AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN WRITING RECOUNT TEXT GUIDED BY THE PICTURE SERIES AT SMP N 1 KUDU GANTIANG PARIAMAN

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### Abstract

The purpose of this research was to know the second year students' ability of SMP N 1 Kudu Gantiang Pariaman to write recount text guided by picture series, especially to write generic structure (orientation, events and reorientation) and using language feature. The population of this research was the second year students of SMP N 1 Kudu Gantiang because they had studied a recount text. The total number of population was 123 students. The researcher took 25 as a sample by using cluster random sampling technique. In collecting data, the researcher used writing test. The researcher had tried out the instrument to see whether the test was good or not. The researcher found the reliability of the test by using inter-rater technique. It was found that the reliability of the test was very high (96). The result showed that the ability of the second year students of SMP N 1 Kudu Gantiang Pariaman to write a recount text was moderate. It was indicated by the result that 5 students (20 %) had high ability, 18 students (72 %) had moderate ability and 2 students (8 %) had low ability. Based on the finding, it can be concluded that the students' ability to write a recount text was moderate. Thus, by having known students' ability to write a recount text, the researcher suggest teacher and students. The teacher to give more exercise for the students to write recount text. The students to learn more about generic structure and using language feature.

**Key words:** Ability, Recount Text, Writing, Guided by picture series.

### A. Introduction

English is an international language. In almost all over the world. For that reason, it is important for people to master English, in order to communicate and socialize with people of the world.

English is the first foreign language taught in Indonesia. The Indonesian government chooses English as the first foreign language to be taught at schools and as a major subject for the students from junior high school to college.

Students should master four language skills: listening, speaking, reading and writing. Based on the concept and its function, English has a goal to develop the four skills and also components of language: vocabulary, structure and pronunciation (in speech) or spelling (in writing).

They can change the curriculum and introducing new approaches of teaching English. They also have to consider some factors such as quality of the teacher, student interest, motivation, teaching techniques that play important roles to achieve the goal of learning English.

Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment. One of the visual aids that can be used in learning writing recount text guided by the picture series. The strategy is selected since it can guide the students to generate idea into a meaningful

composition. The series usually capture events and picture series surely can help students remember details about people, places and events. In short, they can be powerful sources of text.

The purposes of this research were as follows:

1. To find out the students' ability to write generic structures (orientation, events and reorientation) in writing recount text guided by picture series.
2. To find out the students' ability to use language feature (personal participant, chronological connection, linking verb, action verb and simple past tense) in writing recount text guided by the picture series.

## **B. Research Method**

In this research the researcher applied descriptive designed to know the

students' ability in writing recount text guided by the picture series. Based on Gay (1987:189) descriptive study involves collecting data in order to answer questions concerning to the status of the subject of the study. And Gay (1987: 188) says that descriptive research is useful for investigating a variety of educational problems. In addition, according to Wikipedia (2013), descriptive research describes data and characteristics about the population or phenomenon being studied.

Gay (1987: 102) says that the population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalized. The population of this research was students at SMP N 1 Kudu Gantiang Pariaman.

The researcher took a sample. The sample is only a part of the population. Gay (1987: 101) states that sampling is a process of selecting a number of individuals for a study such as a way the

large group from they were selected. Gay (1987 : 103) adds that a good sample is representative of the population from which it is selected. In this research, the researcher used cluster random sampling because the population were distributed in groups or class and the members of population have the same characteristics homogeneous. They had studied with the same syllabus and learning material from the same teacher .

The researcher used cluster random sampling technique to choose sample. According to Gay (1987: 110) cluster random sampling is a sampling technique in which the sample in group is randomly selected.

In this research, the instrument used to collect data in this research was writing a recount text. The students was asked to write a recount text guided by the pictures series of recount text. The researcher asked students to write in 60 minute. The aspects that the researcher

gave score were: generic structure of recount text (orientation, events and reorientation) and language feature of recount (Introducing personal participant, chronological connection, linking verb and action verb).

The researcher used two scorers. The first scorer is the researcher and second scorer is Mira Zultia. The researcher chose Mira Zultia because she has a good skill in writing and grammar subject. To calculate the coefficient correlation of two scorers, researcher used Pearson Product Moment Formula suggested by Arikunto (2010: 213). After analyzing the result of the test, the degree of correlation was very high (0.96). It means that the test was reliable.

In analyzing the data, the researcher used the procedures as follows:

1. Presenting the raw score from two scorer.

2. The researcher counted the average score of two scorers by using the formula:

$$\text{Student's Score} = \frac{\text{Score 1} + \text{Score 2}}{2}$$

3. Calculating Mean (M), and Standard Deviation, the researcher used the following formulas: (Arikunto, 2012: 299)

$$M = \frac{\sum x}{N}$$

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where :

M = Mean

$\sum x$  = Sum of all the scores

$\sum x^2$  = The sum of all the square : square each score and add up all the squares

$(\sum x)^2$  = The square of the sum: add up all the scores and square the sum , or total

N= Number of students

4. Classifying the students' ability into High, Moderate and Low ability by using the following categories: (Arikunto, 2012:299)

$> M + SD =$  High

$M - SD \rightarrow M + SD =$  Moderate

$< M - SD =$  Low

5. Calculating the percentage of the students who get High, Moderate and Low ability by using the following formula: (Arikunto, 2012:298)

$$P = \frac{R}{T} \times 100 \%$$

Where :

P = Percentage of the students score

R = The sum of students who get scores

T = The sum of the students

6. Finally, the researcher got a conclusion based on the percentage of the students who get good, moderate, low ability.

## C. Findings and Discussion

### Findings

Based on the result of data analysis, it was found that the students' ability in writing recount text guided by picture series was moderate. It was indicated by 5 students (20%) who got high ability, 18 students (72 %) who got moderate ability and 2 students (8 %) who got low ability. In order to be clear see the table 4.1 below:

**Table : 4.1 Percentage of Students' Ability in Writing**

#### Recount Text guided by picture series

Quality	Number of students	The percentage of the students' ability

<b>High</b>	5	20 %
<b>Moderate</b>	18	72 %
<b>Low</b>	2	8 %
<b>Total</b>	25	100 %

#### **4.1.1 Students' Ability to Write Generic Structure in a Recount Text Guided by picture series**

Writing recount text deals with generic structures. There were three aspects that students wrote. They were orientation, events and reorientation. After that the researcher scored the students' writing, she found that students' ability to write generic structure of recount text was moderate. It was indicated by 0 students (0 %) who got high ability, 23 students (92 %) who got moderate ability and 2 students (8%) who got low ability. The result can be seen in the table 4.2 below:

**Table 4.2: Percentage of Students' Ability to Write Generic Structures guided by picture series**

<b>Quality</b>	<b>Number of students</b>	<b>The percentage of the students' ability</b>
<b>High</b>	0	0 %
<b>Moderate</b>	23	92 %
<b>Low</b>	2	8 %
<b>Total</b>	25	100%

#### **4.1.2 Students' Ability to Use Language Feature in a Recount Text guided by picture series**

Language feature that students must focus in recount text were past tense, (personal participant, chronological connection, linking verb, action verb and past tense) After the researcher scored the students' ability to use language feature in recount text, the result was moderate. There were 9 students (36%) who got high ability, 11 students (44%) who got moderate ability

and 5 students (20 %) got low ability. In order to be clear, see the table 4.3 below:

**Table 4.3 : Percentage of Students' Ability to Use Language Feature guided by picture series**

<b>Quality</b>	<b>Number of students</b>	<b>The percentage of the students' ability</b>
<b>High</b>	9	36 %
<b>Moderate</b>	11	44 %
<b>Low</b>	5	20 %
<b>Total</b>	25	100%

### **Discussion**

As having been already discussed previously, the students' ability in writing recount text was moderate, either their ability to write generic structure (orientation, events, and reorientation) and language feature (personal participant,

chronological connection, linking verb, action verb and past tense). There were several students who can write generic structure of recount text well in language features they made several mistakes. In contrary, there were several students using language features correctly but they did not make generic structure completely. In addition, there were a few students making a little mistakes in writing generic structure of recount text and also in language features.

The researcher brought up one example of students ability in writing recount text guided by the picture series, as follows:

*Last week, I and my friends went to holiday in Bukittinggi. Before we went, the first my friends and I went to the Bus Station. And then, we arrived in Bukittinggi at twelve.*

*In Bukittinggi we were eating some food in the Sambalado Restaurant. Then, we take picture in front of Jam Gadang. After that, we were shopping in the Pasar*

*Ateh. Next, we went to Loebang Jepang.*

*There are, we looked the many jail.*

Based on the example above, the students made orientation and events complete but she did not make Reorientation. Besides that, there were some mistakes that she did in using language features, such as: "I and my friends went to holiday" in the sentence should be *my friends and I went to holiday.*" we take picture in front of" it should be *I took picture in front of.*

Related with example above, it showed the students' ability in writing recount text guided by the picture series was moderate. In detail, the writer discussed the students' ability in generic structures and language features.

#### **4.2.1 Students' ability to Write Generic Structure in a Recount Text guided by Picture Series**

After analyzing the data, the researcher found that students' ability in writing generic structures of recount text (orientation, events, and reorientation) was

moderate. There were several students making orientation and events well but they did not reorientation in their text.

The researcher brought up one of students' writing that related with their ability to write generic structure in a recount text, as follows:

*My friend and I went to Bukittinggi.*

*My friends name are Decy, Lidya, and Icha. We went to holiday together. Then, we went to Bus Station. After that we wait the bus started went to Bukittinggi.*

*Sixty minutes later, we arrived in Bukittinggi. We were eating together in Sambalado Restaurant. After that, we took picture in front of Jam Gadang. After that, we went to Loebang Jepang. There are, we looked the Jail.*

Based on the students' writing above, there was not completing orientation in first paragraph. There were several events but she did not make the reorientation.

#### 4.2.2 Students' Ability to Use Language Features in Writing a Recount Text guided by Picture Series

Another aspect of recount text is language features. It deals with past tense, action verbs, personal participant, chronological connection, and linking verb. The researcher found that students' ability in writing language features was moderate.

The researcher brought up another example of students' writing that related with students' ability to use language features in writing a Recount Text guided by Picture Series

*Last Monday, my friends and I go to Bukittinggi. Before we go, the first we go to Bus Station.*

*We arrived in Bukittinggi, and then we was eating in the Sambalado Restaurant. Then, we take picture in front of Jam Gadang. After that, we was shopping in the pasar ateh. we bought a bag, shoes, souvenir, etc. Next, we went to*

*Loebang Jepang. There are, we looked the many jail.*

Based on the example above, there were several mistakes that the students' did to use simple past tense. Such as: "my friends and I go to Bukittinggi. Before we go, the first we go to Bus Station" it should be *my friends and I went to Bukittinggi. Before we went, the first we went to Bus Station.* "and then we was eating in the Sambalado Restaurant" it should be *and then we were eating in the Sambalado Restaurant.* "we take picture in front of Jam Gadang" it should be *we took picture in front of Jam Gadang.* "we was shopping in the pasar ateh" it should be *we were shopping in the pasar ateh.*

Because the student made the wrong tense in her recount text writing, automatically the student also had mistake in using action verb. Except past tense and action verb, she made other aspects of recount text well, such as (personal participant, chronological connection, linking verb, action verb and past tense).

## D. Conclusions and Suggestions

### Conclusions

Based on the finding, the researcher drew some conclusions. They were as follows:

1. The second year students' ability of SMP N 1 Kudu Gantiang Pariaman in writing recount text guided by picture series was moderate.
2. The second year students' ability of SMP N 1 Kudu Gantiang Pariaman to write generic structure of recount text dealing with orientation, events and reorientation and guided by picture series was moderate.
3. The second year students' ability of SMP N 1 Kudu Gantiang Pariaman to use language feature dealing with personal participant, chronological connection, linking verb, action verb and past tense, guided by picture series was moderate.

### Suggestions

There were several suggestions as follows:

1. Since the result of this research showed that students' ability in writing recount text was moderate, the researcher suggests that students should practice writing, especially in writing recount text (generic structure and language features). If the students practice more to write generic structure (orientation, events, and reorientation) and language features (personal participant, chronological connection, linking verb, action verb and past tense), it is possible to them to have good writing ability.
2. Since the result of students' ability was moderate, English teachers are suggested to give more exercises for the students to write writing recount text (generic structure and language features). In order that the

students' ability to write recount text with be high.

3. For next researcher, the researcher suggests to study other aspects of writing recount text the especially students' difficulty in writing recount text.

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