

# AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY TO WRITE A RECOUNT TEXT AT SMAN 3 PAINAN

Y.Z. Harry Rahman<sup>1</sup>, Lely Refnita<sup>2</sup>, Lisa Tavriyanti<sup>2</sup>

<sup>1</sup>English Department, the Faculty of Teacher Training and Education of Bung Hatta University

E-mail: harry\_rahman\_aye@yahoo.com

<sup>2</sup> English Department, the Faculty of Teacher Training and Education, Bung Hatta University

---

## Abstract

This research aimed at describing the second year students' ability to write a recount text at SMAN 3 Painan. The design of this research was descriptive in nature. The population of this research was the second year students at SMAN 3 Painan. The total population was 68 students. The population was distributed into three classes, namely IPA 1, IPA 2, and IPS 1. IPA 1 students were used as tried out sample, while IPA 2 and IPS 1 students were used as research sample, the two classes consisted of 41 students. The result of data analysis showed that the students had moderate ability in writing generic structures (orientation, event, and re-orientation) and grammatical features (non verbal, regular verb, and irregular verb. In fact 0 students had high ability, 33 students had moderate ability and 8 students had low ability. The result of data analysis also specifically showed that: (1) 0 student had high ability, 36 students had moderate ability, and 5 students had low ability in writing the orientation; (2) 0 students had high ability, 39 students had moderate ability, and 2 students had low ability in writing the event; (3) 0 students had high ability, 36 students had moderate ability, and 5 students had low ability in writing the re-orientation; (4) 0 students had high ability, 30 students had moderate ability, and 11 students had low ability in using non verbal sentences; (5) 0 students had high ability, 37 students had moderate ability, and 4 students had low ability in using regular verbs; (6) 0 students had high ability, 37 students had moderate ability, and 4 students had low ability in using irregular verbs.

**Key words:** Analysis, Recount Text, Students' Ability

## A. Introduction

Nowadays, English is widely used in the world for an international language ([http://www.en.wikipedia.org/English\\_language.com](http://www.en.wikipedia.org/English_language.com)). In learning English the students should master four language skills, namely listening, speaking, reading, and writing. Besides that, they also should master three basic language components. They are phonology, vocabulary, and grammar. For some students, English

grammar is difficult and they have problems to arrange words to become some good sentences and sentences become a good paragraph because every language has different pattern. For example, there are several tenses such as, simple present tense, simple past tense, future tense, present continuous tense, present perfect tense, past perfect tense and etc. Among those tenses, simple past tense is the tense that is suitable for

students' ability to write their experiences in the past and students write in recount text.

Pardiyono (2010:41) states that recount text is a text that informs about an event, experience, or activities of the past. It describes past experiences by retelling events in the order in which they happened. This tense will help students to arrange their sentences to be good paragraphs. At SMAN 3 Painan, recount text is taught to the second year students. Based on English teachers' information and writer's observation in that school, some students still had problems to write a recount text. From the description above, the writer was interested in doing a research about analyzing of the second year students' ability to write a recount text.

## B. Research Method

The design of this study was a descriptive in nature. According to Gay (1987:189), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. Population of this research was the second year students of SMAN 3 Painan. The second year students were chosen by the writer as population because they had studied simple past tense in the first semester. It meant that they should be

able to write recount text in simple past tense. They were divided into 3 classes (2 exact classes and 1 social class). Total number of them was 68 students. It can be seen in Table 3.1

**Table 3.1 Research Population**

| No | Class        | Total     |
|----|--------------|-----------|
| 1  | XI.A.1       | 27        |
| 2  | XI.A.2       | 27        |
| 3  | XI.S.1       | 14        |
|    | <b>Total</b> | <b>68</b> |

Considering that the number of population was small (68 students), the writer used one class of exact students as the sample for try out test, and the rest of classes as the sample of the research. The selection of the sample of try out test was done randomly. The selected class of the try out test was IPA I and sample classes were IPA II and IPS I.

The instrumentation used to collect the data in this research was writing test. The writer gave 2 topics that were familiar for the students. They chose one of them to be developed into a recount text. The writer gave 60 minutes for students to do the test. The test was tried out. The function of try out was to make sure the students understand the direction and get enough

time to do the test or not, whether the test is reliable or not. A good test must be valid and reliable.

According to Arikunto (2012:80), a test is valid if it measures what it purpose to measure. Then, to see the reliability of the test, the writer used the two scorer's technique. It meant that there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher and the second scorer was one of the students from Bung Hatta University in English department and he is good at writing skill. Its function was to minimize the subjectivity of scoring the test.

To calculate the coefficient correlation of two scorers, the writer used the Person Product Moment Formula (Arikunto, 2012:87) as follow:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)}}$$

Where:

$r_{xy}$  = the coefficient correlation between variable x and y

n = the numbers of the students who follow the test

x = the first scorer's score

y = the second scorer's score

$\sum xy$  = the total cross product of xy

Gay (1987:367) says that the value of r counted is consulted to the value of r table

on the of freedom N-2 and alpha .05 and if  $r_{table} > r_{counted}$ , the test is reliable, but if  $r_{table} < r_{counted}$ , the test is not reliable.

After analyzing the data, the researcher found that the degree of coefficient correlation of the test was .73 and  $r_{xy} > r_{table}$  (.73 > .31), it meant that correlation was significance and the test was reliable.

To collect the data, the writer used writing test. There were several steps that writer did in gathering data, they were as follows:

- 1) The writer gives direction to the students to do the test clearly (the writer reminded the students how to write simple past tense, gave them a topic, and arranged the sentences to be a recount text).
- 2) The writer asked the students to write in simple past tense related to the topic and arranged them to be a recount text based on the topic.
- 3) The writer gave 60 minutes to the students to write recount text.
- 4) The writer collected the test.
- 5) The researcher copied the students' answer sheet. The original one was for the first scorer and the other for the second scorer.
- 6) The writer gave the score 2 if the students write orientation, events, and re-orientation, and use nominal

sentences, regular verbs, and irregular verbs completely and correctly.

In analyzing the data, the writer used the procedures as follow:

1. Presented the raw score
2. Calculated mean (M), and standard deviation, the writer used following formula:

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

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

Where:

M = Mean

$\sum x$  = the total score of the students

$\sum x^2$  = the total  $x^2$

N = Number of the students

3. Classified the students' ability into high, moderate and low by using the following categories (Arikunto, 2012)
  - $>M + SD$  = High
  - $M - SD$      $M + SD$  = Moderate
  - $<M - SD$  = Low
4. Calculated the percentage of the students who got high, moderate, and low ability by using the following formula:

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

P = Percentage of the students who get each score

R= the sum of the students who get high, moderate, and low.

T= the sum of the students

5. Finally, the writer got conclusion based on the percentage of the students who got good, moderate, and low.

### C. Findings and Discussion

#### 1. Students' Ability to Write Recount Text

The result of data analysis showed that the highest score was 12 and the lowest score was 8. Then, the writer calculated the mean and standard deviation. The mean was 11.061 and standard deviation was .95. The result showed that students' ability to write a recount text was moderate. It can be seen that 0 students had high ability, 33 students (80.48%) had moderate ability and 8 students (19.52%) had low ability.

#### 2. Students' Ability to Write Orientation

The result of data analysis on the part of orientation of recount text showed that the highest score was 2 and the lowest score was 1. After that the writer counted mean and standard deviation. The mean was 1.92 and standard deviation was .2. The result

of this calculation showed that 0 students had high ability, 36 students (87.80%) had moderate ability, and 5 students (12.20%) had low ability. It means that the ability of the second year students of SMAN 3 Painan to write orientation was moderate.

### **3. Students' Ability to Write Events**

The result of data analysis on the part of events of recount text showed that the highest score was 2 and the lowest score was 1. After that the writer counted mean and standard deviation. The mean was 1.86 and standard deviation was .26. The result of this calculation showed that 0 students had high ability, 39 students (95.12%) had moderate ability, and 2 students (4.88%) had low ability. It means that the ability of the second year students of SMAN 3 Painan to write event was moderate.

### **4. Students' Ability to Write Re-Orientation**

The result of data analysis on the part of re-orientation of recount text showed that the highest score was 2 and the lowest score was 1. After that the writer counted mean and standard deviation. The mean was 1.83 and standard deviation was .34. The result of this calculation showed that 0 students had high ability, 36 students (87.80%) had moderate ability, and 5 students (12.20%) had low ability. It means that the ability of the second year students of SMAN 3 Painan to write re-orientation was moderate.

### **5. Students' Ability to Write Non Verbal Sentences**

The result of data analysis on the part of non verbal sentences of recount text showed that the highest score was 2 and the lowest score was 1. After that the writer counted mean and standard deviation. The result of mean was 1.88 and standard deviation was .33. The result of this calculation showed that 0 students had high ability, 30 students (73.17%) had moderate ability, and 11 students (26.83%) had low ability. It means that the ability of the second year students of SMAN 3 Painan to write non verbal sentences was moderate.

### **6. Students' Ability to Write Sentences with Regular Verbs**

The result of data analysis on the part of sentences with regular verbs showed that the highest score was 2 and the lowest score was 1. After that the writer counted mean and standard deviation. The mean was 1.77 and standard deviation was .33. The result of this calculation showed that 0 students had high ability, 37 students (90.24%) had moderate ability, and 4 students (9.76%) had low ability. It means that the ability of the second year students of SMAN 3 Painan to write regular verbs was moderate.

## **7. Students' Ability to Write Sentences with Irregular Verbs**

The result of data analysis on the part of sentences with irregular verbs showed that the highest score was 2 and the lowest score was 1. After that the writer counted mean and standard deviation. The mean was 1.83 and standard deviation was .33. The result of this calculation showed that 0 students had high ability, 37 students (90.24%) had moderate ability, and 4 students (9.76%) had low ability. It means that the ability of the second year students of SMAN 3 Painan to write irregular verbs was moderate.

Based on the result of the study, it was found that the students' ability to write orientation was moderate since 36 out of 41 students (87.80%) had moderate ability. It means that the students still did not understand how to write orientation of recount text. Sometimes the students did not tell who has involved, what happened, where the event took place, and when it happened.

For examples:

- A few months ago, one of my best experience that I have, maybe for some of my friend think it was nothing but for me this experience give me motivations to my life.

The correct one is the students should tell who has involved, what happened, where the event took place, and when it happened. An alternative correct answer is "A few months ago, when I was on my holiday in my village, my friends and I did something that will give me motivation in my life. Maybe for some of my friends what we had done was nothing but for me it was something very valuable"

Based on the result of the study, it was found that the students' ability to write event was moderate since 39 out of 41 students (95.12%) had moderate ability. It means that the students still did not understand how to write event of recount text. Sometimes the students did not describe the series of the event in a sequence.

For example:

- So we went with my family but we couldn't go to Siak Castle and Muara Temple because my mother got call from her headmaster in her school. I asked my mother not to do her work but she didn't listen to me.

The correct one is the students should describe the series of the event in a sequence. For example: "On the first day, we wanted to go to Siak Castle and Muara Temple, but on our way, my mother got a call from her headmaster and then she said

that we couldn't go to Siak Castle and Muara Temple. So, I asked her not to do her work but she didn't listen to me"

Based on the result of the study, it was found that the students' ability to write re-orientation was moderate since 36 out of 41 students (87.80%) had moderate ability. It means that the students still did not understand how to write re-orientation of recount text. Sometimes the students did not give personal opinions about the event.

For example:

- In the last night, we went to art exhibition with some friend of my uncle. And tomorrow it was time for us to back home.

The correct one is the students should give personal opinions about the event. For instance: "And the next day it was time for us to get back home. That was a very great day and I enjoyed it a lot".

Based on the result of the study, it was found that the students' ability to write non verbal sentences was moderate since 30 out of 41 students (73.17%) had moderate ability. It means that the students still did not understand how to write non verbal sentences of recount text. Sometimes the students are still confused about verb be (*was/were*) in simple past tense.

For example:

1. I sick when me and my family went to Bali.

The correct one is "I was sick when my family and I went to Bali."

2. My aunty baked a pie for me, it is very delicious.

The correct one is "My aunty baked a chicken for me, it was very delicious."

Based on the result of the study, it was found that the students' ability to write regular sentences was moderate since 37 out of 41 students (90.24%) had moderate ability. It means that the students still did not understand how to write regular sentences of recount text. Sometimes the students are still confused about using regular verb in simple past tense.

For example:

1. We watch movies until midnight.

The correct one is "We watched movies until midnight."

2. I to try so study in holiday.

The correct one is "I tried to study on holiday."

Based on the result of the study, it was found that the students' ability to write irregular sentences was moderate since 37 out of 41 students (90.24%) had moderate ability. It means that the students still did not understand how to write irregular sentences of recount text. Sometimes the

students are still confused about using irregular verb in simple past tense.

For example:

1. My parents give me a present.  
The correct one is "My parents gave me a present."
2. We are eat the roasted chicken.  
The correct one is "We ate the roasted chicken."

#### **D. Conclusion and Suggestion**

In general, the finding of this study showed that the ability of the second year students of SMAN 3 Painan to write a recount text was moderate. This conclusion was indicated by the fact that there were 33 students (80.48%) who had moderate ability to write a recount text, 8 students (19.52%) had low ability to write a recount text, and 0 students had high ability to write a recount text. In detail, their ability is as follow:

1. The ability of the second year students of SMAN 3 Painan to write orientation was moderate. It was proved by the fact that 36 out of 41 students (87.80%) had moderate ability.
2. The ability of the second year students of SMAN 3 Painan to write event was moderate. It was proved by the fact that 39 out of 41

students (95.12%) had moderate ability.

3. The ability of the second year students of SMAN 3 Painan to write re-orientation was moderate. It was proved by the fact that 36 out of 41 students (87.80%) had moderate ability.
4. The ability of the second year students of SMAN 3 Painan to write non verbal was moderate. It was proved by the fact that 30 out of 41 students (73.17%) had moderate ability.
5. The ability of the second year students of SMAN 3 Painan to write regular was moderate. It was proved by the fact that 37 out of 41 students (90.24%) had moderate ability.
6. The ability of the second year students of SMAN 3 Painan to write irregular was moderate. It was proved by the fact that 37 out of 41 students (90.24%) had moderate ability.

Based on the conclusions above, the writer gives several suggestions as follow:

1. English teachers are suggested to improve their teaching especially in generic structures and language features and give more exercises to



improve the students' ability to write a recount text.

2. The students are expected to learn more about the generic structures and language features in writing a recount text.
3. The writer suggests further researchers to find out of the problems faced by the students in writing a recount text.

### **REFERENCES**

- Arikunto, Suharmi 2012. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Gay, L.R.1987. *Educational Research: Competencies for Analysis and Application*. 3rd Edition. New York: Merrill Publishing Company.
- Pardiyono. 2010. *Pasti Bisa : The Art of Teaching*. Yogyakarta: Andi Publisher.