

AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMA ADABIAH 1 PADANG

Melisa Gusti Dahlena Putri*), Fatimah Tanjung **, Ernati**)

Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,

Universitas Bung Hatta

E-mail: ichamelisadp@yahoo.com

Abstract

The aim of this research was to describe the students' ability of the tenth grade students of SMA Adabiah 1 Padang in writing Recount Text. The total population was 288 students. The researcher used cluster random sampling technique to take the sample. The instrument used to collect the data was writing test. To make the test reliable, the researcher gave try out test to the students out of sample. It was found that the reliability index of the test 0.95. In general, students' ability in writing recount text was moderate. The result of the study showed that 5 students (15.625%) got high ability, 18 students (56.25%) got moderate ability and 9 students (28.125%) got low ability. In detail, the students' ability to write generic structure (orientation, series of events and reorientation) was moderate. It was indicated that 17 students (53.125%) had moderate ability in writing orientation, 13 students (40.625%) had moderate ability in writing series of events, 20 students (62.5%) had moderate ability in writing reorientation. 22 students (68.75%) had moderate ability in writing language feature. 21 students (65.625%) had moderate ability in using appropriate vocabulary. 15 students (46.875%) had moderate ability in using mechanics. Therefore, by knowing students ability to analyze ability in writing recount text, the researcher expects that the students should learn more about generic structure, language feature and how to use mechanic, vocabulary in writing recount text and also to pay attention to use simple past tense and doing the exercises about recount text to improve their ability.

Key Words: Ability, Writing, Recount Text

Introduction

Writing is also stated as a comprehensive skill that involves grammar, vocabulary and other elements (Boardman 2002:14). In writing activity, the writer must learn how to communicate their ideas in order to make the reader understand what she/he is telling about. In

writing, the writer has to consider writing aspects such as vocabulary, spelling, grammar, mechanics and organization.

Composing some kind of texts in written form for Senior High School students' is one of the basic competence of English subject (Depdiknas:2006). It means that the students are demanded to

be able to write some kinds of text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling and capitalization). There are thirteen genres or types of the texts that should be taught at Senior High School, but for the tenth grade students' of Senior High School, they only learn about narrative, procedure, recount and news item. So the researcher was interested in conducting a researcher to analyze the tenth grade students' ability in writing recount text at SMA Adabiah 1 Padang.

Recount text is a text which tells about the past experience by retelling the events in chronological order. There are two features of recount text such as generic structure (orientation, series of events, and reorientation) and language feature (simple past tense). Besides, in writing recount text the students use appropriate vocabulary and mechanic (spelling, punctuation, and capitalization). Actually, there are three types of recount text namely; personal recount, factual recount, and imaginative recount, but in this research the researcher focuses on personal recount text. Amiruddin (2004:48) says that personal recount text is a recount text that exposes an event in which the writer or the author got involved in or acted in the event himself. It is

known that there are some organization structures built a written text including recount. According to Sudarwati and Grace (2007: 154) there are three generic structures of recount text, those are orientation, sequences of events and re-orientation. Orientation is a part which introduces what the events happen, where the events happen, when the events happen. In orientation the writer retell past event by introducing who involved in the event. Sequence of events is a part where the writer tells the reader the chronologically events happened. The re-orientation is a part where the writer re-states her/his story/experience. Amiruddin (2004:3) states that the language features of recount text in general are:

1. Specific participants, such as Meriton, the lambs the housekeeper, etc.
2. Use of simple past tense, such as took a rest, lived, decide, etc.
3. Use of action verbs, such as look, go, change, etc.
4. Use of linking items to do with time, such as Monday, then, after, first, then, etc.
5. Irrelevant details to the purpose of the text should be avoided.

From two organization of recount text the students should learn about how to

use appropriate vocabulary and mechanics (punctuation, spelling, capitalization).

The purpose of this research were ;

1. In general, to find out the tenth grade students' ability in writing recount text.
2. in specific, to find out (i) the students' ability in writing generic structure (orientation, series of events and reorientation) of personal recount text. (ii) The students' ability in writing language feature of personal recount text. (iii) The students' ability in using appropriate vocabulary of personal recount text. (iv) The students' ability in using mechanic of personal recount text.

Research Method

The design of this research was descriptive research. According to Gay (1987:189), descriptive research involves collecting data in order to test hypotheses or to answer question concerning the current status the subject of the study. In this research, the researcher was to describe and analyze the students' ability to write recount text. Gay (1987:101) argue that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable. The population of this research was 10th grade

of students at SMA Adabiah 1 Padang. The total number of population of this research was 288. . In this research, the researcher used cluster random sampling technique to take sample. Gay (1987:110) stated that cluster sampling was randomly selects groups, not individual. To select the sample, the researcher follows some procedures first, she gave a code each class (X-1, X-2, X-3, X-4, X-5, X-6, X-7, X-8 and X-9) and written them in nine smalls on papers. Then, she put them into a box. After mixing them and she took one of them. The instrument of this research was writing test. Writing test is used to know the students ability in writing recount text. The researcher gave some topics that can be chosen by the students. Arikunto (2012:80) states that a test is valid if it measures what is supposed to be measured. To validate the test, the researcher used content validity in which the test materials would be constructed based on curriculum and syllabus. To analyze the reliability of the test, the researcher used the inter-rater technique. It means there are two scorers (scorer 1 and scorer 2). In gathering the data, the researcher would do the following steps; (i)The researcher explained test direction. (ii) The researcher asked the students to do the test. (iii)The researcher collected the test. (iv)The researcher copied the entire

answer sheet of students for the first scorer and other one was for the second scorer. (v)The first and the second scorer gave the scorer based on criteria. In analyzing the data, the researcher analyzed the data of the students' ability in writing recount text with such as follows: (i)The researcher resented the raw score from two scorers. (ii)The researcher calculated Mean (M) and Standard Deviation (SD). (iii) The researcher categories the students' ability into high, moderate and low ability by using the following categories (Arikunto, 2002 :299). (iv) The researcher calculated the percentage of the students who got high, moderate, and low ability.

Finding Discussion

4.1.1 Students' Ability to Write Recount Text.

After the researcher analyzed the data, the researcher found the highest score that the students got 89 and the lowest score was 44. Then, the researcher calculated the mean was 68.6 and standard deviation was 13.15. Based on the result of data analysis, the researcher found that 5 students (15.62%) got high ability, 18 students (56.25%) got moderate ability and 9 students (28.125%) got low ability. It can be seen on the following table 4.1:

Table 4.1

Quality	Number of Students	Percentage
High	5	15.625%
Moderate	18	56.25%
Low	9	28.125%
Total	32	100%

4.1.2 Students' Ability in Writing Generic Structure.

The result of the test showed that the highest score was 61 and the lowest score was 27. After that, the researcher counted mean was 45.48 and standard deviation was 10.45. The result of the data analysis showed that 7 students (21.875%) got high ability, 18 students (56.25%) got moderate ability and 7 students (21.875%) got low ability. It can be seen on the following table 4.2:

Table 4.2

Quality	Number of Students	Percentage
High	7	21.875%
Moderate	18	56.25%
Low	17	21.875%
Total	32	100%

4.1.2.1 Students' Ability in Writing Orientation.

The result of the test showed that the highest score was 20 and the lowest score was 9.5. After that, the researcher counted mean was 15.5 and standard deviation was 3.23. The result of the data analysis showed that 5 students (15.625%) got high ability, 17 students (53.125%) got moderate ability and 10 students (31.25%) got low ability. It can be seen on the following table 4.3:

Table 4.3

Quality	Number of Students	Percentage
High	5	15.625%
Moderate	17	53.125%
Low	10	31.25%
Total	32	100%

4.1.2.2 Students' Ability in Writing Series of Events.

The result of the test showed that the highest score was 24 and the lowest score was 9.5. After that, the researcher counted mean was 17.78 and standard deviation was 3.39. The result of the data analysis showed that 10 students (31.25%) got high ability, 13 students (40.625%) got moderate ability and 9 students (28,125%) got low ability. It can be seen on the following table 4.4

Table 4.4

Quality	Number of Students	Percentage
High	10	31.25%
Moderate	13	40.625%
Low	9	28.125%
Total	32	100%

4.1.2.3 Students' Ability in Writing Re-orientation.

The result of the test showed that the highest score was 19 and the lowest score was 8. After that, the researcher counted mean was 12.20 and standard deviation was 3.29. The result of the data analysis showed that 5 students (15.625%) got high ability, 20 students (62.5%) got moderate ability and 7 students (21.875%) got low ability. It can be seen on the following table 4.5:

Table 4.5

Quality	Number of Students	Percentage
High	5	15.625%
Moderate	20	62.5%
Low	7	21.875%
Total	32	100%

4.1.6 Students' Ability to Use Language Feature.

The result of the data analysis showed that the highest score of students' ability to use language feature was 15 and the lowest was 8. The researcher calculated mean was 10.6 and standard deviation was 1.87. The result of calculation showed that 5 students (15.625%) got high ability, 22 students (68.75%) got moderate ability and 5 students (15.625%) got low ability. It can be seen on following table 4.6:

Table 4.6

Quality	Number of Students	Percentage
High	5	15.625%
Moderate	22	68.75%
Low	5	15.625%
Total	32	100%

4.1.7 Students' Ability to Use Vocabulary

The result of the data analysis showed that the highest score of students ability to use vocabulary was 11.5 and the lowest score was 5. The researcher found the mean was 8.42 and the standard deviation was 1.64. After that, the researcher found that 3 students (9.375%) got low ability, 21 students (65.625%) got moderate ability and 8 students (25%) got

high ability. It can be seen on the following table 4.7:

Table 4.7

Quality	Number of Students	Percentage
High	3	9.375%
Moderate	21	65.625%
Low	8	25%
Total	32	100%

4.1.8 Students' Ability in Using Mechanics

The result of the data analysis showed that the highest score of students ability in using mechanics was 5 and the lowest score was 3.5. The researcher calculated mean was 4.36 and standard deviation was 0.56. The result of this calculation showed that there was 12 students (37.5%) got high ability, 15 students (46.875%) got moderate ability and 5 students (15.625%) got low ability. It can be seen on the following table 4.8:

Table 4.8

Quality	Number of Students	Percentage
High	12	37.5%
Moderate	15	46.875%
Low	5	15.625%
Total	32	100%

In orientation some students did not write the participants, time, and place in the story. Sometimes they also did not write who, when, and where the story happened. In writing series of events sometimes the students did not develop every piece of information what happened, in what sequence and sometimes the students could not tell the events chronologically. Most of the students did not write closure of events/ ending did not complete and sometimes the students did not write personal comment in reorientation. Besides, the students still confused to use simple past tense form. Then, many students made some mistake in choosing vocabulary. And also the students made some mistake in capitalization, spelling and punctuation. The result of the students' ability to analyze writing recount text was moderate, because 56.25% of the student didn't do the test well.

Conclusion

Based on the conclusion above, the researcher suggest to the teacher, students, and for the further researcher as follow:

1. Since the result of this research showed that the tenth grade students ability to write recount text was moderate. The teacher is suggested to give more

exercises in writing generic structure and language feature. Besides, teachers give more explains how to use mechanic and vocabulary in writing recount text. So, the students can write recount text well.

2. For the students, they should learn more about generic structure, language feature and how to use mechanic, vocabulary in writing recount text and also to pay attention to use simple past tense and doing the exercises about recount text to improve their ability.
3. For the further researcher, to find out the factors which cause the moderate ability that students have in writing recount text, so their ability can be improve.

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