

An Analysis of Students' Writing Skills in Recount Text At The Eighth Grade Students of SMP Negeri 2 KOTA Jambi

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Abstract

This research is aimed at improving teaching Writing Skills for Recount Text especially Junior High School students at SMP Negeri 2 Kota Jambi. By using qualitative method this research tries to reveal some difficulties faced by the students in writing Recount Text and giving a resolution to overcome its difficulties. The sample was taken from Eight Grade Students at SMP Negeri 2 Kota Jambi which applied a qualitative research as mentioned by Creswell (2013:334) that Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problems. The researcher builds complex, holistic picture, analyze words, reports detailed views of informants, and conducts the study in a natural setting. Findings of this research is considered to be good in category with the percentage of students' level skills is 6% in very good level, 14% classified in good level, 22% classified in fair level, 28% classified in weak level and 30% classified in poor level. The students' of writing skills in recount text that weak category, because the students have learnt recount text more than 4 meetings and the teacher have explained seriously. The findings of the research will be useful for the English teachers and the students at Junior High School in using its results as teaching strategy and learning material for the teacher and the students as well.

Keywords: Recount text, writing skills, Teaching strategy, Learning materials.

Introduction

English as an international language in several countries is used for the international communication, the language of science, the language of technology, trade, politics and many others areas of business. Since the day of independent of Indonesia, English has been used in many field of institution for many years most importantly in education. In accordance with Ministry of Education Decree or Permendikbud No.144 Tahun 2014,

English is one of the subjects which tested in the national examination of Junior High School and Senior High School since 2003. In English language there are four skills of language that is listening, speaking, reading and writing.

Writing is one of the English language skills that have to be learned by the students therefore, it needs great attention not only from the teachers but also from the students. Writing is an action or process of producing and recording words in a form that can be

read and understood. Writing is not easy if the students do not know about the way of writing, if the students want to create an article, the students have to know the correct writing and how the way to write effectively. The language that the students use must be understood to read. Through writing, we can communicate thoughts, feelings and the activity of thinking, students can improve the ability to write, because writing relates to the activity of thinking.

Tarigan (1982:3) states that writing is an activity which is productive and expressive. He adds that writing skill does not come automatically, but it needs a lot of practice in order to be able to use the elements of writing and to know the purpose of writing itself.

Writing skills have to be taught in the form of activity learning meaningful and interesting for students. In addition, it can also optimized with the role of the teacher be able to make a comfortable learning environment. The teachers have to be able to understand the difficulties faced by students when writing English. In learning English, students should be able to write some kind of genre in writing. There are several types of text that should be mastered by the student in junior high school, which are narrative, descriptive, report, procedure, and recount.

Recount text is one genre that must be mastered by students in learning English. Recount text is type of short functional text. Recount text is a form of text that to tell experiences or events in the past in chronological order or in sequence. Write through recount text can convey story ideas and

develop them into a form of text that can be read by other people.

However, in reality many students who do not understand and still confused and hard to create a paragraph in recount text in process of learning English. Based on the researcher's observation in SMP Negeri 2 Kota Jambi, the most of difficulties faced by students when the teacher ask them to write about something, they do not know what they should do, what they should write and still lack of understanding about writing.

There are several factors that may affect students low in writing English in SMP Negeri 2 Kota Jambi. First, the problem faced by students such as, the most of them do not master English in grammatical aspect, spelling, punctuation, and diction. Then, they have difficulties in arranging and developing the sentences into good order. In addition, the sentences that created by students also contain words that are repeated thus becoming ineffective sentences. Another factor is the lack of the role of teachers in teaching and motivation in writing. It can be seen through students score in writing English Language still bad and can be categorized into poor.

The researcher has the purpose to analyze of students' writing skills in recount text as a media of writing to help students more interest to create an paragraph and develop in writing English Language. Therefore, the researcher needs to use recount text as media to write English, make the students easy to express their experiences that relate about the past.

Theoretical Review

This section describes about theories in writing, writing process, writing skills, indicator of writing and recount text. Later, each of them will be explained clearly. It is also supported by some statement of the expert opinion.

In four skills, writing is the most difficult skill to be learnt. Many of experts have given their definition about writing really means. Nunan (2003:88) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly. It means there are processes of thinking into good writing and expressing ideas is very important in writing.

In addition, McCrimmon in Saddhono and Slamet (2014:151) states that:

Writing is the dig activity of thoughts and feelings about a subject, choose the things that will be written, determine how to write it so that the reader can be understand it easily and clearly.

It means that the thoughts and feelings are interconnected and writers should try to dig an object what you want to write and know how to write that can be understood by the reader. Similarly the opinion of Mary S. Lawrence in Saddhono and Slamet (2015:151) states that writing is to communicate what and how the mind of the writer.

Sutarno NS (2008:10) states that:

Writing is an appropriate way to realize, spell out and pouring of ideas, concepts, and thoughts into an article. Therefore, someone writing is basically a recording from vision, observation, learning, experience, appreciation, meaning and processing power thought of writer.

Based on three theories above, writing is process of thinking that produce about thoughts and ideas. There is purpose and messages that want to be conveyed by the author should be accepted.

Furthermore, from three theory above also supported by Dalman (2014:p.3) states that:

Writing is a form communication activities delivery of message (information) in writing to another person using written language as a tool or medium. Writing is a creative process of expressing ideas in the form of written

language with the aim of, for example, tell, persuade, or entertain.

These theories can be explained as when the writer write about something, there is message or information that should be delivered to another people. The writer should be creative to express their ideas. In line with Marwoto in Dalman (2014:p.4) states that writing is to express ideas freely in essay form. In this case, the writer requires having much knowledge about writing English to express ideas and can be easy to write an article. To complete from theories above, Cheryl in Yandika (2013:p.1) also states that:

Writing as a process of expressing ideas or though in words, should be done at our leisure. How can we do something that we do not enjoyable? Writing can be very enjoyable as long as we have the ideas and the means to achieve it.

In general, enjoyable is very important in process of writing to help process of thinking or expressing ideas. Another theory of writing also states by Oshima and Hogue. Oshima and Hogue (1997:p.2) states that writing takes study and practice to develop this skill for both native speakers and new learners of English. It is important to note that writing is a process not a product of something and writing is a progressive activity of thinking. It

means that through writing people could have a way of thinking of native speakers.

In writing, the writing process is very important to develop a framework within the text. Writing stage consists of pre-writing, drafting, revising, editing, and publishing. Brown and Hood (1993:p.6) states that, in writing describe the three main stage of the writing process:

- 1) Preparing to write
- 2) Most writing requires some preparation. How long you spend on this preparation, and what you do, largely depends on your reader, your purpose, the content and the writing situation.
- 3) Drafting
In this stage is where you really begin writing. The most important thing here is to get words into paper. It is not the time to wring about spelling, grammar, punctuation or the best wording.
- 4) Revising
The revising stage is where you check that:
 - You have said what you wanted to say
 - You have said it in a clear and appropriate way

Revising might take place while you are drafting or after you have finished a draft. Meanwhile, Langan (2008:p.24) also states that in writing process there are five steps:

- 1) Prewriting
There are five prewriting techniques that will help you think about and develop a topic and get words on paper: pre-writing, questioning, making a list, clustering, preparing a

scratch outline. These techniques help you think about and create material, and they are a central part of the writing process.

- 2) **Writing a First Draft**
When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting.
- 3) **Revising**
Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting an essay, building on what has already been done, to make it stronger.
- 4) **Editing**
After you have revised your essay for content and style, you are ready to edit—check for and correct—errors in grammar, punctuation, and spelling. Students often find it hard to edit their writing carefully.
- 5) **Review Activities**
You now have a good overview of the writing process, from prewriting to first draft to revising to editing. To reinforce the information about the writing process that you have learned in this chapter, you can now work through the following activities: taking a writing inventory, prewriting, outlining and revising.

Blanchard and Root (2002:p.41) states that, in writing process there are several steps:

- 1) **Pre-Writing (Brainstorming and Clustering)**
In step about thinking, and writing do you want about your topic before you write a first draft.
- 2) **Writing**

Using your ideas to write a first a draft when you write the first draft of your paragraph, and use your ideas to generates from prewriting as a guide.

- 3) **Revising**
Improving what your have in your write, when you revise your paragraph, you can do following: add new ideas to support the topic, cross out sentences that do not support the topic and change the other of sentences.

Based on explanation above, the writing process is very important to be good writer, because the writer should pay attention the way in writing correctly such as prewriting, writing and revising. The researcher used theory from Blanchard and Root in writing process because writing process will help the students in learning process in good writing that systematic.

Writing skills is one type of language skills which should be controlled by the student. In this activity a writer must skilled to utilize language structures and vocabulary. Byrne in Saddhono and Slamet (2014:p.163) states that:

Writing skills is the ability to pour thoughts into written language through sentences that are arranged as a whole, complete, and clear so that the ideas can be communicated to the reader to succeed.

It means writing skills should use language patterns in writing.

Through writing can produce your thoughts that can be communicated with other people (reader). However, Langan (2008:p.13) states that Writing skill is not natural gift. It is a skill like driving, typing, or cooking, and, like any skill, it can be learned. It means that skills can be improved with practice everyday. Based on some opinions on the above, it can be argued that writing skills are the skills of ideas, ideas, feelings in the form of written language so that others can read understand the contents of the text properly.

Indicators of Writing

As one of productive skill writing is a complex skill. It has several components that are very important to produce a good writing. David P. Haris (1969:p.68) states that are five general components of writing:

1. Content : The substance of the writing; the ideas expressed.
2. Organization : The organization of the content.
3. Grammar : The employment of grammatical forms and syntactic patterns.
4. Vocabulary : The choice of structures and lexical items to give a particular tone or flavor to the writing.

In addition, Arthur Huges (1989) states that are 4 major indicators of writing as follows:

1. Grammar : The structure of sentences. There are only few mistakes in grammatical component found.

2. Vocabulary : Many students make poor choice of words. Vocabulary is all about words which is suitable in the context.
3. Mechanics : The use of the graphic conventions of the language.
4. Fluency : In composition or the general form in the context.

In other hand, Robert (1990:p.109) states, there are four general indicator in writing, as follows:

1. Fluency : The organization of content or ideas, it is coherence or not it is unfired or not.
2. Grammar : The employment of grammatical pattern.
3. Vocabulary : The selection of word that is suitable with the content.
4. Spelling : The use of graphic convention of language.

Based on theories above, the researcher used the theory from David P. Haris because the theory is suitable with rubric scoring and indicator of writing is very important in writing. The criteria in indicator of writing are used to score the students' writing, in order to know how good in writing.

Recount text is type of text that should be mastered by students. Recount text is very useful for students in process of writing. There are several theories about recount text from several language experts. Mark Anderson and Kathy Anderson in Puji (2011:p.12) states that, recount text is a piece of text that retells past events, usually in the order in which they occurred. It

means to give description to other people that occurred in the past.

From theories above, Maharani (2007:p.69) also supporting with states that, recount text is functions to tell the story of the past writing incident as the incident took place at a time ago. It means the story to complete the theory above, Fauziati et al (2013:p.231) also states that:

Recount text is tells past events which occurred in a sequence. Recount text does not include conflicts but only retell a sequence of events which occurred in the past.

It means, recount text just retell about events that occurred in the past. Similarly, the opinion that supported by Ken Hyland in Puji (2011:p.13) states that, recount text is to reconstruct past experiences by retelling events in original sequences.

Based on all the theories above, it can conclude recount text is text that tells about events that occurred in the past in original experiences. This text aims to give some experiences about past that may be known by other peoples in form of information in sequence.

Mukarto and Sujatmiko in Puji (2011:p.13) states that recount text is classified into three, they are:

1) Personal Recount

Personal recount is one of recount text which retelling an experience in which the writer was personally involved. The purpose of personal recount are to inform, entertain the

audience (listeners or readers), or both.

2) Factual Recount

Factual recount is a list or record of a certain event, such as new story, eye witness, news report, historical events.

3) Procedural Recount

Procedural recount records events such as science experiment or a cooking experience. It present the events chronologically (in the other in which they happened). The purpose of procedural recounts is to inform listeners or readers.

In the other hand, Derwianka (1990) states that, to identifying three types of recount text. They are personal recount, factual recount, and imaginative recount.

1) Personal Recount

Personal recount is telling about the activity which the first person pronoun is included in that story, it is included funnies story and diary.

2) Factual Recount

Factual recount is a note about an event, such as research report, police report, the news in the newspaper, history, etc.

3) Imaginative Recount

Imaginative recount is a fiction story such as fiction books. In addition, Emilia (2008: p. 16) also states there are three types of recount text, as follow:

1) Personal Recount

Personal recount is telling again about experience which authors have been involved directly.

2) Factual Recount

Factual recount is telling again about events or accidents such as the news in newspaper and accident report.

3) Imaginative Recount

Imaginative recount is telling about the role that is both imaginative and imaginary connecting events.

From all theories above, it can conclude about three types of recount text is text that retell about events in the past that real story or in the form of fiction. Based on Mukarto's theories about personal recount is text which is retelling an experience in which the writer was personally involved, the researcher chose about personal recount, because the researcher will know about experiences that students have that can tell in the form of text.

In generic structure of recount text, there are some ways to write about recount text. Maharani (2007:p.69) states that, there are three part in generic structure, they are consist of:

- 1) Using Past Tense
- 2) Using a common pattern as follows:
 Orientation – Events – Re-Orientation
 - Orientation : contains of figures, time and place in the story
 - Events : composed of the events are arranged in a sequence
 - Re-Orientation : contains a personal comment or expression of assessment, is optional (not mandatory).
- 3) Communicative purpose is to entertain or recount past events

Furthermore, Fauziati et al (2013:p.232) states that, three part of generic structure, look at the table:

Table 1
Generic Structure of Recount Text

| Text Element | Content |
|---------------------------------|--|
| Orientation | Information about an event and its setting. It provides details of who, what, when, where, or why. |
| Events | A sequence of events which happened in a chronological order. What happened? First..., Next..., Soon..., During..., After..., Later..., Eventually..., Finally..., |
| Closing (Re-Orientation) | Conclusion/summary of the events what you think, feel or decide about occurred events. |

Based on theories above it can conclude, generic structure is important in recount text, because can show the way to write correctly step by step in recount text. Therefore, the student should know about the part or the way in recount text, so students know what to do in writing and not confused anymore.

Fauziati et al (2013:p.232) states that, the language features in recount texts as follows:

- 1) Nouns and pronouns instead of person, animals, or things involved, such as David, the monkey, we, etc.
- 2) Action verbs such as go, sleep, run, etc.
- 3) Past tense such as We went to the zoo; She was happy, etc.

- 4) Conjunction and time connectives which order events, happenings, or actions, such as and, but, then after, that, etc.
- 5) Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.
- 6) Adjectives to modify nouns such as beautiful, funny, childish, tiny, etc.

Discussion

This chapter presents findings and discussions of what is the students' writing skill in recount text at the eighth grade of SMP Negeri 2 Kota Jambi Academic Year 2016/2017. This research during 3 times meeting within 3 days, they are July 22nd, August 5th 2017, and August 12th 2017 researchers gave the test based on the teachers' agreement teaching in VIII C English at SMP Negeri 2 Kota Jambi. Then, the agreement came on three days on Saturdays. The researcher asked students to work on test during 60 minutes and the researcher controller the class. The finding was from the analysis of the test.

The data that was analyzed by researcher using rubric score of K13 in the chapter 3. Researcher analyzed the written test of students based on component of recount text (content, organization, grammar and vocabulary). Each component have value itself.

In test I, the researcher asked students to write recount text about "My Best Friend", so the students have to tell about experience with their best friend in the past. From the result in test I, the students writing skill in recount text classified into poor level range 0-59%:

Table 2
The score interpretation of 1st Test

| Score | Interval | Frequency | Percentage | Category |
|----------|-----------|-----------|------------|-----------|
| 90 – 100 | 90 – 100% | 1 | 3% | Very Good |
| 80 – 89 | 80 – 89% | 2 | 6% | Good |
| 70 – 79 | 70 – 79% | 5 | 14% | Fair |
| 60 – 69 | 60 – 69% | 9 | 25% | Weak |
| 0 – 59 | 0 – 59% | 19 | 52% | Poor |
| TOTAL | | 36 | 100% | |

(Source : Adapted from David P. Haris)

In this test I, with the topic "My Best Friend, in activity there were 36 students that follow the written test and it can be seen in (appendix 4). From written test I that was collected from the students, researcher found one students with the interval 90-100%. There were that percentage (3%) classified in very good level. In good level, there were two students that percentage (6%). There were five students that percentage (14%) students classified in fair level. In weak level there were nine students that percentage (25%) and the last, classified in poor level. There were nineteen students that percentage (52%). So, the researcher found the written test I result with interval 0-59% with the calculation percentage 58.30%. It was classified in poor level.

In test II, the researcher asked students to write recount text about "My Holiday", so the students must write about their holiday in the past. From the result in test II, the students

writing skill in recount text classified into weak level range 60-69%.

Table 3
The Score Interpretation of 2nd Test

| Score | Interval | Frequency | Percentage | Category |
|----------|-----------|-----------|------------|-----------|
| 90 – 100 | 90 – 100% | 2 | 6% | Very Good |
| 80 – 89 | 80 – 89% | 6 | 17% | Good |
| 70 – 79 | 70 – 79% | 1 | 3% | Fair |
| 60 – 69 | 60 – 69% | 10 | 27% | Weak |
| 0 – 59 | 0 – 59% | 17 | 47% | Poor |
| TOTAL | | 36 | 100% | |

(Source : Adapted from David P. Haris)

In this test II, with the topic about “My Holiday”, in activity there were 35 students that follow the written test and there was one student did not follow the written test with student code is S13, because the students did not come, but the researcher still did give the test, it can be seen in (appendix 5). From written test II that collected from the students, researcher found two students with the interval 90-100%. There were percentage (6%) classified in very good level. There were six students that percentage (17%) classified in good level with the interval 80-89%. In fair level, there was one student that percentage (3%) with the interval 70-79%. In weak level, there were ten students that percentage (27%) with the interval 60-69% and the last, there were seventeen students classified in poor level with that percentage (47%). In calculation of written test II, the researcher found the percentage students 59.25% with

interval 0-59%. It was classified in poor level.

In test III, the researcher asked students to write recount text about “My Best Experience”, so the students must write about their experience in the past that was the best. The table of written test three result can be seen in (appendix 6).

From the result in test III, the students writing skill in recount text classified into fair level range 70-79%:

The result of the students’ writing skills in recount text level is shown in the table below:

Table 4
The Score Interpretation of 3rd Test

| Score | Interval | Frequency | Percentage | Category |
|----------|-----------|-----------|------------|-----------|
| 90 – 100 | 90 – 100% | 3 | 8% | Very Good |
| 80 – 89 | 80 – 89% | 14 | 39% | Good |
| 70 – 79 | 70 – 79% | 9 | 25% | Fair |
| 60 – 69 | 60 – 69% | 3 | 8% | Weak |
| 0 – 59 | 0 – 59% | 7 | 20% | Poor |
| TOTAL | | 36 | 100% | |

(Source: Adapted from David P. Haris)

In test III, with the topic about “My Best Experience”, in activity there

were 36 students that follow the written test, it can be seen in (appendix 6). From written test III that collected from the students, researcher found three students with the interval 90-100%. There were percentage (8%) classified in very good level. There were fourteen students that percentage (39%) classified in good level with the interval 80-89%. In fair level, there were nine students that percentage (25%). There were three students that percentage (8%) classified in weak level and the last, there were seven students classified in poor level with that percentage (20%). In calculation of written test three, the researcher found the percentage students 74.94% with interval 70-79%. It was classified in fair level.

In average of test, after the researcher gave the test with the varieties of the topic, the researcher calculate of written test result in test I, II, III.

Table 5
The average score at VIII C grade of SMPN 2 Jambi.

| No | Student Code | Score | | | Average | Category |
|---------------|--------------|--------|---------|----------|---------|-----------|
| | | Test I | Test II | Test III | | |
| 1. | S1 | 69 | 69 | 82 | 73 | Fair |
| 2. | S2 | 63 | 69 | 75 | 71 | Fair |
| 3. | S3 | 56 | 75 | 82 | 71 | Fair |
| 4. | S4 | 94 | 69 | 94 | 86 | Good |
| 5. | S5 | 25 | 30 | 75 | 50 | Poor |
| 6. | S6 | 88 | 94 | 88 | 90 | Very Good |
| 7. | S7 | 31 | 44 | 50 | 42 | Poor |
| 8. | S8 | 63 | 69 | 82 | 71 | Fair |
| 9. | S9 | 31 | 25 | 56 | 35 | Poor |
| 10. | S10 | 75 | 88 | 94 | 84 | Good |
| 11. | S11 | 63 | 31 | 88 | 61 | Weak |
| 12. | S12 | 75 | 82 | 88 | 82 | Good |
| 13. | S13 | 38 | 38 | 56 | 32 | Poor |
| 14. | S14 | 50 | 25 | 50 | 42 | Poor |
| 15. | S15 | 75 | 94 | 88 | 86 | Good |
| 16. | S16 | 69 | 30 | 82 | 67 | Weak |
| 17. | S17 | 50 | 30 | 82 | 61 | Weak |
| 18. | S18 | 56 | 38 | 56 | 50 | Poor |
| 19. | S19 | 38 | 30 | 69 | 46 | Poor |
| 20. | S20 | 75 | 63 | 75 | 71 | Fair |
| 21. | S21 | 63 | 30 | 69 | 61 | Weak |
| 22. | S22 | 56 | 88 | 75 | 73 | Fair |
| 23. | S23 | 82 | 88 | 82 | 84 | Good |
| 24. | S24 | 38 | 30 | 75 | 54 | Poor |
| 25. | S25 | 63 | 36 | 38 | 52 | Poor |
| 26. | S26 | 75 | 63 | 75 | 71 | Fair |
| 27. | S27 | 50 | 37 | 75 | 61 | Weak |
| 28. | S28 | 32 | 63 | 57 | 50 | Poor |
| 29. | S29 | 63 | 38 | 82 | 61 | Weak |
| 30. | S30 | 50 | 63 | 88 | 67 | Weak |
| 31. | S31 | 56 | 56 | 94 | 69 | Weak |
| 32. | S32 | 56 | 56 | 75 | 62 | Weak |
| 33. | S33 | 63 | 82 | 82 | 71 | Fair |
| 34. | S34 | 56 | 82 | 75 | 71 | Fair |
| 35. | S35 | 56 | 63 | 63 | 61 | Weak |
| 36. | S36 | 56 | 63 | 82 | 67 | Weak |
| Total | | | | | 2308 | |
| Average Score | | | | | 64,11% | |
| Category | | | | | Weak | |

From the result in test III, the students writing skill in recount text classified into fair level range 60-69%:

$$\begin{aligned}
 P &= \frac{f}{N} \times 100\% \\
 &= \frac{2308}{36} \times 100\% \\
 &= 64.11\%
 \end{aligned}$$

It means that the students' writing skills in recount text is categorized 'weak'. The result of the students' writing skill in recount text level is shown in table below:

Table 6
The Score Interpretation of Average Test

| Score | Interval | Frequency | Percentage | Category |
|----------|-----------|-----------|------------|-----------|
| 90 – 100 | 90 – 100% | 1 | 3% | Very Good |
| 80 – 89 | 80 – 89% | 5 | 14% | Good |
| 70 – 79 | 70 – 79% | 9 | 25% | Fair |
| 60 – 69 | 60 – 69% | 11 | 30% | Weak |
| 0 – 59 | 0 – 59% | 10 | 28% | Poor |
| TOTAL | | 36 | 100% | |

(Source : Adapted from David P. Haris)

The table above shows the highest score of the students' writing skills in recount text, the researcher found one students with the interval 90-100%. There were percentage (3%) classified in very good level. It shows the students who got the highest score in writing are poor. There were five

students that percentage (14%) classified in good level. There were nine students that percentage (25%) classified in fair level. In weak level there were eleven students that percentage (30%) and the last, there were ten students classified in poor level that percentage (28%). The data calculation was found that the rate class of students' writing skills in recount text was 64.11% with interval 60-69%. it was classified in weak level.

Conclusion

The students' of writing skills in recount text that weak category, because the students have learnt recount text more than 4 meetings and the teacher have explained seriously. The findings of the research will be useful for the English teachers and the students at Junior High School in using its results as teaching strategy and learning material for the teacher and the students as well.

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