

## **An Analysis of Students' Ability on Writing Skills in Recount Text at Tenth Grade of SMAN 9 Kota Jambi**

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### **ABSTRACT**

The purpose of this research is to analyze the students' ability on writing skills in recount text at tenth grade of SMA N 9 Kota Jambi. This research used descriptive research with qualitative method. This research used random sampling to get the sample and then got X MIS 3 as a sample with the total 36 students but two students did not follow the test. So that, there were 34 students as a sample. In collecting the data, the instrument of this research is writing test by using recount text. The findings of this research showed that, the student's ability on writing skill in recount text was categorized 5 students or (15%) were categorized excellent, 20 students or (59%) were categorized good, and 9 students or (26%) were categorized satisfactory, there were no students who get categorized unsatisfactory and failed. Then, the researcher get the result from analysis students ability on writing skills in recount text that is Good in writing skills especially in aspect content or generating ideas. The researcher can conclude that students are understand more about content aspect or generating ideas on writing skills but most of students are still confused and difficult in other aspect.

**Key Words:** *Students' Ability, Recount Text.*

### **INTRODUCTION**

Writing is one of the English language skill 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 can how the way to write effectively. The language that the students use must be understand 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.

Writing skills have to be taught in the form of activity learning meaningful and interesting for students. In addition, it can also optimize with the role of the teacher be able to make an environment conducive learning. The teachers have to

be able to understand the difficulties faced by students when writing English.

Pulverness, Spratt, and Williams (2005: 26), says that writing is one of the four language skills: listening, speaking, reading, and writing. Writing is also one of productive skills which involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information. Based on Powell (2009 :14) Writing is a system of marking with a conventional reference the communicates.

According to Knapp (2005:223) explains that recounts are sequential texts which consist of series of events. Writing recount text is an activity to write the record of events in the past time. The events are reported chronologically according to the setting of time and place with the use of a number of conjunction and sequence marker. According to Gerot and Wignel

(1994) Generic structure of Recount text are orientation, events and re-orientation. Orientation introduces setting and participants. Events tell what happened in sequences. However, Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers.

## **WRITING**

Pulverness, Spratt, and Williams (2005: 26), say that writing is one of the our language skills: listening, speaking, reading, and writing. Writing is also one of productive skills which involves communicating a message in the form of letters and symbols. Communicating means sending certain information to others, so, a message must have a purpose. In other words, writing skills produce a written product which has certain information.

According to Andrew P Johnson (2008: 211) writing is very important, but it must occur in the appropriate place in the appropriate way. Indeed, spelling, punctuation, and grammar should be seen by students as elements the help them transmit their message more effectively.

Writing is including a performance skill. According to Brown (2000:30), performance is the overtly observable and concrete manifestation or realization of the competence. From the definition, writing can be said as a performance because manifestation of underlying knowledge of language such as the structure of the language, and the vocabulary. As a performance skill, practices are needed to get the improvements in writing. Therefore, the researcher tries to find an effective solution to teach writing.

Brown (2001: 334) states that writing skills is a learn behavior that is similar to swimming. People speak as their natural behavior, but not all of them can write as it is a skill which only can be done consciously with efforts. According to Brown (2004: 220) there are several skills of writing:

### **1. Grammar**

There is a very strong relationship between grammar and writing skill. Having a good sense in grammar is badly needed in writing skill. Grammar deals with tenses of sentence that will be use according to the situation and the time. At least, there are three major tenses which are past, present, and future tense.

### **2. Generating ideas (Content)**

Ideas deal with information writers want to share in their writing. It can be about what happens in the story, when something occurs, who do something, and anything the writers want the readers to know. There must be a topic (a main idea) and many supporting details (little ideas) in a good piece of writing.

### **3. Vocabulary**

Vocabulary many of the students had poor choice of words. The ideas of the students were too general. It might be because the students did not know many vocabularies in English, lack of practices and faced difficulties in learning English.

### **4. Mechanics**

Meanwhile, the student did not have difficulties of putting punctuation and capitalization. But sometimes they misspelled because different between the pronunciation and written form of a word. It was reflected in their writing text. They only had a few error mechanics.

## **TEACHING WRITING**

According to Harmer (2004:31) Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to amajor syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners. When helping the students to become better writers, teachers have a number of crucial tasks to perform. This is

especially true when students are doing writing-for-writing activities, where they may be reluctant to express themselves or have difficulty finding ways and means of expressing themselves to their satisfaction. Related to the implications for learning and teaching, we also need to concentrate on the process of writing; and in this regard, there are a number of strategies we need to consider:

1. The way we get students to plan.

Before getting students to write we can encourage them to think about what they are going to write –by planning the content and sequence of what they will put down on paper. There are various ways of doing this including, at one end of the scale, brainstorming (where students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which lead students to plan for a forthcoming task.

2. The way we encourage them to draft, reflect, and revise.

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first drafts as first attempts and not as finished products. One way of encouraging drafting, reflection, and revision is to have students involved in collaborativewriting. A pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestions for changes, and so contributing to the success of finished product.

3. The way we respond to our students' writing.

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work. In place of making corrections to a finished version, they will need, at times, to respond to a work-in-progress.

## **RECOUNT TEXT**

Recount text is a text that tells about what had happened in sequence of events. Hyland (2004:29) said that recount is a kind of genre that has social function to retell an event for the purpose of informing or entertaining. According to Anderson (1997: 49) a recount is a piece of text retells past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred.

Knapp and Watkins (2005: 223) also say that a recount is a sequential text that does little more than sequencing a series of events. It is the simplest type of narrative genre. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

In exploring how text works (Derewianka, 1990: 15- 17) there are three types of recount. They are:

1. Personal Recount

Personal recount is a recount that retells of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are: 1) Use of first pronoun (I, we). 2) Personal responses to the events can be included, particularly in the end. 3) Details are often chosen to add interest or humor.

2. Factual Recount Text

Factual recount is a recount that records the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are: 1) Use of third person pronouns (he, she, it, they). 2) Details are usually selected to help the reader reconstruct the activity or incident accurately. 3) Sometimes the ending describes the outcome of the activity). 4) Mention of personal feelings is probably not appropriate. 5) Details of time,

place, and manner may be need to be precisely. 6) Descriptive details may also be required to provide precise information. 7) The passive voice may be used. 8) It may be appropriate to include explanations and satisfactions.

### 3. Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and giving details events.

According to Gerot and Wignell (1994) Generic structure of Recount text are orientation, events and re-orientation. Orientation introduces setting and participants. Events tell what happened in sequences. Generic structure of recount text is a package of events in a text. this generic structure will explain how the stages move through to attain the purpose. Every genre has its generic structure, so do the recount.

In generic structure of recount text, there are the way to write about recount text. It is a point when writers try to create a piece of a recount text. Anderson (1997: 53) states that a recount text has three main parts: 1) Orientation, it gives background information about who, what, where, and when. 2) A series of paragraphs, it consists of paragraphs which retell the events in the order in which they happened. 3) Conclusion (optional).

## RESEARCH METHODOLOGY

The design of this research method is qualitative descriptive. The purpose of this research is to analyze the students' ability on writing skills in recount text at tenth grade of SMA N 9 Kota Jambi.

Qualitative research is based on data expressed mostly in the form of words – descriptions, accounts, opinions, feelings etc. – rather than on numbers. This type of data is common whenever people are the focus of the study, particularly in social groups or as individuals. (Nicholas, 2001 : 128)). According to Vanderstoep and Johnston (2009). The qualitative descriptive

approach results in a summary in everyday, factual language that facilitates understanding of a selected phenomenon across disciplines of health sciences researchers. A step by step guide to planning a qualitative descriptive study and analyzing the data is provided, utilizing exemplars from the authors' research.

Population is a set of data used to be investigated in which samples can be taken. Sugiyono (2010:89) also explains that “a population is a generalization area consisting objects or subjects which has certain quality and characteristic that is determines by the researcher in order to be learned and taken its conclusion”. The population in this study is all of the tenth grade students of SMA N 9 Jambi city in academic year 2018/2019. There are seven class with total number of 245 students.

Further, sample is part of the number and characteristics possessed by a population (Sugiyono, 2010 :81). Sampling in this research using simple random sampling as the technique in taking the sample of research. According to Yusuf (2013: 152) Simple Random Sampling is a technique of taking subject by using lottery. So, subject will get from the lottery result. The researcher chose the tenth grade students, because in making decision to determine the subject of the researcher, the researcher consult with English teacher. In fact, for tenth grade students very low in learning English. The researcher took 36 students from one class X 3 for the sample which is 36 students.

In collecting the data, the researcher used test as tool for collecting data. Arikunto (2010:206) states that instrument is a tool used to collect the data. Instruments of this research is writing recount text especially about personal recount. In collecting data the researcher used written test techniques to get the data about the students' ability on writing skills in recount text at tenth grade of SMA N 9 Kota Jambi.

After collecting data, researcher analyzed the students' ability on writing skills in recount text with several steps, namely; 1) The researcher analyze the data. than analyze students' ability on writing skills recount text. 2) Researcher uses the simple tabulation to analysis the data to measure the students writing recount text. 3) Analysis of data is a process of inspecting, cleaning, transforming and modeling data with the goal of useful information, suggesting, conclusion, and supporting decision making. 4) After classifying the test items, the researcher will give score each item.

To find the average/mean score of the achievement of the English learning the formula is presented as follow (Nurgianto,1998) :

**Table 1. Score category of Students' writing**

| No | Score | Level of Students' Ability |
|----|-------|----------------------------|
| 1  | 17-20 | Excellent                  |
| 2  | 13-16 | Good                       |
| 3  | 9-12  | Satisfactory               |
| 4  | 5-8   | Unsatisfactory             |
| 5  | 0-4   | Fail                       |

(Nurgianto :1988)

## FINDINGS

The following discussion explain about the research findings covering X MIS 3 SMAN 9 Kota Jambi and discussion of the results of this research based on some related theories. X MIS 3 consisted 36 students, but when the researcher gave test,2 students did not follow the test. To encourage this research, the researcher show and analyzed the students worksheet of recount text by using JB Heaton scoring system The researcher found the research finding,as follow ;

**Table 1. Students' worksheet**

| No | Students Code | Total Score 1 | Total Score 2 | Average | Level of Ability |
|----|---------------|---------------|---------------|---------|------------------|
| 1  | AFR           | 12            | 11            | 11.5    | Satisfactory     |

|    |       |    |    |      |                |
|----|-------|----|----|------|----------------|
| 2  | AN    | 18 | 17 | 17.5 | Excellent      |
| 3  | AFS   | 7  | 13 | 10   | Satisfactory   |
| 4  | AEP   | 19 | 17 | 18   | Excellent      |
| 5  | ADP   | 16 | 16 | 16   | Good           |
| 6  | ALR   | 12 | 12 | 12   | Satisfactory   |
| 7  | AYP   | 10 | 12 | 11   | Satisfactory   |
| 8  | AD    | 10 | 12 | 11   | Satisfactory   |
| 9  | APS   | 19 | 18 | 18.5 | Excellent      |
| 10 | BPI   | 15 | 16 | 15.5 | Good           |
| 11 | DSH   | 12 | 16 | 14   | Good           |
| 12 | DS    | 14 | 14 | 14   | Good           |
| 13 | DN    | 14 | 14 | 14   | Good           |
| 14 | FA    | 14 | 16 | 15   | Good           |
| 15 | GA    | 5  | 19 | 12   | Satisfactory   |
| 16 | HD    | 14 | 13 | 13.5 | Good           |
| 17 | IK    | 8  | 11 | 9.5  | Satisfactory   |
| 18 | KA    | 15 | 17 | 16   | Good           |
| 19 | LPW   | 4  | 14 | 9    | Satisfactory   |
| 20 | M.AGA | 8  | 13 | 10.5 | Satisfactory   |
| 21 | M.RA  | 8  | 15 | 11.5 | Satisfactory   |
| 22 | MAS   | 12 | 15 | 13.5 | Good           |
| 23 | M.NA  | 7  | 15 | 11   | Satisfactory   |
| 24 | M.PK  | 8  | 12 | 10   | Satisfactory   |
| 25 | M.SP  | 11 | 14 | 12.5 | Good           |
| 26 | MD    | 11 | 12 | 11.5 | Satisfactory   |
| 27 | MW    | 12 | 16 | 14   | Good           |
| 28 | ND    | 11 | 15 | 13   | Good           |
| 29 | RS    | 11 | 13 | 12   | Satisfactory   |
| 30 | SBD   | 13 | 13 | 13   | Good           |
| 31 | SM    | 10 | 13 | 11.5 | Satisfactory   |
| 32 | TP    | 11 | 13 | 12   | Satisfactory   |
| 33 | WAG   | 7  | 12 | 7    | Unsatisfactory |
| 34 | ZK    | 7  | 12 | 9.5  | Satisfactory   |

**Table 2. The classification of student's writing recount text**

| No | Score | Criteria       | Frequency | %    |
|----|-------|----------------|-----------|------|
| 1  | 17-20 | Excellent      | 3         | 9 %  |
| 2  | 13-16 | Good           | 13        | 38 % |
| 3  | 9-12  | Satisfactory   | 17        | 50 % |
| 4  | 5-8   | Unsatisfactory | 1         | 3%   |
| 5  | 0-4   | Failed         | 0         | 0%   |

From the tables above it can be reported that 3 students or (9%) were categorized excellent, 13 students or (38%) were categorized good, 17 students or (50%) were categorized satisfactory, 1 student or (3%) were categorized unsatisfactory and there is no student who categorized failed. It means that the half of student got the score between 9-12. It can be considered that students' ability on skills writing recount text at tenth grade student of SMA N 9 Kota Jambi were mostly in Satisfactory categorized.

## **DISCUSSIONS**

Based on the written test, the researcher find out that students' ability on writing skills in recount text at the tenth grade of SMA 9 Kota Jambi is good, especially on writing skills students master in aspect content and their writing skills are poor in aspect vocabulary. It is happened because the fact from the students' written test in writing recount text students could not express their ideas in writing form because students have poor choice of words. The ideas of the students were too general. It is indicated that the students round difficulty to get it startwritten even though they have ideas and to make sentences because they still confused to use their vocabulary.

The result of the research has proved that some students mastered writing skills in aspect content or generating ideas. students put ideas deal with information students want to share in their writing. It can be about what happens in the story, when something occurs, who do something, and anything the students want the readers to know. As we know topic help us to stay focused on what we write. A general topic gives general converage of information. students are not able to present much information if the length of essay is limited and the topic is too general. Students at tenth grade got difficulties in writing recount text.

The second aspect in writing skills is grammar. There is a very strong relationship between grammar and writing skills. Having a good sense in grammar is badly needed in writing skill. Grammar deals with tenses of sentence that will be use according to the situation and the time. At least, there are three major tenses which are past, present, and future tense. here students used past tense to tell about something that occur in the past and to give some information to the readers. students ability on writing skills in this aspect is good. because students can apply the appropriate grammar in their writing. But, most of students still find difficulties to apply appropriate grammar in their writing. They are still confused when they have to decide what kind of tense that should be used.

The third aspect in skills writing is vocabulary. Vocabulary many of the students had poor choice of words. The ideas of the students were too general. It might be because the students did not know many vocabularies in English, lack of practices and faced difficulties in learning English. Students ability on writing skills in this aspect is poor. because students can not choose the correct word to write their essay about recount text because in recount text students must used past tense it means students must know v2 from verb and adverb when want to write recount text. If they don't know about v2 so they will confused when written about recount text.

The last aspect in writing skills is Mechanics. A good writing should have exact mechanichs (punctuation and capitalization). Unfortunately, students are sometimes still confused in using the punctuation and capitalization marks correctly. People assume that the quality of writing is not only seen from its content, language, tense, but also the use of correct punctuation. In this aspect students ability on writing skills in recount text is good. Because, students being able to apply punctuation and capitalizaion appropriately. but there

are some of them made mistake in this aspect because they don't put sign period in the last sentence and they don't used capitalization in first sentences or after sign period.

Furthermore, the student ability on writing skills in recount text is students mastered in aspect content and their writing skills are low in aspect vocabulary because in Students are able to write content or generate ideas related to the topic that given by the researcher. In this test students write the topic clearly and the information written by students in each paragraph is also interrelated between one another. This can be seen from the results of student tests. while the vocabulary aspect of students is very low because students' understanding of the vocabulary is lacking, the vocabulary is controlled only a little, and they rarely learn English so that students become confused when writing recount text. and that caused students to be in aspect of vocabulary writing skills to be low.

Meanwhile, the vocabulary aspect of students is low because students' understanding of the vocabulary is lacking, students vocabulary is poor, and the last they rarely learn English so that they become confused when writing recount text. and that caused aspect vocabulary their writing skills in recount text is low.

## **CONCLUSIONS AND SUGGESTIONS**

Based on analyzed students writing test the result students's ability on writing skills in recount text in first test some aspect, such as ;

1. The analysis 34 students ability on writing skills in aspect content there were 5 students got 5 score ,11 students got 4 score, 4 students got score 3, 4 students got score 2 and 10 students got score 1 .So , the percentage in this aspect was 2.9% .
2. The analysis 34 students ability on writing skills in aspect

grammar there were 2 students got 5 score, 8 students that got score 4 and 11 students got 3 score,6 students got 2 score and the last 7 students got 1 score. so the percentage of this aspect was 2.8%.

3. The analysis 34 students ability on writing skills in aspect vocabulary there were 2 students got 5 score, 3 students got 4 score ,14 students got 3 score and 12 students got 2 score and 3 students got 1 score . So , the percentage of this aspect was 2.7%.
4. The analysis 34 students ability on writing skills in aspect mechanics there were 2 students got 5 score, 3 students got 4 score and 14 got 3 score,12 students got score 2 and 3 student got 1 score. So, the percentage of this aspect was 2.9%.

Based on analyzed students writing test the result students's ability on writing skills in recount text in second test some aspect,such as ;

1. The analysis 34 students ability on writing skills in aspect content there were 17 students got 5 score ,4 students got 4 score, 6 students got score 3, 4 students got score 2 and 3 students got score 1 .So , the percentage in this aspect was 3.7% .
2. The analysis 34 students ability on writing skills in aspect grammar there were 2 students got 5 score, 18 students that got score 4 and 14 students got 3 score so the percentage of this aspect was 3.6%.
3. The analysis 34 students ability on writing skills in aspect vocabulary there were no students got 5 score, 8 students got 4 score ,18 students got 3 score and 8 students got 2 score . So , the percentage of this aspect was 3%.
4. The analysis 34 students ability on writing skills in aspect mechanics there were 7 students got 5 score, 7

students got 4 score and some students got 3 score. So, the percentage of this aspect was 3.6%.

It means that students' ability on skills writing recount text at tenth grade students of SMA N 9 Kota Jambi were mostly in Satisfactory categorized.

Based on the data and the discussion, after analyzing the data and making conclusion, the researcher provide some suggestion about students' ability on writing skills in recount text, , the researcher hopes the English teacher should provide good motivation in learning English for students to learn more about the recount text and pay more attention their writing skill such as, content, grammar, vocabulary and mechanics.

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