

Students' Skill in Writing Recount Text at the Eleventh Grade Students at Senior High School 8 Jambi City

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ABSTRACT

The purpose of this research was to determine the students' skill in writing recount text at Senior High School 8 Jambi City. This research was conducted at Senior High School 8 Jambi City. The research design used quantitative. The approved in this research is descriptive quantitative. The population of this research was students of class XI at Senior High School 8 Jambi City. The sample of this research was 36 students of class XI IPA 1 selected using simple random sampling. This research used a written test instrument, a written test in the form of an essay test to make a recount text about best experience in holiday. The technique of data collection of this research used test as a research instrument. The technique of data analysis of this research are tabulating the students' score, calculating the students' score, and give the score classification. This finding shows that students' skill in writing recount text are based on generic structure in writing recount text. First, the orientation with an average of 8,94 or including excellent criteria, second, the events with an average of 9,17 or including excellent criteria, and lastly, the reorientation with an average of 7,28 or including good criteria. From the results of the data, 2 generic structure are classified as excellent and 1 generic structure that classified as good. This proves that at the level of students' skill in writing recount text academically, they are still classified as excellent.

Keywords: *skill, writing, recount text*

INTRODUCTION

Communication is the foundation of human civilization. In communication, language is an inseparable part. It is a ridge that allows people to share what they are thinking. They ask questions, share thoughts, ideas and feelings, and also express themselves through language. Language as means of communication has important position in the world. Language is a system or medium used to express feelings, ideas, and suggestions. In such a way that language appeals as a means of communication or a means of interaction that only humans have. Language is very important to human life because through language we can achieve good communication and good interaction with others.

According to Douglas (2000), language is a system of arbitrary, conventionalized vocal, written, or gestural

symbol that enable members of given community to communicate intelligibly with one another. Furthermore, language is not only for communication but also for getting science and technology in advance. Therefore, it strongly believes that language is very important part in human life. Humans can use various types of languages for communicate with people around the world and one of them is by using English.

English is an international language spoken by most people in the world including Indonesia. Goodwyn and Branson (2005: 1) state that English is extremely important and is often described as the most important of all school subjects mainly because reading, writing, speaking, and listening are essential at a higher or lower level in all other subjects at school and in life.

Writing is one of the English skills that make a great contribution to people's

daily lives. Through writing, we can also look at someone intelligent because something expressed in writing will represent someone's knowledge. Writing helps introverted students express their ideas, feelings, opinions about something. Writing contributes to learning by helping students remember what they are learning, leading them to analyze, and connect information and ideas from different sources.

According to Nation (2009: 113), writing is an activity that can be helpfully prepared for other listening, speaking, and reading skills. This preparation can allow already used words to be easily receptive for effective use. There are many genres in writing, one of them is recount text. Recount text is paragraph that tell about the past time, and to reconstruct past experience by retelling events in original sequence. Hyland (2003: 20), recount text is the text to retell past event or to retell something happened.

REVIEW OF RELATED LITERATURE

Definition of Writing

According to Hammer (2004: 33), writing is frequently useful as preparation for some other activity, in particular students write sentences as a preamble to discussion activities. It means, writing is an activity to make students creative and it makes students able to think up ideas that it can be implemented in writing. It can help improve students writing.

For students, writing is usually thought to be the most difficult skill to acquire. In fact, writing is more complicated than the other skills. It is because writing needs more aspects not only grammatical and vocabulary but more. It is as Lindstrom in Westwood (2006: 57) said that writing is a complex skill involving multiple processes and abilities that problems can arise for some students.

There are three steps in the writing process mentioned by Blanchard and Root (2003: 41), they are: 1) Pre Writing; 2) Writing; 3) Revising. In addition, Harmer (2004: 4) also stated that the process of

writing has four elements in the following: 1) Planning; 2) Drafting; 3) Editing; 4) Final Version.

There are three purposes of writing mentioned by Granville (2001: 1), they are: 1) To Entertain; 2) To Inform; 3) To Persuade. In addition, Binder and Lopez-Nerney (2005: 7) also stated that the purpose of writing as follow: 1) To Inform; 2) To Express an Opinion; 3) To Convince; 4) To Argue; 5) To Entertain.

In sum, writing is an important and complex skill in language learning. In this case, the student should know the structures and other components of language including grammar, vocabulary, mechanics, organization, and fluency.

Skill in Writing

Writing skills are specific abilities which help students or researchers put their thoughts into words in a meaningful form and to mentally interact with the message. According to Bram and Barli (1995: 25-62), there are some factors that can influence students' writing skill: 1) Limited vocabulary; 2) Difficulty in organizing to write about something; 3) No motivation to write; 4) Lack of confidence in grammar.

According to Nunan (2001: 88), writing as a process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Writing skill is the way to develop writing clearly and correctly through their thought, ideas, opinions, facts, and stories, who express in writing on the paper.

In addition, writing skill is a process to invent some stages such as to thinking about find idea, make a good writing, and express statement. Writing skill is an ability to write as natural as possible, write with the accuracy of grammar, coherent and authentic ideas, write with fluent, has clear an specific purpose of writing and using some strategies for dealing with the problems in writing process in order to get the best writing product.

Definition of Recount Text

Hyland (2004: 29), recount is typically to entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

According to Knapp and Watkins (2005), recount text is written to retell events with the purpose of either informing or entertaining their audience or readers. The students are expected to express their ideas about the experience or last events focused to inform the readers. In addition, he says that recount is simple text type in the genre of narrative. Formally, recount is a sequential text that does little more than sequences a series of events.

There are five different types of recounts with varying levels of language and content according to the audience and purpose mentioned by Barwick (1999: 4-5), they are: 1) Personal Recount; 2) Factual Recount Text; 3) Imaginary Recount; 4) Procedural Recount; 5) Critical Recount.

According to Council (2008), recount text has several generic structure consists of: 1) Orientation; 2) Events; 3) Reorientation. In conclusion, generic structure of recount text consist of orientation tells about who was involved, what happened, where events took place, when it happened, and why it happened. Event tells about structure of what happened. Reorientation is conclusion of events. So, generic structure is the structures or points which build the entire text.

RESEARCH METHODOLOGY

This research is categorized as quantitative research design. Quantitative research, according to Creswell (2014), is a method for investigating the relationship between variables in order to test objective theories. These variables can then be measured using instruments, resulting in

numbered data that can be examined using statistical processes.

According to Gay (2005: 183), descriptive quantitative research involves the collection of numerical data to test hypotheses or answer questions about the current status which is carried out either through self-reports collected through questionnaires or interviews or through observation. In other words, it is useful for investigate a variety of educational problem. Descriptive quantitative is used in this research because the data obtained by this research is based on quantitative data, then this research explains the results of the data in descriptive form.

In addition, descriptive quantitative research is a research design and methodology that uses a sequence of numerical data to represent current findings and is clarified by narrative descriptions that explain the findings. In this research, this research used descriptive quantitative research because this research describes students' skill in writing recount text.

According to Creswell (2012: 143), sample is a researcher plans for studying for generalizing a sub-group of the target population. The method of sampling which chose by this research is simple random sampling. Simple random sampling is a method of drawing from a population or universe in a certain way so that each member of the population or universe has an equal chance of being selected or taken (Kerlinger, 2006: 118).

Further, research instrument is a tool to collect research data. In this research, this research used the test for instrument to support in collecting data about students' skill in writing recount text. This research asked the students to make a recount text in a piece of paper. The students should make the text in the same title as this research prepared entitled "Best Experience in Holiday". Students must write a recount text in three paragraphs. This written test aims to determine students' skill in writing recount text.

This research analyzed this data by some steps. In analyzing the data related to the students test of writing, this research used analytical scoring rubric. Then, this research used manual mathematic scoring formula after conducting the test, these scores analyzed statistically to find out the students score test result below:

$$\text{score} = \frac{\text{correct answer}}{\text{total question}} \times 100$$

After this research collected the result of students score, then this research find out the students mean score by using the following formula:

$$\bar{X} = \frac{\Sigma X}{n}$$

Where,

- \bar{X} : Mean of the score
- ΣX : The sum of the entire students score result
- N : The total number of students (Gay, 1981: 298)

There are categories and level to measure students writing skills. This research adapted level students writing from Best (1981) the score interval is divided into 4 levels. The result of the test could be classified into the following grades:

Table 1. Level Students Writing Recount Text

Categories	Score
Excellent	76 – 100
Good	51 – 75
Fair	26 – 50
Poor	0 – 25

(Source: Best, 1981)

FINDINGS AND DISCUSSIONS

The research was conducted at Senior High Shool 8 Jambi City through gave the students of class XI IPA 1 in the 2021/2022 academic year a written test. The test was carried out in two meetings. Class XI IPA 1 is divided into session 1 and session 2. The division of sessions is due to the Covid-19 pandemic. The test is given on Monday, April 18th, 2022 for session 1 and on Monday, April 25th, 2022 for session 2. The test is held once in the school.

The purpose of this study was to analyzed students' skill in writing recount text in class XI IPA 1 Senior High School 8 Jambi City. The research data is based on the findings in the test with samples obtained by simple random sampling and then obtained class XI IPA 1 with a total of 36 students with 8 males and 28 females. Researcher analyzed about generic structure of recount text consist of orientation, events, and reorientation. Researcher got 36 students written recount text. The texts told about the students best experience in holiday.

The findings obtained from the written test, the test is made paragraph of recount text. This research analyzed all the data obtained from the research and took data that supports research aspects. Researcher made instructions to the students to make a recount text from indicator in writing recount text. These indicators consist of: orientation, events, and reorientation. To categorize students' levels of skill in producing recount text writings, this research used analytical scoring rubric. Then from each indicator will be given a score of 2, 4, 6, 8, and 10. Then the value of each indicator is added up and the average value of the indicator is obtained. Finally, to determine the category for assessing student skill, the average results of each indicator are changed in a score range of 1 to 100 with the terms excellent, good, fair, and poor.

Students' Result Based on Indicator

This research conducted a written test to get the data. The test score consists of three indicators. This research analyzed from the result of test to find out students skill in writing recount text. The indicator measured are orientation, events, reorientation. The results of the written test can be seen as follows:

a. Orientation

Based on the indicator, this research found that the result of students score in this research, it was found that the students writing on recount text from the orientation indicator were excellent. There are 32 students got excellent because 24 students got a value 10 and 8 students got a value 8. Evidenced from the calculation of the value obtained from the 36 students.

In the orientation indicator, the total score of 36 students are 322, then the average value is calculated by dividing the total score (322) by the number of samples (36 students) obtained an average of 8,94 (based on a score range of 2, 4, 6, 8, 10), to determine the assessment criteria, the average value (8,94) is multiplied by 10 so that the score will be in the assessment category from 1 to 100, so a score of 89,4 is obtained which based on this assessment criteria is classified as "Excellent" (with the provisions of 76-100 excellent category).

This means that only a few students have difficulty with the orientation indicator, with details of 2 peoples having difficulty in the orientation indicator because they got the lowest score who get a value of 2 and 4. Students are less able to write coherent paragraphs, students are less able to write specified topic completely and clearly, and the details provided are less related to the topic.

b. Events

Based on the indicator, this research found that the result of students score in this research, it was found that the students writing on recount text from the events indicator were excellent. There are 35 students got excellent because 25 students got a value 10 and 10 students got a value 8.

It is evident from the results of the test given to 36 students, by calculating the overall score of students getting a total score of 330, then the average value obtained from the total score divided by the number of samples (36 students) then the average result is 9,17 (score range 2, 4, 6, 8, 10). This result is multiplied by 10 to become a score range of 1 to 100 to determine the assessment criteria. Obtained a score of 91,7 which is classified as "Excellent" category (76-100 excellent category).

This proves that the difficulties experienced by students are very safe, with details where 1 students experienced difficulties based on the results obtained. 1 student got a score 0. They were not able to adequately describe the contents of each paragraph about themselves, there was incomplete events and unity in each even that can not make the story in coherence.

c. Reorientation

Based on the indicator, this research found that the result of students score in this research, it was found that the students writing on recount text from the orientation indicator were good. There are 23 students got good because 11 students got a value 10 and 12 students got a value 8. This can be seen from the writings that students can show one part of reorientation, but the reader still get the idea of story.

In the reorientation indicator, many students have difficulty in writing recount text. It is evident from the results of the assessment calculations of the 36 students studied that the total score of 36 students is

262. Then the total score (262) is divided by the number of samples of 36 students to obtain an average score of 7,28 (from a score range of 2, 4, 6, 8, 10). To determine the assessment criteria, the average value is changed to a value range of 1 to 100, namely by means of the average value of the reorientation indicator (7,28) multiplied by 10 to obtain a score of 72,8 which belongs to the "Good" category (51-75 good category).

In sum, it can be seen that quite a lot of students have difficulty in reorientation indicator, this is evidenced by the discovery of 8 getting the lowest score, consisting of 1 students getting a score of 0, 1 student getting a score of 2, and 6 students getting a score of

Students' Result Based on Category

In this category, this research conducted a written test to get the data. The test score consists of four categories. This research analyzed from the result of test to find out students skill in writing recount text. The category measured are excellent (76-100), good (51-75), fair (26-50), poor (0-25). The results of the written test can be seen as follows:

a. Excellent

Evidenced from the calculation of the value obtained from the 36 students. That can be seen from the writings that students can show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story. In events category, the students state more than two events in a logical order and has unity in each even that makes the story flow in coherence, and in reorientation category the students show the complete parts of reorientation that are; signals the end, summarizes the story and leaves his/her comment.

Therefore, readers get the idea of story. After this research assessed, some of the values that fall into this category are: 100, 93, 86, 80, which means that in the excellent category. In this category, from 36 students there are 27 students scored in the excellent category.

b. Good

Evidenced from the calculation of the value obtained from the 36 students. That can be seen from the writings that students can show one part of the, e.g. there is no place, therefore the reader has not received the complete information from the story. In events category, the students state two events in a logical order and has unity in each event that makes the story flow in coherence. And in reorientation category, the students show one part of reorientation, but the reader still get the idea of story.

After this research assessed, some of the values that fall into this category are: 73, 66, 60, 53, which means that in the good category. In this category, from 36 students there are 8 students scored in the good category.

c. Fair

This text after this research scores and looks at the orientation, events, and reorientation indicators after adding up to get a score of 100, so this is included in fair category. Based on the writing in this fair category, the students results on writing recount text of the overall value only 1 student got fair. That can be seen from the writings the student does not show three parts of orientation, therefore the story is hard to understand for the readers.

In events category, the student no writing paragraphs. And in reorientation

category, the student no writing paragraphs too. After this research assessed, the value that fall into this category is 33, which means that in the excellent category. In this category, from 36 students there is 1 student scored in the fair category.

d. Poor

In this study in this fair category, no one got score poor. Because it can be seen that students in class XI IPA 1 that 1 student scored in the fair category, 8 students scored in the good category, and 27 students scored in the excellent category. And the total students in class XI IPA 1 are 36 students.

Table 2. Students' Score in Writing

No	Categories	Students
1	Excellent	27
2	Good	8
3	Fair	1
4	Poor	-

Students' Skill in Writing Recount Text

In this section, this research took the results of students' writing of recount text from the test. Scores are categorized into four categories. The first excellent is awarded for a score of 76-100. Good is awarded for a score of 51-75. Fair is awarded for a score of 26-50. Poor given for a score of 0-25. By category above, this research can find determine the students' skill in writing of recount text. In addition, to the results this research can conclude that students have their own results in the way of their ideas by writing recount text. Furthermore, after the explanation of the category table above, researcher has made the average score of all the results of the total score of all students with using the average score formula below:

$$\bar{X} = \frac{\sum X}{n}$$

$$\bar{X} = \frac{3037}{36} = 84,36$$

In addition, the total mean test score is 84,36 which mean students are in all categories score criteria excellent based on the level students writing recount text. From the results above, it is evident that the test results in excellent. This means that this research can conclude that the students really understand the recount text. The assessment score given by this research to the students was also assisted by the English teacher to equalize the perception.

In sum, it can be seen that class XI IPA 1 students can make paragraph of recount text correctly. It can be concluded that the students in this class have an excellent categories of understanding in writing recount text; it can be seen from students who have difficulty in indicators are reorientation with a total of 8 students, 1 student in events, and 2 students in orientation. In the excellent category 9 students have difficulty, 28 students have difficulty in the good category, and 1 student has difficulty in the fair category. Everything is obtained based on the results of students scores. There are some students who understand the recount text, they only make some mistakes and there are also students who do not understand the recount text, but most of them understand it and make a little of mistakes.

Furthermore, in determining the academic skill of each number that appears in this research, this research used test and assessment to get the respondent's score in real terms, this is the measure of the students level of skill. First, calculate the average (mean) of the sample used by adding up all respondents' values based on their respective components which are then divided by the number of respondents. So, the average value

obtained is the range (2, 4, 6, 8, 10). To determine the criteria in the assessment, the average result is changed in the form of a score ranging from 0-100, this is obtained by multiplying the average value by 10 (because the highest score is 10 when multiplied by 10 it will get a result of 100).

From the data analyzed specifically, every indicators was analyzed by this research, which comes from three indicators, namely orientation, events, and reorientation. The first indicator that will be analyzed by this research was Orientation. Based on previous findings, the criteria contained in the Orientation were students can show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story. With the criteria that have been determined by the category score, researcher can collect and analyze data. And the results of the study show that average results of the criteria for writing obtained were 8,94 and this was included in the excellent category.

The second indicator that will be analyzed by this research was Events. Based on previous findings, the criteria contained in the Events were students can states more than two events in a logical order and has unity in each even that makes the story flow in coherence. With the criteria that have been determined by the category score, researcher can collect and analyze data. And the results of the study show that average results of the criteria for writing obtained were 9,17 and this was included in the excellent category.

The third indicator was Reorientation. Based on previous findings, the criteria contained in the Reorientation were students can show one part of reorientation, but the reader still get the idea of story. With the criteria that have been determined by the category score, researcher can collect and analyze data. And the results of the study

show that average results of the criteria for writing obtained were 7,28 and this was included in the good category.

From the average value of students in each indicator obtained from all students, it can be seen that the weakness of students in writing recount text was in the indicator of reorientation with a score of 7,28 where according to the category for the level of writing said by Best (1981) was good. Meanwhile, from the results of data presentation in general, this research obtained the result that the average score obtained by students in writing recount text was 84,36 and according to the classification theory of Best (1981) average value the was categorized as excellent. Thus, it can be concluded from the indicator category and the category of writing criteria, writing students recount text, it can be concluded that students good in writing recount text and still need improvement in writing recount text especially in reorientation indicator.

In conclusion, this research find out how is students' knowledge of generic structure in writing recount text at the Eleventh Grade Students of Senior High School 8 Jambi City. Based on the written test, the resercher find out how is students' skill of generic structure in writing recount text. Students' written test in writing recount text, students could not express their ideas in generic structure especially orientation and reorientation. They still lack develop ideas related to the text. And other lack they did not know way to achieve coherence is to arrange the ideas in logical order. Students at the Eleventh Grade Students of XI IPA 1 at Senior High School 8 Jambi City got little difficulties and some mistakes in writing recount text. They were confused how to make the orientation and reorientation related to the topic that have given. It is also supported because they did not know english so well so they not only stress of how to make

text but also how to write it into English. In written orientation, they did not understand almost of them could write orientation well and complete. But in events they can write well and complete and reorientation they still have lack to explore the ideas to be good recount text and few of them almost complete wrote events and reorientation. But if calculation the recount text written by students is excellent.

CONCLUSIONS

Based on finding of this research, after this research conducted and analyzed data using the selected instrument to the students in class XI IPA 1 Senior High School 8 Jambi City. With research that focuses on what are the students skill in writing recount text it can be conclude that students writing recount text based on generic structure is excellent and had no difficulty in writing paragraph of recount text. This research concluded that 36 students of class XI IPA 1 at Senior High School 8 Jambi City at the level of writing recount text were still at the excellent level. This can be seen from the test results, from 36 students 27 students got excellent, 8 students got good, and 1 student got fair. There is no student got poor category. Students who get high marks are 100 and the low number is 33. The students understood and could explore the ideas to make good recount text based on generic structure. The class average of students' test result of the test is 84,36. The average of students' test result of each generic structure consist on orientation is 8,94 events 9,17, and reorientation 7,28. So students more understand about events than orientation and reorientation. Most of the students write good recount text based on generic structure and some of them still have to increase their knowledge about generic structure on recount text.

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