

**WRITING COMPETENCE MAPPING OF
THE STUDENTS' WRITING SKILL
IN RECOUNT TEXT**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
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ABSTRACT

Hartono, Firstanti Nuriska. 2015. **Writing Competence Mapping of The Students' Writing Skill in Recount Text**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Esti Junining.

Keywords: Writing Competence, Writing Competence Mapping, Recount text

Language is an important tool for communication. Among a hundred of languages, English becomes the international language. In English, there are four primary skills, namely listening, speaking, reading, and writing. And writing is the most complex skill. During the English learning, the Indonesian students get difficulty because of the different sentence structure. So, they make various errors in writing. The writer conducted a research about writing competence mapping in students' writing recount text which shows the students' strengths and weaknesses in writing. There are two problems; what are the students' strengths and weaknesses in writing recount text and what is the students' writing competence mapping in writing recount text.

This research is a descriptive qualitative research. It was also combined with quantitative ways. It was conducted in SMKN 4 Malang. The subject was 36 students of X RPL-C. It was conducted to understand the social phenomena and give the explanation. Data analysis consists of identifying the students' error, scoring the students' written product, and drawing conclusions. In analyzing the data, this research used types of error based on Dulay's theory and scoring rubric adapted from *Buku Guru Kurikulum 2013*.

This research reveals that in writing, students have certain strengths and weaknesses in three aspects; organization, content, and language. The students' strength in organization showed that they can organize paragraph in line with the generic structure of recount text. Then, in content, the students have strength in composing original idea and relevance supporting idea. In language, the students' strength was in creating good and correct order of sentences. It was strengthened by the result of writing which only has 3% of misordering. Furthermore, for the weakness, the students did not show any problems in organization. In content, the students' weakness was in elaborating the story because they were lack of vocabulary. In language, the students' weaknesses were in omission (65%), additions (12%), misformations (10%), and other errors (10%). And for the competence mapping, the percentage of students' writing competence in organization was 38%, content was 33%, and language was 29%.

This research is useful for students, teachers, and further researcher. It is expected that teachers and students know the strengths and weaknesses, so they can support each other in writing skill development. And hopefully these results can support the next researcher.

ABSTRAK

Hartono, Firstanti Nuriska. 2015. **Writing Competence Mapping of The Students' Writing Skill in Recount Text**. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Esti Junining.

Kata Kunci: Kompetensi Menulis, Pemetaan Kompetensi Menulis, Teks *Recount*

Bahasa merupakan alat komunikasi. Diantara berbagai bahasa, Bahasa Inggris menjadi bahasa internasional. Bahasa Inggris memiliki empat kemampuan utama yaitu mendengar, berbicara, membaca, dan menulis. Menulis adalah kemampuan yang paling kompleks. Selama kegiatan pembelajaran, siswa di Indonesia menemui kesulitan karena perbedaan struktur kalimat. Sehingga muncul berbagai macam kesalahan dalam menulis. Penulis melaksanakan penelitian mengenai pemetaan kompetensi menulis dari hasil teks *recount* siswa yang menunjukkan kekuatan dan kelemahan siswa dalam menulis. Ada dua rumusan masalah; apa saja kekuatan dan kelemahan siswa dalam menulis teks *recount* dan bagaimana pemetaan kompetensi menulis siswa dalam menulis teks *recount*.

Penelitian ini merupakan penelitian deskriptif kualitatif dan dikombinasikan dengan teknik kuantitatif. Penelitian ini dilaksanakan di SMKN 4 Malang, di kelas X RPL-C yang berjumlah 36 siswa. Tujuan penelitian yaitu memperoleh pemahaman mengenai fenomena sosial dan menyajikan penjelasannya. Analisis data terdiri dari identifikasi kesalahan siswa, penilaian hasil tulisan siswa, dan pengambilan kesimpulan. Proses analisis data menggunakan strategi taksonomi berdasarkan teori Dulay et al dan rubrik penilaian yang diadaptasi dari *Buku Guru Kurikulum 2013*.

Penelitian ini mengungkapkan bahwa siswa memiliki kekuatan dan kelemahan dalam tiga aspek menulis, yaitu organisasi paragraf, konten, dan tata bahasa. Kekuatan siswa dalam organisasi yaitu siswa dapat menyusun paragraf sesuai dengan struktur teks *recount*. Dalam hal konten, kekuatan siswa terletak pada pembentukan ide yang orisinal dan ide pendukung yang relevan. Dalam hal tata bahasa, siswa dapat menyusun kalimat dengan benar. Hal ini diperkuat dengan hasil analisis bahwa siswa hanya memiliki 3% kekeliruan susunan. Selanjutnya, siswa tidak menunjukkan kelemahan di organisasi paragraf. Dalam konten, kelemahan siswa dalam mengembangkan kalimat karena kurangnya kosa kata. Dalam tata bahasa, kelemahan siswa yaitu penghilangan (65%), penambahan (12%), kekeliruan formasi (10%), dan kesalahan lain (10%). Untuk pemetaan kompetensi, prosentase siswa dalam kompetensi menulis yaitu organisasi paragraf 38%, konten 33%, dan tata bahasa 29%.

Penelitian ini berguna bagi siswa, guru, dan peneliti selanjutnya. Diharapkan guru dan siswa mengetahui kekuatan dan kelemahan siswa, sehingga mereka bisa mendukung satu sama lain dalam perkembangan kemampuan menulis. Dan diharapkan hasil dari penelitian ini bisa mendukung peneliti selanjutnya.

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