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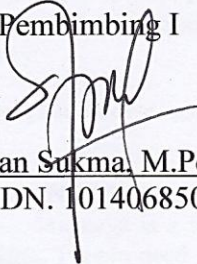
A STUDY ON THE WRITING SKILL OF THE TENTH GRADE
STUDENTS AT SMAN 2 RAMBAH HILIR
IN WRITING RECOUNT TEXT

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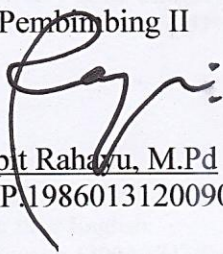Sarjana (S-1) di Universitas Pasir Pengaraian**

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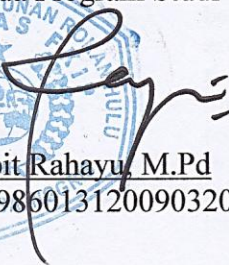pada tanggal 14 bulan Februari tahun 2015

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A STUDY ON THE WRITING SKILL OF THE TENTH GRADE STUDENTS AT SMAN 2 RAMBAH HILIR IN WRITING RECOUNT TEXT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis teks recount. Teks recount adalah teks yang memberikan informasi tentang pengalaman pada masa lampau. Ini adalah penelitian deskriptif kualitatif. Hasil dari penelitian ini menunjukkan bahwa kemampuan siswa dalam menulis teks recount di SMAN 2 Rambah Hilir adalah: 1 siswa (3,33%) dalam kategori sangat baik, 11 siswa (36,7%) dalam kategori baik, 16 siswa (53,3%) dalam kategori cukup, dan 2 siswa (6,67%) dalam kategori rendah.

Kata kunci: *Kemampuan siswa, Menulis, Teks recount*

ABSTRACT

The purpose of this research was to find out students' skill in writing recount text. Recount text was a text that tells the reader to listener what happened in the past through a sequence events. This research used descriptive qualitative research design.The findings showed that the students' skill in writing recount text at SMAN 2 Rambah Hilir as follows: 1 student (3,33%) was *very good* category, 11 students (36,7%) were *good* category, 16 students (53,3%) were *fair* category, and 2 students (6,67%) were *poor* category.

Key words: *Student' skill, Writing, Recount text*

INTRODUCTION

language is a tool to communicate messages. People need language to express and show what they feel. By language we will know and get many kinds of information from the people all over the world who have different culture backgrounds. English is an international language which has important roles. Besides that is used for communication media, it is also used for challenges of technology, sciences, and culture that development requires us to learn English deeply.

One of language skill that students will acquire in learning English is writing skill. Writing skill can be related to the others skill such as listening, speaking, and reading.

Writing skill has a role to help students in developing their English.

Harmer (2004: 31) the importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skills where students write their learning of the grammar and vocabulary of the language. It means that writing activity can be done by students to increase their English.

As a skill in English, writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in students' daily life, because they do writing in order to complete many tasks of their studies. Writing practice can help the students to improve their vocabulary and of course increase their ability in grammar.

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In other word, writing is useful for many purposes. It includes structure, vocabulary, word formation, and the other aspects such as spelling, capitalization, punctuation as well.

Writing refers to text. A composing some kinds of texts in written form for senior high school students' is one of the basic competence of English subject (Depdiknas:2004). It means that the students are demanded to be able to write some kinds of text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling and capitalization). There are thirteen genres or types of the texts that should be taught at senior high school, such as narrative, recount, procedure, report, analytical exposition, hortatory exposition, explanation, descriptive, discussion, news item, review, anecdote, and spoof. However, for the tenth grade students' of Senior High School, they only learn about narrative, procedure, recount and descriptive.

One of genres is recount. Recount text is one of kind texts that should be learnt three times in one semester by the students in SMAN 2 Rambah Hilir at tenth grade students. It means that students' should develop their skill in writing genre of text in form recount text. Actually, there are three types of recount text namely, personal recount, factual recount, and imaginative recount, but in this research the researcher focus on personal recount text. Personal recount text is a recount text that exposes an event in which the writer or the author got involved in or acted in the event himself (Amiruddin: 2004).

According to Grace (2007: 30) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. The generic structures of recount text are orientation, event, and re-orientation. It is one kind of text that had been learnt by students when they were in junior high school. It means that students had known about recount text because it had studied in some meetings and they had good comprehend about recount text.

Based on the researcher informal interview with the English teacher at SMAN 2 Rambah Hilir on April 20, 2014, the students at SMAN 2 Rambah Hilir had learn recount text but those students still had problem to produce recount text in written language. Actually, the teacher had given an explanation and when teaching and learning process it has been repeated by the teacher to write recount text correctly. And although they had been studied recount text since they were Junior High School, the students still had difficulties in writing recount text.

According to the English teacher that the students' difficulties were (a) some of students still confuse to express and develop their idea in writing recount text because they lack vocabulary (b) some of students still has difficulties to write recount text based on generic structure include of orientation, event, and re-orientation (c) some of the students still confusing used tenses in recount text, and (d) some of the students still confuse to arrange a good sentence in past tense form.

Based on the learning process as long as given to the students, many strategies that teacher had created to teach the recount text subject. Teacher often give students authentic material such as picture to make students comprehend about these material. Ideally, students capable and comprehend in create writing in form recount text. In contrast, some students still get low score in their exercises. In fact, the minimum achievement criterion for English at SMAN 2 Rambah Hilir is 85 points, but many of those students did not achieve 85 points.

The researcher limited the problem in this research that is the researcher wants to see how is the students' skill in writing recount text of tenth grade at SMAN 2 Rambah Hilir. The researcher will focus on measure and evaluate them based on content, grammar, and organization because it has included component in writing recount text. In short, the researcher is interested in writing this paper entitled "A Study on the Writing Skill of the Tenth Grade Students of SMAN 2 Rambah Hilir in Writing Recount Text".

METHODOLOGY

The design of this research was descriptive qualitative research. It was said as descriptive because it only one variable that describe students skill in writing recount text of tenth grade at SMAN 2 Rambah Hilir. Gay (1990) explains that descriptive research was carried out to find out the answer to a question concerning with the current status of the

object of the research. Widoyoko (2012) says that qualitative research describes the way things were which was based on facts and stated in statement or words form. In this result, it was useful and giving beneficial effect to investigate and the variety of educational cases.

According to Arikunto (2010:173) population is a set or collection of all elements processing one or more attributes of interest. In this case, the researcher interested to take the population of the research was the tenth grades students of SMAN 2 Rambah Hilirin academic year 2014/ 2015. There were 143 students at tenth grade. It consists of 38 students in X MIA 1, 39 students of X MIA 2, 36 students of X IIS, and 30 students of X IBB. So, the total population of the research was 143 students.

In this research, the researcher took a sample by using cluster random sampling. Gay (1987: 110) states that cluster random sampling technique in which the sample in group is randomly selected and all number of selected group has similar characteristics. All of students in tenth grade of SMAN 2 Rambah Hilir had been studied with the same curriculum, syllabus, materials and time allocation from the same teacher.

In choosing the samples, the researcher used four small papers. The researcher wrote X MIA 1, X MIA 2, X IIS, and X IBB as the class on the pieces of paper. Then, she put them into a box. After shaking it, she took out one piece of paper from the box. The class was taken become sample. The researcher took class X IBB as the sample, the number of students was 30.

The instrument of this research was writing test. Writing test used to know the students' skill in writing recount text. Arikunto (2010: 80) states that a test is valid if it measures what is supposed to be measured. To validate the test, the researcher used content validity in which the test material constructed based on curriculum and syllabus by discussed first with English teacher on that school.After collecting the data and got real score from each rater, the researcher wants to know the average of the students in writing recount text. In analyzing the data, the researcher used the procedures as follows:

1. The researcher presenting the raw score from three raters.

2. The researcher count the total score of three raters by using formula as follow:

$$\text{Students' score} = \frac{\text{score 1+ score 2 + score 3}}{3}$$

3. Calculating percentage of students skill in writing recount text by using formula (Sudjana:1994):

$$P = \frac{F}{N} \times 100\%$$

Where:
P = Percentage of students score
F = Frequency of each rater
N = Maximum score

4. Classifying the students' skill into very good, good, fair, poor, and very poor by using the following categories as stated by (Arikunto: 2012) as follows:

Level of Classification

No	Range score	Grade	Category
1	85-100	A	Very Good
2	70-84	B	Good
3	55-69	C	Fair
4	50-54	D	Poor
5	0-49	E	Very Poor

FINDING AND DISCUSSION
1. Content

Writing recount text deals with content including of orientation, event, and re-orientation. The content was the first indicator of writing supposed by Cohen (1994). The students at tenth grade of SMAN 2 Rambah Hilir had good category in writing recount text because they could write content included orientation, event, and re-orientation.

The Percentage of students' skill in term content

No	Range score	Category	Frequency	Percentage
1	85-100	Very Good	7	23,3%
2	70-84	Good	14	46,7%
3	55-69	Fair	9	30%
4	50-54	Poor	0	0%
5	0-49	Very Poor	0	0%
Total			30	100%

Based on the table 10 above, it could be seen that from 30 students in writing of content was found that 7 students (23, 3%) were *very good* in content because they could be written content in orientation, grammar, and organization with complete and clear. And then, 14 students (46,7%) were *good* category, and 9 students (30%) were *fair* category. There were no students were *poor* and *very poor* category. It means that the students' skill in writing recount text in term content was **good** category (46,7%).

1. Grammar

The second indicator supposed by Cohen (1994) in writing recount text is grammar that included simple past tense and word order. It was the partial component in writing recount text because many students had problem in this indicator. Based on the data had been collected, the researcher found that the students' at tenth grade of SMA N 2 Rambah Hilir had *poor* category in term grammar.

The percentage of students' skill in term grammar

No	Range score	Category	Frequency	Percentage
1	85-100	Very Good	1	3,33%
2	70-84	Good	3	10%
3	55-69	Fair	11	36,7%
4	50-54	Poor	12	40%
5	0-49	Very Poor	3	10%
Total			30	100%

Based on the table 12, it was indicated that 1 student (3,33%) were *very good* because the student could write grammar correctly by using simple past and word order. And 3 students (10%) were *good* category because the students write grammatical and word order not accuracy but not change the meaning; 11 students (36,7%) were *fair* category; 12 students (40%) were *poor* category, and 3 students (10%) were *very poor* category. It means that most students had problem in grammar. It caused by the lack of ability in grammar.

However, most students feel hard to make a good sentence. Some of students' tenth grade at SMAN 2 Rambah Hilir got difficulties in making a good and correct sentence. Sometime, they did not pay attention in using grammatical and word order accuracy. Some student's made the same mistake in verb. The example of the wrong sentence in grammar had written by students in italic below:

(S30): *I am go* to Bukit Tinggi
(S15): *We go swimming* in the river
(S13): *I am bought* souvenirs

From the example above, it proved that the students still made mistake in using verb of their writing sentences. They used present tense like in italic above. Actually, the students used simple past tense because recount text tells the past events. They should be used Verb 2 to write the correct sentence of verb in italic below:

(S30): *I went* to Bukit Tinggi
(S15): *We went swimming* in the river
(S13): *I bought* souvenir

Based on the example above, it could be seen that from 30 students who involved in this research some students still got difficulties in grammar, they still used simple present.

1. Organization

The third indicator in writing recount text supposed by Cohen (1994) is organization. The students at tenth grade of SMAN 2 Rambah Hilir had good category in writing recount text in term organization. In term of organization, students should be able to use connective word like first, after that, and finally to organizer the text.

Percentage of students' skill in term organization

No	Range score	Category	Frequency	Percentage
1	85-100	Very Good	2	6,67%
2	70-84	Good	12	40%
3	55-69	Fair	11	36,67%
4	50-54	Poor	5	16,67%
5	0-49	Very poor	0	0%

Tot al			30	100%

According to the presentation of the table.14 above, the researcher found that some students had understood to write recount text in term organization. It was found that 2 students (6,67%) were *very good* category, 12 students (40%) were *good* category, 11 students (36,6%) were *fair* category, and 5 students (16,67%) were *poor* category. There was no students were *very poor* category. The average students in term organization was 2,76. It means that almost students write organization by using connective word like first, after that, and finally in the event with almost true connective.

The percentage of students' skill from all indicators and determine students skill based on their category were *very good, good, fair, poor, and very poor.* It could be seen in following table below:

Percentage of Students' Writing Skill in All of Indicators

No	Range score	Category	Frequency	Percentage
1	85-100	Very Good	1	3,33%
2	70-84	Good	11	36,7%
3	55-69	Fair	16	53,3%
4	50-54	Poor	2	6,67%
5	0-49	Very Poor	0	0%
Total			30	100%

According to table.16, from 30 students who involved in this research shows that 1 students (3,33%) was *very good* category, 11 students (36,7%) were *good* category, 16 students (53,3%) were *fair* category, 2 students (6,67%) were *poor* category. There was no students were *very poor* category. It means that the students' skill in writing recount text at SMAN 2 Rambah Hilir is **fair** category.

CONCLUSION AND SUGGESTION

Based on the result of the research in chapter IV, the researcher concluded that the students' skill of tenth grade at SMAN 2 Rambah Hilir in writing recount text was *fair* category. It means that students of tenth grade at SMAN 2 Rambah Hilir still had problem in writing recount text. The percentage of students' skill in writing recount text can be explained as follows: First, from 30 students who are involved in this research, 1student was *very good* category. Second, from 30 students who are involved in this research, 11 students were *good* category**.** Third, students were *fair* category were16 students. Fourth, students were *poor* category were 2 students.

Suggestion

After presenting the research finding, the researcher gives some suggestions to English teachers, students, and the next researcher who concern about teaching English writing to the students in Senior High School level as explain below:

1. Suggestion for the English teacher should be aware of the essence of the application of suitable teaching strategies in relation to improve students' skill in writing and make variation in teaching and learning process.
2. Suggestion for the students to keep improving their English writing especially in writing recount text through having good knowledge about the components of recount text. And also students need to increase their English grammatical rules and structure. By having good understanding about the component of writing, the students can achieve better English skill in the future.
3. Suggestion for the next researcher who interested in carrying out the research in similar topic discussion it will be a reference and valuable source. The researcher also expects that this research can be guidance for the next researcher who carries out a correlation in term of the way analyzing their data in statistical design in the future.

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