

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN
WRITING RECOUNT TEXT AT THE ENGLISH DEPARTMENT OF
BUNG HATTA UNIVERSITY**

THESIS



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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY**

2022

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English
Department the Faculty of Teacher Training and Education Bung Hatta
University*



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Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Rabu, 27 Juli 2022.

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Padang, September 27,2022

The Researcher

ABSTRACT

Ananda, Niken Permata.2022. *An Analysis Of The Second Year Student Ability In Writing Recount Text Based On Personal Experience After Online Learning At The English Department Of Bung Hatta University.*

Advisor: Dr.Joni Alfino, M.Pd

The purpose of this research was to find out the second year students' ability in writing recount text based on personal experience after online learning at the English Department of Bung Hatta University. The writer wanted to find out the students' ability to express the content of orientation, event and reorientation. The researcher also want to find out the student ability in using organization, grammar, vocabulary and correct mechanics. The design of this research was descriptive research. The population of this research was the second year student' at the English Department of Bung Hatta University. Total sampling technique used on this research and the number of samples was 30 students. The instrument for collecting the data in this research was writing test. The writer used the specific topic for stimulus to write a recount text. The researcher used inter-rater technique to know the reliability of the test. The reliability coefficient of the test is 0,98.

The result of this research in general showed that the second year students' ability in writing a recount text based on personal experience after online learning was good. In detail, the students' ability to organize the content was very good ability. It was proved that 50 % had very good level and 50% had good level in writing seen from content. The students' ability in writing seen from organization was good ability. It was proved that 46,7 % had good level in writing seen from organization. The students' ability in writing vocabulary was good. It was proved that 53,3% had good level and the students' ability to mechanic was good. It was proved that 36,6 % students had good level.

Based on the result of this research, it can be concluded that the second year students' ability in writing a recount text based on personal experience after online learning at the English Department of Bung Hatta University was good. The writer suggests that the teacher can use stimulus to the students before writing. In addition, it is suggested that the standard minimum score should be improved. For the students, the writer suggest that they can maintain their writing ability by practicing gradually.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the study, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research and the definition of the key terms.

1.1 The background of Problem

English is a global language that broadly used in lots of nations. There are a half of nations in the world taking English as an obligatory subject within the curriculum. In Indonesia, English is an essential subject, so that student need to look at English. The goal of the studying English is to expand their communicative competence on this globalization era. Students should understand the Four Essential Skills in English, such as speaking, reading, listening and writing.

Writing skills are also needed in communication. writing skills must be taught and learned by students from now on to face competition with others in this global era. Writing is a skill used to explore ideas and other communication activities. Writing is categorized as a productive skill. Writing is one of the reasons to master English because when we learn a foreign language, we learn to communicate with other people, with their language. In English writing, there are some texts that must be learnt. They are descriptive text, narrative text, recount text, procedure text, and analytical exposition text.

One of the texts that is taught in second year student in Bung Hatta University is recount text. Recount text is a kind of variety that has social function to retell event for the purpose of informing or entertaining. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.

Even though the students of English department at Bung Hatta University has learnt about recount text, they still have some problems in writing the recount text. The researcher has asked six students in second years students of English Department at Bung Hatta University about their experiences in writing recount text. They said that they have difficult in writing recount text. The common problem from the students is that they have difficulty in finding the ideas of recount text. This is shown from the results of a pre-survey in a question-and-answer manner using WhatsApp media in around mid-January 2022, revealing that most students are difficult to express their ideas using English.

In this study, the researcher reviewed several related research reports on recount text analysis. The first is the research conducted by Suci (2020) based on the research results, it is known that the average student score based on the writing component is 57.18. The students' mistakes in the generic structure of recount text is (50%) for the early stage, (40.9%) for the development stage, and (9.09%) for the consolidation stage. Meanwhile, the mistakes that many students make are orientation and events. In orientation, some students did not provide information about the place (where), time (when) and reason (why) clearly. In the event, some students wrote their experiences in a non-chronological order.

The second is the research conducted by Erma (2017) it is found that some students used correct generic structure and some of them did not use it in writing their recount text in writing orientation.

The research is to provide more specific topics that can analyze students' ability to learn to write. In addition, by providing more specific topics, the students are no longer burdened with the topic stimulates the students in writing recount texts. Furthermore, that way students could be more active in expressing their experiences in writing. Based on the explanation above, the researcher is interested in conducting a research entitled "An Analysis of the second year students ability in writing recount text based on personal experience after online learning at the English Department of Bung Hatta university"

1.2 The Identification of Problem

Based on the research background, problems related to this research come from different factors. Problems are identified as follows:

Students cannot fulfill the minimum requirements in writing. Minimum requirements such as writing correct spelling and punctuation are still difficult for them. Students also can not distinguish the form of words. Students are often confused about where to start and how to convey ideas into written products. They don't even know how to put random sentences into good order. They end up having trouble writing short texts correctly.

Students' motivation in mastering writing skills varies, among others. The students' external and internal motivations seem to be less suited to their needs in

mastering writing skills. Students who have high motivation have high effort and enthusiasm to learn these skills so the teacher only facilitates them in learning to write. Meanwhile, students who have bad motivation need to be encouraged and stimulated by the teacher in learning to write. Their interest in learning writing skills is bad because they can not relate the importance of skills to their daily lives

1.3 The Limitation of the Problem

In this research, the researcher will focus on analyze writing ability that is enjoyable and interesting for the students. By conducting an enjoyable teaching and learning process, he tried to stimulate them to explore their writing ability. They also focus on generating ideas. It will be easier to write if they have already had the basic idea. The researcher will focus on the second year student in Bung Hatta University.

The text type that will be used in this research is the recount text. They learn how to produce a short sentence, a description, and a sequence story based on personal experience after online learning .

1.4 The Formulation of Problem

In accordance with limitation of the problem above, the problem of this research is formulated as folbads: “How is the second year student’s ability in writing recount text based on personal experience in Bung Hatta University?”

1.5 Research Questions

In line with the formulation of the problem, the researcher will elaborate some research questions of this study as follows :

1. How is the second year student's ability of Bung Hatta University in developing recount text seen from content?
2. How is the second year student's ability of Bung Hatta University in developing recount text seen from organization?
3. How is the second year student's ability of Bung Hatta University in developing recount text seen from vocabulary?
4. How is the second year student's ability of Bung Hatta University in developing recount text seen from grammar?
5. How is the second year student's ability of Bung Hatta University in developing recount text seen from mechanic?

1.6 The Purpose of Study

The general purpose of this research was to describe the second year students' ability to write recount text at Bung Hatta University.

The specific purposes are as follows :

1. To find out the second year student's ability in writing recount text based on personal experience in Bung Hatta University.
2. To find out the second year student's ability of Bung Hatta University in developing recount text seen from content.
3. To find out the second year student's ability of Bung Hatta University in developing recount text seen from organization.

4. To find out the second year student's ability of Bung Hatta University in developing recount text seen from vocabulary.
5. To find out the second year student's ability of Bung Hatta University in developing recount text seen from grammar.
6. To find out the second year student's ability of Bung Hatta University in developing recount text seen from mechanic.

1.7 Significance of the Study

This research would be useful for teachers, students, and the researcher. For the teacher, they get information about the students' ability to write recount text. By such scientific information, for the students, the result of this research can make them aware of their ability in writing recount text, so they can make improvement in their writing ability. Finally, for the researcher, by doing this research, she can increase her knowledge in conducting a research.

1.8 The Definition of Key Terms

To avoid misunderstanding of the key terms used in this study, it is necessary to define them as follows :

1. Ability refers to the the second year students' ability to write recount text at Bung Hatta University to write recount text.
2. Recount text is a text which tells about the past experience by retelling the events in chronological order with the purpose is either to inform or to entertain the audience.

3. Personal experience is the past experience in which the writing involved in the story.
4. Online learning is a teaching and learning process that utilizes the internet and digital media in delivering the material.
5. Generic structure is the structure which builds the entire of the recount text namely orientation, events, and reorientation.
6. Language feature is an aspect of writing which deals with grammar, especially in the use of simple past tense and the use of chronological connections.
7. Vocabulary is all words that is used in a recount text.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review and the conceptual framework. In the theoretical review, the researcher examines some theories that become the working frame of thoughts of the study. In the conceptual framework, the researcher relates the theories to the study.

2.1. Writing

2.1.1. Definition of Writing

Writing is one of language skill which is defined by Brown (2001:335) as “the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals”. From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. Written language is produced in written form, whereas spoken language is produced in spoken and understandable with the listening way. Therefore, written language is represented by spoken language.

A sufficient skill is needed to produce a good written language as stated by Brown (2001:335) that "Writing a product is often thought, design, revised procedures that require special skills, skills that not everyone has the speaker develops naturally. Appropriately quoted by Anthony Seow, Richards and Renandya (2002: 315) He states that the writing process has four main phases:planning, writing, revision and editing. Planning or prescribing is an

encouraging activity to write a student. Drafting is the process of collecting ideas for the first time. Revision is the phase of reviewing the text based on the feedback given, edit grammar, spelling, punctuation, dictionaries, sentence structure and accuracy for creating the final draft.

It can be concluded that Writing is defined as a productive writing language skill. Writing means the ability to organize letters; words and sentences use a graphical system in writing to convey message information. if someone intends to put a sentence in a paragraph you need to master a good language and you must be able to do that too organize good sentences grammatically so that the reader can understand about the contents of our letter. Written is also important factors paid. Each sentence needs a relationship or a connection to the next or previous statement.

2.1.2. Process of writing

Harmer (2004:31) states “ the writing process is a way of looking at what people do when they compose a written text” Langan (2010:17). There are four step processes in writing that will be described as follows:

A. Prewriting

In a prewriting there are five techniques that can help learners to generate ideas. This stage will support learners to be able to think interesting topic that will be developed as a passage.

1) Freewriting

Learners write their own topic toward something in 10 minutes. In this stage learners should not worry about any mistakes that they will do, like erasing

mistakes, organizing material and spelling or grammatical mistakes. Learners just need to write without stopping. It can also limber up learners' writing muscles and make them familiar in writing.

2) Questioning

Learners think a lot of questions as many as they can to generate ideas and details of their topic. Those questions include Why? When? Where? Who? How? In what ways? They also will help learners to be easier in exploring their topic and get a lot of material in developing their topic.

3) Making a list

Making a list has a function as brainstorming. Learners will make a list one after another and separate which one is included to major detail or minor one.

4) Clustering

Clustering can be called as mapping or diagramming. Begin by writing subject in a center and then write idea or details related to the subject. Afterward, draw lines to connect them. This method can help learners to make an organized paragraph.

5) Preparing a scratch outline

A scratch outline is the powerful technique for writing a good paper. In a scratch outline often follows freewriting, questioning, making a list and clustering. By doing this technique, learners can decide whether they need to do more prewriting or not. In this stage learners are demanded more consider about point that they are making it as details for the point and the order that they will arrange

those items. It is as a blueprint that will help learners to reach a unified, supported and well-organized composition.

B. Writing the first draft

When learners write the first draft they also have been had additional thoughts and details to make their opinion making sense. If learners face any troubles in grammar, punctuation and spelling learners can leave it and correct their writing produce later. If learners also get snag just, ask them to give space for it and they can add it later. In this stage emphasize learners to write ongoing and suppose them state an idea and details specifically.

C. Revising

Getting an magnificent writing produce is needed to revise the writing through changing or adding something, so every sentence has its power to pursue the readers.

D. Editing

The last major stage in writing process is editing-checking mistakes of the paper such as grammar, punctuation, usage and spelling. In editing, learners also need to check the truth of the information that makes sense to serve. So learners can decide which one statement that should be deleted or changed. Learner usually face difficulties in this stage, so that in this activity they must work hard to correct their writing produce.

E. Proofreading

Final process in writing is proofreading. You need to check dictionary to avoid you in making mistake in spelling. You also require to open your grammar

handbook to check your grammar and usage. A tip for doing this stage easily is through reading out loud and involving your heart.

2.1.3. Criteria of Good Writing

According to Smith in (Pratiwi, 2011) There are some criteria of a good writing. They are:

a) Content

- It focused on particular subject.
- The purpose of the writing is clear to the reader.
- It is better to give the thesis.

b) Organization

- The introduction gets the readers' attention and prepares the reader for what is coming.
- The organization is easy to follow.
- There is clear transition from one idea to the next.
- Between paragraph one and other are coherent.
- There is a conclusion to summarize the final writing.

c) Style

- Sentence reflects a variety of syntactic structures.
- Vocabulary reflects the writing.

d) Correctness

- Mechanics are correct such as punctuation, capitalization, spelling, and grammar.
- Words are used accurately and appropriately.

2.2 Recount Texts

2.2.1 Definition of Recount Text

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 26 letters, newspaper reports, conversations, speeches, television interviews and eyewitness account.

2.2.2 Structure of Recount Texts

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:

a. Orientation.

It gives background information about who, what, where, and when.

b. series of paragraphs

It consists of paragraphs which retell the events in the order in which they happened.

c. Conclusion (optional)

It is a paragraph that contains a personal comment.

In conclusion, a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

2.2.3 Language Feature of Recount Text

According to Yulianawati main language feature of recount text are nouns action verbs, conjunctions, time connectives, adverb and adjectives (Yulianawati, 2018:42). Za'in stated that language feature is classified as follows:

- a. Use of specific participant

A younger brother, sister, mother, or the writers him/herself: I, My friend, my uncle.

- b. Use of his past tense

Two days ago I took a voyage at Parang Tritis to spend my holiday.

- c. Use the conjunction, time connection

Before, after, when, during or first, next, then.

- d. Personal comments

My voyage was fabulous, I was enjoying my holiday and etc.

- e. Topic

My vacation, my voyage, gloomy day, my unforgettable experience

Table 2.1

Table of Example Recount Text

Title	Going to a book store
Orientation	<p>Last week I went to a book with my brother. We wanted to buy some books and comics. We went there by a motorcycle.</p> <p>First we left home at 4 P.M. The traffic to the book store was crowded. The book store was not so far from our house . after 25 minutes, we arrived at the book store.</p>
Events	<p>There were many people at the book store. I saw there were some people choosing kinds of books, magazines, comics, ect.</p> <p>There were many kind of books at the book store. They were arranged on book shelves. Some people read in front of shelves. We chose some books and comics we needed and went to cashier. After that we went to a restaurant for having meal. I ordered eatballs and soft drink. My brother ordered fried noodle and a soft drink too.</p>
Reorientation	<p>Finally, we went home in the evening. We arrived home at 7.15 P.M. We left very tired but we were happy.</p>

Source: Adapted from Yazid, 2020.

2.3 Online Learning

Corona Virus Disease or COVID-19 is a disease that attacks the human respiratory tract. In Indonesia, there are several policies to stop the spread of COVID-19 taken by the government.

This condition requires citizens to stay, work, worship and study at home. Without questions, these policies certainly have an impact on various fields in Indonesia. During COVID-19, Fitria (2020: 138) states that the Ministry of Education in Indonesia also issued a policy of closing schools and replacing the teaching and learning process by using an online learning system. The same statement comes from Giatman, Siswati & Basri (2020: 168) that the world of education is forced to replace face-to-face learning with online learning.

More definition about online learning is from Maddison et al (2017: 13) who state that online learning refers to instruction that is delivered electronically through various multimedia and Internet platforms and applications. Besides that, Subedi et al (2020: 69) give a statement that online learning is playing a crucial role during this pandemic, it aims to help instructor, schools, and universities facilitate students learning activity.

In fact, online learning which is considered as the solution in this Covid-19 outbreak, provides many challenges for the students to attend, particularly in learning English. A study conducted by Ahmad (2016) found a phenomenon that EFL (English as a Foreign Language) learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. This finding is supported by Elviliana (2016: 17) who states that more students

feel that online learning does not improve students' English skills, this is due to the lack of interaction between the teacher and students and not as if face to face in the class.

2.4 Review of Previous Related Studies

In this study, the researcher reviewed several related research reports to enrich the data on recount text analysis.

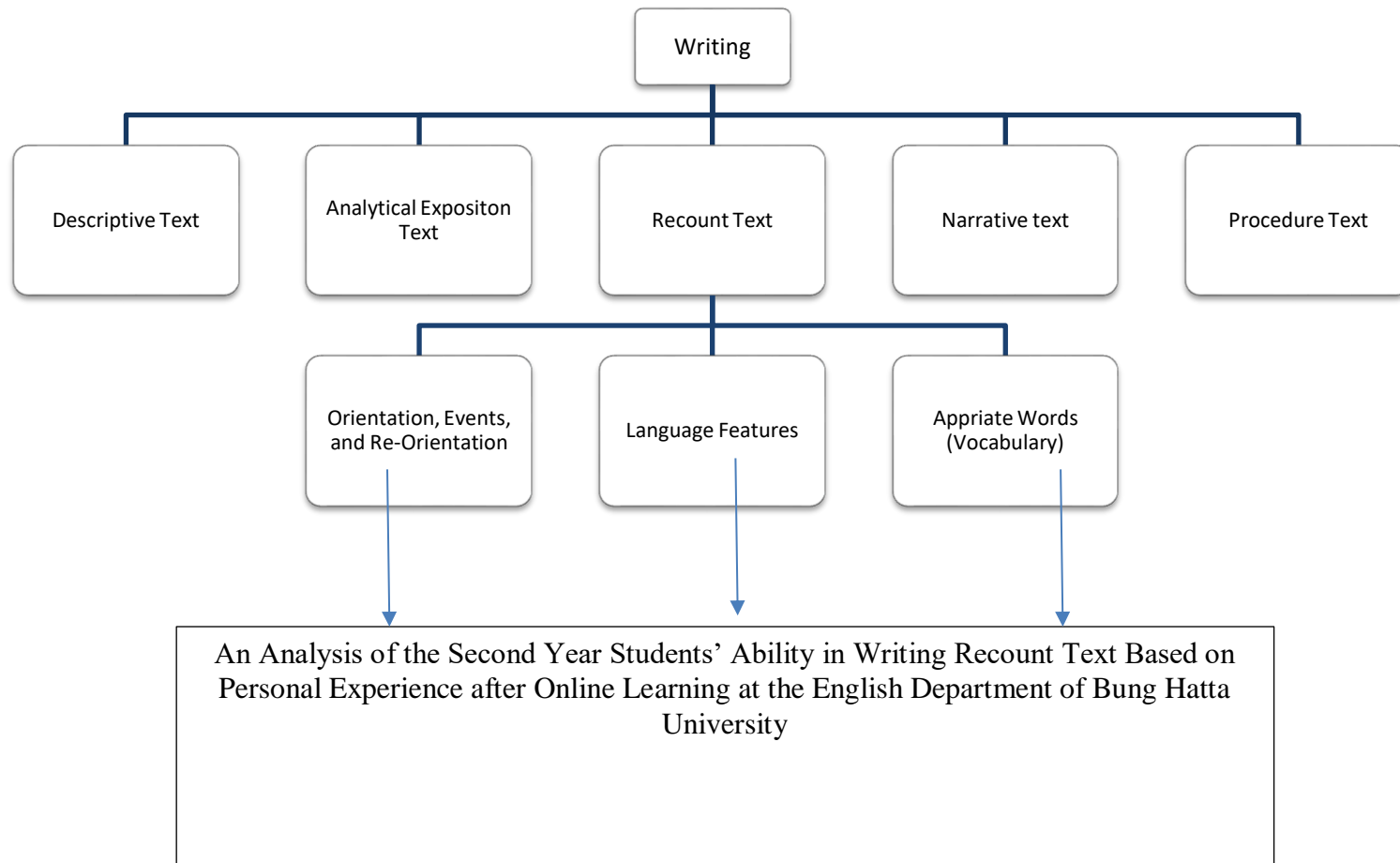
First, research conducted by Dewi, (2013) entitled "Kemampuan Menulis Recount Text dengan Menggunakan Teknik Picture Series pada Kelas VIII di SMP Angkasa Kuta Badung". This research shows that using of picture series in writing recount text could improve the passive simple present tense ability of the eight grade student of SMP Angkasa Kuta. After having treatment in the first cycles, the student's skill in writing recount text improved fair level.

Second, research conducted by (Za'in, 2017) from Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. In her thesis entitled "An Investigation of Students' Problem in Writing Recount Text at the first semester of the eight grade of SMPN 4 Bandar Lampung in the academic year of 2016/2017". The research methodology used in her research was descriptive qualitative research. The result of this research showed that the most dominant problem in writing recount text is mechanics. Beside that, the causes of students' problem in writing recount text are the grammatical weakness, knowledge and understanding, less practice, and educational background.

there are similarities in methodology and object in the study, namely recount text. Next there is the underlying differences in this study, if in previous

studies described the analysis of students' writing skills and mastery of generic structures in recount texts, generic analysis structure in writing recount text, students' ability in writing recount based on generic structure, linguistic features, and social functions. in this research the researcher analyzed the generic structure of the recount text written by the students based on personal experience after online learning.

2.5 Conceptual Framework



CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses the method that is used. It consists of research design, population and sample, instrument, the technique of collecting data, and the technique of data analysis.

3.1 Research Design.

The research belongs to descriptive research, and it is designed to describe the current situations or status of the research subject. According to Atmowardoyo (2018:198), descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. In addition, Refnita (2018: 17) states that descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. This research analyze the second year students' ability in writing recount text based on personal experience after online learning at the English Department of Bung Hatta University.

3.2 Population and Sample

Refnita (2018: 152) defines that "population is the group to which the researcher would like the results of a study to be generalized". Besides that, Refnita (2018: 154) defines that "sample is a number of individuals selected from a population for a study, preferably in such a way that they represent the larger group from which they were selected". The population of this research was all the second year students at the English Department of Bung Hatta University

consisting students. Total sampling technique was used in this research to determine the sample, which means the population of this research was the sample of this research or 30 members because the number of population is small.

3.3 Instrument

According to Refnita (2018: 90) instrument is device the researcher uses to collect the data. The instrument that is used is writing test, the researcher uses writing test because the researcher wants to know the second year students' ability in writing recount text based on personal experience after online learning

A good test should be valid and reliable. Refnita (2018: 157) defines that validity is the degree to which a test measures what it is intended to measure. Moreover, Brown and Abeywickrama (2010: 353) state that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. According to Refnita (2018: 95), there are several types of validity: content validity, construct validity, concurrent validity, predictive validity, and face validity. The researcher will use content validity to know the validity of the test, in which the test is made in accordance with the syllabus, curriculum, and teaching material given to the second year students at the English Department of Bung Hatta University.

Arikunto in Yusuf (2018) states that a test is mentioned to have content validity if it measures the particular goals of the materials stated in curriculum. Because of that idea, the writer use contents validity.

According to Refnita (2018: 153) reliability is the degree of the test to measures whatever measures". To find out reliability of the test, the researcher

uses inter-rater technique. It means that there are two scorers. The first scorer is the researcher and the second scorer is Laila Sakinah, S.Pd because she is good at grammar and writing text. Another function of having two scorers is to get the objectivity of the data.

The researcher will use the Pearson Product Moment formula by Arikunto (2015) to find the correlation coefficient of the test, the formula is as follows:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n\sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = the coefficient of correlation between x and y

x = the total score given by scorer 1

y = the total score given by scorer 2

n = the number of students

$\sum x$ = the total of x

$\sum y$ = the total of y

$\sum xy$ = the total cross product of xy

According to Arikunto (2015), the degree of correlation coefficient can be classified as follows:

0.81 – 1.00: Very high correlation

0.61 – 0.80: High correlation

0.41 – 0.60: Moderate correlation

0.21 – 0.40: Bad correlation

0.00 – 0.20: Very bad correlation

Arikunto (2012: 89) states that the test will be reliable if it has high correlation. In this research, the index of the reability is 0,96 (very high correlation).

3.4 The Technique of Collecting Data

To collect the data, the researcher will do the folbading steps:

1. The researcher gave the test offline on September 12, 2022.
2. The researcher administered the test in 60 minutes.
3. The researcher gave the instrument and explained the instructions of the test to the students.
4. The researcher counted the score.
5. The first and the second scorer gave score based on the folbading criteria bebad :

Table 3.1 Criteria of Scoring

Aspects of Writing	Level	Score	Criteria
Content	Excellent to Very Good	30	All ideas in the sentences are relevant to the topic.
	Good to Average	27	Half of the ideas in the sentence are relevant to the topic.
	Fair to Poor	25	Some ideas are relevant to the topic.
	Very Poor	20	Limited number of ideas are relevant to the topic.

Aspects of Writing	Level	Score	Criteria
Organization	Excellent to Very Good	20	Well organized and perfectly coherent; the composition contains complete generic structure of recount text, namely, orientation, event, and reorientation.
	Good to Average	17	Fairly well organized and generally coherent; the composition contains two generic structures of Recount text (one of the generic structure component is missing).
	Fair to Poor	13	Loosely organized; the composition only contains one generic structure of Recount text (two of the generic structure components are missing)
	Very Poor	9	Ideas disorganized lack logical sequencing. The composition does not contain any generic structure (all of the generic structure component are missing).
Vocabulary	Excellent to Very Good	20	Very effective choice of words; no misuse of vocabulary and words forms.
	Good the Average	17	Effective choice of words; few misuse of vocabulary and word forms.
	Fair to poor	13	Less effective choice of words; some misuse of vocabulary and word forms.
	Very Poor	9	Not effective choice of words; a lot of misuse of vocabulary and word forms.
Grammar	Excelent	25	No errors; full control of complex structure

Aspects of Writing	Level	Score	Criteria
	Good the Average	21	Few errors; good control of structure
	Fair to poor	17	Many errors; fair control of structure
	Very poor	10	Dominated by errors; no control of structure.
Mechanic	Excellent	5	No errors in spelling, punctuation, capitalization, and paragraphing

Source : Adapted from Yazid, 2020

3.5 Techniques of Analyzing Data

In this study, the researcher will use several steps to analyze data as follows:

1. The researcher summed up the score of each student and counted the average score from two scorers by using the formula :

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

2. The researcher classified the student's ability based on the criteria of Bung Hatta University. The criteria can be seen on Table 3.2 below:

Table 3.2 Criteria of Classification of Students' ability

Mastery Level	Grade	Ability
85-100	A	Very Good
81-84	A ⁻	
76-80	B ⁺	Good
70-75	B	
65-69	B ⁻	
60-64	C ⁺	Moderate
55-59	C	
45-54	D	Bad
≤44	E	

3. The researcher calculated the percentage of the students who get very good, good, moderate and bad ability by using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of students who get very good, good, moderate, and bad ability.

R = The sum of the students who get very good, good, moderate, and bad ability.

T = The sum of students.

4. After getting the result researcher described the second year students' ability in writing recount text based on personal experience after online learning.

CHAPTER IV

FINDINGS AND DISCUSSION

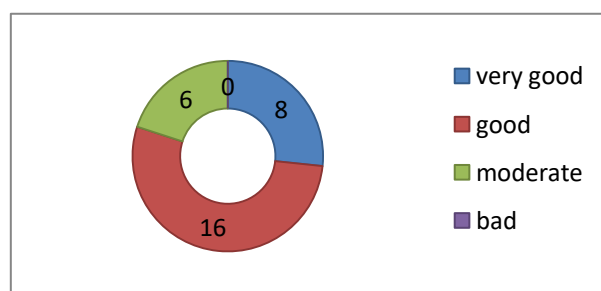
This chapter discusses the research result and discussion. In research result, after collecting the data from second year students in English department of Bung Hatta University, researcher analyzed how the students ability in writing recount text based on personal experience after online learning at English Department of Bung Hatta University.

4.1 Findings

4.1.1. Second year Students' Ability in Writing a Recount text Based on Personal Experience after Online Learning

Based on analysis result, the researcher found the lowest score of the students was 50 and the highest score was 92. More than 50 % of students had good ability in recount text based on personal experience after online learning. It was proved by the fact that 8 (26,7 %) students had very good ability, 16 (53,3 %) students had good ability, 6 (20%) students had moderate ability and 0 (0%) student had bad ability. To be clear, here is the Chart 4.1;

Chart 4.1 Second year Students' Ability in Writing a Recount text Based on Personal Experience After Online Learning



4.1.2 The Second Year Students' Ability in Writing Recount Text at English Department of Bung Hatta University Seen From Content .

Based on the data analysis, the students had very good ability in writing Recount text based on personal experience after online learning seen from content . It was supported by the fact that 15 students (50 %) had very good score, 15 students (50%) had good score, 0 students (0 %) had moderate score and 0 students (0 %) had bad score in writing seen from content of a recount text based on personal experience after online learning (see Appendix 9). To make it clear see the table below;

Table 4.1 Percentage of the Students Ability in Writing Recount Text Based on Personal Experience after Online Learning seen from content

Categories	Members	Percentage
Very good	15	50 %
Good	15	50 %
Moderate	0	0 %
Bad	0	0 %

According to the table above, the highest percentage for students ability is very good ability

4.1.3 The Second Year Students' Ability in Writing Recount Text at English Department of Bung Hatta University Seen From Organization.

Based on the data analysis, the students had moderate ability in writing Recount text based on personal experience after online learning seen from organization. It was supported by the fact that 11 students (36.7 %) were found had very good score, 14 students (46,7%) had good score, 5 students (16,6 %) had moderate score and 0 student (0 %) had bad score in writing seen from

organization of recount text based on personal experience after online learning (see Appendix 11). To make it clear see the table below.

Table 4.2 Percentage of the Students Ability in Writing Recount Text Based on Personal Experience after Online Learning seen from organization

Categories	Members	Percentage
Very good	11	36,7%
Good	14	46,7%
Moderate	5	16,6%
Bad	0	0%

According to the table above, the highest percentage for students ability is very good ability. While the lowest percentage is in moderate ability.

4.1.4 The Second Year Students' Ability in Writing Recount Text at English Department of Bung Hatta University seen from vocabulary.

Based on the data analysis, the students had good ability in writing Recount text based on personal experience after online learning seen from vocabulary. It was supported by the fact that 12 students (40 %) were found had very good score, 16 students (53,3%) had good score, 2 students (6,7 %) had moderate score and 0 student (0%) had bad score in writing seen from vocabulary of recount text based on personal experience after online learning . (See Appendix 13). To make it clear see the table below

**Table 4.3 Percentage of the Students Ability in Writing Recount Text
Based on Personal Experience after Online Learning Seen
From Vocabulary**

Categories	Members	Percentage
Very good	12	40%
Good	16	53,3%
Moderate	2	6,7%
Bad	0	0%

According to the table above, the highest percentage for students ability is good ability. While the lowest percentage is in bad ability.

4.1.5 The Second Year Students' Ability in Writing Recount Text at English Department of Bung Hatta University Seen From Grammar .

Based on the data analysis, the students had good ability in writing Recount text based on personal experience after online learning seen from grammar. It was supported by the fact that 6 students (20 %) were found had very good score, 20 students (66,7 %) had good score, 1 student (3,3 %) had moderate score and 3 students (10%) had bad score in writing seen from grammar of recount text based on personal experience after online learning (see Appendix 15). To make it clear see the table below

**Table 4.4 Percentage of the Students Ability in Writing Recount Text Based
on Personal Experience after Online Learning Seen From
Grammar**

Categories	Members	Percentage
Very good	6	20 %
Good	20	66,7%

Moderate	1	3,3%
Bad	3	10%

According to the table above, the highest percentage for students ability is good ability. While the lowest percentage is in bad ability.

4.1.6 The Second Year Students' Ability in Writing Recount Text at English Department of Bung Hatta University Seen From Mechanic.

Based on the data analysis, the students had good ability in writing Recount text based on personal experience after online learning seen from mechanic . It was supported by the fact that 5 students (16,7 %) were found had very good score,11 students (36,6 %) had good score, 9 students (30 %) had moderate score and 5 students (16,67 %) had bad score in writing seen from mechanic of recount text based on personal experience after online learning (see Appendix 17). To make it clear see the table below

Table 4.5 Percentage of The Students Ability in Writing Recount Text Based on Personal Experience after Online Learning seen from mechanic

Categories	Members	Percentage
Very good	5	16,7%
Good	11	36,6 %
Moderate	9	30%
Bad	5	16,67%

According to the table above, the highest percentage for students ability is good ability. While the lowest percentage is in bad ability.

4.2 Discussions

Based on the findings, the researcher found that many students had good ability in writing recount text based on personal experience after online learning. It is proved by the fact that 8 (26,7 %) students had very good ability, 16 (53,3 %)

students had good ability, 6 (20%) students had moderate ability and 0 (0%) student had bad ability.

4.2.1 The Students' Ability in Writing a Recount Text Based on Personal Experience after Online Learning Seen From Content

Based on the discussions, the researcher found that the students' ability in writing a recount text based on personal experience after online learning seen from content was very good. The result is in line with the research conducted by Erma (2017) it is found that some students used correct generic structure and some of them did not use it in writing their recount text in writing orientation.

4.2.2 The Students' Ability in Writing a Recount Text Based on Personal Experience after Online Learning seen from organization

Another discussion of this study was the students' ability in writing recount text based on personal experience after online learning seen from organization was good. The result is in with the result of conducted by Suci (2020) based on the research results, it is known that the average student score based on the writing component is 57.18. The students' mistakes in the generic structure of recount text is (50%) for the early stage, (40.9%) for the development stage, and (9.09%) for the consolidation stage.

4.2.3 The Students' Ability in Writing a Recount Text Based on Personal Experience after Online Learning seen from vocabulary

The students' ability to use vocabulary in writing recount text based on personal experience after online learning at English Department of Bung Hatta University was good. The students have been able to use appropriate vocabulary when they wrote recount text.

4.2.4 The Students' Ability in Writing a Recount Text Based on Personal Experience after Online Learning seen from grammar

In grammar, the writer found that the students' ability was good. The students have been able to write the sentences with a good grammar. The result is in line with the result of research conducted by Diana Lisa Za'in where the result of her research showed the cause of students problem in writing recount text are the grammatical weakness, knowledge and understanding, less practice, and educational background.

4.2.5 The Students' Ability in Writing a Recount Text Based on Personal Experience after Online Learning seen from mechanic

The researcher found that the students' ability to use mechanic in writing recount text based on personal experience after online learning at English Department of Bung Hatta University was good. The result is different with the research conducted by Diana Lisa Za'in, where her research's result showed that the most dominant problem in writing recount text is mechanics.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the students' recount text writing, the researcher has found some result as follows:

1. The majority of students' ability in writing recount text based on personal experience was categorized into good level.
2. There were 15 students (50 %) having very good ability in writing Recount text based on personal experience after online learning seen from content.
3. There were 14 students (46,7%) having good ability in writing Recount text based on personal experience after online learning seen from organization.
4. There were 16 students (53,3%) classified into good ability to use vocabulary in writing recount text based on personal experience after online learning at English Department of Bung Hatta University. The researcher found that the students have been able to use appropriate vocabulary when they wrote recount text.
5. There were 20 students (66,7 %) having good ability to use grammar in writing recount text based on personal experience after online learning at English Department of Bung Hatta University.
6. There were 11 students (36,6%) classified as good ability in writing recount text based on personal experience after online learning at English

Department of Bung Hatta University is very good. The students have been able to use correct mechanics when they wrote the recount text

5.2 Suggestions

Based on the conclusions above, the researcher gives several suggestions as follows :

1. Teachers are suggested to manipulate their teaching strategies in order that students' ability to learn writing recount text.
2. The students with low category are expected to learn more about a recount text and do some exercises to improve their ability
3. The researcher suggests the next researcher to investigate students' ability in writing other text.

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APPENDIX 1

WRITING TEST

Name :

NPM :

Perintah soal :

- 1. Tuliskan sebuah teks recount tentang " holliday after offline class "**
- 2. Kerjakan selama 60 menit**
- 3. Tulisan anda akan dinilai berdasarkan content, organization, vocabulary, grammar dan mechanic .**

APPENDIX 2 The Students' Scores in Writing a Recount Text Based on Personal Experience by First Scorer

No	Nama	Criteria of Scoring					Total
		C	O	V	G	M	
1	Fadhila Arfaq Ramadhanty	30	17	17	21	4	89
2	Rahmatika Setyo Wardani	25	13	13	17	4	72
3	Depi Aryanti	20	13	13	17	4	67
4	Nadia Pahira	20	13	13	17	3	66
5	Sulmi Saadah	20	13	17	17	5	72
6	Nur Annisa Kalsum	20	17	13	17	4	71
7	Aisyah Nisa Al Rahmi	20	9	13	17	2	61
8	Erdhia Marjhola	30	20	17	17	5	89
9	Muthia Kharunnisa	30	20	17	21	5	93
10	Lulu Karissa	20	13	13	17	2	65
11	Felya Seprina	20	13	13	10	4	60
12	Annisa Okiana	25	13	17	17	3	75
13	M. Awwal S D	20	13	13	17	2	65
14	Diska Latifa	30	20	17	21	4	92
15	Tsurayya Aisya	27	20	17	21	4	89
16	David Hidayatullah	25	17	17	17	2	78
17	Muthia Jasmine Wahyuni	20	13	17	17	4	71
18	Grace Angelina Salsabila	27	20	13	21	3	84
19	Maisarah Turmizi	20	13	13	17	3	66
20	Zoka Aulia Putri	20	13	13	17	3	66
21	Gelegar	20	9	9	10	2	50
22	Fanni Wahyutullah	20	9	9	10	2	50
23	Nurul Hifzil Latifah	20	9	13	17	2	61
24	Afif Rahmat Ramadhan A	20	13	13	10	3	59
25	Najla Zahira	30	17	17	21	4	89
26	Fikri Ramadhan	25	13	13	21	3	75
27	Dini sefina	25	13	13	21	3	75
28	iksanul fikri	25	17	17	17	2	78
29	Arjuni lubis	25	9	13	17	3	67
30	raihana fitria hendrika	25	20	17	17	3	82

Keterangan	
C	Content
O	Organization
V	Vocabulary
G	Grammar
M	Mechanic

APPENDIX 3 The Students' Scores in Writing a Recount Text Based on a Personal experience by Second Scorer

No	Nama	Criteria of Scoring					Total
		C	O	V	G	M	
1	Fadhila Arfaq Ramadhanty	27	17	17	17	5	83
2	Rahmatika Setyo Wardani	25	17	13	17	4	76
3	Depi Aryanti	27	13	13	17	5	75
4	Nadia Pahira	20	13	13	17	4	67
5	Sulmi Saadah	20	13	17	17	5	72
6	Nur Annisa Kalsum	20	17	13	17	4	71
7	Aisyah Nisa Al Rahmi	20	13	13	17	3	66
8	Erdhia Marjhola	30	20	17	17	5	89
9	Muthia Kharunnisa	30	20	17	17	5	89
10	Lulu Karissa	20	13	13	17	2	65
11	Felya Seprina	20	13	13	17	4	67
12	Annisa Okiana	25	13	17	21	4	80
13	M. Awwal S D	20	13	13	17	3	66
14	Diska Latifa	30	20	17	21	4	92
15	Tsurayya Aisyah	27	20	17	21	4	89
16	David Hidayatullah	25	17	17	17	2	78
17	Muthia Jasmine Wahyuni	20	13	17	17	4	71
18	Grace Angelina Salsabila	27	20	13	21	4	85
19	Maisarah Turmizi	20	13	13	17	3	66
20	Zoka Aulia Putri	20	13	13	17	4	67
21	Gelegar	20	9	9	10	2	50
22	Fanni Wahyutullah	20	9	9	10	3	51
23	Nurul Hifzil Latifah	20	13	13	17	3	66
24	Afif Rahmat Ramadhan A	20	13	13	10	3	59
25	Najla Zahira	30	20	17	21	4	92
26	Fikri Ramadhan	25	17	13	21	3	79
27	Dini sefina	25	17	13	21	3	79
28	iksanul fikri	25	17	17	17	2	78
29	Arjuni lubis	25	9	13	17	1	65
30	raihana fitria hendrika	25	20	17	17	3	82

Keterangan	
C	Content
O	Organization
V	Vocabulary
G	Grammar
M	Mechanic

APPENDIX 4 Estimating the Reliability of the Test

No	scorer by first scorer (x)	scorer by second scorer(y)	X ²	Y ²	xy
1	89	83	7921	6889	7387
2	72	76	5184	5776	5472
3	67	75	4489	5625	5025
4	66	67	4356	4489	4422
5	72	72	5184	5184	5184
6	71	71	5041	5041	5041
7	61	66	3721	4356	4026
8	89	89	7921	7921	7921
9	93	89	8649	7921	8277
10	65	65	4225	4225	4225
11	60	67	3600	4489	4020
12	75	80	5625	6400	6000
13	65	66	4225	4356	4290
14	92	92	8464	8464	8464
15	89	89	7921	7921	7921
16	78	78	6084	6084	6084
17	71	71	5041	5041	5041
18	84	85	7056	7225	7140
19	66	66	4356	4356	4356
20	66	67	4356	4489	4422
21	50	50	2500	2500	2500
22	50	51	2500	2601	2550
23	61	66	3721	4356	4026
24	59	59	3481	3481	3481
25	89	92	7921	8464	8188
26	75	79	5625	6241	5925
27	75	79	5625	6241	5925
28	78	78	6084	6084	6084
29	67	65	4489	4225	4355
30	82	82	6724	6724	6724
Total	2177	2215	162089	167169	164476

To calculate the coefficient of correlation of two scores, the researcher used Pearson product moment formula :

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{30(164.476) - (2.177)(2.215)}{\sqrt{[30(162.089) - (2.177)^2][30(167.169) - (2.215)^2]}}$$

$$r_{xy} = \frac{4.934.280 - 4.822.055}{\sqrt{[4.862.670 - 4.739.329][5.015.070 - 4.906.225]}}$$

$$r_{xy} = \frac{112.225}{\sqrt{(123.341)(108.845)}}$$

$$r_{xy} = \frac{112.225}{115.866}$$

$$r_{xy} = 0,96 \text{ (Very high correlation)}$$

APPENDIX 5 The Average Score of two Scores

No	Name	scorer by first scorer(x)	scorer by second scorer (y)	X + Y	Average
1	Fadhila Arfaq Ramadhanty	89	83	172	86
2	Rahmatika Setyo Wardani	72	76	148	74
3	Depi Aryanti	67	75	142	71
4	Nadia Pahira	66	67	133	66.5
5	Sulmi Saadah	72	72	144	72
6	Nur Annisa Kalsum	71	71	142	71
7	Aisyah Nisa Al Rahmi	61	66	127	63.5
8	Erdhia Marjhola	89	89	178	89
9	Muthia Kharunnisa	93	89	182	91
10	Lulu Karissa	65	65	130	65
11	Felya Seprina	60	67	127	63.5
12	Annisa Okiana	75	80	155	77.5
13	M. Awwal S D	65	66	131	65.5
14	Diska Latifa	92	92	184	92
15	Tsurayya Aisyah	89	89	178	89
16	David Hidayatullah	78	78	156	78
17	Muthia Jasmine Wahyuni	71	71	142	71
18	Grace Angelina Salsabila	84	85	169	84.5
19	Maisarah Turmizi	66	66	132	66
20	Zoka Aulia Putri	66	67	133	66.5
21	Gelegar	50	50	100	50
22	Fanni Wahyutullah	50	51	101	50.5
23	Nurul Hifzil Latifah	61	66	127	63.5
24	Afif Rahmat Ramadhan A	59	59	118	59
25	Najla Zahira	89	92	181	90.5
26	Fikri Ramadhan	75	79	154	77
27	Dini sefina	75	79	154	77
28	iksanul fikri	78	78	156	78
29	Arjuni lubis	67	65	132	66
30	raihana fitria hendrika	82	82	164	82
Total		2177	2215	4392	2196

**APPENDIX 6 The Percentage Of Students' Ability In Writing Recount Text
Based On Personal Experience After Online Learning At
English Department Of Bung Hatta University**

Score	grade	Number of students	Criteria of student ability
85 – 100	A	6	Very good
80 – 84,99	A-	2	
75 – 79,99	B+	5	Good
70 – 74,99	B	5	
65 – 69,99	B-	6	
60 – 64,99	C+	3	Moderate
55 – 59,99	C	1	
45 – 54,99	D	2	
0 – 44,99	E	0	Bad
Total number of students		30	

The percentage of students who gets very good, good, moderate and bad ability

b. Very good

$$P = \frac{R}{N} \times 100\% = \frac{8}{30} \times 100\% = 26,7 \%$$

c. Good

$$P = \frac{R}{N} \times 100\% = \frac{16}{30} \times 100\% = 53,3 \%$$

d. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{6}{30} \times 100\% = 20 \%$$

e. Bad

$$P = \frac{R}{N} \times 100\% = \frac{0}{30} \times 100\% = 0 \%$$

**APPENDIX 7 The Students ‘Average Score in Writing seen from content of
Recount Text Based On Personal Experience After Online
Learning At English Department Of Bung Hatta University**

No	Name	scorer by first scorer(x)	scorer by second scorer (y)	X + Y	Average	converted score
1	Fadhila Arfaq.R	30	27	57	28.5	94.05
2	Rahmatika Setyo .W	25	25	50	25	82.5
3	Depi Aryanti	20	27	47	23.5	77.55
4	Nadia Pahira	20	20	40	20	66
5	Sulmi Saadah	20	20	40	20	66
6	Nur Annisa Kalsum	20	20	40	20	66
7	Aisyah Nisa Al.R	20	20	40	20	66
8	Erdhia Marjhola	30	30	60	30	99
9	Muthia Kharunnisa	30	30	60	30	99
10	Lulu Karissa	20	20	40	20	66
11	Felya Seprina	20	20	40	20	66
12	Annisa Okiana	25	25	50	25	82.5
13	M. Awwal S D	20	20	40	20	66
14	Diska Latifa	30	30	60	30	99
15	Tsurayya Aisya	27	27	54	27	89.1
16	David Hidayatullah	25	25	50	25	82.5
17	Muthia Jasmine W	20	20	40	20	66
18	Grace Angelina S	27	27	54	27	89.1
19	Maisarah Turmizi	20	20	40	20	66
20	Zoka Aulia Putri	20	20	40	20	66
21	Gelegar	20	20	40	20	66
22	Fanni Wahyutullah	20	20	40	20	66
23	Nurul Hifzil Latifah	20	20	40	20	66
24	Afif Rahmat R	20	20	40	20	66
25	Najla Zahira	30	30	60	30	99
26	Fikri Ramadhan	25	25	50	25	82.5
27	Dini sefina	25	25	50	25	82.5
28	iksanul fikri	25	25	50	25	82.5
29	Arjuni lubis	25	25	50	25	82.5
30	raihana fitria H	25	25	50	25	82.5
Total		611	704	708	1412	706

APPENDIX 8 The Percentage Of Students' Ability in Writing seen from content of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

Score	grade	Number of students	Criteria of student ability
85 – 100	A	7	Very good
80 – 84,99	A-	8	
75 – 79,99	B+	1	Good
70 – 74,99	B	0	
65 – 69,99	B-	14	
60 – 64,99	C+	0	Moderate
55 – 59,99	C	0	
45 – 54,99	D	0	
0 – 44,99	E	0	Bad
Total number of students		30	

The percentage of students who gets very good, good, moderate and bad ability

a. Very good

$$P = \frac{R}{N} \times 100\% = \frac{15}{30} \times 100\% = 50 \%$$

b. Good

$$P = \frac{R}{N} \times 100\% = \frac{15}{30} \times 100\% = 50 \%$$

c. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{0}{30} \times 100\% = 0 \%$$

d. bad

$$P = \frac{R}{N} \times 100\% = \frac{0}{30} \times 100\% = 0 \%$$

APPENDIX 9 The Students 'Average Score in Writing seen from organization of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

No	Name	scorer by first scorer(x)	scorer by second scorer (y)	X + Y	Average	converted score
1	Fadhila Arfaq.R	17	17	34	17	85
2	Rahmatika Setyo	13	17	30	15	75
3	Depi Aryanti	13	13	26	13	65
4	Nadia Pahira	13	13	26	13	65
5	Sulmi Saadah	13	13	26	13	65
6	Nur Annisa K	17	17	34	17	85
7	Aisyah Nisa Al.R	9	13	22	11	55
8	Erdhia Marjhola	20	20	40	20	100
9	Muthia Kharunisa	20	20	40	20	100
10	Lulu Karissa	13	13	26	13	65
11	Felya Seprina	13	13	26	13	65
12	Annisa Okiana	13	13	26	13	65
13	M. Awwal S D	13	13	26	13	65
14	Diska Latifa	20	20	40	20	100
15	Tsurayya Aisya	20	20	40	20	100
16	David H	17	17	34	17	85
17	Muthia Jasmine	13	13	26	13	65
18	Grace Angelina S	20	20	40	20	100
19	Maisarah Turmizi	13	13	26	13	65
20	Zoka Aulia Putri	13	13	26	13	65
21	Gelegar	9	9	18	9	45
22	Fanni W	9	9	18	9	45
23	Nurul Hifzil L	9	13	22	11	55
24	Afif Rahmat R	13	13	26	13	65
25	Najla Zahira	17	20	37	18.5	92.5
26	Fikri Ramadhan	13	17	30	15	75
27	Dini sefina	13	17	30	15	75
28	iksanul fikri	17	17	34	17	85
29	Arjuni lubis	9	9	18	9	45
30	raihana fitria H	20	20	40	20	100
Total		432	455	887	443.5	2217.5

APPENDIX 10 The Percentage Of Students' Ability in Writing seen from organization of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

Score	grade	Number of students	Criteria of student ability
85 – 100	A	11	Very good
80 – 84,99	A-	0	
75 – 79,99	B+	0	Good
70 – 74,99	B	3	
65 – 69,99	B-	11	
60 – 64,99	C+	0	Moderate
55 – 59,99	C	2	
45 – 54,99	D	3	
0 – 44,99	E	0	Bad
Total number of students		30	

The percentage of students who gets very good, good, moderate and bad ability

a. Very good

$$P = \frac{R}{N} \times 100\% = \frac{11}{30} \times 100\% = 36.7\%$$

b. Good

$$P = \frac{R}{N} \times 100\% = \frac{14}{30} \times 100\% = 46.7\%$$

c. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{5}{30} \times 100\% = 16.6\%$$

d. bad

$$P = \frac{R}{N} \times 100\% = \frac{0}{30} \times 100\% = 0\%$$

**APPENDIX 11 The Students ‘Average Score in Writing seen from
vocabulary of Recount Text Based On Personal Experience
After Online Learning At English Department Of Bung
Hatta University**

No	Name	scorer by first scorer(x)	scorer by second scorer (y)	X + Y	Average	converted score
1	Fadhila Arfaq.R	17	17	34	17	85
2	Rahmatika Setyo	13	13	26	13	65
3	Depi Aryanti	13	13	26	13	65
4	Nadia Pahira	13	13	26	13	65
5	Sulmi Saadah	17	17	34	17	85
6	Nur Annisa K	13	13	26	13	65
7	Aisyah Nisa Al.R	13	13	26	13	65
8	Erdhia Marjhola	17	17	34	17	85
9	Muthia Kharunisa	17	17	34	17	85
10	Lulu Karissa	13	13	26	13	65
11	Felya Seprina	13	13	26	13	65
12	Annisa Okiana	17	17	34	17	85
13	M. Awwal S D	13	13	26	13	65
14	Diska Latifa	17	17	34	17	85
15	Tsurayya Aisya	17	17	34	17	85
16	David H	17	17	34	17	85
17	Muthia Jasmine	17	17	34	17	85
18	Grace Angelina S	13	13	26	13	65
19	Maisarah Turmizi	13	13	26	13	65
20	Zoka Aulia Putri	13	13	26	13	65
21	Gelegar	9	9	18	9	45
22	Fanni W	9	9	18	9	45
23	Nurul Hifzil L	13	13	26	13	65
24	Afif Rahmat R	13	13	26	13	65
25	Najla Zahira	17	17	34	17	85
26	Fikri Ramadhan	13	13	26	13	65
27	Dini sefina	13	13	26	13	65
28	iksanul fikri	17	17	34	17	85
29	Arjuni lubis	13	13	26	13	65
30	raihana fitria H	17	17	34	17	85
Total		430	430	860	430	2150

APPENDIX 12 The Percentage Of Students' Ability in Writing seen from vocabulary of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

Score	grade	Number of students	Criteria of student ability
85 – 100	A	12	Very good
80 – 84,99	A-	0	
75 – 79,99	B+	0	Good
70 – 74,99	B	0	
65 – 69,99	B-	16	
60 – 64,99	C+	0	Moderate
55 – 59,99	C	0	
45 – 54,99	D	2	
0 – 44,99	E	0	Bad
Total number of students		30	

The percentage of students who gets very good, good, moderate and bad ability

a. Very good

$$P = \frac{R}{N} \times 100\% = \frac{12}{30} \times 100\% = 40 \%$$

b. Good

$$P = \frac{R}{N} \times 100\% = \frac{16}{30} \times 100\% = 53.3 \%$$

c. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{2}{30} \times 100\% = 6.7 \%$$

d. bad

$$P = \frac{R}{N} \times 100\% = \frac{0}{30} \times 100\% = 0 \%$$

APPENDIX 13 The Students ‘Average Score in Writing seen from grammar of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

No	Name	scorer by first scorer(x)	scorer by second scorer (y)	X + Y	Average	converted score
1	Fadhila Arfaq.R	21	17	38	19	76
2	Rahmatika Setyo	17	17	34	17	68
3	Depi Aryanti	17	17	34	17	68
4	Nadia Pahira	17	17	34	17	68
5	Sulmi Saadah	17	17	34	17	68
6	Nur Annisa K	17	17	34	17	68
7	Aisyah Nisa Al.R	17	17	34	17	68
8	Erdhia Marjhola	17	17	34	17	68
9	Muthia Kharunisa	21	17	38	19	76
10	Lulu Karissa	17	17	34	17	68
11	Felya Seprina	10	17	27	13.5	54
12	Annisa Okiana	17	21	38	19	76
13	M. Awwal S D	17	17	34	17	68
14	Diska Latifa	21	21	42	21	84
15	Tsurayya Aisya	21	21	42	21	84
16	David H	17	17	34	17	68
17	Muthia Jasmine	17	17	34	17	68
18	Grace Angelina S	21	21	42	21	84
19	Maisarah Turmizi	17	17	34	17	68
20	Zoka Aulia Putri	17	17	34	17	68
21	Gelegar	10	10	20	10	40
22	Fanni W	10	10	20	10	40
23	Nurul Hifzil L	17	17	34	17	68
24	Afif Rahmat R	10	10	20	10	40
25	Najla Zahira	21	21	42	21	84
26	Fikri Ramadhan	21	21	42	21	84
27	Dini sefina	21	21	42	21	84
28	iksanul fikri	17	17	34	17	68
29	Arjuni lubis	17	17	34	17	68
30	raihana fitria H	17	17	34	17	68
Total		514	517	1031	515.5	2062

APPENDIX 14 The Percentage Of Students' Ability in Writing seen from grammar of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

Score	grade	Number of students	Criteria of student ability
85 – 100	A	0	Very good
80 – 84,99	A-	6	
75 – 79,99	B+	3	Good
70 – 74,99	B	0	
65 – 69,99	B-	17	
60 – 64,99	C+	0	Moderate
55 – 59,99	C	0	
45 – 54,99	D	1	
0 – 44,99	E	3	Bad
Total number of students		30	

The percentage of students who gets very good, good, moderate and bad ability

a. Very good

$$P = \frac{R}{N} \times 100\% = \frac{6}{30} \times 100\% = 20 \%$$

b. Good

$$P = \frac{R}{N} \times 100\% = \frac{20}{30} \times 100\% = 66,7 \%$$

c. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{1}{30} \times 100\% = 3,3 \%$$

d. bad

$$P = \frac{R}{N} \times 100\% = \frac{3}{30} \times 100\% = 10 \%$$

APPENDIX 15 The Students 'Average Score in Writing seen from mechanic of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

No	Name	scorer by first scorer(x)	scorer by second scorer (y)	X + Y	Average	converted score
1	Fadhila Arfaq.R	4	5	9	4.5	90
2	Rahmatika Setyo	4	4	8	4	80
3	Depi Aryanti	4	5	9	4.5	90
4	Nadia Pahira	3	4	7	3.5	70
5	Sulmi Saadah	5	5	10	5	100
6	Nur Annisa K	4	4	8	4	80
7	Aisyah Nisa Al.R	2	3	5	2.5	50
8	Erdhia Marjhola	5	5	10	5	100
9	Muthia Kharunisa	5	5	10	5	100
10	Lulu Karissa	2	2	4	2	40
11	Felya Seprina	4	4	8	4	80
12	Annisa Okiana	3	4	7	3.5	70
13	M. Awwal S D	2	3	5	2.5	50
14	Diska Latifa	4	4	8	4	80
15	Tsurayya Aisya	4	4	8	4	80
16	David H	2	2	4	2	40
17	Muthia Jasmine	4	4	8	4	80
18	Grace Angelina S	3	4	7	3.5	70
19	Maisarah Turmizi	3	3	6	3	60
20	Zoka Aulia Putri	3	4	7	3.5	70
21	Gelegar	2	2	4	2	40
22	Fanni W	2	3	5	2.5	50
23	Nurul Hifzil L	2	3	5	2.5	50
24	Afif Rahmat R	3	3	6	3	60
25	Najla Zahira	4	4	8	4	80
26	Fikri Ramadhan	3	3	6	3	60
27	Dini sefina	3	3	6	3	60
28	iksanul fikri	2	2	4	2	40
29	Arjuni lubis	3	1	4	2	40
30	raihana fitria H	3	3	6	3	60
Total		97	105	202	101	2020

APPENDIX 16 The Percentage Of Students' Ability in Writing seen from mechanic of Recount Text Based On Personal Experience After Online Learning At English Department Of Bung Hatta University

Score	grade	Number of students	Criteria of student ability
85 – 100	A	5	Very good
80 – 84,99	A-	0	
75 – 79,99	B+	7	Good
70 – 74,99	B	4	
65 – 69,99	B-	0	
60 – 64,99	C+	5	Moderate
55 – 59,99	C	0	
45 – 54,99	D	4	
0 – 44,99	E	5	Bad
Total number of students		30	

The percentage of students who gets very good, good, moderate and bad ability

a. Very good

$$P = \frac{R}{N} \times 100\% = \frac{5}{30} \times 100\% = 16.7 \%$$

b. Good

$$P = \frac{R}{N} \times 100\% = \frac{11}{30} \times 100\% = 36.6 \%$$

c. Moderate

$$P = \frac{R}{N} \times 100\% = \frac{9}{30} \times 100\% = 30 \%$$

d. bad

$$P = \frac{R}{N} \times 100\% = \frac{5}{30} \times 100\% = 16,7\%$$

