

**AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY IN
WRITING RECOUNT TEXT THROUGH PERSONAL EXPERIENCE
AT SMPN 3 GUGUAK, 50 KOTA**

THESIS



By:

NURFADHILA AZMI

1910013121004

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

PADANG

2023

**AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY IN
WRITING RECOUNT TEXT THROUGH PERSONAL EXPERIENCE
AT SMPN 3 GUGUAK, 50 KOTA**

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



By:

NURFADHILA AZMI

1910013121004

ENGLISH DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

BUNG HATTA UNIVERSITY

PADANG

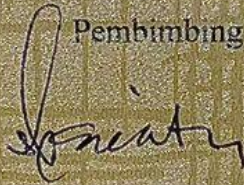
2023

HALAMAN PERSETUJUAN SKRIPSI

Nama : Nurfadhila Azmi
NPM : 1910013121004
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of the Second Grade Students' Ability in Writing Recount Text Through Personal Experience at SMPN 3 Guguk, 50 Kota

Padang, 10 Agustus 2023

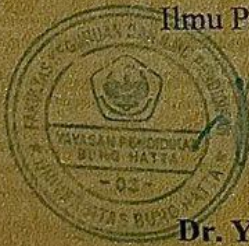
Pembimbing



Dr. H. Welya Roza, M.Pd

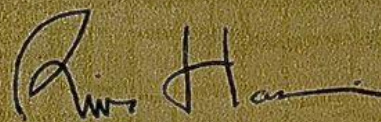
Diketahui oleh:

Dekan Fakultas Keguruan dan
Ilmu Pendidikan



Dr. Yetty Morelent, M.Hum

Ketua Program Studi
Pendidikan Bahasa Inggris



Fitrina Harmani, S.S., MA

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Nurfadhila Azmi

NPM : 1910013121004

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Judul : An Analysis of the Second Grade Students' Ability in
Writing Recount Text Through Personal Experience at
SMPN 3 Guguk, 50 Kota

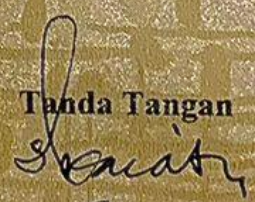
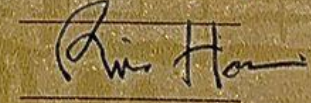
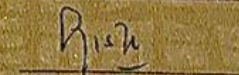
Dinyatakan LULUS setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Kamis,
10 Agustus 2023.

Tim Penguji Skripsi

Nama

1. Dr. H. Welya Roza, M.Pd
2. Fitriana Harmani, S.S.,MA
3. Dra. Lisa Tavriyanti, M.Pd

Tanda Tangan

ABSTRACT

Azmi, Nurfadhila. 2023 “An Analysis of the Second Grade Students’ Ability in Writing Recount Text Through Personal Experience at SMPN 3 Guguak, 50 Kota”

Advisor : Dr. H. Welya Roza, M.Pd.

The purpose of this research is to describe the students’ ability in writing personal experience at SMPN 3 Guguak, 50 Kota. This research design was a descriptive one, using quantitative methods approach. The population of this research was the second grade students of SMPN 3 Guguak, 50 Kota. Cluster random sampling technique was used in this research to collect the data and the sample was class VIII-1 which consist of 28 students. The instrument for collecting the data in this research was writing test. The researcher gave students 90 minutes to write a recount text in 3 paragraphs. To make the test reliable, the writer used inter – rater technique. The reliability of the test is 0.61 see Appendix 6. It means that the test is reliable. Then the test is valid in terms of content because the material about recount text has been covered in curriculum and has been learned by the students.

The result showed that research there are 26 (92,86%) students who have high abilities, and 2 (7,14%) students who have low abilities. Based on data analysis, students have high ability in writing orientation recount text through personal experience. This is supported by the fact that 28 (100%) students who have high abilities and no students who have low ability (0%). 27 students (96,43%) had high abilities and 1 students had low abilities (3,57%) in writing record of event. 26 (92,86%) students had high abilities and 2 (7,14%) students had low abilities in writing re-orientation. 20 (71,43%) students had high abilities and 8 (28,57%) students had low abilities in writing language features. 15 (53,57%) students had high abilities and 13 (46,43%) students had low abilities in writing vocabulary. 3 (10,71%) students had high abilities and 25 (89,29%) students had low abilities in writing mechanics.

Based on the result, it can be concluded that the students’ ability in writing type of recount text through personal experience is high. Although, students' writing ability in recount text is high but there are still some low aspects such vocabulary and mechanics, the teacher must explain again about vocabulary and mechanics in writing recount text so that students can improve their ability in writing recount text. The students should to pay more attention to what the teachers’ explanation and do more exercises in writing recount text. Other researchers are suggested to study other aspects of writing recount text through personal experience.

TABLE OF CONTENTS

HALAMAN PERSETUJUAN SKRIPSI	
HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI	
ACKNOWLEDGMENT	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	1
1.1 The Background of the Problem	1
1.2 The Identification of the Problem	3
1.3 The Limitation of the Problem	4
1.4 Formulation of the Problem	5
1.5 Research Questions	5
1.6 The Purposes of the Research	6
1.7 Significance of the Problem	7
1.8 Definition of Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 Writing	9
2.1.1 Definition of writing	9
2.1.2 Components of Writing.....	10
2.2 Recount Text.....	12
2.2.1 Definition of Recount Text	12
2.2.2 The Generic Structure of Recount Text	12
2.2.3 The Social Function of Recount Text	14
2.2.4 The Language Feature of Recount Text.....	14
2.2.5 Using Past Tense.....	15
2.2.6 Example of Recount Text	16
2.3 Personal Experience.....	17
2.4 Review of Previous Research	18
2.5 Conceptual Framework	21
CHAPTER III RESEARCH METHOD	22
3.1 Research Design.....	22
3.2 Population and Sample.....	22
3.3 Instrumentation	24
3.4 Technique of Collecting Data	26
3.5 Technique of Analysis Data	29

CHAPTER IV FINDINGS AND DISCUSSIONS.....	31
4.1 Finding	31
4.1.1 The Students' Ability in Write Recount Text Through Personal Experience	31
4.1.2 The Students' Ability in Writing the Orientation of Recount Text Through Personal Experience	32
4.1.3 The Students' Ability in Writing the Record of Event of Recount Text through Personal Experience	33
4.1.4 The Students' Ability in Writing the Re-orientation of Recount Text Through Personal Experience.....	33
4.1.5 The Students' Ability to use Language Feature in Writing of Recount Text Through Personal Experience.....	34
4.1.6 The Students' Ability to use appropriate Vocabulary in Writing of Recount Text Through Personal Experience.....	35
4.1.7 The Students' Ability to apply Mechanics in Writing of Recount Text Through Personal Experience.....	36
4.2 Discussion	37
4.2.1 The Students' Ability to Write Recount Text Through Personal Experience	37
4.2.2 The Students' Ability in Writing the Orientation of Recount Text Through Personal Experience	37
4.2.3 The Students' Ability in Writing the Record of Event of Recount Text through Personal Experience	38
4.2.4 The Students' Ability in Writing the Re-orientation of Recount Text through Personal Experience	38
4.2.5 The Students' Ability to use Language Feature in Writing of Recount Text Through Personal Experience.....	39
4.2.6 The Students' Ability to use appropriate Vocabulary in Writing of Recount Text Through Personal Experience.....	39
4.2.7 The Students' Ability to apply Mechanics in writing of Recount Text Through Personal Experience.....	40
CHAPTER V CONCLUSIONS AND SUGGESTIONS	41
5.1 Conclusions.....	41
5.2 Suggestions	42
BIBLIOGRAPHY	44
APPENDICES.....	46

CHAPTER I

INTRODUCTION

This chapter explains about the background of problem, identification of problem, limitation of problem, formulation of problem, research questions, purposes of research, significance of problem and definitions of key terms.

1.1 The Background of the Problem

Learning English is important because it becomes an international language. According to Mahu (2012:374), when someone joins a study abroad program, learning English will help him develop his English skills inside and outside the classroom. In addition, English was included in formal education as a subject taught in schools. In Indonesia, English has function as the first foreign language and a compulsory subject that must be learned from junior high school up to senior high school even at university. As stated by Carin et al (2018:2) that Currently, English is the most widely studied foreign language in the world. The students who learn English expect to get four skills. They are listening, speaking, reading, and writing.

Writing is an act of communication. It is an act of making marks on certain surface in a form of graphic presentation to make a meaning. Writing is always related to the structure and grammar of the language. This means that writing is part of teaching English and is important in teaching and learning English. Learning to write requires ideas or opinions and put it in written form. There are elements of writing such as content, grammar, syntax, mechanics, organizational word choice, purpose, reader and research process (Daulay, 2020:1). Writing

ability focuses on producing and creating information in written form. So that by writing students can express their feelings, opinions, ideas, and emotions. To improve writing ability there are many genres of text such as Descriptive, Recount, Narrative, Report, News Item, Explanation, Analytical Exposition, Hortatory Exposition, Procedure, Discussion, Review, Anecdote, and Spoof (Khoiri, 2020:3).

Indonesia uses the 2013 Curriculum in its education system. Precisely at SMPN 3 Guguk this school still uses the 2013 curriculum. In the syllabus, recount texts must be studied in detail in second grade of junior high school. According to Ramli et. al (2013:41), Recount text is text function as for telling an incident in the past. Recount text requires good use of the simple past tense. Simple past tense is a tense that is used to tell events or actions in the past. According to Netanel (2017:3), when telling stories that happen in the past, these actions or events require a certain period of time, for example last week, weekend, and so on.

To achieve writing ability students must get sufficient writing practice. These exercises should stimulate students' ability in writing and expressing ideas in a good writing. Without practice, you cannot write well and effectively. There are many ways that can be applied in teaching writing, such as a personal letter, game, cartoon pictures method, mind map, students' personal experience, etc. In this case, the writer chose students' personal experiences to analyze the student's writing ability.

Based on the researcher's interviewed on 18 February 2023 with the English teacher at SMPN 3 Guguak, it was found that they still had difficulties writing recount text. Many students had difficulties to use appropriate vocabulary and to apply mechanics in writing. In addition, they were still confused about how to use grammar and generic structures.

Several previous studies examined the students' writing ability using personal experience. The first is research conducted by Susilawati (2016:1-3). The title of the research is "The Use of Personal Experience to Enhance Students' Writing Skill in Recount Text through Team Pair Solo" researcher conducted research on class XI MAN 2 Semarang. The result of observation checklist showed cycle I was 57%, cycle II was 73%, and cycle III was 82%. The result of questionnaire was 80% which could be concluded that in good category. It could be concluded that the implementation of personal experience and team pair solo strategy could improve the students' writing performance in recount text.

Based on the background of the problems, the researcher conducted a research entitled "An Analysis of the Second Grade Students' Ability in Writing Recount Text Through Personal Experience at SMPN 3 Guguak, 50 Kota".

1.2 The Identification of the Problem

There are several problems with the ability to write precisely in writing recount text. The researcher found several problems based on teachers teaching at SMPN 3 Guguak, 50 Kota. Then, the researcher get the problem of students' writing ability in recount text found in previous studies as well. The first problem is they had difficulties in writing recount text. This also happens because students

lack vocabulary. Second, students cannot write recount text by following the generic structure. Another problem that arises when writing recount text is that students do not understand grammar. Then, students have difficulty arranging the right sentences to make a paragraph.

Recount text has several types; they are personal recount, factual recount and imaginative. The researcher wants to explain personal recount. This type of recount text explains information or stories based on the author's personal experience. For example, a diary. Personal recount using the first person pronouns (i, we). Then a factual recount that tells about events or incidents that really happened. Examples are scientific reports and news. Factual recount uses the third person pronoun (he, she, it, they). Then, there is an imaginative recount that tells a fantasy accompanied by details of the incident.

The structure of recount text is orientation, record of events and re-orientation. Orientation tells who is involved in the story, when, where, and why the story happened. Orientation provides setting and introduces everyone involved. Then, the record of events tells what is in the story, the events are usually arranged in sequence, telling what happened sequentially. And finally the re-orientation paragraph that tells the conclusion of the story, this is an optional part. This tells the last part of the incident. Recount text has some social functions: To retell something happened, recount retells past event (Ramli et al, 2013:42).

1.3 The Limitation of the Problem

Regarding the explanation of problem identification above, the researcher limited her research to the second grade students' ability in writing recount text

through personal experience at SMPN 3 Guguak in the academic year 2022/2023.

In recount text, students need to understand the generic structure, namely orientation, record of events and re-orientation. And this relates to appropriate language features, appropriate words (vocabulary), and the mechanics.

1.4 Formulation of the Problem

The researcher formulates the problem as follows: **How is the second grade students' ability in writing recount text through personal experience at SMPN 3 Guguak, 50 kota?**

1.5 Research Questions

Based on the explanation of background of problems and limitation of the problem, the research questions are as follows:

1. How is the ability of second grade students in writing orientation of recount text through personal experience at SMPN 3 Guguak, 50 Kota?
2. How is the ability of second grade students in writing record of events of recount text through personal experience at SMPN 3 Guguak, 50 Kota?
3. How is the second grade students' ability in writing re-orientation of recount text through personal experience at SMPN 3 Guguak, 50 Kota?
4. How is the second grade students' ability in writing recount text through personal experience to use language features at SMPN 3 Guguak, 50 Kota?

5. How is the second grade students' ability in writing recount text through personal experience to use appropriate vocabulary at SMPN 3 Guguak, 50 Kota?
6. How is the second grade students' ability in writing recount text through personal experience to apply mechanics at SMPN 3 Guguak, 50 Kota?

1.6 The Purposes of the Research

In general, the purpose of this research was to describe the ability of second grade students in writing recount text through personal experience at SMPN 3 Guguak, 50 Kota.

Specifically, it was aimed to describe:

1. To describe the ability of second grade students in writing orientation of recount text through personal experience at SMPN 3 Guguak, 50 Kota.
2. To describe the ability of second grade students in writing record of events of recount text through personal experience at SMPN 3 Guguak, 50 Kota.
3. To describe the ability of second grade students in writing re-orientation of recount text through personal experience at SMPN 3 Guguak, 50 Kota.
4. To describe the second grade students' ability in writing recount text through personal experience to use language features at SMPN 3 Guguak, 50 Kota.
5. To describe the second grade students' ability in writing recount text through personal experience to use appropriate vocabulary at SMPN 3 Guguak, 50 Kota.

6. To describe the second grade students' ability in writing recount text through personal experience to apply mechanics at SMPN 3 Guguak, 50 Kota.

1.7 Significance of the Problem

This research is expected to give contributions to the teacher and the second grade students at SMPN 3 Guguak, and future researchers. For teacher, by this study English teacher know the students' ability in writing recount text through personal experience. For second grade students at SMPN 3 Guguak, they will know their ability in writing recount text through personal experience and it can increase their motivation in studying about writing. For future researchers, this research can be used as their reference.

1.8 Definition of Key Terms

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

1. **Personal Experience** is an experience that has been experienced by an individual and involves the individual himself.
2. **Recount Text** is a type of text that retells something that happened in the past.
3. **Generic structure** is the way in which element of text are arranged to match its purpose.
4. **Language feature** refers sentence structure, punctuation, noun, vocabulary, phrases, etc.

5. **Appropriate vocabulary** involves exploring new vocabulary in context and developing the ability to use vocabulary to communicate thinking and learning
6. **Mechanics** deals with capitalization, spelling and punctuation. It also deals with paragraphing, handwriting illegible and meaning conveyed.