

**AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY IN WRITING
RECOUNT TEXT AT MAN KOTA SOLOK**

THESIS



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*Submitted in Partial Fulfillment of the Requirement
for Getting the Strata One (S1) Degree*



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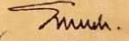
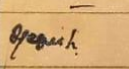
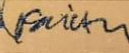
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ABSTRACT

Yuni, L. F. 2023 *An Analysis of the 10th Grade Students' Ability in Writing Recount Text at MAN Kota Solok*

Advisor: Dra. Ernati, M.Pd.

This research aims to describe the 10th-grade students' ability to write recount text at MAN Kota Solok. The researcher used a descriptive design for this research. The population of this research was the 10th-grade students at MAN Kota Solok who registered in the academic year 2022/2023. The researcher used a proportional random sampling technique to select the sample, and the number of sample is 61 students. The instrument for collecting the data in this research is a writing test in the form of writing a personal recount text. To made the test reliable, the researcher used the inter-rater technique. The result of the analysis showed that the test is reliable. It was supported by the fact that the coefficient correlation was 0.7567. Then this test is valid in terms of content because the recount text has been studied by students.

The result of this research showed that the students had high ability in writing recount text. It was supported by the fact that 60 (98.36%) students had high ability to write recount text. In detail, 56 (91.80%) students had high ability to express the content of recount text, 58 (95.08%) students had low ability to organize recount text, 48 (78.68%) students had high ability to use language features in writing recount text, 61 (100%) students had high ability to use vocabulary in writing recount text, and 60 (98.36%) students had low ability to use mechanics in writing recount text.

Based on the result, the students should improve their ability to write recount text by doing more exercises. They should learn more about the aspects of writing especially in organizing the generic structure and how to use mechanics in writing recount text. The teachers are suggested to give several exercises, especially in writing recount text because students had low ability in organizing ideas and using mechanics. The future researchers are suggested to find out the factors which cause the low ability of students in organizing ideas and using mechanics in writing recount text, so the students' ability can be improved.

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CHAPTER I INTRODUCTION

This part includes background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research question, the purposes of the research, significance of the research, and the definition of the key terms.

1.1 Background of the Problem

Language is a tool used by humans to communicate with each other and a resource for people's lives. With language, we can know about everything. Therefore, how important language is for humans. It can also be said that language is a tool for communication with others. At this time, mastery of English as an international language is required, because it connects people in the world. So, that is why English is very important. The government's education policy includes English subjects that should be learned from junior high school to university level to support a career in the world of work.

Learning English covers four skills: listening, speaking, reading, and writing. Among the above skills writing and speaking are considered productive skills. Writing is one of four skills of English that have to be mastered by English learners. Writing is a good way to improve English. Warda & Wijaya (2019) say that writing is one of the

most important skills to learn in English. Writing is a creative activity that involves conveying ideas in written language, such as telling, persuading, or entertaining manner. Content, organization, grammar, vocabulary, and mechanics are all parts of writing. According to Wale & Bogale (2021), writing is a challenging task that challenges students to set goals, generate and organize ideas, and compose texts with the reader in mind using appropriate language. In addition, the students must also present their ideas on paper with good structure and grammar. Through writing activities, students can improve their writing skills, improve their knowledge, and enrich their vocabulary. This is why students admit that writing is difficult. Students can learn many things from writing and they can develop their ideas through writing. To become a good writer, students must have various ideas. Therefore, the teacher's task to develop students' writing ability is more complicated than other language skills. It also implies that some students find writing problematic.

Meanwhile, based on the 2013 curriculum there are various kinds of writing text learned by the senior high school students such as recount, narrative, invitation, announcement, news item, and descriptive. Recount text is one kind of important text. According to Fazli (2021), recount text is the text that retells past events, experiences, and actions. In general, the tense used in recount text is the past tense. When writing recount texts, students need to know the general structure and language features of the text. The general structure of recount text is orientation, event, and conclusion (reorientation)(Tonnesen, 2011). The types of recount text are personal recount, factual

recount, biographical recount, and imaginative recount. The social function of this text is to tell past experiences by retelling events in sequence. Examples of stories include testimonials, diaries, personal letters, and event reports.

Based on the results of observations during teaching practice at MAN Kota Solok, researchers found that there were still students who found problems in writing recount texts, such as students have lack of understanding of writing recount texts because the content of the composition is not related to the subject, the use of grammar is still lacking, and the use wrong mechanics, so the sentences are not well structured.

Matus et al., (2021) state that the student's experience is a various issue influenced by a variety of personal and cultural factors. Writing about experiences is important because to develop learning involves re-evaluating, which is then analyzed in terms of its various components (Artioli et al., 2021). Writing experiences allow a deeper understanding of yourself, changing initial perceptions and creating new understandings involving emerging thoughts, feelings, and events.

Based on previous research done by Gultom (2019) with entitled "An Analysis of the Tenth Grade Students' Ability to Write Recount Text at SMAN 1 Siberut Selatan Mentawai, students' ability in writing recount text was moderate. In addition, some students' understanding of aspects of writing is still weak in conveying their ideas in the text. Another research was done by Putri (2014) entitled "An Analysis of the Tenth

Grade Students' Ability in Writing Recount Text at SMA Adabiah 1 Padang". Her findings showed that the students' writing ability in recount text is moderate ability.

Based on the description above, the researcher conducted by the research entitled "An Analysis of the Tenth Grade Students' Ability in Writing Recount Text at MAN Kota Solok".

1.2 Identification of the Problem

Gatcho & Ramos (2020) state that many students have writing problems related to their communication skills, learning level, and the status of English use in their respective countries. Writing problems are related to grammar, syntax (sentence construction), and meaning of a target language which refer to cohesiveness, and organization.

Based on the 2013 curriculum there are various kinds of writing text, one of them is recount text. There are many problems in writing recount text. Harris (2014) states there are some problems in writing recount text namely, mechanic problems, grammatical errors, generating ideas, and generic structure was incomplete. In the mechanical aspect, students made it confusing to understand. The reason for this difficulty is the incorrect application of spelling, punctuation, capitalization, and paragraphing made by the students' in writing recount texts. They are still confused to compose several words to become a sentence. In grammatical errors, the students faced difficulties in using simple past tense. Because a recount text retells something

that already happened in the past, it means the action verb is past tense. The students were still confused to explore their idea in writing a recount text, so the content of their writing product was less. Students get difficulties in generating ideas and have limited time to practice writing recount text which makes students have lack time in exploring their ideas, so it can be concluded that time allocation for practice is less than for theory. The students faced difficulties in composing recount texts, their generic structure was incomplete, especially orientation and reorientation, and they only focused on the events.

There are several types of recount text namely personal recount (personal experience), factual recount (report happened), biographical recount (personal life story), and imaginative recount (imaginative stories).

1.3 Limitation of the Problem

Based on the identification of the problem, the researcher limited the research on writing a personal recount that focused on the content, organization (generic structures), language features, mechanics, and vocabulary. The researcher limited her research on the tenth grade students at MAN Kota Solok in writing personal recount text because they had studied.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows: “How is the tenth grade students’ ability in writing recount text at MAN Kota Solok?”

1.5 Research Questions

Based on the formulation of the problem above, the research questions for these problems are:

1. How is the tenth grade students’ ability to express the content of recount text at MAN Kota Solok?
2. How is the tenth grade students’ writing ability to organize ideas of a recount text at MAN Kota Solok?
3. How is the tenth grade students’ ability to use language features of recount text at MAN Kota Solok?
4. How is the tenth grade students’ ability to use appropriate vocabulary in writing recount text at MAN Kota Solok?
5. How is the tenth grade students’ ability to use mechanics (punctuation, spelling, capitalization) in writing recount text at MAN Kota Solok?

1.6 Purposes of the Research

The purpose of this study is to find out the abilities of tenth grade students in writing recount text at MAN Kota Solok. In addition, the specific objectives are as follows:

1. To find out the tenth grade students' ability to express the content in writing recount text at MAN Kota Solok.
2. To find out the ability of the tenth grade students to organize ideas in writing recount text at MAN Kota Solok.
3. To find out the tenth grade students' ability to use language features of recount text at MAN Kota Solok.
4. To find out the tenth grade students' ability to use appropriate vocabulary in writing recount text at MAN Kota Solok.
5. To find out the tenth grade students' ability to use mechanics (punctuation, spelling, capitalization) in writing recount text at MAN Kota Solok.

1.7 Significance of the Research

The result of the study is expected to be useful for teachers, students, and other future researchers. For the teachers, by having known students' ability to write recount text they can consider it for their next teaching, giving some exercises or more examples of writing recount text. For the students, they can make them aware and improve their writing ability, to enrich their knowledge and understanding in identifying the generic structure of recount text. For the other researchers, to have some review on writing skill research and this study can be the reference for future researchers.

1.8 Definition of Key Terms

There are some key terms in this study that should be clarified to avoid misunderstandings. Terms can be defined as follows:

1. Writing is the creative process of expressing ideas in written form
2. Recount text is a kind of text that tells the reader what happened in the past.
3. A generic structure is systematics or flow of presentation of the information contained in recount text.
4. Vocabulary is the word used by students in writing recount text.
5. Language features is linguistic elements in the text, including the use of grammars.
6. Mechanic is the technical aspects of language use and presentation, such as spelling, punctuation, and capitalization.