

**AN ANALYSIS THE SECOND GRADE STUDENTS' ABILITY TO
WRITE A RECOUNT TEXT BASED ON PICTURE SERIES
AT SMPN 27 PADANG**

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION
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PADANG
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*Submitted as Partial Fulfillment of the Requirements for Getting S1
Degree at the English Department of Bung Hatta University*



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Padang, January 2017

The Researcher

ABSTRACT

Andini (2017) : An Analysis the Second Grade Students' Ability to Write a Recount Text Based on Picture Series at SMP N 27 Padang

Advisors: 1. Drs. H. Adzanil Prima Septy, M.Pd. Ph.D.
2. Drs. Khairul Harhal, M.Sc.

The purpose of this research was to describe the students' ability in writing a recount text based on picture series at SMP N 27 Padang. Recount text is a text that tells the reader about one story, action or activity. The generic structures of recount text consist of orientation, events and reorientation. Related to this, the researcher used descriptive method. The population of this study was the second grade students at SMP N 27 Padang. The total members of the population were 227 students they were distributed into seven classes which consist of VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7. The researcher used cluster random sampling techniques to select the sample. The data of this study were gathered by using writing test on recount text. It was focused on orientation, events and reorientation.

The result of the data analysis showed that the students' ability in writing a recount text based on picture series at SMP N 27 Padang was moderate. It was proved by the fact that there are 5 students (8%) had high ability, 44 students (71%) had moderate ability, and 13 students (21%) had low ability. Based on the findings, it can be concluded that the ability of the second grade students at SMP N 27 Padang was moderate. It means that most students could do writing test, but some students had problems in writing a recount text based on picture series.

Based on the findings, it can be concluded that ability of the second grade students at SMP N 27 Padang was moderate. In line with this conclusion, the researcher are suggested to use picture series in teaching recount text, the students are suggested to learn and do more exercise in learning recount text and the next researcher is suggested to do relevant research form different point of view and another kind of text.

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher discussed the introduction of this study. It comprised the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research question, the purposes of the research, and the definition of key terms.

1.1 The Background of the Problem

English is very important because it becomes a global or international language that is used by people around the world to communicate each other. English is implemented as a first or second language around the world. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background of cultures and languages around the world. English can be implemented in science, business, technology, and education.

In Indonesia, English is implemented as a foreign language. Indonesian students learn English as a foreign language because it becomes a subject. Harmer (2007:19) explained that “*EFL described situations where students were learning English in order to use it with any other English speaker in the world...*” In this case, students know well about the sentence patterns and diction and they should be implemented in four skills, such as listening, speaking, reading, and writing.

As stated before, the EFL students should learn the four skills. One of the two productive skills in learning English is writing. Writing skills have many important aspects in the world. Some people use writing for communication

because people can interact with others not only by using spoken language but also the written language. The writing skill is needed in modern communication or high-technology. Then, the writing skill must be taught to and learned by students from now to face the competition with other people in this global era.

Dealing with written language, the writing is the skill that is used to explore the idea and other communication activities. Writing is categorized as a productive skill. Teaching materials and media are developed by teacher in teaching and learning activities. Techniques and approaches to teach skills, in this case, writing influenced by the use of media. Therefore, the materials will give more power to motivate the students to learn English. Then, students get the interesting media and it will help them to learn English easily.

Learning media have a great influence in education system to explore students' ability. Teaching learning activities in the classroom have used learning media to facilitate the teacher and students' knowledge. In addition, learning media must be suitable with the lesson plan that is used by teachers.

Teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support students learning activities, especially when teachers teach writing. The media, such as pictures, can be used as a guideline for students in completing a task.

A good writing was done with appropriate rules and principles that applicable by teacher to teach students in writing. Furthermore, the use of media and other learning kits can help students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents.

When teaching practice the researcher found that there are some problems occurred in writing process. Students have some problems to find the idea in writing. Then, students often made some mistakes in grammatical errors in their writing. It is very common when students write, because they were undeveloped in grammatical mastery. Afterwards, they do not organize the sequence of paragraphs well.

Based on the observation in SMPN 27 Padang, it was found that many students had problems in writing recount text because they lack of vocabularies, they lack of using the correct mechanics, and they had less reading activity about recount text.

Based on the explanation above, the researcher was interested in conducting a research entitled: “An Analysis the Second Grade Students’ Ability to Write a Recount Text Based on Picture Series at SMPN 27 Padang”.

1.2 The Identification of the Problem

There are four skills in English; listening, speaking, reading, and writing. One of skills that are discussed by the researcher is writing. Writing is a skill of expressing idea, thought, feeling, and knowledge through written form. The students should convey their ideas in English, write and develop the ideas to produce a good writing.

At junior high school, there are some texts that have been learned such as procedure, recount, descriptive text. Recount text is a text that telling the reader about one story, action, or activity. The generic structures of recount text are orientation, events, and reorientation. It has social function: to entertain or inform

the reader. language features of recount text focuses on use noun or pronoun (i.e. I, a magazine) and uses past tense (i.e. I took, I saw).

1.3 The Limitation of the Problem

The discussion of the study needed to be limited. The limitation was discussed by the researcher with the teacher. This study was conducted to fulfill the researcher's curiosity by focusing on how the picture series as a media are used in teaching and learning process of writing. The picture series is one of the media that can be used to improve the students' writing skills of a recount text of the second grade students' of SMPN 27 Padang.

1.4 The Formulation of Problem

Based on the background of the study, identification of the problem, and the limitation of the problem, the researcher formulated the problem as follows: How can writing skills of a recount text for the eighth grade students of SMPN 27 Padang be improved by using picture series?

1.5 Research Questions

Based on the formulation of the problem above, the researcher specified the problem of this research as follows:

1. How is the ability of the second grade students of SMPN 27 Padang to write orientation in writing a recount text?
2. How is the ability of the second grade students of SMPN 27 Padang to write event in writing a recount text?
3. How is the ability of the second grade students of SMPN 27 Padang to write reorientation in writing a recount text?

4. How is the ability of the second grade students of SMPN 27 Padang to use appropriate vocabulary in writing a recount text?
5. How is the ability of the second grade students of SMPN 27 Padang to use language feature in writing a recount text?
6. How is the ability of the second grade students of SMPN 27 Padang to use the correct mechanics (spelling, punctuation, capitalization) in writing a recount text?

1.6 The purpose of the Research

In general, the purpose of this research was to describe the second grade student's ability in writing recount text. The specific purposes of this research were as follows:

1. To describe the ability of the second grade students of SMPN 27 Padang to write orientation in writing a recount text
2. To describe the ability of the second grade students of SMPN 27 Padang to write event in writing a recount text
3. To describe the ability of the second grade students of SMPN 27 Padang to write reorientation in writing a recount text
4. To describe the ability of the second grade students of SMPN 27 Padang to use appropriate vocabulary in writing a recount text
5. To describe the ability of the second grade students of SMPN 27 Padang to use language feature in writing a recount text
6. To describe the ability of the second grade students of SMPN 27 Padang to use the correct mechanics (spelling, punctuation, capitalization) in writing a recount text

1.7 The Significance of the Research

The researcher expected that the result of this research would give contribution to English teacher and students of SMPN27 Padang. For English teacher, the result of this research would give information about the students' ability in writing recount text. It was expected that the result of this research can be considered as an input for English teachers in teaching the students about writing recount text and to improve their strategy in teaching it. For the students, this research could make the students realize their ability in writing recount text and motivated them to improve their ability in writing recount text.

1.8 The definition of the Key Terms

In order to avoid misunderstanding in this research, the researcher defined the key terms used in this research as follows:

1. Analysis is an activity that analyzes and describe the students' ability in writing recount text.
2. Ability is students' capability to write a recount text
3. Recount text is a text that telling the reader about one story, action, or activity
4. Generic structure is same as a text organization. It is the structure that builds parts of recount text
5. Orientation is introducing the participants, place and time
6. Event is describing series of even that happened in the past
7. Reorientation is starting personal comment of the writer to the story
8. Language feature is component of writing that relate with grammar used in recount

9. Mechanics is capitalization, punctuation, and spelling that are used in writing recount text