

**AN ANALYSIS OF THE EIGHTH GRADE STUDENTS' ABILITY IN
WRITING A RECOUNT TEXT AT SMPN 1 BATANG ANAI**

THESIS

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The Researcher

ABSTRACT

Febri Novia, Whinda. 2017. **“An Analysis of the Eighth Grade Students’ Ability in Writing a Recount Text at SMPN 1 Batang Anai”**.

Advisor :1.Drs. Khairul Harha, M.Sc.

2. Dra. Ernati, M.Pd.

This research was aimed at describing the ability of the eighth grade students of SMPN 1 Batang Anai in writing a recount text. The design of this research was descriptive. The number of population members of this research were 288 students. The researcher used convenience technique to choose the sample, and the sample of this research was VIII 6. The number of sample was 32 students. The instrument used to collect data was writing test. To make the test reliable, the researcher used interater technique. The result showed that the coefficient index was 0,64 (high correlation). It means the test was reliable. The test is valid in term of content validity; therefore, the test was constructed based on teaching materials and syllabus at SMPN 1 Batang Anai.

Based on the result of data analysis, in general students’ ability in writing recount text was moderate. It was supported by the data that 23 students (71,875%) had moderate ability. In detail, the students’ ability to write orientation was moderate. It was indicated that 18 students (56,25%) had moderate ability. The students’ ability to write series of events was moderate. It was indicated that 13 students (40,625%) had moderate ability. The students’ ability to write re-orientation was low. It was indicated that 13 students (40,625%) had low ability. The students’ ability to use language feature was moderate. It was indicated that 29 students (90,625%) had moderate ability. The students’ ability to use mechanics was moderate. It was indicated that 25 students (78,125%) had moderate ability. The students’ ability to use vocabulary was moderate. It was indicated that 31 students (96.875%) got moderate ability.

By having known students’ ability in writing recount text, the researcher suggested the students to improve their ability by doing more exercises in writing recount text. The English teacher is suggested to give more exercises to students to write recount text.

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	i
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vi
LIST OF APPENDICES.....	vii

CHAPTER I : INTRODUCTION

1.1 The Background of The Problem	1
1.2 The Identification of The Problem	3
1.3 The Limitation of The Problem.....	3
1.4 The Formulation of The Problem	4
1.5 The Research Questions.....	4
1.6 The Purpose of The Study	5
1.7 The Significance of The Study.....	5
1.8 The Definition of Key Terms	6

CHAPTER II : REVIEW OF RELATED LITERATURE

2.1 Writing Skill	7
2.1.1 The Concept of Writing	8
2.1.2 The Importance of Writing	9
2.1.3 The Components of Writing	10
2.1.4 The Criteria of Good Writing	12
2.2 Recount Text	13
2.2.1 The Concept of Recount Text	13
2.2.2 The Components of Recount Text	15

CHAPTER III : RESEARCH METHODE

3.1 Rsearch Design.....	18
3.2 Population And Sample.....	18
3.3 Instrumentation	20
3.4 The Technique of Gathering Data.....	22
3.5 The Technique of Analyzing Data	25

CHAPTER IV: FINDINGS AND DISCUSSIONS

4.1 Findings.....	27
4.1.1 Students' Ability to Write a Recount Text.....	27
4.1.2 Students' Ability in Writing Orientation.....	28
4.1.3 Students' Ability in Writing Series of Events.....	29

4.1.4 Students' Ability in Writing Re-orientation.....	29
4.1.5 Students' Ability to Use Language Feature.....	30
4.1.6 Students' Ability to Use Vocabulary.....	31
4.1.7 Students' Ability to Use Mechanics.....	31
4.2 Discussions.....	32
4.2.1 Students' Ability in Writing Recount text.....	32
4.2.2 Students' Ability in Writing Orientation.....	32
4.2.3 Students' Ability in Writing the Series of Events.....	33
4.2.4 Students' Ability in Writing the Re-orientation.....	34
4.2.5 Students' Ability in Using Language Feature.....	35
4.2.6 Students' Ability in Using Vocabulary.....	35
4.2.7 Students' Ability in Using Mechanics.....	36
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions.....	37
5.2 Suggestions.....	38
REFERENCES.....	41
APPENDICES.....	44

LIST OF TABLES

Table 3.1: The Distribution of Population Numbers.....	19
Table 3.2: The Criteria of Scoring.....	22
Table 4.1: The Number and Percentage of Students' Ability to Write a Recount Text.....	28
Table 4.2: The Number and Percentage Students' Ability in Writing Orientation.....	28
Table 4.3: The Number and Percentage Students' Ability in Writing Series of Events.....	29
Table 4.4: The Number and Percentage Students' Ability in Writing Re-orientation.....	30
Table 4.5: The Number and Percentage Students' Ability to Use Language Feature.....	30
Table 4.6: The Number and Percentage Students' Ability to Use Vocabulary.....	31
Table 4.7: The Number and Percentage Students' Ability to Use Mechanics.....	32

LIST OF APPENDICES

Appendix 1: Writing Test (Real Test).....	44
Appendix 2 : The students' score in writing recount text by scorer 1.....	45
Appendix 3: The students' score in writing recount text by scorer 2.....	46
Appendix 4: The Calculation of Coefficient Correlation of Real Test in Writing Recount Text.....	47
Appendix 5: Calculation of Coefficient Correlation of Two Scores.....	48
Appendix 6 : The average score.....	49
Appendix 7: The Calculation of Mean and Standard Deviation of Students' Ability in Writing Recount Text.....	50
Appendix 8: The Categories of Students' Ability in Writing Recount Text.....	51
Appendix 9: The Percentage of Students' Ability in Writing Recount Text.....	52
Appendix 10: The Students' Score in Writing Orientation of Recount Text.....	53
Appendix 11: The Calculation of Mean and Standard Deviation of Students' Ability in Writing Orientation of Recount Text.....	54
Appendix 12: The Categories of Students' Ability in Writing Orientation of Recount Text.....	55
Appendix 13: The Percentage of Students' Ability in Writing Orientation of RecountText.....	56
Appendix 14: The Students' Score in Writing Series of Events of Recount Text.....	57
Appendix 15: The Calculation of Mean and Standard Deviation of Students' Ability in Writing Series of Events of Recount Text.....	58
Appendix 16: The Categories of Students' Ability in Writing Series of Events of Recount Text.....	59
Appendix 17: The Percentage of Students' Ability in Writing Series of Events of Recount Text.....	60
Appendix 18: The Students' Score in Writing Re-orientation of Recount Text.....	61

Appendix 19: The Calculation of Mean and Standard Deviation of Students' Ability in Writing Re-orientation of Recount Text.....	62
Appendix 20: The Categories of Students' Ability in Writing Re-orientation of Recount Text.....	63
Appendix 21: The Percentage of Students' Ability in Writing Re-orientation of Recount Text.....	64
Appendix 22: The Students' Score to Use Language Feature of Recount Text.....	65
Appendix 23: The Calculation of Mean and Standard Deviation of Students' Ability to Use Language Feature of Recount Text.....	66
Appendix 24: The Categories of Students' Ability to Use Language Feature of Recount Text.....	67
Appendix 25: The Percentage of Students' Ability to Use Language Features of Recount Text.....	68
Appendix 26: The Students' Score to use Mechanic of Recount Text.....	69
Appendix 27: The Calculation of Mean and Standard Deviation of Students' Ability to Use Mechanic of Recount Text.....	70
Appendix 28: The Categories of Students' Ability to Use Mechanic of Recount Text.....	71
Appendix 29: The Percentage of Students' Ability to Use Mechanics of Recount Text.....	72
Appendix 30: The Students' Score to use Vocabulary of Recount Text.....	73
Appendix 31: The Calculation of Mean and Standard Deviation of Students' Ability to Use Vocabulary of Recount Text.....	74
Appendix 32: The Categories of Students' Ability to Use Vocabulary of Recount Text.....	75
Appendix 33: The Percentage of Students' Ability to Use Vocabulary of Recount Text.....	76

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the purpose of the study, the significance of the problem, and the definition of the keys terms.

1.1 The Background of The Problem

English is one of the compulsory subjects at Junior High School and Senior High School. So that, the students were expected to master the four language skills such as listening, speaking, reading, and writing in order to prepare them to face some changes and challenges in the global era.

The language skills can also be divided into receptive and productive skills. Receptive skill involves reading and listening while productive skills were speaking and writing. Productive skills were those skills which we have to produce and master. Through writing, the students were guided to express and exchange his or her ideas, thoughts and experience to others. In the course of writing, we can also transfer information and knowledge to other. In other words, writing can be said as a means of communication between writer and the reader.

Writing is also stated as a comprehensive skill that involves grammar, vocabulary and other elements. In writing activity, the writer must learn how to communicate their ideas in order to make the reader understand what she/he is telling about. It also refers to an activity that combines words to form meaningful

messages that the writer wants to express. In writing, he or she has to consider writing aspects such as vocabulary, spelling, grammar, mechanics and organization.

Composing some kinds of text in written form for Junior High School student was one of the basic competence of English subject (Depdiknas:2006). It means that the students were demanded to be able to write some kinds of the text with correct organization, appropriate vocabulary and grammar, and mechanic of writing (punctuation, spelling and capitalization). Based on the result of the researcher's interview with Mrs. Rishayati, S.Pd, one of English teachers at SMPN 1 Batang Anai, it was found that the students were required to be able to write some kinds of text as stipulated in KTSP (Kurikulum Tingkat Satuan Pendidikan). There were nine genres or types of the texts that should be taught at Junior High School, namely report text, procedure, recount, narrative, and descriptive. However, for the eight grade students of Junior High School, they only learn about recount, narrative, and descriptive text.

Besides, based on result of the interview that the researcher did with one of the English teachers at SMPN 1 Batang Anai the ability of the eighth grade students at SMPN 1 Batang Anai in writing recount text was still not good. Most of the students understood when the teacher explained about recount text and aspects about it, but the students were confused and still had mistakes when they were asked to write a recount text. They had mistake in writing orientation, event and re-orientation, such as the use of simple past tense, vocabulary and mechanic. As far as the researcher knows, this phenomenon has not been proved yet scientifically.

Based on the reasons above, the researcher was interested in doing a research entitled “ An Analysis of the Eighth Grade Students’ Ability in Writing Personal Recount text at SMPN 1 Batang Anai”.

1.2 The Identification of The Problem

It had been stated clearly in KTSP that one of the kinds of text taught to eighth grade students at SMPN 1 Batang Anai is recount text. Recount text is a text which tells about the past experience by retelling the events in chronological order. There are two features that the students have to consider in writing recount text. There are the generic structures and the language features. Generic structure of recount text consists of an orientation, series of events, and reorientation. Language features covers the use of grammar (simple past tense, action verb, linking verb and etc). Beside, in writing recount text the students should be able to use appropriate vocabulary or choice of the appropriate words in writing recount text, and mechanics that cover the use of spelling, punctuation, and capitalization.

Actually, there are three types of recount text. They are personal recount, factual recount, and imaginative recount. Personal recount exposes an event in which the writer or the author got, involved in or acted in the event of him. Factual recount text is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation, etc. Imaginative recount is an

unreal event or story, like reading text for language lesson, a story about a life of a slave, etc.

1.3 The Limitation of The Problem

Based on identification of the problem, the researcher limited her study to the ability of eighth grade students of SMPN 1 Batang Anai in writing recount text. Among the three types of recount text; the researcher focused her study on writing personal recount text.

1.4 The Formulation of The Problem

In accordance with limitation of the problem above, the problem of this research was formulated as follows:” How is the Eighth Grade Students’ ability in writing personal recount text at SMPN 1 Batang Anai?

1.5 Research Questions

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

1. How is the eighth grade students’ability of SMPN 1 Batang Anai in writing orientation of recount text?
2. How is theeighth grade students’ ability of SMPN 1 Batang Anai in writing series of events of recount text?
3. How is the eighth grade students’ ability of SMPN 1 Batang Anai in writing reorientation of recount text?
4. How is the eighth grade students’ ability of SMPN 1 Batang Anai in using grammar in writing recount text?

5. How is the eighth grade students' ability of SMPN 1 Batang Anai in using appropriate words (vocabulary) in writing recount text?
6. How is the eighth grade students' ability of SMPN 1 Batang Anai in using the mechanics (Punctuation, spelling, and capitalization) in writing recount text?

1.6 The Purpose of The Study

The general purpose of this research was to describe the eighth grade students' ability in writing recount text at SMPN 1 Batang Anai. The specific purposes were as follows;

1. To describe the eighth grade students' ability of SMPN 1 Batang Anai in writing orientation of recount text.
2. To describe the eighth grade students' ability of SMPN 1 Batang Anai in writing series of events of recount text.
3. To describe the eighth grade students' ability of SMPN 1 Batang Anai in writing re-orientation of recount text.
4. To describe the eighth grade students' ability of SMPN 1 Batang Anai in writing language features (past tense) of recount text.
5. To describe the eighth grade students' ability of SMPN 1 Batang Anai in using appropriate words (vocabulary) in writing recount text.
6. To describe the eighth students' ability of SMPN 1 Batang Anai in using the mechanic (punctuation, spelling, and capitalization) in writing recount text.

1.7 The Significance of The Study

This research would be useful for teachers, students, and the researcher. For the teacher, they get scientific information about the students' ability in writing recount text and of course such information can be considered as input in conducting teaching and learning process. 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 writing scientific report.

1.8 The Definition of Key Terms

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

1. Students' ability is the ability of eighth grade of Junior High School students of SMPN 1 Batang Anai in writing recount text.
2. Recount text is a text which tells about the past experience by retelling the events in chronological order.
3. Generic structure is the structure which builds the entire of the recount text namely orientation, series of events, and reorientation.
4. Orientation is a part of a recount text that tells about introduction.
5. Event is a part of recount text that tells about series of event.
6. Re-orientation is a part of recount text that tells about conclusion.
7. Language features is an aspect of writing which deals with grammar, especially in the use of simple past tense and the use of chronological connections.

8. Vocabulary is all about words-the words in a language or a special set of words you are trying to learn.
9. Mechanic is the use of spelling, punctuation, and capitalization.