

**AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY IN
WRITING RECOUNT TEXT BASED ON PICTURE SERIES**

AT SMKN 6 PADANG

THESIS



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THE FACULTY OF TEACHER TRAINING AND EDUCATION

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



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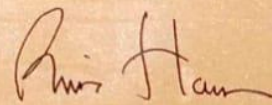
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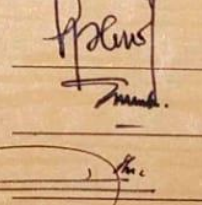
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ABSTRACT

Kalsum. A. N. 2024. **An Analysis of the Tenth Grade Students' Ability in Writing Recount Text Based on Picture Series at SMKN 6 Padang**

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

The purpose of this study is to describe the ability of the tenth grade students in writing recount text based on picture series at SMKN 6 Padang in the academic year 2023/2024. The population of this study was the tenth grade students at SMKN 6 Padang. The researcher took 10% of each class as sample. It means the number of sample was 48 students. To select the sample, she used propotional stratified random sampling technique. The researcher used writing test to collected the data. In order for the test to be reliable, the researcher used the inter-rater method. The results of data analysis showed that correlation coefficient of the test was 0,75. It means the test was reliable

In general, the tenth-grade students at SMKN 6 Padang had low ability in writing recount text. This is supported by the fact that 36 students (85,71%) had low ability in writing recount text, and 6 students (12,5%) had high ability. The result of the study also showed that 34 students (80,95%) had low ability and 8 students (19,05%) had high ability to express content ideas, 32 students (76,19%) had low ability and 10 students (23,81%) had high ability to organize the generic structure, and 24 students (57,14%) had low ability and 18 students (42,86%) had high ability to use appropriate vocabulary, 22 students (52,39%) had high ability and 20 students (47,61%) had low ability to use grammar, and 39 students (92,86%) had low ability and 3 students (7,14%) had high ability to use mechanics in writing recount text.

Based on the result of data analysis, it can be concluded that students' ability in writing recount text was low. In this regard, the research aims to propose some suggestions to English teachers, students, and future researchers. English teachers should be more active in encouraging students to practice their writing skill. The students should be more focused on paying attention when the teacher explains the material about recount text and should do more exercises of writing it. Finally, future researchers are suggested to do research on recount text using more creative media.

Keywords: Writing Ability, Recount Text, Picture Series.

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CHAPTER I

INTRODUCTION

In this chapter the researcher explains the background of the problem, 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 study, and last is the definition of key terms.

1.1 The Background of the Problem

English is an international language used for global communication. It is used as a means of communication between nations and countries because it is used by billions of people as a first language, second language, or third language. According to Pratiwi (2021), English is an international language used by people among countries to share bright ideas and skills. Not only that, it can be a tool for people to get fast information about world development. In fact, it is implemented in many sectors such as business, industry, art, education, technology, and others. And the government requires learning English is important since junior high school until senior high school.

There are four language skills in learning English, they are listening, speaking, reading and writing. The four skills are connected by an inseparable bond. Listening and speaking are oral communication. People know what they will say after they have listened what other people are talking about. People cannot speak well if they cannot listen very well. According to Azizah (2014), listening and speaking are closely interconnected. The sounds that people hear

will be the standard of how they will imitate in speaking. Reading and writing are also interconnected to produce written communication. In line with this Hidayani (2021) states that reading and writing connect each other. Writing ability can be developed through reading. If we read widely, we will have sufficient resources to write a text.

Among the four language skills, writing is regarded as the most complicated skill to learn. According to Ismail (2018), writing is a difficult skill for native speakers and non-native speakers because in writing they must consider some aspects, such as content, grammar, organization, vocabulary, and mechanics consisting of punctuation, spelling, and capitalization. Chairunnisa (2021) states that writing is the most difficult skill for students, they get difficulties to express their ideas in writing and to arrange words to make sentences.

Writing is an important skill in learning English. Badger (2000) states that in writing students can investigate their opinions and feelings. They can also develop their own idea and share their viewpoints with others without having to face. They can communicate with all people to share information and knowledge in writing. Therefore, they must have a concept of writing or need a great way to write an effective writing. According to Ekarista (2018), the ability to write well is crucial for communication.

In accordance with what have been discussed above, writing gets a priority in teaching English at vocational school level. Aini (2020) states the goal of writing instruction is to enable students to write creatively about certain topic

collaborated using certain genre. As a matter of fact, one of genres studied in tenth grade is recount text. Recount text is a text which retells event or experience in the past.

One of the teaching media that can be used in teaching to write recount text is by using picture series. Picture series is a series of interconnected composite images connected to a set of sequences. As media, pictures series are arranged help students to be able to communicate their thoughts and feeling in a fluent manner. According to Rahayu (2016), pictures are very important in making different students to retell experiences. And it is agreeable for students because it empowers action in speculating the messages from the picture based on students creative ability. Students can get it the substance of the entire arrangement of pictures since the picture are related.

As matter of fact, based on the result of the interview with Mam Isnenti, an English teacher at SMKN 6 Padang. The most students are not able to organize idea to write. Students have difficulty in writing a text based on the assignment given by the teacher. Sometimes students write with inappropriate word choices. They are not able to organize ideas. They have difficulty to write correct generic structure of recount text. They also have a lot of grammar mistakes in writing.

Based on the explanation before the researcher was interested to do research entitled An Analysis of the Tenth Grade Students' Ability in Writing Recount Text Based on Picture Series.

1.2 The Identification of the Problem

Writing is one of the four language skills that students must learn. The following identification represents the problem in this research. The first problem is that students are not able to develop or express their content ideas to a good writing. It can be seen when the teacher asks them to see the picture and ask them to write recount text based on the picture, they look confuse. The second problem is students less ability in organizing their writing. Sometimes students are not able to write a coherent sentence which cause their writing is not organized. The third problem is students grammatical error in writing recount text. Sometimes students do not use correct grammar in their writing paragraph. For example, they write “ she sick” the correct one they must write “ she was sick”. Students must use past tense or verb two in recount text. The fourth problem is less of vocabulary. According to Nurfitri (2018), Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In the classroom, the achieving students possess the most sufficient vocabulary. For example, the students can’t read well if they do not have vocabulary because they would be difficult to translate it. The last problem is students are not able to write with correct mechanics. Students do not know the rules of the written language which consist of capitalization, punctuation, and spelling.

Interesting media such as pictures can be used in writing. Picture is a design made by various means such as painting, drawing, or photography. There

are two types of pictures: first, single picture is a representation or design created using a variety of technique. Single picture description that evokes a mental picture or provides a precise impression of something. Second, picture series is a number of related composite pictures linked to form a series of sequences. And the kind of picture series the researcher used picture series of recount text.

1.3 The Limitation of the Problem

Due to the broad scope of this study, the researcher limited her study to the tenth grade students' ability in writing recount text based on picture series at SMKN 6 Padang. It focused on content idea, organization on the generic structure, grammar, vocabulary, and mechanics. The researcher believes using picture series can help students to improve their writing skills.

1.4 The Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problem as follows” How is the tenth grade students' ability in writing recount text based on picture series at SMKN 6 Padang?”.

1.5 Research Questions

Considering the formulation of the problem above, the research questions of this study were as follows:

- 1) How is the tenth grade students' ability to express content on ideas in writing recount text based on picture series?

- 2) How is the tenth grade students' ability to organize on the generic structure in writing recount text based on picture series?
- 3) How is the tenth grade students' ability to use appropriate vocabulary in writing recount text based on picture series?
- 4) How is the tenth grade students' ability to use correct grammar in writing recount text based on picture series?
- 5) How is the tenth grade students' ability to use mechanics in writing recount text based on picture series?

1.6 The Purposes of the Research

The purpose of this research was to find out the tenth grade students' ability in writing recount text based on picture series. The specific purposes were as the followings:

1. To find out the tenth grade students' ability to express content on ideas in writing recount text based on picture series.
2. To find out the tenth grade students' ability to organize on the generic structure in writing recount text based on picture series.
3. To find out the tenth grade students' ability to use vocabulary in writing recount text based on picture series.
4. To find out the tenth grade students' ability to use correct grammar in writing recount text based on picture series.
5. To find out the tenth grade students' ability to use mechanics in writing recount text based on picture series.

1.7 The Significance of Study

The result of the study was expected to be useful for teachers, students and other future researchers. For teachers, they can get empiric data on students' ability in writing recount text. This information can be considered for improving their teaching learning process. For students, they know their own ability in writing recount text and it also can improve their writing ability. For the next researchers, they can use the result of this study as a reference for future related research.

1.8 The Definition of Key Terms

To avoid misconception about the use of the key terms in this research, the researcher defined them as follows:

1. Writing ability is capability to express their ideas in writing recount text.
2. Recount text is types of English text that tells about someone past event.
3. Orientation is a part of recount text that give information about people, characters, place, time and etc.
4. Event contains a series of story about events happened in the past.
5. Re-orientation is a summary and conclusion of recount text.
6. Picture series is a series of interconnected composite images connected to a set of sequences.