THE ABILITY OF THE TENTH GRADE STUDENTS OF SMAN 1 RAMBAH IN WRITING RECOUNT TEXT

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Abstract: This research is aimed to investigate the ability of the tenth grade students of SMAN 1 Rambah in writing recount text. The problem discussed in this study is : How good is the level of the tenth grade students ability in writing recount text? The methodology of this research is descriptive quantitative research. The data of the study are recount texts made by the tenth grade students of SMAN 1 Rambah. In this study, the instrument used in this research was a written test in the form of a report of science experiment. There are 7 classes for population of this research consists of 174 students. Since the material which investigated was a report of science experiment, so the writer took 69 students (X IPA 1, X IPA 2, X IPA 3) as the sample of the research selected by purposive sampling. The data of this research were collected by conducting a written test. The writer asked the students to write the scientific report based on the experiment that they have done. It might be chemistry, biology, or physics experiment. The results of data analysis showed the mean score of students' ability in writing recount text was 70.71. Based on the data analysis, it can be concluded that the ability of tenth grade students of SMAN 1 Rambah in writing recount text is in good level based on Brown's analytical scale for rating composition tasks. In relation with the result of the study, it can be suggested (1) for the students, they need more practice in writing and should pay attention to grammar and mechanics aspects, since the score of these writing aspects were low, (2) it is better to English teachers to apply appropriate methods and techniques in teaching recount text in class to the students so that they are able to write recount text well, and (2) for the next researchers, it is hoped that this research can be a source of literature review to conduct similar researches.

KEMAMPUAN SISWA KELAS SEPULUH SMAN 1 RAMBAH DALAM MENULIS TEKS RECOUNT.

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Abstrak: Penelitian ini bertujuan untuk mengetahui tingkat kemampuan siswa kelas sepuluh SMAN 1 Rambah dalam menulis teks recount. Permasalahan dalam penelitian ini adalah : Bagaimana tingkat kemampuan siswa kelas sepuluh SMAN 1 Rambah dalam menulis teks recount?. Metodologi penelitian ini adalah Penelitian Deskriptif Kuantitatif. Data penelitian ini adalah teks recount yang ditulis oleh siswa kelas sepuluh SMAN 1 Rambah. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis dalam bentuk karya ilmiah. Populasi dalam penelitian ini adalah 7 kelas yang terdiri dari 174 siswa. Sehubungan dengan materi yang diteliti adalah karya ilmiah, penulis mengambil 69 siswa (X IPA 1, X IPA 2, X IPA 3) sebagai sampel pada penelitian ini yang mana mengggunakan teknik sampel bertujuan. Data penelitian ini dikumpulkan dengan membuat sebuah teks tertulis. Penulis meminta siswa untuk menulis sebuah karya ilmiah berdasarkan percobaan yang telah mereka lakukan. Percobaan tersebut boleh merupakan percobaan kimia, biologi, ataupun fisika. Hasil analisis data menunjukkan skor rata-rata siswa kelas sepuluh dalam menulis teks recount adalah 70.71. Berdasarkan analisis data, dapat disimpulkan bahwa kemampuan siswa kelas sepuluh SMAN 1 Rambah dalam menulis teks recount pada tingkatan yang baik berdasarkan skala analisis Brown dalam penilaian komposisi teks. Berdasarkan hasil penelitian, dapat dianjurkan (1) kepada siswa, untuk dapat sering melakukan praktek menulis dan lebih memperhatikan tata bahasa dan teknik penulisan, karena nilai terendah ada dalam kedua aspek tersebut, (2) kepada guru bahasa Inggris, agar dapat mengaplikasikan metode dan teknik yang tepat dalam mengajar teks recount kepada siswa, sehingga mereka mampu menulis dengan baik, (3) untuk peneliti berikutnya, agar dapat menjadikan penelitian ini sebagai tinjauan pustaka dalam menyusun penelitian yang sama

Kata kunci: Kemampuan, Menulis, Kemampuan Menulis Siswa, Teks Recount.

INTRODUCTION

English is a global or International language that is used by people around the world to communicate each other. English can solve the problem in communicating with other people who have different background of cultures and languages around the world. English also can be implemented in science, business, technology, and education. In Indonesia, English is considered to be a foreign language. As a foreign language, English is used in formal setting such as school, whereas it is learned as one of the subjects in school. In Indonesia, students are expected to master English competence which involves four language skills: listening, speaking, reading, and writing. Writing skill has a role to help students in production English skills.

In this study, the writer focuses on writing skill since writing is one of the language skills that students should acquire in learning English. Huy (2009) says that good in writing will bring many benefits for humans, especially for students. Firstly, writing is a good way to help developing their ability in using grammar and vocabulary, and increasing their ability in using language. Secondly, writing is an essential tool to support other skills. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Besides, it is also necessary to learn writing skill since it can help students to be well-prepared before they are ready to the job market.

Besides, writing skills not only can help the students to expand their knowledge, but also prepares them for their future academic. Writing has become an important skill of language for future life because it is required in various aspects such as science, and technology. Writing should become familiar in students' daily life, because they do writing in order to complete many tasks of their studies. In addition, writing practice can help the students to improve their vocabulary and of course increase their ability in grammar. In other words, writing is useful for many purposes. It includes structure, vocabulary, word formation, and other aspects such as spelling, capitalization, punctuation.

Based on the writer's small observation, English teacher used scientific approach in teaching writing recount textwhich is in line with the curriculum used (2013 curriculum). There are five steps that teacher and students should do in teaching and learningenglish, they are observating, questioning, associating, experimenting, and networking. Based on the writer small observation, English teacher of SMAN 1 Rambah taught the recount text through those steps. It can be seen from the learning activity in the class. Teacher did observating step by recognizing the text that want to be learned to the students. In questioning, teacher tried to stimulate the students in order to construct students knowledge about social function, language features, and generic structure. In associating, students analyzed and identified the text based on their knowledge about recount text. Then in experimenting, students explored their knowledge about recount text in class. In the last step, communicating, students presented their writing in group discussion in front of the class.

Though the teachers is already taught the students through the steps according to the curriculum, the students still tend to be passive in learning whereas the students should be more active than the teacher in curriculum 2013. It can be seen from teaching learning process when the teacher asked them to write the example of orientation of recount text. Some students didn't answer it since they were afraid of making grammatical mistakes.

However, since recount text is frequently appear on the learning material for the tenth grade, students are expected to enable expressing their ideas smoothly and fluently since the story based on their own experiences. By learning recount text, students can learn many things related to writing activity based on the social function of recount text, generic structure of recount text, and also language features of the recount text. They can practice to use sentences in the form of past tense by learning recount text. They also can produce recount text individually in well-organized. Therefore, recount text is necessary to be learned because indirectly it can help them to explore and develop their thinking about something chronologically.

RESEARCH METHODOLOGY

This research was conducted at SMAN 1 Rambah, Jl. Tuanku Tambusai, Pasir Pengaraian, Rokan Hulu, Riau Province, Indonesia. The data were collected from third week of November 2016 up to last week of November 2016. The population of this research was all of tenth grade students of SMAN 1 Rambah 2016/2017. The total of tenth grade students of SMAN 1 Rambah is 174 students who are divided into 7 classes. There was 69 students (X IPA 1, X IPA 2, X IPA 3) as the sample for the reseaech selected by purposive sampling.

The instrument used to collect the data was a written test. The writer asked the students to write the scientific report based on the experiment that they have done. The scientific experiment report might belonged to biology, chemistry, or physics. Then, the writer prepared some questions on the test in order to enable the students to develop their ideas smoothly. The writer was gave 60 minutes to the students to finish the writing test. The words limitation in the essay was 200 words.

Table 1.1 Blue Print of the Written Test (Recount Text)

Topic	Indicators	Sub-Indicators
A report of science experiment.	1. Social function of recount text.	1. Content
	2. Generic structure of recount text.	1. Organization
	3. Language features of recount text.	1. Organization 2. Mechanics 3. Vocabulary

The data were analyzed by using several formulas. To analyze the data, the writer has used procedures as follows ;

In analyzing the data, the writer calculated the scores of the students' tests which in written form from each rater by using the following formula :

$$\mathbf{TS} \quad = \mathbf{C} + \mathbf{G} + \mathbf{V} + \mathbf{M} + \mathbf{O}$$

Where: TS   = Total score of students
           C   = Students' ability in Content
           G   = Students' ability in Grammar
           V   = Students' ability in Vocabulary
           M   = Students' ability in Mechanic
           O   = Students' ability in Organization

Brown (2007)

After getting the total score of writing components from each rater, the writer used the following formula in order to know the real score of the students:

$$RS = \frac{TS}{N} X\ 100$$

Where: RS   = Real score of each individual
           N   = The number of test items
           TS   = Total score of writing components

After getting total score from each rater, the writer gathered the real score of students from three raters of by using formula as follows :

$$\mathbf{RS} = \frac{rater\ 1 + rater\ 2 + rater\ 3}{3}$$

RS = Real Score

After the final scores of each test got from three of raters by summarizing the scores, the writer calculated the whole final scores of the students to get the data of the students' ability in writing recount text. The writer finds out the mean score of them by using this formula:

$$\mathbf{M} = \frac{\Sigma X}{N}$$

Notation :

M = Mean Scores
X = The scores of the students
N = Respondents

(Heaton, 1992)

After that, the writer found out the percentage of the students' ability in writing recount text, the writer used the following formula:

$$\textbf{Percent} = \frac{F}{N} \textbf{x 100\%}$$

Note :
F = Frequency
N = The number of the students

(Sudijono, 2010)

The classification of students' scores by Brown (2010) was used to score students' ability in writing recount text.

Table 1.2 the Classification of Students' Writing Score

Test Score	Level of Ability
91-100	Excellent
71-90	Good
31-70	Adequate
11-30	Fair
1-10	Unacceptable

Adapted from Brown (2010)

THE RESEARCH FINDINGS

In this study, the writer presents the result of the tenth grade students of SMAN 1Rambahtest in writing recount text. There are 69 students who took the written test. The students' writing was scored by using Brown writing assessment (2007) to find out the students' ability in all writing aspects. The students' scores start from 1 up to 4 for each aspect of writing. The writing aspects which were evaluated in this study are: content, grammar, vocabulary, mechanics, and organization (Brown, 2007). The students wrote recount text based on the appropriate generic structure of recount text, grammatical features of recount text, and social function of recount text.

In addition, the test results were presented by the writer shows the students' ability in each aspect of writing. The research presented the finding based on the data obtained from the three raters in order to make the data more objective, valid and reliable. The first rater was Mustiva Ria, S.Pd. The second one was Lariama Tobing, S.Pd. Both of them were the English teachers of SMAN 1 Rambah. Last, third rater was English Teacher of SMKN 1 Ujung Batu, Leni Marlina, S.Pd.

In this study, the writer presented the percentage of the students' ability level and their score range as wellin writing recount text. It was found that there was 1 student (1%) in *excellent* level with the score range of 91-100. It means that they could write recount text very well. Then, 40 students (58%) were in *good* level with the score range of 71-90. It means that they have good ability in writing recount text. After that,

there were 25 students (36%) in *adequate* level with the score range of 31-70. Next, 3 students (4%) were in *fair* ability in writing recount text with the score range of 11-30. Finally, no students were in *unacceptable* level in this study with the score range of 1-10. The percentage of the students' ability in writing recount text can be seen in the following table:

Table 1.3 The Percentage of the Students' Ability Level

No.	Classification		Frequency	Percentage
	Test Score	Level of Ability		
1	91-100	Excellent	1	1%
2	71-80	Good	40	58%
3	31-70	Adequate	25	36%
4	11-30	Fair	3	4%
5	1-10	Unacceptable	0	0%
	Total		**69**	**100%**

From table 1.3, it can be generally inferred that the ability of the tenth grade students of SMAN 1 Rambah in recount text is in *good* level. The students are able to write the recount text based on the social function of recount text, the language features of recount text, and the generic structure of recount text.

Discussions

It can be inferred from this study that the tenth grade students of SMAN 1Rambah can write recount text even though they still have some difficulties in several aspects of writing. This finding showed that the students' ability in writing recount text is in *good* level. The writer identified the students' writing for each aspect of writing in the following description.

1. **Content**

In fact, the students' ability in terms of content in this study was in *good* level. Based on the data which had been checked by the three raters, some students wrote the story well. It is probably because they are familiar with the topics given by the writer. They expressed the ideas from the beginning, then come to the events, and finally to the ending clearly. They are good and creative in developing the story. It can be seen from a sample of the students' writing. Below is the sample:

Transplantation is a method to produce a new plant. That new plant we got from transplantation has better quality...I did this experiment since i was in grade 6th.

2. Grammar

The students' ability in grammar aspect in this study was in *good* level. In this study, the students' average score in terms of this aspect placed at the lowest among the other aspects. They need more practice in writing because this kind of activity is actually a good way to help developing their ability in using grammar (Huy, 2009).

Based on the result in this study, in terms of grammar, most of the students made a lot of mistakes in using tenses. Ideally, simple past tense should be used in recount text. But in here, some students often used simple present tense. Furthermore, some of them also made mistakes in possessive pronoun. It is represented as in the following examples:

- *The materials we*<u>*need to prepare*</u> *were Lancet, paper of blood type, cotton, alcohol 70 %, Serum A, Serum B, and Serum AB*

3. Vocabulary

In this study, the students' ability in terms of style (vocabulary) aspect was in *good* level. In terms of using of vocabulary, some students got difficulties in expressing their ideas because they have lack of vocabulary. Some of them did not use the vocabulary appropriately. The lexical items they used were not suitable to the context of the text they made. It can be seen from a representative of the students' writing below:

- *After that,*<u>*billing*</u> *the finger with a small needle until the blood* <u>*exit*</u>

4. Mechanics

Based on the data obtained in this, most of the students in this aspect were in *adequate* level where the students' average score in this aspect is the lowest score after grammar aspect.. They know about the use of punctuation, capitalization, and spelling correctly in writing.

In fact, there are still some students who do not know about this kind of aspect in this study. They just wrote the paragraphs without paying attention to this rule. It can be seen from the sample below:

- <u>*Eeach*</u> *group consists of five persons only....*

5. Organization

In this study, the students' ability in terms of this aspect was in *good* level. It places the highest score after content and vocabulary aspect. Some of the students were good at this aspect. They already know about the organization of recount text.

But for the other students, they just wrote only several sentences without having a well-organized text from the beginning to the ending. It makes the ideas not delivered very well. Below is one of the students' writing as a representative:

The experiment was about blood test. I did this experiment on September 27th, 2016 at Biology extracurricular. This experiment aimed to know about the type of blood..............................If there wasn't it's mean your type of blood is O

CONCLUSION AND RECOMMENDATIONS

Conclusion

The writer can conclude that the tenth grade students of SMAN 1 Rambah are able to write recount text and their level of ability is in *good* level, with the average score of 70.71. There are 69 students who took the written test, 1 student (1%) are in *excellent* level, 40 students (58%) are in *good* level, 25 students (36%) are in *adequate* level, and 3 students (4%) are in *fair* level. It means that eventhough there are students who still get the lowest level, but the students can write recount text well. Based on the score of each writing aspect, it is found out that the students' ability in terms of content is the highest among the other aspects, with the average score of 78,02, while grammar is the lowest one, with the average score of 63.65. It might be caused by the lack of students writing practice, so they are not familiar enough in using grammar correctly.

Recommendations

Based on the result obtained and the conclusions in this study, the writer would like to propose some recommendations related to the students' ability in writing recount text. The recommendations are expected to give the benefit to the teacher and students in teaching and learning English especially in writing skill. First, the students should pay attention to grammar and mechanics aspects since the score of these two aspects are low. The possible way to solve this problem is probably by doing more practice in writing activity, particularly in writing recount text. The more students practice, the more they use grammar, punctuation, and capitalization correctly. It will make them more capable in using the language correctly.

According to the curriculum they used (2013 curriculum) the students should be more active and critical than the teacher during teaching learning process. So that, it is better to the students to learn English more actively in order to give the feedback to the students while teaching learning process in the class.

Then, after knowing the students' ability in writing, the teacher should be able to make the students feel more interested in learning English, particularly in writing activity. Furthermore, the teacher can apply appropriate methods or strategies in order to fix and to improve the students' ability in terms of grammar and vocabulary as well as the other aspects: mechanics, form, and content.

Last but not least, this research is expected to be a source of literature review to conduct similar researches. It is hoped that the elaboration of this research will enrich literature in foreign language teaching research; especially in writing, so other researcher will use it as literature review to conduct such research to find out some other aspects containing in writing.

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