

A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMK TARUNA PEKANBARU IN WRITING RECOUNT TEXTS

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Abstract: *This descriptive research aims to find out the ability level of the second year students of SMK Taruna Pekanbaru in writing recount texts. The population of this research are the second year students of SMK Taruna Pekanbaru. The number of sample is 21 students who are chosen by using cluster random sampling technique. The data are collected using a writing test which contains one topic about “unforgettable experience”. The results of the data analysis showed that the mean score of the students’ ability in writing recount texts is 72.14. It can be stated that the ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is good. Based on the result of the students’ ability in each writing aspect, the lowest score is in grammar aspect (64.68) and the highest score is in fluency aspect (80.55).*

Keywords: *Study, Writing Ability, Recount Text.*

SEBUAH KAJIAN TENTANG KEMAMPUAN SISWA KELAS 2 SMK TARUNA PEKANBARU DALAM MENULIS TEKS RECOUNT

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa kelas 2 SMK Taruna Pekanbaru dalam menulis teks recount. Populasi penelitian ini adalah siswa tahun kedua SMK Taruna Pekanbaru. Jumlah sampel penelitian ini adalah 21 siswa yang terpilih dengan menggunakan teknik sampel acak kelompok. Data diperoleh dari tes menulis dengan topik “pengalaman tak terlupakan”. Hasil analisis data menunjukkan bahwa nilai rata-rata kemampuan siswa dalam menulis teks recount adalah 72.14. Ini dapat disimpulkan bahwa kemampuan siswa tahun kedua SMK Taruna Pekanbaru dikategorikan bagus. Berdasarkan hasil dari kemampuan siswa dalam setiap aspek menulis, nilai yang paling rendah yaitu tata bahasa (64.68) dan nilai yang paling tinggi yaitu kelancaran (80.55).

Kata kunci: Penelitian, Kemampuan Menulis, Teks Recount.

INTRODUCTION

There are four language skills namely listening, speaking, reading and writing. One important part of communication is writing skill. According to Harmer (2001) state that writing is a form of communication to deliver thought or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

Writing a text in English as foreign language is not easy. According to Richard and Renandya (2002) writing is the most difficult skills to master. Based on the writer's experience, writing in English is difficult because we have to think about the ideas for the topic and the components of writing should be appropriate. The message is delivered only by written text. So, the text must be easy to be understood, good in grammar, and sequence. Many Indonesian students are face difficulties in writing using English. Most students are lacking of confidence to do writing because English is a foreign language in Indonesia.

Writing skill has relation to the text. Composing some kinds of texts in written form is one of the basic competence of English subject at school. It means that the students are demanded to be able to write some kinds of texts with correct organization, appropriate vocabulary, grammar, and good mechanic such as punctuation, spelling and capitalization.

Based on the 2013 Curriculum, the objective of teaching writing is to enable student to create short functional texts (advertisements, note) and simple monolog texts (descriptive, recount, narrative, procedure and report) based on the experience by focusing on social function, generic structure, and language feature in proper contexts. So that, the students should understand its social function, generic structure and language features.

In Vocational School, the students are taught some genres of texts. One of them is recount text. Recount text tells about something or experience in the past. Recount text is about one story, action or activity has goal is to entertaining or informing the reader. According to Hartono (2005) recount is a kind of genre used to retell events for the purpose of informing or entertaining. Recount text use simple past tense.

Based on the observation during the writer teaching practice, writing is a difficult skill for the students. Most of the students have low mastery in vocabulary. They often lost interest in writing because they do not know express their ideas in writing. Then, most of the students still confusing used tenses especially in past tense form.

Based on the explanation above, the writer is interested in doing a research entitled "A Study on the Ability of the Second Year Students of SMK Taruna Pekanbaru in Writing Recount Texts".

METHODOLOGY

The type of the research is descriptive research. Noor (2012) explains that descriptive research describes an event, a phenomenon happening now. It means that descriptive research is related to the condition that occurs at that time, uses one variable

or more and investigates the facts. This research was designed to find out the students' ability of the second year students of SMK Taruna Pekanbaru in writing recount texts.

In collecting the data, the writer administered a writing test to the students. The writing test contains one topic "Unforgettable Experience" of at least 250 words. The students have 60 minutes to write it. They must write a good paragraph which has appropriate generic structure and language features. The population of this research are the second year students of SMK Taruna Pekanbaru. The total number of the second year students are 202 students that are divided into 7 classes.

Table 1 The Population of the Research

Class	Total of Students
XI TAV	29
XI TSP	20
XI TKJ 1	35
XI TKJ 2	34
XI TSM	21
XI TKR 1	31
XI TKR 2	32
Total	202

The writer took the sample by using cluster random sampling technique. Gay (2000) points out that cluster random sampling means that the sampling in which groups, not individuals, is randomly selected. The reason to choose this sampling technique because it is easier to construct the desired sample and the way to determine the sample by selecting randomly the group's population. The writer prepared seven pieces of paper. On one piece of paper, there was one word written "sample" while other papers are blank. Then, the writer asked the chairman of each class to took the paper from the box. The chairman who took the paper which was written word "sample" was chosen as the sample of the research.

The classification of students' ability by Harris (1974) were used to classify the students' ability in writing recount texts.

Table 2 Classification of the Students' Ability

No	Scores	Level of ability
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very Poor

(Harris, 1974)

RESULTS AND DISCUSSIONS

After getting the score of the students from each rater, the writer classified the students' score based on each rater, as follows:

Table 3 The Students' Ability Level According to Rater One

No	Classification		Frequency	Percentage
	Test Score	Level of ability		
1	81-100	Excellent	6	28.5%
2	61-80	Good	14	66.6%
3	41-60	Mediocre	1	04.7%
4	21-40	Poor	0	0
5	0-20	Very Poor	0	0
Total			21	100%

Table 3 shows the students' ability level in writing recount texts according to rater one. It can be seen that 6 students (28.5%) are in *excellent* level, 14 students (66.6%) are in *good* level, 1 student (04.7%) is in *mediocre* level, and no student is in *poor* level and *very poor* level.

Table 4 The Students' Ability Level According to Rater Two

No	Classification		Frequency	Percentage
	Test Score	Level of ability		
1	81-100	Excellent	3	14.2%
2	61-80	Good	15	71.4%
3	41-60	Mediocre	3	14.2%
4	21-40	Poor	0	0
5	0-20	Very Poor	0	0
Total			21	100%

Table 4 shows the students' ability level in writing recount texts according to rater two. It can be seen that 3 students (14.2%) are in *excellent* level, 15 students (71.4%) are in *good* level, 3 students (14.2%) are in *mediocre* level, and no student is in *poor* level and *very poor* level.

Table 5 The Students' Ability Level According to Rater Three

No	Classification		Frequency	Percentage
	Test Score	Level of ability		
1	81-100	Excellent	2	09.5%
2	61-80	Good	14	66.6%
3	41-60	Mediocre	5	23.8%
4	21-40	Poor	0	0
5	0-20	Very Poor	0	0
Total			21	100%

Table 5 shows the students' ability level in writing recount texts according to rater three. It can be seen that 2 student (09.5%) is in *excellent* level, 14 students (66.6%) are in *good* level, 5 students (23.8%) are in *mediocre* level, no student is in *poor* level and no student is in *very poor* level.

After calculating the data by each rater, the writer presents the classification of the students' ability for each aspect of writing, as follows:

1. Grammar

According to Brown (2003), grammar is the whole structure and system of a language in general. Grammar is a critical component of learning to write. Writer needs to have strong skill in writing to get their message to the readers in a clear and understandable way.

Based on the result in terms of grammar, 2 students (09.5%) are in *excellent* level, 11 students (52.3%) are in *good* level, 8 students (38.0%) are in *mediocre* level, and no student is in *poor* level and *very poor* level. It can be stated that based on the mean score of the students in terms of grammar aspect, the ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is in *good* level (64.68).

Most of the students still made mistakes in using tenses. The students often used simple present tense. Ideally, recount text should be used simple past tense.

2. Vocabulary

According to Hughes (1989), choosing and using appropriate vocabulary are important to express the idea properly. So, it can give clear information about the ideas of writing.

Based on the result in terms of vocabulary, 4 students (19.0%) are in *excellent* level, 11 students (52.3%) are in *good* level, 6 students (28.5%) are in *mediocre* level, and no student is in *poor* level and *very poor* level. It can be stated that based on the mean score of the students in terms of vocabulary aspect, the ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is in *good* level (70.63).

Some of students got difficulties in express their ideas because they have low mastery in vocabulary. Some of them did not use the appropriate vocabulary. The lexical words that they used were not suitable to the context of the text that they made.

3. Mechanics

According to Brown (2003), the mechanics of writing is the most obvious part of writing. Mechanics is the term we use to describe the technical aspects of writing. The mechanics of writing are spelling, capitalization, contraction, gerunds, pronoun, and punctuation marks. The use of correct mechanics will avoid confusions and ambiguities of the readers in understanding the story.

Based on the result of the test in terms of mechanics, 1 student (04.7%) is in *excellent* level, 12 students (57.1%) are in *good* level, 8 students (38.0%) are in *mediocre* level, and no student is in *poor* level and *very poor* level. It can be stated that based on the mean score of the students in terms of mechanics aspect, the ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is in *good* level (66.66).

Most of the students write the recount texts not too much paying attention to the use of punctuation, spelling, capitalization and punctuation marks. They just write the paragraphs without paying attention to this aspect.

4. Fluency

According to Hughes (1989), fluency in writing factor makes the sentences sound natural and easy on the ear when read aloud. A paragraph is said fluent when the choice of structure and vocabulary consistently appropriate.

Based on the result in terms of fluency, 8 students (38.0%) are in *excellent* level, 13 students (61.9%) are in *good* level, and no student is in *mediocre* level, *poor* level, *very poor* level. It can be stated that based on the mean score of the students in terms of fluency aspect, the ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is in *good* level (80.55).

Some of students wrote the story well. It is probably because they are familiar with the topics given by the writer.

5. Organization

According to Kies (1995), organization is important for two reasons. Not only does it help the readers understand the connection between the details of the text but also it can help to write the text in the first place. The organization of recount text consist of orientation (provides the setting and produces participants), events, and re-orientation (optional-closure of events).

Based on the result in terms of organization, 8 students (38.0%) are in *excellent* level, 13 students (61.9%) are in *good* level, and no student is in *mediocre* level, *poor* level, and *very poor* level. It can be stated that based on the mean score of the students in terms of organization aspect, the ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is in *good* level (77.5). S

Some of students are good at this aspect. They already know about the organization of recount text. But the other students, they just wrote several sentences without having a well-organized text from the beginning to the ending. It makes the ideas not delivered very well.

After analyzing the data of each aspect of writing, below is the students' writing ability according to the three raters:

Table 6 The Percentage of the Students' Ability Level based on Three Raters

No	Classification		Frequency	Percentage
	Test Score	Level of ability		
1	81-100	Excellent	3	14.2%
2	61-80	Good	16	76.1%
3	41-60	Mediocre	2	09.5%
4	21-40	Poor	0	0
5	0-20	Very Poor	0	0
Total			21	100%

Table 6 shows that the ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is in *good* level (72.14). It was found that 3 students (14.2%) in *excellent* level with the score range of 81-100. Then, 16 students (76.1%) are in *good* level with the score range of 61-80. After that, 2 students (09.5%) in *mediocre* level with the score range of 41-60. Finally, no student is in *poor* level with the score range 21-40 and no student is in *very poor* level with the score range of 0-20.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data analysis, it can be concluded that the level of ability of the second year students of SMK Taruna Pekanbaru in writing recount texts is in *good* level. It can be seen from the students' mean score which is 72.14. Moreover, the students' mean score in writing recount texts in terms of grammar is 64.68, in terms of vocabulary is 70.63, in terms of mechanic is 66.66, in terms of fluency is 80.55, and in terms of organization is 77.5.

Based on the students' mean score for each writing aspects, it can be seen that the highest students' mean score is in terms of fluency, while the lowest score is in terms of grammar. It might be caused by the lack of students' writing practice and they are not familiar enough with grammar correctly.

Recommendations

Based on the result obtained and the conclusions in this study, the writer would like to propose some recommendations that might be helpful for the teacher and the students in teaching and learning English, especially in teaching and learning about recount texts.

First, for English teacher, the teacher can give more writing practice to the students, especially in grammar aspect. Besides, the teacher may apply appropriate methods or strategies in order to improve the students' ability in terms of grammar as well as the other aspects: fluency, vocabulary, organization, and mechanic. One of appropriate strategy to apply in teaching writing is Collaborative Writing. Collaborative Writing can help the students creat good writing when they pay attention to the details

of a piece of writing and actively provide feedback in every stage of writing (whether their own or other writers). However, Collaborative Writing is a way to increase the writing ability of the second year students of SMK Taruna Pekanbaru, especially in terms of grammar aspect.

Then, for students, the students should pay attention to grammar aspect since grammar is the lowest score in this research. The possible way to improve the students' ability is probably by doing more practice in writing skill, particularly in writing recount text.

Finally, the writer expects that the findings, conclusions and recommendations in this research will be useful for teachers and students of SMK Taruna Pekanbaru and for other readers.

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