

# ***A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMP MUHAJIRIN SEI GALUH IN WRITING RECOUNT TEXT***

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***Abstract:*** *The Purpose of this study is to find out the ability of the second year students of SMP Muhajirin Sei Galuh un writing recount text. In this research, the data was obtained from students' writing scores. The test is in this form of a paragraph because the test required the respondents to write a paragraph in the form of written recount text. There are five components of writing: grammar, organization, vocabulary, content, and mechanic (Jacob:1981). The writer analyzed the ability of the second year students based on five category: Excellent, good, mediocre, poor and very poor. The participants in this study are 30 students from VIII A of SMP Muhajirin Sei Galuh. The result of this study described that a number of students faced a problem in grammar.Content is the highet average score. Based on these findings, it can be concluded that the ability of the second year students of SMP Muhajirin Sei Galuh is in Mediocre level. Although the students still faced some difficulties in writing recount test.*

***Key words:*** *Writing ability, recount text*

# **SEBUAH PENELITIAN MENGENAI KEMAMPUAN SISWA KELAS 2 SMP MUHAJIRIN SEI GALUH DALAM MENULIS TEKS RECOUNT.**

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**Abstrak:** Tujuan dari penelitian ini adalah untuk menganalisa kemampuan siswa kelas 2 SMP Muhajirin Sei Galuh dalam menulis teks recount. Dalam penelitian ini penulis memperoleh data dari nilai menulis siswa. Tes yang diberikan dalam bentuk sebuah essay karena tes yang digunakan memerlukan jawaban peserta dalam bentuk karangan teks recount. Tes akan mengukur kemampuan siswa kelas 2 Muhajirin Sei Galuh dalam menulis tesk recount melalui lima aspek penilain menulis: tata bahasa, perorganirisan ide, kosa kata, kelcancaran dalam isi, dan tanda baca (jacob, 1989). Penulis mengalisis kemampuan siswa kelas 2 SMP Muhajirin Sei Galuh berdasarkan lima kategori: sangat baik, baik, cukup, kurang dan sangat kurang. Subjek dalam penelitian ini adalah 30 orang siswa kelas 2 SMP Muhajirin Sei Galuh. Hasil penelitian ini menggambarkan bahwa beberapa siswa menghadapi masalah dalam tanda baca. Nilai rata-rata tata bahasa aspek yang tertinggi diantara aspek lainnya. Berdasarkan hasil penelitian ini, dapat diambil kesimpulan bahwa kemampuan siswa kelas 2 SMP Muhajirin Sei Galuh dalam menulis teks recount berada pada level cukup. Walaupun siswa masih mengalami beberapa masalah dalam menulis teks recount.

**Kata Kunci:** *Kemampuan Menulis, teks recount*

## INTRODUCTION

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 idea is delivered only by written text. So, the text must be easy to be understood, good in grammar, and sequence.

Based on the English syllabus of the second year in the first semester on SMP Muhajirin, there are two types of text that are introduced to the second year students, they are narrative texts and recount texts. In the 2013 Curriculum, students are expected to be able to comprehend Recount Texts.

To make a good writing, it must be constructed according to rules or conventions of the target language. Learners must apply the five general components of the writing process: Content, Organization, Grammar, Vocabulary, and Mechanic. The learners often make errors in writing an English composition because they are still influenced by Indonesian language.

Based on the Curriculum 2013, the objective of teaching writing is to enable student to create short functional texts (advertisements, note) and simple monolog texts (Recount, and Narrative text) 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 Junior High School, the students are taught some genres of texts. One of them is recount text, specifically recount text which is taught in the first year students. So, the writer will choose the second year students as the sample of this research because they are already taught and expert to be able to write 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. The tenses which recount text use is simple past tense. In the recount text, the sentences are usually organized according to time order or chronological order. One thing happens and then another thing happens, and the events are told in the same order.

Based on the writer's interview with the English teacher of SMP Muhajirin, the students' ability in writing recount text varies. It is shown by the scores that the students got in learning this text, but the levels of students' ability in writing recount text has not been indentified scientifically.

Based on the writer's observation and interview with an English teacher of SMP Muhajirin at sei Galuh, the teacher said that writing is a difficult skill for the students in the second year students of the school. Most of the students having less vocabulary because when the teacher asked the students to rewrite the text, they did not have any ideas. They often lost interest in writing because they do not know how to 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 SMP Muhajirin at Sei Galuh in Writing Recount Text".

## METHODOLOGY

### Research Design

Design of this research is descriptive research which has one variable to observe. According to Gay (2000), the descriptive research is research that determines and describes the way things are; involves collecting numerical data to test hypothesis or answer questions about the current subject of the study. It means the descriptive research is a research that describes an event, a phenomenon happening now which is related with the condition occurs at that time. Descriptive study is useful information to the team of research scientists who were presented with the new and relevant findings. The researcher wants to describe the second year students' ability in writing recount text SMP Muhajirin Sei Galuh. Therefore, class A is chosen as the sample of this research. The total number of the sample is 30 students.

### Instruments Technique and Analysis

In this research the writer obtained data from the students' writing scores. The test is in the form of an essay because it required the respondents to give the answer in the form of written recount text. The text measured the second year students' ability in writing a recount text using five aspects of writing: content, organization, grammar, vocabulary and mechanic.

To get the description of the total score of the aspects of writing by the students, the writer used the following formula:

$$TS = G + V + M + C + O$$

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

The writer used the following formula in order to know the real score of the students:

$$RS = \frac{TS}{MS} \times 100$$

- RS : Real score of each individual student  
TS : Total score of the aspects of writing  
MS : Maximum score

After the raters got the total score of each student, the writer collected each score from the raters. The next step to do is to know the real score of each student by using the formula below:

$$RS = \frac{Rater\ 1 + Rater\ 2 + Rater\ 3}{3}$$

To know the levels of students' ability, the writer used the following classification:

**Table 3.5. 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)

To know the mean score of each student in writing recount texts, the writer used this following formula:

$$M = \frac{\sum X}{N}$$

M : Mean scores  
 $\sum X$  : The score of students  
 N : Respondents

(Heaton, 1992)

After that, to find out the percentage of the students' score in writing recount texts, the writer used the formula:

$$P = \frac{f}{N} \times 100\%$$

f : Frequency  
 N : Number of students

(Sudijono, 2010)

## RESEARCH FINDING

In this study the writer presents the test result showing the ability of the second year students of SMP Muhajirin Sei Galuh in writing recount text. There are 30 students who took the test. The students' writing was scored by using Hughes' scoring rubric (2003) 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 score of 1 is the lowest and score of 4 is highest one.

### 1. The Description of the students' Scores in Writing Recount Text

**Table 1: The Percentage of the Students' Ability Level based on Three Raters**

Test Score	Level of Ability	Frequency	Percentage
81 - 100	Excellent	0	0%
61 - 80	Good	2	7%
41 - 60	Mediocre	18	60%
21 - 40	Poor	6	20%
0 - 20	Very Poor	4	13%
Total		30	100%

In this Study the writer presents the percentage of the students' ability levels and their score range in writing recount text. It was found out that there is no student reaches excellent level, 2 students (7%) were in good level, 18 students (60%) were in mediocre level, 6 students (20%) were in poor level and 4 students (13%) were in very poor level.

### 2. The Presentation of the Students' Ability for Each Aspect of Writing

#### a. The Students' Ability in Terms of Grammar

**Table 2: The Students' Ability Level in Terms of Grammar**

Test Score	Level of Ability	Frequency	Percentage
81 - 100	Excellent	0	0%
61 - 80	Good	0	0%
41 - 60	Mediocre	3	10%
21 - 40	Poor	19	63%
0 - 20	Very Poor	8	27%
Total		30	100%

Table 2 shows the students' ability in writing recount texts in terms of grammar. Based on table 4.4 it can be seen there is no student who reaches '*excellent*' and '*good*' level in terms of grammar, 3 students (10%) are in '*mediocre*' level, 19 students (63%)

are in '*poor*' level, 8 students (27%) are in '*very poor*' level. It can be stated that based on the mean score, the students' writing ability in terms of grammar is in *poor* level (28,61).

#### b. The Students' Ability in Terms of Vocabulary

**Table 3 The Students' Ability Level in Terms of Vocabulary**

Test Score	Level of Ability	Frequency	Percentage
81 - 100	Excellent	0	0%
61 - 80	Good	3	10%
41 - 60	Mediocre	19	63%
21 - 40	Poor	8	27%
0 - 20	Very Poor	0	0%
Total		30	100%

Table 4.5 shows the students ability in writing recount texts in terms of vocabulary. Based on table 4.5 it can be seen there is no student who reaches '*excellent*' and '*very poor*' level in terms of vocabulary, 3 students (10%) are in '*good*' level, 19 students (63%) are in '*mediocre*' level, and 8 students (27%) are in '*poor*' level. It can be stated that based on the mean score, the students' writing ability in terms of vocabulary is in *mediocre* level (45.56).

#### c. The Students' Ability in Terms of Mechanic

**Table 4 The Students' Ability Level in Terms of Mechanic**

Test Score	Level of Ability	Frequency	Percentage
81 - 100	Excellent	0	0%
61 - 80	Good	2	7%
41 - 60	Mediocre	17	57%
21 - 40	Poor	6	20%
0 - 20	Very Poor	5	17%
Total		30	100%

Table 4 shows the students ability in writing recount texts in terms of mechanic Based on table 4 it can be seen there is no student who reaches '*excellent*' level, 2 students (7%) are in '*good*' level, 17 students (57%) are in '*mediocre*' level, 6 students (20%) are in '*poor*' level, and 5 students (17%) are in '*very poor*' level. It can be stated that based on the mean score, the students' writing ability in terms of mechanic is in *poor* level (40,28).

**d. The Students' Ability in Terms of Content**

**Table 5 The Students' Ability Level in Term of Content**

Test Score	Level of Ability	Frequency	Percentage
81 - 100	Excellent	2	7%
61 - 80	Good	2	7%
41 - 60	Mediocre	19	63%
21 - 40	Poor	6	20%
0 - 20	Very Poor	1	3%
Total		30	100%

Table 5 shows the students ability in writing recount texts in terms of content, as follows: 2 students (7%) are in '*excellent*' level, 2 students (7%) are in '*good*' level, 19 students (63%) are in *mediocre* level, 6 students (20%) are in '*poor*' level, and 1 student (3%) is in '*very poor*' level. It can be stated that based on the mean score, the students' writing ability in terms of content is in *mediocre* level (48,61).

**e. The Students' Ability in Terms of Organization**

**Table 6 The Students' Ability Level in Term of Organization**

Test Score	Level of Ability	Frequency	Percentage
81 - 100	Excellent	1	3%
61 - 80	Good	3	10%
41 - 60	Mediocre	15	50%
21 - 40	Poor	7	23%
0 - 20	Very Poor	4	13%
Total		30	100%

Table 6 shows the students ability in writing recount texts in terms of organization, as follows: 1 students (3%) is in *excellent* level, 3 students (10%) are in *good* level, 15 students (50%) are in *mediocre* level, 7 students (23%) are in *poor* level, and 4 students (13%) are in *very poor* level. It can be stated that based on the mean score, the students' writing ability in terms of organization is in *mediocre* level (41.39).

## **CONCLUSIONS AND RECOMENDATIONS**

### **Conclusions**

Based on the data analysis, it can be concluded that the level of ability of the second year students of SMP Muhajirin Sei Galuh in writing recount text is in *mediocre* level. It can be seen from the students' mean score which is 44.17. Moreover, the



students' mean score in writing recount text in terms of grammar is 28.61, in terms of vocabulary is 45.56, in terms of mechanic is 40.28, in terms of content is 48.61, and in terms of organization is 41.39.

Based on the students' mean score for each writing aspects, it can be seen that the highest students' mean score is in terms of content, 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 text.

First, for English teacher, the teacher can give more writing practice to the students, especially in grammar aspect. Besides, the teacher may apply various methods or strategies in order to improve the students' ability in terms of grammar as well as the other aspects: content, vocabulary, organization, and mechanic. One of strategy to apply in teaching writing is Collaborative Writing. Collaborative Writing can help the students in 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 SMP Muhajirin Sei Galuh, 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 SMP Muhajirin Sei Galuh and for other readers.

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