

# ***THE ABILITY OF THE SECOND GRADE STUDENTS OF MA DARUL ISTIQOMAH KEMUNING INHIL IN WRITING RECOUNT TEXTS***

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***Abstract:*** This descriptive quantitative research was aimed to find out the ability of the second grade students of MA Darul Istiqomah Kemuning Inhil in writing recount texts. The sample of the research was 40 students in the second grade of MA Darul Istiqomah Kemuning. The data were obtained from students' ability in writing a recount text. The writing test was used as the test to assess the students' ability. The time allocation was 60 minutes for the entire test. The data were scored by three raters by using writing scoring system that assesses five aspects of writing: content, grammar, organization, vocabulary and mechanics. The finding showed that the students had a good ability level in writing recount texts which means that students were able to write the recount text in English well. It was found out that the students' ability in terms of content was the highest among other aspects with the category score level is good and the lowest score was in terms of mechanics with the category score level is fair. From the findings, it is suggested the students need to do more practice in writing English texts and improve their writing especially in terms of grammar and mechanics.

***Key Words:*** Ability, Writing, Recount Text

# KEMAMPUAN SISWA KELAS 2 MA DARUL ISTIQOMAH KEMUNING INHIL DALAM MENULIS RECOUNT TEXTS

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**Abstrak:** Penelitian deskriptif kuantitatif ini bertujuan untuk mengetahui kemampuan siswa kelas 2 MA Darul Istiqomah Kemuning Inhil dalam menulis recount texts. Sample penelitian ini adalah dua 40 siswa yang duduk di kelas 2 MA. Test yang digunakan dalam penelitian ini adalah test menulis dan waktu mengerjakan test nya adalah 60 menit. Data penelitian ini dinilai oleh 3 penilai dengan menggunakan rubric penilaian menulis yang berfokus pada lima aspek *writing* seperti *content*, *grammar*, *organization*, *vocabulary* dan *mechanics*. Hasil dari data menunjukkan bahwa kemampuan siswa kelas 2 MA Darul Istiqomah Kemuning dalam menulis recount text adalah bagus yang berarti siswa kelas 2 bisa menulis cerita teks recount berbahasa inggris dengan baik. Score tertinggi yang diraih siswa adalah *content* dan score terendah adalah *mechanics*. Hasil dari penelitian ini menyarankan siswa untuk lebih banyak latihan menulis teks berbahasa inggris dan mengasah kemampuan menulis mereka khususnya pada aspek *grammar* dan *mechanics*.

**Kata Kunci:** Kemampuan, Menulis, *Recount text*

## INTRODUCTION

In English language subject, there are four skills of this language that should be learned by EFL learners especially Indonesian students such as: reading, listening, speaking and writing. One of the skills that is learned by students of Senior High school is writing skill.

Writing is a way to produce language and express ideas, feeling, and opinion (Harmer, 2004). It means writing is a skill that focuses on producing language in the written form. So, it helps students to express their ideas briefly and share everything that they want in the form of words, organize them into sentences in order to become a good paragraph. Oshima and Ann (2007) state that writing is defined as some steps of action that involve thinking of ideas, transferring them into words, and reviewing until the writing expresses exactly what the writer wants to say to the reader. In the process of making good sentences in writing, students need to be careful in using the vocabulary, spelling, style, mechanics and the correct structure of writing (Eliwarti & Maarof, 2017).

Browne (1999) states that writing develops from the first simple sentences into the good essays and students need to learn about writing as well as learning how to write. Troyka (2010) adds that the purpose of writing is in order the writer can express himself, provide information, persuade readers and create literary work. By writing, students learn how to express their personality and arguments, develop their thinking skills and help them to prepare for their future academic and workplace. In addition, the importance of writing skills is also growing in increasing international interactions, transactions and opportunities to study abroad. Therefore, in the Curriculum 2013 of English subjects students are taught how to write simple texts since junior high school as well as senior high school.

In writing, the basic competence for students of senior high school is to be able to write simple text based on the experiences, sequences, facts or opinion by focusing on social function, language features and generic structure in proper contexts. It means the students are taught to be able to write some kinds of text with correct organization, appropriate vocabulary, grammar and good mechanics of writing. In English writing, second grade students are taught some genre texts. One of genres writing texts that students learn is recount text.

Recount text is a text which retells about events happened in the past Anderson & Anderson (2003). Recount text is a text that tells about something happened in the past through a sequence of events with the purpose to express experiences and inform readers about something that happened in the past (Hyland, 2003). The aim of recount text is to provide a description of a sequence of events chronologically through gaining and holding the readers' interest in a story which is based on experience. Recount texts have generic structures such as orientation, event and re-orientation. Then, the social function of this text is to tell the past experiences by retelling events in sequence.

Based on the Syllabus of Curriculum 2013 of English Subject for senior high school students, the basic competence of learning recount text is students are expected to be able to arrange short and simple of recount text in oral and written related to historical events or personal experiences by cognizing to the social functions, text structures, and language elements correctly based on the context

By learning recount texts, students can learn many things which are related to writing activity based on social function, generic structure and language features of

recount texts. They also can practice to use sentences in the form of past tense and produce recount text individually in well-organized. Therefore, recount text is necessary to be learned by students because it can help them to develop their thinking and opinion about something in the written form. Writing skill is also important for students' future so they have to learn about it since in high school through some genre texts

Based on the previous explanation about recount text, those matters make the researcher interested to find out their ability in writing recount text. The researcher wishes to know the real ability of the second grade students in writing recount texts.

## RESEARCH METHODOLOGY

The data of this research was conducted to the second grade students of MA Darul Istiqomah Kemuning Inhil. In this study, the population of this research was the second grade students of MA Darul Istiqomah Kemuning Inhil, where the second grade students consist of two classes and there were 40 students of two classes. Since the population was less than one hundred, all 40 students were taken as the sample of this research. In conducting the research, the researcher collected the data by testing the students using a writing test and the time allocation was 60 minutes for the entire test. The data of this research was scored by three raters by using writing scoring system that assesses five aspects of writing such as: content, grammar, organization, vocabulary and mechanics, and the data were calculated by using Microsoft Excel.

## RESEARCH FINDINGS

### Findings

After the data was analyzed by the researcher the result shows that the students' ability in writing recount texts is in a *good* category level with the score is 71. It is found that no students at an excellent level. Then, 24 students are in good level with the score range of 70-84 and 16 students are in fair level with the score range of 50-69. The percentage of the students' ability in writing recount texts by can be seen on the following table:

Table 1. The Percentage of the Students' Ability in Writing Recount Texts

No	Classification		Frequency	Percentage
	Score	Category		
1.	85-100	Excellent	0	0%
2.	70-84	Good	24	60%
3.	50-69	Fair	16	40%
4.	35-49	Poor	0	0%
<b>Total</b>			<b>40</b>	<b>100%</b>

The students' ability can also be seen from the average score for each writing aspect as in the following table:

Table 2. The Students Average Scores for Each Aspects of Writing

Aspects of writing	Average Score	Category
Content	79.4	Good
Grammar	66.9	Fair
Organization	75	Good
Vocabulary	71.5	Good
Mechanics	63.8	Fair
<b>Average</b>	<b>71</b>	<b>Good</b>

Table 2 shows that the students' average score in terms of each writing aspect is in a *good* level and the score is 71. The students' achievement in terms of each aspect of writing is not very different. Those five aspects of the ability are spread out in *good* and *fair* levels. Therefore, it can be stated that the students' score for each aspect of writing is in the good and fair level with the lowest score is 63.8 for *mechanics* and the highest is 79.4 for *content*.

Overall, in general, the students' ability in writing recount texts is at a *good* category level with the mean score that achieved by the students is 71. It means that students can write the text well by following the generic structure of a recount text based on the topic given. However, the students are still lacking in two terms of grammar and mechanics. In terms of grammar, the mean score that achieved by students is 66.9, and in terms of mechanics, the students' mean score is 63.8. Therefore, it can be concluded that the ability of the second grade students of MA Darul Istiqomah Kemuning Inhil in writing recount texts is *good*.

## Discussion

In line with the statement of the problem of this research, the researcher found out the answer of the research question about the ability of the second grade students of MA Darul Istiqomah Kemuning Inhil in writing recount texts. Based on the research findings, it is found that the students' ability in writing recount texts is considered as good with the mean score is 71. For detail, among 40 students, 24 students are categorized in a good level and 16 students are categorized in a fair level.

From five aspects of writing, there are 3 aspects were in good level and two aspects were in fair level. In the content aspect, most students achieved a good level and they got the highest score in this aspect. Students can develop ideas and convey the purpose to retell their past experiences in the texts and it means they can understand the social function of recount text. In the grammar aspect, students achieved a fair level in writing recount texts. Some students still make mistake in using appropriate tense in their texts. Furthermore, in the organization aspect students can achieve a good level

and this aspect is the second highest score that students have reached. Most students can write the texts based on the generic structure of a recount text such as orientation event and reorientation. In the vocabulary aspect, students also achieved a good level. Besides, in the mechanics aspect, students only achieved fair level and this aspect is the lowest score that students have reached. This shows that some capitalization and punctuation problems are still found in their writing.

Overall, the highest mean score achieved by the students was in content aspect with the mean score of 79.4 and the lowest one was in mechanics aspect with the mean score of 63.8. Even though the students have good ability in writing recount texts, they are still lacking in several aspect of writing, particularly in mechanics aspect that is followed by grammar aspect. Most students were struggling in using the appropriate tense and in writing the right punctuation, spelling and capitalization.

These findings are in line with the previous researches conducted by Suci (2017), Apni (2018), Eksa (2018) and Yovita (2019) which the students' mean score was classified as a good category level. In contrast, the findings are different with the previous researches that were conducted by Maesty (2016) and Rismawati (2017). Their findings showed that the ability of students in writing recount texts were in fair and low levels.

In addition, after analyzing the data, the research problem that has been stated on the introduction could be answered. It can be stated that from the findings, the students' ability in writing recount texts was in *good* category level with the score 71 with content aspect as the highest score aspect while mechanics aspect as the lowest one. In other words, the students need to practice more in writing recount texts in order to improve their ability in writing English texts.

## CONCLUSION AND RECOMMENDATION

### Conclusion

After conducting the research entitled *The Ability of Second Grade Students of MA Darul Istiqomah Kemuning Inhil in Writing Recount Texts*, the researcher can conclude that the level of second grade students of MA Darul Istiqomah in writing recount text was in *good* level with the students' average score was 71. Based on the research findings, from 40 students, 24 students were in good level with the score range of 70-84, 16 students were in fair level with the score range of 50-69 and no students were in excellent and poor levels. Hence, most of the students were in a good level with the mean score of 71.

In terms of students' writing aspects, the results were different for each aspect. The mean score that the students achieved in content aspect was 79 and it was the highest score among all the writing aspects. It means that students can write and develop the story in the recount text well. On the other hand, the lowest score that reached by students was in mechanics aspect with the mean score was 63.8. The students were struggling in using punctuation and capitalization.

In short, this research reveals that the students have good ability in writing recount texts and the students were able to write recount texts based on the topic given and they were able to develop the content in a text based on the generic structure of

recount text. Although some students were able to write a good recount text with the mean score was in a *good* level in the range score of 70-84, the students need more practicing to improve their ability in writing especially in mechanics and grammar.

## **Recommendation**

Based on the results and conclusions of this research, the researcher would like to offer some recommendations related to this research.

First, students should pay attention to their writing particularly in terms of grammar and mechanics. Students can improve their abilities by doing more practice in writing activity such as recount text or other texts. The simple way to improve the ability is by revising their writing carefully before it is submitted as the final product.

Second, teachers are recommended to give more writing practice to the students moreover in terms of grammar and mechanics in order to help them in improving their writing practice especially in terms of grammar and mechanics.

Third, for other researchers who want to conduct a research with the similar topic can get further information about the students' ability in writing recount texts. Different types of writing test and scoring rubric can be applied to gain more diverse results of writing recount texts research.

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