A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF MTS HUBBULWATHAN DURI IN WRITING RECOUNT TEXTS

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Abstract: This quantitative descriptive study aims to find out the students' ability in writing recount text. The sample of this study was 27 students of class VIII 1 MTs Hubbulwathan Duri. This research used cluster random sampling technique. The instrument used written test in which students wrote their own recount text according to a theme that has been determined by the writer. In analyzing the data, it had done by calculating the scores of students individually and looking for the average scores. As for the results obtained from this study, the ability of eighth graders in writing recount text is in the good category with an average of 80.36. The results for each aspect are very good for aspects of content (89.66), organization (91.33), vocabulary (86.66), while good for aspects of grammar (83.66) and mechanics (79.33). Based on these results, it is suggested for students to be able to practice writing skills by frequently reading and writing journals. As for the teacher, it is being able to make recount text writing lessons more fun so that students do not get bored in writing. For the researchers, It is recommended that researchers make this research a reference and can focus more on every aspect of writing, especially in the mechanics aspect.

Key words: Writing, Recount Text, Ability, Quantitative

SEBUAH STUDI TENTANG KEMAMPUAN SISWA KELAS DUA MTS HUBBULWATHAN DURI DALAM MENULIS RECOUNT TEKS

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Abstrak: Penelitian deskriptif kuantitatif ini bertujuan untuk mencari tau kemampuan siswa dalam menulis recount text. Sample dari penelitian ini ialah 27 siswa kelas VIII 1 MTs Hubbulwathan Duri. Penelitian ini menggunakan teknik cluster random sampling. Instrumen yang digunakan ialah tes tertulis yang mana siswa menulis text recount mereka sendiri sesuai tema yang telah ditentukan penulis. Dalam menganalisis data dilakukan dengan menghitung nilai siswa secara individu dan mencari nilai rata-rata. Adapaun hasil yang didapat dari penelitian ini, kemampuan siswa kelas delapan dalam menulis recount text ialah dalam kategori bagus dengan rata-rata 80,36. Hasil untuk setiap aspek ialah sangat baik untuk aspek content (89,66), organization (91,33), vocabulary (86,66), Sedangkan baik untuk aspek grammar (83,66) dan mechanics (79,33). Berdasarkan hasil tersebut, disaran kan bagi siswa untuk dapat melatih kemampuan dalam bidang menulis dengan sering membaca dan menulis journal. Adapun untuk guru ialah mampu membuat pelajaran menulis recount text lebih menyenangkan agar murid tidak bosan dalam menulis. Untuk para peneliti disarankan dapat menjadikan penelitian ini referensi dan dapat lebih fokus ke setiap aspek kepenulisan terutama di bagian mechanics.

Kata kunci: *Menulis, Teks Recount, Kemampuan, Kuantitatif*

INTRODUCTION

English subject is learned in junior high schools and senior high schools. Teachers are expected to use English in the teaching and learning process. Richards (2001) comments that teachers are the key in the successful implementation of curriculum changes. Based on curriculum 2013, English teaching must enable students to communicate politely in oral and written communication for various purposes (e.g. building social relation, and developing insights through information exchange).

In addition, Writing can also be used as material to express feelings or giving information. Most of People write to communicate information, perspectives, or experiences to an audience that will find something new in the writing (Young, 2006). According to Pohi (2015) Writing is a job that can be considered easy and can also be considered difficult. Many people hate writing because they don't know how to start with their words. But not a few people who love writing, because they think writing is something fun that can provide proof of a work. Also, by creating writing habits, it will hone and sharpen people ability in language.

Olson (2016) writes three proven ways that handwriting is good for the brain, two of them are handwriting increases neural activity in certain sections of the brain, similar to meditation and handwriting sharpens the brain and helps us learn. Meanwhile, students are usually interested in writing if they have ideas. They will write depending on their ideas, and usually the ideas get are from their experiences particularly their fun experiences. Teaching writing means teaching how to generate and express ideas into correct English sentences or paragraphs, and how to organize paragraphs into a good organization (Harmer, 2004).

Writing is one of the English skills that is important not only in formal but also informal situations. Base on Kaur and Saini (2014), Formal writing styles are adopted in official documents, research papers, literary arts (i.e. poetry, novels, plays and stories). And an informal writing style includes casual English sentences or phrases without any restrictions. This type of style is adopted in daily conversations, real-time data (like tweets, face book status, etc.). Hyland (2004) added that writing is a way to share personal meanings. For that reason, the researcher used recount texts to do this research because it is needed for informal writing or personal writing. Based on Taringan (1994), personal writing is a form of writing that provides something that is most pleasing in the personal exploration of the author. Also, personal recount is a text that retells activities in the past (Anderson and Anderson, 2003). Besides that, personal writing is also a therapeutic or science of examination and treatment to analyze ourselves, so that we understand ourselves better.

Based on the reasons above, the writer has interest in conducting a research on students' ability in writing recount text in MTs Hubbulwathan Duri. The purpose of this research is to find out about the ability of second year students in writing recount texts.

METHODOLOGY

This research is descriptive quantitatif research. Johnson & Christensen (2008) stated quantitative research is research that focused on quantitative data collection. In quantitative descriptive research, the aims is to describe the data and characteristic about phenomenon under study but does not provide the reason for the situation. Thus, to reach the aim of this research, the researcher used this method to describe and explain the ability of the second year students of MTs Hubbulwathan Duri.

In collecting the data, the writer used a written test to find out students' ability in writing recount text. The researcher will use guided question and answer instrument to help students exploring topic in writing. The question will lead the students to express the ideas in writing recount text.

In doing this test the researcher will use an online written test which the researcher design in the Jotform application. JotForm is a full-featured online form builder that makes it easy to build powerful forms and collect important data (sumber by, https://www.jotform.com/id/about/). Here is the link of the test. https://form.jotform.com/203381370225043.

So that the sample only needs to click on the link that the researcher will send through the homeroom teacher and the sample can immediately work on the recount text. After finishing working on it, the sample only needs to click summit. There are several things in the writing test link, they are form of instructions and guided questions of generic structure, then the choice of topics that will be selected by the sample as a reference in writing recount text.

After the students collected the data, the writer asked the raters to correct the students' recount texts test. The raters corrected the data based on the table of Assesment by Brown (2007) :

ASPEK	SCORE	PERFORMANCE DESCRIPTION	WEIGHTING
CONTENT (C) 30% Topic Detailed	4	The topic is complete and clear and the details are relating to the topic	3x
	3	the topic is complete and clear but the details are almost relating to the topic	
	2	the topic is complete and clear but the details are not relating to the topic	
	1	the topic is not clear and the details are not relating to the topic	
ORGANIZATION (O) 20% Identification Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost	

		proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
GRAMMAR (G) 20% Use present tense Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
VOCABULARY (V) 15%	4	Effective choice and words and word forms	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms and not understandable	
MECHANIC (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization	1,5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent of spelling, punctuation and capitalization	
	1	It is dominated by errores spelling, punctuation and capitalization	

So, The results of the raters will be calculated using the following formulas:

$$Score = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \times 100$$

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

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

To get the data of the students' ability in writing recount text, writer calculated the whole final scores of the students. The writer using this formula to find out the ability of students :

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

Note:

M= Mean scores

X= The scores of students

N= Respondents

(Heaton, 1992)

To find out the percentage of Sample's ability in writing recount text, the researcher will use the formula of Sudjana (1996) as follows:

$$P = \frac{F}{N} X\ 100\%$$

P = Percentage of students score

F = Frequency of each rater

N = Maximum score

The writer classifying the students' skill into very good, good, fair, poor, and very poor by using the following categories as follows:

Table 3.3 Classification of Students Score

No	Range score	Category
1	85-100	Very Good
2	70-84	Good
3	55-69	Fair
4	50-54	Poor
5	0-49	Very Poor

(Arikunto, 2010)

RESULT AND DISCUSSION

After the researcher processed the data, the results obtained for the students' ability in writing recount text was a good category with a score of 80.36 out of 27 students.

Table 4.1 The Percentage of the Students' General Ability in Writing Recount Texts

No	Classification		frequency	percentage
	Score	Category		
1	85-100	Very Good	12	44%
2	70-84	Good	10	37%
3	55-69	Fair	4	15 %
4	50-54	Poor	0	0 %
5	0-49	Very Poor	1	4 %
	Total		27	100 %

Table 4.1 explains that from 27 students, the total number of students who got the very good category was more than the other categories. Meanwhile, none of the students got the poor category, but there was 1 student who scored below the poor category, that is very poor. From all the students who were tested, there was only one student who actually got a score of 100 from all aspects of writing from all raters. So, from the data table above, it can be concluded that in general students are able to write recount text based on correct components and generic structures.

Students' ability in writing recount texts can also be seen from the average of each writing aspect as shown in the table below.

Table 4.2 The Students' Average Score for Each Writing Aspect

Aspects of writing	Average Score	Category
Content	83	Good
Grammar	77.38	Good
Organization	81.13	Good
Vocabulary	80.17	Good
Mechanics	73.38	Good

It can be seen from table 4.2 above that students have the highest ability in the field of content. The average value of students from each aspect is good and there is not very good, fair, poor and very poor. From the average score of each aspect, it can be concluded that students have good scores in the writing component.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

There are five aspects in writing, they are content, grammar, organization, vocabulary and mechanics. On the content aspect in this study the mean score is 83. Then, the mean score in grammar aspect is 77.38. While the average mean score in organization aspect is 81,13. The mean score in vocabulary is 80,17 and the last is in mechanics aspect that is only 73,38. It may conclude that the highest mean score achieved by content with average 83 and the lowest score is in mechanics aspect with average 73,38. It means that students are still very weak in the mechanic aspect but students have the very good ability in the content aspect.

Recommendations

Based on the results of this study, the researcher would like to provide several recommendations. First, students should be able to improve their abilities by writing frequently and writing recount text is the easiest alternative in starting learning to write. Not only that, students can practice writing skills by reading a lot, such as reading fairy tales or biographical stories of someone's life. In addition to reading, students should have a journal or diary which can summarize all the outpouring of feelings, ideas, and experiences every day in written form. In this study, students had good categories, but some students were still weak in mechanics and grammar, so students really needed to practice writing skills frequently.

For students who were weak in mechanics, students can see good writing through journals on the website or frequently reading magazines and story books. Then try to pay attention to puntuation and capitalization in the writing.

Secondly, most of the students are weak in mechanic. So for the teacher, researcher recommended to give more writing practice to the students. In addition to giving students writing practice, the teacher should explained good writing about puntation, capitalization, spelling and others to students in an easy-to-understand way such as singing. So the teacher can compose a song about good writing. The other way, by asking students to take turns going forward to correct what the teacher wrote on the blackboard and the teacher immediately corrects the student if it is wrong and appreciates it if it is correct, so that students can remember correctly.

The last, The researcher highly recommends this research to other researchers as a source of information about how MTs students who have just entered recount text lessons and the environment of students whose majority of Islamic subjects are able to work on recount text. Researchers really hope that this research can be useful for other researchers and make this research as a reference.

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