AN ANALYSIS OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE TENTH GRADE OF SMK TIGAMA PEKANBARU

Ayu Yunita Putri Br. Barus[1], Erni[2], Jismulatif[3]
Email: ayu.yunita2773@student.unri.ac.id, erni@lecturer.unri.ac.id, jismulatif@lecturer.unri.ac.id
Phone Number : 082391740328

English Education Study Program
Department of Language and Art Education
Faculty of Teacher Training and Education
Riau University

Abstract: *This research aims to analyze the students' ability in writing recount text at the tenth grade students of SMK Tigama Pekanbaru. This research was used descriptive research. The population of this research were the tenth grade students of SMK Tigama Pekanbaru. The sample of this research was X Cullinary Art, consist of 33 students who have been the participants for this research. In collecting the data, the researcher used writing test. The writing test were analyzed by ESL Profile Composition by Jacob (1981). There are five aspects have been analyzed: content, organization, vocabulary, language use and mechanic. The findings of this research revealed that students got good to average in content, organization, vocabulary and mechanic aspects and excellent to very good in language use aspect. As the result of this research, it showed that the majority of the students perform well in the content, organization, vocabulary, language use and mechanic aspects of writing recount text.*

Keywords: *Analysis, Ability, Writing, Recount Text*

ANALISIS KEMAMPUAN SISWA KELAS 10 SMK TIGAMA PEKANBARU DALAM MENULIS TEKS RECOUNT

Ayu Yunita Putri Br. Barus[1], Erni[2], Jismulatif[3]
Email: ayu.yunita2773@student.unri.ac.id, erni@lecturer.unri.ac.id, jismulatif@lecturer.unri.ac.id
Phone Number : 082391740328

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk menganalisis kemampuan siswa dalam menulis teks recount pada siswa kelas X SMK Tigama Pekanbaru. Penelitian ini menggunakan penelitian deskriptif. Populasi penelitian ini adalah siswa kelas X SMK Tigama Pekanbaru. Sampel penelitian ini adalah kelas X Tata Boga yang terdiri dari 33 siswa yang menjadi partisipan penelitian ini. Dalam mengumpulkan data, peneliti menggunakan tes tulis. Tes menulis dianalisis dengan ESL Profile Composition oleh Jacob (1981). Ada lima aspek yang telah dianalisis: konten, organisasi, kosa kata, penggunaan bahasa dan mekanik. Temuan dari penelitian ini mengungkapkan bahwa siswa mendapat rata-rata baik dalam aspek konten, organisasi, kosa kata dan mekanik dan sangat baik hingga sangat baik dalam aspek penggunaan bahasa. Sebagai hasil dari penelitian ini, menunjukkan bahwa sebagian besar siswa melakukan dengan baik dalam aspek isi, organisasi, kosa kata, penggunaan bahasa dan mekanik dalam menulis teks recount.

Kata Kunci: Analisis, Kemampuan, Menulis, Teks Recount

INTRODUCTION

For many years, students from many places around the world learn English. Since English is considered as an international language, learning English has become necessary for everyone who wants to engage in international interactions. There are four basic skills of the English language learning, i.e. listening, speaking, reading, and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the news items, and later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

According to Bello (1997), writing as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their effectively and to reinforce the grammar and vocabulary they learn in class. Writing skill mastery is significantly helpful for learners in various educational and occupational tasks such as writing essays, writing thesis, business writing, international correspondence, presentation, etc. It means that writing is not only means of communication where students can share their views and thought, it is actually a pre request to master other language skill.

The writing skill is considered to be the most difficult of language skills for Indonesian students because they don't know what to write and not all of them use English in writing the text. Elbow (1998) said that there are many people cannot write. They feel confused when they have to write because they do not even know how to get started to write. Rigg (2011) also stated that getting started to write can be very difficult. Similar with Rigg's statement, Doucette (2009) also found that getting started is the hardest part of writing.

SMK Tigama Pekanbaru is one of the schools is located in Taman Karya, Pekanbaru. This school teaches English as a subject for students, especially writing. This school uses 2013 curriculum (K13). Based on the curriculum, the tenth grade students of SMK Tigama Pekanbaru learn recount text. In Senior High School, there are some types of text that should be learned by students in English subject, they are recount, narrative, descriptive, procedure, explanation, discussion, exposition, anecdote, and news item. Every text has different contextual factors or subject matter, textual features and grammatical features. In this research, the researcher will use recount text. The researcher uses recount text because this text is learned by the second semester of first-year students.

The definition of recount text was stated by Anderson & Anderson (1998), a recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. Besides, According to Rosyadi (2011), recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Recount text is a type of text that contains stories or experiences in the past. Recount text consists of orientation, events and re-orientation. Orientation is the part of paragraph that tell the background information,

events is the part of paragraph that tell an event that happened and re-orientation is the part of paragraph that contains a summary or conclusion of all events.

In order to measure the students' writing ability, there are some aspects must be rated. According to Jacobs et al (1981) the aspect focuses on content, organization, vocabulary, language use, and mechanics.

Finally, the writer intended to restrict the problem and purpose of this research in analyze the tenth grade students' ability in writing Recount text. The researcher takes entitled of this research "AN ANALYSIS OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE TENTH GRADE OF SMK TIGAMA PEKANBARU".

RESEARCH METHODOLOGY

The method used in this study is a descriptive research design. This method is used to describe and interpret the data being studied based on the facts that are supported by accurate theories. According to Tavakoli (2012), descriptive research is an investigation that provided a picture of a phenomenon or intervention. The population of this research were the tenth grade students of SMK Tigama Pekanbaru. The sample of this research was X Cullinary Art, consist of 33 students who have been the participants for this research. In collecting the data, the researcher used writing test. The writing test were analyzed by ESL Profile Composition by Jacob (1981). There are five aspects have been analyzed: content, organization, vocabulary, language use and mechanic.

FINDINGS AND DISCUSSION

To score the students' writings, the researcher used the ESL Composition Profile. The scoring is consisted of five variables, namely: content, organization, vocabulary, language use, mechanism. From the five variables, the writer calculate the average to this table.

Table 4.1 The average score

No	Item	Average
1	Content	22.08
2	Organization	14.87
3	Vocabulary	15.38
4	Language use	22.35
5	Mechanism	4.03

As the writer had stated before about Jacob's theory to scoring the writing tests, every score has levels to show the students' problem in writing tests. Classification of levels score in each aspect of writing test according to Jacob's theory which can be seen as table 2.

Table 4.2 The average score interpretation

No	Item	Average
1	Content	Good to average
2	Organization	Good to average
3	Vocabulary	Good to average
4	Language use	Excellent to very good
5	Mechanism	Good to average

This research aimed to assess the writing skills of a group of tenth grade students learning English as a second language (ESL) at SMK Tigama. The researcher used the ESL Composition Profile test to score the students' writing in terms of five variables: content, organization, vocabulary, language use, and mechanics. The results showed that the majority of the students (57.58%) scored in the "good to average" range for content, indicating that they had a relatively strong foundation in this aspect of written composition. There was also a small number of students who scored in the "excellent to very good" range (9.09%), as well as a smaller number in the "fair to poor" (18.18%) and "very poor" (15.15%) ranges. These results suggest that there is some variation in the writing skills of the students, with some performing exceptionally well and others struggling more.

The results for the other four variables (organization, vocabulary, language use, and mechanics) followed a similar pattern, with the majority of students scoring in the "good to average" range, a small percentage scoring in the "excellent to very good" range, and a few students scoring in the "fair to poor" or "very poor" ranges. Overall, the data suggests that the majority of the students performed at an acceptable level in the course, but there was also a significant number of students who may have had difficulty with the material. It would be useful to further analyze the data to understand the specific strengths and weaknesses of the students' writing and identify areas for improvement.

Based on the research question "How is the students' ability in writing recount text at the tenth grade of SMK Tigama?" The results show that the students have a relatively high level of writing ability in this genre. The maximal score of 89 suggests that at least one student demonstrated exceptional ability in writing recount text, while the average score of 77.63 indicates that the majority of the students performed at a high level. The lowest score of 65 suggests that there may be some students who struggled with writing in this genre, but overall, the results indicate that the ability of the tenth-grade students at SMK Tigama in writing recount text is generally strong.

Furthermore, the study found that the students at SMK Tigama have a strong foundation in the content, organization, vocabulary, and language use aspects of writing recount text. These skills are essential for effectively conveying information and ideas in this genre, and the average scores suggest that the students are performing at a good to average level in these areas. The students also seem to be performing exceptionally well in the mechanism aspect of writing recount text, which could be due to their strong attention to detail, their ability to follow conventions of grammar and mechanics, or other factors.

Overall, the study's results suggest that the writing ability of the tenth-grade students at SMK Tigama in the genre of recount text is strong, with some areas of particular strength and others that may be more moderate. To further improve their writing skills, it may be helpful to focus on building upon these existing strengths while

addressing any areas of weakness or areas where improvement is needed. The findings of this study may also inform future curriculum development and instructional practices to better support ESL students' writing skills. These results suggest that the writing ability of the tenth-grade students at SMK Tigama in the genre of recount text is strong, with some areas of particular strength and others that may be more moderate. To further improve their writing skills, it may be helpful to focus on building upon these existing strengths, while also addressing any areas of weakness or areas where improvement is needed.

CONCLUSIONS AN SUGGESTIONS

Conclusions

The conclusion of this research is that the writing skills of a group of tenth grade students learning English as a foreign language at SMK Tigama are generally strong, with a majority performing at a good to average level in the content, organization, vocabulary, and mechanic aspects of writing recount texts. These skills are important for effectively conveying information and ideas in this genre. The students also performed exceptionally well in the language use aspect of writing recount text, with an average score considered excellent to very good.

However, there may be some students who struggled with writing in this genre, as indicated by the lowest score of 65. To further improve their writing skills, it may be helpful to examine the specific strengths and weaknesses of the students' writing and identify areas for improvement, as well as consider factors such as prior knowledge and experience with written composition, language proficiency, and the quality of instruction. It would also be useful to administer additional writing tests or assessments to target specific skills or areas of weakness.

Suggestions

From the results of this research, the teachers are recommended to take into account students' prior knowledge and experience with written composition, as well as their language proficiency and the quality of instruction they have received. Teachers should identify specific areas in which students struggle, such as content, organization, vocabulary, or language use, and provide appropriate support to help them improve.

Second, the students are recommended to practice writing in the genre of recount text, as well as other genres, to further develop their writing skills. Encourage students to seek additional resources or support, such as tutoring or writing centers, to help them improve their writing skills.

The last for the next researcher are recommended to conduct the research on similar problems and will apply a strategy and method to find out the students' ability in writing recount text.

BIBLIOGRAPHY

Anderson,M. & Anderson, K. 1998. *Text types in English 1*. Southyourra: Macmillan.

Bello, T. 1997. *Writing Topics for Adult ESL Students*. Paper presented at the 31st Annual Teachers of English to Speakers of Other Language Convention, Orlando, FI, USA.

Elbow, P. 1998. *Writing with power: Techniques for mastering the writing process (2nd ed.)*. Oxford: Oxford University.

Jacob, Zinkagraf. 1981. *Testing ESL Composition: A practical Approach*. Massachussets: Newbury House.

Riggs, Ransom. 2011 *Miss Peregrine's Home for Peculiar Children*. USA: Quirk Books.

Rosyadi, M. Arifian. 2011. *Learning Material Junior High School Grade VII*. Retrieved https://arifianunnes3.files.wordpress.com/2011/04/recounttext learning-material.pdf, accessed on Wednesday, December 3rd, 2015 at 10.47 am.

Tavakoli, Hossein. 2012. *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Tehran: Rahnama Press.