A STUDY ON THE ABILITY OF THE FIRST-YEAR STUDENTS OF SMA N 1 KUANTAN MUDIK IN WRITING RECOUNT TEXT

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Abstract: *This research aims to determine the writing ability of first-year students at SMA N 1 Kuantan Mudik in creating recount texts. The study's population consists of 214 students distributed across six classes. By using a cluster random sampling technique, one class comprising 36 students was selected. To assess the students' writing abilities, a writing test was employed as the instrument. Five writing aspects were examined: Content, Organization, Vocabulary, Grammar, and Mechanics. The students' test results were then evaluated by three raters. After the analysis, it was found that the overall writing test score for students' recount texts is classified as Poor, with an average score of 69.89. Content and Organization were identified as the two aspects with the lowest scores. By focusing on these aspects, educators can help students develop stronger writing skills. This research provides valuable insights into the specific writing challenges faced by first-year students at SMA N 1 Kuantan Mudik.*

Keywords: Study, Writing, Recount Text

SEBUAH STUDI TENTANG KEMAMPUAN SISWA TAHUN PERTAMA SMA N 1 KUANTAN MUDIK DALAM MENULIS TEKS RECOUNT

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Abstrak: Penelitian ini bertujuan untuk meneliti kemampuan menulis siswa tahun pertama di SMA N 1 Kuantan Mudik dalam membuat teks recount. Populasi penelitian ini terdiri dari 214 siswa yang tersebar di enam kelas. Dengan menggunakan teknik cluster random sampling, terpilihlah satu kelas yang terdiri dari 36 siswa. Untuk menilai kemampuan menulis siswa, tes menulis digunakan sebagai instrumen. Lima aspek menulis yang diteliti adalah Konten, Organisasi, Kosa Kata, Tata Bahasa, dan Mekanik. Hasil tes siswa kemudian dievaluasi oleh tiga penilai. Setelah analisis, ditemukan bahwa skor tes menulis keseluruhan untuk teks recount siswa diklasifikasikan sebagai Kurang, dengan skor rata-rata 69,89. Konten dan Organisasi diidentifikasi sebagai dua aspek dengan skor terendah. Dengan berfokus pada aspek-aspek ini, pendidik dapat membantu siswa mengembangkan keterampilan menulis yang lebih kuat. Penelitian ini memberikan wawasan berharga tentang tantangan menulis spesifik yang dihadapi oleh siswa tahun pertama di SMA N 1 Kuantan Mudik.

Kata Kunci: Persepsi, Pembelajaran Dalam Jaringan, TOEFL

INTRODUCTION

According to the English curriculum, there are four language skills that need to be learned. Writing is a crucial skill that English as a Foreign Language (EFL) students need to develop. It involves forming letters or numbers on a surface, typically with a pen or pencil (Bull, 2010). Writing is an interpersonal communication system that uses visual or graphic symbols written on paper. According to Zamel (2007), Writing is a manner which the people can discover and find out their mind and thoughts in written form. Ganobscik & Williams (2009), on their recent studies, highlighted that writing plays a major role in higher education both in students' understanding of the course content and the consequent assessment of students' knowledge. Students often encounter challenges when learning how to write. Many feel shy and lack confidence when attempting to write texts, sentences, paragraphs, or share their experiences. This lack of confidence can lead them to avoid expressing their ideas, opinions, or experiences on paper. Following Curriculum 2013, which has been applied in SMA 1 Kuantan Mudik, it states that problems get more complicated in Curriculum 2013 as students are required to master a variety of genres simultaneously with their distinct purposes, language features, and structures specified for each genre (Ariwibowo et al., 2023).

The reality that many students regularly fail in the writing check indicates there are a few mistakes arise of their writing. Therefore, the researchers determine to select certainly considered one among text gender this is Recount text content as students' activity on this research. A recount text is a type of writing that describes a past event. It starts by introducing who was involved, what happened, where it happened, and when it happened (Pardiyono, 2007). Recounts are an extraordinary style for emergent writers to reduce their enamel on. Written in large part in the beyond tense, recounts provide more youthful student-writers the possibility to inform a tale in writing without putting bulky needs on their innovative abilities to assemble a well-established storyline.

Regarding recount texts, diaries serve as a tool in teaching writing. Through diary writing, students can freely share their ideas, experiences, and daily activities. Writing diaries benefits students by allowing them to practice writing in a stress-free environment. They can organize their thoughts using proper grammar, simple yet effective language, correct mechanics, and a wide range of vocabulary. Diary writing is enjoyable and can be adapted to various writing tasks. In this study, the researcher will assess the writing skills of tenth-grade students in composing recount texts, as they are expected to have a deeper understanding of this writing genre. Aristyawan (2018) showed writing diary is one of the ways can be used to help students to be able to write a recount text because diary is written in the form of recount. In writing a diary, the students can practice to write recount text without pressuring time. It can make the students will be more aware with the used of grammar of the text and the organization of the text.

However, many students still have difficulties in writing recount text based on their English score from the previous semester. The researcher chose to focus on diary writing because it is a simple method for tenth graders to express their ideas without confusion. The selection of this topic and setting is based on the researcher's background in English Education and the relevance of the topic to students, as supported by Taqi et al. (2015). Then, identify of this research is not yet investigated

with the aid of using different preceding researchers in SMA N 1 Kuantan Mudik. The remaining the writer still finds that students have problems in writing comprehension. So, from the state of affairs above, the researcher conducts a research entitled "A Study on the Ability of the First-Year Students of SMA N 1 Kuantan Mudik in Writing Recount Text".

RESEARCH METHODOLOGY

The reseacher used a quantitative research as the answer the problem statement. According to Sugiyono (2017) quantitative survey is conducted to collect the data from natural settings using questionnaire, test or structured interview. In this research, the researcher used writing test to measure students' ability in writing recount text.

The population for this study consists of the first-year students of SMA N 1 Kuantan Mudik in the academic year 2022/2023. There are 6 classes that consist of thirty two up to thirty eight students. The number of students is 214. In this research, cluster random sampling techniques are used to select the class as the sample. One class which consist of 36 students has been chosen as the sample of the research.

The researcher asks three raters to measure the score of the sample in writing a recount text. The quantative method was used to analyze writing test and it was explained it descriptively. This method is used to explain students' ability in writing recount text. There are several criteria used to assess the students' recount texts. According to Heaton J.B. (1998), these criteria include content, organization, vocabulary, grammar, and mechanics, with each category having its own scoring system. The writer evaluated the data based on these five aspects, which determine the score for writing a recount text.

To determine the average score, the students' writing ability can be evaluated using the standard provided adapted from Burn (2000).

Table 1. Criteria of mastery level of achievement

91-100	Excellent
81-90	Very good
71-80	Average
61-70	Poor
Below 60	Very Poor

RESULT AND DISCUSSION

In order to find out the ability of the first-year students of SMA N 1 Kuantan Mudik in writing recount text, the researcher conducted writing test during the research. There are 36 students as sample in this research from one class that has been chosen after using cluster random sampling technique.

The students' writing test was analyzed by three raters, those who validate the writing test, by using the instrument from and Heaton (1998). There were three female teachers as rater. They have been teaching in Senior High School level at least for more than five years.

The highest average student score is recorded at 76.00, categorizing it as meeting the average criteria. Conversely, the lowest average student score is noted at 64.00, falling into the poor criteria category. The average test score for students' writing recount texts in this study is calculated at 69.89, thus classified as falling within the poor criteria range.

There are five aspects of writing which were being analyzed in this research. They are Content, Organization, Vocabulary, Grammar and Mechanics (Heaton, 1998). The result of each aspect is explained on the following points.

Table 2. Content Aspect Score

No	Name	Content Score		
		Total Score	Conversion	Criteria
1	Student 1	11	73,33	Average
2	Student 2	10	66,67	Poor
3	Student 3	10	66,67	Poor
4	Student 4	11	73,33	Average
5	Student 5	8	53,33	Very Poor
6	Student 6	10	66,67	Poor
7	Student 7	10	66,67	Poor
8	Student 8	9	60,00	Very Poor
9	Student 9	10	66,67	Poor
10	Student 10	10	66,67	Poor
11	Student 11	11	73,33	Average
12	Student 12	10	66,67	Poor
13	Student 13	11	73,33	Average
14	Student 14	9	60,00	Very Poor
15	Student 15	11	73,33	Average
16	Student 16	9	60,00	Very Poor
17	Student 17	11	73,33	Average
18	Student 18	11	73,33	Average
19	Student 19	10	66,67	Poor
20	Student 20	11	73,33	Average
21	Student 21	11	73,33	Average
22	Student 22	11	73,33	Average
23	Student 23	11	73,33	Average
24	Student 24	11	73,33	Average
25	Student 25	11	73,33	Average
26	Student 26	11	73,33	Average
27	Student 27	12	80,00	Average
28	Student 28	9	60,00	Very Poor

29	Student 29	10	66,67	Poor
30	Student 30	11	73,33	Average
31	Student 31	9	60,00	Very Poor
32	Student 32	11	73,33	Average
33	Student 33	11	73,33	Average
34	Student 34	10	66,67	Poor
35	Student 35	12	80,00	Average
36	Student 36	10	66,67	Poor
Average Score		**10,39**	**69,26**	**Poor**

Table 2 displays the average scores of aspect Content from the test of students' writing recount texts. The highest average student score for aspect Content is recorded at 80.00, categorizing it as meeting the Average criteria. Conversely, the lowest average student score for aspect Content is noted at 53.33, indicating Very Poor performance in this aspect. The average test score for students' writing recount texts concerning aspect Content is calculated at 69.26, falling within the Poor criteria range.

Table 3. Organization Aspect Score

No	Name	Organization Score		
		Total Score	Conversion	Criteria
1	Student 1	9	60,00	Very Poor
2	Student 2	10	66,67	Poor
3	Student 3	10	66,67	Poor
4	Student 4	11	73,33	Average
5	Student 5	10	66,67	Poor
6	Student 6	10	66,67	Poor
7	Student 7	11	73,33	Average
8	Student 8	10	66,67	Poor
9	Student 9	10	66,67	Poor
10	Student 10	10	66,67	Poor
11	Student 11	11	73,33	Average
12	Student 12	9	60,00	Very Poor
13	Student 13	11	73,33	Average
14	Student 14	9	60,00	Very Poor
15	Student 15	9	60,00	Very Poor
16	Student 16	11	73,33	Average
17	Student 17	10	66,67	Poor
18	Student 18	11	73,33	Average
19	Student 19	11	73,33	Average
20	Student 20	12	80,00	Average
21	Student 21	11	73,33	Average
22	Student 22	10	66,67	Poor
23	Student 23	12	80,00	Average
24	Student 24	9	60,00	Very Poor

25	Student 25	11	73,33	Average
26	Student 26	8	53,33	Very Poor
27	Student 27	11	73,33	Average
28	Student 28	9	60,00	Very Poor
29	Student 29	11	73,33	Average
30	Student 30	10	66,67	Poor
31	Student 31	12	80,00	Average
32	Student 32	11	73,33	Average
33	Student 33	11	73,33	Average
34	Student 34	11	73,33	Average
35	Student 35	12	80,00	Average
36	Student 36	9	60,00	Very Poor
Average Score		**10,36**	**69,07**	**Poor**

Table 3 presents the average scores of aspect Organization from the test of students' writing recount texts. The highest average student score for aspect Organization is recorded at 80.00, categorizing into the Average criteria category. Conversely, the lowest average student score for aspect Organization is noted at 53.33, indicating Very Poor performance in this aspect. The average test score for students' writing recount texts concerning aspect Organization is calculated at 69.07, categorizing it as falling within the Poor criteria range.

Table 4. Vocabulary Aspect Score

No	Name	Vocabulary Score		
		Total Score	Conversion	Criteria
1	Student 1	10	66,67	Poor
2	Student 2	11	73,33	Average
3	Student 3	11	73,33	Average
4	Student 4	12	80,00	Average
5	Student 5	11	73,33	Average
6	Student 6	11	73,33	Average
7	Student 7	10	66,67	Poor
8	Student 8	12	80,00	Average
9	Student 9	10	66,67	Poor
10	Student 10	12	80,00	Average
11	Student 11	11	73,33	Average
12	Student 12	11	73,33	Average
13	Student 13	10	66,67	Poor
14	Student 14	11	73,33	Average
15	Student 15	10	66,67	Poor
16	Student 16	10	66,67	Poor
17	Student 17	10	66,67	Poor

18	Student 18	12	80,00	Average
19	Student 19	12	80,00	Average
20	Student 20	11	73,33	Average
21	Student 21	10	66,67	Poor
22	Student 22	11	73,33	Average
23	Student 23	10	66,67	Poor
24	Student 24	9	60,00	Very Poor
25	Student 25	12	80,00	Average
26	Student 26	11	73,33	Average
27	Student 27	10	66,67	Poor
28	Student 28	9	60,00	Very Poor
29	Student 29	10	66,67	Poor
30	Student 30	10	66,67	Poor
31	Student 31	9	60,00	Very Poor
32	Student 32	11	73,33	Average
33	Student 33	9	60,00	Very Poor
34	Student 34	11	73,33	Average
35	Student 35	9	60,00	Very Poor
36	Student 36	11	73,33	Average
Average Score		**10,56**	**70,37**	**Poor**

Table 4 illustrates the average scores of aspect Vocabulary from the test of students' writing recount texts. The highest average student score for aspect Vocabulary is documented at 80.00, categorizing it as falling within the Average criteria. Conversely, the lowest average student score for aspect Vocabulary is observed at 60.00, indicating Poor performance in this aspect. Consequently, the average test score for students' writing recount texts concerning aspect Vocabulary is computed at 70.37, thus falling within the Poor criteria range.

Table 5. Grammar Aspect Score

No	Name	Grammar Score		
		Total Score	**Conversion**	**Criteria**
1	Student 1	11	73,33	Average
2	Student 2	10	66,67	Poor
3	Student 3	10	66,67	Poor
4	Student 4	9	60,00	Very Poor
5	Student 5	12	80,00	Average
6	Student 6	11	73,33	Average
7	Student 7	12	80,00	Average
8	Student 8	9	60,00	Very Poor
9	Student 9	10	66,67	Poor
10	Student 10	11	73,33	Average
11	Student 11	10	66,67	Poor

12	Student 12	10	66,67	Poor
13	Student 13	10	66,67	Poor
14	Student 14	10	66,67	Poor
15	Student 15	12	80,00	Average
16	Student 16	11	73,33	Average
17	Student 17	10	66,67	Poor
18	Student 18	10	66,67	Poor
19	Student 19	11	73,33	Average
20	Student 20	12	80,00	Average
21	Student 21	12	80,00	Average
22	Student 22	11	73,33	Average
23	Student 23	11	73,33	Average
24	Student 24	10	66,67	Poor
25	Student 25	12	80,00	Average
26	Student 26	10	66,67	Poor
27	Student 27	11	73,33	Average
28	Student 28	11	73,33	Average
29	Student 29	11	73,33	Average
30	Student 30	10	66,67	Poor
31	Student 31	10	66,67	Poor
32	Student 32	12	80,00	Average
33	Student 33	8	53,33	Very Poor
34	Student 34	9	60,00	Very Poor
35	Student 35	10	66,67	Poor
36	Student 36	10	66,67	Poor
Average Score		**10,53**	**70,19**	**Poor**

Table 5 outlines the average scores of aspect Grammar from the test of students' writing recount texts. The highest average student score for aspect Grammar is recorded at 80.53, which is categorized as meeting the Average criteria. Conversely, the lowest average student score for aspect Grammar is noted at 53.33, indicating a Very Poor level of performance. Consequently, the average test score for students' writing recount texts concerning aspect Grammar is calculated at 70.19, thereby falling within the Poor criteria range.

Table 6. Mechanics Aspect Score

No	Name	Mechanics Score		
		Total Score	Average	Criteria
1	Student 1	11	73,33	Average
2	Student 2	11	73,33	Average
3	Student 3	10	66,67	Poor
4	Student 4	11	73,33	Average
5	Student 5	11	73,33	Average

6	Student 6	12	80,00	Average
7	Student 7	9	60,00	Very Poor
8	Student 8	9	60,00	Very Poor
9	Student 9	11	73,33	Average
10	Student 10	11	73,33	Average
11	Student 11	12	80,00	Average
12	Student 12	9	60,00	Very Poor
13	Student 13	11	73,33	Average
14	Student 14	11	73,33	Average
15	Student 15	10	66,67	Poor
16	Student 16	10	66,67	Poor
17	Student 17	10	66,67	Poor
18	Student 18	12	80,00	Average
19	Student 19	10	66,67	Poor
20	Student 20	10	66,67	Poor
21	Student 21	9	60,00	Very Poor
22	Student 22	10	66,67	Poor
23	Student 23	11	73,33	Average
24	Student 24	9	60,00	Very Poor
25	Student 25	11	73,33	Average
26	Student 26	12	80,00	Average
27	Student 27	10	66,67	Poor
28	Student 28	11	73,33	Average
29	Student 29	12	80,00	Average
30	Student 30	12	80,00	Average
31	Student 31	11	73,33	Average
32	Student 32	11	73,33	Average
33	Student 33	10	66,67	Poor
34	Student 34	12	80,00	Average
35	Student 35	10	66,67	Poor
36	Student 36	9	60,00	Very Poor
Average Score		**10,58**	**70,56**	**Poor**

Table 6 showcases the average scores of aspect Mechanics from the test of students' writing recount texts. The highest average student score for aspect Mechanics is documented at 80.00, categorizing it as meeting the Average criteria. Conversely, the lowest average student score for aspect Mechanics is noted at 60.00, indicating very poor performance in this aspect. Consequently, the average test score for students' writing recount texts concerning aspect Mechanics is calculated at 70.56, thereby falling within the Average criteria range.

Discussion

The research conducted on 'The Ability of The First-Year Students of SMA N 1 Kuantan Mudik in Writing Recount Text' yields critical insights from the test. From the data gathered, it is evident that students exhibit varying levels of proficiency in recount

text writing. Notably, the highest average student score stands at 76.00, aligning with the average criteria.

CONCLUSION AND RECOMMENDATIONS

Conclusions

The study on 'The Ability of The First-Year Students of SMA N 1 Kuantan Mudik about Writing Recount Text' reveals significant findings from the writing test. Students' writing proficiency across five assessed aspects—Content, Organization, Vocabulary, Grammar, and Mechanics—shows varied performance levels. Notably, students' performance in Organization aspect is notably low, with an average score of 69.07, categorizing it as falling within the Poor criteria range. Similarly, students struggle in Content aspect, with an average score of 69.26, indicating Poor performance. Consequently, the overall of writing test score for students' writing in recount texts is classified as Poor, with a score of 69.89.

Recommendations

With regards to the findings, three recommendations are offered as follows. First, for the teachers. teachers are urged to integrate diverse teaching approaches and resources to cater to students' varied learning styles and needs, fostering a supportive and inclusive learning environment conducive to writing development. Then, for the students. They are urged to cultivate a habit of regular reading to expand their vocabulary and improve their understanding of language conventions. It is also recommended that other researchers explore similar studies in different educational contexts to gain a broader understanding of students' writing abilities in recount texts

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