



**STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT  
GRADE XI MAS THOYIBAH ISLAMIYAH HUTARAJA  
PALUTA**

**A THESIS**

*Submitted to State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfilment of the requirement for the Degree of Education  
Graduate ( S.Pd ) in English*

**Written By:**

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STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2018**



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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Nurlainun Harahap**, entitled “**STUDENTS’ ABILITY IN WRITING RECOUNT TEXT AT GRADE XI MAS THOYIBAH ISLAMIYAH HUTARAJA PALUTA**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

*Wassalam 'alaikumwr.wb.*

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**LEGALIZATION**

Thesis :Students' Ability In Writing Recount Text At Grade XI MAS  
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MAS Thoyibah Islamiyah Hutaraja Paluta.

### **Abstrack**

This research discussed about students' problems in writing at grade XI Thoyibah Islamiyah Hutaraja Paluta. Almost all of the students are unwilling to used English in communication. It came from students themselves. They were feeling ashamed and they were afraid to express their ideas. They worried everyone would mock them. Another reason concerned with the students' environmet, parent and teaching learning tehniqe in their school. It came from the phenomenon that was found when the researcher interviewed one of English teacher of grade XI MAS Thoyibah Islamiyah Hutaraja Paluta about what are the students'problem in meeting the teaching writing. Then, the researcher formulated the problems became: how was the students' ability in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta?

This research is conducted by quantitative research. The population of this research 109 students of the grade XI. Then, sample of research intended 32 students, they were XI. Next, this research analyzed the data by mean score formula; to know the students' writing ability score and the students' problmes in teaching writing. Then hypthesis used Z-test formula.

Based on the research result, students' writing ability at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta was 44.37 score. So it could be categorized that the ability of XI MAS Thoyibah Islamiyah Hutara Paluta in writing recount text in 2017-2018 academic year was enough category. Then, the hypothesis was accepted by using Z-test, because  $Z_{count} = 0,45 < Z_{table} = 0,3264$ . Then, being ashamed was the main factor for discouraging them in writing. Next, some of them are good in English writing but their motivation was also low to develop their speaking skill. Hopefully, the research result can be positive input for other researcher and teacher to conducted the research, particularly on writing issue. It is concluded that ability in writing recount text of the grade XI MAS Thoyibah Islamiyah Hutaraja Paluta belong average.



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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis be better.

Padangsidempuan, 01 Agustus 2018

Researcher

**Nurlainun Harahap**

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# CHAPTER I

## INTRODUCTION

### **A. Background Of The Problem**

Language is very important for communication and instruction to all of people, because language is the tool for human to communicate with each other. A Human being needs language to share their thinking and feeling. Language is the expression of human for communication through knowledge, belief and behavior.

English is international language used by many people in some countries for establishing relationship because English is the first foreign language which is important to transfer and gain knowledge, science, technology, art, culture and establish international relationship. Beside it, English also provided as compulsory subject to students of elementary school, junior high school, senior high school and higher education level.

There are four skills which are taught in the teaching and learning English. They are listening, speaking, reading, and writing. These skills cannot stand alone. The skills need language components: grammar, vocabulary, and pronunciation to support them. Without these language components, those skills will not be perfect.

There are many reasons to say that writing is very important not only for students and teachers but also all of people because writing is one of the four language skills from above that should be able by students. Writing is producing the words and sentences then it expressing the meaning of the ideas and activity where the students or the writers express their feelings into language by write

down on a paper or by type. Writing also is a transforming process of feeling into language, it means that the writer should think the content of writing first and then arrange the ideas using appropriate language (grammar or vocabulary) into their writing.

Writing is a process how to generate the letter, words and sentences. Therefore, students must be able to combine the words that are easier to understand by human. Writing disabilities are caused by problems in vocabulary and grammar. However, an understandable and acceptable writing are not only depends on vocabulary and grammar but also has to be well sequenced, cohesive, coherent, and appropriate with its purpose.

Writing is not only in experiences and information in generating and organizing ideas, but also in translating their ideas into readable text so the readers can understand what writers' means. A good writing is to write something based on the right chronologic, include has a good topic sentence and the supporting sentences..

Writing skill will be found some problems they are: the first are grammatical rules, lack of vocabulary, structure, grammar and spelling. The second is students can not develop their main idea and can not decide what kind of tense that should be used in their writing. The third students cannot comprehend because the content of the composition is not relevant to the topic. The fourth is ideas do not stated clearly and sentences do not organize well. And the last they are lack of evaluation to write and writing the problems were low in content.

The School Based Curriculum (KTSP) is implemented at MAS Thoyibah Islamiyah for all subjects. The purpose of the English teaching and learning in the classroom is to develop and to master language components and language skills. The teacher has given some books to them to improve their ability in understanding recount text. The teacher also teaches the students to write many kinds of text such as recount, narrative, procedure, descriptive text, and report text. The basic competence in learning English for writing is expressing the meaning and rhetorical structures in essay by using written language manner accurately, fluently and acceptable in everyday life context in form of recount and narrative text<sup>1</sup>

There are many kinds of writing such as exposition text, description text, recount text, procedure text, spoof text, report text, argumentation text, narration text, anecdote, hortatory text. In this research, the focuses on recount text.

Recount text tells about story experience in past time. It retells a past event begins by telling the reader who was involved, what happened, where this event took place and when happened. Recount text is written to retell events information or entertaining their reader. Recount text has three components such as orientation, event, re-orientation or conclusion.<sup>2</sup>

The students should know and able writing recount text well. The Students must know tense that be used to write the recount text. The students must

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<sup>1</sup> *Syllabus* of MAS Thoyibah Islamiyah Hutaraja

<sup>2</sup> Linda Gerot And Peter Wignell, *Making Sense Of Functional Grammar* (Australia : Gerd Stabler, 1994), p. 194

understand and able the role or the way of writing recount text. The Students must be able to determine and organize structure of recount text such as social function, lexicogrammar features and generic structures. Because of many students are unable to write recount text well.

Based on above the ability is one of the important to write recount text well. But in fact so many students are unable to determine and organize the ability of recount text and do not understand and organize the writing of the recount text well. In this case the writer get information from the English teacher in MAS Thoyibah Islamiyah she said that students' value in writing skill is still low. The average of students' writing achievement of grade XI is 65 whereas KKM of grades is 75. Students have the problems in writing especially such as students feel confuse what would they say and write during learning process. So, they always said that English was boring and difficult than other lesson.<sup>3</sup>

It is happen because there were some problems in students' writing ability. The first students lack of vocabulary when they want to write some paragraphs, they confused what they have to write because they do not meaning of some words in indonesian into English. And also students need much time to open dictionary and they can not finish their writing work on time. Moreover, most of students seldom brought dictionary to school. The second students' ability in write English is still low. Most of Students are lazy to write because writing English is different

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<sup>3</sup> Fitri Karlina, *English Teacher* at Grade XI MAS Thoyibah Islamiyah Hutaraja Paluta, *Private Interview* (november 29<sup>th</sup>, 2017 at 08. 22 p.m)

from our native language, the words, grammar and also the way of organizing ideas are probably different from write Indonesian sentences. When the teacher asked them to write a paragraph, most of them cannot develop their ideas so that they become lazy to write. The last most of students wrote recount text, but they are not able to write the text based on the correct structures and language features of the text itself, and they do not understand how to write this text correctly.

Then, based on the information from some students of MAS Thoyibah Islamiyah. The first is Hendra Yunata, he said English teacher in MAS Thoyibah Islamiyah Hutaraja is monoton in teaching learning because the teacher just used English Textbooks and do not suitable technique and media in teaching learning process. so we are lazy in English learning process.<sup>4</sup> The second is Irna Angraini, she said that they do not get what have been taught by teacher caused teachers' explanation not clear so they do not get point of the lesson.<sup>5</sup>

Students have many problems to write recount text because they do not understand the components of writing recount text and cannot write recount well. They were difficult to arrange the sentences when make a recount paragraph. They feel difficult to relate one sentence to others, which the first, after it, and which the next sentences. They also less in determine generic structure of recount text. In this case the writer wants to know about the ability that are often encountered

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<sup>4</sup> Hendra Yunata, *Student* at Grade XI MAS Thoyibah Islamiyah Hutaraja Paluta, *Interview* (November 29<sup>th</sup>, 2017 at 9.51 p.m)

<sup>5</sup> Irna Angraini, *Student* at Grade XI MAS Thoyibah Islamiyah Hutaraja Paluta, *Interview* (November 29<sup>th</sup>, 2017 at 9.51 p.m)

when writing recount text on some students. Students must get a good result, students should be able to master and apply the structures properly, especially on the using.

Based on the explanation above, it is necessary to conduct the research about **“Students’ Ability In Writing Recount Text At Grade XI AT MAS Thoiyibah Islamiyah”**.

## **B. Identification Of The Problem**

Based on the background above, so many problems they are:

1. Students lack of vocabulary, structure, grammar and spelling.
2. Students are less motivation in English lesson such as writing especially.
3. Students had low achievement in writing.
4. Students confused what they have to write because they do not meaning of some words in indonesian into English.
5. Students are lazy to write because writing English is different from our native language, the words, grammar and also the way of organizing ideas are probably different from write indonesian sentences
6. Students students unable to write recount text well because they didn’t know the component of recount text and low in organization, language use and mechanics.

Based on research observation that grade XI students’ writing recount result were low. So, The problems focused only an on students’ ability in writing recount text.

### **C. Focus of the Problem**

The problems of writing are very large and the kinds of writing are very much. As stated in background the problems are about students' weakness in writing, it caused by their inability in mastery cohesion, grammar and structure and vocabulary. These problems may face by students or by English teacher. The researcher will take a research just about the students' ability in writing recount text. So that the researcher limit and focus into the students' low ability in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta.

### **D. Formulation of the Problem**

Based on the problem above, the researcher formulates the problem as follows:

1. How far is the students' ability in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta?
2. What are the difficulties of the students in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta?
3. How the overcome the difficulties of students in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta?

### **E. Purposes of the Research**

Based on the formulation of problem above, the purpose of this research was

1. To describe the students' ability in writing recount text at grade XI of MAS Thoyibah Islamiyah Hutaraja Paluta.

2. To know the difficulties of the students in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta.
3. To know the overcome the difficulties of students in writing recount text ad grade XI MAS Thoyibah Islamiyah Hutaraja Paluta.

#### **F. Significances of the Research**

The significances of this research are as follows:

1. As input for the readers especially the English Learners that is research, it is expected to be able to improve their knowledge in learning recount text.
2. As input for the head master in guiding his English teacher.
3. As input for the English teacher in teaching and learning process especially in teaching recount text.
4. As input for the other researcher who will done the research that has some topic with this research.

#### **G. Defenition of Terminologies**

To avoid the vagueness and misunderstanding between the writer and the reader, the terminologies as follows:

1. Students' Ability

Students is a person who studies, investigatio or a person who is enrolled for study at school and collage.<sup>6</sup> Hornby stated that "The student is a

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<sup>6</sup> Victoria New Feld, *Webster's New World Collage Dictionary* (USA: Macmillan,1996),p. 1330.



person who is studying at school or college.<sup>7</sup> While Rama Yulis stated students is the member of society that effort to develop his/her self throught education level process and kinds of certain education .<sup>8</sup> It can be concluded that the student is a person who learn from the elementary up to university on the formal education institution. And then students in this research were person who studies at the grade XI in MAS Thoyibah Islamiyah Hutaraja Paluta.

On Oxford Advanced Learner Dictionary by Hornby stated that “ability is possession of the means or skill, talent, profeciency to do something in particular area. Power or capacity to do or act physically, mentally, legally, morally, financially, etc.”<sup>9</sup> While in Indonesian dictionary state that “ability is competencein activity or occupation because of one’s skill training, or other qualification”.<sup>10</sup> It could be taken the conclusion that ability is the mental or physical capacity, power or skill required to do something.

## 2. Writing Skill

Writing is one of the most significant cultural accopmlishments of human beings. It allows us to record and convey information and stries beyond the immediate moment. According to Sanggam Siahaan said that, writing is the productive language skill it is the skill of a writer to

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<sup>7</sup> AS. Hornby, *Oxford Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995), p. 38.

<sup>8</sup> Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

<sup>9</sup> As. Hornby, *Op. Cit*, p. 1103.

<sup>10</sup> Tim Penyusun Kamus Pusat Pengembangan Bahasa, *Op. Cit*, p. 721

communicate information to a reader or group of readers.<sup>11</sup> Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting and communicating experience.<sup>12</sup> It could be taken conclusion that writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.

### 3. Recount text

Recount text is the process of giving information by text, to retell events for the purpose of informing or entertaining.<sup>13</sup> According to Pardiyoan recount is a text information to another people about activities or event in past. Recount is a text that telling the reader about one story, action or activity. Its purpose is either to inform or entertain the audience.<sup>14</sup> The writer concluded that recount is a piece of text that retells past events, usually in the order which they happened. In summary recount text is a text talks about events in past time to entertains and instructs the reader or listener, such as: interesting experience holiday.

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<sup>11</sup> Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2

<sup>12</sup> Mary Louise Holly Mary Louise Holly, at.all, *Action Research for Teachers*, (New Jersey: Columbus, Ohio, 2005), p. 235

<sup>13</sup> Linda Gerot and Peter Wignell, *Log., Cit.*

<sup>14</sup> Pardiyoan, *Sure You Can (The Magical Step To Speak And Write In English)* Yogyakarta: Andi, 2013. P. 19

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical Study

##### 1. Students' Ability

Students ability is capacity of mental power, intelligence, talent, and etc from someone. There are some defenition of students ability by some experts. Students ability consist of two words. The firts is students' come from student is singular added with –s become plural. Students is a person who studies or investigates or a person who is entrolled for study at a school, college, university, etc".<sup>15</sup> According to A.S Hornby that “ the ability is possible capacity of power (to do something or mental), cleverness, intelligence and mental power, talent.<sup>16</sup> So, students is a person who is studying at a school or collage from elemantary school, junior high school, senior high school and university.

Ability is physical, mental, or legal to perform (he has ability to accomplish whatever he sets his mind to).<sup>17</sup> Ability is a power mental that have by someone to do something a property.<sup>18</sup> So, the ability is talent, skill, or profeciency in particular area. So, students' ability is intended in this

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<sup>15</sup> Victoria Neufelat, David B. *Gralamik, Webstren New World Collage Dictionary* (USA: Macmilan, 1995), P. 1330

<sup>16</sup> AS. Hornby, *Oxford Advenced Learner's Pocket Dictionary* (New York: Oxford University Press, 1995), p. 429.

<sup>17</sup> A. Mariam Webste, *Webster's Colegiate Thesaurus* (USA: Massa Chusest, 1976),p. 33

<sup>18</sup> Tim Prima Pena, *Kamus Bahasa Indonesia* (NP: Gitamedia Press, NY),P. 511

research is the students' ability in writing of recount text consist of talent intellegency, cleverness from studentselves or special nature power to do something well of the students.

## 2. Writing Recount Text

### a. Defenition of Writing

Writing is one of the most important skills in learning language besides reading, speaking, and listening. In English, the term writing used in various senses. Writing can refer to the content or literary and writing can refer to writing systems.<sup>19</sup> Writing is a process and product a writer such a symbol, letter, sentence, and paragraph which has a meaning. Writing is largely a solitary act. It is formed in isolation.<sup>20</sup> So, writing is about the content consist of symbol, letter, sentences and paragraph.

David Nunan stated that, writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. Writer typically serve two masters: themselves, and their own desire to express an idea of feeling and reader, also called the audience, who need to have ideas expressed in certain ways. It also both a process and product, the researcher imagines, organizes, drafts, edits, and reads. This is process of writing is

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<sup>19</sup> Henry Rogers, *Writing and Systems A Lingusitic Approach* (UK: Blackwell, 2005), P. 1.

<sup>20</sup> Jane B Hughey, *Teaching ESL Composition Principle and Tehniques* ( New York: Newbury House Publisher, 1983), P. 4.

often cyclical and sometimes disorderly.<sup>21</sup> So, writing is expressing idea and organizing ideas into statements and paragraph that will be clear to a reader. Whereas H. Douglas Brown state that writing is two-step process. First you figure out your meaning, and then you put it into language.<sup>22</sup> So, writing So, based on explanation above, writing is transferring activity of ideas in to a written that have some procedures.

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the pag. It is a means of communication. Whenever the writer want to write, the writer has to knowing the audience or reader. It will help inn reaching the goal of communicating clearly and effectively.<sup>23</sup> It means that writing is a way to produce language that comes from our thought. In writing process, the researcher tries to developing their ideas and feelings to produce into a good sentence, in other to inform the other.

Writing is a way communicating to give a message by writer. It tends to be a means how to express though, ideas and feelings. Rivers as quoted by Swarbick describes five stages of development which students need to

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<sup>21</sup> David Nunan, *Practical English Language Teaching*, (America: The MC,Grow Hill Companies, 2003), p. 88.

<sup>22</sup> H. Douglas Brown, *Teaching By principle An Interactive Approach to Language to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 321.

<sup>23</sup> Alice Ochima And Ann Hogue, *Writing Academic English: A Writing And Sentence Structure Handbook 2<sup>nd</sup> Ed.* ( Addison-Wesley Publishing Company), P. 2.

go through in acquiring competence in writing, copying, reproduction, recombination, guided writing and free writing. In terms of writing process, the content and the medium of the writing may influence it. The processes are planning, drafting, editing and final version or final draft. The steps are important in composing a good writing.<sup>24</sup> From the statement writing is to give message by writer to the reader or audience. Further, writing is powerful process for learning: for describing, synthesizing, analyzing and communicating experience.<sup>25</sup> So, writing is describe, synthesize, analyze and communicate from experience.

So, based explanation above, the writer concluded writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper, and describe language in written form so the readers can understand what the writer means.

#### b. Purpose of Writing

Michael and Lorraine, there are at least three purposes in writing. They are: informative writing, expressive writing, expressive/ narrative writing and persuasive writing.<sup>26</sup> Whereas Henry Guntur stated there are seventh purposes of writing, they are Assignment purpose, Altruistic

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<sup>24</sup> A. Swarbick, *Teaching Modern Language* (London: Longman, 1994), P. 142

<sup>25</sup> Mary Louise Holly And Friends, *Authentic Assesment For English Language Learners* (New Jersey: Columbus, Ohio, 2005), P. 235

<sup>26</sup> J. Michael O, malley & Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners*, ( Addison – Wsley Publishing Company, Inc., 1996), P. 137

purpose, Persuasive purpose, Informational purpose, Self Expressive purpose, Creative purpose, Problem Solving purpose.<sup>27</sup> Based on the statement above, the researcher had been explained one by one from the purpose of writing:

1) Informative Writing

Informational purpose means the writers' purpose is giving the information or explanation to the readers. It is supported by Micahel & Lorraine stated that “informative writing is used to writing also known as expository. Informative writing used to share knowoledge and give information, directions or ideas. The examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, develoing new ideas or relationship. Informative writing helps a writer to integrate new ideas and examine existing knowledge”.<sup>28</sup>

2) Experessive/ Narrative Writing

Experessive/Narrative writing is a personal or imaginative expression in which the writer produces stories or essays. It may include an autobiographical incident or reflection. This type of writing is often based on observation of people, objects, and places and is often used to entertain people.

3) Persuasive writing

In persuasive writing, a writer attempt to influence others and initiate action or change. This type is often based on background information and fact. The Writer use higher level cognitive skills, such as analysis and evaluation. Persuasive writing is used to argue a particular point of view in a convicing way. This type of writing might include evaluation of book, a movie, a consumer product or a controversial issue problem.<sup>29</sup>

4) Assignment purpose

The writer write somethig because it is a task that must be finished by the writer. The motivation to write something is come from other not by her/ himself. For instance, the students are given task by teacher to summary a book, or a secretary is ordered to write a report.

5) Altruistic purpose

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<sup>27</sup> Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), P. 24-25

<sup>28</sup> J. Michael O, malley & Lorraine Valdez Pierce, *Op, Cit.* 137

<sup>29</sup> *Ibid.*, P. 138

The writers' purpose is to make the readers happy and fun, the writer desire to help readers understand and appreciate the writer feelings. The writer desire to make the readers' life and fun when read the writer's book.

6) Self-Expressive purpose

The writer's purpose is introduce or clarify the writer self to the readers.

7) Creative Purpose

It has deep relation with self-expressive purpose but it has "creative will". It is more than self-expression and involving herself with will to reach artistic norm or ideal art. So, it is purpose is to reach artistic value and art value.

8) Problem Solving Purpose

The researcher wants to solve the problem is faced. The writer wants to explain, to clear, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.<sup>30</sup>

Based on the purposes of writing above, the researcher concluded that the purpose of writing as follow:

- 1) To give information and knowledge to the readers
- 2) To introduce or define author to the readers
- 3) To make the readers happy or entertain
- 4) To make sure the readers about the truth of idea.

In this research, the researcher focuses to recount text. Recount text is to tell somebody about something, especially something that have been experienced. The purpose of writing recount text is to inform the reader about an event have been experienced by the writer in the past. Recount text give knowledge to the readers. The readers can know about activities from author.

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<sup>30</sup> Henry Guntur Tarigan, *Op., Cit.*, P. 36



### c. Kinds of Writing

Writing is the expression of the mind of writers, and most of writers write when they have some inner feelings related to their own self, their surroundings, the political and the economical situation of the state or the facts related to their profession. While various genres of writing text abound, writing performances is by comparison, limited. Consider the following five major categories of classroom writing performances:

#### 1) Imitative or Writing Down

At the beginning level of learning to write, students will simply write down English letters, words and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category although dictations can serve to teach and test higher order processing as well.

#### 2) Intensive or Controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing will not allow much if any creativity on the part of the writer. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

#### 3) Self Writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience.

#### 4) Display Writing

For all language students, short answer exercises, essay examinations and even research reports will involve an element of display. For academically bound ESL students, one of academic skills that they need to master is a whole array of display writing technique.

#### 5) Real Writing

Every classroom writing task have an element of display writing in it virtually. Nevertheless some classroom writing aims at the genuine communication of message to an audience in need of those message.<sup>31</sup> It means the two categories of real writing are actually two ends of continuum.

The researcher concluded that a part of us have read about many influences on writing instruction and been introduced to general techniques for writing and evaluating students writing. Many people falsely believe that writing is a talent that is present in the lucky few and cannot be taught to the rest. Finally, helping students understanding the process of writing by guiding them through the steps of invention, drafting, review, revision, and evaluation will help writing and make it an important part of their learning of English.

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<sup>31</sup> H. Douglas Brown, *Op, Cit* ), P. 327-330.

#### d. Kinds of Text in Writing

There are many kinds of writing texts, they are: descriptive, narrative, persuasion, argumentative, procedure, report, recount and others. In English syllabus at eleventh grade class, the students will learn about descriptive, procedure, narrative, and recount text.

##### 1) Descriptive

Description is a written English text which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be person, animal, tree house, or camping. It can be any topic. Its' function to describe a particular person, place or thing.<sup>32</sup> Whereas George and Julia states that “ description gives the sense impression like: feel, sounds, taste, smell and tool of things. Description can help the readers, through his/her imagination, to visualize a scene or person or to understand s sensation or emotion”.<sup>33</sup> So, description is describe someone, something, place, and thing. There are two generic structures of description text, they are identification and description.

##### 2) Procedure text

A procedure text is a piece of text that retels the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example

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125 <sup>32</sup> Pardiyono, *pasti bisa! Teaching genre based writing*, (Yogyakarta: Penerbit Andi, 2007), P.

<sup>33</sup> Peter Knapp & Megan Wastkin, *Genre Text, Grammar*, (Sidney: Unsw Press, 2005), P. 153.

of procedure texts include: recipes, itineraries, instruction manuals, directions.<sup>34</sup> So, procedure is a text that explains or helps how to make or use something or describe something completely done through a sequence of series.

### 3. Narrative Text

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Its' functions is to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>35</sup> So, narrative is a text an imaginative story to entertain people and story with complication or problematic events and it triesto find the resolution to solve the problems.

The researcher concluded that so many kinds of writing text in writing such as: description, persuasion, argumentation, process, report, narration. Students should know the kinds of writing text.

#### e. Evaluation of Writing

In evaluation the writing, the researcher have looked at type of knowledge writers bring to the writing task. The researcher have indicated that purpose of writing and genre determine what and how students write. The assesment criterion of writing ability is needed to

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<sup>34</sup> Pardiyono *Op. Cit.*, P. 125

<sup>35</sup> Sanggam Siahaan & Kisno Shinoda, *Generic Structure*, ( Yogyakarta: Graha Ilmu, 2008), p. 73-112

recognize the criteria for writing assesment in the research study. Components of writing assesment according to genre based. According Nunan “genre is a purposeful, socially constructed oral or written communicative event, such as narrative, a casual conversation, a poem, arecipe, or a description. Different genres are characterized by a particular structure or stages, and grammatical forms that reflect the communicative purpose of the genre in question.<sup>36</sup> In summary, the researcher needs The assesment criterion of writing ability is needed to recognize the criteria for writing assesment in the research study. There are some criterias of writing assesment:

#### 1) Grammar

Based on Michael and O’dell, grammar is the part of the study of language which deals with forms and structure of words with their customary arraangement in phrase, sentence and often with language sounds and word meanigs.<sup>37</sup> It means grammar is necessary for students to master this writing skill. Help students build confidence in their writing skills by helping them edit mechanical mistakes in their writing or by allowing them to dectate ideas to you. Grammar is a one of important aspect for assesment.

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<sup>36</sup> David Nunan, *Second Language Teaching & Learning*,( USA:Heinle, 1999), p. 308

<sup>37</sup> Michael McCarthy and Felicity, O’Dell, *English Vocabulary In Use: Upper-intermeditate & Advenced* (Cambridge: University Press, 1994). P. 2

## 2) Vocabulary

Vocabulary in Victoria Neufelt is defined as an interrelated group of non-verbal system, symbols, sign, gesture, ect. It is simply understood as all the words that writer uses in writing. English vocabulary has remarkable range, flexibility, and adaptability. There are many steps of words which add greatly to our opportunities to express suitable shades of meaning at various levels of style.<sup>38</sup> It means vocabulary is one of the important in writing skill.

## 3) Mechanics

This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.<sup>39</sup> It means punctuation and spelling are equally as important because students may not use words they are not sure how to spell.

## 4) Fluency and Form

In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate. Then Form is of the main assesment in writing ability.

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<sup>38</sup> Victoria Neufelt, *Webstre's New World College Dictionary* (Usa:Macmilan, 1998), P. 1287

<sup>39</sup> H. Douglas Brown, *Language Assesment: Principles And Classroom Practice* (New York: Pearson Education, 2004), p. 244-245.

This criterion is identified introduction, body and conclusion of writing task.<sup>40</sup>

The researcher concluded that the students including such activities like exploring the cultural context, analyzing the target situation and models of specific genres and identification of grammatical patterns. The whole process generates a great amount of integration of teacher and learners or between learners including understanding of social functions and language, analyzing language, using of language, discussing social contexts, communicational purposes, text structure, rhetoric features. The indicators that the writer used to test an analysis on students' mastery writing Recount text are genre based, based on the elements of the recount text, they are generic structure and lexicogrammar features.

f. Procedures of writing ability

In do anything. The researcher have to use steps or procedure.

So, in Dorothy and Carlos' book the procedure of writing are:

- 1) Use a separate, whole sheet of paper.
- 2) Write your topic at the top
- 3) Write many ideas as you can about the topic.
- 4) Write single words or shorts phrases, but don't write long sentences.
- 5) Write down every idea that come to you, and don't worry about whether the ideas are good or bad.
- 6) Underline and highlight the good ideas.

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<sup>40</sup> *Ibid.*, P. 289

- 7) Cross out ideas that are not related to your topic or that you don't want to use.<sup>41</sup>

Based on the explanation above, there are procedures in teaching writing when the researcher will give the test about recount text to students.

- 1) The first, the researcher introduce herself to students
- 2) The second, the researcher ask to students about their knowledge in writing recount text.
- 3) The third, the researcher explain about recount text well such as defenition, generic structures, language features, social function, and scoring of writing recount text.
- 4) The fourth, after students understand about recount text, the researcher give test to students
- 5) The next, the researcher give instruction about the way a test.
- 6) Then, the researcher limit the time
- 7) Then, after finish the researcher collect the test.

g. Recount Text

Recount text is one of lesson from English language about genre in writing at grade tenth and eleventh in SMA/MA. Recount text is storytelling about something that often do everyday, life, stories that told from thoughts, sad stories, history or anything else.

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<sup>41</sup> Dorothy E.Zemach and Carlos Islam, *paragraph writing*, (Macmillan: 1997), p.22.



### 1) Defenition of Recount Text

There are many defenitions of recount text by some experts such as, according to Hornby AS says that recount is to tell somebody about something, especially something that you have experienced.<sup>42</sup> In Addition, Linda Gerot and Peter Wignell say that recount text is to retell events for the purpose of informing or entertaining.<sup>43</sup> In summary, rcount text is text retells in past time about experience.

Anderson, a recount text is writing about past events or a piece of text that retells past events, usually in order which they happened.<sup>44</sup> Moreover Sanggam Siahaan stated a recount is type of spoken or written text that deals wtih past experiences. The function is to retell some events that happend in the past for certain purposes to inform or to entertain the listeners or readers.<sup>45</sup> In summary, recount text is to retell some happends in the past events.

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or entertain the audience, there is no complication among the participants and that differentiates

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<sup>42</sup> AS. Hornby, *Op. Cit.*, P. 1106.

<sup>43</sup> Linda Gerot And Peter Wignell, *Making Sense Of Functional Grammar* (Australia : Gerd Stabler, 1994), p. 194.

<sup>44</sup> Mark Anderson & Kathryn Anderson, *Text Types In English*, (Australia:McMilan Education, 1997), p. 48

<sup>45</sup> Sanggam Siahaan & Kisno Shinoda, *Op. Cit*, P. 35

from narrative. Recount text is a piece of text that retells past event, usually in the order in which they happened and or retell other people about something that has happened and order words to retell the real past activities, experiment or events. And recount text is the type of the text can be simply defined as a text that is create with the purpose to inform about the activities in the past.<sup>46</sup> In summary recount text is retell other people about something that has happened and other words to retell the real past activities, experiment or events.

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.<sup>47</sup> In summary recount text is text to purpose informing and entertaining.

So from defenition above, the writer concluded that recount text is the type of text which retells past activities or event happened in the past. It means that the purpose of recount text is to

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<sup>46</sup> Pardiyo, *Teaching Genre Based Writing* (Yogyakarta: Andi Press, 2007), P. 63.

<sup>47</sup> Syaiful Azhar, "Analysis Of Generic Structure Of Recount Text The Study Of Fourth Semester Students Of STAIN Salatiga, in acadenic year of 2012/2013, p. 24.

inform about past activities well about events, experiences or what happened in the past time.

## 2) The Social Function of Recount Text.

The social function in the recount text is to retell some events that happened in the past for certain purposes: to inform or to entertain the listeners or readers. Recount text is a kind of text which has function to retell past events for the purpose of informing or entertaining. Gerot and Wignell said "social function to describe the way things are, with refernce to range of natural, manmade and social phenomena in our environment".<sup>48</sup> In summary the social function of recount text is to inform or to entertain the listener or readers. Then Stefen Peter said that "the social function is near the same with the communicative purpose which refers to the aim of the text which want to be expressed by the writer to the reader".<sup>49</sup> In summary recount text is also purposing to entertain with expressing what the writer want to inform to the reader.

So based on above the researcher concluded the social function of recount text is to inform or to entertain. Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

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<sup>48</sup> Linda Gerot And Peter Wignell, *Op., Cit*, P. 127.

<sup>49</sup> Stefen Peter, *Living English Structure* (New York: Prentice Hail, 2002), . 28.

Recount text is to inform something to the readers and It informs to the reader about what happened, where this even took place and when it happened. And also to entertain, sometimes recount text is funny experience, it has function to entertain the readers.

### 3) Lexicogrammatical Features of Recount Text

Language feature is the rule in arranging a text. It is the domain language feature that use in the text such as using noun or participant, using conjunction and time connective, adverb of time and using past tense.<sup>50</sup> It means that lexicogrammar is identic to syntax in traditional grammar and refers to certain structure which is used to express certain meaning. In recount text, it has some lexicogrammar features such as: noun, past tense, time connective and adverb. The common grammtical features of recount text are:

- a) Using of and pronouns to identify people animals, things involved. Nouns, noun is the name of place, thing pronouns, animals, and certain things in the story, such as, I, We, A friends of mine, you, my mother.
- b) Use of actions verbs to refer to events
- c) Conjunction and connective such as but, then, finally, when
- d) Adverb of time, using past time such as yesterday, last Friday.

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<sup>50</sup> Pardiyo, *Loc. Cit.*

- e) Using past tense, example: asked, left, choose, got, bored, went, broken, waited, told, called, said, walked, did, happened, arrived, gone, and tired.<sup>51</sup>

The writer concludes that recount text has its structure and language features as the draft of its text. To give more understanding about it, the recount text. The lexicogrammar are one of is important in recount text.

#### 4) Generic Structure of Recount Text

Generic structure is the content of a text that consists of orientation, events, incident, general, and so on. Orientation is a part of text that gives a setting or introduction.<sup>52</sup> Recount text has several elements, one of is the generic structures. There are three generic structures of recount text that important to expand generic recount text structure is as follows that are:

##### a) Orientation

Orientation consist of opening, introduction the participant, time and the place. The part will guide the reader to make guessing of the content or from of the text which is read. It means that after the reader an orintation of the text, the reader can guest the content of the text. Furthermore, in short defenition, Gerot ang Wignell

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<sup>51</sup> Ken Hyland, *Genre And Second Language Writing*, ( The United State Of America: The University Of Michigan Press, 2004), p. 135

<sup>52</sup> Sanggam Siahaan,,*Teaching Genre-Based Writing*. (Yogyakarta: Andi Offset, 2007), p. 73

said: “orientation provides the setting and introduces the participants.<sup>53</sup> It means, the writer begins to write something on the paper.

Related to above of explanation, the writer concludes that orientation is a part of structure of recount text which content participant, place, and time of the events. It can be determined by giving question “who, where and when”, and usually occurs the beginning of the text. For example: (who) Ilham, Hendra, I and You, (when) last time, yesterday, last week, (where) in the school, at home, and in Jakarta.

b) Events

An event is a part of recount text that contains sequences of phenomenon or tells what happened in the story. And Gerot and Wignell said “ event tell what happened, in what sequence.<sup>54</sup> In another word according pardiyono said “events contains of recording of activities or events in the past that is told based on it chronological events.<sup>55</sup> The conclusion is events refer to show phenomenon that happen. Such as: I bought many books last week. In the sentence, the event can be found on verb is ”bought”. Here the word “bought” shows the subject phenomenon or activity.

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<sup>53</sup> Linda Gerot And Peter Wignell, *Op,Cit* p. 194.

<sup>54</sup> Linda Gerot And Peter Wignell, *Loc,Cit*

<sup>55</sup> Pardiyono, *Loc. Cit.*

c) Re- orientation

Re-orientation is a part of structure of recount text contains optional closure of the event in the text. Pardiyono said that re-orientation contains the brief conclusion of the record events.<sup>56</sup> The researcher concludes both experts determine re-orientation as the conclusion of the text. It also can be determined as the ending of the events in the text or story. Briefly, re-orientation contains the brief conclusion of the record events. By comprehending the quotations, the researcher concludes both expert determine re-orientation as the conclusion of the text. It also can be determined as ending of the events in the text story.

5) **Example of Recount text**

**My Vocation in Portibi Temple**

a) Orientation

<p>Last week, my family and I went to Portibi temple or Bahal temple. Bahal temple was one of relic buddha yore. We visited all of temple in Portibi together.</p>
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b) Record of events

<p>The First, we visited Bahal temple I. It was familiar temple there. It was one of big temple there. Head of makaro was one of interesting in front of temple. There was carving all of side part temple. So it made visitor to visited temple. And I thought it was one of a uniqueness of bahal temple. It was not scary but it was beautiful. We took pictures all of the side of temple. We made free styles when we took pictures. Everyone can enjoyed there and</p>
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<sup>56</sup> Pardiyono. *Ibid.*,67

made styles herself, especially my parents. After that we took a rest and we lunch under big tree together there. we really enjoyed the beauty of the scenery of Bahal temple in Portibi. We stayed there for several hours, before finally we decided to continued our trip.

The second, we continued our trip to bahal temple II. It was not so far from Bahal temple I it was about 300 meter. We went there by car. We saw the scenery was very beautiful more than Bahal temple I. As long as tour my father sang a song so that we don't felt bored when we toured. We still took picture when we arrived there. It never forgot for us.

The Third, it was the last Bahal temple III. If we went there we must got footpat because is not like another temples. We went there on foot. After we had a walked around the place for a few minutes, we saw a sanca snake gone across in front of me. I cried because I'm afraid but my father said it was be okay. And my mother said will be okay we back to Bahal temple I. And we back to Bahal temple I. After we arrived there we decided to back home.

c) Reorientation

For me, that was a good moment because I could spend my time with family. We really enjoyed there, however we was very tired and I was be afraid because a sanca snake but it was really fun to have vocation in portibi temple. It was the first time to us to vacation together but I hope my next vocation will be more interesting. It was my vacation of Bahal temple in Portibi

## B. Review Of Related Findings

There were some related findings to this research about writing recount text. The first is Siti Zamilah, concluded that the ability of the tenth grade students of SMA N 3 Padangsidempuan is good. It can be seen through the average score is 74.14. The difficulties of the students in mastering recount text are: vocabulary, structure and grammar. The collecting data get from the writing test and questionnaire that made by tenth grade students of SMA N 3



Padangsidimpuan. After obtaining the data in writing recount text, the result of the level ability writing, more than 70% of students get the score over. It means the students are in the average level.<sup>57</sup> The researcher analyzed the result of the test by using mean score and they took the concluding of the research with descriptive. The result of the research, there were some difficulties of students for recount text.

The second is Arif Rahman Hakim, he concluded that the result of the the research problem analysis and the discussion, so based on researcher “the ability of the tenth grade students in SMA N 3 Batang Angkola in writing recount text categoriezd into enouhg category, it was 67%. The researcher concluded based on the result the students in the mastery still is low. The ability in writing recount text in Sma 3 Batang Angkola must increase in motivation in learning writing recount text.<sup>58</sup>

The third is Jamiluddin, concluded that the students’ mastery and ability in writing recount text was very good category. the researcher found that the result was categorized substantial. It means that simple past tense gives contribution in writing recount text. In the objective test, the researcher found that there was 90.62% students getting scores 91-100 which categorized

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<sup>57</sup> Siti Zamilah, “ The Students’ Ability In Writing Recount Text At Grade X In Sma N 3 Padangsidimpuan In Academic Year 2015/2016” ( An Unpublished Thesis, Padangsidimpuan IAIN 2016).

<sup>58</sup> Arif Rahman Hakim, “The Analysis on the Students’ Ability in Writing Recount Text of the tenth grade students in SMA N 1 Batang Angkola in the 2015/2016 academic year. ” ( An Unpublished Thesis, Padangsidimpuan IAIN 2014).

as excellent. There was 6.25% students getting scores 81-90 which categorized as very good. It can be said that the result of objective test was classified excellent. The researcher also calculated the students' error in simple past tense. The researcher found that there was 53,12% of the students had error in simple past tense. It is proved by looking the students' score, where 17 of 32 students getting correct answer on all objective test items.<sup>59</sup>

From the review of related findings above, it can be concluded that the students' ability in writing recount text has many problems. Those research gave the information how students' ability in writing recount text. So, the researcher believe that the ability in writing recount text at grade MAS Thoyibah Islamiyah Hutaraja Paluta can be better from research previously. Hopefully, this research would complete and contribute a finding in teaching writing focus enrich knowledge in language teaching literature for students.

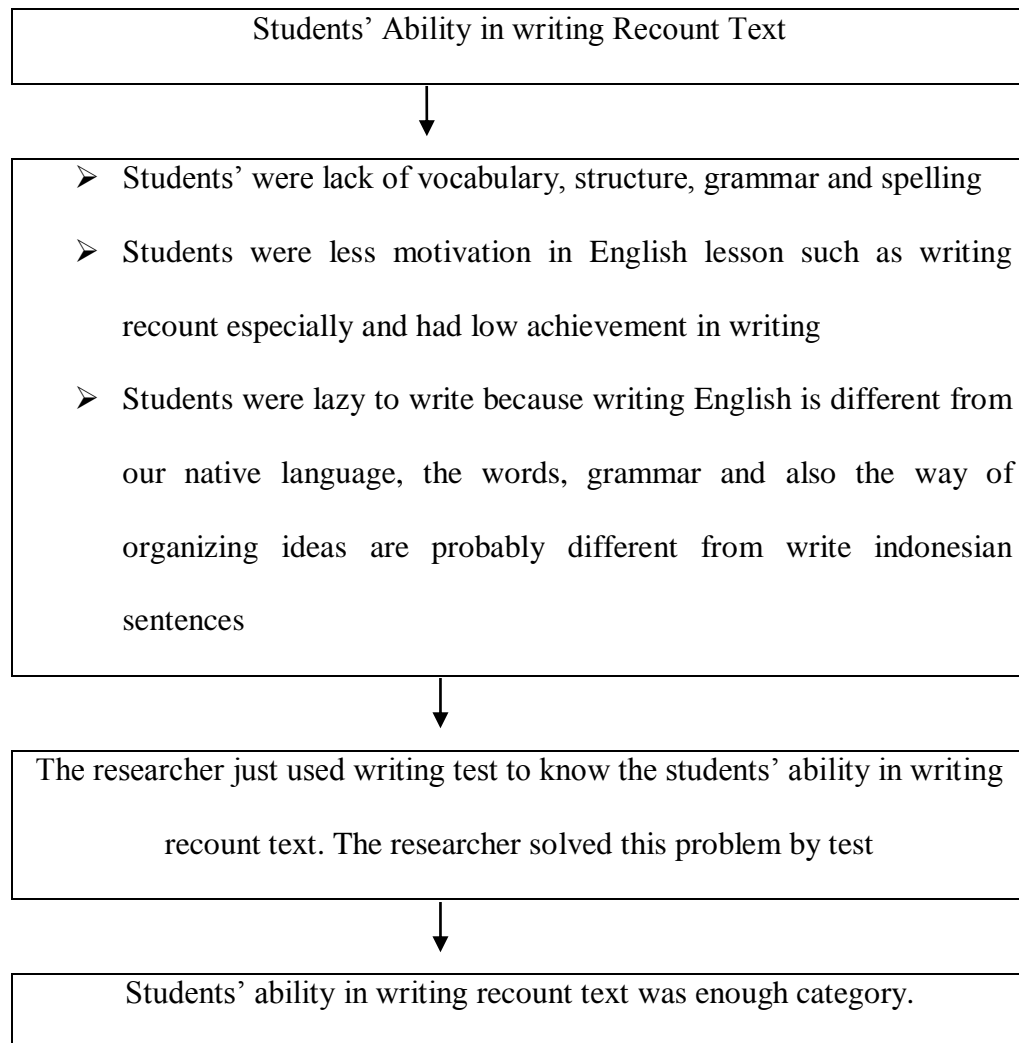
### **C. Conceptual Framework**

Based on the theoretical review of related findings, the researcher make conceptual framework of this research. In teaching and learning process, especially in English, there are four skills must mastered by students, they are: listening, speaking, reading and writing, especially in writing. The succesfulness of writing depends of many factors one of them is how the

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<sup>59</sup> Jamiluddin, "The correlation students' mastery and the ability In Writing Recount Text At the tenth grade of SMA Negeri 1 Torue In Academic Year 2013/2014" ( An Unpublished Thesis, Padangsidempuan Iain 2016).

technique of teaches students' English. The suitable technique is very important for teacher especially to teach writing. Writing skill has significances in determining the students communicative competence in target language, also having good abilities in writing will help the students to explore ideas and write them into readable texts orderly and grammatically. The researcher made conceptual frame work below:



So based on framework above the researcher concluded One of the students' problems in learning English is in writing, especially in writing recount text. Students ability is still low. It can be seen there are many students that wrong in language feature, they less in mastered recount text many of students did not know verb two, less of vocabulary and development idea to arrange recount text. On the other hand in generic structure most of them have known and understand to identify where is orientation, events and re-orientation. Expressing idea, thought, opinion, feeling and experience what in their mind directly to their friend or the other people. Therefore the researcher conducted a research to find out and explain about students' ability in writing recount text.

As well as producing skill of the lesson content, moderate, to apply their learned knowledge in their other classroom activities such as answering question and problem solving. Writing as a productive competence actually requires a skill to plant what is to write , organize the ideas, persuades the reader to accept, the idea and add something to be proecessed in comminicative itself.

#### **D. Hypothesis**

Hypothesis is a provisional result of the research.<sup>60</sup> L. R Gay said, “ A hypothesis is a tentative prediction result of research findings.<sup>61</sup> The purpose

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<sup>60</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), P. 71

of hypothesis is to answer a certain specific question. Based on curriculum , the teacher must understand about text genre. It can be seen on syllabus of English lesson. The researcher should know and understand about text genre minimally in enough category. The hypothesis needed to show the researcher's thinking and expectation about outcomes of the research. The hypothesis of this research stated that: "The students' ability in writing recount text at grade XI MAS Thoyibah Islamiyah are enough category".

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<sup>61</sup> L.R Gay and Peter Airasian, *Educational Research For Analysis and Application* ( America: Prentice Hall, 1992),p.71

### CHAPTER III

#### METHODOLOGY OF RESEARCH

##### **A. Place and schedule of the Research**

This research has been conducted at MAS Thoiyibah Islamiyah Hutaraja, that is located in Mangaledang Lama, Padang Lawas Utara, North Sumatera. This research has been conducted from April 2018 until finish. .

##### **B. Research Design**

This research used quantitative research. Quantitative research is doing the research method by systematic, controlled empiric, critics with have nature relation. The quantitative research is the research the analysis of the data by using figure data. Gay and Airasian state that "quantitative descriptive or survey research involves collecting data in order to answer question about the current status of the subject or topic of study".<sup>63</sup> It means quantitative descriptive is to aim described systematically and accurate of fact about population

Based on defenitions above the researcher used descriptive method with quantitative research. Concerning with the above statements, this research was categorized as descriptive quantitative research because it consisted of one variable, namely the ability in writing recount text. A research that only is one variable is usually descriptive of non-hypothesis. Descriptive research means

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<sup>63</sup> L.R Gay& Peter, Airasian Educational Research: *Compenties For Analysis And Application...P.*

to analyze or make sense to perception (descriptive) about situation or events. It used to described students' ability in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta.

### **C. The population and Sample of the Research**

#### **1. Population of the research**

Gay and Airasian said that” the population is the group of interest to the researcher, the group to which she or he would like te result of the study to be generalizable”.<sup>64</sup> So, population is the group will be researched. Suharsimi Arikunto said, “*populasi adalah kumpulan semua proses element satu atau lebih perlengkapan yang menarik* (a population is a set (collection) of all elements processing one or more attributes of interest).<sup>65</sup> Sugiono in Ruslan state that” *populasi adalah wilayah generalisasi yang terdiri atas obyek atau subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti dari populasi* (population is generalization area consist of object or subject has special quantity and characteristic which determined by researcher to get concluding).<sup>66</sup> In summary the population is all of the participant in the research. This research has been done for the garde XI of MAS Thoyibah

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<sup>64</sup>*Ibid.*, P. 122

<sup>65</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), P. 108

<sup>66</sup>Rosady Ruslan, *Metode Penelitian Public Relations Dan Komunikasi* ( Jakarta: PT Raja Grafindo Persada, 2004),P.133

Islamiyah Hutaraja. The population of research consist of 3 classes with 109 students. It can be seen from the table below:

**Table 1**  
**Population of the research Grade XI MAS Thoyibah Islamiyah Hutaraja**  
**Academic Year 2017/2018**

No	Classes	Number of students
1	XI-I	37
2	XI-II	36
3	XI-III	36
<b>TOTAL</b>		<b>109 Students</b>

## 2. Sample of the Research

Gay and Airasian state that sample comprise the individuals, items or events select from a larger group refer to as a population.<sup>67</sup> So, sample is a part from larger group of the research. Next according to Fraenkel : a sample in research study is the group on which information is obtained.<sup>68</sup> Arikunto that sample is a part of population researched.<sup>69</sup> So sample is a part of population that is choosen as respondent of the research. In other words, it is the process of obtaining information about an entire population by examining only a part of it.

Sample took by using random sampling techique, random sampling is the process of selecting a sample in such a way that all individuals in the

<sup>67</sup>Gay and Airasian, *Op.,. Cit.*p. 121

<sup>68</sup>Jack R. Frankel and Norman E. Wallen, *Howto Design and Evaluate Research In Education, Sixt Edition*, ( New York: McGraw-Hill, 2006), P.92

<sup>69</sup>Suharsimi Arikunto, *Prosedur Penelitian* ( Jakarta: Rineka Cipta , 2002), P. 109



defined population have an equal and independent chance of being selected for the sample.<sup>70</sup> To get the sample of this research the researcher guided of the opinion L.R Gay and Peter Airasian that said for descriptive research, it is common to sample 10 to 20% of the population.

The sample of this research were the students at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta. So, the researcher applied random sampling method by choosing of students based on lottery technique which the population were 109 students at XI grade. The researcher just took 32 students take away from 30% and it was be chosen by using lottery. The procedures was: the researcher choose the class, the researcher listing of students by numbers and wrote all classes in a small paper and rolled them and then the researcher shake the paper, the last was the researcher took 10 from class XI-I, 10 students from class XI-II, 12 students from class XI-III.

So, the number that would be choose become the sample in this research were 32 students which took from 30%. It was described in the following below:

**Table II**  
**Sample of the grade students of MAS Thoyibah Islamiyah Hutaraja**

No	Class	Students
1	XI-I	10
2	XI-II	10
3	XI-III	12
TOTAL		32

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<sup>70</sup> Gay and Airasian, *Op., Cit.* p. 123

Based on the table above, it can be seen that every class, in this research the sample was taken from all classes randomly.

### 3. Instrument of Collecting the Data

Jhon W. Creswell said that there are steps in collecting data of quantitative research include: setting the boundaries of study, collecting information through unstructured (semi structured), observations and interview, document and visual materials.<sup>71</sup> In this research the researcher wants to know the students' ability in writing recount text. So, for collecting the data the researcher just used test.

#### a. Test

Test is a method to measure the students' knowledge, especially in writing ability. Brown defined test as a method of measuring a person's written essay test to test students' writing ability. Test is a sequence of questions or practices that was used for surveying the skill, intelligence, knowledge, ability to learn that is owned and can be used for surveying by individual or group.<sup>72</sup> So, test is used to measure students' ability. Lexy J. Moleong stated that test is a practice that is used to measure someone or a group's skill, knowledge, intelligence, ability or talent.<sup>73</sup> The researcher

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<sup>71</sup>Jhon W. Creswell. *Research design, Qualitative, quantitative, and mixed methods approach* (Usa: Sage Publications, Inc, 2002) P. 185

<sup>72</sup>H. Douglas Brown, *Language Assessment* (San Francisco: Longman, 2004), P. 3.

<sup>73</sup>Lexy J Moleong, *Op., Cit.* P. 103

concluded that test is an argument to measure something in order to get the real data from object this research.

The researcher used test as the first instrument of the research to collect the data need. In this case, the instrument used to collect the data in this study is an achievement test. It is aimed at knowing the ability of the XI year students of MAS Thoyibah Islamiyah Hutaraja in the school year 2017/2018 in writing recount text.

The instrument used to collect the data in this research is writing test in writing recount text. The writer used test method. It is an assignment to measure the ability of students' writing. Writing recount text based on their holiday. Before the researcher measure students of Thoyibah Islamiyah Hutaraja, the researcher is try out the best to students out sample. In this case the researcher try out the instruction of the test to find out whether or not the students understand what they can do with the test and the time allocation. After The reseacher try out in to students out samples, the researcher concluded the students in MAS Thoyibah Islamiyah can also answered the test of the researcher. The test is valid because students in students out samples can answered the test by the researcher. The researcher continued to gave the test for students of MAS Thoyibah Islamiyah.

The researcher measured their ability in expressing ideas and writing well. Based on the method uses by the researcher that is test

method instrument used by the students is students' worksheet or test paper. The researcher giving the test a topic about *visiting bahal temple* is the test material is writing test, which includes the elements of writing that are vocabulary, grammar, mechanic, fluency, form and he/ she wrote the test. The writer made the indicator of test follows:

**Table III.**

**Indicators of the Writing.**

Aspect	Indicators	Score
Grammar	Few if any noticeable errors of grammar or word error	20
	Some error of grammar or word which do not however, interfere with comprehension	15
	Error of grammar or word order fairly, frequent occasional re-reading necessary for full comprehension	10
	Error of grammar of word order frequent; efforts of interpretation sometimes required an reader's part	5
Vocabulary	Use of vocabulary and idiom rarely ( it at all) distinguishable from that of educated native writer	20
	Occasional uses in appropriate terms or relies in circumlocution; expression or ideas maybe limited because of in adequate vocabulary	15
	Uses writing or inappropriate word fairly frequently expression of ideas may be limited because of in adequate vocabulary	10
	Limited vocabulary and frequent errors clearly hinder expression of ideas	5
Mechanic	Few if any noticeable lapses in punctuation or spelling	20
	Occasional lapses in punctuation or spelling which do not, however interfere with	15

	comprehension	
	Errors in punctuation and spelling fairly frequent occasional rereading necessary for full comprehension	10
	Frequently error in spelling and punctuation sometime to obscurity	5
Fluency	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
	Occasional lack of consistency in choice of structure and vocabulary which does not.	15
	Patchy with some structures or vocabulary items noticeable inappropriate to general items	10
	Structure of vocabulary items sometimes not only inappropriate but also misuses little sense of ease of communication	5
Form	Highly organized clear progression of ideas well linked: like educated native writer	20
	Material well organized linked could occasionally be clearly but communication not impaired	15
	Some lack of organization re-reading required for clarification of ideas	10
	Little or no attempt at connectivity through reader can deduce some organization. <sup>74</sup>	5

#### 4. The Techniques of Collecting Data

Collecting data is important to get the valid data, because it really correlates for the research and collection data must be composed according to the research and must be systematic. In this research the researcher used some techniques in gathering the data as follow:

- a) The researcher doing observation to the school first before giving the test to the students

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<sup>74</sup> Arthur Hughes, *Testing For Language Teacher*, (New York: Cambridge University Press:1990),p.91-93.

- b) The researcher gave the test and the answers sheet to the students that had been filled with the limit of the time in doing the test.
- c) After the students finished the test, the researcher will collect the answer of the students and give score based on a certain criteria.

### **5. Techniques of the Data Analysis**

Tehnique of data analysis in quantitative research is very important to describe and evaluate the data. Ary Et Al state that data analysis is a process whereby the researcher systematically search and arrange their data in order to increase their understanding the data and unable them to present what they learned to other.<sup>75</sup> It means that by using tehnique of data analysis make the researcher more understand about their data original what their know to other people. The quantitative data is collecting and analyze by computing the score of test. The tehniques analyze as follows:

- a. Editing of data, it was done to arrange the data become a structured sentence systematically.
- b. Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
- c. Tabulation it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage. To obtain the percentage of the answer subjects and take on the table by using the formula:

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<sup>75</sup>Donald Ary, et al. *Introduction To Research In Education*, P. 424.

$$M = \frac{\sum X}{\sum N} \times 100$$

Where:

M : Mean score (average)

N : Sum of respondents

$\sum x$ : Total of the result<sup>76</sup>

After finding out the mean of all the score, the result will be concluded based on the following criteria:

**Table IV.**

**The Classification Quality of the Students' Score**

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high. <sup>77</sup>

After finding the mean score of all students, it was concluded to the criteria as follows:

<sup>76</sup>AnasSudjono, PengantarStatistikPendidikan, (Jakarta: PT. Raja GrafindoPersada, 1987), P. 81.

<sup>77</sup>Riduan, *BelajarMudahPenelitianUntuk Guru–KaryawandanPenelitiPemula* (Bandung: Alfabeta, 2005), p. 89.

- a. If the value of mean score is 81%-100%, it can be categorized into very well
- b. If the value of mean score is 61%-80%, it can be categorized into good
- c. If the value of mean score is 42%-60%, it can be categorized enough
- d. If the value of mean score is 21%-40%, it can be categorized weak
- e. If the value of mean score is 0% - 20%, it can be categorized very weak

#### **D. Systematic Of The Research**

The systematic of this research described into five chapters. Each chapter consist of many sub chapters with detail as follows:

*The first chapter is introduction* consisted of background of the problems, identification of the problems, limitation of the problems, formulation of the problems, aim of the problems, significances of the researech, and the last is defenition of terminologies.

*The second chapter* consisted of theoritical description which explained about defenition of analysis, students, mastery, defenition of writing, defenition of recount text, and related finding is an adding information in conduct this researcher and the last conceptual frame work.

*The third chapter is research methodology* and it consisted of the time and place of the research, will be do so on. The design of this research is qualitative research used descriptive method, further population and sample, instrument of collecting data, tehniqe of collecting data, tehniqe of data analysis.



*The fourth chapter* consisted of the result of the research. The result of the research consisted of the description of the data. The result of the reserach talking is about the analysis of data. This chapter consists of description of data and discussion of research.

## CHAPTER IV

### RESULT OF RESEARCH

This chapter presents the research result, in order to know the ability of the tenth grade in MAS Thoyibah Islamiyah Hutaraja in writing recount text.

#### A. Description of Data

##### 1. The description of Students' Writing Ability at Grade MAS Thoyibah Islamiyah Hutaraja Paluta on the test.

Based on the result of the students' ability in doing the test at grade XI in MAS Thoyibah Islamiyah Hutaraja Paluta, the researcher concluded that the students' ability in writing recount text about the topic *Visiting Bahal Temple* has included into category. To evaluate the score resume of variable that students' ability in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja the researcher has calculated the data by using statistic count has been gotten table below:

**Table 6 The Resume Of Variable Score Of Writing Recount Text**

No	Statistic	variable
1	High score	75
2	Low score	35
3	Range	40
4	Standar deviation	10,23
5	Variance	104,814
6	Mean score	62,66
7	Median	65
8	Interval	7

From the table above, it was known that the high score for variable of writing recount text had been found from 32 students, and based on the total of sample research the high score 75 and low 35, range 40, standar deviation 10,23, variance 104,814, mean score 62,66, median 65, interval 7.

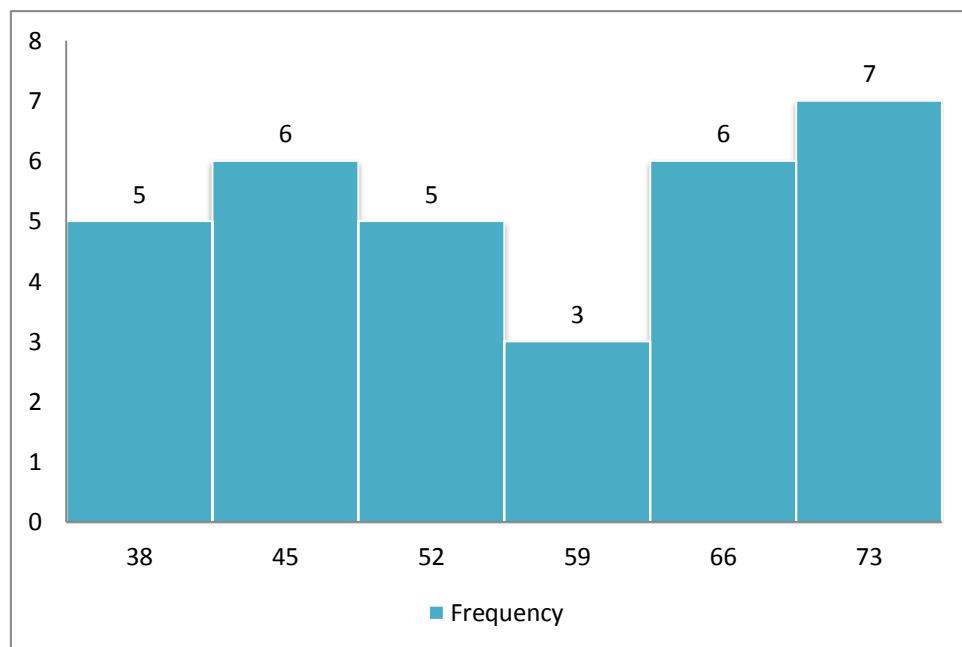
The calculation of mean score at students' ability in writing recount text was high category. To know the relevation of data was done to group variable score of ability in writing recount text which the total classes 3 and interval 7. It shows that the mean score of students' writing ability at grade XI at MAS Thoyibah Islmiyah was categorized into " high" category ; it was 62,66 mean score from 2005 total score of 5 indicators (grammar, vocabulary, mechanics, fluency and organization). Then, the researcher concluded that the highest score students' writing abilty at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta was 75 score, the lowest score was 35 score (See appendix 9). Then, the computed of the frequency distribution of the students' score of group can be applied into tanle frequency distribution as follow:

**Table 7 Frequency Distribution of Writing Recount Text.**

<b>Class Interval</b>	<b>Mid Point</b>	<b>Frequency Absolute</b>	<b>Frequency Relative</b>
35 – 41	38	5	15,63%
42 – 48	45	6	18,75%
49 – 55	52	5	15,63%
56 – 62	59	3	9,38%
63 – 69	66	6	18,75%
70 – 76	73	7	21,88%
$i= 7$		N=32	$\sum p =100\%$

From the table above it can be known the frequency score of students' class interval between have 35 up to 41 were 5 (15,63%), class interval between 63 up to 69 were 6 students (18,75%), class interval between 49 up to 55 were 5 students (15,63%), class interval between 56 up to 62 were 3 students (9,38% ) class interval between 63 up to 69 were 6 students (18,75%) class interval between 70 up to 76 were 7 2(1.88%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 1 Data Description Of Students' Ability In Writing Recount Text**

From the histogram above, the students' score 38 was 5 students, the students' score 45 was 6 students, the students' score 52 was 5 students, the

students' score 59 was 3 students, the students' score 66 was 6 students, and the last the students' score 73 was 7 students.

## 2. The Description of Students' difficulties in Writing Recount Text

**Table 8 Score of Writing Recount Text**

No.	Criteria of writing	Sub of writing	Score	Mean	Percentage
1.	Grammar	Simple Past Tense Subject-Verb Agreement Articles Prepositions Pluralizations	350	10.93	17.16%
2	Vocabulary	Noun Verb Adjective	380	11.87	21.01%
3	Mechanic	Punctuation Capitalization	410	12.81	20.93%
4	Fluency	Consistence between choice of structures with vocabulary.	420	13.12	19.65%
5	Form	Orientation Events Reorientation	455	14.21	21.18%
6	<b>The Total</b>		2015	62.66	$\sum p = 100\%$

From the table of students' ability writing above, it could be seen the students writing scores for each indicator The researcher made the conclusion that students' writing ability scores in grammar was 10.93 ( 17.16), vocabulary was 11.87 (21.01%), in mechanic 12.81 (20.93%), in fluency was 13.12 (19.65% ) in form was 14.21 ( 21.18%). Based on the result above the researcher concluded that the students of writing ability in class XI MAS

Thoyibah Islamiyah Hutaraja Paluta was low because students' score in grammar was 10.93. Then, Highest students' score was 14.21 in form. From the total number of students that there were 32 students in class XI, and there were 7 students who pass Minimum Mastery Criterion (KKM) because the minimum mastery criterion (KKM) was 75.

So the meaning of interval in this research is showing the count of the sample that got percentage.

**Table 9 The Classification ability of the Students' Score**

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high.

Based on the classification ability above, the cumulative score was 62.66. so it could be categorized the ability of the eleventh grade students in MAS Thoyibah Islamiyah Hutaraja in writing recount text was high category.

In conclusion, the researcher concluded that the students' writing ability at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta was 62.66 mean score or it can be categorized into high category according to this research title was The Students' Ability In Writing Recount Text At Grade XI Mas Thoyibah Islamiyah Hutaraja Paluta.

Based on the cumulative score was 62.66. the score of students must fulfill the KKM. Which students KKM in the school for English is 75.

So based on the KKM that score of students' ability in writing recount text was 62.66 was low to fulfill of KKM.

### **3. The Overcome Students' Difficulties in Writing Recount Text**

Based on the result interview of English teacher at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta, the students' difficulties still was low in grammar. To overcome this students' difficulties, the teacher always gave correction to their task and homework, asked them to do task to be team work, memorizing some vocabularies and tenses, asked them brought dictionary if they forgot the words, they can opened dictionary.

The reseacher concluded to overcome this difficulties in grammar, students must know what they want to write such tenses, vocabularies. The teacher must chooes the appropriate methode, tehniq, model, and strategy. The teacher give feedback to students' assigments in order the students know about errors and mistakes and give more practice to students about it because from the result of interview, students had limited knowledge about using adjective. And the teachr give sufficient explanation and practice about grammar and did not only focus on teaching reading in the class.

#### **B. Noramlity test**

To test normality test, it using by *Chi-Squard Formula*. It can be seen appendix IV.

So based on the above, it could be seen that  $X^2_{\text{count}} = 11,060$  while  $X^2_{\text{table}} = 11,070$  cause  $X^2_{\text{count}} < X^2_{\text{table}}$  ( $11,060 < 11,070$  with free freedom (dk) =  $6-1 = 5$  and significant level  $\alpha = 5\%$ ). So distribution of the was normal. So hypothesis is accept see appendix V

a. Using Z-test

To test hypothesis the researcher using z-test, it could be seen by formulathis below

$$X = 7$$

$$P = 41\% = 0,41$$

$$n = 32$$

$$Z = \frac{\frac{x}{n} - P}{\sqrt{\frac{P(1-P)}{n}}}$$

$$Z = \frac{\frac{7}{32} - 0,41}{\sqrt{\frac{0,41(1-0,41)}{32}}}$$

$$Z = \frac{0,22 - 0,41}{\sqrt{\frac{0,41(0,59)}{32}}}$$

$$Z = \frac{-0,19}{\sqrt{\frac{0,2419}{32}}}$$

$$Z = \frac{-0,19}{\sqrt{0,00756}}$$

$$Z = \frac{-0,19}{0,087}$$

$$Z = -2,18$$

$$Z_{\text{tabel}} = Z_{0,05} = 1,65$$

$$Z_{\text{hitung}} < Z_{\text{tabel}} = -2,18 < 1,65$$



Based on the calculation above can be  $Z_{\text{count}} = -2,18 < Z_{\text{table}} = 1,65$  by level of significance 5% (0.05). So, from the result above the researcher concluded that the hypothesis  $H_1$  accepted and  $H_0$  was rejected.

So, the students' ability in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta are enough ability according to the table classification quality of the students' score.

## **5 Discussion**

After analyzing the data, it was known that the students' ability at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta was categorized enough ability. It can be known from the table IV in third chapter. The students' got difficulties at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta in writing ability were: the first, the students had difficulties in grammar; they did not understand constructing the sentence in the good grammar. The second, the students had difficulties in vocabulary; they did not have many vocabularies so that they could not construct the sentence well. It was because of their lack vocabulary. The third, the students had difficulties in mechanic; they did not know what they used mechanic. The fourth, the students had difficulties in fluency; they did not know used fluency and the last the form; they forgot form in recount text. It was stated also by the English teacher that the students were shy and afraid of being mocked by their friends and they did not have initiative to start writing first with their friends or the teacher.

Whereas, there were thesis that researcher used as review of related findings. This research was to describe by Siti Zamilah, had done research about “The Students’ Ability In Writing Recount Text At Grade X In Sma Negeri 3 Padangsidempuan”. He concluded that the ability of the tenth grade students of SMA N 3 Padangsidempuan is good. It can be seen through the average scores.

Next, this research related to Arif Rahman Hakim, had done research about “the analysis on the students’ Ability in writing recount text of the tenth grade students in SMA N 3 Batang Angkola. So based on researcher “the ability of the tenth grade students in SMA N 3 Batang Angkola in writing recount text categorized into enough category, it was 67%. The researcher concluded based on the result the students in the ability still is enough.

In conclusion, the researcher concluded that students’ writing ability is enough category. So, in this research that the students’ writing ability at grade XI in MAS Thoyibah Islamiyah Hutaraja Paluta was 44.37 mean score or it can be categorized into enough category according to this research title was students’ ability in writing recount text at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta was enough category.

## **6 Threats Of The Research**

In conducting this research, the researcher realized that there were so many threats in doing writing ability research. It started from arranging proposal until finishing thesis. The researcher realized that conducting a quantitative research needed long time research. Due to the limitation of time and finance, and

material. This research was conducted in short time which made it far from perfection it was just one month.

In conducting the interview, the results obtained might be less valid, due to the grade XI students who might not be too serious in answering any questions from the test, there was a mutual cheating, bias and psychological support in activities and limited time available. Then, because of the researcher's home is far from the research field, the researcher got difficulties to go there. Next, because of students' time limitation is not enough, while the researcher gave many interview questions. The last, the researcher got the students were not serious in doing the writing test, because there was not their English teacher observed them while the researcher did the research there.

However, the researcher had done the best in this research, the researcher was very aware of the threats that exist in this paper, but with hard work. This paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teachers, friends and readers.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were threats to the researcher, the researcher's help from the entire adviser, headmaster and English teachers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. After calculating and analyzing the data from the students' score it could be found the score of the students 1420. Based on the result of writing test, which done by the researcher about the students' writing ability at grade XI MAS Thoyibah Islamiyah Hutaraja Paluta was 44.37 it got from 32 students. So it could be categorized that the ability of XI MAS Thoyibah Islamiyah Hutara Paluta in writing recount text in 2017-2018 academic year was enough category. Then, the hypothesis was accepted by using Z-test, because  $Z_{\text{count}} = 0,45 < Z_{\text{table}} = 0,3264$
2. The students had difficulties in grammar; they did not understand constructing the sentence in the good grammar. The difficulties in vocabulary, they did not have many vocabularies so that they could not construct the sentence well. It was because of their lack vocabulary. In mechanic; the did not know what the used mechanic. In fluency they did not know used fluency and they forgot form in recount text. It was stated also by the English teacher that the students was shy and afraid of being mocked by their friends and they did not have initiative to start writing first with their friends or the teacher.
3. The overcome students' difficulties in writing recount text the teacher always gave corection to their task and homework, asked them to do task to be

team work, memorizing some vocabularies and tenses, asked them brought dictionary if they forgot the words, they can open dictionary.

## **B. Suggestion**

Based on the above conclusion, the researcher offers some suggestions as follows:

1. For headmaster of MAS Thoyibah Islamiyah Hutaraja Paluta provide better facilities for English material especially in developing writing skill. For example professional English teacher, good language laboratory, regular English event or competition, English club, English group discussion, English zone and the books about English, so that they can be stimulated in studying and developing their writing ability.
2. For the English teachers in order to pay special attention about students' progression in learning and developing their ability. To keep motivating students to move forward in their study. The teachers must increase their capability, credibility and professionalism in teaching. The teachers are model, motivator and advisor for students so that it could help students to create professional English teacher in the future.
3. For the students, in order to be aware about their purpose in studying, study hard to get success in their study, improve their weakness to get better in mastering English especially in writing skill.

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## **CURRICULUM VITAE**

### **A. Identify**

Name : NURLAINUN HARAHAAP  
Reg. Num : 14 203 00102  
Place / Birthday : Lantosan Bandar 1 / October, 26<sup>th</sup>, 1995  
Sex : Female  
Religion : Islam  
Address : Lantosan Bandar 1, Kecamatan Portibi,  
Kabupaten Padang Lawas Utara

### **B. Parents**

Father's Name : TONANG HARAHAAP  
Mother's Name : Drs. MARDIAH SIREGAR

### **C. Education Background**

1. Elementary school : SD N 101670 Aek Haruaya  
2. Junior High School : MTSs Thoyibah Islamiyah Hutaraja  
3. Senior High School : MAS Thoyibah Islamiyah Hutaraja  
4. Institute : IAIN Padangsidempuan (2014)

## Appendix I

### The Instrument of Test

#### A. Introduction

1. The instrument is used to find out the students' mastery in writing recount text.
2. Answer by your own ability
3. Your answer will not influence your position in this school
4. Time is given 90 minutes

#### B. Write Recount text based on the topic “ **Visiting Bahal Temple**”

#### C. The text should be consist of:

- a. Orientation
- b. Events
- c. Re-orientation

<b>Name</b>	:	
<b>Class</b>	:	

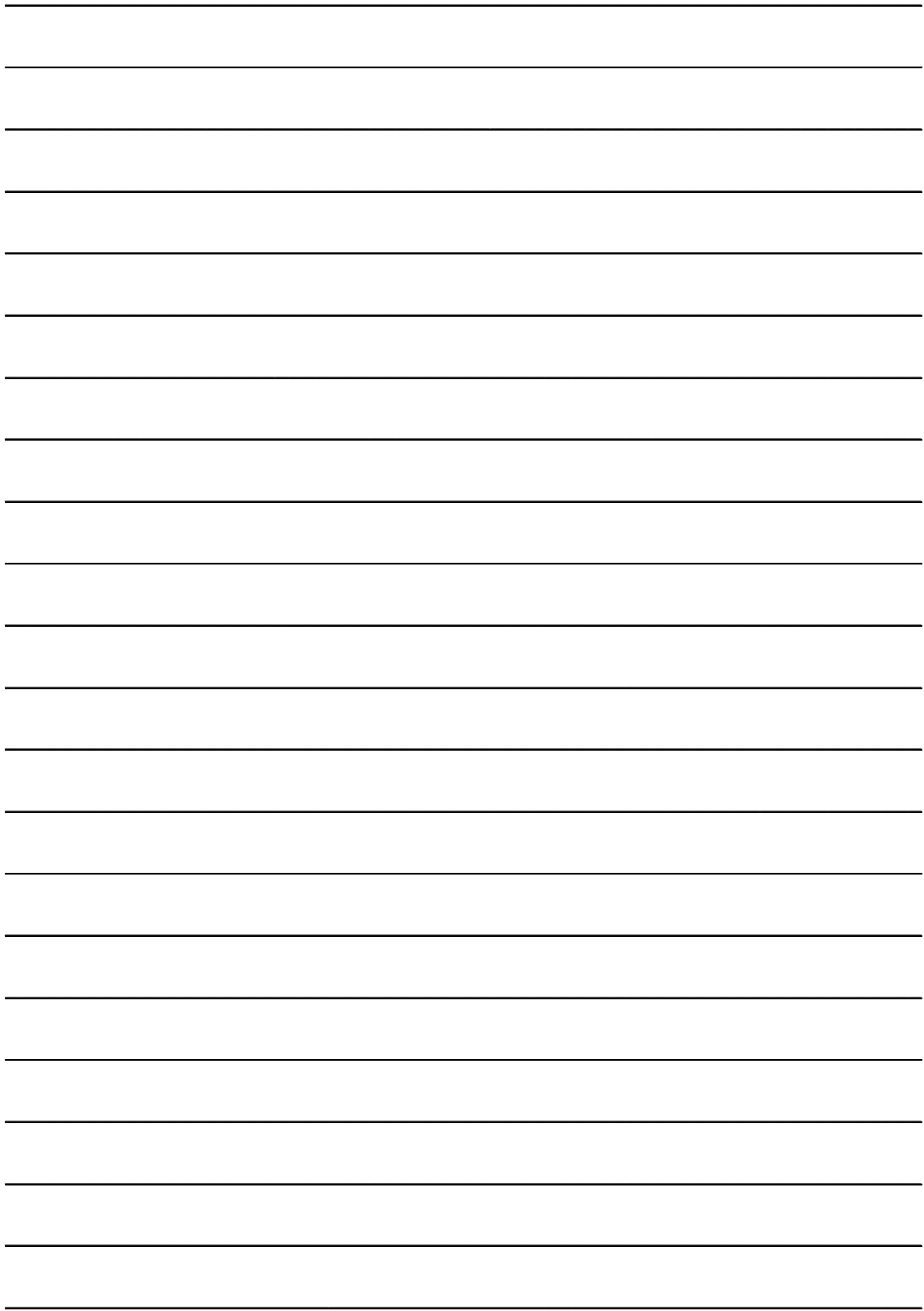
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Hutaraja April 2018

**Validator**

**Researcher**

**Fitri Karlina Hrp, S.Pd**

**Nurlainun Harahap**

**Nip:**

**Nim: 14 203 00102**

## APPENDIX II

### Laticce Of Writing Test Topic Material

#### 1. Visiting Bahal Temple

##### Orientation

Last week, my family and I went to Bahal temple. Bahal temple was one of relic buddha yore. We visited all of temple in Portibi together.

##### Record of events

The First, we visited Bahal temple I. It was familiar temple there. It was one of big temple there. Head of makaro was one of interesting in front of temple. There was carving all of side part temple. So it made visitor to visited temple. And I thought it was one of a uniqueness of bahal temple. It was not scary but it was beautiful. We took pictures all of the side of temple. We made free styles when we took pictures. Everyone can enjoyed there and made styles herself, especially my parents. After that we took a rest and we lunch under big tree together there. we really enjoyed the beauty of the scenery of Bahal temple in Portibi. We stayed there for several hours, before finally we decided to continued our trip.

The second, we continued our trip to bahal temple II. It was not so far from Bahal temple I it was about 300 meter. We went there by car. We saw the scenery was very beautiful more than Bahal temple I. As long as tour

my father sang a song so that we don't felt bored when we toured. We still took picture when we arrived there. It never forgot for us.

The Third, it was the last Bahal temple III. If we went there we must got footpat because is not like another temples. We went there on foot. After we had a walked around the place for a few minutes, we saw a sanca snake gone across in front of me. I cried because I'm afraid but my father said it was be okay. And my mother said will be okay we back to Bahal temple I. And we back to Bahal temple I. After we arrived there we decided to back home.

### **Reorientation (Closer)**

For me, that was a good moment because I could spend my time with family. We really enjoyed there, however we was very tired and I was be afraid because a sanca snake but it was really fun to have vocation in portibi temple. It was the first time to us to vacation together but I hope my next vocation will be more interesting. It was my vacation of Bahal temple in Portibi

Appendix IV

STATISTIC EXAMINE LOOK FOR MEAN, MEDIAN, MODUS, RANGE TOTAL OF CLASSES, INTERVAL AND STANDARD DEVIATION OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT

1. Maximal and minimum score were gotten by setting the variable score from low to high score.

35 40 50 50 55 55 55 55 55 60  
 60 60 60 60 60 65 65 65 65 65  
 65 70 70 70 70 75 75 75 75 75  
 75 75

2. High score : 75

3. Low score : 35

4. Range : High score- low score  
 = 75-35  
 = 40

5. The Total of classes (BK) =  $1 + (3,3) \log n$   
 =  $1 + (3,3) \log 32$   
 =  $1 + (3,3) 1,50$   
 =  $1 + 4,95$   
 = 5,95  
 = 6

6. Interval (i) =  $\frac{range}{many\ classes}$  =  $\frac{40}{6} = 6,66 = 7$

7. Mean score me=

Interval of classes	Fi	Xi	Fixi
70-76	7	73	511
63-69	6	66	396
56-62	3	59	177
49-55	5	52	260
42-48	6	45	270
35-41	5	38	190
Jumlah	N=32	333	1804

$$\frac{\sum fixi}{x} = \frac{\sum fixi}{fi} = \frac{1804}{32} = 56,375$$

## 8. Normality data test Chi Kuadrat Formula

Perhitungan *Z-score*

$$Z - Score = \frac{x - \bar{x}}{SD}$$

$$Z - Score 1 = \frac{76,5 - 56,375}{12,7904} = 1,57$$

$$Z - Score 2 = \frac{69,5 - 56,375}{12,7904} = 1,03$$

$$Z - Score 3 = \frac{62,5 - 56,375}{12,7904} = 0,48$$

$$Z - Score 4 = \frac{55,5 - 56,375}{12,7904} = -0,07$$

$$Z - Score 5 = \frac{48,5 - 56,375}{12,7904} = -0,62$$

$$Z - Score 5 = \frac{41,5 - 56,375}{12,7904} = -1,16$$

$$Z - Score 5 = \frac{34,5 - 56,375}{12,7904} = -1,71$$

Perhitungan Frekuensi yang diharapkan ( $E_i$ )

$$E_i = \text{Luas daerah} \times N$$

$$E_i 1 = -0,1184 \times 32 = -3,7888$$

$$E_i 2 = -0,1208 \times 32 = -3,8656$$

$$E_i 3 = -0,0425 \times 32 = -1,36$$



$$E_i \ 4 = 0,0688 \times 32 = 2,2016$$

$$E_i \ 5 = 0,1209 \times 32 = 3,8688$$

$$E_i \ 6 = 0,0874 \times 32 = 2,7968$$

$$\text{Dengan rumus } \chi^2 = \sum_{f=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$$= \frac{(7+3,7888)^2}{-3,7888} + \frac{(6+3,8656)^2}{-3,8656} + \frac{(3-1,36)^2}{-1,36} + \frac{(6-2,2016)^2}{2,2016} + \frac{(5-3,8688)^2}{3,8688} + \frac{(6-2,7968)^2}{2,7968}$$

$$= -2,72165 + -1,17851 + -1,97765 + 3,556978 + 3,556978 + 1,174011 + 1,735587 = 11,06095$$

So based on the table and explanation above, it could seen that  $X^2_{\text{count}} = 11,060$  while  $X^2_{\text{table}} = 11,070$  cause  $X^2_{\text{count}} < X^2_{\text{table}}$  (  $11,060 < 11,070$  with free freedom (dk) =  $6-1 = 5$  and significant level  $\alpha = 5\%$ . So distrubution of the was normal.

## APPENDIX VI

### RPP

#### Rencana Pelaksanaan Pembelajaran

Nama sekolah	: Thoyibah Islamiyah Hutaraja
Subjek	: Bahasa Inggris
Jenis text	: RecountText
Aspek/skill	: Writing
Kelas/semester	: XI/II
Alokasi waktu	: 2 x 45 menit

---

#### A. Standar Kompetensi

Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

#### B. Kompetensi Dasar

Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.

#### C. Indikator :

Siswa dapat :

1. Memahami teks recount
2. Mengidentifikasi topic dalam teks recount.
3. Mengidentifikasi ide pokok dalam teks recount
4. Mengidentifikasi informasi tertentu dari cerita recount.
5. Menyusun ide atau topic dengan text recount.
6. Menyimpulkan informasi yang terdapat dalam teks recount.
7. Menulis teks recount sesuai dengan generic structure dan featurenya.

#### **D. Tujuan Pembelajaran :**

Setelah menyelesaikan kegiatan pembelajaran, siswa dapat:.

1. Siswa mampu memahami teks recount
2. Siswa mampu mengidentifikasi topik dalam teks recount
3. Siswa mampu mengidentifikasi ide pokok dalam teks recount
4. Siswa mampu mengetahui informasi tertentu dari cerita recount.
5. Siswa mampu dapat menyusun ide atau topic dengan text recount.
6. Siswa menyimpulkan informasi yang terdapat dalam teks recount
7. Siswa mampu menulis teks recount sesuai dengan generic structure dan featurenya.

#### **E. Sumber Belajar**

1. Buku Bahasa Inggris kelas XI SMA
2. English dictionary
3. Printed text mengenai recount text.
4. Papan tulis
5. Spidol
6. penghapus

#### **F. Materi Pembelajaran :** Teks monolog berbentuk Recount Text

#### **G. Langkah-langkah Pembelajaran :**

1. Kegiatan pendahuluan.
  - a. Mengucapkan salam (greeting) dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli).
  - b. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin).
  - c. Memberi motivasi belajar.
2. Kegiatan Inti
  - a. Guru menanyakan pengetahuan siswa tentang text recount
  - b. Guru menyajikan bahan ajar yang berhubungan dengan pelajaran.
  - c. Guru menjelaskan pengertian, generic structure, language features, social function, contoh dan penilaian penulisan.

- d. Setelah siswa mengerti tentang text recount, guru memberikan tes kepada siswa. Guru meminta setiap siswa untuk mengerjakan tes tersebut berdasarkan instruksi guru.
  - e. Guru membatasi waktu siswa ketika mengerjakan test
  - f. Guru mengumpulkan tes tersebut apabila sudah selesai
3. Kegiatan Penutup
- a. Guru bersama siswa memberi simpulan tentang materi yang dipelajari dan mencatat informasi yang penting
  - b. Guru memberikan penilaian berupa latihan-latihan untuk mengetahui sejauh mana kemampuan siswa.
  - c. Guru menutup pelajaran dengan doa dan salam

#### H. Penilaian

Indikator pencapaian kompetensi	Tekhnik penilaian	Bentuk Instrument	Instrument Soal
<ol style="list-style-type: none"> <li>1. Mengidentifikasi topik yang terkait dalam teks berbentuk recount</li> <li>2. Memahami grammar yang digunakan dalam teks recount</li> <li>3. Memahami kosa-kata yang terdapat dalam teks</li> <li>4. Memahami teks recount text dengan lancar dan fasih</li> <li>5. Menarik kesimpulan</li> </ol>	Tes tulisan	Essay test	<p><i>Write the recount text based on the topic” <b>Visiting Bahal Temple</b></i></p>

- a. Pedoman penilaian\
1. Jumlah skor mksimal keseluruhan adalah 100
  2. Setiap jawaban yang benar diberi sor 20,15,10,5 jumlah skor keseluruhan 5X20 = 100 (tes tertulis)
  3. Nilai rata-rata=  $\frac{jumlah\ nilai\ keseluruhan}{jumlah\ siswa}$
- b. Instrument: write the recount text with title visiting bahal temple
- c. Rubrik penilaian

**The indicator of value**

NO	Criteria	High score	Total score
1	Grammar	20	20
2	Vocabulary	20	20
3	Mechanic	20	20
4	Fluency	20	20
5	Form	20	20
	<b>TOTAL SCORE</b>	<b>100</b>	<b>100</b>

**Padangsidimpuan, Juni 2018**

**English Teacher**

**Researcher**

**Fitri Karlina Hrp, S.Pd**

**Nurlainun Harahap**

**NIP:**

**Nim: 14 203 00102**

## Appendix VII

### LEARNING MATERIAL

#### A. Recount Text

Communicative purpose: to retell events for the purpose of informing and entertaining.

#### B. Kinds of recount text

1. Personal recount: retelling of an activity that the writer/ speaker has been personally involved
2. Factual recount: recording the particulars of an accident
3. Imaginative recount: taking on imaginary role and giving details events

#### C. Generic structure of recount text

1. Orientation: give background information about the events ( who is involved, where happened and when it happened)
2. Events: tells what happened in chronological order
3. Re-orientation: to close the events with the writers' impression the events

#### D. Language features

1. Using personal participant ( I, We, My family)
2. Use past tense
3. Use temporal connective sequence: last holiday, then, next, after, before
4. Using action verb: went
5. Using linking items to do with time: was, were.

#### E. Example Recount “Holiday in Semirang Waterfall”

##### Orientation

On Sunday, I and my best friend Sari visited Semirang Waterfall in Ungaran. It was the first time for me to visit the waterfall. When we arrived at the hill, I felt so fresh and I could enjoy the scene. The air so pure and I could see only green and green. In Ungaran, we took a little bit trekking to find Semirang

waterfall. It was too bad for me because the distance to see the waterfall was too far.

### **Events**

After taking so far distance, we found semirang waterfall. What a beautiful waterfall. We enjoyed the rice water in the rain forest surrounding the waterfall. Hearing the sound of falling water made me peace and relaxing. It was also excellent drowning out background sound playing with the water made me feel so happy.

### **Re-orientation**

After lost so many times there, we feel hungry and we ate soon. We are so happy ate together there. This was the experience never loss from our mind, we also took some pictures for our fond memories later. Finally, the time was over. It was time for us to went home. It was an unforgettable moment. I really enjoyed it.

## Appendix VIII

**Table 1: Rubric Score of Writing**

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form ( organization)	20	15	10	5

a. Tata bahasa

Kriteri untuk panduan penilaian pengukuran rentang nilai adalah sebagai berikut:

No	Indicator	Nilai
1	Sedikit ( jika ada) kesalahan grammar atau susunan kata	20
2	Beberapa kesalahan grammar dan susunan kata tetapi tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada grammar dan susunan kata: terkadang pembaca harus menafsirkannya	10
4	Sering sekali terjadi kesalahan grammar dan susunan kata sehingga tidak dapat dipahami	5

b. Kosa Kata

No	Indicator	Nilai
1	Sudah bagus tetapi hanya pada sejumlah kasus bisa terbedakan dengan penutur asli yang berpendidikan	20
2	Terkadang terjadi kesalahan kosa kata dan ekspresi ide terbatas	15



	karena keterbatasan kosa kata	
3	Keterbatasan kosa kata menyebabkan kesulitan dalam mengekspresikan ide	10
4	Keterbatasan kosa kata sangat parah sehingga sulit untuk memahaminya	5

c. Tanda Baca

No	Indicator	Nilai
1	Sedikit ( jika ada) kesalahan tanda baca dan ejaan	20
2	Terkadang terdapat kesalahan pada penulisan tanda baca dan ejaan tetapi tidak mengganggu pemahaman	15
3	Sering terjadi kesalahan pada penulisan tanda baca dan ejaan terkadang menyebabkan ketidakjelasan	10
4	Sering sekali terjadi kesalahan tanda baca dan ejaan sehingga tidak dapat dipahami	5

d. Kelancaran ( gaya bahasa dan komunikasi)

No	Indicator	Nilai
1	Pemilihan struktur dan kosa kata secara konsisten dan sesuai seperti tulisan penutur asli berpendidikan	20
2	Tidak sempurna dalam menggunakan struktur atau kosa kata dalam menulis dan terlihat jelas ketidakcocokan dengan gaya bahasa secara umum	15
3	Struktur kata dari gaya bagian kosa kata terkadang tidak hanya tidak cocok tetapi juga salah menggunakan kosa kata yang menyebabkan kesalahan makna dalam berkomunikasi	10
4	Komunikasi sering terganggu yang disebabkan oleh ketidak	5

	sesuaian dalam menggunakan kosa kata struktur bahasa.	
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e. Bentuk penyusunan

No	Indicator	Nilai
1	Sangat bagus dalam menyusun dan mengaitkan ide-ide seperti tulisan penutur asli berpendidikan	20
2	Beberapa kekurangan dalam menyusun paragraf sehingga harus dibaca beberapa kali agar dapat dipahami	15
3	Ide-ide yang tersusun dalam satu kalimat sudah bagus tetapi ide antara satu kalimat dengan kalimat yang lain masih sulit untuk di hubungkan	10
4	Susunan kalimat dan paragraf dalam teks sangat buruk sehingga ide yang disajikan tidak bisa dipahami.	5

Padangsidempuan, Juni 2018

Validator

**Fitri Karlina S.Pd**

**Nip:**

**Appendix 9 The Description of the Data on Students' Writing Ability At Grade  
XI MAS Thoyibah Islamiyah Hutaraja Paluta**

<b>No</b>	<b>Students Initial</b>	<b>Total Score</b>
1.	AAS	65
2.	ALD	60
3.	ASN	65
4.	ATH	55
5.	DRS	65
6.	DIH	75
7.	EHS	55
8.	GNH	65
9.	HRH	75
10.	HDN	50
11.	IAH	75
12.	JMN	65
13.	KLH	60
14.	KLS	55
15.	LEH	70
16.	LWS	55
17.	LNS	60
18.	NHP	70
19.	NPN	75
20.	RHN	70
21.	RNS	75
22.	RLS	55
23.	RYS	70
24.	RMH	50
25.	RKY	40
26.	RLH	75
27.	SIM	60
28.	STH	60
29.	SHA	65
30.	YNY	75
31.	UAT	75
32.	WDY	35
	Highest score	75
	Lowest score	35
	SUM	2005
	Mean Score	62.66

**Picture 1: The Researcher explained about test**



**Picture: 2 The Researcher giving direction to begin the test**



**Pictures 3: The Students Answer the test**





**Picture: 4 The Researcher Collecting The Test**

