



**THE ABILITY AT XI GRADE STUDENTS OF SMA
NEGERI 1 SIABU IN MASTERING WRITING
RECOUNT TEXT**

A THESIS

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

Written by:

RINI ARIYANTI RITONGA
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2021



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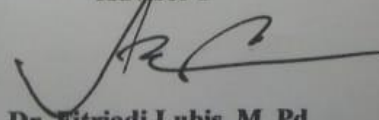
Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to Rini Ariyanti Ritonga, entitled "The Ability at the XI Grade Students of SMA Negeri 1 Siabu in Mastery Writing Recount Text". 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, 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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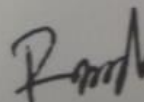

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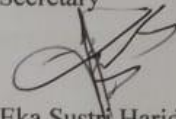
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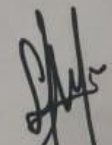

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Thesis : The Ability at the XI Grade Students of SMA Negeri 1
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ABTRACT

This research is talking about students' ability at XI grade of SMA Negeri 1 Siabu in writing recount text. Students got difficulties in writing recount text, the difficulties was students less understanding of generic structure of writing recount text, after that students less understanding on grammar, and students less on mastery vocabulary, so this are become students' difficulties in writing recount text.

The formulation of problem in this research is how is the students ability in writing recount text at XI grade of SMA N 1 Siabu, what are the students difficulties in writing recount text at XI grade students of SMA N 1 Siabu dan what are the effort of the teacher in writing recount text at XI grade students of SMA N 1 Siabu. The purpose of this research is to know students ability in writing recount text ax XI grade of SMA N 1 Siabu, to know students difficulties in writing recount text at XI grade students of SMA N 1 Siabu dan to know the effort of the teacher to overcome the students' difficulties in writing recount text. So, the purpose of this research was to know the students' ability at XI grade students of SMA Negeri 1 Siabu in mastery writing recount.

This research used mixed method, they are quantitative and qualitative research. The populasi of this research is all students at XI IPA grade of SMA Negeri 1 Siabu and the sample is some students at XI IPA grade of SMA N 1 Siabu, it consists of twenty four students from every class of XI IPA and it was taken by random sampling. In this research used essay test that was free writing and used means score to know the students interpretation in writing recount text.

Based on the result of the research, the mean score was 70. It means the ability at XI grade students in writing recount text of SMA Negeri 1 Siabu was categorized to good. Then, students got difficulties in understanding generic structure, on grammar and vocabularies. Finally, the effort of the teacher to overcome the students difficulties was, the teacher gives more explanation about recount text, teacher give more task, teacher explain the formula of tenses when explain the material and teacher asks the students to write down a list of vocabularies and memorized them.

Key Words: *Ability, Writing, Recount text*

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بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty God who has given me time and healthy in writing and finishing this thesis etitled “*The Ability at XI Grade Students of SMA Negeri 1 Siabu in Mastery Writing Recount Text*”. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

This thesis is presented to the English education Department of the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial fulfillment for degree Strata I (S1).

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. Mr.Dr. H. Fitriadi Lubis, M.Pd. as the first advisor who has given me suggestions, criticism, and helps in writing this thesis.May Allah bless him.
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Finally, I realize that there must be some weaknesses in this thesis. Therefore, the researcher would be very grateful for the correction and comment that can improve this thesis.

Padangsidempuan, 25 January 2021

The Researcher,

RINI ARIYANTI RITONGA
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CHAPTER I

INTRODUCTION

A. Background of problem

Nowadays, in modern society, English is an international language. English can connect people from one country to others. English is always use in technology information, and international language, so English very important for us all the human being this world and especially for students in Indonesia. If we know English it means we can open the knowledge and we can easily found knowledge.

In Indonesia English as a foreign language, many students do not like English, they thing English is difficult and they do not need it. So because of their mind they are confuse and lazy to study about English. In fact English is not difficult like their mind. To master English as a foreign language, students must know and able in language skills, they are: listening, speaking, reading and writing.

Writing is one of four language skills that should be master in learning English. Writing is one of learning requirement to the student to be a successful in their study. We can see from their syllabus, writing always formed in learning process. It means that writing as a part of the teaching English and important in teaching and learning English.

Writing is refers to graphics symbol and combining element, and also included some language components like spelling, grammar, vocabulary and punctuation, than organized them to be a sentence,

or paragraph hand text, and after we know about how to make a good text, we can write anything we feel about ourselves.

Writing skill is focused in producing and creating information in written form. So with the writing students can express their feeling, opinion, ideas, and emotion. In other words, students explore their mind with writing and without they know they increase their skill and their ability in English. Increasing their ability in writing there are many genres likes: description text, procedure text, hortatory text, narrative text, and recount text. In this research, in this research focus on writing recount text.

Recount text is a text to retell what happen in past and tell that to other people. Recount text has components likes: orientation, event and re-orientation and recount text also have some several roles as vocabulary, sentences, structure and ideas. Recount text as one of some kinds of text in writing that has purpose for explain our experience in past.

Recount text is one kind of genre which is learnt in senior high school. Recount text is text which student must understand in senior high school. Recount text actually is not difficult, but in reality many students cannot develop their ideas, they do not know what should they write and how to write down correctly. So to make students can able to write recount text, students much know about components which has been used in writing, especially in recount text so they can write down correctly.

Based on interview with Mr. S as an English teacher in SMA N 1 Siabu, There are some problems in teaching English in classroom, especially in XI grade on teaching writing recount text, he said:

Students have difficulty to understand English words, phrase, and sentence. Students get difficulties because they just have limited vocabularies, cannot organize their sentence to be a good paragraph and they did not want to use English in their activities and in their classroom. Then, students are lack in choose ideas, the students cannot choose idea or write recount text independently because they did not understand about identification and description of recount text, so make them need much time to feel it. Finally, the teacher, sometimes still use old teaching to motivate the students in learning English. Teacher just used the traditional method to teach students about recount text¹. So students get bored when they study recount text.¹

Based on this interview with one of English teacher, it can be concluded that students made some mistake in mechanic aspect. Unfortunately, many of students were not interest in writing about something, even though it is about their life and they trough by themselves. This condition cannot be allowed to continue because it have some impacts on their mastery in English subject. So, these problems must be found the solution to overcome the problems above, and even can be increase the talent, interest and quality of students' writing.

Based on some problems above, it is known that ability in writing recount text is very important for students, this research analyze some recount text written by students of XI grade of SMA 1 Siabu. So the researcher interested to know student's ability in writing recount text.

¹ Mr. S (initials) as English teacher in class X and XI, Private Interview (SMA Negeri1 siabu on 8nd Nopember2019 on fridayat10.30 am.

Then, the researcher applies it through the title "The Ability at XI Grade Students of SMA Negeri 1 Siabu in Mastery Writing Recount Text".

B. Definition of the Key Terms

1. Ability

Ability is the quality or skill that you have which make it possible for you to do something. Ability can be as potential of power to do something can be physical or mental or specific natural power by her or his self.

2. Writing skill

Writing skill is an ability that takes ideas, information and write them in a good written for read to reader. Writing is speaking to others on paper see each other of face to face or on a computer screen. So writing is way to produce language do naturally when you communicate each others.

3. Recount Text

Recount text is written out to make a report about an experience or event of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. And recount text has purpose to tell the reader the information of event that someone through.

C. Formulation of Problem

Base on the identification of problem above, to make the problems clearly in this the research, the researcher formulated the problems as follows:

1. How is the students' ability in writing recount text at XI grade students of SMA N 1 Siabu?
2. What are the students' difficulties in writing recount text at XI grade students of SMA 1 Siabu?
3. What are the efforts of the teacher to overcome the student's difficulties in writing recount text at XI grade of SMA N 1 siabu?

D. Purpose of the Research

Based on formulation of the problems, the researcher determines that the purposes of this research as follows:

1. To know students ability in writing recount text at XI grade of SMA N 1 Siabu.
2. To know students difficulties in writing recount text at XI grade of SMA N 1 Siabu.
3. To know the effort of the teacher to overcome the student's difficulties in writing recount text at XI grade of SMA N 1 Siabu.

E. Significant of the Research

The result of this research use full to:

1. For Headmaster as information to know student's ability in English.

2. For Teachers as information or a tool to know student's ability in writing recount text.
3. For Readers to add references for the next research in same problems.

F. Thesis outline

The formulation of this research can be divided to five chapters. And every chapter consists of sub with detail as follows:

Chapter I, consists of background of the problems, the definition of the key terms, formulation of problems, purpose of the research, significant of the research and outline of the thesis.

Chapter II, consists of theoretical descriptions which explain about ability, writing and recount text and related finding consists of some finding that are done by others researcher in the same research.

Chapter III, consists of research methodology which consists of time and place of the research, method of the research, research design, sources of data collection, and technique of data analysis.

Chapter IV, consists of the results of the research taking about the analysis of data, dissections and treats of the research. This chapter consists of data description of the result.

Chapter V, consists of conclusion and suggestion and this is become suggestion for the students and the teacher by researcher.

CHAPTER II

THEORETICAL DESCRIPTIONS

A. Theoretical Description

1. Definition of Writing Recount Text

Writing is a process which often heavily influenced by constraints of genres, then these elements have to be present in learning activities. “Writing is a combination of process and product, the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”.² It means, writing is a way to produce language that comes from our thought with the good sentences, and has purpose to communicate information to the reader or a group of reader and can be understood by the reader.

Writing is an activity to express and put on the idea on written form. “Writing is a written work to express one’s feeling, ideas, and thinking, and organize them into a good statements and paragraphs in order to be understood by all of the reader easily of what the writer wants to say”.³ It means, writing is process for express the feeling and to help learners to produce their written products to communicate to others.

Writing seems to have taken on different definition for different group of people in order to suit their different needs and purpose for

² David Nunan, *Practical English Language Teaching*, (New York: Mc Grown Hill, 2005), p. 98

³ Elisa Dora, Rayendriani Fahmei Lubis, and Eka Sustr Harida, “Students’ Seventh Semester of English Education (TBI) STAIN Padangsidempuan Ability in Academic Writing,” *English Education* 1, no. 2 (2013): p.4.

writing. Even for professional involved the field of English language teaching, not one definition of writing could satisfy. For the process oriented professional and researchers, writing is a product of person's search for meaning. It means, writing has different definition for different purpose.

Writing is more complex and more difficult than other skills in English language. "Writing is one of the four language skill and many believe that is the most complex one compared to the three other skill, example: listening, speaking, and reading".⁴It means, writing is most complex than other skill, writing not only requiring mastery on grammatically and rhetorical devices but also on conceptual and judgment devices.

Writing is one activity to interaction of cognitive and physical factor. It allows for the creation of ideas and information with written symbols and word. "As a method of communication, writing could be used to establish and maintain contact with others, transmit information, express though feeling and reactions, entertain and persuade".⁵So, all the people can maintain contact, transmit information or express feeling without see each other but just write on the papers.

In additional, there are many genres in English writing such as: description, recount, narrative, hortatory, report, narrative, procedure,

⁴Widiati. Utami and Bambang yudi Cahyono, "The Teaching of EFL Writing in the Indonesian Context:The State of the Art," *Jurnal Ilmu Pendidikan* 13, no. 3 (2001): P. 139.

⁵Prawati. Melinda, sofian, and Endang Susilawati, "Teaching Writing Procedure Text through Demonstration," *English Education Study Program, Teacher Traning and Education Faculty of Tanjung University*, n.d., P. 2.

explanation, discussion, exposition, new item, and anecdote. All of them must be learn in senior high school. In this research focus in writing recount text.

Recount text is one kind of genres in writing text which function is to amuse, entertain, and to deal with actual experience. "Recount is a text that retells events or experiences with sequence which they ever got in past, and has purpose is either to inform or to entertain the audience".⁶ Recount as one of the story genre can be simple one type because itretell event or experiences in life and every day thing or event trough by itself.

Actually, recount text can be found in many activities in our real life. "There are some familiar recount text types to many people. Like news paper and magazine which report someone in past, letter about someone experience which send to her/ his friends and entry biography or autobiography."⁷ So, event thought recount text has many types but recount text will be purely informative, while other will aim to both inform and entertain.

Base on explanation above, writing recount text is an activity to express an event or experience on the paper with the sequence and organize them into a good statement and good paragraph, so that will be clear to reader. Writing recount text can be use to express someones' feeling about their experience in the papers. It means, Writing recount

⁶In Nurohmah, "An Analysis of Students ' Recount Text by Using Systemic Functional Grammar" 1, no. 2 (2013): 90.

⁷Uci Mulyani and Muhd. Al-Hafizh, "Teaching Junior High School Students to Write Recount Text through Wikis Media," *Journal of English Language Teaching* 1, no. September (2012): P. 226.

text is retell past events or give information into chronologically of what had happened on the paper.

Writing recount text is very helpful for people and for students to study about English language. Writer can write everything that they want to write. Without they know they improve their language when writing something.

2. Purpose of Writing Recount Text

Recount text has many purposes in writing or for the writer. Recount text is “to reconstruct past experience by retelling event in original sequences”.⁸It means, the purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened.

Recount is written to retell events with the purpose of either informing or entertaining their audience. In a simple word the purpose of recount text is to retell past experience. It means, a recount text is a text which writer can use to express their feeling about past event that through by their self.

3. Generic Structure of Writing Recount Text

Every genre text in writing has generic structure in written form, and also in writing recount text, so have generic structure of writing Recount text as follows:

⁸Ken Hyland, *English for Academic Purposes: An Advanced Resource Book, Miscelánea: A Journal of English and American Studies*, 2007, p.47, <https://doi.org/10.4324/9780203006603>.

- a. Tells who was involved, what happened, where the events took place, and when it happened.
- b. Events: tell what happened in chronological order
- c. Re-orientation: concludes the experiences.⁹

Recount text has three generic structures, first one is orientation, orientation as beginning of generic structure in writing recount text and to introduce the story. After that is event, in event retell all series events in the story of recount text and finally is re-orientation, reorientation as closure of events or the ending of the story.

Function of every element of generic structure, as follows:

a. Orientation

Orientation is the first generic structure of recount text. Orientation text is given the reader to know the background information. "Orientation is provides information about situations".¹⁰ In conclusion orientation is a description of background information needed to understand the text, such as who was involved, where it happened and when it happened. So functions of orientation as follows:

- 1) To pay attention of the reader
- 2) To show the topic about and event that will be explain
- 3) Must interest, so make the reader want to read the text or story.

⁹Vita and Rita, "Improving Writing Skill in Writing Recount Text Though Diary Writing," *Jurnal of English Language Teaching*. no.1 (2013), P.2.

¹⁰Ken Hyland, *Genre and Second Language Writing*, University of Michigan Press, vol. 53 (America: University of Michigan Press, 2004), p.33.

- 4) Used ejective to describe personal attitude, and show the personal attitude, example: it was wonderful and we like it very much.¹¹

The function of orientation is to let reader know who is involved, where and when the events took places and as an illustration of the story that will be told.

b. Event

Event is a second generic structure of writing recount text. Event is a series of events, ordered in a chronological sequence. "Event is the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence."¹² In conclusion event is a series of event in temporal sequence. So, the function of event as follows:

- 1) To tell the detail activities about event chronologically
- 2) To tell chronologically activities and used sequences markers:
first, second, third, etc. or first, next, after that, then, finally.
- 3) Grammatical patens:
 - a) Used predicate with verb in past tense, past perfect, past continuous tense.
 - b) Used verb of doing on predicate, example: went, took, got, departed, and left. that described activities.

¹¹Pardiyono, Teaching Gendre Base Writing (yogyakarta: Andi Offset , 2007), p. 66

¹²Atikasari Husna and Akhmad Multazim, "Students' Difficulties in Writing Recount Text At Inclusion Classes," *LET: Linguistics, Literature and English Teaching Journal* 9, no. 1 (2019): P. 5.

- c) Used adjective for show the personal attitude.¹³

The function of event here is to explain the series of event from the first event up to the end. So in here the writer told the event or a story of recount text to the reader

c. Reorientation

Reorientation is the third and become the last of generic structure in writing recount text. "Reorientation is a closing step of statement that includes elaboration".¹⁴ So in conclusion, reorientation is a personal comment about the event what happened in the end. So, the function of reorientation as follows:

- 1) To express personal attitude about activities or event that will be tell in the text or story.
- 2) Conclusion with personal attitude.¹⁵

The function of Re-orientation is to conclude the series of event or become the end of the story of recount text and to express the writer.

4. Lexical Grammar of Writing Recount Text

The purpose of recount text is to retell the past event trough by themselves. Recount text as a text to retell the past event has grammar used recount text. Grammar is an important part in writing. We much

¹³Pardiyono, p. 66- 67

¹⁴AtikahHusna and Multazim, "Students' Difficulties in Writing Recount Text At Inclusion Classes", p.5.

¹⁵Pardiyono, p.67

know the grammatical used in every kind of texts. Recount text usually include the following grammatical.

According Boardman the grammatical of writing recount text as follows:

- a. Use of nouns and pronouns to identify people, animals, and things involved
- b. Use of past action verb to refer the event
- c. Use of past tense to located event in relation to speaker's or research's time
- d. Use conjunction and time connectives to sequence the event
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Uses of adjectives to describe nouns.¹⁶

Students much know all the grammatical include in recount text, these are more explanations about the grammatical above, they are:

- a. Use of nouns and pronouns to identify people, animals, and things involved

Noun is a part of speech that names a person, thing, idea, action and quality. "The nouns is one of the most part of speech. It is arrangement with verb help to form the sentence core which is essential to every complete sentence".¹⁷ In additional, it may function as the chief or "head" word in many structure of modification. Example table, cat, book , and car.

Pronoun is a word or phrase that is used as a substitution for a noun or noun phrase, which is known as the pronoun's antecedent. The traditional definition of a pronouns as " a word

¹⁶Natanael Saragih, Roswita Silalahi, and Hilman Pardede, "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar" 19, no. 1 (2014): p.3.

¹⁷ Marcella Frank, *MODERN ENGLISH a practical reference guide*, (New Jersey: Englewood Cliffs, 1997), p. 6

that take place of a noun”.¹⁸ In addition, many pronouns have the ability to serve either of two function they may stand alone in noun function or as adjectives (determiner). Example: I, me, he, she, you, it, her, his, someone and everybody.

b. Use of past action verb to refer the event

Action verb or verb is express an action whether it be physical or mental. “The verb is the most complex part of speech. It’s varying arrangement with nouns determine the different kind of sentences”.¹⁹ An action that explain what the subject of the sentences is doing or has done. For example: act, give, read, ride, run, and send.

c. Use of past tense to located event in relation to speaker’s or research’s time

Simple past tense is used in writing recount text . “Simple past tense is used to express actions/event in past time, in some cases, past tense is used to describe past situation and event”.²⁰ Past tense has a purpose that is familiarly known by people that the pattern is used to explain activity happened in the past.

For using the pattern of simple past tense, there are some condition that need to be considered. They are nominal pattern and verbal pattern.

1) Nominal pattern

a) The pattern of simple past tense for the positive form is:

¹⁸ Marcella Fr S + TO BE (was/were) + Complement

¹⁹ Marcella Fr

²⁰ Amri Isyam firrawati Nelvi Handayani, “Teaching -Learning Proseses: Simple Past Tense and Simple Future Tense and Their Perception” 1, no. March (2013): p.2.

Example:

- He was sick yesterday
- She was busy last night²¹

Pattern in nominal sentences do not used verb, but as predicate used to be (was/were). Sentences in nominal pattern is always used in writing recount text.

b) The pattern of simple past tense for negative form are is:

S + TO BE (was/were) not + Complement

Example :

- She was not there last night
- You were not there yesterday²²

The pattern of simple past tense for negative is used not, so if the students or writer want to use negative pattern of simple past tense do not forget to write “ not” after the subject.

c) The pattern of simple past tense for interrogative form is:

TO BE (Was/were) + S + Complement ?

Example :

- Was he late last morning?
- Were they very rich some years ago?²³

The pattern for interrogative sentence in simple past tense always use question mark, and the to be (am, is, are) put in the beginning of the sentence.

2) Verbal pattern

²¹Wahyu Purnomo, *English Grammar and Everyday conversation*, (Surabaya: Amelia, 2005) p. 35-36

²²Wahyu Purnomo, p. 36-37

²³Wahyu Purnomo, p. 35-37

a) The pattern of simple past tense in positive form are is:

S + V2

Example:

- I studied English yesterday
- They went to Jakarta last month.²⁴

The pattern in simple past tense in positive form used verb2. Positive form used verb 2 because it tell past action. So if writing recount text always used v2 in positive sentences.

b) The pattern of simple past tense in negative

S + Did + Not + Verb 1

Example:

- I did not study English yesterday
- They didn't go to Jakarta last month.²⁵

The pattern of simple past tense in negative uses an auxiliary "did" before the negative (not) and verb used in this form back to Verb 1.

c) The pattern of simple past tense In interrogative form used auxiliary "did" is placed in the began of sentence.

Did + Subject + V1 ?

Example:

- Did you study English yesterday?
- Did they go to Jakarta last mouth?²⁶

The pattern of simple past tense In interrogative form used question mark and used auxiliary "did" is placed in the beginning of sentence.

²⁴ Windy Novida, *Basic English Grammar*, (Yogyakarta:Gama Press, 2010), p. 241

²⁵ Windy Novida, p. 242

²⁶ Windy Novida, p. 242

- d. Use conjunction or time connectives to sequence the event.

Conjunction is a part of speech that used to connect word, phrases, clauses, or sentences. “Conjunction can join clauses or sentences and are then often known as conjuncts”.²⁷ So, the purpose of conjunction is to connect phrases, clauses and sentences. Examples: besides, however, otherwise, so, and therefore .So the conjunction are considered to be invariable grammar particle, and they may or may not stand between items they conjoin.

- e. Use of adverb and adverbial phrases to Indicate place and time.

Adverb is a word that usually modify, limit and restrict the meaning from the verb. “Adverb in meaning form words having a strong lexical content (those that describe the action of the verb, or those that indicate such meaning as time and place)”.²⁸ So adverb is important in writing recount text. Example: last week, a month ago, and the day before yesterday.

Adverbials are word that we use to give more information about verb. “Adverbial of place (location or direction) and time, including multi-word adverbials of frequency, comes after the verb and its object, if any”.²⁹ So the adverbial we used in retell the time

²⁷ A.J. Thomson, A.V. Martinet, *A Practical English Grammar*, (Walton Street: Oxport University Press, 1986), p. 288

²⁸ Marcella Frank, *MEDERN ENGLISH a practical reference guide*, (New Jersey: Englewood Cliffs, 1997), p. 141

²⁹ Robert Krohn, *English Sentence Structure*, (Ann Arbor: The University of Michigan Press, 2001), p. 21

and place that we took in the past event that explain in writing recount text, example here, to class, and in the morning.

f. Uses of adjectives to describe nouns.

Adjective is a word that describe the qualities or describe the nouns. “The adjective is a modifier that grammatical property of comparison. It is often identified by special derivational ending or by special adverbial modifiers that precede it”.³⁰ Adjectives come before the nouns and can be used in plural and singular or countable and uncountable nouns, example of adjective as, few, much, beautiful and ugly.

5. Process of Writing Recount Text

Writing is a process of write down idea and opinion on the paper. The process of writing recount text is same with process of writing. Recount text as one of some kinds of genre in English has a process how to write writing recount text. “According to harmer the process of writing has four elements, they are: planning, drafting, editing and final version”.³¹ So, if writer or students know the elements of writing process, can make easier to write a recount text.

Process of writing has four elements, as follows:

a. Planning

³⁰ Marcella Frank, p. 109

³¹ Jeremi Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.5-6.

Planning is one of process of writing and planning is the first one have we do. When planning, all of the aspect in writing is prepared such as the writer has to think about the issue or main idea.

When the planning, the writers have to think about three main issue. In the first place they have to consider the purpose of their writing since this influence, not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writer think of the audience they are writing for, since this will influence not only the shape of writing.(how it is laid out, how the paragraph are structured). Thirdly, writers have to consider the content structure of the piece, that is how best sequence the facts, ideas or argument which they have decided to include.³²

Based on explanation above, in the planning include type of text, language use, structure of paragraph, sequence of fact, ideas and argument. So make it the clearly to next step of writing process.

b. Drafting

Drafting is the second step after planning in process of writing. "Draft is an assumption that it will be changed later. As a result of process of writing to edit, a number of designs can be generated on the way to the final version".³³ It means, writer write some draft and after that will be explain in the written before go to editing.

c. Editing

³²Jeremi Harmer, p.5–6.

³³Leny Saili Rahmah and Universitas Islam Nusantara, "International Journal of English and Education," *International Juornal of English and Education* v. 6, no. 4 (2017), p.2.

Editing is the third of writing. After making a draft, the writer has to read what they have written in draft to see suitable or not. “Once writer have to produces a draft then, usually read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear”.³⁴So, editing here is to help writer to edit the text and make it clearly.

d. Final version

Final version is the last process if writing. Final version comes after editing the draft. “it is the result of writing process trough three previous stages”.³⁵ The text is clearly and ready to send to audience.

We might decide to represent these stages in the following way:



Figure 1: The Process of Writing Recount Text

6. Assessment of Writing Recount Text

Writing is very important ability to be conducted in the teaching learning process. Students can use their language to express their ideas and though. So to make their writing to be good written, they need to

³⁴Jeremi Harmer, *How to teach Writing*, (England: Pearson Education Limited, 2004), p.5.

³⁵Muhyiddin Aziz and Eda Maaliah, “The Aplication of Think-Talk-Write Strategy to Improve The Student’s Writing Skill: A Classrom Action Research,” *Inovish Journal*v.2, no. 2 (2017): p.4.

³⁶Jeremi Harmer, *How to teach Writing*, (England: Pearson Education Limited, 2004), p.5.

know assessment in writing. In assessment of writing process, the students should pay attention to the aspect of writing in order they are able to write well.

Assessment is important for the teacher to know the students ability in writing recount text. The student ability in writing can be seen from the aspect writing. According to Jacobs et al “scoring procedure for writing assessment on five aspects, they are: content, organization, vocabulary, language use and mechanics”.³⁷ So, aspect in writing is important to make good written. The explanation from five aspects in writing as follows:

a. Content

Content usually called by ideas or topic. The content that were given to the students considered familiar to the students. The first problem in writing a recount text is dealing with the content. According to Barnet” it makes one point, or indicates where unit of the topic begins and end”.³⁸ It means content is a point which chosen for explain in the text and other hand it call topic of text or topic of sentence in paragraph.

b. Organization

Organizing the ideas students have to use component of generic structure of writing recount text. Students cannot organized the

³⁷Sara Cushing Weigle, *Assessing Writing, Concepts in Composition: Theory and Practice in the Teaching of Writing*, (New Work: Cambrige University Press,2002), p.115.

³⁸Lailatu. Husna, “An Analysis of Students’ Writing in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang,” *Journal of English Language Teaching(ELT)* 53, no. 9 (2019): p.7, <https://doi.org/10.1017/CBO9781107415324.004>.

ideas because they do not know how to delivery in it in English and student must write with related coherent in recount text. According to Reep” a paragraph achievement coherent when the sentences proceed in a sequence that supports one point at the time”.³⁹ They must compose the writing by applying the correct coherences from one sentence to other sentences.

c. Vocabulary

Vocabulary is a very important role in constructing a good paragraph. “By choosing appropriate word, the writer will be able to communicate ideas, opinions, even disagreements smoothly”.⁴⁰ Students will hard to present what in their mind without mastering vocabulary.

d. Language use or grammar

Students have difficulties in using target language. One of the target language is grammar, same of students lack in grammar, they can used grammar correctly. According to Richard and Renandya state “grammar is too important to be ignored, and without a good knowledge of grammar, learners’ language development will be severely constrained”.⁴¹ It means the use if correct grammar will influence the sense of students’ writing and if

³⁹Husna, p.7.

⁴⁰Fitri Purnama Sari, Refnaldi, and Rusdi Noor Rosa, “An Analysis of Students’ Ability and Problems in Writing Recount Texts at Grade VIII of SMPN 29 Padang,” *Journal of English Language Teaching* 2, no. 1 (2013): P.2.

⁴¹Allieni . Mohd.Ansyar. Desmawati Rajab Harris, “An Analysis of Students Difficulties in Writing Recount Text at Grade of SMA N 1 Sungai Limau,” *Journal of English Language Teaching (ELT)* 66 (2012): P.4.

students mastery the grammar they will feel enjoy in writing recount text.

e. Mechanics

Student did not have difficulties of putting punctuations and capitalization.⁴² They student can differentiated between the pronunciation and written form of word.

Assessing students' ability in writing is not easy. Teacher should ask the student to write down a text to know the ability of every students and make assessing and scoring of every students. Students' writing can be done by analysis the students written.

Based on explanation above is giving assessment for the advance level, for example to analyze the article or scientific work. But in this research, the researcher going to analyzed the students writing assignments. Students asked to write a story of recount text based on their experiences.

Assessing and scoring students' writing can be done by using teacher's book in PENMENDIKBUD K13 version, as follows:

- a. The selected idea, in this criteria for determining ideas that match with predetermined topic, there are four category in giving assessing and

⁴²Husna, "An Analysis of Students' Writing in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang," p.8.

scoring based on the topic, there are very good, good, enough and poor. The explanation as follows:

- 1) First is very good, in very good category is the selected is original, the idea is suitable with genre, ideas are developed right and directionally developed ideas.
- 2) Second is good, in good category only fulfill three of the four conditions set.
- 3) Third is enough, in enough only fulfill two of the conditions set.
- 4) Fourth is poor, in poor only fulfill one or does not fulfill the four condition set.⁴³

So, for the explanation above is a way to given the assessing and scoring for the selected idea in writing recount text.

b. Organization/ structure text and content, in this category is talking about how to give assessing and scoring to the recount text based on the generic structure. there are four category in giving assessing and scoring based on the Organization/ structure text and content , there are very good, good, enough and poor. The explanation as follows:

- 1) First is the very good, in very good is the text is suitable with genre, the term and characteristics are followed perfectly, writing ideas and the information presented is very relevant, and the content of the text is very easy to understand.

⁴³ Nurhasanah, Mahrukh Bashir, and Sonya Sinyanyuri, *Bahasa Inggris*, 1st ed. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014), p.15.

- 2) Second is good, in good category is only fulfill three of the four conditions set.
- 3) Third is enough, in enough category is only fulfill two of the four condition set.
- 4) Fourth is poor, in poor category is only fulfill one or does not fulfill the four conditions set.⁴⁴

So, for the explanation above is a way to given the assessing and scoring for Organization/ structure text and content in writing recount text.

c. Grammar, in this category must used suitable grammar with recount text, such use used past tense and use of nouns and pronouns to identify people, animals, and things involve. There are four category in giving assessing and scoring based on the grammar, there are very good, good, enough and poor. The explanation as follows:

- 1) First is very good, in very good category there is no mistake with grammar and the content and the meaning of the text can be understood and very clear.
- 2) Second is good, in good category is there are some mistakes, but do not interfere the meaning.
- 3) Third is enough, in enough category is there are many mistake, but do not interfere the meaning.
- 4) Fourth is poor, in poor category is too much mistakes and interfere the meaning and content.⁴⁵

⁴⁴ Nurhasanah, p. 15

So, for the explanation above is a way to given the assessing and scoring for grammar in writing recount text.

d. Vocabulary, in this category, students will explain their mind with vocabulary, they will arrange the vocabularies so become a good sentences, and from good sentences become a good paragraphs/good text. There are four category in giving assessing and scoring based on the vocabulary, there are very good, good, enough and poor. The explanation as follows:

- 1) First is very good, in very good category is there are no significant grammars error, the meaning and the content of the text can be understood clearly, the sentences used are very effective and used lexical variations correctly, master the forms of words and effectively the terms are used correctly. .
- 2) Second is good, in good category is only fulfill three of the four conditions set.
- 3) Third is enough, in enough category is only fulfill two of the four conditions set.
- 4) Fourth is poor, in poor category is only fulfill one or does not fulfill the four conditions set.⁴⁶

So, for the explanation above is a way to given the assessing and scoring for Organization/ structure text and content in writing recount text.

⁴⁵ Nurhasanah, p. 15

⁴⁶ Nurhasanah, p.16

7. Material of Writing Recount Text

Based on the national curriculum K13, the aim in teaching writing recount text in senior high school is that the students are able in writing a simple recount text. The targets or teaching writing recount text for first years of senior high school is “ students can compiling oral and written recount text, short and simple, related to historical event, by showing social functions, text structure and linguistic elements, correctly and accordance with the context”.⁴⁷ So, indicator of writing English in senior high school is student can write a simple recount text.

Based on their hand book the material of the writing recount text is “Recount is a series of event in order in which they occurred. The several types of recounts, for example, diaries, letters/postcards, journals, autobiographies and biographies, or anything related to history”.⁴⁸ It means recount text is an activity to retell past experiences. “Historical recount usually start with orientations, followed with a series of event and the ends whit a reorientation”.⁴⁹ So, it means a complete element of recount text about how to write orientation, event and re-orientations.

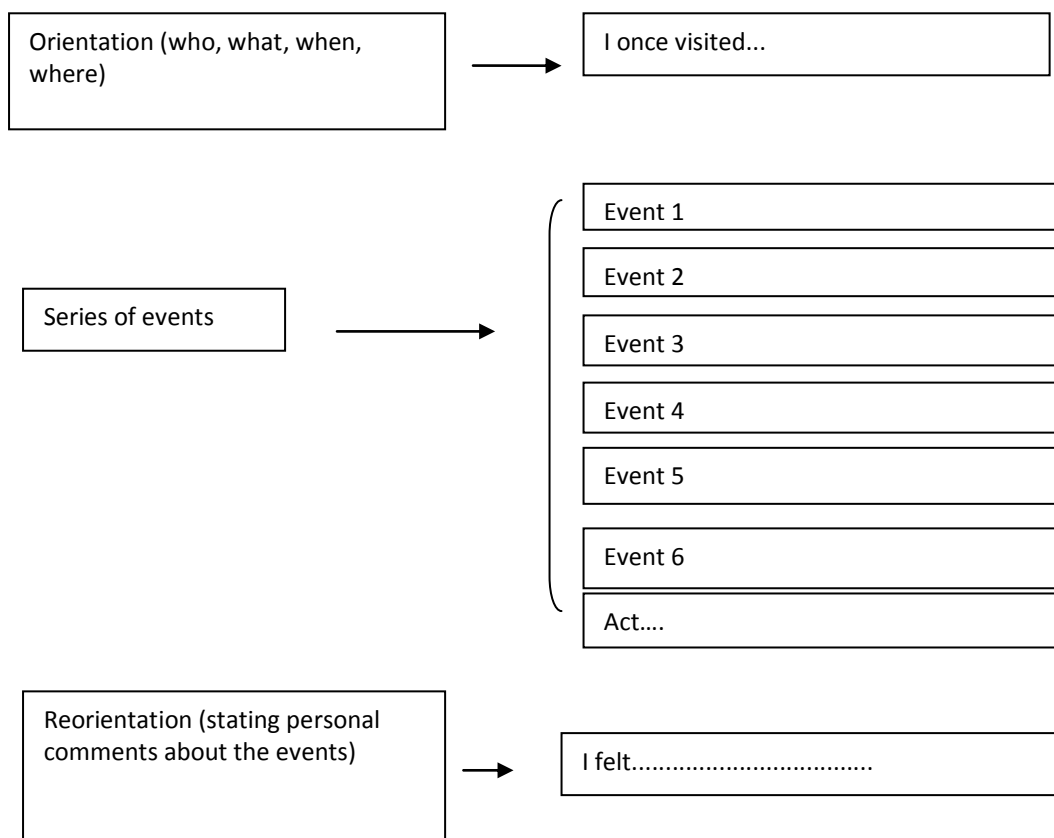
An example of exercise on writing recount text based on students’ hand book is:

Have you ever had a holiday? What happened? How was the holiday? Write a recount about your holiday. Make the outline of the story below

⁴⁷Utami Widiati, Zuliati Rohmah, Firaida, *Bahasa Inggris*, (Jakarta: Bahasa Inggris/Kementrian Pendidikan dan Kebudayaan, 2017) ,P. 96.

⁴⁸Utami Widiati, p. 112-113

⁴⁹Utami Widiati, p. 113



Sources: Utami Widiati, Buku Bahasa Inggris

The other example of exercise on writing recount text based on students' hand book is:

The Battle of Surabaya

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army. British Army at that time was part of the Allied forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of

Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesian troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in reinforcements to siege the city.

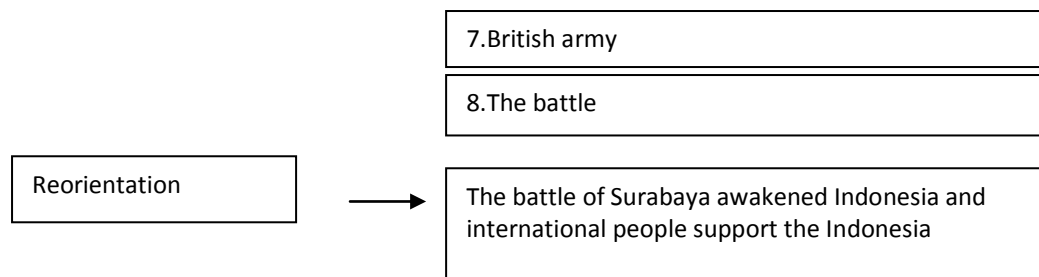
In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks. In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country's independence struggle. However, the battle provoked Indonesian and international mass to rally for the country's independence which made this battle especially important for Indonesian national revolution.⁵⁰

Now, together with your partner, complete the following sentences that show The Battle of Surabaya happened.

Orientation	→	The bloody battle took place in 1945 in Surabaya
Event	→	1. government of Java and Brigadier.....
		2. Indonesian.....
		3. There was misunderstanding.....
		4. Leaflets.....
		5. The Indonesians.....
		6. Brigadier.....

⁵⁰Utami Widiati, Zuliati Rohmah, p.111-112.



Sources: Utami Widiati, Buku Bahasa Inggris

B. Review of Related Finding

Related to this research, these are some researches have similarities and differences with present study which can be used as references to conduct the better study, some researchers had been done as below:

The first is Khanifatul Hikmah, she did the research in MAN Kebumen 1 in 2013/2014 academic years. She found the mean scores of the students were 60,36.⁵¹ It means that the ability of first grade students of MAN Kebumen 1 were in the Sufficient level.

The second is Diana Lisa Za'in, she did the research in SMPN 4 Bandar Lampung in 2016/20017 Academic Year of. She found the result of the students written task showed as follows: 4.10 % students who got the problem in content, 14,23% who get the problems in organization, 2.05% who got problem in vocabulary, 33.71% who got problems in language,

⁵¹Khanifatul Hikmah, *An Analysis of Students' Problem in Writing Recount Text at the First Grade of MAN Kebumen 1 in 2013/2014 Academic Year*, (Makassar: UIN Makassar, 2016), P. 56

and last 45,90% who got the problem in mechanics.⁵² So the most dominant problem in writing text is mechanics.

The third is Nurul Fitrah Syam, she did the research in SMK Negeri 1 Pinrang. She found students percentage were error of verb 45,41%, error of to be 30,28% and error of noun phrase 24,31%.⁵³ It means that students of SMK N 1 Pinrang still made error in word order.

So, from the description above, the researcher concluded that the research of writing recount text is important to know how well the student master the material.

⁵² Diana Lisa Za'in, *An Investigation of Students' Problem in Writing Recount Text at First Semester of the Eighth Grade of SMPN 4 Bandar Lampung in the Academic Year of 2016/2017*, (Lampung: Universitas Raden Intan Lampung, 2017), p. 77

⁵³ Nurul Fitrah Syam, *Error Analysis of Word Order in Writing Recount Text Made By Students' at SMK Negeri 1 Pinrang*, (Makassar: UIN Makassar, 2016), P. 56

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research conducted in SMA Negeri 1 Siabu, especially at grade XI IPA. This school is located on JL. Aek milas Kec.Siabu, Kab.Mandailing Natal, North Sumatera. The researcher took the XI grade of SMA 1 Siabu in the academic years 2020/2021 as the subject of research.

Time of research has been conducted or was carried out on October 2020.

B. Research Method

The kind of this research used a quantitative research followed by qualitative research. The method of this research was a descriptive method of quantitative followed by qualitative research. "A quantitative is one in which the investigatory primarily uses postpositive claims for developing knowledge, employs strategies of inquiry such as experiments and surveys, and collect data on predetermined instruments that yield statistics data."⁵⁴ It means, quantitative research here is a research used strategy of inquiry likes experiment and survey and explain the data by using the statistic data. "A qualitative is one in which the inquirer often makes knowledge claims based primarily on constructivist perspective".⁵⁵ So,

⁵⁴John W Creswell, *Research Design: Quantitative, Qualitative, Ans Mixed Methods Approaches*, Sage Publication, Second Edi (Londin: Sage Publication, 2003), p.21.

⁵⁵John W Creswell, p. 21.

qualitative research is a research which the researcher explained and described about her/his research.

This study was belong to quantitative followed by qualitative. The quantitative used to explain the students ability in writing recount text and qualitative used to explain the students' difficulties in writing recount text of SMA N 1 Siabu. So, quantitative and qualitative used to analyzing and describing the students' ability, students' difficulties, and teacher's efforts in writing recount text at the eleventh grade of SMA 1 Siabu in the academic years 2020/2021. Especially the purpose of this research is to analyze objectively about students' problem in writing recount text. The researcher evaluated the real condition as objectively as possible.

C. Population and Sample

1. Population

Population is the total of units or individuals whose characteristic are to be studied. "Population is the whole symptom or unit to be studied".⁵⁶It means, populations is all the individual who as the participant in a research.

The population as the data sources of this research were all the students at grade XI IPA of SMA N 1 Siabu. The reason of choosing this research is because the researcher found the problems of students' ability in writing recount text. The population is the whole the students of XI IPA 1 until XI IPA 3 at grade XI students of SMA N 1 Siabu.

⁵⁶Bambang Prasetyo and Lina Miftahul Jannah, *Metode Penelitian Kuantitatif*, (Bandung: Kharisma Putra Utama Offset, 2010), p.199

The population of the research consists of 3 classes with 89 students. It can be seen from the table follow:

Table 1
The Population of Students at XI Grade in SMA N 1 Siabu

No	Class	Total
1.	IPA 1	30
2.	IPA 2	28
3.	IPA 3	31
TOTAL		89

Source: Administration Data of SMA N 1 Siabu

2. Sample

Sample is a part of the population in a study and the result will be considered to be a description for original population. "Sample is part of the population to be studied".⁵⁷ It means, sample is a part of population studied taken by researcher to be the participant in his/her research.

This research used the random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. In this research, students were not grouped according to their abilities, in other words the students are homogeny. So, researcher used random sampling to take the sample and by using lottre. Than, the researcher write the name of the population on a small paper, after that the papers take in into a bottle than shake it and finally, take out the paper as

⁵⁷Bambang Prasetyo and Lina Miftahul Jannah, p. 119

much as need. So, in conclusion the name on the paper that came out of the bottle became participants.

The formulation for calculating the sample size of kwon population is using solvin's formula, the formula as follow:

$$n = \frac{N}{1+N.e^2}$$

n = the total sample

N = the total of populations

e = the limit of error tolerance⁵⁸

So, in this research used the formulation above to determine the sample size, with limit tolerance 20 %, as follows:

$$N = 89$$

$$e = 20 \% (0,2)$$

$$n = \dots\dots?$$

$$n = \frac{89}{1+ 89.0.2^2}$$

$$n = \frac{89}{1+ 89.0.4}$$

$$n = \frac{89}{36.6}$$

$$n = 24$$

From the explanation above, the total of the sample in this research is 24 students.

⁵⁸Husein Umar, *Metode Riset Bisnis*, (Jakarta:PT. GramediaPustakaUtama, 2003), p. 141-142.

The participant or sample in this research were the students at grade XI IPA 1 until XI IPA 3 of SMA Negeri 1 siabu 2020/2021 academic Years. In The researcher, consist of eight students from XI IPA1, eight students from XI IPA2, and eight students from XI IPA3, so total of the participants as sample was 24 students. This is quantitative and qualitative method, so all the students as sample analyzed by the researcher and for the collecting the data there is collaboration with an English teacher of SMA N 1 Siabu.

D. Instrument of Collecting Data

Research instrument can be defined as a tool or media that used by the researcher to get the data. The students were asked to write a recount text in piece of paper. The researcher explain about the rules of writing recount text and notice them to used grammar correctly in writing recount text.

In this research, the key instrument is the researcher because the researcher collects the data directly by herself. Then the researcher used test and observation.

1. Test

Test is a tool that the researcher or teacher used to know the person's or students' ability. "A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given

domain”.⁵⁹ So, in this research a test is an instrument that used to collecting the data and the type of the test is essay test.

Table 2
The Indicators of Students’ Ability on Writing Recount Text

Criteria	Category		Score
The selected idea	Very good	The selected is original, the idea is suitable with genre, ideas are developed right and directionally developed ideas.	4
	Good	Only fulfill three of the four conditions set	3
	Enough	Only fulfill two of the four conditions set	2
	Poor	Only fulfill one or does not fulfill the four conditions set	1
Organization /structure text and content	Very good	The text is suitable with genre, the term and characteristics are followed perfectly, writing ideas and the information presented is very relevant, and the content of the text is very easy to understand.	4
	Good	Only fulfill three of the four conditions set	3
	Enough	Only fulfill two of the four condition set	2
	Poor	Only fulfill one or does not fulfill the four conditions set	1
Grammar	Very good	There is no mistake with grammar and the content and the meaning of the text can be understood and very clear.	4
	Good	There are some mistakes, but do not interfere the meaning and content	3
	Enough	There are many mistake, but do not	2

⁵⁹H. Douglas Brown, *LANGUAGE ASSESSMENT Principle and Clasroom Practices* (San Francisco: longman, 2004), p.3.

		interfere the meaning and content	
	Poor	Too much mistakes and interfere the meaning and content	1
Vocabulary	Very good	There are no significant grammar error, the meaning and the content of the text can be understood clearly, the sentences used are very effective and used lexical variations correctly, master the forms of words and effectively the terms are used correctly.	4
	Good	Only fulfill three of the four conditions set	3
	Enough	Only fulfill two of the four conditions set	2
	Poor	Only fulfill one or does not fulfill the four conditions set	1

Sources: Nur Hasanah, Buku Guru Bahasa Inggris

Note:

The formula of students' calculating score, as follows:

$$= \frac{\text{the number of score obtained by students}}{\text{score maximum}} \times 100$$

$$= \frac{16}{16} \times 100 = 100$$

For this research, the score is given to students' ability in writing recount text for every element of indicator is 100 for all the correct answer.

2. Interview

Interview is a conversation between two or more people and takes place between the source and the interviewer. "Interview is a technique designed to elicit a vivid pictures of the participant's

perspective on the research topic”.⁶⁰ It means, interview has purpose to obtain accurate information from reliable sources and interview conducted by submitting a number of questions from the interviewer to the sources. In this research, the researcher interviewed the English teacher to get the data about the students’ difficulties in writing recount text and interview is aimed to make sure about the result of this research.

E. Technique of Collecting Data

Technique of collecting data in this research as a procedure how of given the test to the students as participant in this research. There are some steps in collecting the data:

1. This research made the test for the student to know their ability in writing recount text. In here the research asked the students to write down an essay about explanation based on their experience.
2. Collecting the written work or students.
3. Coming back to school to do interview with English teacher.
4. Analyzing the data from test and interview.

F. Techniques of Data Analysis

This research deals with the purpose of knowing the students’ skill and ability in writing recount text. In analyzing the students’ written work, the researcher analyzes the data by using some steps, as follows:

⁶⁰Natasha Mack et.al., *Qualitative Research Metod* (New York: Family Healty International, 2005), 29.

1. Identifying and correction the students' written work about recount text.
2. Using the mean score to analyzing the result of test.

To obtain the percentage of students' written work by using the formula:

$$M = \frac{\sum fx}{N} \times 100\%$$

X : The mean of the score

$\sum fx$: The total score

N : The total students⁶¹

3. Then, the result should be appropriated with the interpretation to the index of mean score. The interpretation of the result could be seen in the following table.

Tabel 3
Interpretation of mean score

No	Range of Real score	Category
1	80-100	Very good
2	70-79	Good
3	60-69	Enough
4	40-59	Poor

Source: *Riduwan*, Belajar Mudah Penelitian Untuk Guru Karyawan Penelitian Pemula

⁶¹ Hartono, *Statistic Untuk Penelitian*, (Yogyakarta:PustakaPelajaran Offset, 2004), p. 30

4. Description of the data. It is to describe data that have been collected by researcher.
5. Taking conclusion, it is to conclude the result of the research analysis.

BAB IV

THE RESULT OF RESEARCH

This chapter focus on analyzing data the collecting data. This chapter gives the details data of the finding. This result of research discussion about the result that considered of description of data, calculating, means score to get their whole results as general, explain the students' difficulties and teacher effort to overcome the students difficulties. The details description of data as follows:

A. Descriptions of Data

1. The Description of the Students' Ability of the XI IPA Grade Students in SMA Negeri 1 Siabu in Mastering Writing Recount Text Based on The Test.

In this research, to know students ability in writing recount text at XI IPA grade students of SMA Negeri 1 Siabu used test. Test as instruments used to collecting the data. In this research, students asked to write down a text about recount text based on their experienced in holiday or their unforgettable moment. The test have been given for the grade XI IPA, in this research used the random sampling, and which random was the students, so there are some students as participant in every class of XI IPA of SMA Negeri 1 siabu.

This part present the result of the test about the students ability in writing recount text, based on the data central tendency result of the ability of the XI IPA grade students in SMA Negeri 1 siabu in mastering wiring recount text have been done. The data analysis of the data collecting though

the test, the test was an essay test. To know the ability of the students' score clearly, can be seen in following table below:

Table 4
Students' Total Score in Writing Recount Text

NO	Students' Initials	Class	Total Score
1	AN	IPA 1	81,25
2	AH	IPA 1	50
3	DA	IPA 1	62,5
4	F	IPA 1	75
5	MHA	IPA 1	68,75
6	RR	IPA 1	68,75
7	SNF	IPA 1	79,75
8	YKP	IPA 1	62,5
9	AA	IPA 2	68,75
10	DAM	IPA 2	75
11	NAS	IPA 2	67,25
12	RAP	IPA 2	81,25
13	RN	IPA 2	58,75
14	TAS	IPA 2	81,25
15	TT	IPA 2	68,75
16	WH	IPA 2	68,75
17	AH	IPA 3	56,25
18	DL	IPA 3	81,25
19	HM	IPA 3	68,75
20	M	IPA 3	62,5
21	MU	IPA 3	75
22	NM	IPA 3	75,75
23	NSR	IPA 3	92,5
24	RS	IPA 3	62,5
TOTAL SCORE			1.692,75
MEAN SCORE			70,53

Based on table above, the total score at grade XI IPA of SMA Negeri 1 Siabu in writing recount text was 1.692,75 and the mean score was 70,53. It can be seen that student have got 92, 5 as the highest score and were the students who have got 50 score as the lowest score. to know the quality score of the students in identify in writing recount text can be seen below:

Table 5
Quality Score of the Students' Writing Recount Text

NO	Students' Initials	Class	Total Score	Quality Score
1	AN	IPA 1	81,25	Very good
2	AH	IPA 1	50	poor
3	DA	IPA 1	62,5	Enough
4	F	IPA 1	75	good
5	MHA	IPA 1	68,75	Enough
6	RR	IPA 1	68,75	Enough
7	SNF	IPA 1	79,75	Good
8	YKP	IPA 1	62,5	Enough
9	AA	IPA 2	68,75	Enough
10	DAM	IPA 2	75	Good
11	NAS	IPA 2	67,25	Enough
12	RAP	IPA 2	81,25	Very good
13	RN	IPA 2	58,75	Poor
14	TAS	IPA 2	81,25	Very good
15	TT	IPA 2	68,75	Enough
16	WH	IPA 2	68,75	Enough
17	AH	IPA 3	56,25	Poor
18	DL	IPA 3	81,25	Very good
19	HM	IPA 3	68,75	Enough
20	M	IPA 3	62,5	Enough
21	MU	IPA 3	75	Good
22	NM	IPA 3	75,75	Good
23	NSR	IPA 3	92,5	Very good
24	RS	IPA 3	62,5	Enough
TOTAL SCORE			1.692,75	
MEAN SCORE			70,53	

From table above, it was known the high score for variable in writing Recount text has been search in 24 students was different. There were many students who have poor, enough, good and very good. It can also seen there was 3 students got poor, 11 students got enough , 5 students got good and 5 students get very good. It means the ability of the students at grade XI IPA of SMA Negeri 1 siabu in 2020-2021 academic years in writing recount text was good.

The test score become from the resume of data, in this research concluded the data by using statistic count, so the resume of the data by using statistic count as follows:

Table 6
The Resume of Variable Score in Mastering Writing
Recount Text of XI IPA Grade Students

No	Statistic	Variable
1	Highest Score	92,5
2	Lowest Score	50
3	Sum	1.692,75
4	Class klasify	5,5
5	Class interval	8
7	Mean Score	70
8	Mode	69,5
9	Median	73,5
10	Range	42,5

From table above, it was known calculating score for variable in writing recount text had been search from 24 students. Based on 24 students have been researched 92,5 was the highest score, 50 was the lowest score, sum or all the score of the students was 1.692,75, class klasify was 5,5, class interval was 8, means score was 70, mode score was 69,5, median score was 73,5 and rage was 42,5.

Based on calculated mean score was 70, so application of writing recount text was good. It can be known by table interpretation mean score in chapter III. Then to know the description about classification or the criteria of mean score the ability of XI IPA grade students in SMA Negeri 1 Siabu in mastering writing recount text in 2020/2021 academic year, look the following table:

Table 7
The frequency of Students Score in Distribution of the Students
Score in Mastering Writing Recount Text

NO	Interval Class	Frequency Absolute	Frequency Relative
1	50 – 57	2	8 %
2	58 - 65	5	21 %
3	66 - 73	7	29 %
4	74 - 81	5	21 %
5	82 - 89	4	17 %
6	90 – 97	1	4 %
i = 8		24	100 %

Based on the table above, it can be drawn at histogram as below

Frequency

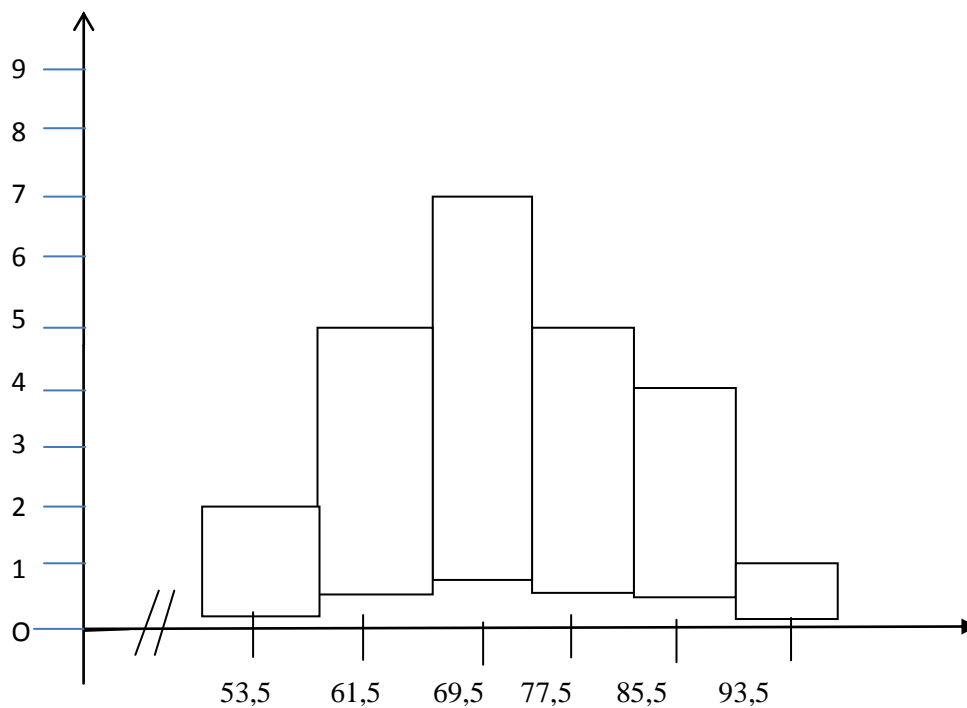


Figure 2: Histogram of Students' Writing Recount Text of XI IPA grade students in SMA Negeri 1 Siabu

Based on the table above, it was known that the variable revelation of students' writing recount text shown that the respondent in 50-57 were 2 students (8%), interval 58-65 were 5 students (21%), interval 66-73 were 7 students (29%), interval 74-81 were 5 students (21%), interval 82-89 were 4 students (17%), and 90-97 were 1 student (4%). So, interval in this research shown the count of result from the sampel or participant in percentace form.

From the data above, it could be found that formula of mean score, the calculating of maen scores as follows:

a. Mean Score

$$X = \frac{1.692,75}{24} = 70,53$$

b. Median Score

$$Me = b + p \left(\frac{\frac{1}{2}(n) - F}{f} \right)$$

$$= 65,5 + 8 \left(\frac{\frac{1}{2}(24) - 5}{7} \right)$$

$$= 65,5 + 8 \left(\frac{12 - 5}{7} \right)$$

$$= 65,5 + 8 \left(\frac{7}{7} \right)$$

$$= 65,5 + 8 \cdot 1$$

$$= 65,5 + 8$$

$$= 73,5$$

From the calculating above, the value of mean score could be categories into good category. It can be said the students' ability in writing recount text was good.

This research applied distribution frequency to descriptions the data of students ability in mastering writing recount text. To know the students' ability in mastery writing recount text can be used the criteria of means score. The description of classification or criteria of means score in mastering writing recount text in SMA Negeri 1 Siabu can be seen in the following table;

Table 8
Percentage of Students' Prequency Score in Mastering Writing Recount Text

Students range frequency score (lowest to highest)	Category	Amount of Students
40-59	Poor	3
60-69	Enough	11
70-79	Good	5
80-100	Very Good	5

From the explanation above can be seen the table frequency distribution above shown that the students mastering writing recount text were good score.

2. The Description of Students Difficulties at the XI IPA Grade Students in SMA Negeri 1 Siabu in Mastering Writing Recount Text.

Based on the description of the students' ability at the XI IPA grade students in SMA N 1 Siabu in mastery writing recount text above, that shown they students got good in the means score, But, event though students got good score but the students still got difficulties in some criteria in writing recount text, the difficulties of the students as follows:

Table 9
Students Score in Every Criteria in Writing Recount Text

NO	Criteria	The selected idea	Organization/ structure text and content	Grammar	Vocabulary
	Students' initials				
1	AN	4	3	3	3
2	AH	2	2	2	2
3	DA	3	2	3	2
4	F	4	2	3	3
5	MHA	4	2	3	2
6	RR	4	3	3	3
7	SNF	4	2	3	2
8	YKP	3	2	3	2
9	AA	4	2	3	2
10	DAM	4	2	3	3
11	NAS	4	2	3	2
12	RAP	4	3	3	3
13	RN	3	2	3	2
14	TAS	4	3	3	3
15	TT	4	2	3	2
16	WH	4	2	3	2
17	AH	3	2	3	2
18	DL	4	3	4	3
19	HM	4	2	2	2
20	M	3	2	3	2
21	MU	4	2	3	3
22	NM	4	2	3	3
23	NSR	4	4	3	4
24	RS	3	2	3	2
Total Score		88	55	70	59
Average		3,6	2,2	2,9	2,4
Mean Score		90	5,5	69	60

Based on the table of students' score in every criteria of recount text, it can be seen students good at to select idea, but students get difficulties in organization/ structure text or content, in grammar and vocabulary.

In this research there are three difficulties faced by students in writing recount text at grade XI IPA students of SMA Negeri 1 Siabu and the difficulties as follows:

- a. Students Less understanding of generic structure of writing recount text

Some of students still confused on content in every generic structure of recount text, what content was in orientation, event and re-orientation. Some of the students wrote a paragraph that not suitable with the content of the text. So, it was the students' difficulties in generic structure,

- b. Students Less understanding on grammar of writing recount text

Students still confused on grammar that used in writing recount text such as past tense, noun and adverb. In writing recount text that retell past experience which in retell past experienced used past tense and adverb also changed. So the students sometime forget changed from affirmative to past tense. It was the students' difficulties in less understanding on grammar.

- c. Students Less on mastery vocabulary of writing recount text

Students less on mastery vocabulary. Students just have limited vocabulary, so they were hindered on writing down what was in their mind and make students were lazy in writing English text. It was the students' difficulty in vocabulary on mastery writing recount text.

3. The Efforts of Teacher to Overcome the Students' Difficulties at the XI IPA Grade Students in SMA Negeri 1 Siabu in Mastering Writing Recount Text.

In this discussion, explain the teachers' efforts in overcome the students' difficulties about mastering writing recount text. To solve the students difficulties In description on mastery writing recount text by using test (See table 9), in this research conducted interview to English teacher of SMA Negeri 1 Siabu to know teachers' efforts to overcome the students difficulties.

In this research, there are three difficulties of students' ability in writing recount text, first, Students Less understanding of generic structure of writing recount text, then, students Less understanding on grammar and students Less on mastery vocabulary. So, the teacher' effort to solve the students difficulties in mastery writing recount text, as follows:

- a. Teachers' effort to solve the students less understanding of generic structure in writing recount text

Students less understanding of generic structure of writing recount text. The teacher's efforts to overcome the students difficulties in less understanding of generic structure of writing recount text was teacher

“give more explanation about generic structure of writing recount text, give more task that analysis the content of every generic structure and in this pandemic covid 19 the teacher asked the students who did not understand so come to her house”.⁶² So the teachers’ efforts to overcome the students’ difficulties was give more explanation, give more test and the students can come to her house for study.

- b. Teachers’ effort to solve the students less understanding on grammar in writing recount text

Students less understanding on grammar in writing recount text, The teacher’s efforts to overcome students less understanding on grammar in writing recount text was “when teacher explained the material the teacher also explain the formula of past tense, and in this pandemic covid 19 student who still did not understand can come to her house for study”.⁶³ So, the teacher’s effort to overcome the students’ difficulties was when teach about the material, she also inserts lessons about formula of past tense.

- c. Teachers’ effort to solve the students less on mastery vocabulary in writing recount text

Students less on mastery vocabulary in writing recount text. The teacher’s efforts to overcome students less on mastery vocabulary in

⁶² NLS, The English Teacher of XI IPA, *Research Written Interview*, on Thursday, October 22st 2020, at 10.20 am.

⁶³ NLS, The English Teacher of XI IPA, *Research Written Interview*, on Thursday, October 22st 2020, at 10.20 am.

writing recount text was “asked the students to write a list of vocabulary that related to the materials then memorized them”.⁶⁴ It was the teachers’ effort to overcome students’ less on mastery vocabulary.

B. Discussions

In this part of the research would like to discussed the result of the data analysis which are relative with the descriptions on writing recount tet, After analyzing the data, it was known that the ability at XII IPA grade students of SMA Negeri 1 Siabu in writing recount text was good category. The categorized good have gotten from the mean score of students’ ability in writing recount text, the mean score was 70, so it can be good categorized and the total of mean score from every criteria in writing recount text: the selected idea 90%, organization or structure 55 %, grammar 69% and vocabulary 60%. So, The difficulties which felt by the students was less on generic structure, students cannot put the content based on the generic structure of writing recount text, then, students less understanding on grammar, students often wrong in wrote the past tense, especially about the verb that used in writing recount text form, and the last, the students less on mastery vocabulary, students just have limited vocabulary, so they can not write down all the things or event on their mind.

From the result of the test, the researcher found some similarities and differences from other researcher that also did researcher in students’ ability in writing recount text, they are:

⁶⁴ NLS, The English Teacher of XI IPA, *Research Written Interview*, on Thursday, October 22st 2020, at 10.20 am.

First was done by Diana, she did the research in SMPN 4 Bandar Lampung in 2016/2017 Academic Year of. She found the result of the students written task showed as follows: 4.10 % students who got the problem in content, 14,23% who get the problems in organization, 2.05% who got problem in vocabulary, 33.71% who got problems in language, and last 45,90% who got the problem in mechanics.⁶⁵ So the researchers' finding was lower than previews researcher.

Second was done by Khanifatul, she did the research in MAN Kebumen 1 in 2013/2014 academic years. The students showed problem in writing recount text especially in aspect of organization (13.64%), content (22.72%), grammar (34,10%), vocabulary (29.54%) and she found the mean scores of the students were 60,36.⁶⁶ So the researchers' finding higher the previews researcher.

Third was done by Nurul, she did the research in SMK Negeri 1 Pinrang. She found students percentage were error of verb 45,41%, error of to be 30,28% and error of noun phrase 24,31%.⁶⁷ So the researchers' finding higher the previews researcher.

So, from explanation above it means the students showed that students still have difficulties in producing effective ideas, attempting a good idea,

⁶⁵ Diana Lisa Za'in, *An Investigation of Students' Problem in Writing Recount Text at First Semester of the Eighth Grade of SMPN 4 Bandar Lampung in the Academic Year of 2016/2017*, (Lampung: Universitas Raden Intan Lampung, 2017), p. 77

⁶⁶ Khanifatul Hikmah, *An Analysis of Students' Problem in Writing Recount Text at the First Grade of MAN Kebumen 1 in 2013/2014 Academic Year*, (Makassar: UIN Makassar, 2016), P. 56

⁶⁷ Nurul Fitrah Syam, *Error Analysis of Word Order in Writing Recount Text Made By Students' at SMK Negeri 1 Pinrang*, (Makassar: UIN Makassar, 2016), P. 56

using good grammar and still error in putting the content of paragraph based on the generic structure.

C. Threats of the Research

In conducting of this research this, the researcher realized that there were many threats in this research. It starts from the title until the technique of analyzing the data, and from arranging proposal until finishing thesis, so the research knew that it was far from the excellence thesis.

In conducted the data, there were the treats time because the school on the holiday, school on holiday because the effect from the covid 19. When the researcher went to school for asked the permission to had master to did the research on SMA Negeri 1 Siabu, the headmaster was not at school, so the researcher went to her house for asked the permission. Next, a day after asked permission to had master, the researcher went to school for did research to English teacher, but an English teacher also was not at school, so the researcher went to her house to give the instrument of collected the data and after that the teacher gave the test by their classroom. So, researcher waiting for 2 days to got the result of the test, that make research need long time to collected the data.

In this research, the researcher have done do the best for the research. That all the threat of this research, research hope get a fix for this paper, the researcher also expected support from both of the researcher's advisors, friends and readers.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculating the data, the object of this research to analyzed the students' ability in writing recount text, students' difficulties in writing recount text and the teacher's efforts to overcome the students difficulties in writing recount text at XI IPA grade students of SMA Negeri 1 Siabu.

After treating the collecting data, the reseacher takes the conclusion about this research as the follow:

1. The result of this research is the students' ability in writing recount text at XI grade students of SMA Negeri 1 Siabu can be categorized into good. It can be seen from the mean score of the students' ability in writing recount text, it was 70 score.
2. The students difficulties in mastery writing recount text at XI IPA grade of SMA Negeri 1 siabu, as follows:
 - a. Students Less understanding of generic structure of writing recount text
 - b. Students Less understanding on grammar
 - c. Students Less on mastery vocabulary
3. The efforts of the English teacher to overcome the students' difficulties at XI IPA grade students in SMA Negeri 1 Siabu in mastering writing recount text, as follows:

- a. The teacher's effort to solve the students less understanding of generic structure in writing recount text was give more explanation about generic structure of writing recount text, give more task that analysis the content of every generic structure and in this pandemic covid 19 the teacher asked the students who did not understand so come to her house
- b. The teacher's effort to solve the students less understanding on grammar was when teacher explained the material the teacher also explain the formula of past tense, and in this pandemic covid 19 student who still did not understand can come to her house for study.
- c. The teacher's effort to solve the students less in mastery vocabulary was asked the students to write a list of vocabulary that related to the materials then memorized them.

B. Suggestion

After taking the conclusion, this research given the suggestion based on the result of this research, the suggestion as follows:

1. It is suggested to head master, to motivated the teacher, especially English teacher of SMA Negeri 1 siabu to keep motivation on their student in studying English.
2. It is suggest the English teacher, especially to XI IPA grade students to keep studying about English, especially in writing recount text.

3. For the students, to keep study hard to get success in their study, improve their weakness to get better in mastering writing recount text and to get their dreams in the future.
4. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one of topic to the limitation of the research material, knowledge and experience.

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CURRICULUM VITAE



A. Identity

Nama : Rini Ariyanti Ritonga
Reg. No : 16 20 300056
Place/ Birth : Banda Aceh, 22th Mei 1998
Sex : Female
Religion : Islam
Address : Simangambat, Kec. siabu

B. Parents

Father's Name : Parluhutan Ritonga
Mother's Name : Nur Habibah Nasution

C. Educational Background

1. Elementary School : SD Muhammadiyah simangambat (2010)
2. Junior High School : MTsN 4 Siabu (2013)
3. Senior high School : SMA N 1 Siabu (2016)
4. Institute : IAIN Padangsidimpuan (2020)

APPENDIX I

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi sekolah (SMA Negeri 1 Siabu)
(The location of the school (SMA Negeri 1 Siabu))
2. Sarana dan prasarana sekolah
(The facilities of the school (SMA Negeri 1 Siabu))
3. Guru-Guru bahasa Inggris SMA Negeri 1 Siabu
(English teacher in SMA Negeri 1 Siabu)
4. Siswa siswa kelas XI IPA SMA Negeri 1 Siabu
(Students of SMA Negeri 1 Siabu at grade XI IPA)

APPENDIX 2

The List of Interview

1. Bagaimana sistem pengajaran dalam mengajarkan recount text di SMA Negeri 1 Siabu?
(How the teaching System in teaching recount text at SMA Negeri 1 Siabu?)
2. Apa-apa saja yang Ibu ajarkan sebelum menugaskan siswa untuk menulis recount text di SMA Negeri 1 Siabu?
(What are that English teacher teach before order the students to write recount text at SMA Negeri 1 Siabu?)
3. Bagaimana hasil belajar siswa dalam menulis recount text?
(How about the students result in writing recount text?)
4. Kesulitan kesulitan apa saja yang di hadapi siswa dalam menulis recount text?
(What are the students' difficulties in writing recount text?)
5. Bagaimana Ibu memecahkan masalah tersebut?
(How the English teacher solve this problem?)

English Teacher XII IPA

Nur Lailawati Sihombing, S. Pd
NIP.198008222008012005

Siabu, Oktober 2020

Researcher

Rini Ariyanti Ritonga
NIM. 1620300056

APPENDIX 3

Writing Recount Text

Name :

Class :

Directions : Choose one of following topics, than write down a recount text based on generic structure (orientation, event and re-orientation) of recount text!

- Holiday
- Unforgettable moment

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Siabu, Oktober 2020

Validator

Researcher

Nur Lailawati Sihombing S. Pd
Nip:198008222008012005

Rini Ariyanti Ritonga
Nim. 1620300056

APPENDIX 4

Students' Total Score in Writing Recount Text

NO	Students' Initials	Class	Total Score
1	AN	IPA 1	81,25
2	AH	IPA 1	50
3	DA	IPA 1	62,5
4	F	IPA 1	75
5	MHA	IPA 1	68,75
6	RR	IPA 1	68,75
7	SNF	IPA 1	79,75
8	YKP	IPA 1	62,5
9	AA	IPA 2	68,75
10	DAM	IPA 2	75
11	NAS	IPA 2	67,25
12	RAP	IPA 2	81,25
13	RN	IPA 2	58,75
14	TAS	IPA 2	81,25
15	TT	IPA 2	68,75
16	WH	IPA 2	68,75
17	AH	IPA 3	56,25
18	DL	IPA 3	81,25
19	HM	IPA 3	68,75
20	M	IPA 3	62,5
21	MU	IPA 3	75
22	NM	IPA 3	75,75
23	NSR	IPA 3	92,5
24	RS	IPA 3	62,5
TOTAL SCORE			1.692,75
MEAN SCORE			70,53

APPENDIX 5

Description of Data

The score of students' score from low score to high score.

50	56,25	58,75	62,5	62,5	62,5
62,25	67,25	68,25	68,25	68,75	68,75
68,75	68,75	75	75	75	75
79,75	81,25	81,25	81,25	81,25	92,5

1. High score = 92,5
2. low score = 50
3. Range = High score – low score = $92,5 - 50 = 42,5$
4. Total of classes = $1 + 3,3 \log (n)$
 $= 1 + 3,3 \log (24)$
 $= 1 + 3,3 (1,38)$
 $= 1 + 4.55$
 $= 5,5$

$$5. \text{ Interval (i)} = \frac{\text{range}}{\text{total of class}}$$

$$i = \frac{42,5}{5,5}$$

$$= 7,7 = 8$$

$$6. \text{ Mean Score (X)} = \frac{\sum fixi}{fi}$$

Interval Class	F	X	x	fx	x ²	Fx ²
50 - 57	2	53,5	2	4	4	16
58 – 65	5	61,5	1	5	1	25
66 – 73	7	69,5	0	0	0	0
74 – 81	5	77,5	-1	-5	1	-25
82 – 89	4	85,5	-2	-8	4	64
90 – 97	1	93,5	-3	-3	9	9
$i = 8$	35					

$$\begin{aligned}
 X &= M + I \frac{\sum FX}{N}, \\
 &= 69,5 + 8 \frac{-7}{24} \\
 &= 69,5 + 8 \times (0.29) \\
 &= 69,5 = 70
 \end{aligned}$$

7. Median

$$\begin{aligned}
 \text{Xii (l)} &= 75 + 0,5 = 65,5 & \text{Me} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\
 N &= 24 & &= 65,5 + 8 \left(\frac{\frac{1}{2}24 - 5}{7} \right) \\
 F &= 5 & &= 65,5 + 8 \left(\frac{12 - 5}{7} \right) \\
 f &= 7 & &= 65,5 + 8 \left(\frac{7}{7} \right) \\
 & & &= 65,5 + 8 \\
 & & &= 73,5
 \end{aligned}$$

8. Modus

$$\begin{aligned}
 \text{Mo} &= b + p \frac{b_1}{b_1 + b_2} \\
 &= 65,5 + 8 \left(\frac{2}{2+2} \right) \\
 &= 65,5 + 8 \left(\frac{1}{2} \right) \\
 &= 65,5 + 4 \\
 &= 69,5
 \end{aligned}$$

Appendix 6

The Documentation of Doing the Resreach



Picture 1. Researcher asked permission to head master to do research.



Picture 2. Researcher asked the students' answer sheet



Picture 3. Researcher interviewed the teacher.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
 Telephone (0634) 22080 Faximile (0634) 24022

16 September 2019

Nomor : 67 /In.14/E.6a/PP.00.9/09/2019

Lamp
 Perihal

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M.Pd

(Pembimbing I)

2. Fitri Rayani Siregar, M. Hum

(Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Rini Ariyanti Ritonga
NIM	: 1620300056
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: The Ability at XI Grade Students of SMA Negeri 1 Siabu in Mastery Writing Recount Text

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

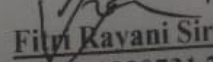

 Fitri Rayani Siregar, M.Hum.
 NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/TIDAK BERSEDIA
 Pembimbing I


 Dr. Fitriadi Lubis, M.Pd

BERSEDIA/TIDAK BERSEDIA
 Pembimbing II


 Fitri Rayani Siregar, M.Hum
 NIP. 19820731 200912 2 004



PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 SIABU
Jalan. Aek Milas No. 1 Siabu Kode Pos 22976 Kec.Siabu, Kab. Mandailing Natal
Telp (0636) 7324073, Email : sma_siabu@yahoo.com

SURAT KETERANGAN MELAKUKAN PENELITIAN
Nomor : 421.3/ 722 / SMA/ 2020

Yang bertanda tangan di bawah ini :

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PANGKAT/GOL : Pembina Tingkat I, IV/ b
JABATAN : Kepala SMA Negeri 1 Siabu

Dengan ini menerangkan bahwa :

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NIM : 1620300056
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Benar telah melaksanakan penelitian di SMA Negeri 1 Siabu dengan nomor surat : B-11810 / In.14 / E.1 / TL.00 / 10 / 2020, dengan judul Skripsi :

"The Ability at XI Grade Student of SMA Negeri 1 Siabu in Mastery Wring Recount Text".

Demikian surat keterangan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Siabu, 21 Oktober 2020
Kepala SMA Negeri 1 Siabu


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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Hal : Izin Penelitian
Penyelesaian Skripsi.

15 Oktober 2020

Yth. Kepala SMA Negeri 1 Siabu
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Rini Ariyanti Ritonga
NIM : 1620300056
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability at XI Grade Student of SMA Negeri 1 Siabu in Mastery Wring Recount Text".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik

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