



**ANALYSIS STUDENTS' ABILITY IN WRITING
RECOUNT TEXT AT FOUR SEMESTER
IN IAIN PADANGSIDIMPUAN**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpua
as a Partial Fulfilment of the Requirement for the Graduate Degree of
Education (S.Pd) in English

Written by:

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE

INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2022



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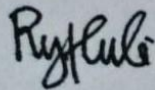
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After reading, studying and giving advice for necessary revise on thesis belongs to MAWADDAH TUNNUR HSB, entitled "*Analysis Students' Ability in Writing Recount Text at Four Semester in IAIN Padangsidempuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in IAIN Padangsidempuan.

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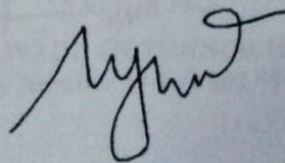
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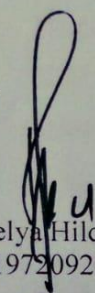


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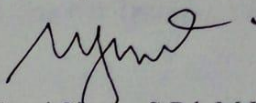
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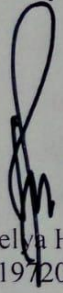
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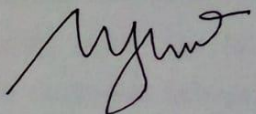

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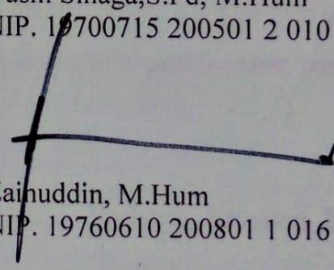

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ABSTRACT

This research talked about students' ability of the fourth semester of English Department Tarbiyah Faculty IAIN Padangsidimpuan in writing recount text. The problems in this research focused on the students ability in writing recount text of the fourth semester of English Department Tarbiyah Faculty IAIN Padangsidimpuan.

The purpose of this research was to know the ability at the fourth semester of English Department Tarbiyah Faculty IAIN Padangsidimpuan in writing recount text. To find how far they understand about recount text, also to see their difficulties in writing recount text.

This research used quantitative following by qualitative method. Descriptive quantitative was used to explain the students' ability in writing recount text. The population of this research were 29 students of TBI-1 class in English Department Tarbiyah Faculty IAIN Padangsidimpuan. This research used test as the instrument in this research. This research used total sampling to take the sample, so the participants were 29 students.

Based on the result of the research, this study got the description of the data and found that the mean score was 71,89. It means that the ability of the fourth semester of English Department was categorized good.

Key Words: *Writing Ability, Recount Text*

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Fakultas Tarbiyah Dan Ilmu Keguruan Dalam
Menulis Teks Narasi**

ABSTRAK

Penelitian ini membahas tentang kemampuan mahasiswa semester empat jurusan tadris bahasa Inggris dalam menulis teks narasi di fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan. Fokus dari masalah ini adalah untuk mengetahui kemampuan menulis teks recount pada mahasiswa semester empat jurusan bahasa inggris di fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa dalam menulis teks recount. Seberapa jauh mereka mengerti tentang teks narasi.

Penelitian ini menggunakan kuantitatif yang di ikuti dengan kualitatif. Deskriptif kuantitatif digunakan untuk menjelaskan kemampuan mahasiswa dalam menulis teks narasi. Populasi penelitian ini berjumlah 29 mahasiswa, dimana pengambilan sampel dalam penelitian ini menggunakan sample keseluruhan, jadi ada 29 sampel mahasiswa yang didapatkan.

Berdasarkan hasil penelitian ini, hasil dari nilai rata-rata adalah 71,89. Hasil rata-rata tersebut menunjukkan bahwa kemampuan mahasiswa dikategorikan baik.

Kata Kunci: Kemampuan Menulis, Teks Narasi

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It is a pleasure to acknowledgement for the help and contribution to all of lecturer, institution, family and friends who have contributed in this thesis processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

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3. Mrs. Lelya Hilda, M.Si as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum as the Chief of English Education.

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I realize this thesis can not be finished without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan, March 2022
Researcher

Mawaddah Tunnur Hsb
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CHAPTER I

INTRODUCTION

A. Background of The Problem

People are social person that need to do communication with other people both in oral and written. In order to be able to communicate each other people need tools, that called language. Language is very important in human lifes because language as media for human in doing communication. Another use of language is to show feel, idea, statement, share information to the public. Every human in this universe need language, many kinds of language, all of that is because power of god as maker this universe. In human is life there are two kinds of language are body language and oral language. Body language focus on the body or using this is in special job like parker, police, soldier, mute people etc. Then, about oral language maybe many people or human often do this as necessary like speaking, talking, saying, sing, reading to tell everything use oral sound in everyday or everytime in this life.

Language is also important thing for human lifes since born maybe as long as life of human. Language is a system of communication.¹ By using language, it makes the communication easily in doing communication. One of the most important language to understand is English. There are some reasons why English is crucial. First, English is an international language. Second, by studying English it give bigger

¹Charles F Meyer, *Introducing English Linguistics*, (New York: United States of America by Cambridge University Press, New York, 2009),www.cambridge.org/9780521833509

change to get scholarship abroad. Third, studying English as a provision for present and future. Fourth, some people study English to add their knowledge and experience. Fifth, some people study English because they want to look prestigious.

English as an important means of communication, which is used by many countries in this world, plays a very important role in the process of modernization as an international language. There were four aspects of language skill that students have to master in learn English, they were: listening, reading, speaking and writing. All the skills were important for students to mastered. Students common did mistakes in mastering this language skill because it categorized to new language for Indonesian people because the daily language used was Indonesian language. one of skill that students common did mistake is in mastering writing skill. Writing is an activity make a note or information in with combine alphabet to create a note or information in text or paragraph.

Writing is also process how to set a letter with use alphabet combining can build a words being paragraph sentences. It give way to the reader easy to understand when read writing text with vocabulary and grammar as complement or manner then purposes make a good writing. Writing is one of the skills that students should master in learning English, because writing is the first activity for the students to do in learning process.

Writing is not easy as it look, it make beginner students did some mistake in writing. writing quite difficult, especially in English, because in English sometimes what the word write are different how to read and pronounce it. Another problem was the time to practice English very short, in junior high school or senior high school students lesrn English onve a week. It give big influence for students hard to master English. One of the important skill in English is writing. When students' want to write a text, they have to know the written symbol of the text, another reason they must have much vocabulary to make their writing good and they have to understand about the grammatical rules in writing, because every types of writing text has the own rule. Students also should know the structure, language features of texts.

Writing is the most difficult for the teachers and students from those fourlanguage skills taught at schools.² Because in writing, grammar is important to master. Mastering grammar is a basic knowledge to master all the four English skill. Grammar is description of the rules that govern how a language's sentence are form. Grammar is one of elements of learning writing. Correct grammar make people easier to write what they want to write. So, beeing a good writers it means understand the grammar.

Grammar need to construct a text. There are some kinds of genre text in English. The genres which should be taught are procedure text, descriptive text, recount text, and narrative text. Each text has the own rule

² Yance Murfiana, "*Students' Ability in Writing Recount and Recount Texts at The First Year Of Man 1 Pekanbaru*", Department of English Education Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau Pekanbaru, 2011.

or generic structure and language features. Recount text is a spoken or written text, which is used to tell other people about their experiences. Recount text is the form of writing which is used to propose the series of event that happened chronologically and aims to inform and to entertain the readers.

The purpose of writing recount text, the writers tell about the events that someone use to experiences. The social function of this text is to tell the past experiences, diaries, personal letters and incidents report.³ The purpose of writing recount text is to reconstruct past experiences by retelling events in original sequence.⁴ This purpose allow the writer or speaker to retell events from the pass, this include personal events, factual incidents or imaginary incidents”⁵. It means that the purpose of recount text is to to list or to retell and describe about the past events.

Recount text is a text that purpose to retell about past experience that real happened in the past. Recount text tells about personal experience and involves series of event”.⁶ The aims of recount text are to inform and to entertain the readers. Then, the students’ differences in environment, abilities, intelligence, talents, interests, and backgrounds also influence their writing mastery. Not all learning methods used by the teacher are

³ Atikasari Husna & Akhmad Multazim, “*LET: Linguistic and Language Teaching Journal*,” Volume 9, No. 1, 2019, Page.53. pdf

⁴ Ken-Hyland, *Second Language Writing*, (Hongkong: Cambridge University Press, 2003), p. 20

⁵ Rayendriani Fahmei Lubis, Simple Past Tense in Recount text, “*Journal of English Education*”, Vol. 01 No. 01 (July 2014), p. 34

⁶ Murdoch, Y. Vette, *An Analysis of Korean Students Writing Routledge*, (Birmingham: University of Birmingham, 2000).

appropriate to be applied to all of the students. There is a suitable method to be applied to some students but not all. Then it can be also be a barrier for students to master the learning material.

Based on the problems above, it interested the researcher to made a research to know about the writing ability in the fourth semester students English department of IAIN Padangsidempuan especially in TBI-1 class. The researcher also wanted to know what were the difficulties that they faced in learn about recount text.

Based on the explanation above, the researcher interested to conduct a research under the title **“Analysis Students’ Ability in Writing Recount Text at Fourth Semester in IAIN Padangsidempuan Academic Year 2021-2022”**

B. Identification of The Problem

Based on the background of the problems above, the identification of the problem in this research was the analysis of students’ ability in writing recount text at TBI-1 fourth semester English department IAIN Padangsidempuan academic year 2021-2022.

Recount text is a text that retells something that already happened and recount text is imaginative story amuse and give moral value to the readers. Anderson say about recount text isa text that retells past even and

usually in order that happened. The social function of this text is to tell the past experiences, diaries, personal letters and incidents report.⁷

C. Limitation of The Problem

Based on the kinds of text, they are procedure text, descriptive text, recount text, and narrative text. this research limits the problem into analysis of students' ability in writing recount text at TBI-1 fourth semester English department IAIN Padangsidempuan academic year 2021-2022.

D. Definition of Operational Variable

The definition of operational variables in this research were:

1. Students Ability

Students' ability comes from two words they are, students and ability. Ability is "able to do or a level of skill or intelligence."⁸. Students' abilities are the ability that students have in mastering something.

2. Writing Recount Text

Writing recount text is writing a text that retell or recount about past experience. Recount text is the form of writing which is used to propose the series of event that have happened chronologically and aims to inform and to entertain the readers.

⁷Atikasari Husna & Akhmad Multazim, "LET: Linguistic and Language Teaching Journal," Volume 9, No. 1, 2019, Page.53. pdf

⁸ A.S Hornby, *Oxford Advanced Learner's Dictionary: fourth edition*.

E. Formulation of The Problem

The formulation of the problem in this research was : How is students' ability in writing recount text at TBI-1 fourth semester in IAIN Padangsidempuan academic year 2021-2022 ?

F. Purpose of The Research

The purpose of this research were : To know students' ability in writing recount text at TBI-1 fourth semester in IAIN Padangsidempuan academic year 2021-2022.

G. Significanses of the Research

The result of this research is expected to be useful:

1. For Lecturer : Hopefully this research gave informations about the ways of teaching writing and to overcome students` difficulties in mastering writing skills, especially in writing recount text.
2. For students : Hopefully this research gave information about the defenition of recount text, the purpose of recount text, language features of recount text and the generic structure of recount text.
3. For readers : This research increased the readers knowledge about recount text, the defenition of recount text, the purpose of recount text, language features of recount text and the generic structure of recount text.
4. For the next researcher : Hopefully the result of this research can be used as a reference for other researcher who has the similar research that is about recount text.

H. Outline of The Thesis

The systematic of this research divided into five chapters, each chapter consisted of many sub chapters with detail as follow; chapter one consist of background of the problems, identification of the problems, limitation of the problems, defenition of operational variables, formulation of problems, purpose of the research, significances of the research, and the systematic outline of the thesis.

Chapter two concist of the theoritical description it is about writing ability and recount text, review of related finding and hypothesis of this research.

Chapter three consist of the research methodology, place and time of the research, research method, population and samples, defenition of operational variables, instrument of research, technique of collecting data and techniques of analysis data.

Chapter four consists of the result of the research and the discussion. Chapter five consist of the conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

This section consists of the explanation of students, ability, writing and recount text.

1. Students' Ability

a. Defenition of Students

Every person ever been a student in their life, people said a student when they studying even in kindergarten, elementary school, junior high school, senior high school or university in educational purpose. Students is the person that come to school to learn about something, from elementary school until university.¹ Students can be children or adults who are going to school. Student is subject of learning who takes place in central position in the learning process. Student is a person who is studying in order to enter a particular profession.²

A student is someone who is enrolled in a degree-granting program (either undergraduate or graduate) at an institution of higher learning and registered full-time according to the definition of his/her respective academic institution, *and* who is not employed full-time. Students is someone that learn in education

¹ Cambridge Dictionary

² Victoria Neufeld & David B. Gumairik, *Webstren New World Collage Dictionary*, (USA; Mac Millan, 1995), p. 232.

level from kindergarten, elementary school, junior high school, junior high school until university.

b. Defenition of Ability

Ability is a skill, or from adjective “able” which has the similar meaning as “can”. Ability is fact able to do something for a mental. Furthermore, ability is build from word “able”.³ It means to do a level of skill or intelligenceor the quality or capacity of being able to do something well. So, ability can be determined as a skills, expertness or talent.

Ability is a person’s weak strength in doing something. The ability is ingrained in each person. Where the level of ability of people differs based on their background knowledge. The ability come from one knowledge, practice, aptutude to do something well. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully.

Ability is the quality or capacity being able of someone in doing something. The word ability here includes point electoral because the researcher wants to know the mental of students writing text. Every human being has their own ability that given by creature. The abili of each person is different based on their background and skill. A writer ability is to engage the reader

³ A.S Hornby, *Oxford Advanced Learner’s Dictionary: fourth edition.*

interest to read the text. There are six characteristics of ability, as follows:

- a. Knowledge
- b. Comprehension
- c. Application
- d. Analysis
- e. Synthesis
- f. Evaluation

c. Definition of Students Ability

Students ability is the capability of a student in doing something or one of language skill. Students ability is the capability or quality being able of students to master one or all the lesson to be supplies for the bright future. Students ability is the students mental or physical power or skill needed to do something. Means that people do something consist of physical or mental based on someone's skill. Students' abilities are the power level of skill or intelligence of the students who are studying in a school from kindergarten up to university or college in performing something.

2. Writing

a. Definition of Writing

Writing is one of the important skill in English. Students needed to master four skill in English. Writing is an activity make

a note or information in with combine alphabet to create a note or information in text or paragraph. Writing is a skill that can represent an individual is mastery of other aspects of language.⁴ Writing is the way to express the writer feeling to the reader in form written text. Writing is the skill of a writer to give information to a reader. Writing is one of the skill that students should achieve in learning English.

Writing is clearly much more than production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain convention, to form words, and words have to be arranged to form sentences, although again we can be said to be 'writing' if we are merely making of words, as in inventories of items such as shopping list".

Writing is very important as a part of man's culture because it can be used to preserve thought, ideas, and also speech sounds.⁵ To writers, writing can be a means of communication. Throughwriting, they can express their ideas, experiences, thoughts, and feeling. It is even writing that they can communicate over long distance and period.

Writing is one of the most complicated chores around, especially doing it skillfully. Writing well is also one of the most

⁴ Nurhadi, June 2017. *Handbook of Writing*. (Jakarta : Bumi Aksara, 2017), p. 5.

⁵ Ramelan. *Introduction to Linguistics*. Semarang: IKIP Semarang Press. 1994. p. 11

useful crafts that can be developed and valuable to prospective employers. There are no qualified jobs in this world that do not need writing skill. Through writing, people or students are able to express their idea, feeling and knowledge in written form. Writing is the expression of language in the forms of letters, symbols, or words.⁶

Most students consider writing as the most difficult to master. Because the purpose of writing is to convey meaning. Students sometimes lack of vocabulary or they have difficulties in changing the verb in order of the text. Writing is the medium to express feeling and convey meaning from the writer to reader. Writing is the process of thinking to invent ideas, to express them into good writing, and organizing them clearly. Writing is the way to express ideas, mind, thought, and feeling in language.⁷ By write some story or text it can shows how is the writer feelings and idea.

Writing seen as involving a complex web or relation between a writer, reader and text. It means that in writing, writers, readers and the text are related to each other. A writer writes a text for a particular purpose in particular content and it determines the text type or genre of the writing.

⁶ Utami Dewi, *How to Write*, ed. (La Tansa Press, Medan, 2013).

⁷ Naniwati *a study on the first year students error of SMA Negeri 2 Bangkinang in using past progressive tense and past perfect tense*, (Pekanbaru: Riau, 2006).

Based on the several definitions above, the researcher concludes that writing is a process of expressing ideas, feelings, thoughts or opinions in written form which consist of symbols and words, where the words form sentence, and sentences are formed be a paragraph which must be logic, sequence and good arrangement.

b. The Purpose of Writing

The process of writing occurs in several stages they are prewriting, drafting, revising, polishing and publishing.⁸

- 1) Assignment purpose : This purpose is there is no aim at all the writer writes something because as just as duty, it is not the writer self-will. This kind of writing has some rules in doing this writing based on the organisation rules.
- 2) Altruistic purpose : This purpose is to place the readers to bring the readers' sadness. This purpose showing a wish to help or bring advantages to others, even if the result disadvantages for yourself
- 3) Persuasive purpose : This purpose is to make sure the readers of the truth of ideal is shared. Persuasive writing has purpose to persuade and convince the reader that it is factual and reliable. This type of writing includes evaluation of a book, movie, consumer product, or controversial issues. This

⁸Edward E. Wilson and Friends, *Writing and Grammar: Communication in Action* (USA: Prentice-Hall, 2001), p.15.

purpose is the way to interest the reader interesting to read the writing.

- 4) Informative purpose : This purpose is to give information or explanation to the readers. Informative writing is intended to give information, ideas, knowledge or directions. Example of informative writing includes describing events or experiences, analyzing concept, speculating on causes and effect and developing new ideas or relationship.
- 5) Expressive purpose : This purpose is to introduce or define author to the readers. Self-expressive purpose is the purpose that the writer express their ideas in written form. Expressive writing is intended to express the writer feelings, experience and opinion. This type of writing also has the purpose to entertain the reader. It can be said that expressive writing related to the writer's expression which is expressed in the story or essays. Example of expressive writing includes poems, diaries, journal writing, and fiction.
- 6) Creative purpose : It has deep relation with self-expressive purpose, but it has "creative will". It is more than self-expressive and involving herself with the will to reach artistic norm ideal art. So its purpose is to reach artistic norm ideal art and value.

- 7) Problem solving purpose : The witer wants to solve the problem found, the writer wants to explain the thoughts and ideas carefully to be understood and received by the reader.

Based on the explanation above, There are seven purposes of writing, they are: assignment purpose, altruistic purpose, persuassive purpose, onformative purpose, expressive purpose, creative purpose and problem solving purpose. Based on the explanation above, the writers should decide what the primary purpose before writing something. They have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information

c. Process of Writing

Writing process is a step how to express the idea or thought into written form. Writing process is an approach to writing in which approach takes basic cognitive process as its central. Writing process refers to things that writer did from thinking process to build sentences in writing. Writing process is the stages a writer goes through in order to produce something in its final written form. This process may affected by the content of the writing.

Before start write something, the students should look the steps of writing to produce a good writing. Writing process should be done in chronological order, from the first step until the last step. The process of writing sre following this steps, they are planning, drafting, editing, revising and publishing.⁹

1) Planning

The first stage in the writing is planning. Planning is a procedure which is used to bring about a desired result. There are three main issues when start planning. First, the writer have to considered the purpose of the writing. Second, the writer has to think of the audience who read their writing. Third, the writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include. In planning stage, the activities that students could did were; choose the topic, considering purpose, form, and audience, and generate and organize the ideas for writing.

2) Drafting

Drafting is a process to get information through outline. Drafting is a stage that involves getting the ideas down on paper in roughly the format you intend for the finished work. As the writing process into editing, a number of

⁹ Edward. Wilson and Friends, *Writing and Grammar: Communication in Action* (USA: Prentice-Hall, 2001), p.15.

drafts may be produced on the way to the final version. Drafting is a row of strategies designed to compose and develop a sustained piece of writing procedure to conclude whether the information you discover while planning can be established into a successful piece of or not. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.¹⁰

3) Editing

In write someting, for example text, writer needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writer has asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions and proofreading involve correcting errors in grammar, spelling, and mechanics.

4) Revising

Revising is the examination of the draft to find mistakes, deficiencies or irrelevant points and after that improving the text. Revising should be better done after the completion of the first draft, so that it will not interrupt the flow of

¹⁰ H. Douglas Brown, *Teaching By Principles 2nd Edition*, p. 348.

writing. Revising is a stage in which you rework your first draft to improve its content and structure. As the third step in writing process. Revising is a series of strategies design to re-examine and re-evaluate the choices that have created of piece of writing. In revising, the writer tries to make certain that readers can understand the messages. Revising is not just polishing writing; it is meeting the needs of readers by adding, substituting, deleting, and rearranging material. The writer should check whether the logic of ideas is presented smoothy or not. Revising is the examination of the draft to find mistakes, deficiencies or irrelevant points and after that improving the text. Revising is a thinking process that occurs any time you are working on a writing project.¹¹

5) Publishing

Revising is the stage of writing process in which the writer shares the final draft with an audience through speaking, listening, or representing activities.¹² The writer produces the final version when edited by the writer, the draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been changed in the editing

¹¹ Jean Wyrick, *Steps To Writing Well With Additional Readings 8th Edition*, (USA: Wadsworth Cengage Learning, 2004), p. 95.

¹² H. Douglas Brown. *Teaching By Principles 2nd Edition*, p. 353.

process. It becomes the final version that will be read by the audience. All of good writer goes through several steps of revision because they want to make their writing the best it can be. At this point, they consider what they have written, get feedback from others, and make changes.

So, the process of writing have to follow the stages that writers have to trough to in sequence to produce the result of writing in written form. Every stage in writing should be did, by following the process of writing it helps writers to write something good and text will be expressed what writers mean clearly, specific and understandable for the readers.

d. Characteristic of Writing

When the writer start to write something, the writer have to know the elements of writing that very important to make the result is good. There are three characteristic in writing a good text or paragraph, they are coherence, cohesion, and unity”.¹³ The characteristics are as follows:

1) Coherence

Coherence in writing means the sentence must hold together; the movement from one sentence to the next must be logical

¹³Yuli Astuti, Ari Wibowo, and Nursalim, “The Effectiveness of Picture Sequence Towards Students’ Ability in Using Conjunction at the Eight Grade of MTs Negeri Model Kota Sorong in the Academic Year 2016/2017,” *Jurnal Interaction* 5, no. 2 (2018): p.53, <https://scholar.google.co.id>.

and smooth.”¹⁴ A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order that the reader can understand your ideas easily.¹⁵ In conclusion, the writing can be called coherence if the sentences are held together, related each other, and must be logical from one sentence to others.

2) Cohesion

The next characteristic of writing is cohesion. When the writer writes a paragraph or text, he should know the cohesion of a paragraph, because this part is very important for writing, so that the result of the writing will be good. The methods of connecting sentences to each other are called cohesive devices. Four important cohesive devices are connectors, definite articles, personal pronouns, and demonstrative pronouns.”.¹⁶

3) Unity

Another important element of a good writing is unity. This is the final characteristic of well-written text. Unity means that a paragraph discusses one and only one main idea from beginning to end.¹⁷ A text is called unity if all supporting sentences should relate to the topic sentence. As usual, the

¹⁴Alice Oshima and Ann Hogue, *Writing Academic English*, Fourth Edition (New York: Pearson Education, 2006), p.21.

¹⁵Boardman and Frydenberg, *Writing to Communicate*.

¹⁶Boardman and Frydenberg.

¹⁷Oshima and Hogue, *Writing Academic English*.

good paragraph only one main idea and only one topic sentence. It can be in the beginning of paragraph or at the last paragraph of a text.

Based on the explanation above, the researcher can conclude that a good writing should have three characteristics above which all the sentences relate each other so that the reader can understand the text easier.

e. Component of Writing

In writing process, the students have to know and learn about the component of writing in order that they are able to write better. The students writing can be seen be from the components of writing, is the content based on the instruction or not, or the organization is right or not. There are five component of writing, they are: Content, Organization, Vocabulary, Language use and mechanics.¹⁸

1) Content

Content of writing should be clear for the readers so that the readers can understand the message conveyed and get information from the text.¹⁹ In order to have a good content of writing, the content should be well unified and completed. This term is usually known as unity and completeness which become the characteristics of the good writing. The writers

¹⁸ Sarah Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge university Press, 2002), p.115

¹⁹ Sarah Cushing Weigle

have an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.

2) Organization

In organization, the writing concerns with the ways the writer to arrange and organize the ideas or the messages in the writing. Organizing the material in writing involves coherence, order of importance, and general to specific, specific to general, chronological order that happened from the beginning to the end.²⁰ The writers have fluent expression following the ideas. Clearly stated or supported well relationship between paragraphs, logical and sequencing.

3) Vocabulary

The writers have a lot of words and idioms to convey intended information, attitudes, and feelings. They can also use the appropriate words including prefix, suffix, and idiom. The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable vocabulary is one in writing.²¹ To express ideas writer should deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

²⁰ Sarah Cushing Weigle

²¹ Sarah Cushing Weigle

4) Language use

The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions. Language use in writing description and other form of writing involves correct language and point of grammar.²² An adequate grammar should be one that is capable of producing grammar. We should not able to do anything more than utter separate items of language function and also grammar can help the students to improve the use of formal language.

5) Mechanics

There are at least two parts of mechanic in writing, namely punctuation and capitalization. Punctuation is important as the way to clarify meaning in English writing capital letters have to participles.²³ First they are used to distinguish between particular and proper things. Second, it is used as first word in quotations, a formal statement and proper adjective. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

The indicators of writing as follows

²² Sarah Cushing Weigle

²³ Sarah Cushing Weigle

Table 1
Indicator of Writing²⁴

Indicators	Score	Categorize
Content -topic -details	4	The topic is complete and clear and the details relating to the topic.
	3	The topic is complete and clear but the details are not relating to the topic.
	2	The topic is clear, but not really complete the details out of the topic.
	1	The topic is not clear and the details are not relating to the topic.
Organization -orientation -event -reorientation	4	Identification is almost complete and descriptions are arranged with almost proper connectives.
	3	Identification is almost complete and clear but the descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuses of connectives.
	1	Identification is not complete and descriptions are arranged with few misuses of connectives.
Grammar -Use past tense	4	Very few grammatical or adjective inaccuracies.
	3	Few grammatical or adjective inaccuracies but not effect on meaning.
	2	Numerous grammatical or

²⁴ Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Second Edition. P.128

Indicators	Score	Categorize
		adjective inaccuracies.
	1	Frequent grammatical or adjective inaccuracies.
Vocabulary	4	Effective choice of words and forms.
	3	Few misuses of vocabularies, word forms but not change the meaning.
	2	Limited range confusing words and words forms.
	1	Very poor knowledge of words, words forms and not understandable.
Mechanics -Spelling -Punctuation -Capitalization	4	It uses correct spelling, punctuation and capitalization.
	3	It has occasional errors of spelling, punctuation and capitalization.
	2	It has frequent errors of spelling, punctuation and capitalization
	1	It is dominated by errors of spelling, punctuation and capitalization.

f. The Types of Writing

There are thousands of writing texts around us. The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features. The purpose of communication or social function is the reasons why we speak, write or create the text. Organization

structure of the text or generic structure is the text organization or text arrangement. Language features or lexical grammar is such things as the grammar, vocabulary and connectors that we use.

In writing there are types of writing, such as; personal writing, academic writing, etc. There are three genres of writing, they are.

- 1) Academic writing, such as; Theses, dissertation, academically focused journals
- 2) Job related writing, such as; Advertisement, letter/email, manuals
- 3) Personal writing, such as; Shopping list, diaries, invitation, reminders.²⁵

Another expert said that there are four kinds of writing they are exposition, description, narration, recount and persuasion²⁶.

1) Exposition

Exposition reveals what a particular mind thinks or known or believes. Exposition is constructed logically. It recognizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

²⁵Brown, *Language Assessment: Principle and Classroom Practice*.

²⁶ Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 1988), p.6-7

2) Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what someone sees into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above or below, before or behind, right or left.

3) Narration

Narration is a series of related events a story. The problem in narration text are two folds, which to arrange the events in a sequence of time and to reveal their significance.

4) Recount

Recount text is the form of writing which is used to propose the series of event that happened chronologically and aims to inform and to entertain the readers. Recount text is a type of the text in writing activity to retell about action happened in the past. Recount text is a text that retelling an event or incident which is in outside of the writer experience. Recount text is retells or recounts past experience.²⁷ Another expert said that “recount text tells about personal experience and involves series of event”.²⁸ Recount text is generally based on the direct experiences of the author but may also be imaginative or outside the author’s experience. There are

²⁷ Heineman *Writing resource* Book, (Western Australia: Kigby, 2004), p. 45

²⁸ Murdoch, Y. Vette, *An Analysis of Korean Students Writing* Routledge, (Birmingham: University of Birmingham, 2000).

three types of recount text, they are personal recount text, factual recount text, and imaginative recount text”.²⁹

The purpose of recount text is to tell a series or sequence of events and evaluate their significance in some way³⁰. It means that the students write the events that used to experience. The students write recount text by following the sequence of generic structures in the form of the past tense.

5) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally persuasion may be in the form of eloquence, appealing to ideals and noble sentiments.

3. Recount Text

a. Definition of Recount Text

Recount is the unfolding of the sequence of events over time. So, it will make students near with their daily life context.³¹

Recount text is a type of the text in writing activity to retell about

²⁹ Halliday, *Introducing to Functional Grammar*, (London: Edmunds Bury, 1991), p. 37

³⁰ Joko Priyatna, *English for Senior High School Students X*, (Jakarta: Grasindo, 2008), p. 10-11

³¹ Hanita Masithoh, “*VISION: JOURNAL AND FOREIGN LANGUAGE LEARNING*,” Volume 6, No. 1, 2017, Page.78.

action happened in the past. Recount text is a text that retelling an event or incident which is in outside of the writer experience. Recount text is retells or recounts past experience.³² Recount text deals with series of events that retell about something happened in the past. It is needed to be taught from grade VIII students of Junior High School because it is one of the requirements in the curriculum. At this level, students are expected to be able to write a text in the form of recount. However, students often face difficulties in writing carrying out the task. Students study about recount text till university level in English department.

Recount text is the form of writing which is used to propose the series of event that happened chronologically and aims to inform and to entertain the readers. Another expert said that “recount text tells about personal experience and involves series of event”.³³ Recount text is generally based on the direct experiences of the author but may also be imaginative or outside the author’s experience. There are three types of recount text, they are personal recount text, factual recount text, and imaginative recount text”.³⁴

³² Heineman *Writing resource Book*, (Western Australia: Kigby, 2004), p. 45

³³ Murdoch, Y. Vette, *An Analysis of Korean Students Writing Routledge*, (Birmingham: University of Birmingham, 2000).

³⁴ Halliday, *Introducing to Functional Grammar*, (London: Edmunds Bury, 1991), p. 37

b. Purpose of Recount Text

The purpose of recount text is to retell events with the purpose of either informing or entertaining the audience (or both).³⁵ The purpose of a recount text is to give the audience a description of what occurred and when it occurred. The purpose of writing recount text, the writers tell about the events that someone use to experiences. The social function of this text is to tell the past experiences, diaries, personal letters and incidents report.³⁶ The purpose of writing recount text is to reconstruct past experiences by retelling events in original sequence.³⁷ The purpose of recount text is to allow the writer or speaker to retell events from the past, this include personal events, factual incidents or imaginary incidents”³⁸. It means that the purpose of recount text is to list or to retell and describe about the past events.

Experiences made by retell the events that happened. Recount text also represents which can be used to motivate, inform, and entertain the readers. Then, the purpose of recount text is to tell a series or sequence of events and evaluate their

³⁵ Riana br.Sianipar, dkk. “*JOLLT: Journal of Language Teaching*”, Volume 8, No. 2, April 2020, page.121. pdf

³⁶ Atikasari Husna & Akhmad Multazim, “*LET: Linguistic and Language Teaching Journal*,” Volume 9, No. 1, 2019, Page.53. pdf

³⁷ Ken-Hyland, *Second Language Writing*, (Hongkong: Cambridge University Press, 2003), p. 20

³⁸ Rayendriani Fahmei Lubis, Simple Past Tense in Recount text, “*Journal of English Education*”, Vol. 01 No. 01 (July 2014), p. 34

significance in some way³⁹. It means that the students write the events that used to experience. The students write recount text by following the sequence of generic structures in the form of the past tense. So, based on the some explanation above, the researcher concluded that the purpose of recount text is to retell about the past experience or write the past events in the written to inform or to entertain the readers.

Social function of recount text divides some context they are :

- 1) Interpersonal function is “realized by the mood structure in which consist of mood, finite and residue. There are also other parts such as the combination of predicator (verbal group), complement (nominal group) and (optionally)... The finite or lexical verb is the situation in past. The lexical verb is usually written/spoken in form of past tense (verb II).....”
- 2) Experience function is “deals with the clause as a representation through transitivity. Gerot & Wignell say that with three main important parts, circumstance, participant and process. It is used to express feeling, things, and thought including participant in certain circumstance. Since recount text is mainly talk about event in the past.....”

³⁹ Joko Priyatna, *English for Senior High School Students X*, (Jakarta: Grasindo, 2008), p. 10-11

- 3) Textual function is “the concept of textual function uses the structure of theme and rheme. The term of theme itself is used to refer a formal category of a starting point of utterance or as ‘point of departure’, theme is identified in declarative clause and non-declarative clauses.....”⁴⁰

c. Language Feature of recount Text

The language features usually found in a recount text are;

- 1) Use proper noun to identify those involved in the text (*e.g. Mountains, Island, Mosque*).
- 2) Descriptive words to give details about who, what, when, where, and how.
- 3) The use of the past tense to retells the events (using V2 or past participle in form regular and irregular verb in verbal sentence, *e.g. went, ate, played*. And use tobe was and were in nominal sentence, *e.g. she was beautiful*).
- 4) Use time sequence (*e.g. first, next and then*).
- 5) Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday, On Saturday. On Monday, On Sunday).⁴¹

⁴⁰ Ni Kadek Heny Sayuti & Eri Kurniawan, “RETORIKA : Jurnal Ilmu Bahasa,” Vol. 4, No. 1, April 2018, Page.54-55. Pdf.

⁴¹ Mark Anderson and Kathi Anderson, *Text Types in English*, (Australia: National Library of Australia, 1997), p. 48

d. Types of Recount Text

There are some types of recount text. There are three types of recount text they are personal recount, factual recount and imaginative recount.⁴²

1) Personal Recount Text

Personal recount text is recounting an experiences in which the writer has been directly involved in and may be used to build the relationship between the writers and the reader. Example, diary journal, personal journal, personal letter and personal experience. In personal recount text, the writers tell about what happened during events in which he/she was directly involved.

2) Factual Recount Text

Factual recount text is retelling an event or incident which is outside of the writer experiences. In factual recount, the writer is the observer who is outside of the event; he or she does not involve in the event. Factual recount is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports.

⁴² Uci Mulyani and Muth Al- Hafizh, Teaching Junior High School Students to Write Recount Text Through Wikis Media”, *Journal of English Language*”, Vol.1, No.1., (September 2012), p. 227

3) **Imaginative Recount Text**

Imaginative recount is called as recounting imaginary event. In imaginative recount, the writers tell about imaginary events or takes on a fictitious. Imaginative is a type of recount text that serves to present an imaginative story. Then write down events or events that have occurred

e. **Generic Structure of recount Text**

Recount text are consisted of three structures, as follows; orientation, events and reorientation.

1) Orientation

Orientation is also called the setting. It sets the scene and introduces the participants. It gives information about where and when the story takes place which the main characters in the story are and what sort of people they are. We can also use the title of a recount text to get information about the setting of the story. Orientation provides the setting and produces participants, it provides information about whom, where, and when.

2) Events

Event tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks, which are interspersed throughout the record of events.

Event consists of what happened that led to character changing his/her attitude and the effects of the change in his/her attitude. The events are presented in an interesting way and arranged in chronological order, first to last.

3) Re-orientation

Re-orientation is the closing statement. Many recounts have a concluding statement talking about the author's feeling that is placed in this paragraph. On re-orientation it is the optional-closure of events. It is rounds of the sequence of events.⁴³

B. Review of Related Findings

There were another researcher that have done a research about writing ability in recount text. First, Ratih Suryani found that after interviewing the students, the writer would like to conclude that the result shows that the mean score of students was 68,4. Its mean that the students' ability in writing recount text at SMA N 1 Dukuhwaruin 2019/2020 was poor. The result of the study showed that the students writing recount ability in recount text were categorized 12 students (48%) categorized as poor, 8 students (32%) categorized as average, 3 students (12%) categorized as very poor and 2 students (8%) categorized as very good. Meanwhile having analyzed the students' ability in each of the writing aspects, in aspect content and organization in the category were good to

⁴³ Ken-Hyland, *Second Language Writing*

average and aspect vocabulary, grammar, mechanics were category fair to poor.⁴⁴

Second, Taufik Nurhidayat in his thesis found that from the data analysis, the researcher found the result of the data analysis show that they have a good level of organization aspect. Most of all the students' recount writings have correct generic structure of a recount text. In the area of language features, they have done their task to achieve adequate level and they succeeded in achieving the social purpose of recount text. In details, from thirty students who take part in this research, there are three students who are in the excellent level, eighteen students in a good level and nine students who in an adequate level based on Brown's analytical scale for rating composition tasks.⁴⁵

Third, is by Anwar. This research was aimed at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing recount text dealing with generic structure of recount text, vocabulary, and mechanics. The total population were 205 students. The researcher took 31 students as the sample. It means that the percentage of the member of sample was 15.12%. The researcher used writing test in the form of recount text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in

⁴⁴ Ratih Suryani, *An Analysis of Students' Ability in Writing Recount Text*, (Tegal: Universitas Tegal, 2020).

⁴⁵ Taufik Nurhidayat, *Students' Ability in Writing Recount Based on Generic Structure, Language Features and Social Function*, (A case of the tenth grade students of state senior high school 2 Pemalang in the first Semester of academic year of 2010/2011), (Semarang: Universitas Semarang, 2011)

writing recount text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of recount text, 17 students had moderate ability in applying language feature of recount text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.⁴⁶

Fourth, Angga Framana found in his thesis after interviewing the students who have low score, the writer conclude that the result of the research shows that the teacher did not have any particular strategy students are lazy to write and did not understand with writing recount text. Hence students have low ability in writing recount. Based on the interview with the teacher and students it shows they are lack of facility to support the process of teaching English especially for recount text. In conclusion there are some problems that need to overcome in order the teaching of recount text is effective.⁴⁷

Fifth, Intan Satriani.⁴⁸ Based on the data gained from the observation sheets and teacher field notes, which are conducted in seven meetings, the use of contextual teaching and learning approach in the writing activity provided six benefits. The benefits were engaging students in the writing activity, increasing students' motivation to participate actively in the writing class, helping students to construct their writing, helping students

⁴⁶ Anwar, An Analysis the students' ability in writing recount text, 2011.

⁴⁷ Angga Framana, *An Analysis on Students' Writing Recount Texts*, (A case study at the eight grade students of SMP Negeri 22 Bengkulu Selatan in the academic year 2017/2018), (Bengkulu: Universitas Bengkulu, 2019)

⁴⁸ Intan Satriani. *Contextual Teaching and Learning Approach to Teaching Writing*. Thesis. Makassar: UI. 2012.

to solve their problems, providing ways for students to discuss or interact with their friends, and helping the students to summarize and reflect the lesson.

Sixth, Dina Lisa Za'in conclude that the result of this research showed that the most dominant problem in writing recount text is mechanics. Besides that, the cause of students problem in writing recount text are the grammatical weakness, knowledge and understanding, less practice, and educational background.⁴⁹

C. Hypothesis

This study formulates the hypothesis of the research stated :
Alternative hypothesis(H_a): the students' ability in writing recount text in TBI-1 at fourth semester english department IAIN Padangsidempuan academic year 2021-2022 is good.

Null hypothesis (H_0): the students' ability in writing recount text in TBI-1 at fourth semester english department IAIN Padangsidempuan academic year 2021-2022 is low.

Based on this research, Alternative hypothesis(H_a) is accepted, it showed from the students' ability in writing recount text in TBI-1 at fourth semester english department IAIN Padangsidempuan academic year 2021-2022 is good.

⁴⁹ Diana Lisa Za'in, *An Investigation of Stundets' Problem in Writing Recount Text at the flrst Semester of the Eight Grade of SMP N 4 Bandar Lampung in the Academic Year of 2016/2017*, (Lampung: Universitas Raden Intan Lampung, 2017).

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

The Location of this research was at IAIN Padangsidimpuan, T. Rizal Nurdin street, KM. 4,5 Sihitang, Padangsidimpuan Tenggara, Kota Padangsidimpuan, Sumatera Utara. Time of this research was from 11 November 2018 up to 22 of march 2022.

B. Research Design

This research used a quantitative research followed by qualitative research. A quantitative research is “values breath, statistical description and generalizability”.¹ It means, the result of the data is statistical description or displayed in form of number. So, a quantitativ research used for test. While a qualitativ research is “value depth of meaning and people’s subjective experiences and their meaning making processes”². It means that a qualitativ is descripton of the data.

This research used descriptive method of quantitativ followed by qualitativ research. A descriptive method is “a method that serves to describe or provide an overview of the object”³. So, a descriptive focused on describing of the nature. The use of descriptive method is to identify problems and try to solve them through descriptive method.

¹ Patricia Levy, Quantitative, *Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), p. 87, <https://id1lib.org/book/3367988/066698>.

² Patricia Levy, Quantitative, *Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, p.124.

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan Tindakan* (Bandung: Alfabeta, 2013), p.29, <https://id1lib.org/book/5686376/9d6534>.

The kind of research is quantitative followed by qualitative. The quantitative used to measure the ability of the fourth semester in writing ability in recount text. While qualitative belongs to find data about the explanation of the result. So, quantitative and qualitative used to analyzed and describe the students' ability in writing recount text.

C. The Population and Sample

1. Population

Population is large number of the students which can used as the participant of research in the research. Population also means the group of people in an area. Population is all of the students which are used as the subject of research. The population of this research was English department students at fourth semester. Where there were two classes in fourth semester students in English department students, they are TBI-1 and TBI-2, where TBI-1 consisted of 29 students and TBI-2 consisted of 35 students . The population shown in the table below!

Table 2
Population of Research

No	Class	Number of Students
1	TBI-1	29 Students
2	TBI-2	35 Students
Total		64 Students

2. Sample

Sample is defined as a small proportion of data that is voted from a larger population by using a the rules of selection. Creating a sample is an efficient method of conducting research as in most cases, it is impossible or very expensive and time consuming to research the whole population and hence researching the sample provides insights that can be applied to the whole population.

The sample of this research was TBI-1 class students at four semester in TBI at IAIN Padangsidimpuan students in academic year 2021-2022. Where, this class consisted of 29 students.

C. Instrument of The Research

In this research, the instrument used in collecting data was test. The researcher used test as instrument to collect the data. The test gave was writing test, where students asked to write a recount text, the students gave time 60 minutes to did the test. The highest score in this test is 100. The test as follows

Test

1. Introduction

The purpose of this test is to know students ability in writing recount text. The test will be given to students in TBI-1 at fourth semester in English departmen IAIN Padangsidimpuan academic year 2021-2022.

2. Instruction

The instruction in doing this test are:

- a. Write down recount text with theme “Holiday”!

The text at least consist of 5 paragraph and each paragraph consist at least 5 sentences.

- b. If there is the unclear instruction, the students can ask to the researcher.

3. Time Allocation

The time for doing the test are 60 minutes

D. Validity of The Test

Construct validity is aspect of instrument which based on the experts. The expert validated the test, after getting the agreement from validators, the researcher used the test to collect the data. The experts in this research were English lecturer of English Education Department of The State Institute for Islamic Studies Padangsidimpuan, she is Yusni Sinaga, M.Hum as the validator.

E. Technique of Data Collection

Technique of collecting data in this research as a procedure how the tests was given to the students as sample in this research. There were some steps in collecting the data. Technique of collecting data that used by the researcher in this research were:

1. The researcher distributes the paper of the test to students.
2. The researcher explains what the students to do.
3. The researcher gives time to answer the test.
4. The students answer the question.

5. The researcher collects the students' paper test.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the data by following these steps:

1. Identified and corrected the students' writing test about recount text.

Then give marks in student writing test by following the indicators of writing test that presented in the table below!

Table 3
Rubric Score of Writing Test⁴

Indicators	Score	Categorize	Weighting
Content -topic -details	4	The topic is complete and clear and the details relating to the topic.	X5
	3	The topic is complete and clear but the details are not relating to the topic.	
	2	The topic is clear, but not really complete the details out of the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization -orientation -event -reorientation	4	Identification is almost complete and descriptions are arranged with almost proper connectives.	
	3	Identification is almost complete and clear but the descriptions are arranged with almost proper	

⁴ Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Second Edition. P.128

Indicators	Score	Categorize	Weighting
		connectives.	X5
	2	Identification is not complete and descriptions are arranged with few misuses of connectives.	
	1	Identification is not complete and descriptions are arranged with few misuses of connectives.	
Grammar -Use past tense	4	Very few grammatical or adjective inaccuracies.	X5
	3	Few grammatical or adjective inaccuracies but not effect on meaning.	
	2	Numerous grammatical or adjective inaccuracies.	
	1	Frequent grammatical or adjective inaccuracies.	
Vocabulary	4	Effective choice of words and forms.	X5
	3	Few misuses of vocabularies, word forms but not change the meaning.	
	2	Limited range confusing words and words forms.	
	1	Very poor knowledge of words, words forms and not understandable.	
Mechanics -Spelling -Punctuation	4	It uses correct spelling, punctuation and capitalization.	
	3	It has occasional errors of spelling, punctuation and	

Indicators	Score	Categorize	Weighting
Capitalization		capitalization.	X5
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

2. Count the mean score of students result to analyze the result of test by using the formula:

$$M = \frac{\sum x}{n}$$

Explanation:

M : Mean Score (Average)

$\sum x$: Total of the Result

n : Sum of Respondent.⁵

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

Table 4
Interpretation of Mean Score

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

(Source: Riduan, *Belajar Mudah Penelitian Untuk Guru Karyawan Penelitian Pemula*)

4. Description of the data, it described data that have been collected by the researcher.
5. Made conclusion about students' result score.

⁵ Anas Sudjiono, *Pengantar Statisti Pendidikan*, (Jakarta Grafindo Persada, 2011), p.81

CHAPTER IV

RESULT OF RESEARCH

This chapter presented the data findings of the research, the data was got from the test as the instrument in collecting the data. The research design was quantitative method to show the students result score, following by descriptive method to explain the result score. This chapter showed the detail of data the findings, consist of the description of data, calculating of data, mean score of data, statistic count of data and at the end made a diagram of students result score in writing test.

A. Data Description

1. The Description of the Students' Ability in Writing Recount Text at TBI-1 Fourth Semester English Department IAIN Padangsidempuan

This research was done on twenty one of March 2022 in writing subject. The research employed in TBI-1 class. The sample in this research was 29 students. The instrument of the research was writing test. The test was used to collect the data. The test that employed was writing test about recount text with theme "Holiday". The student did the test in 60 minutes, after the time finished, the researcher collected the test. The test that have been collected was corected by researcher to get the data about students ability in writing recount text following the indicators of writing to be the references to corrected the students' paper and interpret the data findings on table of students' result in

writing test about recount text. The result of students writing score shown in the table below!

Table 4
The Students' Score in Writing Recount Text

No	Initial of Students	Class	Score of Student
1	WAS	TBI-1	60
2	MRP	TBI-1	80
3	TSS	TBI-1	55
4	NAH	TBI-1	70
5	RES	TBI-1	75
6	AUR	TBI-1	80
7	TSN	TBI-1	50
8	SFS	TBI-1	80
9	RHN	TBI-1	60
10	SVP	TBI-1	80
11	NPS	TBI-1	50
12	RSD	TBI-1	85
13	RMS	TBI-1	80
14	FAR	TBI-1	80
15	IRN	TBI-1	70
16	MRS	TBI-1	60
17	WDD	TBI-1	75
18	SDR	TBI-1	70

19	SWN	TBI-1	80
20	DFR	TBI-1	75
21	YTW	TBI-1	75
22	ERS	TBI-1	70
23	ERN	TBI-1	60
24	TMH	TBI-1	85
25	FDN	TBI-1	80
26	AAY	TBI-1	80
27	FDA	TBI-1	70
28	FAF	TBI-1	80
29	ISS	TBI-1	70
Total Score			2085
Mean Score			71,89

Table 4 shown that total score from 29 students was 2085, with mean score was 71,89. The highest score was 85 and the lowest score was 50. The quality score from students' result score in writing recount text would presented in table 5.

Table 5
Quality Score of the Students result in Writing Recount Text

No	Initial	Class	Score of Student	Quality Score
1	WAS	TBI-1	60	Enough
2	MRP	TBI-1	80	Very Good

3	TSS	TBI-1	55	Poor
P	NAH	TBI-1	70	Good
5	RES	TBI-1	75	Good
6	AUR	TBI-1	80	Very Good
7	TSN	TBI-1	50	Poor
8	SFS	TBI-1	80	Very Good
9	RHN	TBI-1	60	Enough
10	SVP	TBI-1	80	Very Good
11	NPS	TBI-1	50	Poor
12	RSD	TBI-1	85	Very Good
13	RMS	TBI-1	80	Very Good
14	FAR	TBI-1	80	Very Good
15	IRN	TBI-1	70	Good
16	MRS	TBI-1	60	Enough
17	WDD	TBI-1	75	Good
18	SDR	TBI-1	70	Good
19	SWN	TBI-1	80	Very Good
20	DFR	TBI-1	75	Good
21	YTW	TBI-1	75	Good
22	ERS	TBI-1	70	Good
23	ERN	TBI-1	60	Enough
24	TMH	TBI-1	85	Very Good
25	FDN	TBI-1	80	Very Good
26	AAY	TBI-1	80	Very Good

27	FDA	TBI-1	70	Good
28	FAF	TBI-1	80	Very Good
29	ISS	TBI-1	70	Good
Total Score			2085	-
Mean Score			71,89	Good

From table 5, the result showed that 3 students got predicate poor, 4 students got predicate enough, 10 students got predicate good and 12 students got predicate very good.

The score of test become the resume of the data. The conclusion of this research by using statistic count, so below are the resume of the data by using statistic count:

Table 6
Statistic count of students writing score in writing recount text

No.	Statistic	Variable
1.	The Highest Score	85
2.	The Lowest Score	50
3.	Sum	2.085
4.	Class Classify	6
5.	Class Interval	6
6.	Mean Score	71,89
7.	Mode	79,5
8.	Median	75,75

9.	Range	35
----	-------	----

From the table 6, it was known that the calculating score for variable in writing recount text had been searched from 29 students. Based on 29 students have been researched 85 was the highest score, 50 was the lowest score, sum or all the score of students was 2.085, class classify was 6, class interval was 6, mean score was 71,89 mode score was 79,5, median score was 75,75 and range was 35.

Based on calculated mean score was 71,89 so, students ability in writing recount text categorized into good. It can be known by the table interpretation mean score in chapter III. Then, to know the description about classification or the criteria of mean score the ability of the fourth semester of English Education Department at IAIN Padangsidimpuan Ability In writing recount text, look the following table:

Table 7
The Frequency of Students Score in Distribution of the Students
Score in writing recount text

No	Interval Class	Frequency Absolute	Frequency Relative
1.	50-55	3	10,4%
2.	56-61	4	13,8%
3.	62-67	-	-
4.	68-73	6	20,7%
5.	74-79	4	13,8%

6.	80-85	12	41,3%
$i=6$		29	100%

Based on the table 7, it can be drawn at histogram as below:

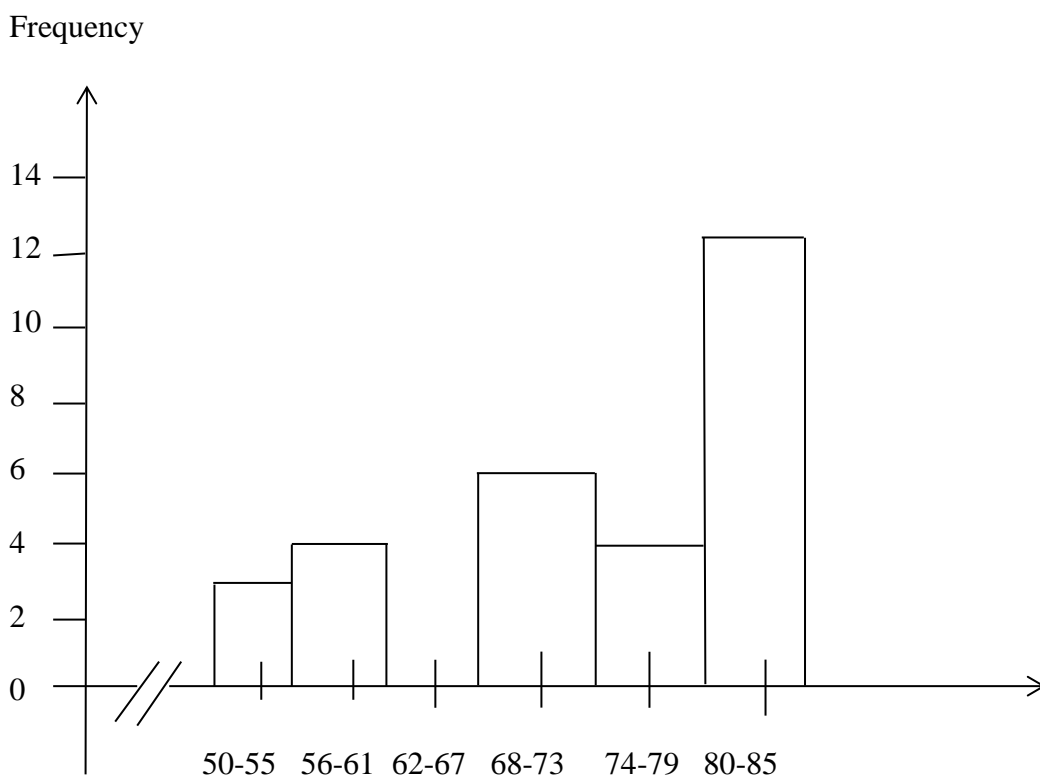


Figure 1: Histogram of The Fourth Semester of English Education Department at IAIN Padangsidempuan ability In Writing Recount Text

Based on the table 7, it was known that the variable relevation of students' ability in writing recount text shown that the respondent in 50-55 were 3 students (10,4%), interval 56-61 were 4 students (13,8%), interval 62-67 were no students , interval 68-73 were 6 students (20,7%), interval 74-79 were 4 students (10,4%), interval 80-

85 were 12 students (41,3%). So, the interval in this research shown the count of result from the sample or participant in percentage form.

From the calculating above, it can be valued that mean score could categorized into good. It can be stated that the students' ability in writing recount text was good. This research applied distribution frequency to describe the data of students' ability in writing recount text. To know the students' students' ability in writing recount text can be used the criteria of mean score. The description of classification or criteria of mean score in writing recount text of English Education Department at IAIN Padangsidempuan can be seen in the following table:

Table 8
Percentage of Students' Frequency Score in Writing Recount Text

Students range Frequency score (lowest to highest)	Category	Amount of Students
40-59	Poor	3
60-69	Enough	4
70-79	Good	10
80-100	Very Good	12

From the description above can be seen, the table of frequency distribution shown that the students' ability in mastering English affixation were good.

B. Discussion

There were another researcher that have done a research about writing ability in recount text. First, Ratih Suryani found that after interviewing the students, the writer would like to conclude that the result shows that the mean score of students was 68,4. Its mean that the students' ability in writing recount text at SMA N 1 Dukuhwaruin 2019/2020 was poor. The result of the study showed that the students writing recount ability in recount text were categorized 12 students (48%) categorized as poor, 8 students (32%) categorized as average, 3 students (12%) categorized as very poor and 2 students (8%) categorized as very good. Meanwhile having analyzed the students' ability in each of the writing aspects, in aspect content and organization in the category were good to average and aspect vocabulary, grammar, mechanics were category fair to poor.¹

Second, Taufik Nurhidayat in his thesis found that from the data analysis, the researcher found the result of the data analysis show that they have a good level of organization aspect. Most of all the students' recount writings have correct generic structure of a recount text. In the area of language features, they have done their task to achieve adequate level and they succeeded in achieving the social purpose of recount text. In details, from thirty students who take part in this research, there are three students who are in the excellent level, eighteen students in a good level and nine

¹ Ratih Suryani, *An Analysis of Students' Ability in Writing Recount Text*, (Tegal: Universitas Tegal, 2020).

students who in an adequate level based on Brown's analytical scale for rating composition tasks.²

Third, is by Anwar. This research was aimed at describing the ability of the grade IX of students at SMPN 2 Gunung Talang in writing recount text dealing with generic structure of recount text, vocabulary, and mechanics. The total population were 205 students. The researcher took 31 students as the sample. It means that the percentage of the member of sample was 15.12%. The researcher used writing test in the form of recount text to collect the data. In general, the result of this research showed that the ability of grade IX students of SMPN 2 Gunung Talang in writing recount text was moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of recount text, 17 students had moderate ability in applying language feature of recount text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.³

Fourth, Angga Framana found in his thesis after interviewing the students who have low score, the writer conclude that the result of the research shows that the teacher did not have any particular strategy students are lazy to write and did not understand with writing recount text. Hence students have low ability in writing recount. Based on the interview with the

² Taufik Nurhidayat, *Students' Ability in Writing Recount Based on Generic Structure, Language Features and Social Function*, (A case of the tenth grade students of state senior high school 2 Pemalang in the first Semester of academic year of 2010/2011), (Semarang: Universitas Semarang, 2011)

³ Anwar, *An Analysis the students' ability in writing recount text*, 2011.

teacher and students it shows they are lack of facility to support the process of teaching English especially for recount text. In conclusion there are some problems that need to overcome in order the teaching of recount text is effective.⁴

Fifth, Intan Satriani.⁵ Based on the data gained from the observation sheets and teacher field notes, which are conducted in seven meetings, the use of contextual teaching and learning approach in the writing activity provided six benefits. The benefits were engaging students in the writing activity, increasing students' motivation to participate actively in the writing class, helping students to construct their writing, helping students to solve their problems, providing ways for students to discuss or interact with their friends, and helping the students to summarize and reflect the lesson.

Sixth, Dina Lisa Za'in conclude that the result of this research showed that the most dominant problem in writing recount text is mechanichs. Besides that, the cause of students problem in writing recount text are the grammatical weakness, knowledge and understanding, less practice, and educational background.⁶

⁴ Angga Framana, *An Analysis on Students' Writing Recount Texts*, (A case study at the eight grade students of SMP Negeri 22 Bengkulu Selatan in the academic year 2017/2018), (Bengkulu: Universitas Bengkulu, 2019)

⁵ Intan Satriani. *Contextual Teaching and Learning Approach to Teaching Writing*. Thesis. Makassar: UI. 2012.

⁶ Diana Lisa Za'in, *An Investigation of Studets' Problem in Writing Recount Text at the flrst Semester of the Eight Grade of SMP N 4 Bandar Lampung in the Academic Year of 2016/2017*, (Lampung: Universitas Raden Intan Lampung, 2017).

The difference from another result research with this result research was the mean score, where the mean score of this research was 71,89 and it categorized into good.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the test result of the research and calculating the data, the object of this research were to analyze the students' ability in writing recount text. After treating the collecting the data, the conclusion can be taken as follow "The students' ability in writing recount text can be defined into good. It can be seen from mean score of the students' ability in writing recount text, it was 71,89.

B. Suggestion

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

1. The head of study program is sugested, to motivate the lecturer, especially to lecturers who hold writing courses.
2. For the students, to keep study hard to get success even the students have good category in their study. They must still overcome the weakness to get better in writing recount text.
3. It is also useful to other researcher, to make the deepest research with the topic of this research, because this research still far from the perfect.

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CURRICULUM VITAE

A. Identity

Name : Mawaddah Tunnur
Reg. Num : 1520300099
Place/ Birth : Padangsidempuan, 5th February 1997
Gender : Male
Religion : Moeslim
Address : Kelurahan Sayurimatinggi, Kec.Sayurimatinggi,
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B. Parents

Father's Name : Zulhidayah Hasibuan
Mother's Name : Sri Tuti Ernani Lubis

C. Educational Background

1. SD Impres 100710 Sayur Matinggi 2003-2008
2. SD Negeri 16 Ranah Batahan 2008-2009
3. SMP Negeri 1 Ranah Batahan 2009-2012
4. SMA Negeri 1 Siabu 2012-2015
5. Institut Agama Islam Negeri Padangsidempuan 2015-2022

APPENDIX 1

Statistic Count From Students Result Score In writing recount text

The students' score from low score to high score

50	50	55	60	60
60	60	70	70	70
70	70	70	75	75
75	75	80	80	80
80	80	80	80	80
80	80	80	85	

Table frequency The students' score

No	Score	Frekuensi	Fx
1	50	2	100
2	55	1	55
3	60	4	240
4	65	-	-
5	70	6	420
6	75	4	300
7	80	11	880
8	85	1	85
Total		29	2085

1. The highest score = 85
2. The lowest score = 50

$$3. \quad \text{Range} = (\text{Highest score} - \text{Lowest score} = 85-50 = 35)$$

$$\begin{aligned} 4. \quad \text{Total of Class} &= 1+ 3,3 \log (n) \\ &= 1+ 3,3 \log (29) \\ &= 1+ 3,3 (1,46) \\ &= 1+ 4,81 \\ &= 5,81 \\ &= 6 \end{aligned}$$

5. Interval

$$I = \frac{\text{Range}}{\text{Total Class}}$$

$$I = \frac{35}{6}$$

$$I = 5,83$$

6. Mean Score

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

$$M = \frac{2085}{29}$$

$$M = 71,89$$

7. Median

$$\text{Xii (i)} = 74 - 0,5 = 73,5 \quad (\text{b})n = 29$$

$$F = 13$$

$$f = 4$$

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

$$Me = 73,5 + \left(\frac{\frac{1}{2} 29 - 13}{4} \right)6$$

$$Me = 73,5 + \left(\frac{14,5 - 13}{4} \right)6$$

$$Me = 73,5 + 2,25$$

$$Me = 75,75$$

8. Modus

$$Mo = Tb + p(\frac{b}{b + b_1})$$

$$Mo = 73,5 + 6(\frac{8}{8 + 0})$$

$$Mo = 73,5 + 6$$

$$Mo = 79,5$$

APPENDIX 2

Table 4
The Students' Score in Writing Recount Text

No	Initial of Students	Class	Score of Student
1	WAS	TBI-1	60
2	MRP	TBI-1	80
3	TSS	TBI-1	55
4	NAH	TBI-1	70
5	RES	TBI-1	75
6	AUR	TBI-1	80
7	TSN	TBI-1	50
8	SFS	TBI-1	80
9	RHN	TBI-1	60
10	SVP	TBI-1	80
11	NPS	TBI-1	50
12	RSD	TBI-1	85
13	RMS	TBI-1	80
14	FAR	TBI-1	80
15	IRN	TBI-1	70
16	MRS	TBI-1	60
17	WDD	TBI-1	75
18	SDR	TBI-1	70
19	SWN	TBI-1	80
20	DFR	TBI-1	75
21	YTW	TBI-1	75
22	ERS	TBI-1	70
23	ERN	TBI-1	60
24	TMH	TBI-1	85
25	FDN	TBI-1	80

26	AAY	TBI-1	80
27	FDA	TBI-1	70
28	FAF	TBI-1	80
29	ISS	TBI-1	70
Total Score			2085
Mean Score			71,89

APPENDIX 3

DOCUMENTATION





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

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26 November 2018

Nomor : 281 /In.14/E.6a/PP.00.9/11/2018
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M. Ag (Pembimbing I)
2. Yusni Sinaga, S.Pd, M.Hum (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris 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	: Mawaddah Tunnur Hsb
NIM	: 1520300099
Fak/Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	: Analysis Students' Ability in Writing Recount text at Four Semester in IAIN Padangsidimpuan.

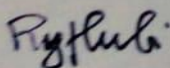
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris


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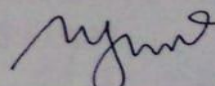
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