AN ANALYSIS OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT TBI-1 SIXTH SEMESTER ENGLISH DEPARTMEN IAIN PADANGSIDIMPUAN ACADEMIC YEAR 2021-2022

A THESIS

Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial Fulfillment of the Requirement for the Degree of Educational Scholar (S.pd) in English

Written By:

RINI YOHANA SIAGIAN

Reg. Nmber: 17 203 00125

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2022

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2022

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) examplars

Padangsidimpuan, 10 April 2022

A.n. **Rini Yohana Siagian**

To : **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Rini Yohana Siagian**, entitled **"An Analysis of Students' Ability in Writing Recount Text at TBI-1 Sixth Semester English Department IAIN Padangsidimpuan Academic Year 2021-2022"**. 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 Padangsidimpuan.

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 Padangsidimpuan. Thank you.
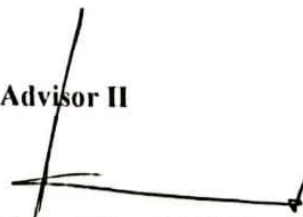
Wassalam 'alaiku wr.wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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The title of the Thesis	: **An Analysis of Students' Ability in Writing Recount Text at TBI-1 Sixth Semester English Department IAIN Padangsidimpuan Academic Year 2021-2022**

I hereby declare that I have arranged and written the Thesis by my self, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan in article 14 verse 2.

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AGREEMENT PUBLICATION OF FINAL TASK
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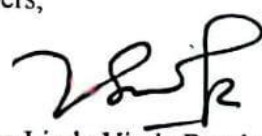
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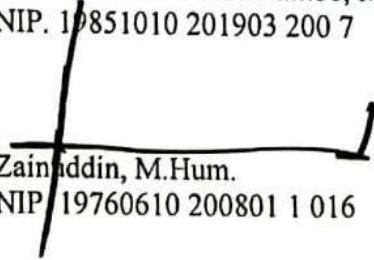
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Date   : 27st of April 2022
Time   : 08.30 until 13.00
Result/Mark : 81,75 (A)
IPK   : 3,34
Predicate   : Cumlaude

LEGALIZATION

Thesis   : An Analysis of Students' Ability in Writing Recount Text at TBI-1 Sixth Semester English Department IAIN Padangsidimpuan Academic Year 2021-2022

Written By   : **Rini Yohana Siagian**

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ABSTRACT

This research talked about students' ability of TBI-1 sixth 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 TBI-1 sixth semester of English Department Tarbiyah Faculty IAIN Padangsidimpuan.

The purpose of this research was to know the ability at students of TBI-1 sixth 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. The result students got difficulties in changing V1 to V2.

This research used descriptive quantitative. Descriptive quantitative was used to explain the students" ability in writing recount text. The population of this research were 24 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 24 students.

Based on the result of the research, this study got the description of the data and found that the mean score was 63,54. It means that the ability of the sixth semester of English Departrment was categorized into enough.

Key Words: *Writing Ability, Recount Text*

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Judul Skripsi	: **Kemampuan Semester Enam Jurusan Bahasa Inggris Fakultas Tarbiyah Dan Ilmu Keguruan Dalam Menulis Teks Narasi**

ABSTRAK

Penelitian ini membahasa tentang kemampuan mahasiswa TBI-1 semester enam jurusan tadris bahasa Inggris dalam menulis teks narasi di fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan. Fokus dari masalah ini adalah untuk mengetahui kemampuan menulis teks recount pada mahasiswa TBI-1 semester enam jurusan bahasa inggris di fakultas tarbiyah dan ilmu keguruan IAIN Padangsidimpuan.

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mahasiswa TBI-1 dalam menulis teks recount. Seberapa jauh mereka mengerti tentang teks narasi. Hasilnya mahasiswa mengalami kesulitan dalam mengganti kata kerja 1 menjadi kata kerja 2

Penelitian ini menggunakan deskriptif kuantitatif. Deskriptif kuantitatif digunakan untuk menjelaskan kemampuan mahasiswa dalam menulis teks narasi. Populasi penelitian ini berjumlah 24 mahasiswa, dimana pengambilan sampel dalam penelitian ini menggunakan sample keseluruhan, jadi ada 24 sampel mahasiswa yang didapatkan.

Berdasarkan hasil penelitian ini, hasil dari nilai rata-rata adalah 63,54. Hasil rata-rata tersebut menunjukkan bahwa kemampuan mahasiswa dikategorikan cukup.

Kata Kunci: *Kemampuan Menulis*, *Teks Narasi*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **"An Analysis of Students' Ability in Writing Recount Text at TBI-1 Sixth Semester English Department IAIN Padangsidimpuan Academic Year 2021-2022"**. Then, greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement for the help and constribution to all of lecturer, institution, family and friends who have constributed 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. Fitri Rayani Siregar, M.Hum as the Chief of English Education.
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6. My beloved parents, Mr. Erwin Guntur Siagian and Mrs. Idawati Batubara who always prayed for me, never tired in advising me, the most valuable person in my life, always supported me every step of the way, thank you for always being there for me and without you I would not be like this and without prayer and your blessing I could not come to this point.

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12. Tadris Bahasa Inggris friends in TBI-3 class.

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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,   April 2022
Researcher

Rini Yohana Siagian
Reg. Num. 17 203 00125

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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. By using language, it makes the communication easily and decreasing the strugle in doing communication. One of the most important language to understand is English.

English is one of the most important language for human to understand and used, because English is an international language in this world. People have to study about English to enter the international world. The use of English for the students is compulsory, because mastering English is a priority for many second or foreign language learners. English is one of subject in school that should learn by students from junior school to senior high school.

There were four aspects of language skill that students have to master in learn English, they were: listening, reading, speaking and writing. All the four skills were important for students to master English. Students commonly have some problems in learning each skill in the process of learning, one of that is in mastering writing skill. Writing is the process of expressing ideas or opinion in form written text. Ability is potential capacity or power to do something physical or mental, it is also define as special nature power to do something well or talent. So writing ability is the potencial of someone to express their ideas and thinking in the written form.

Writing is one of the skills that students should masterin learning English, because writing is the first activity for the students to do in learning process. When studentswriting skills good, they can express their idea, feeeling and knowledge in written form. Many people think that writing is easy. But for the beginner students, writing is a difficult skill, especially in english, because in english sometimes what is saying and writing are different. When students say word in english they have to know how to write the word. When someone want to good in writing, they must have much vocabulary to make their writing good. Students also should know the structure, language features of writing and should understand the grammar.

Writing is the most difficult for the teachers and students from those four language skills taught at schools. 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.

Based on the writer's observation to the sixth semester students in TBI-1 of English department IAIN Padangsidimpuan, some of them gott average to enough score when the lecturer ask them to write the example of recount text. Many sixth semester of English Department IAIN Padangsidimpuan lack in mastery recount text. There was only a few students who have mastered and are proficient in it. Even there are some of them got enough score. After doing

observation, to know more about the students ability, the researcher did an interview to the sixth semester students of English department IAIN Padangsidimpuan (TBI-1) about recount text, especially about what did their difficulties in writing recount text when the lecturer ask them to write it. Mrs S said "Sometimes I have difficulty in expressing the feelings in my experience into sentence. I have difficulty in stringing words and sentence that suitable to explain my experience".[1] Then Mrs N said "Sometimes I forget to change V-1 become V-2 when writing about recount text".[2] The last Mrs E Said "The procedure for composing the language, because I am still difficult to arrange words into a sentence. Besides that, I am still lack of vocabulary so that it becomes an obstacle for me to write recount text".[3]

English department students learn about recount text at fourth semester, in subject writing II and this research apply at the sixth semester to know the students ability about recount text that they have learn in fourth semester.. Students mean score in subject writing in fourth semester was 75,60.[4] This score categorized into good, but it was the cumulation of some aspects, likewise attendant list, tasks and their activity in following the learning process.

Based on the observation above, it interested the researcher did a research to know about the writing ability at the sixth semester students english

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[1]*Private Interview* with Mrs S Students English Department in the sixth semester (Tbi-1) IAIN Padangsidimpuan (on December, 18th 2021, at 10:00)

[2]*Private Interview* with Mrs N Students English Department in the sixth semester (Tbi-1) IAIN Padangsidimpuan (on December, 18th 2021, at 10:00)

[3]*Private Interview* with Mrs E Students English Department in the sixth semester (Tbi-1) IAIN Padangsidimpuan (on December, 18th 2021, at 10:00)

[4] Dina Khairiyah, Academic Civity in Tadris Bahasa Inggris Department, Teacher and Training Faculty, IAIN Padangsidimpuan (on Friday, 8th April 2022 at 13.30)

department of IAIN Padangsidimpuan especially in TBI-1 class especially in writing recount text. The researcher also wanted to know what were the difficulties that they faced in learn about recount text.

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".[5] 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 appropriate to be applied to all of the studnets. There is a suitable method to be applied to students A but not stuitable for students B. Then it can be also be a barrier for students to master the learning material.

Based on the explanation above, the researcher interested to conduct a research under the title **"An Analysis of Students' Ability in Writing Recount Text at TBI-1 Sixth Semester English Department IAIN Padangsidimpuan Academic Year 2021-2022"**

B. Definition of Key Terms

The definition of operational variables in this research were:

1. Ability

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

Ability is the capacity of someone in doing something. Ability comes from word "able to do or a level of skill or intelligence."[6] Ability is potential capacity or power to do something physical or mental, it is also define as special nature power to do something well or talent. The ability is ingrained in each person. Where the level of ability of people differs based on their background knowledge.

2. **Writing**

Writing is the process of how to express the ideas or opinion in written text and how to organize the sentences into paragraph that will be understandable to the reader. Writing is the medium to express feeling and convey meaning from the writer to reader.

3. **Recount Text**

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

C. Formulation of The Problem

The formulation of the problem in this research was :

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[6] A.S Hornby, *Oxford Advanced Learner's Dictionary: sixth edition.*

1. How is students' ability in writing recount text at TBI-1 sixth semester English department of IAIN Padangsidimpuan academic year 2021-2022?

2. What are the students difficulties in writing recount text at TBI-1 sixth semester English department of IAIN Padangsidimpuan academic year 2021-2022?

3. What are the lecturer effort to overcome the students difficulties in writing recount text at TBI-1 sixth semester English department of IAIN Padangsidimpuan academic year 2021-2022?

D. Purpose of The Research

The purpose of this research were :

1. To know students' ability in writing recount text at TBI-1 sixth semester English department of IAIN Padangsidimpuan academic year 2021-2022.

2. To know students' difficulties in writing recount text at TBI-1 sixth semester English department of IAIN Padangsidimpuan academic year 2021-2022.

3. To know the lecturer effort to overcome the students difficulties in writing recount text at TBI-1 sixth semester English department of IAIN Padangsidimpuan academic year 2021-2022.

E. Significanses of the Research

The result of this research is expected to be useful:

1. For teacher : This research will give some information about the ways of teaching writing and students` difficulties in mastering writing skills, especially in writing recount text. This research also give contribution for English teacher to provide the learning instruction and activities that appropriate to the students' ability in writing recount, so that the outcome of the education can be improved and developed.

2. For students : This research will give some information about the defenition of recount text, the purpose of recount text, language features of recount text and the generic structure of recount text. To help the students to increase their ability in writing recount and use their ability effectively in order to get better results in learning.

3. For readers : Hopefully, this research can increase the readers knowledge of recount text, especially about 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 interest in the same research that is about recount text. To provide information and as a guidance for those who want to conduct further research

F. 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, framework of thinking and hypothesis in this research.

Chapter three consist of the research methodology, place and time of the reseacrh, research method, population and samples, defenition of operational variables, instrument of research, technique of collecting data and techniques of analysis data. Chapter 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 consisted of the explanation of the theory used in this research. The theory was about writing recount text, generic structure of recount text and the example of recount text.

a. Writing

a. Definition of Writing

Writing is one of four skill in mastering English. Writing is the process to express feeling, though and ideas. Writing is one of the skill that students should achieve in learning English. Throught writing, people or students are able to express their idea, feeeling and knowledge in written form.

Writing is the expression of language in the forms of letters, symbols, or words.[1] Most students consider writing as the most difficult to master. Because the purpose of writing is to convey meaning. In addition writing is a language in spatial medium.[2] Writing is the medium to express feeling and convey meaning from the writer to reader.

Writing is an effective way to communicate and express through feeling and opinion to other. Writing is process to make a group of

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[1] Utami Dewi, *How to Write,* ed. (La Tansa Press, Medan, 2013).
[2] Peter Watkins *Learning to Teach English*, (England: Delta Publishing, 2005).

word that discusses a smaller idea.[3] Writing is never a one-step action it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished your writing you read over what you have written and make changes and corrections.

Writing is the process of thingking 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".[4] By write some story or text it can shows how was the writer feelings and idea.

Writing is the mental work of inventing of ideas, thinking about how to express them and organizing then into statement and paragraph that will be clear to the reader.[5] So, from the definition above can conclude if writing is ability of the students how to express their idea or opinion in written text that understandable to the reader.

Writing is the process of how to express the ideas or opinion in written text and how to organize the sentences into paragraph that will be understandable to the reader. Ability is capacity or power students to perform. Ability is potential capacity or power to do something physical or mental, it is also define as special nature power to do

[3] Langan, John. *College Writing Skills with Readings,* Eight Edition; New York: McGraw-Hill. 2011.

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

[5] David Nunan, *Practical English Language Teaching*.P.88.

something well or talent.[6] It means ability is quality or capacity of being able to do something well.

Writing as seen as involving a complex web or relation between a writer, reader and text".[7] 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 deteminers the text type or genre of the writing.

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. Principle in Teaching Writing

Principle is the important thing that teacher have when they are teaching in classroom. Every single subject of course have principle. There are some strategies in writing skill and teaching writing skill, There are four principles strategies in writing skill, they are:

1) Understand your student reason for writing. The greatest dissatisfaction with writing instruction comes when the teacher`s goal do not match the student`s or when the teacher`s goal do not match those of the school or institution in which the students work.
2) Provide many opportunities for student to write. Writing almost always improve with practice.
3) Make feedback helpful and meaningful. Student crave feedback on their writing, it does not always have the intended effect.

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[6] Hornby, *Oxford Advance Learners Dictionary Of Current English*.
[7] Richards Jack, *Approachess and Method in Language Teaching*, (Cambrideg: University Press, 1986).

4) Clarify for yourself and for your students, how their writing will be evaluated.[8]

From that principles, we can know that the four principles of teaching can improve students writing ability, teacher must be mastered this well to avoid the mistakes in teaching writing.

c. **Process of Writing**

Writing process is an approach to writing in which approach takes basic cognitive process as its central. Students` metacoognitive awareness of their process is to be improved. It sees writing as a thinking process in which there are stages that students have to go through to come to their final work.[9] It means that we need systematically teach students` problem solving skills connected with the writing process which enable them to realize specific goals at each stage of the composing process.

Process is a sequence of operational in which something is done. Writing process refers to everything that writer does from the moment he or she starts thinking about what to write from start until the final steps. Writing process is the stages a writer goes through in order to produce something in its final written form.[10] This process may affected by the content (subject matter) of the writing, and the medium

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[8] David Nunan, *Practical English Language Teaching*........,P.92-94.

[9] Asep Setiadi, "Improving Students` Writing Skill Through Genre Based Approach (Pleret, 2014).P.88. https://eprints.uny.ac.id/19163/.

[10] Jeremy Harmer, *How to Teach Writing* (London: Pearson Educational Limited, 2004), p.4, en.bookfi.net.

such as pen, paper, etc .Writing process is a step how to express the idea or thought into written form.

Before doing writing activity, the students should look at the steps of doing writing to produce a good writing product. Writing process should be done in chronological order, from the first step until the last step. The process of writing occurs in several stages tey are prewriting, drafting, revising, polishing and publishing.[11]

1) Prewriting

Prewriting is a stage of process that includes exploring topics, choosing a topic, and beginning to gather and organize details before you write. Prewriting is the getting-ready-to-write stage. The traditional notion that writers have thought out their topic completely is ridiculous. If writers wait for the ideas to be fully developed, they may wait forever. Instead, writers begin tentatively talking, reading, and writing to see what they know and direction they want to go.

Prewriting has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. During the prewriting stage, the activities are:

a) Choosing a topic,

b) Considering purpose, form, and audience, and

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

c) Generating and organizing ideas for writing.

2) Drafting

Drafting is a stage that involves getting your ideas down on paper in roughly the format you intend for the finished work. In the process approach to writing, students write and refine their compositions through a series of drafts.

During the drafting stage, students focus on getting their ideas down on paper. Because writers do not begin writing with their compositions already composed intheir minds, they begin with tentative ideas developed through prewriting activities. The drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors. The activities in this stage are:

a) Writing a rough draft,

b) Writing leads, and

c) Emphasizing content, not mechanics.

3) Revising

Revising is a stage in which you rework your first draft to improve its content and structure. During the revising stage, writers correct their ideas in their compositions. Often students terminate the writing process as soon as they complete a rough draft, believing that once their ideas are jotted down the writing task is complete. Experienced writers, however, know they must

turn to others for reactions and revise on the basis of these comments. Revising is not just polishing writing; it is meeting the needs of readers by adding, substituting, deleting, and rearranging material.

The word revision means "seeing again", and in this stage writers see their compositions again with their classmates and the teacher helping them. 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 writing. The activities in the revising stage are:

a) Rereading the rough draft,

b) Sharing the rough draft in writing group,

c) Revising on the basis of feedback received from the writing group.

4) Polishing (revising and editing),

In this step, writer polish what they have written. This step also called revising and editing, first attack the big issues of content and organizing (revising). Then works on the smaller issues of grammar, punctuation and mechanics (editing). Editing is putting the piece of writing into its final form. Until this stage, the focus has been primarily on the content of students' writing.

Once the focus, changes to mechanics, students polish their writing by correcting spelling and other mechanical errors. The goal here is to make writing "optimally readable". Writers who write for readers understand that if their compositions are not readable, they have written in vain because their ideas will never be read. Students move through three activities in the editing stage:

a) Getting distance from the composition,

b) Proofreading to locate errors, and

c) Correcting errors.

5) Editing

Editing means that how to correct the organization of writing and seeing the wrong words. Furthermore, there are four types of editing:

a) Editing for standard language conventions: spelling, grammar, repetitions.

b) Editing for accuracy of meeting: wrong words, ambiguities.

c) Editing for reader understanding: unusual words, missing contexts, and

d) Editing for reader reacceptance: offensive tone and consistency.

6) Publishing and presenting

Publishing and presenting are the stage of writing process in which a writer shares a final draft with an audience through

speaking, listening, or representing activities. In the final stage of the writing process, students publish their writing and share it with an appropriate audience.

As they share their writing with real audiences of their classmates, other students, parents, and the community, students come to think of themselves as authors. The ways to share writing are students read their writing to classmates, or share it with larger audiences through hardcover that are placed in the class or school library, class anthologies, letters, newspaper articles, plays, filmstrips and videotapes, or puppet shows.

So, the process of writing is 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. The Purpose of Writing

Purpose is the aim of something to get the best result. The purpose of writing are:

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

4) Informative purpose

This purpose if 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 outhor to the readers. Self-expressive purpose is the purpose that the writer express their ideas in writen 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

Creative purpose 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 it 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 toughts and ideas carefully to be understood and received by the reader.[12] So, 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

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[12] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2nd ed. (Longman, 2000)

determined their purpose, they know what kind of information they need, how they want to organize and develop that information.

e. Characteristic of Writing

When the students or the writer begin their writing, the must know the elements of writing that are very important to make the result is good. Some of the experts give their opinion about the characteristics of writing. There are three characteristic in writing a good text or paragraph, they are coherence, cohesion, and unity".[13] In addition to organization, writing in English must consist of these elements. The explanation of these three characteristics as follows:

1) Coherence

According to Alice the Latin verb *coherence* means "hold together". For coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next must be logical and smooth."[14] Another statement, Boardman says that "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

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[13] Yuli Astuti, Ari Wibowo, and Nursalim, "The Effectiveness of Picture Sequence Towards Students' Ability in Using Conjuction 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.

[14] Alice Oshima and Ann Hogue, *Writing Acadenic English*, Fourth Edi (New York: Pearson Education, 2006), p.21.

[15] Cynthia A. Boardman and Jia Frydenberg. *Writing to Communicate*, Third Edit (New York: Pearson Education, 2008), en.bookfi.net.

called coherence if the sentences are hold together, related each other, and must be logical from one sentence to others.

2) Cohesion

Another characteristic of a good paragraph is cohesion. Boardman states that "when a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices.

Four important cohesive devices are connectors, define articles, personal pronouns, and demonstrative pronouns".[16] When the writer writes paragraph or text, he should know the cohesion of paragraph, because this part is very important for writing, so that the result of the writing will be good.

3) Unity

An important element of a good paragraph is unity. This is the final characteristic of well-written paragraph. 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 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.

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[16] Cynthia A. Boardman and Jia Frydenberg
[17] Alice Oshima and Ann Hogue, *Writing Acadenic English*, Fourth Edi (New York: Pearson Education, 2006).

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.

f. Types of Writing

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, disertation, academically focused journals
2) Job related writing, such as; Advertisement, letter/email, manuals
3) Personal writing, such as; Shopping list, diaries, invitation, reminders.[18]

In addition another expert there are four kinds of writing they are exposition, description, narration and persuation and agumentation.[19]

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.

When a writer uses exposition, he intends that readers will understand the something informed or explained more clearly

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[18] Brown, *Language Assessment: Principle and Classroom Practice*.
[19] Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 1988), p.6-7

when they have finished reading the writing. Exposition or expository writing, which is informative writing, designed to explain or clarify facts and ideas.[20] It is the kind of writing most often required of college students and people holding job that required a college education.

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, and so on. Description is writing which attempts to create a picture in the readers mind.[21]

When a writer uses this method to write, he intends to make the readers vividly aware of what something look like, sounded like, smelled like, field like, or started like. When the writer uses description mode, he is trying to recreate in words something he perceived trough his five senses or created in his imagination. Descriptive is common way to present details, but it often appears with others forms or pattern of development.

3) Narration

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[20] Thomas S. Kane
[21] Thomas S. Kane

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.[22] When a writer uses this method of development of writing, he intends to tell readers something that happened and how it happened. The story or ideas in narration are ordered chronologically, starting from the beginning up to the end.

4) 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, subtimes subtly, sometimes crudely and coarsely. Finally persuation may be in the form of eloquence, appealing to ideals and noble sentiments.[23]

5) Argumentation

Argumentation is writing which are attempts to convince someone else about something.[24] When a writer uses argument to write, he intends to convince readers to believe something, or to have a certain attitude about an issue, or to fell a certain way about a situation, or to do something.

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[22] Thomas S. Kane
[23] Thomas S. Kane
[24] Thomas S. Kane

g. **Component of Writing**

In writing process, the students should pay attention to the component of writing in order that they are able to write well. The students writing can be seen be from the components of writing. There are five component of writing, they are: Content, Organization, Vocabulary, Language use and mechanics.[25]

1) **Content**

Content is information presented with a purpose distributed to people in a form through a text. Content of writing should be clear for the readers so that the readers can understand the message conveyed and get information from the text.[26] In order to have a good content of writing, the content should be well unified and completed.

A good writer is a writer that can provide a good content in the writing. This term is usually known as unity and completeness which become the characteristics of the good writing. The purpose of content is to attract and retain customers by creating and curating relevant and valuable content.

2) **Organization**

In organization, the writing concerns with the ways the writer to arrange and organize the ideas or the messages in the

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[25] Sarah Cushing Weigle, *Assesing Writing,* (Cambridge: Cambridge university Press, 2002), p.115
[26] Sarah Cushing Weigle

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.[27]

The organization in a text is to help readers follow and understand the information presented. The organization of a text contains an introduction to the background of the story from orientation, events and reorientation.

3) Vocabulary

Voabulary is a list or collection of words and phrasesusually alphabetically arranged and defined. Vocabulary is important because it is the basic of all language. 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.[28] To express ideas writer should deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

4) Language use

Language use in writing description and other form of writing involves correct language and point of grammar.[29] An adequate grammar should be one that is capable of producing

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[27] Sarah Cushing Weigle
[28] Sarah Cushing Weigle
[29] Sarah Cushing Weigle

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

Mechanics includes matters such usage and spelling. Mechanics is mastering the proper usage of quotation marks. ensuring grammar and spelling are correct. 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.[30] 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.

h. Writing Assessment

Writing assessments are very needed to use especially in learning process. By writing assessment, the teacher will be easier to give the value of students' writing product. In assessing writing, there are some methods that should be known by the examiner or writing corrector. There are three scoring methods for responsive and extensive writing, "at responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used

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[30] Sarah Cushing Weigle

by test designers: holistic, primary trait, and analytical".[31] It means that when the teacher scores the students writing test, the teacher should know these three scoring method.

In holistic scoring, each point on a holistic scale is given a systematic set of descriptors, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. For example, the first descriptor across all score categories may address the quality of task achievement; the second may deal with organization, the third with grammatical or rhetorical considerations, and so on. In conclusion, the teacher makes the table of scoring with the description it may consist of the quality of task achievement, organization, etc.

In primary trait scoring focuses on "how well students can write within a narrowly defined range of discourse". This type of scoring emphasizes the task at hand and assigns a score based on the effectiveness of the text's achieving that one goal. For example, if the purpose of function of an essay is to *persuade* the reader to do something, the score for the writing would rise or fall on the accomplishment of that function.[32] It means that this scoring method, the teacher focuses on how well the students can write about the test that the teacher gives.

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[31] Brown, *Language Assessment: Principle and Classroom Practice*.
[32] Brown.

The last type is analytical scoring, there are six major elements of writing that are scored, and it enables students to home in on weakness and to capitalize on strengths. To design an analytical scoring scale that specified five major categories and description of five different levels in each category; ranging from "unacceptable" to "excellent".[33] In conclusion, the teacher scores the students writing assignment consists of five elements of scoring level. The result of the scoring can be students' weakness or students' strengths.

Based on the scoring methods description above, the researcher uses analytical scoring, because it is simple and can make the teacher or researcher know the students' ability whether their weakness or strengths.

2. Recount Text

a. Definition of Recount Text

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.[34] 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".[35]

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[33] Brown.

[34] Heineman *Writing reseource Book*, (Western Australia: Kigby, 2004), p. 45

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

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".[36] Based on the explanation above, this research conclud that recount text is a text that retelling about experiences or imaginative of the outhors to entertain the readers.

b. Purpose of Recount Text

In writing recount text, the writers tell about the events that someone use to experiences. The purpose of writing recount text is to reconstruct past experiences by retelling events in original sequence.[37] Another researcher said thet the purpose of recount text is to allow the writer or speaker to retell events from the pass, this include personal events, factual incidents or imaginary incidents"[38]. It means that the purpose of recount text is to to list or to retell and describe about the past events.

Experinces by retelling events in the order in which they happened. Recount text also represents which can be used to motivate, inform, and entertain the readers. Then, the purpose of rexount text is to tell a series or sequence of events and evaluate their sifnificance in

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

some way[39]. It means that the students writes the events that used to experience. The students writes recount text by following the sequence of generic structures in the form of the past tense.

So, based on the some explanation above, this research 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.

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. Proper noun is a spesific name for a particular person, place or thing, such singer, restaurant, zoo, park, mountain and so on.

2) Descriptive words to give details about who, what, when, where, and how. the descriptive word used to givr detsild and more information about the event.

3) The use of the past tense to retells the events.

4) Use time sequence (for example, *first, next and then*).[40]

So, there are four language features of recount text they are use proper noun, use simple past tense, use descriptive words and use time sequence.

d. Types of Recount Text

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

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

Recount text consist of some types. There are three types of recount text they are personal recount, factual recount and imaginative recount.[41]

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 relathionship between the writers and the reader. Example, diary journal, personal journal, personal letter and personal experinece. In personal recount text, the writers tell about what happened during events in which he/she was diractly involved.

2) **Factual Recount Text**

Factual recount text is retelling an event or incident which is in outside of the writer experiences. In factual recount, the writer is the observer who is in the outside of the event; he or she does not involve in the event.

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.

e. **Generic Structure of recount Text**

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

Recounts are usually structured into three parts; the orientation, the record of events and a reorientation. Evaluative remarks may be interspersed throughtout this type of text. The generic structure of recount text are;

1) Orientation : provides the setting and produces participants, it provides information about whom, where, and when.

2) Record of Events: 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.

3) Re-orientation: optional-closure of events. It is rounds of the sequence of events.[42]

f.   Example of Recount Text

In the previous explanation, it has said that recount text is the text that tells about past events. This is the example or recount text:

Last Wednesday was a tiring day. I spent my time to do a lot of activities, that I had no time to take a rest.

First, in the morning, I went cycling. After that I went to school to study until 3 pm. After school I went to sport hall to play badminton until 8 pm. I played too long that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some

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[42] Ken-Hyland, *Second Language Writing*

homeworks I had to do. I did my homeworks until 11 pm. And finally I could take a rest in my bed.

Those activities made me exhausted.

Orientation : Last Wednesday was a tiring day. I spent my time to do a lot of activities, that I had no time to take a rest.

Event : First, in the morning, I went cycling. After that I went to school to study until 3 pm. After school I went to sport hall to play badminton until 8 pm. I played too long that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some homeworks I had to do. I did my homeworks until 11 pm. And finally I could take a rest in my bed.

Re-Orientation : Those activities made me exhausted.

3. **Writing Recount Text**

Writing recount text is an activity to express though, feeling, idea in writen form to retell a series of event that have been happened. This activities used to propose the series of event that happened chronologically and aims to inform and to tell the readers what happened. This activities can be used to motivate, inform, and entertain the readers.

This writing activities tell reader about what have been happened in the past followed by all the aspect in writing recount text, such the

component of writing, aspect of writing, generic structure of recount text and language features of recount text. In assessments writing in recount text, the researcher needs to know the student ability by looking some indicators. The indicators was shown in the table below!

Table 2
Indicators of Writing Test in recount text

No.	Indicators	Categorize	Score	Result Score
1.	Social Function in Recount Text	a. Students are able to write a story of Recount Text	15	15%
		b. Students are able to undesrtand what the social function in Recount Text	10	10%
2.	Generic Structure in Recount Text	a. Students are able to introduce the participants and the setting place and time that said Orientation	15	15%
		b. Students are able to explain the problem in the story that said Event	15	15%
		c. Students are able to tells what the message of moral value in a Recount Text that said Re-orientation	15	15%
3.	Language Features in Recount Text	a. Students are able to mastering Grammar in Recount Text that is past tense	15	15%
		b. Students can use proper noun in recount text	5	5%
		c. Students explain Recount Text in descriptive explanation	5	5%

		d. Students use time sequence in writing Recount Text	5	5%
		Total	**100**	**100%**

B. Review of Related Finding

There were another researcher that have done a research about writing recount text.

First, 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.[43]

Second, 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

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[43] 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)

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.[44]

Third, 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.[45]

Fourth, Nunung Sri Andayani found in her thesis that the sample of this research was 39 students from X-8 Class. This research appplied inter-rater reliability. It means that the students' recount text writing was scored by two raters. They were the researcher her self and teacher. According to result of the research, it was found that the students' ability in writing recount text was categorized as poor.[46]

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[44] 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)

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

[46] Nunung Sri Andayani, *The Analysis of the Students' Ability in Writing Recount Text at Senior High School Angkasa Jember,* (Jember: Fkip UNEJ, 2013)

Fifth, Intan Satriani.[47] 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.[48]

D. Hypothesis

[49]This study formulates the hypothesis of the research stated : Alternative hypothesis(H_a): the students' ability in writing recount text in TBI-1 at sixth semester english department IAIN Padangsidimpuan academic year 2021-2022 is good. Based on this research, Alternative hypothesis(H_a) was accepted, it showed from the students' ability in writing recount text in TBI-1 at

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

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

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sixthsemester english department IAIN Padangsidimpuan academic year 2021-2022 is good.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research was in IAIN Padangsidimpuan campus. it located at T. Rizal Nurdin street Km. 4,5 Sihitang, Padangsidimpuan Tenggara, Kota Padangsidimpuan. Time of this research was on March 2022.

B. Reserch Method

This research employed quantitative research with descriptive method. Quantitative research is the research on collection and analysis of numerical data. The researcher will aplly quantitative research as a kind of descriptive. Descriptive research is a research to analyze or make a sense perception (descriptive) about situation and phenomenon students' Ability in writing recount text at TBI-1 sixth semester students of English Department IAIN Padangsidimpuan especially in TBI-1 class.

C. Population and Sample

1. Population

Population is large number of the students which can used as the participant of research in the research. Population means the group of people in a place. Population in a research is all of the students which are used as the subject of research. The population in this research was the students at the sixth semester students in TBI-1 English Department IAIN Padangsidimpuan, that consist of 24 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.

In this research the researcher used total sampling in did this research. The sample was the students in TBI-1at the sixth semester English Department IAIN Padangsidimpuan that consist of 24 students. This is quantitative and qualitative method, so all the students as sample would be analyzed and for the collecting the data there was collaboration with an English lecturer of IAIN Padangsidimpuan to get the data about students' ability in writing recount text.

D. Instrument of Research

Instrument of the research is device or media that used by the researcher to get the data. Instrument In this research, the instrument for collecting data were test and interview.

1. Test

This research used test as instrument to collect the data. Although this research use quantitative research with descriptive method, the researcher used subjective test in the form of essay test. In this research,

the researcher asked the students to write a recount text with consist of at least 200 words.

For the recount text mastery test, this research uses essay writing to test the students in writing which is probably one of the most common writing tasks. Essay is group of paraghraphs written about single topic and a central main idea.[1] In this test, students asked to write a recount text about holiday. So, indicator of test are used as guidance in giving marks in the test, the rubric score was:

Table 3
Rubric Score of Writing Recount Text Test

No.	Indicators	Categorize	Score	Result Score
1.	Social Function in Recount Text	a.Students are able to write a story of Recount Text	15	15%
		b.Students are able to understand what the social function in Recount Text	10	10%
2.	Generic Structure in Recount Text	a.Students are able to introduce the participants and the setting place and time that said Orientation	15	15%
		b.Students are able to explain the problem in the story that said Event	15	15%

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[1] Dorothy E Zemach and Lisa A Rumisek, *Academic Writing form Paraghraph to Essay, First Edition* (Oxford: Macmillan Education, 2005), p. 56. Retrieved from *https://www.pdfdrive.com/academic-writing-from-paragraph-to-essay-e12836704.ht,* On Sunday 10 April 2022, at 15.08 p.m.

		c.Students are able to tells what the message of moral value in a Recount Text that said Re-orientation	15	15%
3.	Language Features in Recount Text	a.Students are able to mastering Grammar in Recount Text that is past tense	15	15%
		b.Students can use proper noun in recount text	5	5%
		c.Students explain Recount Text in descriptive explanation	5	5%
		d.Students use time sequence in writing Recount Text	5	5%
Total			**100**	**100%**

There are three indicators used in this research, such social function of recount text, generic structure of recount text and language features of recount text following the categorize in every indicators. Each indicator was gave different score. So, the highest score was 100.

2. Interview

Interview is activity that done by two or more people which talk the truth of a problem. "Interview is a purposeful interaction in which one person obtains information from another"[2] So, interview is a conversation

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[2] L.R. Gay, Geoffrey E. Mills and Peter W. Airasian, p.386.

between two or more people that is called interviewer and informant, which aim to obtains information about the students' ability in writing recount text.

In this research, the informant is the writing lecturer to get the data about the efforts that need to be done to solve the students' problem in writing recount text. The interview was also aimed to make sure about the result that has been obtained of this research.

E. Validity and Reliability Test

a. Validity 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 researsh were Englishc lecturers of English Education Department of The State Institute for Islamic Studies Padangsidimpuan, they are Mr. Zainuddin, S.S, M.Hum as the first validator and Mrs. Sokhira Linda Vinde Rambe, M.Pd as the second validator.

b. Reliability Test

The reliability in this research use test re-test. Test re-test reliability measure the consistency of result when the researcher repeat the same test on the same sample at different time and the result is consistent overtime. The closer each respondents score are on T1 and T2, the more reliable the test measure and the higher coefficient of stability will be. The coefficient of stability are between 0 to 1, where following this category:

a. Between 0,9 to 1   : excelent reliability

b. Between 0,8 to 0,9   : good reliability

c. Between 0,7 to 0,8   : acceptable reliability

d. Between 0,6 to 0,7   : questionable reliability

e. Between 0,5 to 0,6   : poor reliability

f. Less than 0,5   : unaceptable reliability

F. Technique of Data Collection

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.

6. The researcher checks the answer of the students.

G. 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" written work about recount text.

2. Identify mean, median and modus by using descriptive statistic to arrange and categorize the score of variable X and Y. It is the second way of

presenting the data analysis. According to Ahmad Nizar Rangkuti[3], the three

formulas above had been explained below:

a. Know the mean (average) score by using the formula:

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

Explanation:

M   : Mean Score (Average)

$\sum x$: Total of the Result

n   : Sum of Respondent.

b. Know the median score by using the formula:

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

c. Know the modus of score by useing the formula:

$$Mo = b + p_1 \left(\frac{b,}{b + b,} \right)$$

3. Then, the result appropriated with the interpretation to the index of means

score. The interpretation of the result could been seen in the following table.

Table 3
Interpretation of mean score[4]

No	Range of Score	Category
1.	91-100	Excelent
2.	81-90	Very Good
3.	71-80	Good
4.	61-70	Fair
5.	51-60	Poor
6.	Less than 50	Very Poor

4. Description of the data, it described data that have been collected by the

researcher.

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[3] Ahmad Nizar Rangkuti, *Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p. 85-106.

[4] Tuchman, *Curriculum Design for Writing Instruction.*

5. Taking conclusion, it is to conclude the result of the research analysis.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presented the data findings which has been analyzed, the data got from test as the instrument in conducted this research. The data were apply quantitative method to interpret the data. This chapter showed the detail of data the findings, consist of the description of data, calculating of data, mean score of data and at the end made a diagram of students result score.

A. Description of The Data

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

This research was done on eleventh March 2022 in online class in TBI-1 in writing subject. The research employed in TBI-1 class. The sample in this research was 24 students. Test as instrument used to collecting the data. The test that employed was writing test about recount text. The student did the test and 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.

The result description of students test was explained using table, the value based on the indicators of writing, which content, grammar, organization, mechanism and vocabulary, each indicator gave points based on the indicators criteria, there are 3 indicators following by the criterion, so the highest points were 100.

After get the data the reseacher count the mean score, mode, median, range score, lowest score and highest score of 24 students. Then, classified each student by using the criterion. After that, the researcher made a distribution table to see the frequency absolute and frequency relative and the data would described using chart from every interval of the data .

Students score in writing recount text from every indicators could be seen in this following table:

Table 4
Students Score in Writing Recount Text

No	Initial	Score	Result Score
1	DSR	55	55%
2	DSD	60	60%
3	DET	65	65%
4	EFP	70	70%
5	FR	55	55%
6	HS	60	60%
7	IMNS	65	65%
8	JN	75	75%
9	KH	60	60%
10	LN	65	65%
11	LF	55	55%
12	MAN	55	55%
13	MI	65	65%
14	MFA	70	70%
15	NH	65	65%
16	NCT	60	60%
17	NA	70	70%
18	RJ	65	65%
19	RAS	70	70%
20	RWS	70	70%
21	SAS	55	55%
22	SPH	70	70%
23	SI	65	65%
24	WA	60	60%
Total Score			**1525**

Mean Score	63,54	63,54%

Students quality score in writing recount text explained in this table below:

Table 5
Students Quality Score in Writing Recount Text

No	Initial	Class	Total Score	Quality Score
1	DSR	TBI-1	55	Poor
2	DSD	TBI-1	60	Poor
3	DET	TBI-1	65	Fair
4	EFP	TBI-1	70	Fair
5	FR	TBI-1	55	Poor
6	HS	TBI-1	60	Poor
7	IMNS	TBI-1	65	Fair
8	JN	TBI-1	75	Good
9	KH	TBI-1	60	Poor
10	LN	TBI-1	65	Fair
11	LF	TBI-1	55	Poor
12	MAN	TBI-1	55	Poor
13	MI	TBI-1	65	Fair
14	MFA	TBI-1	70	Fair
15	NH	TBI-1	65	Fair
16	NCT	TBI-1	60	Poor
17	NA	TBI-1	70	Fair
18	RJ	TBI-1	65	Fair
19	RAS	TBI-1	70	Good
20	RWS	TBI-1	70	Fair
21	SAS	TBI-1	55	Poor
22	SPH	TBI-1	70	Fair
23	SI	TBI-1	65	Fair
24	WA	TBI- 1	60	Poor
Total Score			**1525**	
Mean Score			**63,54**	

The score of test become the resume of the data. 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 Writing Recount Text of the sixth
Semester English Department

No	Statistic	Variable
1.	The Highest Score	75
2.	The Lowest Score	55
3.	Sum	1525
4.	Interval	4
5.	Total Class	6
6.	Mean Score	63,54
7.	Mode	66,82
8.	Median	68,5
9.	Range	20

From the table above, it was known that the calculating score for variable in writing recount text had been searched from 24 students. Based on 24 students have been researched 75 was the highest score, 55 was the lowest score, sum or all the score o f students was 1.525, class interval was 4, mean score was 63,54 mode score was 66,82, median score was 68,5 and range score was 20.

Based on calculated mean score was 63,54. So, application of writing recount text was good. It can be known in 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 fifth semester, look the following table:

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

No	Interval	Frequency Absolute	Frequency Relative
1	55-59	4	16,7%
2	60-64	6	25%
3	65-69	7	29,1%
4	70-74	6	25%
5	75-79	1	4,2%
Total		24	100%

Based on the table 6, it can be drawn at histogram as below:

Frequency
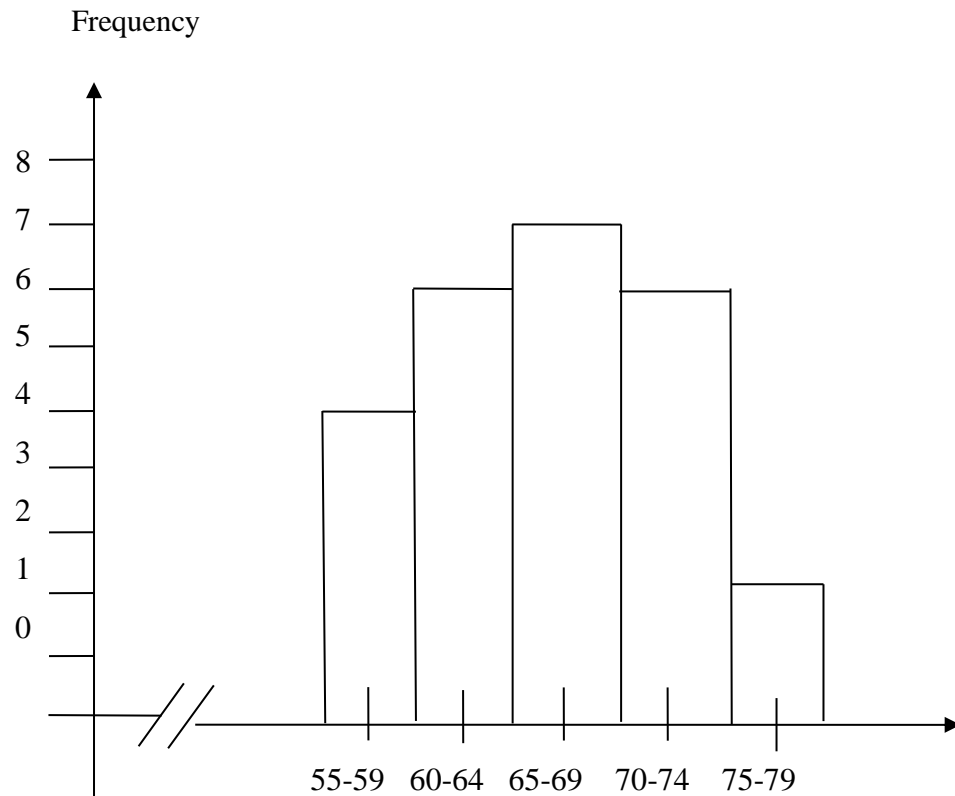
Based on the table, it was known that the variable relevation of students" writing recount text shown that the respondent in 55-59 were 4 students (16,7%), interval 60-64 were 6 students (25%), interval 65-69 were 7 students (29,1%), interval 70-74 were 6 students (25%) and interval 75-79 were 1 students (4,2%). So, the interval in this research shown the count of result from the sample or participant in percentage form.

This research applied distribution frequency to describe the data of students" ability in writing recount text. To know the 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 at IAIN Padangsidimpuan can be seen in the following table:

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

No	Range of Score	Category	Amount of Student
1.	91-100	Excelent	-
2.	81-90	Very Good	-
3.	71-80	Good	1
4.	61-70	Fair	13
5.	51-60	Poor	10
6.	Less than 50	Very Poor	-
Total			**24**

The value of mean score could be categories into fair category. It can be said that the students' ability in writing recount text was enough.

2. **The Description of Students' Difficulties of The Sixth Semester Students of English Education Department In Writing Recount Text**

Researcher was not only see the students' ability by giving the test, but also proved the students difficulties by giving questionare to them. Researcher needed to know the students difficulties generally and specifically. The following table is reduction of the students difficulties of 24 students from TBI 1 at sixth semester students of English Department IAIN Padangsidimpuan.

Table 9
Table of Students' Difficulties of TBI-1 In Writing Recount Text

No	Students difficulties in writing recount text		Number of Students	Percentage
1	Sentence	-Forming words to sentence -Arranging good paragraph from topic sentence, supporting mayor, supporting minor, conclussion	4	12,5%
2	Vocabulary	-Memorizing -Seldom practice	10	41,7%

3	Language Features	-Changing V1 to V2 -Using was/were/did	10	41,7%

After giving questionare to some students, some difficulties faced by the students in writing recount text were found. Those difficulties were divided into five groups, as follows:

a. Sentence

Some students especially 4 students felt difficult in writing recount text, they felt difficult to arrange a good sentence and paragraph, building the paragraph from topic sentence, supporting sentence, supporting mayor and supporting minor and ended with conclussion

b. Having poor/lack of vocabulary

There were 10 students got difficulty in writing recount text, some of them got difficulty to memorize the vocabulary and seldom to practice the vocabulary that they have known before.

c. Language Features

There were 10 students difficult in writing recount text, some of them difficult to remember the language feature of recount text, especially the use of simple past tense, the difficulties were in changing V1 to V2 and the use of to be was/were in simple past tense

In summary, different students have different difficulty in writing recount text, but some of them have the same one, but most of them were lack in vocabulary in writing recount text.

3. **The Description of Lecturer's Efforts to Overcome The Students' Difficulties In Writing Recount Text**

The difficulties that faced by students in writing recount text. Namely, the difficulty in detecting form of forming sentence and paragraph, having poor or lack of vocabulary and changing V1 to V2. So, the result of interview that have been carried out with the lecturer of writing, there were some efforts that can be applied to overcome the difficulties of students in writing recount text. More explanation about the lecturer' effort as follows:

a. Sentence

One of the difficulties that are faced by the students is forming a good sentence and paragraph. So, based on the interview that have been carried out with writing lecturer, the effort that can be done is:

"Before start teaching writing, remind again about how to build a good paragraph and sentence, add more practice in it to add students understand in build a good paragraph".[1]

b. Having Poor/Lack Vocabulary

The next difficulties that faced by the students is having poor vocabulary especially in unfamiliar vocabulary. Unfamiliar vocabulary here is the word that is seldom used in daily conversation. So, based on the interview that have been carried out with writing lecturer, the effort that can be done is:

The most effective way is to ask the students to reopen the dictionary, because by looking the dictionary, students can know the meaning of the word and the class of the word. Another effort

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[1] RFL, The English Lecturer at IAIN Padangsidimpuan, *Research Audio Interview*, on Thursday, April 7th 2022, at 10.50.

is also asking the students to be more consider about unfamiliar vocabulary by writing, memorizing and practicing periodically.[2]

c. Language Features

The next difficulties that faced by the students is about the language feature of recount text. So, based on the interview that have been carried out with writing lecturer, the effort that can be done is:

> *Ask the students read more about recount text, especilly in language features, even they study some texts but they have to know the different from each text, and the characteristic of each text.*[3]

Following the rules that have been set aims to direct students to master recount text. So that students do not make mistake. It can be concluded the efforts that can be done to overcome students' difficulties were:

a. Before start teaching writing, remind again about how to build a good paragraph and sentence, add more practice in it to add students understand in build a good paragraph.

b. The most effective way is to ask the students to reopen the dictionary, because by looking the dictionary, students can know the meaning of the word and the class of the word. Another effort is also asking the students to be more consider about unfamiliar vocabulary by writing, memorizing and practicing periodically.

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[2] RFL, The English Lecturer at IAIN Padangsidimpuan
[3] RFL, The English Lecturer at IAIN Padangsidimpuan

c. Ask the students read more about recount text, especially in language features, even they study some texts but they have to know the different from each text, and the characteristic of each text.

B. Discussion

There were other researchers that have done a research about writing recount text, they are:

First, 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.[4]

Second, 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

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[4] 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)

text. In conclusion there are some problems that need to overcome in order the teaching of recount text is effective.[5]

Third, 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.[6]

Fourth, Andayani found in her thesis that the sample of this research was 39 students from X-8 Class. This research appplied inter-rater reliability. It means that the students' recount text writing was scored by two raters. They were the researcher her self and teacher. According to result of the research, it was found that the students' ability in writing recount text was categorized as poor.[7]

Fifth, Satriani.[8] Based on the data gained from the observation sheets and teacher field notes, which are conducted in seven meetings, the use of contextual

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[5] 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)

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

[7] Nunung Sri Andayani, *The Analysis of the Students' Ability in Writing Recount Text at Senior High School Angkasa Jember,* (Jember: Fkip UNEJ, 2013)

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

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, 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.[9]

The difference of their research with this research were this research applied quantitative descriptive design and the students ability in writing recount text, it showed from means score got. In this research the mean score was 63,54 and it categorized into enough.

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[9] Diana Lisa Za'in, *An Investigation of Stundets' Problem in Writing Recount Text at the fIrst 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 V

CONCLUSION AND SUGGESTION

This chapter provides two section consist of conclusion and suggestion. The first section concludes the result of the study. The second section provides suggestion for students and teacher.

A. Conclusion

Based on the result of the research,

1. this study got the description of the data and found that the mean score was 63,54. It means that the ability of the sixth semester of English Departrment was categorized into enough.

2. The students difficulties in writing recount text were forming sentence, lack of vocabulary and error in arranging recount text based on the language features.

3. The efforts of lecturer to solve the students' difficulties were the lecturer give mire exercises to made students more understand in writing recount text, the students asked to open the dictionary when met with the unfamiliar vocabulary and reexplained the material about recount text.

B. Suggestions

According the result of the study, the researcher recomends some suggestions for improving students' ability and deducting students' difficulties in writing recount text.

1. The teacher should be more creative in teaching method to improve vocabulary, for example TPR method to memorizing a lot of vocabulary.

2. The teacher suggested to apply new techniques in teaching recount text to improve students' vocabulary to produce a good writing.

3. For the Students the students are suggested to increase doing exercises about vocabulary to improve their writing skills and students should also read books, magazines or anything else. After reading, they should write down the new vocabularies that have been found, then develop it into sentences.

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APPENDIX 1

The List of Interview (Students)

1. Apakah kamu suka belajar writing?

(do you like learn writing subject?)

2. Bagaimana sistem pengajaran dalam mengajarkan recount text di IAIN

   padangsidimpuan?

(How is the system of teaching recount text at IAIN Padangsidimpuan?)

3. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam menulis recount text?

(What are the students" difficulties in writing recount text?)

Validator

APPENDIX 2

The List of Interview (Lecturer)

1. Bagaimana sistem pengajaran dalam mengajarkan recount text di IAIN padangsidimpuan?

(How is the system of teaching recount text at IAINpadangsidimpuan?)

2. Apa-apa saja yang Ibu lakukan sebelum memberikan tugas kepadamahasiswa?

(What are the English teacher do before giving test to the student?)

4. Bagaimana hasil belajar mahasiswa dalam menulis recount text?

(How about the students" result in writing recount text?)

5. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam menulis recount text?

(What are the students" difficulties in writing recount text?)

6. Bagaimana ibu memecahkan masalah tersebut?

(How the English teacher solve the problem?)

Padangsidimpuan,   April 2021

English Lecturer   Researcher

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APPENDIX 3

Table 9
Students Score in Writing Recount Text

No	Initial	Indicators									Final Score
		SF		GS			LF				
		a	b	a	B	c	a	b	c	d	
1	DSR	0	10	15	15	15	0	0	0	0	**55**
2	DSD	0	10	15	15	15	0	5	0	0	**60**
3	DET	0	10	15	15	15	0	5	5	0	**65**
4	EFP	15	0	0	15	15	15	5	5	0	**70**
5	FR	0	0	15	15	15	0	5	5	0	**55**
6	HS	0	10	15	15	15	0	5	0	0	**60**
7	IMNS	0	0	15	15	15	15	5	0	0	**65**
8	JN	0	10	15	15	15	15	5	0	0	**75**
9	KH	0	0	15	0	15	15	5	5	5	**60**
10	LN	15	0	15	15	15	0	5	0	0	**65**
11	LF	0	0	0	15	15	15	5	0	5	**55**
12	MAN	0	0	15	15	15	0	5	0	5	**55**
13	MI	15	0	15	15	0	15	5	0	0	**65**
14	MFA	15	10	15	0	15	15	0	0	0	**70**
15	NH	0	0	15	15	15	15	5	0	0	**65**
16	NCT	0	10	15	15	15	0	5	0	0	**60**
17	NA	15	0	0	15	15	15	5	5	0	**70**
18	RJ	0	10	15	15	0	15	5	0	5	**65**
19	RAS	15	0	15	15	15	0	5	0	5	**70**
20	RWS	0	10	15	15	15	15	0	0	0	**70**
21	SAS	0	0	0	15	15	15	5	0	5	**55**
22	SPH	0	10	15	15	15	15	0	0	0	**70**
23	SI	0	10	0	15	15	15	5	5	0	**65**
24	WA	15	10	0	15	0	15	5	0	0	**60**
Total		**105**	**120**	**270**	**330**	**315**	**225**	**100**	**30**	**30**	**1525**

Note: **SF = Social Function**
GS = Generic Structure
LF = Language Features

Appendix 4

Table 10

Percentage student result score in every indicators

No	Indicators		Score	Total score	Percentage total score
1	Social Function	a. Students are able to write a story of Recount Text	15 (15%)	**105**	**4,4%**
		b. Students are able to undesrtand what the social function in Recount Text	10 (10%)	**120**	**5%**
2	Generic Structure	a. Students are able to introduce the participants and the setting place and time that said Orientation	15 (15%)	**270**	**11,25%**
		b. Students are able to explain the problem in the story that said Event	15 (15%)	**330**	**13,75%**
		c. Students are able to tells what the message of moral value in a Recount Text that said Re-orientation	15 (15%)	**315**	**13,12%**
3	Language Features	a. Students are able to mastering Grammar in Recount Text that is past tense	15 (15%)	**225**	**9,3%**
		b. Students can use proper noun in recount text	5 (5%)	**100**	**4,16%**
		c. Students explain Recount Text in descriptive explanation	5 (5%)	**30**	**1,25%**
		d. Students use time sequence in writing Recount Text	5 (5%)	**30**	**1,25%**
	Total		**100%**	**1525**	**63,54%**

Appendix 5

Table 11
Percentage of Students' Frequency Score in Writing Recount Text

No	Range of Score	Category	Amount of Student
1.	91-100	Excelent	-
2.	81-90	Very Good	-
3.	71-80	Good	1
4.	61-70	Fair	13
5.	51-60	Poor	10
6.	Less than 50	Very Poor	-
Total			**24**

Appendix 6

Description of Data

The students' score from low score to high score

55	55	55	55	55	60
60	60	60	60	65	65
65	65	65	65	65	70
70	70	70	70	70	75

1. The highest score =75

2. The lowest score = 55

3. Range = (Highest score – Lowest score = 75-55 = 20)

4. Total of Class   = 1+ 3,3 log (n)
   = 1+ 3,3 log (24)
   = 1+ 3,3 (1,38)
   = 1+ 4,5
   = 5,55
   = 6

5. Interval (i) = $\dfrac{Range}{Total\ of\ class}$

   = $\dfrac{20}{5,5}$

   = 3,63

   = 4

6. Mean Score

$X = \sum \dfrac{Fx}{n}$

= $\dfrac{1525}{24}$

= 63,54

7. Median

Xii (i) $= 65 - 0,5 = 64,5$ (b)n $= 24$

F $= 7$

f $= 5$

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

$$= 64,5 + 4 \left(\frac{\frac{1}{2} \cdot 24 - 7}{5} \right)$$

$= 64,5 + 4 \ (1)$

$= 64,5 + 4$

$= 68,5$

8. Modus

$$Mo = b + p \left(\frac{b,}{b + b,} \right) \quad 1$$

$$= 64,5 + 4 \left(\frac{7}{7 + 5} \right)$$

$= 64,5 + 4 \ (0,58)$

$= 64,5 + 2,32$

$= 64,82$

APPENDIX 7

REALIBILITY

Reliability Statistics

Cronbach's Alpha	N of Items
.944	9

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X31	113.6000	74124.000	.941	.937
X32	112.4000	72566.917	.974	.935
X33	100.4000	57929.000	.989	.925
X34	95.6000	52515.250	.996	.931
X35	96.8000	53843.500	.994	.928
X36	104.0000	62137.500	.982	.925
X37	114.0000	74639.583	.994	.938
X38	119.6000	82143.583	.933	.952
X39	119.6000	82154.000	.930	.952

These items of test were reliable because 0.944 > 0.6 that meant the instrument were reliable.

: 150 /In.14/E.6a /PP.00.9/ 10/2020   12 Oktober 2020

: -

: **Pengesahan Judul dan Pembimbing Skripsi**

KepadaYth.   1. **Rayendriyani Fahmei Lubis, M.Ag.**   (Pembimbing I)

            2. **Zainuddin, S. S.,M,Hum.**   (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikumWr. Wb.

     Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi 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	:	Rini Yohana Siagian
NIM.	:	17 203 00 125
Fakultas / Prodi	:	FTIK/ Tadris Bahasa Inggris
JudulSkripsi	:	An Analysis of Students' Ability in Writing Recount Text at TBI-1 Sixth Semester English Department IAIN Padangsidimpuan Academic Year 2021-2022

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

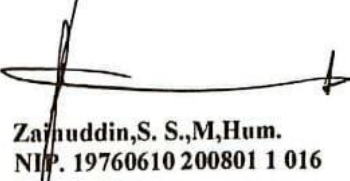Ketua Program Studi Tadris Bahasa Inggris

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

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

DIA/~~TIDAK BERSEDIA~~   BERSEDIA/~~TIDAK BERSEDIA~~

bing I   Pembimbing II

riyani Fahmei Lubis, M.Ag   Zainuddin,S. S.,M,Hum.

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Nomor : *2/* /In.14/E.6a/PP.00.9/03/2022   1*8* Maret 2022
Hal   : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama	: Rini Yohana Siagian
NIM	: 17 203 00125
Program Studi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari tanggal 26 Februari 2022 s/d 17 Maret 2022 dengan judul " An Analysis of Students' Ability in Writing Recount Text at TBI – 1 Sixth Semester English Department IAIN Padangsidimpuan Academic Year 2021 - 2022 ".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

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

Nomor : B - 367 /In.14/E/TL.00/02/2022   25 Februari 2021
Hal   : Izin Penelitian
        Penyelesaian Skripsi

Yth. Ketua Program Studi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Rini Yohana Siagian
NIM	: 1720300125
Program Studi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students' Ability in Writing Recount Text at TBI-1 Sixh Semester English Departement IAIN Padangsidimpuan Academic Year 2021-2022".

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.

Dekan

Dr. Lelya Hilda, M.Si.
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