



**THE STUDENT'S ABILITY IN WRITING
RECOUNT TEXT AT 6 GRADE STUDENTS IN
ENGLISH DEPARTMENT IAIN
PADANGSIDIMPUAN**

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:

FUJA ANGGUN SIREGAR
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**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022



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To:

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Assalamu'alaikum Warohmatullahi Wabarakatuh,

After reading, studying and giving advice for necessary revise on thesis belongs to FUJA ANGGUN SIREGAR, entitled "*The Students' Ability in Writing Recount Text at 6 Garde Students in English Department IAIN Padangsidempuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in IAIN Padangsidempuan.

Therefore, the researcher hoped it could be defined my thesis in Munaqosah. That is all and thank you for your selection.

Wassalamu'alaikum Warohmatullahi Wabarakatuh.

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ABSTRACT

This research is intended to investigate Ability of students in Writing Recount Text at 6 Grade Students" in English Department IAIN Padangsidempuan The researcher focused to know the students"ability in writing recount text and also to find out what extent they apply the generic structure,language features and social function of recount text. The problem of writing skill recount text at 6 grade students" of English department IAIN Padangsidempuan are: 1)The students were not comprehend the text well when they write, 2)The students were lack of vocabularies and rarely try to predict the maening unfamiliar of words, 3)The students were lack of motivation in learning English and 4)The students are difficult in understanding the generic structure ,language features and social function of recount text.

The problems that faced by students in writing narrative text were: 1) The students are lack on vocabulary, 2) The students are confused to write and did not how to express their writing, 3) The teachers did not have various technique in teaching writing, 4) Students have difficulty arranging a word in writing.

This research used quantitative method with pre-test and post-test design. The populations were all of the students Students in English Department IAIN Padangsidempuan. The sample was TBI 2 class that consisted of 20 students. The data were collected by giving test in essay test form and analyzed by using Statistical Package for Social Sciences (SPSS) with T-test.

The students" writing Recount text ability at 6 Grade English Department IAIN Padangsidempuan recount text was 1.272. The mean score was 63.60. The students difficulties in writing recount text were forming sentence, lack of vocabulary and error in arranging recount text based on the language features. 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.

Key Words: *Writing Ability, Recount Text.*

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ABSTRAK

Penelitian ini fokus pada kemampuan Menulis teks recount siswa pada semester 6 jurusan Bahasa Inggris IAIN Padangsidimpuan. Ada beberapa masalah-masalah yang dihadapi siswa dalam menulis teks recount diantaranya: 1) Siswa lemah dalam kosa-kata, 2) siswa bingung untuk menulis dan tidak tau menuangkan tulisannya, 3) guru tidak memiliki teknik yang bervariasi dalam mengajar menulis 4) siswa mengalami kesulitan dalam menyusun kata.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana kemampuan menulis teks naratif siswa sebelum menggunakan teknik *peer feedback*, 2) Bagaimana kemampuan menulis teks naratif siswa setelah menggunakan teknik *peer feedback*, 3) Apakah ada pengaruh yang signifikan penggunaan teknik *peer feedback* terhadap kemampuan menulis teks naratif siswa pada VI urusan Bahasa Inggris IAIN Padangsidimpuan. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini.

Penelitian ini menggunakan metode kuantitatif dengan memberikan tes kepada siswa, yaitu tes isian. Populasinya adalah keseluruhan murid semester VI jurusan Bahasa Inggris IAIN Padangsidimpuan. Sampelnya adalah kelas TBI 2 yang terdiri dari 20 siswa. Data dikumpulkan melalui tes dalam bentuk soal essay dan dianalisis menggunakan rumus T-test.

Berdasarkan hasil penelitian ini, hasil dari nilai rata-rata adalah 63,60. Hasil rata-rata tersebut menunjukkan bahwa kemampuan mahasiswa dikategorikan cukup. Siswa mendapat kategori cukup dan mereka masih menghadapi kesulitan dalam menulis teks recount. Seperti dalam pembentukan kalimat, kurangnya perbendaharaan kata dan kesalahan dalam menyusun teks recount berdasarkan ciri kebahasaan. Terakhir, upaya dosen untuk mengatasi kesulitan mahasiswa adalah dosen memberikan latihan-latihan lumpur agar mahasiswa lebih memahami dalam menulis teks recount, mahasiswa diminta membuka kamus ketika bertemu dengan kosakata yang belum familiar dan menjelaskan kembali materi tentang teks recount.

***Kata Kunci:* Kemampuan Menulis, Teks Recount.**

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

Padangsidimpuan, 3 June 2022

Researcher



Fuja Anggun Siregar
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as the international language has succeeded to make the society's attention all over the world to learn it. It is used in bilateral and multilateral talks. It is great role, not only as means of communication, but also as a media to transfer the knowledge and technology. This real fact, directly or not has force us to learn seriously. In Indonesia, English is used as the first foreign language. It has been decided as one of the obligatory subject supply to the students from the first year of Junior High School up to the University level by goverment through the ministry of education and culture.

English is regarded as an important subject to be learned by students, it is great role in the process of transferring the knowledge and technology. So that through the mastery English, the students are expected to be able get the knowledge and technology from other countries and as an obligatory subject, of course it should be taught effectively in order to get satisfy result.

English as an important means of communication, which is used by many countries in this world, plays a very important role in the process of modernization as an international language. There were four aspects of language skill that students have to master in learn English, they were: listening, reading, speaking and writing. All the skills were important for students to mastered. Students common did mistakes in mastering this

language skill because it categorized to new language for Indonesian people because the daily language used was Indonesian language. one of skill that students common did mistake is in mastering writing skill. Writing is an activity make a note or information in with combine alphabet to create a note or information in text or paragraph.

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

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

Writing is the most difficult for the teachers and students from those 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.

Writing is one of skills among four basic skills in English. It must be mastered by students. Writing is very important role to foreign learners in acquiring English and it is very necessary to be learn. Actually , writing activity is big influence in many areas in the world such as ; working, technology and especially in education area. Therefore,there are some reasons why is writing necessary in education area.

First reason, writing can be used as a tool to transfer knowledge, opinion, and experience from our mind into written form. Writing can be a great tool to help them to combine their experience, knowledge or opinion. For example, in teaching learning process the students can share their knowledge or experience to other people through their writing.

Second reason, writing is an expressiom of language the used by the writer to convey idea into form of letter, symbol and word to the readers. It is a tool of writer to communicate information and ideas to the readers in written form too. In the other words, writing is a media of comunication between the writer and reader. For example, the students create a written like;

a short story, poetry and others. They can share or publicize their writing into book, journal, and newspaper then the reader can read it.

In studying writing, students are having many factors which hinder their ability, but there are two major factors. Firstly, writing itself is the difficult skill in learning language. Secondly, writing in foreign language has complicated problems which are concerned with vocabulary, grammar and logical order as well. No wonder that students always get trouble to write even a simple text. Writing can not be separated from human activities.

Then, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It becomes a well tool to provoke language development of the students because they are thinking when the students are writing. The last, writing can help introvert students because they are difficult to pronounce and demonstrate their ideas so that they can express their ideas through written form. Moreover, there are some people better when they express themselves in writing than any other. There are some kinds of text which express feeling and thought such as recount text, analytical exposition, recount, descriptive, and news item.

Recount text is a text which retells event or experience in the past. Recount text is a text that telling the reader about one story, experience, action or activity. Before we write a recount text we must first read the requirement or procedures in making good a recount text so that the text will be understandable. Being able to make a recount text means that we should

master the recount text's generic structure, language function, and also social function.

The main purpose of a recount text is to list and describe past experiences by retelling event in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience. In a simple word the purpose of recount text is to retell past experience.

One of the texts that close to the students life is recount text because it is a text that retells past experience which the place based one the sequence of time. The students can explore their interesting or unforgettable experience story the already had or people around them in recount text. In fact, most of them considered writing as a burden because of some reason related in using the proper lexical and grammatical rules. Therefore, the writer decided to choose recount text as students' writing activity in this research

Based on the above explanation, the researcher is interested to knowing students' ability in writing recount text and also to find out what extent they apply the generic structure, language features and social function of recount text. Therefore, the researcher will conduct the research entitle **THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT 6 GRADE STUDENTS' IN ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN.**

B. The Identification of Problem

Based on background of the problem above, the problem of writing skill recount text at 6 grade students' of English department IAIN Padangsidempuan are:

1. The students were not comprehend the text well when they write.
2. The students were lack of vocabularies and rarely try to predict the meaning unfamiliar of words.
3. The students were lack of motivation in learning English.
4. The students are difficult in understanding the generic structure, language features and social function of recount text.



C. The Limitation of Problem

Based on identification of the problems are described above. The researcher just to knowing students' ability in writing recount text and also to find out what extent they apply the generic structure, language features and social function of recount text.

D. Formulation of the Problem

Based on the background of the problem above, it is necessary to statement the problem of this research as follow

1. How is The Students' Ability in Writing Recount Text at 6 Grade Students' In English Department Iain Padangsidempuan?
2. What are the students difficulties in writing recount text at at 6 Grade Students' In English Department Iain Padangsidempuan?

3. What are the lecturer effort to overcome the students difficulties in writing recount text at 6 Grade Students" In English Department Iain Padangsidempuan?

E. Objectives of the Research

Based on the statements of the problem above, this problem have some research objectives as follow:

The purpose of this research were :

1. To know The Students" Ability in Writing Recount Text at 6 Grade Students" In English Department Iain Padangsidempuan.
2. To know students" difficulties in Writing Recount Text at 6 Grade Students" In English Department Iain Padangsidempuan.
3. To know the lecturer effort to overcome the students difficulties in Writing Recount Text at 6 Grade Students" In English Department Iain Padangsidempuan.

F. Significances of the Problem

The result of this research is expected to give some benefits, both theoretical and practical. 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 definition 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 : This research will increase the knowledge of recount text about the definition 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

G. 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, definition of operational variables, formulation of problems, purpose of the research, significances of the research, and the systematic outline of the thesis.

Chapter two consist of the theoretical 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 four consists of the result of the research and the discussion.

Chapter five consist of the conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Writing

1. Defenition of Writing

Writing is both a physical and a mental act the most basic level. On the other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both process and product, the researcher imagines, organize, draft, edits and read. This is a process of writing is often cyclical and sometimes disorderly, ultimately, what the audience. Whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.¹ According to Steve Peha in her book stated that writing is the communication of content for a purpose to an audiance.²

Writing is an activity used to a wide variety of process. Writing can be used as a tool to transfer knowledge, opinion, and experience from our mind into written form. Writing is a complex metacognitive activity that draws on an individual's skill, knowledge, basic, strategies, and ability to coordinate multiple processes.³ Whereas H. Douglas Brown state that writing is two – step process. First you figure out your meaning, and then you put it into language. So , writing based on

¹David Nunan, *Practical English Language Teaching* (New York: McGraww-Hill, 2003), 88.

²Steve Peha, *The Writing Teacher, s Strategy Guide*, 2003, 58.

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), 269.

explanation above, writing is transferring activity of ideas in to a written that have some procedures.

Writing is a discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer does not actually appear on the pag. It is a means of commnication. Whenever the writer want to write, the writer has to knowing the audience or order. Writing can be a great tool to help them to combine their experience, knowledge or opinion. For example, in teaching learning process the students can share their knowledge or experience to other people through their writing.

There are many reasons for finding writing difficult, but probably a fundamental one is lack of confidance and feeling that you do not have anything to say. Almost every writer, experienced as well as inexperienced, seems to face this sometimes. Every new piece of writing seems to be a new challenge. One thing that makes writing difficult is that e are inclined t be critical of what we are writing as we do it and to try to make the writing good and correct from the begining.

If you are writing something that you find easy, where you know more or less what you want to say. An important purpose of practice writing is that separates the fist thinking part of writing from the critical editing part. Practice writing is an easy way of making yourself do planty of writing.

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

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

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

Writing is one of the most complicated chores around, especially doing it skillfully. Writing well is also one of the most useful crafts that can be developed and valuable to prospective employers. There are no

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

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

qualified jobs in this world that do not need writing skill. Through writing, people or students are able to express their idea, feeling and knowledge in written form. Writing is the expression of language in the forms of letters, symbols, or words.⁶

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

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

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

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

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

words form sentence, and sentences are formed be a paragraph which must be logic, sequence and good arrangement.

2. Proses of Writing

There are some proses of writing, they are prewriting, organiing, revising and editing and write final copy.⁸

a. Prewriting

In this step ,a write has a chance to get ideas and collect it to explain the topic. There are several technique can be used to get ideas, usually writter practices listing technique, which this technique used by writing the topic at the top of piece of paper and then make those word list to their mind quickly.

b. Organizing

In this step, writer organizes has idea into simple outline and he tells the main idea and gives more information about it.

c. Writing

Next step is writing, in this time a writer writes all of ideas that planned byhim in prewriting and organizing. Suggestions for writing follow with details about how to use the buildings blocks of good writing, where good writng consist of good sentences, good paragraphs and good multi paragraph papers.

⁸Alice Oshima and Ann Hogue, *Introduction to Academic Writing*,(USA: Pearson Longman,2007), p. 16.

d. Revising and editing

In this step writer attacks the big issues of content and organization and then works on the smaller issues of grammar, punctuation and mechanics.

e. Write final copy

This step is a final product of written, after writer done revising and editing, so his written has finished and can be published.

There are purpose of writing phases, they are:

a. The purpose of prewriting:

- 1) Generating and gathering ideas for writing.
- 2) Preparing for writing.
- 3) Identifying purpose and audience for writing.
- 4) Identifying main ideas and supporting detail.

b. The purpose of drafting:

- 1) Getting ideas down on paper quickly.
- 2) Getting a first draft that can be evaluated purpose and audience for paper.

c. The purpose of revising:

- 1) Reordering arguments or reviewing scenes in a recount.
- 2) Reordering supporting information.
- 3) Reviewing or changing sentences.

d. The purpose of editing is correcting spelling, grammar, punctuation.

e. The purpose of publishing is sharing writing with one another, with

students, or with parents, showing that writing is valued, creating a classroom library, motivating writing.⁷

From the explanation above, the researcher concludes that there are many purposes of writing and also gives information to reader about what is the purpose of writing it.

3. Purpose of Writing

Michael and Lorraine, there are at least three purposes in writing. They are informative, expressive writing, expressive recount writing and persuasive writing.⁹ Whereas Henry Guntur stated there are seventh purposes of writing, they are Assignment purpose, Altruistic purpose, Persuasive purpose, Self expressive, Creative purpose, Problem Solving purpose.¹⁰ Based on a statement above, the researcher had been explained one by one from the purpose of writing:

a. Informative Writing

Informational purpose means the writers' purpose is giving the information or explanation to the readers. It is supported by Michael & Lorraine stated that "informative writing is used to writing also known as expository. Informative writing used to share knowledge and give information, directions or ideas. The examples of informative writing include describing events or experiences, analyzing concept, speculating on causes and effects, developing new

⁹J. Michael O, Malley & Lorraine Valdez, *Authentic Assessment for English Language Learners*, (Addison-Wesley Publishing Company, Inc, 1996), 137.

¹⁰Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung : Angkasa, 1986), 24-25

ideas or relationship. Informative writing helps a writer to integrate new ideas and examine existing knowledge.

b. Expressive / Recount Writing

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

c. Persuasive writing

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

d. Assignment purpose

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

e. Altruistic purpose

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

f. Self – Expressive purpose

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

g. Creative purpose

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

h. Problem solving purpose

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

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

- a. To make the readers happy or entertain.
- b. To give information and knowledge to the readers.
- c. To make sure the readers about the truth of idea.

- d. To introduce or define author to the readers.

4. Characteristic of Writing

When the writer start to write something, the writer have to know the elements of writing that very important to make the result is good. There are three characteristic in writing a good text or paragraph, they are coherence, cohesion, and unity”.¹¹ The characteristics are as follows:

a. Coherence

Coherence in writing means the sentence must hold together; the movement from one sentence to the next must be logical and smooth.”¹² 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.¹³ In conclusion, the writing can called coherence if the sentences are hold together, related each other, and must be logical from one sentence to others.

b. Cohesion

The next characteristic of writing is cohesion. 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. The methods of connecting

¹¹Yuli Astuti, Ari Wibowo, and Nursalim, “The Effectiveness of Picture Sequence Towards Students” Ability in Using Conjunction at the Eight Grade of MTs Negeri Model Kota Sorong in the Academic Year 2016/2017,” *Jurnal Interaction* 5, no. 2 (2018): p.53, <https://scholar.google.co.id>.

¹²Alice Oshima and Ann Hogue, *Writing Academic English*, Fourth Edi (New York: Pearson Education, 2006), p.21.

¹³Boardman and Frydenberg, *Writing to Communicate*.

sentences to each other are called cohesive devices. Four important cohesive devices are connectors, definite articles, personal pronouns, and demonstrative pronouns”.¹⁴

c. Unity

Another important element of a good writing is unity. This is the final characteristic of well-written text. Unity means that a paragraph discusses one and only one main idea from beginning to end.¹⁵ 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.

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.

5. Component of Writing

In writing process, the students have to know and learn about the component of writing in order that they are able to write better. The students writing can be seen be from the components of writing, is the content based on the instruction or not, or the organization is right or not.

¹⁴Boardman and Frydenberg.

¹⁵Oshima and Hogue, *Writing Academic English*.

There are five component of writing, they are: Content, Organization, Vocabulary, Language use and mechanics.¹⁶

a. Content

Content of writing should be clear for the readers so that the readers can understand the message conveyed and get information from the text.¹⁷ In order to have a good content of writing, the content should be well unified and completed. This term is usually known as unity and completeness which become the characteristics of the good writing. The writers have an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.

b. Organization

In organization, the writing concerns with the ways the writer to arrange and organize the ideas or the messages in the writing. Organizing the material in writing involves coherence, order of importance, and general to specific, specific to general, chronological order that happened from the beginning to the end.¹⁸ The writers have fluent expression following the ideas. Clearly stated or supported well relationship between paragraphs, logical and sequencing.

¹⁶ Sarah Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge university Press, 2002), p.115

¹⁷ Sarah Cushing Weigle

¹⁸ Sarah Cushing Weigle

c. Vocabulary

The writers have a lot of words and idioms to convey intended information, attitudes, and feelings. They can also use the appropriate words including prefix, suffix, and idiom. The effective use of words will always result good writing both specific and technical writing, the dictionary is very considerable vocabulary is one in writing.¹⁹ To express ideas writer should deal with vocabulary. The lack of vocabulary makes it difficult to express ideas.

d. Language use

The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions. Language use in writing description and other form of writing involves correct language and point of grammar.²⁰ An adequate grammar should be one that is capable of producing grammar. We should not able to do anything more than utter separate items of language function and also grammar can help the students to improve the use of formal language.

e. Mechanics

There are at least two parts of mechanic in writing, namely punctuation and capitalization. Punctuation is important as the way to clarify meaning in English writing capital letters have to

¹⁹ Sarah Cushing Weigle

²⁰ Sarah Cushing Weigle

participles.²¹ First they are used to distinguish between particular and proper things. Second, it is used as first word in quotations, a formal statement and proper adjective. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

The indicators of writing as follows:

Table 1
Indicator of Writing²²

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

²¹ Sarah Cushing Weigle

²² Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Second Edition. P.128

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

6. Kinds of writing

Writing is the expression of the main of writers, and most of writers writer when they have some inner feelings related to their own self, their sorrounding, the political and the economical situasion of the state or the facts related to their profession while various genres of

writing text abound, writing performances is by comparison , limited. Consider the following five major categories of classroom writing performances.

a. Imitative or Writing Down

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

b. Intensive or Controlled

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

c. Self Writing

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

d. Display Writing

For all language students, short answer exercises, essay examinations and even research reports will involve an element of display. For academically bound ESL students, one of academic

skills that they need to master is a whole array of display writing technique.

e. Real Writing

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

The researcher concluded that a part of us have read about many influences on writing instruction and been introduced to general techniques for writing and evaluating students writing.

7. Kinds of Text in Writing

There are many kinds of writing texts, they are descriptive text, recount text, analytical text, recount text, and the other.

a. Descriptive

Description is a written English text which the writer describes an object. In this text, the object can be person, animal, tree house, or camping. Description is describe someone, something, place and thing . Its function to describe a particular person, place or thing.²³ There are two generic structures of description text, they are identification and description.

²³Pardiyono, *pasti bisa! Teaching Genre Based Writing*, (Yogyakarta: Penerbit Andi, 2007), 125.

b. Recount

Recount is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.

c. Analytical Exposition

Analytical exposition text is a text that elaborates the writer's idea about phenomenon surrounding. To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

d. Recount Text

Recount text is storytelling about something that often do, life, stories that told from thoughts, history or anything else.

In this research, the researcher focuses to recount text. Recount text is a text which retells event or experience in the past. It means the writer retell the experience or unforgettable moment in the past.

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study. There are some criteria of writing assessment.

a. Grammar

Based on Michael and O'dell, grammar is the part of the study of language which deals with forms and structure of words with their customary arrangement in phrase, sentence, and often

with language sounds and word meanings. ²⁴It means grammar is necessary for students to master this writing skill.

b. Vocabulary

Vocabulary in Victoria Neufelt is defined as an interrelated group of non-verbal system, symbols, sign, gesture, ect.

c. Mechanics

This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions, left and right margins, all need capitals, paragraph intended, punctuation and spelling.²⁵

d. Fluency and Form

In influency of writing must be consistence between choice of structure with vocabulary and also both of them must be appopriate. Then form is of the main assesment in writing ability writing task. So, fuency is the ability to read a text accurately, quickly and with expression.

B. Recount Text

1. Definition Recount text

Recount text is a text that telling the reader about one story, action or activity. Recounts are generally imaginative but can be based on real events. Recounts can be of variety of forms, such as short stories,

²⁴Michael McCarthy and Felicity, O'Dell, *English Vocabulary In Use: Upper intermediate & Advanced*(Cambridge: Univercity Press, 1994), 2.

²⁵H. Douglas Brown, *Language Assesment: Principles And Classroom Practice* (New York: Pearson Education, 2004), 244-245.

myths, poems and fairytales.

Recount text is a kind of writing that tells a story. It is written to entertain and engage readers in an imaginative experience. For that purposes, this writing allows students to express themselves in a creative ways.²⁷ Recount writing has some elements which build the story of a Recount : introduction, plot, characters, setting, climax and conclusion.

Recount text is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The Recount is not the story itself but rather the telling of the story, which is why it is often used in phrases such as written recount, oral Recount .²⁸

Recount text is actually very easy to understand. Word “Recount” means, “retell. Recount text is retell story or experience Then, the meaning of recount, that is “a text that telling the reader about one story, action or activity.

Recount text is a piece of text that retell past event, usually in the order in which they happened . To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments. Recount text is a text which list and describe past experience by retelling events in order in which they happened in the chronological order.

Recount text has several type of text that can be used for you to write. According to Sitorus and Sipayung various type of recount text can be seen from two aspects. First, in the personal recount. It is a recount text that serves to tell about the author's personal experience. The second can be seen in the factual recount. It is a recount text that serves to present reports of events that actually happened, such as science experiment reports or police reports.

The purpose of a recount text is to give the audience a description of what happened and when it happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience. In a simple word the purpose of recount text is to retell past experience. The language features of a recount text include that the language is written in the simple past tense, and the frequent use is made of connectives that link events in time, such as next, then, before, after.

2. Generic Structure of Recount text

In mastering recount text the students have to know generic structure of recount text. The step or generic structure recount text:

a. Orientation

Introducing the participants, place and time. In this part, the students introduces who are the participants of story, where the place and when that happened.

b. Events

Describing series of event that happened in the past. The writer retells series of event that happened in the past. The student tells about what the activities that they have done and the chronological of the events. The student explains what they felt when doing activity.

c. Reorientation

It is optional and it is a closure of events. The student tells about the end or conclusion of the activities that have done.

3. Language Features

The language feature of recount text follows :

a. Introducing personal participant or specific participant

Personal participant of the story shows who the actor of the story. To show the person writer uses I, she, he, person, name, my, etc.

b. Using chronological connection

Recount text is a text that retells about an event in the past chronologically. In retelling what the event that happened, the student uses chronological connection examples, then, first, second, etc. Its purpose is to make the reader understand about the chronological of the event.

c. Using linking verb

The students arrange recount text, the students need to use a linking verb. Using linking verb is to show that the participant was excited in doing something example was, were, saw, etc.

d. Using action verb

Recount text is studentss' activity to retell about events that there were some activities that the participant done, the writer using action verb in arrange recount, example looked, went, changed, etc.

e. Using simple past tense

The recount text is a text retell about what happened in the past, o in arranging a recount text, the writer should be using past tense

4. The Social Function of Recount text

According to Anderson the social function or the social purpose of recount text is to give the audience a description of what occurred and when it occurred. Recount text may be given in spoken or written form. There are many example of recount text

5. The example of Recount Text

Last week was the first day I was late to school. I had never came late to school before. Before sleeping, I set my alarm to 05.00. But then, I woke up at 08.00 because the alarm didn't ring.

After I woke up, I realized that my alarm was broken. I panicked and rushed to bathroom and changed to my school uniform. I grab my

bike and rode it with full speed to school. When I arrived, I was punished for being late.

The next day, I bought a new alarm to prevent me from doing the same mistake.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research was in IAIN Padangsidempuan campus. it located at T. Rizal Nurdin street Km. 4,5 Sihitang, Padangsidempuan Tenggara, Kota Padangsidempuan. Time of this research was on 15 April 2022.

B. Research Approach

This chapter discussed about research approach of the study. Research is a process of formulating question, problems, or hypotheses, collecting data or evidence relevant to these question/problems/hypotheses and analyzing or interpreting these data. There are two types of research, qualitative and quantitative research. In this research, research use descriptive qualitative research method. Qualitative research present and analyzes the data in words.

Qualitative research aims to address question concerned with developing an understanding of the meaning and experience dimensions of human lives and social worlds. The aim of qualitative research also to gather an in-depth understanding of human behavior and the reasons that govern such behavior. In this research, researcher will describe to what the sixth grade of English department apply generic structure, language features and social function of recount text in their write

C. The Population and Sample

1. Population

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

Table 2
Population of Research

No	Class	Number of Students
1	TBI-1	35 Students
2	TBI-2	20 Students
Total		55 Students

2. Sample

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

The sample of this research was TBI-2 class students at four semester in TBI at IAIN Padangsidempuan students Where, this class consisted of 20 students.

D. Instrument of The Research

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

1. Introduction

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

2. Instruction

The instruction in doing this test are:

- a. Write down recount text with theme "Holiday"!

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

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

3. Time Allocation

The time for doing the test are 60 minutes

E. Validity of The Test

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

F. Source of the data

The source of the data in this was the students' work on working recount text. From the students' work, researcher will focus on the three aspects. There are generic structure, language features and social function of the text. Based on the students' texts, researcher analyzed the three aspect of a genre. They are generic structure, language features and social function of the text. Then, the researcher use writing test as the instrument.

The test was one instruction that asked the student to write a recount text based on their past experience. They had to make it in at least 100 until 150 words in about 90 minutes. In this case, guided writing 19 was used. It involves a teacher working with a group of learner on a writing task. The aims of the task are based on what they have previously been learning about the writing process. It aims to support learners in this psychologically and cognitively difficult activity.

G. Technique of Data Collection

To get the data of this research, researcher used a writing test as the instrument of the study. The test was an insruction to create recount text based on their past experience. Before it is used to test the students“,it is important to check its validity. Since the text used to measure the students“ ability in writing recount text, the validity was proved by face validity.

Face validity is about whether a test appears to measure what it is supposed to measure. This type of validity is concerned with wheter a measure seems relevant and appropriate for what it is assessing on the surface.Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examines who take it, the administrative personel which decide on itd use, and other psychonometrically unsophisticated observers. Brown adds some requirements for the test item in order to able to have high face validity.

First , the test item should be well constructed and expected format with familiar tasks. Second, the test item is clearly double within the allotment time limit. Third, the test item is clearly and uncomplicated with very clear intructions. Moreover, the task relate to the students“ cause work.

The last ,there should be a difficulty level that presents a reasonable challenge.Based on the criteria above, the test which researcher used as the instrument was considered valid on the basis of face validity. Its goal was to measure the students“ ability in writing recount text. To whom the test given

clearly defined, there was very clear instruction and certain allotment time limit. It was well constructed and expected format with familiar task that relates to the students' course work in class.

The material of the test had ever been learned by the students before. Finally, the students were challenged to create a text based on their past experience which is in their difficulty level. In conclusion, the face validity of the test item was achieved. Moreover, to analyze the data and to measure how the students ability in writing recount text are, the rubric of analytical scale for rating composition task, stated by Brown was used.

The rubric consist of five basic aspects. They are organization which related to the generic structure of a text, content which deals with logical development of ideas, grammar, mechanic and style which represent the language features of a text. The rubric of Brown's analytical scale for rating composition task can be seen in appendix 2 in collecting the data researcher the teacher's help to deliver the instruments to the students.

Then, the students were asked to write a recount text based on the instruments' instructions. In the middle of the test, researcher reminded the students to always remember the three aspects of recount text, and when the times was over researcher asked the students to submit their work. Next, the texts were further analyzed

Technique of collecting data in this research as a procedure how the tests was given to the students as sample in this research. There were some

steps in collecting the data. Technique of collecting data that used by the researcher in this research were:

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

H. Technique of Data Analysis

The analytical scale to rate composition task by Brown was used to measure the students' recount texts. The score of the text above based on Brown's analytical scale was presented in the table below:

Indicators	Score	Categorize
Content -topic -details	4	The topic is complete and clear and the details relating to the topic.
	3	The topic is complete and clear but the details are not relating to the topic.
	2	The topic is clear, but not really complete the details out of the topic.
	1	The topic is not clear and the details are not relating to the topic.

Indicators	Score	Categorize
Organization -orientation -event -reorientation	4	Identification is almost complete and descriptions are arranged with almost proper connectives.
	3	Identification is almost complete and clear but the descriptions are arranged with almost proper connectives.
	2	Identification is not complete and descriptions are arranged with few misuses of connectives.
	1	Identification is not complete and descriptions are arranged with few misuses of connectives.
Grammar -Use past tense	4	Very few grammatical or adjective inaccuracies.
	3	Few grammatical or adjective inaccuracies but not effect on meaning.
	2	Numerous grammatical or adjective inaccuracies.
	1	Frequent grammatical or adjective inaccuracies.
Vocabulary	4	Effective choice of words and forms.

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

The analysis then focuses on three aspects as follows:

1. Generic Structure Analysis
2. Language Features Analysis
3. Social Function Analysis

Table of the students' level

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

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

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

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

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

Table 3
Rubric Score of Writing Test²⁶

Indicators	Score	Categorize	Weighting
Content -topic -details	4	The topic is complete and clear and the details relating to the topic.	
	3	The topic is complete and clear but the details are not relating to the topic.	

²⁶ Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Second Edition. P.128

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

Indicators	Score	Categorize	Weighting
		complete and descriptions are arranged with few misuses of connectives.	
Grammar -Use past tense	4	Very few grammatical or adjective inaccuracies.	X5
	3	Few grammatical or adjective inaccuracies but not effect on meaning.	
	2	Numerous grammatical or adjective inaccuracies.	
	1	Frequent grammatical or adjective inaccuracies.	
Vocabulary	4	Effective choice of words and forms.	X5
	3	Few misuses of vocabularies, word forms but not change the meaning.	
	2	Limited range confusing	

Indicators	Score	Categorize	Weighting
		words and words forms.	
	1	Very poor knowledge of words, words forms and not understandable.	
Mechanics	4	It uses correct spelling, punctuation and capitalization.	X5
-Spelling			
-Punctuation			
-Capitalization	3	It has occasional errors of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors of spelling, punctuation and capitalization.	

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

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

Explanation:

M : Mean Score (Average)

$\sum x$: Total of the Result

n : Sum of Respondent.²⁷

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 4
Interpretation of Mean Score

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

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

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

²⁷ Anas Sudjiono, *Pengantar Statisti Pendidikan*, (Jakarta Grafindo Persada, 2011), p.81

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into three subchapters. The first subchapter gives general description. It is then followed by the second subchapter that data description. The last subchapter describes students' ability in creating recount text. After conducting research at sixth grade English department in IAIN Padangsidempuan through the students of TBI 3 class a write test. Researcher got fifteen students writing in the type of the recount texts. The text told about past experience. Then ,data were score using Brown's rubric for rate composition task.

A. Data Description

1. Findings of Students Ability in Writing Recount Text

This research was done on fifteen of April 2022 in writing subject. The research employed in TBI-2 class. The sample in this research was 20 students. The instrument of the research was writing test. The test was used to collect the data. The test that employed was writing test about recount text with theme "The Legend of Lake Toba, Sangkuriang and Timun Mas". The student did the test in 60 minutes, after the time finished, the researcher collected the test.

The test that have been collected was corected by researcher to get the data about students ability in writing recount text following the indicators of writing to be the references to corrected the students' paper and interpret the data findings on table of students' result in writing test about recount text. The result of students writing score shown in the table below!

Table 2
The Students' Score in Writing Recount Text

No	Initial of Students	Class	Score of Student
1	WAS	TBI-2	60
2	MRP	TBI-2	60
3	TSS	TBI-2	55
4	NAH	TBI-2	70
5	RES	TBI-2	75
6	AUR	TBI-2	40
7	TSN	TBI-2	50
8	SFS	TBI-2	50
9	RHN	TBI-2	60
10	SVP	TBI-2	60
11	NPS	TBI-2	50
12	RSD	TBI-2	45
13	RMS	TBI-2	60
14	FAR	TBI-2	50
15	IRN	TBI-2	70
16	MRS	TBI-2	60
17	WDD	TBI-2	75
18	SDR	TBI-2	70
19	SWN	TBI-2	60
20	DFR	TBI-2	75

Total Score	1712
Mean Score	63,60

Table 4 shown that total score from 20 students was 1712, with mean score was 63,60. The highest score was 75 and the lowest score was 40.

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

Table 4
Statistic count of students writing score in writing recount text

Descriptive	Statistics
Total score	1712
Highest score	75
Lowest score	40
Mean	63.60
Median	64
Modus	64
Range	35
Interval	7
Variants	90
Standard deviation	9.47

From the table 4, it was known that the calculating score for variable in writing recount text had been searched from 20 students. Based on 20 students have been researched 75 was the highest score, 40 was the lowest score, sum or all the score of students was 1712, class classify was 6, class interval was 6, mean score was 63,60 mode score was 79,5, median score was 75,75 and range was 35.

Based on calculated mean score was 63,60 so, students ability in writing recount text categorized into enough. It can be known by the table interpretation mean score in chapter III. Then, to know the description about classification or the criteria of mean score the ability of the fourth semester of English Education Department at IAIN Padangsidempuan Ability In writing recount text, look the following table:

Table 5
The Frequency of Students Score in Distribution of the Students
Score in writing recount text

Interval Class	Mid Point	Frequency	Percentages
40-46	43	1	5%
47-53	50	2	10%
54-60	57	3	15%
61-67	64	6	30%
68-74	71	5	25%
75-81	78	3	15%

i=7		20	100%
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Based on the table 7, it can be drawn at histogram as below:

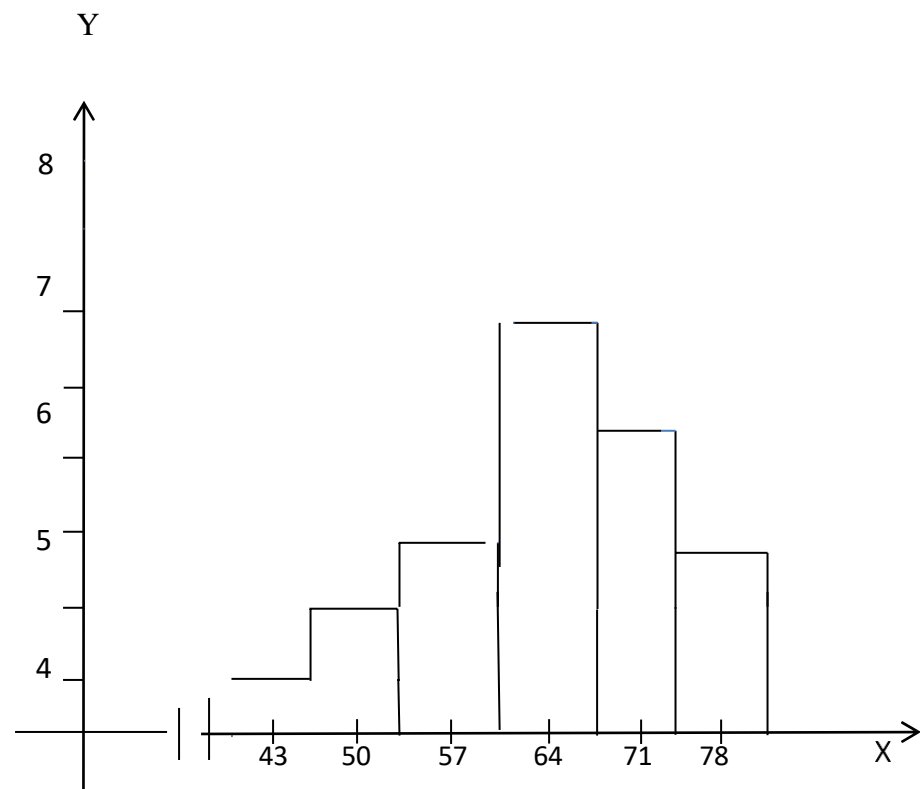


Figure 1: Histogram of The Fourth Semester of English Education Department at IAIN Padangsidempuan ability In Writing Recount Text

Based on the table 7, it was known that the variable relevance of students' ability in writing recount text shown that the respondent in 40-46 were 1 students (5%), interval 47-53 were 2 students (10%), interval 54-60 were 3 students (15%) , interval 61-67 were 6 students (30%), interval 68-74 were 5 students (25%), interval 75-81 were 3 students (15%). So, the interval in this research shown the count of result from the sample or participant in percentage form.

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

Table 5
Percentage of Students' Frequency Score in Writing Recount Text

Score	Level	Number of Students
80-100	Very good	-
70-79	Good	7
60-69	Enough	5
40-59	Poor	8
Total		20

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

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 20 students from TBI 2 at sixth semester students of English Department IAIN Padangsidimpuan.

Table 6

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, conclusion	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 writing test and interview to 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 conclusion

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 have found and it need to solved, one of them was by lecturers efforts to overcome the problem. The difficulties found were students problem in 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's effort were:

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".²⁸

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.

²⁸ RFL, The English Lecturer at IAIN Padangsidimpuan, *Research Audio Interview*, on Thursday, April 7th 2022, at 10.50.

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 is also asking the students to be more consider about unfamiliar vocabulary by writing, memorizing and practicing periodically.*²⁹

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.*³⁰

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:

²⁹ RFL, The English Lecturer at IAIN Padangsidimpuan

³⁰ RFL, The English Lecturer at IAIN Padangsidimpuan

- 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.
- c. 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.

B. Discussion

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

organization in the category were good to average and aspect vocabulary, grammar, mechanics were category fair to poor.³¹

Second, Taufik Nurhidayat in his thesis found that from the data analysis, the researcher found the result of the data analysis show that they have a good level of organization aspect. Most of all the students' recount writings have correct generic structure of a recount text. In the area of language features, they have done their task to achieve adequate level and they succeeded in achieving the social purpose of recount text. In details, from thirty students who take part in this research, there are three students who are in the excellent level, eighteen students in a good level and nine students who in an adequate level based on Brown's analytical scale for rating composition tasks.³²

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

³¹ Ratih Suryani, *An Analysis of Students' Ability in Writing Recount Text*, (Tegal: Universitas Tegal, 2020).

³² 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)

moderate (18 students). In specific, there were 19 students had moderate ability in writing generic structure of recount text, 17 students had moderate ability in applying language feature of recount text, 22 students had moderate ability in using appropriate vocabulary, and 19 students had moderate ability in applying mechanics.³³

Fourth, Angga Framana found in his thesis after interviewing the students who have low score, the writer conclude that the result of the research shows that the teacher did not have any particular strategy students are lazy to write and did not understand with writing recount text. Hence students have low ability in writing recount. Based on the interview with the teacher and students it shows they are lack of facility to support the process of teaching English especially for recount text. In conclusion there are some problems that need to overcome in order the teaching of recount text is effective.³⁴

Fifth, Intan Satriani.³⁵ 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

³³ Anwar, An Analysis the students' ability in writing recount text, 2011.

³⁴ 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)

³⁵ Intan Satriani. *Contextual Teaching and Learning Approach to Teaching Writing*. Thesis. Makassar: UI. 2012.

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.³⁶

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

³⁶ Diana Lisa Za'in, *An Investigation of Studets' Problem in Writing Recount Text at the flrst Semester of the Eight Grade of SMP N 4 Bandar Lampung in the Academic Year of 2016/2017*, (Lampung: Universitas Raden Intan Lampung, 2017).

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' writing Recount text ability at 6 Grade English Department IAIN Padangsidempuan recount text was 1.272. The mean score of experimental class was 63.60.
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 more 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.

In the area of language features, the students do their tasks to achieve good level. Some grammar problems occasionally appear but they do not influence the communicative purpose of the text too much. Some spelling errors, punctuation problems and mechanics aspects or problems with their writing convention distract the readers. In style and quality of expressions aspect, the students texts show a good attempt of variety in using vocabularies.

B. Suggestion

According the result of the study, the researcher recommends some suggestions to creating recount text. Those suggestions are addressed to English students, and readers. In fact that recount text is close to the students' everyday lives, some students still have some problems in creating recount text. Their English also need some evaluation in the area of grammar, spelling and also punctuation. The students expression and vocabulary usage also need more practice. As a result, the students must practice more in writing recount text for the sake of betterment. Then, they should apply those skills in real life so that they are able to communicate well through writing. 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.

For readers who are interested in this topic

- a. by studying this research paper, they are expected to know more about recount text in order to make their English mastery better;
- b. by studying this paper, they could understand and know about students' ability in writing recount text, especially sixth grade English department of IAIN Padangsidempuan.
- c. the elaboration of this research will enrich literature in foreign language teaching research; especially in writing, so other researcher will use it as literature review to conduct such research to find out some other aspects containing in writing.

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