



**THE ABILITY OF THE XI GRADE STUDENTS
OF MAS NAHDLATUL ULAMA BATANGTORU
IN WRITING RECOUNT TEXT**

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fullfilment of Requirement for
the Graduate Degree of Education (S.Pd.) in English

Written By:

ADE IRMA SURIANI
Reg. No.18 203 00007

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



**THE ABILITY OF THE XI GRADE STUDENTS
OF MAS NAHDLATUL ULAMA BATANGTORU
IN WRITING RECOUNT TEXT**

A THESIS

Submitted to the State Islamic University Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fullfilment of Requirement for
the Graduate Degree of Education (S.Pd.) in English

Written By:

ADE IRMA SURIANI
Reg. No.18 203 00007

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023



**THE ABILITY OF THE XI GRADE STUDENTS
OF MAS NAHDLATUL ULAMA BATANGTORU
IN WRITING RECOUNT TEXT**

A THESIS

Submitted to the State Institute for Islamic University Syekh Ali
Hasan Ahmad Addary Padangsidempuan as a Partial Fullfilment of the
Requirement for the Graduate Degree of Education (S.P.d) in English

Written By

ADE IRMA SURIANI

Reg. No. 18 203 00007

ENGLISH EDUCATIONAL DEPARTMENT

Advisor I

Ravendriani Fahmei Lubis, M.Ag.
NIP. 19710510 200003 2001

Advisor II

Yusni Sinaga M.Hum
NIP. 19700715 200501 2 010



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2023

LETTER AGREEMENT

Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidimpuan, 06 January 2023

a.n. **Ade Irma Suriani**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu `alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ade Irma Suriani**, entitled "**The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batang Toru in Writing Recount Text**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) 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 in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan. Thank you.

Wassalamu `alaikumwarohmatullah wabarakatuh

Advisor I



Ravendriani Fahmei Lubis, M.Ag

NIP. 19710510 200003 2001

Advisor II



Yusni Sinaga, M.Hum

NIP. 19700715 200501 2010

DECLARATION LETTER OF SELF THESIS COMPLETION

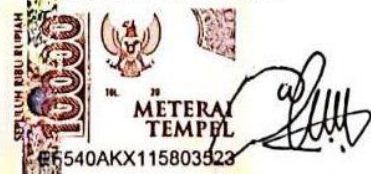
The name who signed here:

Name : ADE IRMA SURIANI
Reg. Number : 18 203 00007
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The title of the Thesis : **The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text**

I hereby declare that I have arranged and written the Thesis by myself, 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 State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, 06 January 2023
Declaration Maker



ADE IRMA SURIANI
Reg. Number 18 203 00007

APPROVAL AGREEMENT FOR PUBLICATION

As Academic Civity of the State University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name : **ADE IRMA SURIANI**
Registration Number : 18 203 00007
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan. Non Exclusive Royalty Right on my thesis with the title: **The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text** with all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on above statement all, this statement is made truthfully to be used properly.

Padangsidimpuan, 06 January 2023
The Signed



ADE IRMA SURIANI


EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : ADE IRMA SURIANI
Registration Number : 18 203 00007
Faculty/Department : Tarbiyah and Teacher Training Faculty
The Tittle of Thesis : **THE ABILITY OF THE XI GRADE STUDENTS
OF MAS NAHDLATUL ULAMA BATANG
TORU IN WRITING RECOUNT TEXT**

Chief,



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

Secretary,



Yusni Sinaga, S.Pd., M.Hum
NIP. 19700715 200501 2 010

Members,


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


Yusni Sinaga, S.Pd., M.Hum
NIP. 19700715 200501 2 010


Dr. Eka Sustris Harida, M.Pd
NIP. 19750917 200312 2 002


Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : 06th of January 2023
Time : 02.00 PM up to 05:00 PM
Result/Mark : 80 (A)
IPK : 3.45
Predicate : Memuaskan



**RELIGION MINISTRY INDONESIAN REPUBLIC
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jl. T. Rizal Nurdin, Km, 4,5 Sihitang. Telp. (0634) 22080
Sihitang 22733 Padangsidimpuan**

LEGALIZATION

Thesis : **The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text**

Name : **Ade Irma Suriani**

Reg. Num : **18 203 00007**

Faculty/ Department : **Tarbiyah and Teacher Training Faculty/ TBI**

The thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd) in English.

Padangsidimpuan, 06 January 2023

Dean



Dr. Lelya Hilda, M.Si.

NIP. 19720920 200003 2 002

Name : Ade Irma Suriani
Register Number : 18 203 00007
Faculty : Tarbiyah and Teacher Training Faculty
Department : Education English Tbi-3
The Title of the Thesis : The Ability of The XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text

ABSTRACT

This research intended to investigate the ability of the XI grade students of MAS Nahdlatul Ulama Batangtoru in writing recount text. The writing recount text are consist of five sub-indicators which included content, organization, vocabulary, grammar, and mechanics. This research only have one variable.

There are two formulation of the research, they are; How is the ability of the XI grade student of MAS Nahdlatul Ulama Batangtoru and What difficulties that are faced by the XI grade student of MAS Nahdlatul Ulama Batangtoru in writing recount text. The objective of this research are to know the ability of students and to know the difficulties that are faced by students.

This research was quantitative with descriptive approach. The population of the research was all of the XI grade students of MAS Nahdlatul Ulama Batangtoru. There are 136 students at grade eleventh and the researcher only took 34 (20%) students from each class as a sample of this research with technique random sampling.

The result of the research showed that, the mean score of students was 64.26 %. It means the ability of the XI grade students was into good category. Whether, there were some students who got low score in three aspect of writing recount text. They are: vocabulary, grammar, punctuation and capitalization. The percentages of each aspect in writing recount text, vocabulary 12.7%, grammar 13.5%, and punctuation 10%. It was concluded that the students were difficult in writing recount text because lack of vocabulary, they felt difficult in using grammar, and the last they were difficult in using punctuation.

Key Words: *Ability of students, writing recount text*

Name : Ade Irma Suriani
Register Number : 18 203 00007
Faculty : Tarbiyah and Teacher Training Faculty
Department : Education English Tbi-3
The Title of the Thesis : The Ability of The XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas XI MAS Nahdlatul Ulama Batangtoru dalam menulis text recount. Didalam menulis text recount terdapat lima sub-aspect yang meliputi, kontent, organisasi, kosa kata, tata bahasa dan mekanik. Penelitian ini hanya memiliki satu variable.

Ada dua rumusan masalah didalam penelitian ini, yaitu; Bagaimana kemampuan siswa kelas XI MAS Nahdlatul Ulama Batangtoru?, dan kesulitan apa saja yang dihadapi oleh siswa kelas XI MAS Nahdlatul Ulama Batangtoru dalam menulist text recount. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa kelas XI dalam menulis text recount dan untuk mengetahui kesulitan yang dihadapi siswa di dalam menulis text recount.

Penelitian ini menggunakan penelitian kuantitatif dengan pendekatan deskriptif. Populasi penelitian ini adalah seluruh siswa kelas XI MAS Nahdlatul Ulama Batangtoru. Jumlah siswa kelas XI sebanyak 136 siswa dan peneliti hanya mengambil 34 (25%) siswa dari masing-masing kelas sebagai sample penelitian ini dengan teknik random sampling.

Hasil penelitian ini menunjukkan bahwa nilai rata-rata siswa adalah 64,26%. Dalam hal ini dapat disimpulkan bahwa kemampuan siswa kelas XI termasuk dalam kategori tinggi. Disamping itu, ada beberapa siswa mendapat skor rendah dalam menulis recount text. Presentase masing masing aspek dalam menulis *text recount*, *vocabulary* 12,7%, *grammar* 13,5% , dan *punctuation* 10%. Disimpulkan bahwa siswa kesulitan dalam menulis text recount karena kurangnya kosa kata, mereka sulit dalam menggunakan tata bahasa, dan yang paling terakhir mereka sulit menggunakan tanda baca.

Kata Kunci : *Kemampuan Siswa, Menulis Text Recount*

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator and merciful who has given the researcher health, knowledge, strenght, time, opportunity and through his guidance and blessing, the researcher has completed this thesis entitled “**The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text**”. Then, Sholawat and Salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has brought us from the darkness era into the lightness era.

In finishing this thesis, the researcher get various difficulties. The researcher is pleased to thank the following people who have contributed in various ways for their help and contributions, because of their endless attention, motivation, help, care, love, and supports so that the researcher has completed this thesis. In this opportunity, the researcher would like to express the great thanks and gratitude to those who given the researcher a lot of things that researcher that is able to finalize and publish this research:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag., as my first thesis supervisor and Mrs. Yusni Sinaga, M.Hum., as my second thesis supervisor who have guided and supported the researcher to make a good thesis. Beside that, my thesis supervisor also gave much idea, knowledge, and also suggested the researcher with patience and sincere to complete this thesis as well.
2. The Rector of UIN SYAHADA Padangsidempuan and all the Vices who have given me time to get knowledge and experience.
3. The Dean of Tarbiyah and Teacher training Faculty and all the Vices that have done the best to improve the faculty in creating various activity to increase students' skill.
4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department who always support all of the students in finishing the thesis and always kind, care, and be patient in facing our problems.

5. All the lecturers of UIN SYAHADA Padangsidempuan and all the academic cavities that has given so much knowledge and helped during the researcher studied in this collage.
6. Mr. H. Mukhlisuddin Harahap, S.Pd. as a headmaster of MAS Nahdlatul Ulama Batang Toru, who helped or gave permission for the researcher to do the research in that school.
7. Mrs. Dr. Eka Sustris Harida, M.Pd., Mr. Drs. H. Fitriadi Lubis, M.Pd., Mr. Zainuddin, M.Hum., and Mrs. Sokhira Linda Vinde Rambe, M.Pd., who have given me much knowledge.
8. Mr. Ahmad Mursyidi Daulay, S.Pd. as my validator and all the students at Grade XI as my participant. The researcher would like to say thank you for helping me in in arranged the written text and interview.
9. My lovely parents, my big sister, my brothers, and my little sister, who always support me in every situation and taught me how to be patient in finishing my thesis.
10. My support syistem Mr. Pidiwansyah, S.Pd and especially to both of my dear friends (Asmaul Husna and Masniyari Sihombing) thanks for supporting me in writing my thesis, may Allah blessing all of you.

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

Padangsidempuan, 06 January 2023

Researcher

ADE IRMA SURIANI

Reg. Num. 18 203 00007

TABLE OF CONTENTS

TITLE PAGE	Page
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
APPROVAL AGREEMENT FOR PUBLICATION	
ABSTRACT	i
ABSTRAK.....	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	v
LIST OF TABLES.....	vii

CHAPTER I : INTRODUCTION

A. Background of the Problem.....	1
B. Focus of the Research.....	4
C. Formulation of the Problem.....	4
D. Objectives of the Research	4
E. Defenition of Terminologies	5
F. Significances of the Research.....	6
G. Outline of the Thesis.....	7

CHAPTER II : LITERATURE REVIEW

A. Theoretical Description.....	8
1. Defenition of Writing.....	9
2. Component of Writing	9
3. Process of Writing.....	14
4. Types of Writing	14
5. Defenition of Recount Text.....	16
6. Purpose of Recount Text.....	17
7. Generic Structure of Recount Text	18
8. Language Features of Recount Text	19
9. Kinds of Recount Text	21
10. Example of Recount Text.....	22
B. Review of Related Findings.....	24

CHAPTER III: RESEARCH METHODOLOGY

A. Place and Time of the Research.....	27
B. Kinds of Research	27
C. Population and Sample.....	27
1. Population	27
2. Sample	28
D. Instruments of Research.....	30

E. Validity of Research.....	32
F. Techniques of Collecting Data.....	32
G. Techniques of Data Analysis	33

CHAPTER IV: THE RESULT OF RESARCH

A. Description of Data	36
B. Discussion of the Result.....	47
D. Threats of the Research	50

CHAPTER V: THE CONCLUSIONS AND SUGGESTIONS

A. Conclusions	51
B. Suggestions.....	52

REFERENCES	53
-------------------------	-----------

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table	Page
Table 2.1 Rubric Score of Writing Recount Text	13
Table 3.1 The Population of the Research	31
Table 3.2 The Sample of the Research.....	32
Table 3.3 Indicators of Writing.....	35
Table 3.4 The Classification of Students' Score	38
Table 4.1 The Total Score of Students.....	41
Table 4.2 The Quality Score of Students	43
Table 4.3 The Resume of Variable in Writing Recount Text	44
Table 4.4 The Frequency Distribution	45
Table 4.5 The Classification Quality of Students	46
Table 4.6 The Students' Score in Every Aspect	48

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is the process of building or creating words, phrases, sentences, and paragraphs in order to write well. Writing is an essential skill, especially for students. The pupils are able to develop their ideas and they can communicate or express their own ideas in a written form to the readers. In addition, the students should be mastered in reading, speaking and especially in writing.

There are many materials that have been taught to the students in curriculum, especially in writing. The materials; such as procedure text, descriptive text, explanation text, narrative text, and recount text. By these materials, it can be seen that the students have been learned about recount text. The students learn recount text at grade Tenth first and in the Grade Eleventh is the second time they learn recount text. So, the students at Grade eleventh should be able to write a recount text and to understand the generic structure every text they have learnt.

Writing is not easy but the students at MAS Nahdlatul Ulama Batangtoru have a good enough skill in speech English and they also have a schedule to speak English or Arabic every Monday to Saturday morning. This daily routine has started from the last four years. So, they are familiar with English till now. Based on this phenomenon the researcher is interested to investigate the students' writing, especially to know the ability of the XI

Grade Students of MAS Nahdlatul Ulama Batangtoru in writing recount text.

One of the materials that students studied should really learn is recount text. In another word, the recount text is a text that recounts an event from our past. It means in recount the students would retell about their story that happened in their life such as holiday experiences, activities, accident, and so on. Then, they can look into interesting or memorable experiences they have already had or the experiences of others. In this research, the researcher would give an easy test of writing recount text and it is about personal recount text. So, the students at Grade Eleventh of MAS Nahdlatul Ulama Batangtoru would be easier to write recount text based on their interesting experiences that happened in the past in their life. In fact, most of them still feel that writing recount text is difficult. The following interview demonstrates the challenges students face when writing recount texts.

The researcher interviewed some of The XI Grade Students of MAS Nahdlatul Ulama Batangtoru, one of them was Hikma. Hikma said writing recount text is difficult because she did not know how to transfer the ideas about the object.¹ The second students is Dian, she said she was not master in grammar. Beside that, she felt confused when she wants to write something, because she lacked of grammar.² The last student that researcher

¹ Hikma, "Private Interview on April 18th in MAS Nahdlatul Ulama Batangtoru," 2022.

² Dian, "Private Interview on April 18th in MAS Nahdlatul Ulama Batangtoru," 2022.

interviewed is Sakinah, Sakinah said in writing recount text She was unfamiliar with the general structure and linguistic characteristics of recount text.³ As a result, it may pose a significant challenge to either the instructor or the students and they should solve this problem or find the solution to help students become better writers of recount texts.

Therefore, scholars' capability is still problematic and jotting is not satisfying yet in some of seminaries especially at eleventh grade students of MAS Nahdlatul Ulama Batangtoru grounded on the canvased from English school teacher in MAS Nahdlatul Ulama Batangtoru. Ahmad Mursyidi Daulay said that there are some problems possesses by schoolar in writing capability this happen because they faced with some difficulties. The difficulties are classified in three categories such as: students are difficult to organize and develop ideas into a good paragraph, they are less in vocabulary mastery and they are less in structure and grammar mastery.⁴

The researcher uncovers numerous issues that students face when writing recount texts in this study. So, the researcher would investigate some problems such as; The First is about the ability of the XI Grade Students in Writing Recount Text of MAS Nahdlatul Ulama Batangtoru. The second is the researcher would investigate about the difficulties that are faced by students at MAS Nahdlatul Ulama Batangtoru.

³ Sakinah, "Private Interview on April 18th in MAS Nahdlatul Ulama Batangtoru," 2022.

⁴ Ahmad Mursyidi Daulay, "Private Interview to Teacher on April 18th in MAS Nahdlatul Ulama Batangtoru," 2022.

Based on the preceding explanation, the researcher wants to talk about **“The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text”**.

B. Focus of the Research

There are many problems that are faced by the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text. The students could not arrange a good paragraph, they lack of vocabulary and less of grammar. So, the researcher only focused about the students’ writing recount text at Grade XI MAS Nahdlatul Ulama Batangtoru.

C. Formulation of the Problem

This study focuses on participant or process analysis in recount text. Therefore, the researcher can formulate the problem based on the aforementioned background:

1. How is the ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in writing recount text?
2. What difficulties that are faced by the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in writing recount text?

D. Objective of the Research

The research's objectives are:

1. To describe the ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in writing recount text.
2. To know the difficulties that are faced by the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in writing recount text.

E. Definition of Terminologies

To avoid misunderstanding assume the name of the research, so the researcher clarified the definition of the terminologies with the title “The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in writing recount text” by following below:

1. Ability

A skill level is called ability. Capacity will be limit or ability to accomplish something phsycal and mental. It means accomplishing something mental or physical.

2. Writing

Writing is a level academic achievement. The purpose of writing in This study examined the ability of the XI Grade students of MAS Nahdlatul Ulama Batangtoru in writing recount text. It means, writing is a way to develope idea and the researcher examined the ability of the students throught writing.

3. Recount Text

Recount text is very important materials that students must be learnt in genre text. Recount text always contain of Orientation, Series of Events and Re-orientation. It concluded, recount text should be have an orientation and series of events but re-orientation is optional.

So, the ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text means the capacity or the paper of the

students MAS Nahdlatul Ulama Batangtoru in giving their ideas in Batangtoru about the series of events that happened in the past.

F. Significances of the Research

The researcher can deduce the following implications of this research from the context of the problem and the aforementioned statement:

1. Teachers

This research can be useful for the teacher because this research contains about the materials that are taught in senior high school. It is also can be a reference or input for the teacher in increasing writing skill.

2. Headmaster

Hopefully, this research also can motivate the headmaster to increase the students writing ability. So, the headmaster would know how is the ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru and the headmaster can motivate the students writing ability through this research.

3. Researchers

Ultimately, the result of the research would be useful for another researchers and it can be a reference for another researchers who interest to investigate the similar subject in the different location.

G. Outline of the Thesis

The researcher organizes the thesis outline into five chapters in this study, with each chapter divided into sub-chapters that provide the following information: The researcher discusses an introduction in the first

chapter. It includes a history of the issue, a definition of the terms, a formulation of the issue, the objectives of the research, its implications, and a thesis outline.

The researcher discusses the theoretical description in chapter 2. It includes a description of students' abilities, writing a text recount, and a look back at related findings.

The researcher discusses the research methodology in chapter 3. It comprises of the spot and season of the exploration, sorts of the examination, populace and test, instrument of the examination, strategies of information assortment, and procedures of information investigation.

In section four, the analyst would examine about the after effect of the examination. It consists of the data's description and the research's threats.

The researcher would talk about the research's conclusion and provide a research-related recommendation in the final chapter.

CHAPTER II

THEORETICAL DESCRIPTION

A. Writing Recount Text

1. Definition of Writing

The researcher found some definitions of writing. Writing is an activity to express ideas and thoughts that contains message for the readers. It is one way to communicate something between the writers and the readers. In another word, Writing is the best way to share information through written.

Writing is a writer's skill to convey ideas to the readers. According to Sanggam Siahaan, The language produced in writing is called writing. it is a writer's ability to convey information to a single reader or group of readers.⁵ It is a way to share information in other information, readers can get the purpose of the information.

Based on Lubis, writing is an activity of production and expression it is the creation of words and sentences that express the meaning of an idea, therefore writing is the act of transferring ideas through ideas, Word and sentences, ideas would change scientifically.⁶ This article can be read by everyone as a product of many meaningful ideas. This means that anyone can come up with or express an idea in this way.

⁵ Sanggam Siahaan, *The English Paragraph*, First Edit (Yogyakarta: Graha Ilmu, 2008), p. 2.

⁶ Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 2, no. 1 (2014), p. 61, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115>.

Furthermore, according to Cole and Feng Writing is a fundamental component of language.⁷ When a child writes, thought and knowledge are mixed, creating a single meaning. Students find writing to be more difficult than listening and reading. However, the students' can illustrate desire by writing. in writing, people learn the way to communicate with the other people when the people are not around.

From the explanations above, the researcher concludes that writing is a process to communicate between the writer and readers that has sense and useful for life. It is important to note that writing is a process and product. Beside that, to make a good writing the students should know about the elements of writing, and it would explain below:

2. Component of Writing

In the process of writing, students must know and learn about them part of writing so they can write better or students writing can be viewed from the writing component. Wheter the content is based on the instuctions or wether the organization is correct.

There are five components of writing, they are; content, grammar, vocabulary, language use, and mechanics.⁸

⁷ Cole & Feng, "Effectives Strategies for Improving Writing Skill of Elementary English Language Learners, (Chinese American Educational Research and Development Assocation Annual Conference), p. 1. Retrieved from <https://files.eric.ed.gov/fulltext/ED556123.Pdf>

⁸ Sarah Cushing Weigle, *Assesing Writing*, (Cambridge: Cambridge University Press, 2002), p. 115.

a. Content

The content of the letter should be clear to the reader so that the reader can understand the message conveyed and obtain information from the text.⁹ To write a good essay, it must be well organized and complete. This concept commonly known as uniformity and completeness and is the hallmark of good writing. Writers have the ability to think creatively to develop their ideas. The content of the letter should be knowledgeable and substantive, relevant to the assigned topic through the writing of the thesis.

b. Organization

In an organization, writing deals with the writer's way of doing things organize the ideas and messages in the text by side. The organization of written material includes consistency, order importance, general to specific, specific to general. Chronological as it happened from start to finish.¹⁰ Authors who stick to their ideas with fluent expressions. Clearly specified or well-supported relationships between paragraphs, logical and sequencing.

c. Vocabulary

The writers have quite a few phrases and idioms to carry supposed information, attitudes, and feelings. They also can use the suitable

⁹ Sarah Cushing Weigle

¹⁰ Sarah Cushing Weigle

phrases together with prefix, suffix, and idiom. The powerful use of phrases would constantly end result top writing each precise and technical writing, the dictionary could be very full-size vocabulary is one in writing.¹¹ To specific thoughts author need to address vocabulary. The loss of vocabulary makes it hard to specific thoughts.

d. Language Use/Grammar

The students can apply basic matching between sentences. Tenses, word order, articles, pronouns, prepositions. Language written descriptions and other forms of written use imply accuracy language and grammar.¹² Proper grammar is anything that can create a grammar. We should not be able to do this anything other than a completely separate element of language functionality grammar also helps students improve their formal use language.

e. Mechanics

Writing mechanics has at least two parts: punctuation and capitalization. Punctuation is important, because needs to clarify the meaning of English participle capitalization. First, it is used to distinguish between the specific and the real. Second, it is used as the first word in quotation marks, formal statements, and proper

¹¹ Sarah Cushing Weigle

¹² Sarah Cushing Weigle

adjectives. The students can write with proper spelling, punctuation, capitalization and paragraphing.

Based on Brown, there are some criterias to describe the ability of students in writing by the following ways:¹³

Table 2.1
Rubric Score of Writing Recount Text

No	Aspect	Description	Score	
1.	Content	The topic is complete and clear and the details relating to the topic.	4	X5
		The topic is complete and clear but the details are not relating to the topic.	3	
		The topic is clear, but not really complete the details out of the topic.	2	
		The topic is not clear and the details are not relating to the topic	1	
2.	Organization (orientation, event, reorientation)	Identification is almost complete and descriptions are arranged with almost proper connectives.	4	X5
		Identification is almost complete and clear but the descriptions are not arranged with almost proper connectives.	3	
		Identification is not complete and description are arranged with few missuses of connectives .	2	
		Identification is not complete and description	1	

¹³ Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Second Edition. P. 128.

		are arranged with few missusesof connectives		
3.	Vocabulary	Effective choice of words and forms.	4	X5
		Few missuses of vocabulares, word forms but not change the meaning.	3	
		Limited range confusing words and words forms.	2	
		Very poor knowledge of words, words form and not understand able.	1	
4.	Language use/Grammar - Use past tense	Very few grammatical or adjective inaccuracies.	4	X5
		Few grammatical or adjective inaccuracies but not effect on meaning.	3	
		Numerous grammatical or adjective inaccuracies.	2	
		Frequent grammatical or adjective inaccuracies.	1	
5.	Mechanics	It uses correct spelling, punctuation and capitalization.	4	X5
		It has occasional errors of spelling, punctuation, and capitalization.	3	
		It has frequent errors of spelling, punctuation and capitalization.	2	
		It is dominated by errors of spelling, punctuation and capitaization.	1	

3. The Process of Writing

Process of writing is a process of doing activity in creating the text with measures. So that the writing is good and satisfying. The writing should follow the phrases from the first until the last phrase.

According to Alice Oshima and Ann Hogue there are 4 steps in writing process, they are:

- a) Creating (Prewriting) is a way to get an ideas or point about the topic. The students' select the topic and generate the ideas while the prewriting phase.
- b) Planning (Outlining) is a way to develop the content to be specific details and to state the main idea being clearly.
- c) Writing is the process of writing the rough draft to make it stronger. Writing is not about error language but it is about content of writing and organization of ideas so that it is clear or not to the readers.
- d) The last is polishing (Revising), polishing is the core activities of writing process. In revising, the writer should make their writing clear for what they have written.¹⁴

So, there are a lot of stages in writing process that students must know. To make the students easy to develop ideas or information they can write a text more tidy by following the stages. Beside that, the most important in writing is knowing the kinds of writing and the explanation has illustrated below:

4. Types of Writing

In writing there are many types of text such as: Narrative text, recount text, procedure text, descriptive text, report text, and recount

¹⁴ Alice Oshima and Ann Hogue, *Writing Academic English*, 4th ed (New York: Pearson Education, 2006), p. 267.

text. Here the definition of all of the text. Anderson as cited in Rizki Eko says the types writing text as follows:

- a) Narrative text is a text about tells a story. The aims of this text is to present a view of the world that entertains or informs the reader or listener.
- b) Procedure text is a text about give instruction for doing something. The aims of this text is to explain how to meke something.
- c) Descriptive text is a text that describes living things or non-living things. The aims of this text is to describe to audience, people, animals, or places.
- d) Report text is a text that presents information about a subject. This text usually contains fact about the subject, behaviour and qualities. The aims of this text is to clasify or to present information about subject.
- e) Explanation text is a text that deals with something happened that elaborate about how or why the event or phenomena is happened in saintifict and technical. The aims of this text is to explore how things happened.
- f) Recount text is a text that retells past events, usually in the order in which they happened. The purpose of this text is to give the audience the description of what occured and when it occured.¹⁵ To

¹⁵ Faishal Muhammad, "Kinds of Text in English," Wordpress, April 25, 2022, <https://www.wordpress.com/citing-sources/kinds-of-text-in-english/>.

make it clear about recount text, the researcher take some definitions that relate about recount text and it would be explain below:

5. Definition of Recount Text

In this research, the researcher find some definitions of recount text by experts. According to Hornby AS says that recount is to tell someone about something, especially something that we have experienced.¹⁶ In addition, Anderson stated that recount text is writing about past events and it usually in order which they happened.¹⁷ In brief conclusion, recount text ia a text that retells past event about our life experiences such as, holiday.

According to Saragih, “recount text basically it is written out to make a report about an experience of a series of related event..¹⁸ Beside that, Sanggam Siahaan stated that recount is a type of spoken or written text that deals with past experiences. The purpose of this text is to retells about past events that happened and to inform the readers or to enetertain the listeners. It concluded that recount is relate to our life story and usually about the event in past time.

¹⁶ AS, Hornby, p, 1106.

¹⁷ Mark Anderson & Kathryn Anderson, *Text Types In English*, (Australia: Macmilan Education, 1997), p. 48.

¹⁸ Natanael Saragih, et al., —The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar,|| *IOSR Journal Of Humanities And Social Science*, Vol. XIX, No.1, (February, 2014), 56-64.

Recount text is a type of the text can be simply defined as a text that is create with the function to entertain about past activities.¹⁹ The social function of recount text is to retell event of informing and to reconstruct past event by retelling experiencess in original sequence. Beside that, there are some exampes of recount text such as, recount in personal letters, police report, insurance claims and incidents reports.²⁰ In indonesia educational program the understudies ought to realize this text type since describes are the most staright forward text type as opposed to the next classification. Thus, the understudies additionally need to dominate this subject.²¹

Based on the definition above the researcher concludes that the recount text is a kind of a genre text which is telling about activies or events that happened in the past and the function of this text is to retell about the past experiences. So, the students should be master in this subject.

6. The Purposes of Recount Text

Hylan state that “the purpose of recount text is to reconstruct past experiences by retelling events in original sequence”. that happened in the past and to entertain the readers.²² In other word, the purposes

¹⁹ Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: Andi Press, 2007), p. 63.

²⁰ Syaiful Azhar, “Analysis of Generic Structure of Recount Text The Study of Fourth Semester Students of STAIN Salatiga, in academic year of 2012/2013, p. 24.

²¹ Anderson, Mark and Kathy Anderson. (1997). *Text Types in English I*. South Melbourne: Macmillan Education.

²² Ken Hyland, *Second Language Writing*, (Hongkong: Cambridge University Press, 2003), p. 20.

of the recount text is to tell the past activity and it usually use past tense. This is a way to uncover new knowledge, and to report relationship from different activity that occur in the past.

According to Joko Priyatna “the purpose of recount text is to tell a series or sequence of events and evaluate their significances in some ways.²³ So, the researcher concludes that the purpose of recount text is to retell about the experiences that happen in the past and to entertain the readers.

7. Generic Structure of Recount Text

Generic structure of the text is very important to know by the writer. So, there are three parts of the generic structures in writing recount text. They are:

a) Orientation

In this paragraph, the writer tells about who was involved in the story, when, where, and why the story happened. Orientation provides the setting and introduce participants, places and time. It means in orientation the writer would introduce the participants, places, and time such as, i, my, group, etc.

b) Events

In this paragraph, the writer would write about what are in the story. Events are usually arranged in a temporal sequence. It

²³ Joko Priyatna, *English For Senior High School Students X*, (Jakarta: Grasindo, 2008), p. 10-11.

tells what happened, in what sequence. It concludes that events is describing series of event that happened in the past such as, the first, the second, and the last.

c) Reorientation

In re-orientation the writer would write about the concluding of the text. Beside that, this is not must be written or it is optional. Stating personal comment of the writer to the story that he has written.²⁴

From the explanation above the researcher concludes that the generic structure of the text is very important to learn by the students and it is the way to make a good writing for the writer in writing recount text.

8. Language Features of Recount Text

In recount text we should know the language features of the text, So that the writer would be easier to explain or to understand what she/he has written in the text. Here the researcher would explain one by one about it.

a) Recount text is using personal participant

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. For the example: i and she.

²⁴ Dian Chandra Prasetyanti, "A Study on the Ability in Writing A Recount Text By Using Pictures of the Eight Grade Students of SMPN 2 Tambakromo Pati Academic Year 2012/2013," hlm. 3.

b) Recount text is using past tense

Past tense is the form a verb used to describe actions in the past.

There are four past tenses to talk about things that happened before the present and they are: (a) past simple, (b) past continuous, (c) past perfect and (d) past perfect continuous. Then, the researcher only asked the students to use simple past tense and past continues tense in their writing test.

c) Recount text is using action verb such as: go, walk, check, enjoy, and etc.

d) Recount text is using chronological order or time sequences, such as: first, next, after, then, and finally. It would make the writer or reader easy to understand the story in the text.

e) The last, recount text is using linking verb such as, was and were.²⁵

The researcher concludes that, the language features of recount text are: recount text should using personal participant, past tense, using verb or action verb, using chronological order, and for the last, recount is using linking verb.

²⁵ Reza Paramarta, "The Recount Text, Social Function, Defenition, Generic Structures, Language Features and examples", retrieved from <https://www.academia.edu/42710937/The-Recount-Text-Social-Function-Defenition-Generic-Structures-Language-Features-and-examples/>

9. Kinds of Recount Text

In this part the researcher would explain kinds of recount text. Recount text has several types that the students can be used to write. According to Derewianka in journal of English language teaching there are three types of recount text; they are: personal recount, factual recount, and imaginative recount.²⁶ The researcher would explain more about it from the illustrated below:

a) Personal Recount

Personal recount text is a text which retells writers events or experiences in the past. There are some characteristics of personal recount text, such as: a). Use of first person pronouns (I, we), b). Personal responses to the event can be included, particularly at the end, c). Details are often chosen to add interest or humor.

b) Faktual Recount

Factual recount text is retelling about an incident. There are some characteristics of factual recount text, such as:

a). Use of third person pronouns (she, he, it, they), b). Details are usually selected to help the reader reconstruct the activity or incident accurately, c). Sometimes the ending describes the outcome of the activity (e.g. in a science experiment), d). Mention

²⁶ Uci Mulyani and Muth Al-Hafizh, Teaching Junior High School Students to Write Recount Text Through Wikis Media. “*Journal of English Language*”. Vol. 1. No. 1., (September 2012), p. 227

of feelings is probably not appropriate, e). Details of time, place and manner may need to be precisely stated (e.g. at 1.45 *pm*, between *ayyub Hrp* and *sulaiman Nst*), f). Descriptive details may also be required to provide precise information (e.g. a woman with a *white shirt, black shoes, and green hijab, weighing 50 kilos and approximately 160 cm tall*), g), The passive voice may be used (e.g. the beaker was filled with water), h). It may be appropriate to include explanation and justifications.

c). Imaginative Recount

This type of recount that the text presented an imaginary role and giving details of event. Usually written in the first person. It may be appropriate to include personal reactions.

10. Example of Recount Text

This example would add the students understanding about recount text by following the generic structure of the text and the language features of the text.

Example 1

My Last Final Semester Holiday

Generic Structure	Paragraph
Orientation	I spent my last final semester holiday in medan, i went there with my friends.
Events	On the first day, i was landed at KNO (Kuala Namun Airport) around at 07 Am after a 6 hours long fight. Then i went to medan by bus and checked in to the hotel i already booked. I decided to take a

	rest for a while. At night, i went to Deli park a famous district in medan. I went to eat traditional food. On the next day, i went to Maimun Palace and national musseuum. I also went to learn how how to make Bika Ambon and see the scenery of medan from mandiri tower. I went back to the hotel at 10 Pm and immediatly went to sleep.
Re-orientation	I spent my last day in Carepure and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. It was a great trip.

Example 2

My Vacation with My Beloved People²⁷

Generic Structure	Paragraph
Orientation	One day, my sister named Putri said to me that she really wanted to go to the beach. So i promised her that the next week we would go to Mutun beach in lampung.
Events	The next week, we prepared evverything needed in the morning. We brought some foods and beverages, such as chocolate wafers, potato chips, water and orange juice. Before going to the beach, i asked our brother Bayu to join us. He agreed to join and we went there together with our parents. We went there by car. It took 3 hours to arrive there. Then, we bought ticketsin the entrance gate. Before swimming, we changed our clothes first. We swam there for more than one hour. We felt so tired that we

²⁷ Keenza Abriella, "10 Contoh Recount Text Holiday dan Artinya Terbaru", (<https://www.englishiana.com>, accessed at November 16, 2022 retrivied on12 pm).

	decided to eat the foods that we had brought. Next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.
Re-orientation	On the way home, we still felt hungry. So we stopped at a restaurant to have dinner. I ordered sruit, lampungnese traditional food. After finished eating, we paid our bills. Then, we went home. We arrived at home at 9 o'clock. we were tired but we are absolutely happy.

B. Review of Related Finding

The researcher found some studies related to this research because this research is not the first research that had be done. The first thesis from Anggara, this research was conducted at SMPN 22 Bengkulu Selatan, he found that the students got difficulties in writing recount text and they were lack of facility to support the process of teaching English. It concluded that the students had some problem in writing recount text. So, the students at SMPN 22 Bengkulu Selatan was categorized into low level.²⁸

The second thesis from Hakim, he concluded that the result of the the research problem analysis and the discussion, so based on researcher “The ability of the tenth grade students’ in SMA N 3 Batang Angkola in

²⁸ Angga Framana, “An Analysis On Students’ Writing Recount Text 2017/2018 Academic Year”. Publication Article. PDF.

writing recount text categorized into enough category, it was 67%. The researcher concluded based on the result the students in the mastery still low. The ability in writing recount text in Sma 3 Batang Angkola must increase in motivation in learning writing recount text.²⁹

The research by Dian Sukma, she found that the students' skill in writing recount text was fair category. The students' of tenth grade at SMAN 2 Rambah Hilir still had problem, especially in term grammar such as; they cannot change Verb-1 into Verb-2. The students' felt difficult in making a good sentence. It caused the students were lack in grammar. Therefore, teaching strategies is needed to improve the students' skill in writing recount text.³⁰

The last thesis is conducted by Nurwahid with the title is Grammatical Error Analysis of Students Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus. The objective of his study was to analyze the common error on students writing made by the second grade students of Junior High School. She used Betty Schramper Azzars Errors Classification to analyze the students errors. The research finding showed that the common kind of errors that the students made was error in Verb Tense which received 93 errors from 301 errors or 30.89%. The other students error was in Add a Word which

²⁹Arif Rahman Hakim, "The Analysis on the Students' Ability in Writing Recount Text of the tenth grade students in SMA N 1 Batang Angkola in the 2015/2016 academic year. " (An Unpublished Thesis, Padangsidempuan IAIN 2014).

³⁰ Dian Sukma, "A Study on Writing Recount Text," *Journal of English Education*, Volume 1, No 1, June 2015, P. 67-68.

the result was 59 errors or 19.60%, and 33 or 10.96% errors in Spelling. Those were the top-three errors made by students. Most of the errors were detected caused by Interlingual Transfer which the total was 180 causes or 67.66%.³¹

Based on the explanation above, the researcher concluded that there is a differences or similarities in this research. The things that make it difference from the related finding above to this research are: the focus of the research, the theory, the location, and the last is the methodology of the research. This research is very important to do and see the difference result of the research.

³¹Nurwahid, “*Grammatical Error Analysis of Students’ Writing Recount Text*” (*A Case Study at Second grade Students of SMP Nusantara Plus*)¹, Skripsi in UIN Syarif Hidayatullah Jakarta, Jakarta 2013.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The researcher has been conducted at MAS Nahdlatul Ulama Batangtoru at Jl. Merdeka Barat, Kec. Batangtoru, Kab. Tapanuli Selatan, Sumatera Utara. This research started from 20 Mei 2022 up to 16 December 2022.

B. Kinds of Research

In this research, the researcher used quantitative research with method of research is descriptive method. In this research, the researcher tried to describe the ability of the eleventh grade students in writing recount text of MAS Nahdlatul Ulama Batangtoru. So, it is the reason for the researcher to choose the quantitative descriptive research as a research method.

C. Population and Sample

1. Population

Population is generalized region made up of: objects/subjects that have certain qualities and characteristics that the researcher sets out to study and then to revise them.³² It concluded that the population were all members of the research subject. Population of this research were all of the XI Grade Students of MAS Nahdlatul

³²Sugiyono, *Metode Penelitian Kuantitative, Kualitatif Dan RND*, 19th ed. (Bandung: Alfabeta, 2013) p. 80.

Ulama Batangtoru. There were 136 students at Grade XI. It consist of four classes. They are class XI IPA -1 (all of the students in this class are female), XI IPA – 2 (The students in class XI IPA – 2 are female), XIIPS -2 (the students in this class are female), XI IPS – 2 (all of the students in this class are female). For the total of population, the researcher would make it clear from the table below:

Table 3.1
Population of the Research

No	Class	Total of students
1	XI IPA - 1	40 Students
2	XI IPA - 2	28 Students
3	XI IPS - 1	40 Students
4	XI IPS - 2	28 Students
Total		136 Students

After the researcher counted the total population of the students at Grade XI MAS Nahdlatul Ulama Batangtoru, the researcher took the sample from each class. So, the researcher explained about the technique in getting sample below:

2. Sample

Sample is a part of population. Suharsimi Arikunto said “if the subject is less than 100, it is better to take all of subject, and if the subject more than 100 the subject can be taken 10%-15% or 20%-25% or more appropriate with the researcher’s ability”.³³ In this research there were 136 students as a population, So the researcher

³³Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2016), p. 109.

took 25% of the subject for getting the sample. The researcher used random sampling as a technique. The researcher used this technique because it took the sample without looking levels of students in every single population. In other word, the number of population also has known while took the sample. The sample of the population is random without regard for strata within the population.³⁴ The students at Grade XI MAS Nahdlatul Ulama Batangtoru more than 100. So, the researcher took 34 students from all of class as sample of this research.

Based on the explanation above, the researcher has drawn the sample of this research and it can be seen from the table below:

Table 3.2
Sample of the research

No	Class	Population	Percentage	Sample
1	XI IPA -1	40 students	25%	10 students
2	XI IPA – 2	28 students	25%	7 students
3	XI IPS -1	40 students	25%	10 students
4	XI IPS -2	28 students	25%	7 students
Total		136 students	100%	34 students

From the table above, it could be seen that the total of population are 136 students. For taking the sample, the researcher used technique of random sampling with lottery. The researcher wrote down number 1 – 10 for class IPA-1/IPS-1 and number 1 -7 for class IPA-2/IPS-2. The

³⁴ Sugiyono, *Metode Penelitian Kuantitative , Kualitative, RND*, 19th ed (Bandung: Alfabeta, 2013), p. 82.

researcher wrote those number on paper and the researcher cut the paper into small part. After that, the researcher asked the students to take the paper. The students who get number on their paper would be a sample of this research. So, the researcher only took 10 students from class XI IPA-1 and 10 students from class XI IPS-1, So, the total samples of this research were 34 students.

D. Instrument of the Research

Instrument is a tool that the researcher used to collect the data in this research. In collecting the data, the researcher used one instrument. The instrument that the researcher used was test. It means, the researcher used test to know the ability of students and to know the difficulties that are faced by students in writing recount text. In detail, the researcher has explained the instrument below:

Test

Test was the instrument that the researcher used in this research. H. Douglas Brown stated that “Test is a method of measuring a person’s ability, knowledge or performance in a given domain.”³⁵ The test is used to analyze the ability of the XI grade students in writing recount text and to analyzed the difficulties that are faced by students. The aims of giving a test is to know how the students understand about writing, especially in writing the recount text.

³⁵H. Douglas Brown , *Language Assesment Principles And Classroom Practice*, (New York:Pearson Education, 2004), p. 3.

In this research , the researcher used writing test with a form in simple essay. There was an instruction of the test that would be given by the researcher. The instruction is the student have to choose the topic that make them interest to write about it. After that, the students should write a simple essay based on the Generic Structure and the Language Features of Recount Text. The researcher gave time 60 minutes for the students to write it. Then, the students collected their task to the researcher.

Table. 3.3
Indicators of Writing.³⁶

Variable	Indicators of Recount Text	Sub. Indicators	Score
Writing Recount Text	1. Generic Structure a.Orientation b.Series of Events c.Re-Orientation	1. Content	20
		2. Organization	20
	3. Language Features a.Using Personal Participant b. Using Chronological Connection c. Using Linking Verb d. Using Action Verb e. Using Simple Past Tense	3. Vocabulary	20
		4. Language use/Grammar	20
		5. Mechanics	20

³⁶ Brown, Teaching By Principles: An Interactive Approach To Language Pedagogy. Second Edition. P. 128.

E. Validity of the Instrument

The researcher used construct validity to effectiveness of instrumentation. Construct validity is test validity based on expert judgement. According to Sugiyono: “validity is the degree of accuracy between the data that occurs in the object of research and the power that can be reported by researchers”.³⁷ In this research, the researcher asked the English teacher as a validator of the test.

F. Techniques of Collecting Data

The techniques of collecting data is very important to explain by the researcher in this research. There were some steps to collect the data that conducted by the researcher, they were:

1. The first step, the researcher asked the teacher and made a test that related to the material they have learned. The test is about writing simple essay of recount text.
2. The second step, the researcher explained the instruction to the 34 students at Grade XI MAS Nahdlatul Ulama Batangtoru. The instruction that given by the researcher as follows:
 - a) The researcher asked the students to write down their name and class on the paper of the test.
 - b) The researcher gave explanation about recount text before do the test.

³⁷Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Gegerkalong Hilir: Bandung, 2014), p. 177.

- c) The students should make a text of recount based on the Generic Structure and the Language Feature of the text. Beside that, the students could write down their past activity and it contain into three paragraph such as, orientation, events, and re-orientation.
- d) The researcher gave the students time to do the test in 60 minutes.
- e) The researcher asked the students to collect it to the researcher.
- f) After that, the researcher checked the students' answer sheet and giving the score of students.
- g) The last, the researcher closed the meeting by salam.

G. Technique of Data Analysis

In this research, the researcher analyzed the students ability in writing recount text by using descriptive method. The kind of this research was quantitative and it called descriptive quantitative. An analysis technique helped the researcher to understand the research well.

To analyze the result of the students score in writing test, the researcher collected the data first and then the researcher analyzed it by following below:

- 1). The first, the researcher explained the ability of the XI Grade Students' of MAS Nahdlatul Ulama Batang Toru by identifying and correcting the students' paper in writing personal recount text with theme "my holiday". Beside that, the researcher also presented the result of students in writing the test by using formula: $M = \sum \frac{x}{n}$

Where:

M : Mean Score (Average)

$\sum x$: Total of the Result

n : Sum of Respondent³⁸

The researcher counted the total score of students in writing recount text and presented the students' result score by using the formula above. The researcher made the table of students' initial with the score quality in writing recount text. The researcher made the table resume of students' score and drawn frequency distributions of students in writing recount text. After that, The researcher calculated all of the students' score, the result would be concluded based on the following criteria based on the table below:

Table 3.4

The Classification Quality of the Students' Score

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low
41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high ³⁹

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

- a). If the value of mean score is 81%-100%, it can be categorized into very high.

³⁸Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrafindo Persada, 2018).

³⁹Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), P. 89.

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

The researcher made conclusion of students' result in writing recount text based on the value of mean score.

- 2). The last step, the researcher findings the students' difficulties in writing recount text. To know the difficulties that faced by students' the researcher down the table of students' score in every aspect of writing. After that, the researcher analyzed the students' difficulties and describe their result in every criteria.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher discussed about the result of the research based on the title “The Ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru In Writing Recount Text”. The researcher used one instrument in collecting data, the instrument was test. There are 34 students at grade XI who follow the test. The test is writing personal recount text with the theme My Holiday. The data of students’ score has calculated by the researcher. It would be explained as follow:

A. The Description of Data

1. Description of Ability at the XI Grade Students of MAS Nahdlatul Ulama Batangtoru In Writing Recount Text

The researcher collected the data based on the instrument of the research, it was test. The researcher used test to know the ability of the XI grade students of MAS Nahdlatul Ulama Batangtoru in writing recount text. This research has one variable and the focus of this research was to identify the students ability in writing recount text.

In writing recount text the students must be able to write the Generic Structures and the Language Features of Recount Text Then, after giving the test the researcher collected the test of students. The score of students could be seen from the table of students total score below:

Table 4.1**Total Score of Students in Writing Recount Text**

No	Students' Name	Class	Score
1	AL	XI IPA-1	55
2	AF	XI IPS-1	65
3	AML	XI IPA-1	70
4	AFP	XI IPS-1	75
5	AN	XI IPA-1	65
6	AR	XI IPS-1	80
7	ANS	XI IPA-1	80
8	BY	XI IPS-2	65
9	DL	XI IPA-1	85
10	DY	XI IPA-2	40
11	FS	XI IPS-1	70
12	GKP	XI IPA-1	60
13	HKM	XI IPS-1	60
14	HH	XI IPA-1	75
15	LL	XI IPS-1	40
16	MJ	XI IPA-1	80
17	MSN	XI IPA-1	55
18	MP	XI IPS-1	80
19	NA	XI IPA-1	70
20	NJ	XI IPA-2	60
21	NP	XI IPS-1	40

No	Student's Name	Class	Score
22	NW	XI IPS-1	65
23	RTH	XI IPS-1	65
24	RFA	XI IPS-2	85
25	RFI	XI IPA-2	80
26	RMS	XI IPS-2	45
27	SDN	XI IPS-2	75
28	SP	XI IPS-2	85
29	SKNH	XI IPA-2	60
30	SBH	XI IPA-2	40
31	SR	XI IPS-2	50
32	TKA	XI IPA 2	45
33	UDPS	XIIPS-2	80
34	WR	XI IPA-2	40
Total Score			2185

Based on the table of students score in writing recount tex the total score was 2185. It was clear that the score of students were not same. beside that, the researcher has drown the students quality score. It can be seen from table (Appendix IV).

From the table of the students' score quaify, the researcher found that they have different quality score. The researcher calculated the data by using Microsof Excel and statistic count. It can be seen from the table below:

Table 4.2

The Resume of Variable Score in Writing Recount Text

No	Statistic	Variable
1.	Highest Score	85
2.	Lowest Score	40
3.	Mean	64,26
4.	Median	65
5.	Modus	80

From the table above, it can be seen that the highest score of students was 85, the lowest score of student was 40. Based on the data, the researcher calculated that the mean score was 64.12, median was 65, and the last was modus, it was 80.

After that, the researcher computed the students' score writing recount text into frequency distribution. It can be seen from the table below. There were 5 students got score 40 up to 44 with percentage (15%), there were 2 students who got score 45 up to 49 with the percentage (6%), there was 1 students got score 50 up to 54 with the percentage (3%), there were 2 students who got score 55 up to 59 with the percentage (6%), there were 4 students who got score 60 up to 64 with the percentage (12%), there were 5 students who got score 65 up to 69 with the percentage (15%), there were 3 students who got score 70 up to 74 with the percentage (9%), there were 3 students who got score 75 up to 79 with the percentage (9%), there were 6 students who got score 80 up to 84 with the percentage (18%), there were 3 students who got score 85 up to 89 with the percentage (9%). So there were 34 students in the table frequency with the precentage. It can be seen from the table below:

Table 4.3
The Frequency Distribution of Students in Writing Recount Text

No	Interval	Frequency	Percentage
1	40 - 44	5	15%
2	45 - 49	2	6%
3	50 - 54	1	3%
4	55 - 59	2	6%
5	60 - 64	4	12%
6	65 - 69	5	15%
7	70 - 74	3	9%
8	75 - 79	3	9%
9	80 - 84	6	18%
10	85 - 89	3	9%
	Total	34	100%

The frequency distribution of students in writing recount text has explained by the researcher. After finding the mean score, median, modus, highest score of students and the lowest score of students the researcher has explained. To know the classification ability of students score, it can be seen from the table below :

Table 4.4
The Classification Quality of the Students' Score

Percentage	Criteria
0 % – 20%	Very low
21% – 40%	Low

41% – 60%	Enough
61% – 80%	High
81% – 100%	Very high ⁴⁰

After analyzing the students' result in writing recount text at grade XI MA Nahdlatul Ulama Batangtoru. The researcher classified the students' criteria based the calculation of mean score. The mean score of the data was 64,12 (64%). Basedon the classification quality of the students score, it concuded that the the ability of the XI grade students of MAS Nahdlatul Ulama Batangtoru can be categorized into high category.

2. The Difficulties That Faced by the XI Grade Students of MAS Nahdlatul Ulama Batangtoru in Writing Recount Text

After the researcher calculating the students who got low score, so the researcher also found that there were some difficulties that faced by the XI Grade Students in writing recount text. The difficulties that faced by students can be seen based on the score that they have in every aspect of writing. There are five aspects in writing and the students' score in every aspect would be explain below:

a) Content

The first aspect in writing recount text was content. The researcher found that there were 11 (32%) students who got score 20 with the category in excellent. There are 12 (35%) students who got score 15 with the category in good average. There are 11 (32%) students who got score

⁴⁰ Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula*, (Bandung: Alfabeta, 2005), P. 89.

10 with the category fair. There is no students who got score with category very poor. It concludes that the students were able to make ideas in sentences based on category of writing. The researcher presented the students' score in the aspect of content from the table below:

Table 4.5
The Students' Difficultie in The Aspect of Content

Aspect	Score	The number of students'/%
Content	20 (Excellent)	11 (32%)
	15 (good/average)	12 (35%)
	10 (fair/poor)	11 (32%)
	5 (very poor)	0 (0%)

From this research, the researcher also asked one of the students who got score with fair category in aspect of content. The researcher asked DY from class XI IPA-2. She said she felt compused how to start writing and she were not able in making ideas in writing recount text.⁴¹

b) Organization

The second aspect in writing recount text was organization. In aspect organization, the researcher found that there were 7 students or 21% of students who got score 20 with the category excellent. There were 8 students or 24% of students who got score 15 with category good/average. There were 15 students or 44% of students who got score 10 with the category fair. There were only 4 students or 12% students'

⁴¹DY, "The Result Interview on October 21stin MAS Nahdlatul Ulama Batang Toru," 2022.

who got score 5 with the category very poor. It means, that there were 4 students or 12% of students had difficulties in organization and they were not able to describe the generic structure well in writing recount text. To make it clear, the researcher presented the students' difficulties in organization from the table below:

Table 4.6

The Students' Difficulties in The Aspect of Organization

Aspect	Score	The number of students' / %
Organization	20 (Excellent)	7 (21 %)
	15 (Good/average)	8 (24%)
	10 (Fair/Poor)	15 (44%)
	5 (Very poor)	4 (12%)

From this research, The researcher also asked some of the students' who got score with very poor category in aspect of organization. They were: BY, MSN, NP, and TKA. BY said she forgot the generic structure of recount text and she only used orientation and events in her own writing.⁴² MSN said she was not interesting in writing and she also forgot her experience in the past.⁴³ NP said she remembered her experienced but she felt confused how to write it in events of recount text.⁴⁴ The last students was TKA, she said she couldnot know how to organize the sentence well in writing recount text.⁴⁵

⁴²BY, "The Result Interview on October 21st in MAS Nahdlatul Ulama Batang Toru," 2022.

⁴³MSN, "The Result Interview on October 21st in MAS Nahdlatul Ulama Batang Toru," 2022.

⁴⁴NP, "The Result Interview on October 21st in MAS Nahdlatul Ulama Batang Toru," 2022.

⁴⁵TKA, "The Result Interview on October 21st in MAS Nahdlatul Ulama Batang Toru," 2022.

c) Vocabulary

The third aspects in writing recount text was vocabulary. The researcher found that there were 6 students or 18% of students got score into category excellent. There were 15 students' or 32% of students' got score into category good to average. There were 12 students' or 35% of students' got score into fair category. There were 5 students' or 15% of students' got score into vary poor category. The researcher has drowned the table classification below:

Table 4.7

The Students' Difficulties in the Aspect of Vocabulary

Aspect	Score	The number of students' / %
Vocabulary	20 (Excellent)	6 (18%)
	15 (Good/average)	11 (32%)
	10 (Fair/Poor)	12 (35%)
	5 (Very poor)	5 (15%)

In the aspect of vocabulary, the researcher also found that there were 5(15%) of students' who got score with very poor category. They were: WR, SIB, MSN, LL, and DY. All of the students' who got score with fair category said that they were difficult to translate the unfamiliar words in their writing because they were lack of vocabulary.

d) Grammar

The fourth aspect in writing recount text was grammar. The researcher also found that most of the students' were difficulties in

grammar. There were only 2 students' or 6% of students who got score with the excellent category. There were 6 students' or 18% of students who got score with the good category. There were 16 students or 47% of students' who got score with the fair category. There were 10 students' or 29% students' who got score with the poor category. It concluded that most of them still low in grammar, because they were making mistakes in changing verb-1 into verb-2. The table of students' difficulties in aspect of grammar has presented below:

Table 4.8

The Students' Difficulties in the Aspect of Grammar

Aspect	Score	The number of students' / %
Grammar	20 (Excellent)	2 (6%)
	15 (Good/average)	6 (18%)
	10 (Fair/Poor)	16 (47%)
	5 (Very poor)	10 (29%)

From this research, the researcher found that there were 5 students' who got score with very poor category. They were: AL, DY, LL, NP, and RTH. The researcher only asked three students who got score with very poor category and she was RTH. RTH said she was not know the differences between verb-1 and verb-2 and she could not know regular and irregular verb.⁴⁶ LL said she was only know simple present

⁴⁶RTH, "The Result Interview on October 21st in MAS Nahdlatul Ulama Batang Toru," 2022.

tense and she used verb-1 in writing recount text.⁴⁷ NP said she was not able in using grammar because she felt lazy to learn English.⁴⁸

e) **Mechanics**

The fifth aspect in writing recount text was mechanics. The researcher found that the students also made a mistake in using punctuation or capitalization in writing recount text. There were 10 students or 29% of students who got score with the excellent category. There were 8 students' or 24% of students who got score with the good category. There were 12 students or 35% of students who got score with the fair category. Then, there were 4 students or 12% of students who got score with the very poor category. Based on the explanation, the researcher concluded that there were some students felt difficulties in using punctuation and capitalization it can be seen from the table below:

Table 4.9

The Students' Difficulties in the Aspect of Mechanics

Aspect	Score	The number of students' / %
Mechanics	20 (Excellent)	10 (29%)
	15 (Good/average)	8 (24%)
	10 (Fair/Poor)	12 (35%)
	5 (Very poor)	4 (12%)

After found the students' difficulties from the test in aspect of mechanics, the researcher continued to ask the students reasons who got

⁴⁷LL, "The Result Interview on October 21stin MAS Nahdlatul Ulama Batang Toru," 2022.

⁴⁸NP, "The Result Interview on October 21stin MAS Nahdlatul Ulama Batang Toru," 2022.

score with very poor category. They were: AFP, NJ, RMS, and WR. AFP said she was in a hurry till she forgot to use punctuation.⁴⁹ NJ said she was not able in using capitalization because she only focused to translate her writing into English.⁵⁰ The last was WR, WR said she was forgot to cheked her writing before she collected to the researcher.⁵¹

B. Discussion of the Result

In this section the researcher discussed about the findings of the research. The researcher analyzed the data by using one instrument and the instruments was test. To answer the formulation of the research in chapter one that mentioned before, the researcher intended and compared this research with another findings. The researcher analyzed the ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru based on indicators of writing recount text. The indicators adopted from Brown and the indicators are: The first is the Generic Structur of recount text, it consist of some sub indicators (Organization, Content/orientation,events, and re-orientation, Vocabulary). The second, the language features of recount text. it contains of (Grammar/Using past tense) and Mechanics/Using punctuation and capitalization. The student at Grade XI had the difficulties in every aspect in writing recount text. especially, in content, organization, grammar, vocabulary, and in using punctuation/capitalization. They had difficulties mostly in lack of vocabulary, mastery of grammar, and the

⁴⁹AFP, "The Result Interview on October 21stin MAS Nahdlatul Ulama Batang Toru," 2022.

⁵⁰NJ, "The Result Interview on October 21stin MAS Nahdlatul Ulama Batang Toru," 2022.

⁵¹WR, "The Result Interview on October 21stin MAS Nahdlatul Ulama Batang Toru," 2022.

last were using punctuation and capitalization. They were still wrong in using past tense/change the verb (V-1 into V-2).

After analyzing data and calculating the students score, the researcher concluded that the ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru was 64.26 (64%)It can be seen from the table of students' score in every criteria in writing recount text (Appendix IV). In other word, the ability of the XI Grade Students of MAS Nahdlatul Ulama Batangtoru can be categorized into good category.

Based on the research findings, the researcher found the similarity and the differences between this research with another research. The differences can be seen from the data analysis, location of the research, the result of the research and etc.

The research by Dian Sukma, she found that the students' skill in writing recount text was fair category. The students of tenth grade at SMAN 2 Rambah Hilir still had problem, especially in term grammar such as; they cannot change Verb-1 into Verb-2. The students felt difficult in making a good sentence. It caused the students were lack in grammar. Therefor, teaching startegies is needed to improve the students' skill in writing recount text.⁵²

The research by Rizqi, Nursalim, and Fadlia Ramadhani, they found there are four kinds of error that made by the students namely; translation, mother thongue, generalization and modality. The ability of the students was good and

⁵²Dian Sukma, "A Study on Writing Recount Text," *Journal of English Education*, Volume 1, No 1, June 2015, P. 67-68.

it can be seen from the research calculation. There are 10 students' in good category with percentage (43.4%), there are 9 students' into average category with percentage (39.1%), there are 4 students' into Excellent category with the percentage (17.1%).⁵³ The students made errors in omission and missformation. The researcher concluded the students ability in writing recount text was low. It can be seen from this data. There are 35 students made errors in omission with percentage (44%), 13 students made errors in addision with percentage (17%), 23 students made errors in missformation with the precentage (29%), then there are 8 students made errors with percentage (10%).⁵⁴

The next Researcher is Siti Hasna, Herysa Oktaviani and Murnianti, in their research they found that students couldnot explore their ideas in writing the recount text and most of them made a mistake in using past tense. Beside that, the researcher found some of students were not interesting in writing. then, the the students' ability at tenth grade Merangin was low.⁵⁵

The last research is conductedby Zikra Azkiya and Hamza, they found that the students at grade XI was into higher category than the students' at grade X. In findings, the researcher found that students at grade X had weak ability in

⁵³Rizqi Claudia Wardani, et all, "Students Ability in Constructing Paragraph of Recount Text," *Jurnal Pendidikan Bahasa*, Volume 6, No 1, May 2019, P. 38-40.

⁵⁴Artalina Silitonga et all, "An Analysis of Students Ability in Writing Recount Text in SMA Joseph Khatulistiwa," *Inovish Journal*, Volume 7, No 1. June 2022, P. 33-35.

⁵⁵Siti Hasna, Et all., "An Analysis of Student' Ability in Writing Recount Text At Tenth Grade of MAN 2 Merangin," *English Education Program Journal*, Volume 3, Edt 3, April 2021. P. 86-87.

fulfilling the elements of the generic structure of recount text. It means the ability of the students at grade XI and the students at grade X were not same.⁵⁶

C. Threats of the Research

Based on the result above, the researcher faced some threats in conducting this research. The first, the researcher did the research at the time of Mid Semester for students'. The second, some of students were not attend the class for doing the test because they were busy for preparing Maulid Nabi. The third, some of students who did the test were noisy because there were some students did not bring dictionary. Beside that, the researcher should go to the school early morning in giving the test, even it was very difficult for the researcher to find transportation to go to that school. Finally, the researcher be thankful to Almighty because the teacher was so welcome to the researcher and helped the researcher in conducting the research.

⁵⁶Zikra Azkiya & Hamzzah, "Comparing Students' Ability in Writing Recount Text of Grade X and Grade XI at SMAN 1 Lubuk Alung," *Journal of English Language Teaching*, Volume 9, No 1, P. 140-141.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result above, the researcher concluded some points from this research as follow:

1. The Ability of The XI Grade Students of MAS Nahdlatul Ulama Batangtoru was classified into good category (64.26%). Based on the KKM, the students' ability in writing recount text can be categorized into enough category because KKM of the students was 75.
2. The difficulties that are faced by The XI Grade Students of MAS Nahdlatul Ulama Batangtoru in writing recount text were lack of vocabulary, error in grammar and error in using punctuation.

B. Suggestion

After conducting the research, the researcher got many information from the students and the teachers. The researcher would like to give some suggestions for the English teacher in MAS Nahdlatul Ulama Batangtoru, for the next researcher who interested for doing the similar research, and for everyone who read this research. The suggestions that the researcher can give as follow:

1. For the English Teacher, the researcher hopes this reasearch can help the teacher to increase the students' skill in writing, especially in writing recount text. the researcher suggest the teacher to start the class by using strategy such as ice breaking. Ice breaking can help the students interest

in learning English. Beside that, the teacher can monitor the students, so the teacher would know the students' problem.

2. For the students at XI Grade of MAS Nahdlatul Ulama Batangtoru, the researcher suggest the students to pay attention in learning English. The students can practice more in writing recount text.
3. For the next researcher, the methodology of the research can be use in different factors. Beside that, the theory in this research can be as a related finding for the next researcher.

REFERENCES

- Arikunto, Suharsimi, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 2002.
- Hornby, A.S, *Oxford Advanced Learner Dictionary*, New York: University Press, 2000.
- Brown, H. Douglas, *Language Assesment Principles And Classroom Practice*, New York: Pearson Education, 2004. David, Nunan, *Practical English Language Teaching*, ed. David Nunan, first edit. America, New York: McGraw-hill companies, 2003.
- Dian, Sukma, "A Study on Writing Recount Text," *Journal of English Education*, Volume 1, No 1, June 2015, <https://e-journal.upp.ac.id/index.php/jee/article/view/1287>
- Framana, Angga. "An Analysis On Students' Writing Recount Text 2017/2018 Academic Year". Publication Article. PDF. <http://repository.iainbengkulu.ac.id/6157>
- Hakim, Arif Rahman, "The Analysis on the Students' Ability in Writing Recount Text of the tenth grade students in SMA N 1 Batang Angkola in the 2015/2016 academic year". Thesis, Padangsidempuan IAIN 2014.
- Hasna, Siti., et. al., "An Analysis of Student' Ability in Writing Recount Text At Tenth Grade of MAN 2 Merangin," *English Education Program Journal*, Volume 3, Edt 3, April 2021. <https://journal.stkipypbangko.ac.id/index.php/Selecting/article/view/461>
- Hugs, Arthur, *Testing For Language Teacher*, New York: Cambrige University Press, 1990.
- Knapp, Petter, & Megan Watkins, *Genre Text, Grammar*, Australia: University of New South Wales Press Ltd, 2005.
- Mark, Anderson & Kathryn Anderson, *Text Types In English*, Australia: Macmilan Education, 1997.
- Nurwahid, "Grammatical Error Analysis of Students' Writing Recount Text" (*A Case Study at Second grade Students of SMP Nusantara Plus*)¹, Skripsi in UIN Syarif Hidayatullah Jakarta, Jakarta 2013. <https://onesearch.id/Record/IOS3659.54300>

- Neufalt , Victoria,& David B. Guralmik, *Webstern New World College Dictionary USA*: Mac Milan, 1995.
- Pardiyono, *Teaching Genre Based Writing*, Yogyakarta: Andi Press, 2007.
- Rambe, Sojuangon, "Teaching and Learning Vocabulary." 03, no. 1 (2015): 27.
- Rayendriani Fahmei Lubis, "Writing Narrative Text," *jurnal Iain Padangsidempuan*, Vol 1, No 1, 2014,<http://repo.iain-padangsiimpuan.ac.id/165/1/4.rayen2.compressed.pdf>
- Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula*, Bandung: Alfabeta, 2005.
- Salomon, Elena Vestri et. al, *Great Writing, Great Paragraph*, ed. Yeni Kim, Third Edit. USA: Serrise Roehr, 2009.
- Samad, Abdul I., et. al., *Academic Writing for University Students*, Surabaya: CV. Jakad Media Publishing, 2020.
- Siahaan,Sanggam,*The English Paragraph*, First Edit, Yogyakarta: Graha Ilmu, 2008.
- Silitonga Artalina.,et all, "An Analysis of Students Ability in Writing Recount Text in SMA Joseph Khatulistiwa," *Inovish Journal*, Volume 7, No 1. June 2022.<http://ejournal.polbeng.ac.i/index.php/IJ/article/view/2484>
- Sudjono, Anas, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, 1987.
- Sugiyono, *Metode Penelitian Kuantitative , Kualitative, RND*, 19th ed Bandung: Alfabeta, 2013.
- Wardani, et al, "Students Ability in Constructing Paragraph of Recount Text," *Jurnal Pendidikan Bahasa*, Volume 6, No 1, May 2019.
- Yusuf, A. Muri, *Metode Kuantitatif, Kualitatif Dan Penelitian Gabungan.*, First Jakarta: Prenada Media Group, 2014.
- Zikra, Azkiya & Hamzah, "Comparing Students' Ability in Writing Recount Text of Grade X and Grade XI at SMAN 1 Lubuk Alung," *Journal of English Language Teaching*, Volume 9, No 1.<http://ejournal.unp.ac.id/index.php/jelt/article/view/107886>

Appendix 1

The Instrument of Test

Name :

Class :

Time : 60 Minutes

Instructions

1. Write down recount text with theme "My Holiday"!
2. Write a recount text based on the generic structure (Orientation, events, and re-orientation) and the language features of recount text.
3. If there is the unclear instruction, the students can ask the researcher.

Batangtoru, 18 April 2022

Validator



Ahmad Mursyidi Daulay, S.Pd.

Nip:

Researcher



Ade Irma Suriani

Nim: 18 203 00007

VALIDATION LETTER

I am the one who signed this letter

Name : Ahmad Mursyidi Daulay, S. Pd.

Job : English Teacher in MAS Nahdlatul Ulama Batang-Toru

Has provided interview guide sheet on students' learning autonomy in writing mastery for completeness of the research entitled:

“The Ability of The XI Grade Students of MAS Nahdlatul Ulama Batang Toru in Writing Recount Text”

Arranged by:

Name : Ade Irma Suriani

NIM : 18 203 00007

Faculty: Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-3)

The input that I have given as follow:

1. Saran saya testnya berdasarkan pengalaman liburan siswa diakhir semester.
2. Writing Recount Text untuk siswa, gunakan Simple past tense dan Progressive tense.
3. Untuk memudahkan siswa didalam menulis teks recount gunakan Personal Recount.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good interview.

Batangtoru, 19 November 2022

Validator



Ahmad Mursyidi Daulay, S. Pd
Nip.

APPENDIX II

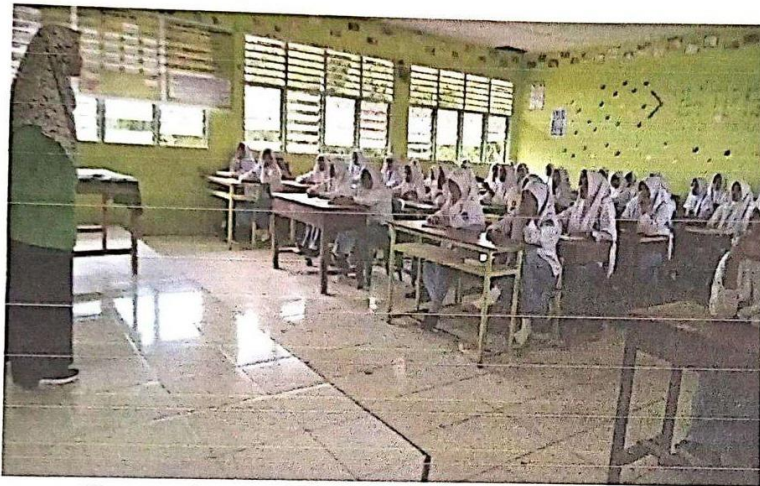
The Students' Total Score in Writing Recount Text

No	Students' Initial	Total Score
1	AL	55
2	AF	65
3	AML	70
4	AFP	75
5	AN	65
6	AR	80
7	ANS	80
8	BY	65
9	DL	85
10	DY	40
11	FS	70
12	GKP	60
13	HKM	60
14	HH	75
15	LL	40
16	MJ	80
17	MSN	55
18	MP	80
19	NA	70
20	NJ	60
21	NP	40
22	NW	65
23	RTH	65

24	RFA	85
25	RFI	80
26	RMS	45
27	SDN	75
28	SP	85
29	SKN	60
30	SIB	40
31	SR	50
32	TKA	45
33	UDPS	80
34	WR	40
	TOTAL	2185

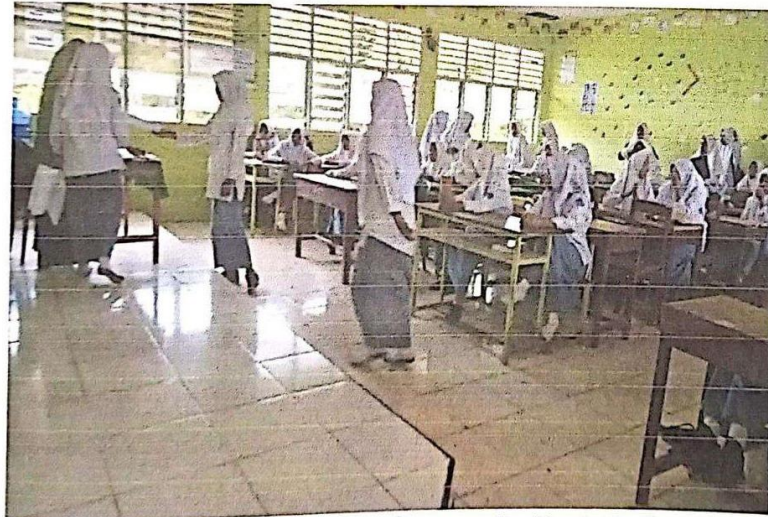
**APPENDIX III
DOCUMENTATION**

Picture 1



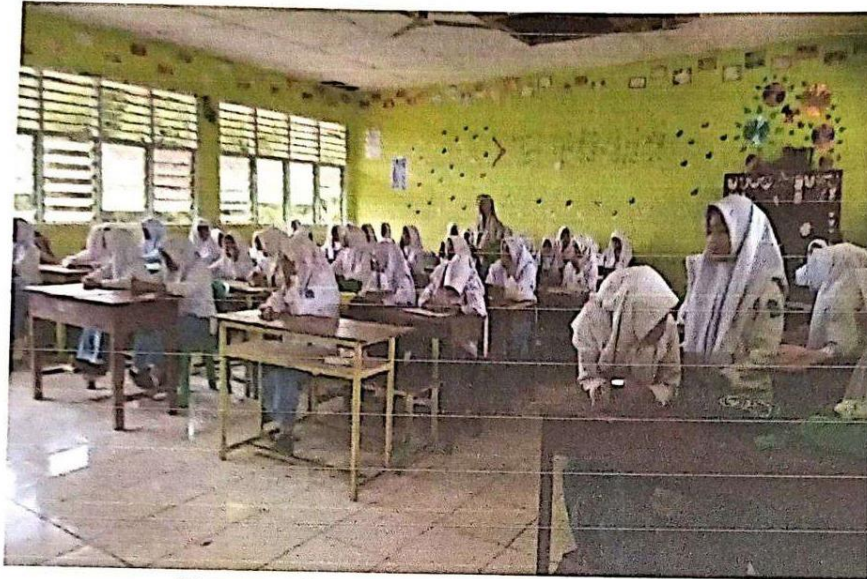
The researcher was giving the instruction to the students in doing the test

Picture 2



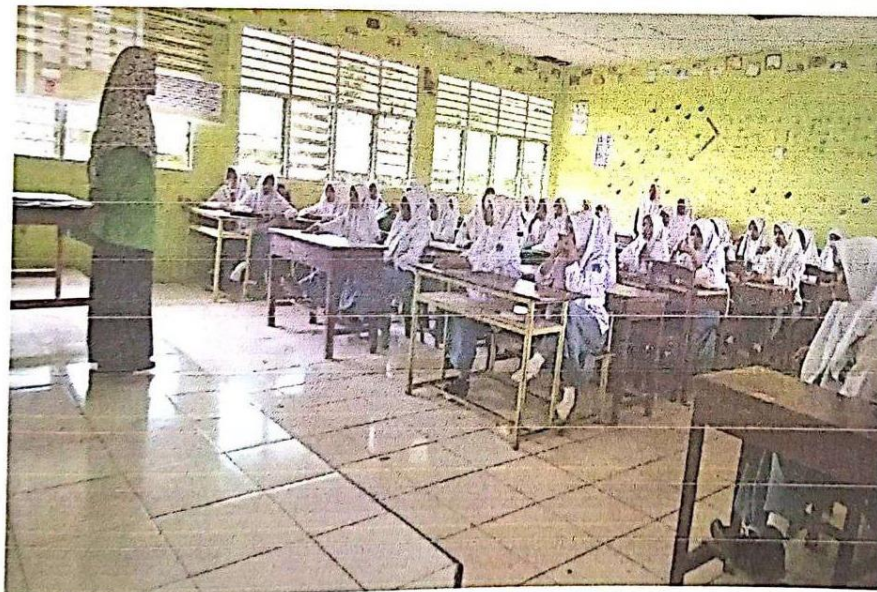
The researcher was giving the paper of writing test to the students'

Picture 3



The researcher was monitoring the students during did the test

Picture 4



The researcher was closing the meeting after collecting the students' paper writing test

APPENDIX IV**Table of The Sudents' Score in Every Criteria in Writing Recount Text**

No	Students' Initial	C	O	V	L	M	Score
1	AL	15	10	10	5	15	55
2	AF	20	10	15	10	10	65
3	AML	15	15	10	15	15	70
4	AFP	15	20	20	15	5	75
5	AN	10	10	20	10	10	65
6	AR	20	10	20	10	20	80
7	ANS	10	15	15	20	20	80
8	BY	10	5	15	10	20	65
9	DL	20	20	20	10	15	85
10	DY	10	10	5	5	10	40
11	FS	15	15	10	10	20	70
12	GKP	10	10	15	10	15	60
13	HKM	15	10	10	15	10	60
14	HH	20	15	15	10	15	75
15	LL	10	10	5	5	10	40
16	MJ	10	20	15	15	20	80
17	MSN	15	5	5	15	10	55
18	MP	20	20	10	10	20	80
19	NA	20	10	15	10	15	70
20	NJ	15	10	20	10	5	60

21	NP	10	5	10	5	10	40
22	NW	15	15	10	10	15	65
23	RTH	20	10	10	5	20	65
24	RFA	20	20	15	10	20	85
25	RFI	20	20	10	20	10	80
26	RMS	15	10	10	5	5	45
27	SDN	20	15	15	10	15	75
28	SP	15	15	20	15	20	85
29	SKN	15	15	10	10	10	60
30	SIB	10	10	5	5	10	40
31	SR	10	10	10	10	10	50
32	TKA	10	5	15	5	10	45
33	UDPS	20	20	15	5	20	80
34	WR	15	10	5	5	5	40
	Total Score	510	430	420	340	460	2185
	Mean Score	15	12,647	12,73	10	13,5	64,26

Where :

- C : Content
- O : Organization
- V : Vocabulary
- L : Language Use (Grammar)
- M : Mechanics

APPENDIX V

The Quality Score Of The XI Grade Students Of MAS Nahdlatul Ulama Batangtoru In Writing Recount Text

No	Students' Initial	Total Score	Quality Score
1	AL	55	Enough
2	AF	65	High
3	AML	70	High
4	AFP	75	High
5	AN	65	High
6	AR	80	High
7	ANS	80	High
8	BY	65	High
9	DL	85	Very High
10	DY	40	Low
11	FS	70	High
12	GKP	60	High
13	HKM	60	High
14	HH	75	High
15	LL	40	Low
16	MJ	80	High
17	MSN	55	Enough
18	MP	80	High
19	NA	70	High
20	NJ	60	Enough
21	NP	40	Low
22	NW	65	Enough

23	RTH	65	High
24	RFA	85	Very High
25	RFI	80	High
26	RMS	45	Enough
27	SDN	75	High
28	SP	85	Very High
29	SKN	60	Enough
30	SIB	40	Low
31	SR	50	Enough
32	TKA	45	Enough
33	UDPS	80	High
34	WR	40	Low



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733

Telepon (0634) 22080 Faximile (0634) 24022

Website: <https://ftik-iain-padangsidempuan.ac.id>E-Mail: ftik@iain-padangsidempuan.ac.id

Nomor : B.3162 /In.14/E.1/TL.00/10/2022

Hal : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala MAS Nahdlatul Ulama Batang Toru

Dengan hormat, bersa ini kami sampaikan bahwa :

Nama : Ade Irma Suriani
NIM : 1820300007
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Bandar Hapinis Kec. Batang Toru

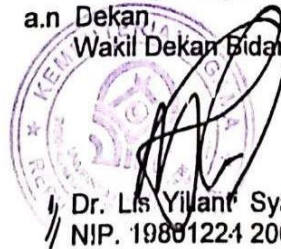
adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Ability of The XI Grade Students of MAS Nahdlatul Ulama Batang Toru in Writing Recount Text".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidempuan, 19 Oktober 2022

a.n Dekan,
Wakil Dekan Bidang Akademik



Dr. Lis Yuliant Syafrida Siregar, S.Psi, MA
NIP. 19801224 200604 2 001



**LEMBAGA PENDIDIKAN AL-MA'ARIF NU
MA NAHDLATUL ULAMA BATANGTORU**

**Jl. Merdeka Barat – Desa Napa – Batangtoru Telp (0634) 370197
Kabupaten Tapanuli Selatan 22738**

Batangtoru, 19 Oktober 2022

Nomor : MA.007/SB/YPNU/X/001/2022
Lampiran : -
Perihal : Balasan Surat Izin
Penelitian Penyelesaian
Skripsi

Kepada Yth :
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan
Universitas Syekh Ali Hasan Ahmad
Addary Padangsidempuan

di
Tempat

Dengan Hormat ,

Sehubungan untuk membalas surat saudara No.B-3162/In.14/E.1/TL.00/10/2022 Tanggal 19 Oktober 2022 Perihal Permohonan Izin Penelitian Penyelesaian Skripsi dengan ini kami sampaikan bahwa :

Nama : Ade Irma Suriani
NIM : 1820300007
Program Studi : Tadris Bahasa Inggris

Maka dengan ini kami memberikan izin kepada Mahasiswi tersebut diatas untuk melakukan Penelitian. Demikian surat ini kami balas, atas perhatian dan kerjasamanya kami ucapkan terimah kasih.

Kepala Madrasah Aliyah
Nahdlatul Ulama Batangtoru



H. Mukhlisuddin Harahap, S.Pd.I
NIP. SUMATERA UTARA

CURRICULUM VITAE

A. Identity

Name : ADE IRMA SURIANI
Reg. No : 18 203 00007
Place/Birth : Bandar Hapinis, 14th December 1999
Sex : Female
Religion : Islam
Address : Bandar Hapinis, Kec. Muara Batangtoru

B. Parents

Father's name : Alamsyah Ritonga
Mother's name : Siti Khadijah

C. Educational Background

1. Elementary School : SDN NO.100101 Simatorkis (2006)
2. Elementray School : SDS Tiga Hati Kepenuhan Hulu (2009)
3. Elementray School : SDN NO. 100218 Janji Matogu (2011)
4. Junior High School : MTs. Nahdlatul Ulama Batangtoru (2014)
5. Senior High School : MAs. Nahdlatul Ulama Batangtoru (2017)
6. Collage : UIN SYAHADA Padangsidimpuan (2022)