

**STUDENTS' SKILL IN WRITING RECOUNT TEXT  
AT THE ELEVENTH GRADE STUDENTS AT  
SENIOR HIGH SCHOOL 8 JAMBI CITY**

**A THESIS**

*Submitted as a Partial Fulfillment of the Requirement for Obtaining  
the Degree of Sarjana Pendidikan (S.Pd.) in English Education*



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**JAMBI**

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1. The thesis that I wrote with the title Students' Skill in Writing Recount Text at the Eleventh Grade Students at Senior High School 8 Jambi City, is truly my original work and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution.
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
4. I make this statement in truth, and if in the future it turns out that there are irregularities and untruths in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I received because of this thesis, as well as other sanctions in accordance with applicable legal norms and provisions.

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## **MOTTO**

### **Kisah Para Rasul 5 : 29**

*“Tetapi Petrus dan rasul-rasul itu menjawab, katanya: “kita harus lebih taat kepada Allah dari pada kepada Manusia.””*

### **Filipi 4 : 13**

*“Segala perkara dapat kutanggung di dalam Dia yang memberi kekuatan kepadaku.”*

### **Roma 12 : 12**

*“Bersukacitalah dalam pengharapan, sabarlah dalam kesesakan, dan bertekunlah dalam doa!”*

### **1 Tesalonika 5 : 18**

*“Mengucap syukurlah dalam segala hal, sebab itulah yang dikehendaki Allah di dalam Kristus Yesus bagi kamu.”*

### **Matius 11 : 28**

*“Marilah kepada-Ku, semua yang letih lesu dan berbeban berat, Aku akan memberi kelegaan kepadamu.”*

## **DEDICATION**

All praise and thanks to God Almighty, for all the abundance of His grace and guidance so that the researcher can complete the preparation of this thesis and giving the researcher strength, knowledge, ability, guidance, and His showers of blessings to finish the research study.

First, this thesis I dedicate to my beloved parents, to the first one I dedicate to my father (Alm) J. H. Saragih, the rest of his life introduced me to God, goodness, gratitude, and other good things. My mother M. Nainggolan, who never stop praying for me, always giving me advice and being a really friend to confide in. Very grateful to have a great mother, a strong mother like you. I will never stop being grateful for getting the love from both of you. Also to my brothers Ber'ye Carprisus Saragih and Ivan Febriyan Saragih, grateful to have both of you all in my life. Thank you for the love that both of you given to me.

I would like to dedicate this thesis to the lecturers and staffs at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

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4. Mr. Ridho Pradja Dinata, S.Pd., M.Pd. as the Head of English Education Program, Faculty of Teacher Training and Education, Batanghari University, Jambi.
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Jambi, June 9<sup>th</sup>, 2022

The Researcher

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## ABSTRACT

**Saragih Rani M. 2022. Students' Skill in Writing Recount Text at the Eleventh Grade Students at Senior High School 8 Jambi City.** Thesis. English Language Education, Faculty of Teacher Training and Educational Sciences, Batanghari University. The First Advisor Khidayatul Munawwaroh, M.Pd. The Second Advisor Ridho Praja Dinata, M.Pd.

The purpose of this research was to determine the students' skill in writing recount text at Senior High School 8 Jambi City. This research was conducted at Senior High School 8 Jambi City. The research design used quantitative. The approved in this research is descriptive quantitative. The population of this research was students of class XI at Senior High School 8 Jambi City. The sample of this research was 36 students of class XI IPA 1 selected using simple random sampling. The researcher used a written test instrument, a written test in the form of an essay test to make a recount text about best experience in holiday. The technique of data collection of this research used test as a research instrument. The technique of data analysis of this research are tabulating the students' score, calculating the students' score, and give the score classification. This finding shows that students' skill in writing recount text are based on generic structure in writing recount text. First, the orientation with an average of 8,94 or including excellent criteria, second, the events with an average of 9,17 or including excellent criteria, and lastly, the reorientation with an average of 7,28 or including good criteria. From the results of the data, 2 generic structure are classified as excellent and 1 generic structure that classified as good. This proves that at the level of students' skill in writing recount text academically, they are still classified as excellent.

***Keywords:*** *skill, writing, recount text*

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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Research**

Communication is the foundation of human civilization. In communication, language is an inseparable part. It is a ridge that allows people to share what they are thinking. They ask questions, share thoughts, ideas and feelings, and also express themselves through language. Language as means of communication has important position in the world. Language is a system or medium used to express feelings, ideas, and suggestions. In such a way that language appeals as a means of communication or a means of interaction that only humans have. Language is very important to human life because through language we can achieve good communication and good interaction with others.

According to Douglas (2000), language is a system of arbitrary, conventionalized vocal, written, or gestural symbol that enable members of given community to communicate intelligibly with one another. Furthermore, language is not only for communication but also for getting science and technology in advance. Therefore, it strongly believes that language is very important part in human life. Humans can use various types of languages for communicate with people around the world and one of them is by using English.

English is an international language spoken by most people in the world including Indonesia. It has a very important role as a means of oral and written communication. Goodwyn and Branson (2005: 1) state that English is extremely important and is often described as the most important of all school subjects



mainly because reading, writing, speaking, and listening are essential at a higher or lower level in all other subjects at school and in life. In Indonesia, English known as a foreign language that plays an important role which taught for students from primary school to university. If students understand English well, he will be able to understand a lot of information and knowledge.

Writing is one of the English skills that make a great contribution to people's daily lives. We can see the important role of writing in daily human activities such as personal letters, resumes, business activities, and also office activities. Through writing, we can also look at someone intelligent because something expressed in writing will represent someone's knowledge. In learning English, students are expected to be able to communicate well orally or in writing. Students must learn certain English skills, such as listening, reading, writing, and speaking. In addition, writing helps introverted students express their ideas, feelings, opinions about something. Writing contributes to learning by helping students remember what they are learning, leading them to analyze, and connect information and ideas from different sources.

According to Nation (2009: 113), writing is an activity that can be helpfully prepared for other listening, speaking, and reading skills. This preparation can allow already used words to be easily receptive for effective use. Writing is also considered an indicator of student success in learning English. Because writing is such an effective skill, it also helps students develop the ability to express what they feel and think. Writing, speaking, and listening are important communication skills in all subjects of the curriculum. Indeed, students must be able to communicate in the target language both orally and in writing.

There are many genres in writing, one of them is recount text. Recount text is paragraph that tell about the past time, and to reconstruct past experience by retelling events in original sequence. Hyland (2003: 20), recount text is the text to retell past event or to retell something happened. It is one of the specific instructional objectives in teaching english, one in a typical genre lesson activities using, including in factual genres, and as a competence of achievement target, should be understood by students. In writing the recount text, students have to understanding about generic structure because students can make a good paragraph without mistakes. Based on my experiences, there are some problems found in field when giving writing materials to the students, especially the generic structure.

Based on researcher experiences when doing a teaching practice in Senior High School 8 Jambi City, researcher found some problems. First, many students are too afraid to write in class because they do not know how to develop their writing skill and their understanding of generic structure (organization) in recount text. Second, some students think that writing is the most difficult skill in English and there are many errors in grammar. Third, students struggle to come up with ideas as they write and their vocabulary mastery is inadequate to be able to create a coherent text. Most of them write wrong sentences. The reason that they cannot make a good writing is by poor vocabulary, difficulty in generating their idea, poor grammar, and so on. If the teacher wants to know the student's English ability, the teacher can view from the student's writing.

According to the problem above, the researcher interested to identify those problems and the researcher would like to do a research entitled “Students’ Skill in Writing Recount Text at the Eleventh Grade Students at Senior High School 8 Jambi City”.

## **1.2 Limitation of the Research**

In this research, the researcher will focus on students’ skill in writing recount text. In this topic, researcher limits the students’ skill in writing recount text at the eleventh grade students at Senior High School 8 Jambi City.

## **1.3 Formulation of the Research**

In the problems found by the researcher, question appears about the problems to be solved is “What are the students’ skill in writing recount text at the eleventh grade students at Senior High School 8 Jambi City?”

## **1.4 Purpose of the Research**

According to the statement of the problem above, the purpose of this research is to find out the students’ skill in writing recount text at the eleventh grade students at Senior High School 8 Jambi City.

## 1.5 Significance of the Research

The results of the research are expected in theoretical benefits and practical benefits, as follows:

### 1. Theoretical Benefits

The result of this research can be used as a reference for conducting such kind of research in the future, can add knowledge to readers about study on students' skill in writing recount text, and can add knowledge to readers about the dominant of students' skill in writing recount text.

### 2. Practical Benefits

#### a. For researcher

The results of this research can be used as a way to develop the knowledge and experience of researchers.

#### b. For students

This research is expected to be useful for students to get more information and knowledge by practicing writing using recount text and gave contribution for students to more explore their ability in writing especially in recount text and learn from their lack in writing recount text.

#### c. For English teacher

This research can useful for English teacher for enhancing their understanding about students' skill in writing recount text and gave contribution for English teacher to pay attention when teaching writing especially recount form.

## **1.6 Definition of Key Terms**

The following key terms are used to help readers share the same interpretation in understanding this research, they are as follows:

### **a. Skill**

Nunan (2001: 88) states that skill as a process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

### **b. Writing**

Harmer (2004) says that writing is skill that focuses in producing language to express someone's idea and feeling and the writing skill requires intellectual level in changing the idea or the feeling in a writing form.

### **c. Recount Text**

Anderson and Anderson (1997: 48) states that recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Definition of Writing**

According to Hammer (2004: 33), writing is frequently useful as preparation for some other activity, in particular students write sentences as a preamble to discussion activities. It means, writing is an activity to make students creative and it makes students able to think up ideas that it can be implemented in writing. It can help improve students writing. Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn. In other words, writing can make short distance among writers and readers.

Heaton (1990: 127) states that writing is not only constructing words to become sentences but it is one’s ability to master the complete components and aspect in writing such as language use, grammar, structure, chosen words, style, spelling, punctuation, treatment of content and judgement skill. Therefore, writing is a complicated skill of English. When students have good vocabulary and the sentence pattern, they will be able to arrange and write a good composition of writing. Writing is students’ expressing their idea and feeling that combined with vocabulary and grammar mastery, and the technique of how to write all. It means that writing is one of four skill that important and should be mastered by students.

Boardman and Frydenberg (2002: 11) define writing as a continuous process of thinking, organizing, rethinking, and recognizing. It means that writing is a process by drawing something based on writer background knowledge and organizes their knowledge into a good paragraph. So, the students have to read a lot of books to get inspiration and write a lot to increase their capability.

For students, writing is usually thought to be the most difficult skill to acquire. In fact, writing is more complicated than the other skills. It is because writing needs more aspects not only grammatical and vocabulary but more. It is as Lindstrom in Westwood (2006: 57) said that writing is a complex skill involving multiple processes and abilities that problems can arise for some students. There is reason to suppose that the number of students with writing difficulties is even greater than the number experiencing difficulties in reading with understanding. It can be concluded that writing is complex activities that every students have different difficulties to do it. This skill is more difficult than the other skill.

In sum, writing is complicated activities which need of knowledge about what we are going to write. Writing is more than a language. Writing is a skill which can be learned by anyone who want to express their thought, ideas, feeling, etc. Writing is a tool of communication, so that writing is a hard skill because it is an unnatural act which is need a hard thinking and it is a way of remembering and a way of thinking as well.

### **2.1.1 Process of Writing**

Writing composes of process. If someone wants to write something and he/she wants to make a perfect piece of writing, he/she has to know the process of writing. Not all writers write in the same way, but there several steps that generally occur in the writing process. At least, there are three steps in the writing process mentioned by Blanchard and Root (2003: 41), they are:

#### 1) Pre Writing

Pre writing is thinking, talking, and writing you do about your topic before you write a first draft. Pre writing is a way of warming up your brain before you write, just as you warm up your body before exercise. There are several ways to warm up: brain storming, brain storming activity, clustering, clustering activity.

#### 2) Writing

After you have spent time thinking about your topic and doing the necessary pre writing, you are ready for the next in writing process: write your paragraph. When you write the first draft of your paragraph, use the ideas you generated from pre writing as a guide.

#### 3) Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising. When you revise your paragraph, you can do the following, add new ideas to support the topic, cross the sentence that do not support the topic, change the order of the sentence.



Harmer (2004: 4) also stated that the process of writing has four elements in the following:

1) Planning

Planning is writer's plan what they are going to write. When planning, writers have to think about three main issues (purpose, audience, content structure).

2) Drafting

We can refer to the first version of a piece of writing as a draft. This first go at the text is often done on the assumption that it will be amended later.

3) Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers (editors) who comment and make a suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

Making the changes is necessary, writers produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

### **2.1.2 Purpose of Writing**

Every activity has purposes, so do writing. When the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only type of the text they will produce but including language which they use and the information that they choose.

According to Granville (2001: 1) there are three purposes of writing: to entertain, to inform, and to persuade. They are:

#### **a. To Entertain**

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use their creativity. It must not make the readers laugh, but engage their feeling in some way.

#### **b. To Inform**

Writing to inform has purpose to tell the readers about something. This kind of informative writing can focus an object, places, procedure and events it can be seen in newspaper and article.

#### **c. To Persuade**

The writer tries to convince the reader of something that a point of view is valid by presenting the fact or data so that readers follow writers opinions and act upon it.

According Binder and Lopez-Nerney (2005: 7) stated the purpose of writing as follow:

#### **a. To Inform**

It means that writing can help readers to know what they do not know before they read the text. Writing gives information in many forms, such as

newspaper, articles, books, magazine. Etc.

b. To Express an Opinion

It means that writing can express what the writer feel or thinks and express their idea or response about something.

c. To Convince

Writer can convince reader through their writing in discussing an issue. Today, there are some writers, moreover journalist, who write their writing to convince so many people inform of internet article, newspaper, magazine, and books.

d. To Argue

Beside to persuade, writing has also a purpose to argue an issue which is being talked by some people.

e. To Entertain

It means that writing entertains readers from the next written. The examples if entertaining text are short story, novel, entertainment news, etc. It gives such refreshment for mind and imaginative idea and is included in the two kinds of text.

In addition, people have many reason when want to write something and the purpose of writing is to express someone's idea to the reader in written form, the essentially the same as the motive of writing. It depends on what the writer's need. It can be persuade something, give information, and express someone's feeling.

### **2.1.3 Components of Writing**

Writing has five general components, they are: grammar, mechanic, vocabulary, organization and fluency. Hughes (1989: 91) as explained below:

#### **a. Grammar**

Grammar is rules of languages. According to Widdowson (1990), grammar is not a constraining imposition but a liberating force; it frees us from a dependency on context and a purely lexical categorization of reality. Grammar creates well-organized reading and writing performance in order to understand it easily. To establish a precise sentence in writing a text, grammar is very important for the students.

#### **b. Vocabulary**

In addition, Longman (1987), vocabulary is a list of words used in alphabetical order and with the explanation of their meaning. Vocabulary is a very important aspect in learning English especially in writing skill, because in writing the learner writes words. In order to write well, the ability to choose and use the appropriate vocabulary should be mastered. So, the writers can explore more deeply about what ideas they want to express properly.

#### **c. Mechanics**

In reference to Hughes (1989), mechanic is the use of good graphic convention of the language. In general, mechanic is often being matters such as formatting, correct grammar, punctuation, spelling, and capitalization. Formatting is the general organization of writing. Then, spelling is important to make a meaningful writing because the meaning will change if there is a misspelled word in writing and punctuation is a command for the reader to continue reading or stop

reading. At the time, the students must write the texts appropriate to the correct formatting, punctuation , spelling and capitalization.

d. Organization

Organization should be taken care of well in writing because good paragraphs have unity in the sense that, all of the sentences discuss one main idea and supporting sentences explain the main idea. In other words, organization is the way to communicate ideas in order to have good paragraphs.

e. Fluency

Fluency is an important element of writing to connect any ideas by using the appropriate transition signals (words and phrase). A paragraph is said fluent when the choice of structure and vocabulary is consistently appropriate.

In sum, writing is an important and complex skill in language learning. In this case, the student should know the structures and other components of language including grammar, vocabulary, mechanics, organization, and fluency.

## **2.2 Skill in Writing**

Writing skills are specific abilities which help students or researchers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing. Independence is the ability to function in a given area without depending upon another's help. Independence writing is the ability to write anything one can say or understand in his or her language without depending upon another's help. Comprehensibility means the ability to be understood; intelligible. Fluency is the ability to read, speak, or write easily,

smoothly, and expressively. Fluency skills are the ability to see larger segment and phrases as wholes as an aid to reading and writing more quickly. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

According to Bram and Barli (1995: 25-62), there are some factors that can influence students' writing skill:

1. Limited vocabulary.
2. Difficulty in organizing to write about something.
3. No motivation to write.
4. Lack of confidence in grammar.

According to Nunan (2001: 88), writing as a process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Writing skill is the way to develop writing clearly and correctly through their thought, ideas, opinions, facts, and stories, who express in writing on the paper. Writing skill are an important part of communication. Good writing skill allow you to improve effective communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversations. Correct grammar, punctuation and spelling are key in written communication. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing.

In addition, writing skill is a process to invent some stages such as to thinking about find idea, make a good writing, and express statement. Writing skill is an ability to write as natural as possible, write with the accuracy of

grammar, coherent and authentic ideas, write with fluent, has clear an specific purpose of writing and using some strategies for dealing with the problems in writing process in order to get the best writing product. Writing skill on recount text is an ability to write with fluency, as natural as possible with the accuracy of grammar, the coherent and authentic ideas, clear purpose of writing and using some strategies for dealing with the problems in writing and retell the past story, experiences or events in past tense or past perfect tense.

### **2.3 Definition of Recount Text**

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non fiction usually used to make factual accounts of events, current or historical ones.

Hyland (2004: 29), recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

According to Knapp and Watkins (2005), recount text is written to retell events with the purpose of either informing or entertaining their audience or readers. The students are expected to express their ideas about the experience or

last events focused to inform the readers. In addition, he says that recount is simple text type in the genre of narrative. Formally, recount is a sequential text that does little more than sequences a series of events.

In conclusion, recount text is a text which retells events or experiences in the past. Recount is genre of writing that explores the informative fact for the past experience. Recount explores the series of events which happened to social function is to retell events for the purpose of informing or entertaining. Recount text can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

### **2.3.1 Types of Recount Text**

According Barwick (1999: 4-5) there are different types of recounts with varying levels of language and content according to the audience and purpose:

#### **1. Personal Recount**

A personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns, I and we. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.



## 2. Factual Recount Text

A factual recount documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. At this stage recounts involve detailed research about unfamiliar topics for which students should be using print and technological resources. Appropriate technical language, precise details of time, place and manner and retelling with appropriate explanations and justifications assists readers to accurately reconstruct what happened. The focus is on language that shows time sequence (before shifting, while they were, after a number) using evaluative language (importance, significance, influence, achievement) and emphasizing assessment language (amazing, successes influence, achievement). This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

## 3. Imaginary Recount

The imaginary details of a literary or story recount are placed in a realistic context. Character development is emphasized with the narrator responding emotively to the events. The sequence of details may be changed but who, what, when and where are still included. The literary recount is generally written in the first person using me or us, establishing a relationship between the writer and reader or speaker and listener, for example my diary as a child in space.

## 4. Procedural Recount

Procedural recounts record, in an oral or written form, the sequential steps needed to achieve a result. This is written after the completion of a

procedure. Procedural recounts are found in information books, television, films and books that explain how things were made. The focus is on the accurate order of sequence, the selection of the correct language for the topic and the use of time conjunctions. Diagrams and drawings are often included to assist with the clarification of the stages.

#### 5. Critical Recount

A critical recount looks at an issue and comments and evaluates negative and positive aspects. Selected details are included to suit the argument, but this recount may not be sequenced chronologically. It is generally written in the first or third person using me or we but may be written in the passive voice. For example, a recount of exploration in Antarctica may critically assess the damage caused to the environment and ecosystem by this exploration.

In sum, there are five types of recount text. Whereby, in this research, the researcher focuses on the personal recount because the students interesting in retell a personal experience.

#### **2.3.2 Generic Structure of Recount Text**

Writing on genre text should be included of generic structure. It has different part of generic structure on genre text. But, students need to know and understanding about it. The students should be mastered of generic structure on genre text. Recount is one of the genres, in mastering recount text, the students have to know generic structure of recount text. Recount text has several elements, one of which is the generic structure. In making the recount text should match the

existing generic structure, because this is an early grounding in making recount text.

According to Council (2008), recount text has several generic structure consists of orientation, events and reorientation. Each generic structure has social functions. The explanations of them are explained below:

a. Orientation

Recount begins with telling the reader who was involved, what happened, the location took place and the time of event. Orientation gives the reader the background information needed to understand the text and they would recognize about the scene setting and the context of the text.

b. Events

Event is the main activities that occurred in the story of the text. In writing a recount text, events are ordered in a chronological sequence. Sometimes, additional details are added to give information for the reader.

c. Reorientation

Reorientation is a closing step of statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give the personal comment or statement.

In addition, generic structure of recount text consist of orientation tells about who was involved, what happened, where events took place, when it happened, and why it happened. Event tells about structure of what happened. Reorientation is conclusion of events. So, generic structure is the structures or points which build the entire text.

Example of Recount Text from Council:

### **My Adventure at Leang Cave**

#### **Orientation**

On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang. It was my first time to visit the cave, better yet, my best friend came to visit it with me.

#### **Event 1**

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.

#### **Event 2**

The humans The humans who lived here ate the shells and dumped the left overs in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

## **Reorientation**

After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives.

### *Example of Recount Text from Council*

Council presented an example of Recount Text like this. This text aims to invite, and entertain readers to hear this text, and provide information on past experiences, actions, and then entertain readers who read the text about past events. This text use simple past tense, conjunction, time connection, specific participant, etc. And then this text have 3 types of recount text. They are: personal, factual, and imaginative recount. This story tells in 3 parts, such as orientation, sequences of events and reorientation. The text is started by orientation that introduce who, where, when the story happened, sequences of events that tells the events orderly and ended by the writer comment as the ending of the story in reorientation stage. It's mean that to measure the students ability in recount text based on pattern of writing recount text correctly and according with the teaching learning process.

### **2.3.3 Components of Recount Text**

Based on Anderson (1997) the students have to know how to construct and what language features in a recount. The components of a recount text are:

- a. A first paragraph

Orientation which explains about background of information about who, what, where and when.

- b. A series of paragraph

That retell the events in the order in what they happened.

- c. A concluding paragraph

The students have to know about it. It is because the students will be easier to write a recount text if they know the construction.

## **2.4 Previous Studies**

Previous research is very important for researchers as a guide in conducting this research. There are several references related to this research. First, Amanda Pradhani Yanwar with her research entitled “An Analysis of Students’ Writing Skill in Recount Text at the First Semester of Public Administration Study Program of the Faculty of Social and Political Science Universitas Bojonegoro”. This research aimed to analyze the students’ writing text. This was a descriptive quantitative research. This research was conducted at the first semester of public administration of the Faculty of Social and Political Science Universitas Bojonegoro. The participants of this research were 40 students of the first semester of Public Administration of the Faculty of Social and Political Science Universitas Bojonegoro. The collected data were the writing texts. The topic of the writing texts was Student Orientation or called as *Orientasi Studi dan Pengenalan Kampus* in Indonesian Language. The students were given approximately 90 minutes to write a text and work in groups. After they finished writing the text, their text got revised. After the students revised their text, they collected the work to the lecturer. The aspects that would be analyzed were ideas and development; organization, unity, and coherence; grammar, usage, and

mechanics; sentences and paragraphs; and word choice. Based on the results of the students' writings, it can be found that the students' writing were included into the category of Limited Knowledge (37.5%) and Satisfactory (62.5%).

Second, Minrahmatika Apni with her research title "The Ability in Writing Recount Text of the Tenth Grade Students at Senior High School 2 Pekanbaru". The objectives of this research were to find out the ability of the tenth grade students at Senior High School 2 Pekanbaru in writing recount text and to find out the factors that influence the ability in writing recount text of the tenth grade students at Senior High School 2 Pekanbaru. In this research, the research design was a descriptive research. The sample of this research was 36 students taken from one classess, They where X MIPA. Based on the data analysis, the researcher concluded that the students are low in vocabulary mastery, the writer can be conclude it because, in doing the test, the students are still difficulty to translate from Indonesia into English, they have the difficulty to translate phrase, statement and common vocabulary. The researcher see from the result of writing test that there are 4 students (11.11%) score 80 – 100 (very good category), 21 students (58.33%) get the score 66 – 79 (good category), 6 students (14%) get score 73 – 79, 8 students (22.22%) get score 56 – 65 (enough category), 3 students (8.33%) get score 46 – 55, 0 student (0%) get score 0 – 45 (fail category). The students get difficulty in choosing vocabulary and grammar. It means that they confused or obscured and limited knowledge of the subject. The students get the difficulty to differently the part of recount text or the generic structure of recount text.

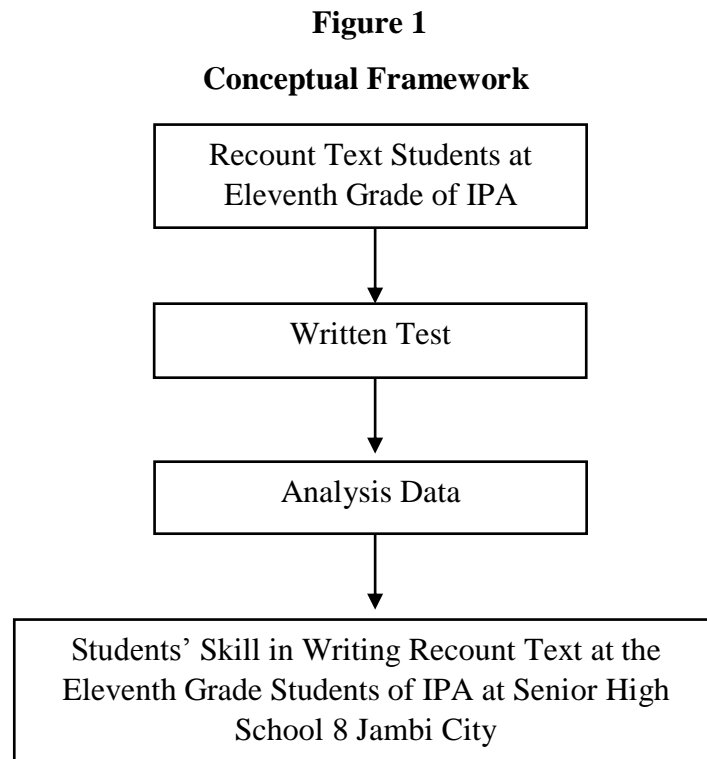
The last, Ronald Candy S. Lasaten with his research entitled “Analysis of Errors in the English Writing of Teacher Education Students in Philipines”. This study examines the common linguistic errors in the writings of the English language teacher education is an error in the form of the verb, sentences structure, punctuation, word choice, spelling, prepositions and articles. Based on explanation, the advantages can help the teacher to assess their own teaching methodology and their students’ ability in writing and to guide them in choosing strategies and topics most suitable for their students. While, the weakness is majority of these errors are caused by the learners’ poor knowledge of the target language and limited vocabulary in the target language.

In contrast to previous studies, there are similarities in methodology and object in the research, which is recount text. Furthermore there are underlying differences and similarities in this study, if in the previous studies describe an analysis of students’ writing skill in recount text, ability in writing recount text, analysis of errors in the English writing of teacher education students. In this research the researcher analyzed students skill in writing recount text at the eleventh grade students of IPA. Therefore, the researcher wants to do a research about Students’ Skill in Writing Recount Text at the Eleventh Grade Students at Senior High School 8 Jambi City.



## 2.5 Conceptual Framework

This reveals to analysis students' skill in writing recount text. The description of how this research conducted is present in the following figure below.



Based on the conceptual framework above, the process to know the students' skill in writing recount text. The first way to observe this research is by giving a test that is writing a recount text. After that, students are chosen by simple random sampling to take the test to write a recount text. After the researcher got the data and reduce it, the next step is analyzing the data. The researcher analyzed the data based on the process types. The framework of this study describes in the scheme above.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research is quantitative research. Quantitative research, according to Creswell (2014), is a method for investigating the relationship between variables in order to test objective theories. These variables can then be measured using instruments, resulting in numbered data that can be examined using statistical processes. Meanwhile, Matthews and Ross (2010: 98) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

According to Gay (2005: 183), descriptive quantitative research involves the collection of numerical data to test hypotheses or answer questions about the current status which is carried out either through self-reports collected through questionnaires or interviews or through observation. In other words, it is useful for investigate a variety of educational problem. Descriptive quantitative is used in this research because the data obtained by the researcher is based on quantitative data, then the researcher explains the results of the data in descriptive form.

In addition, descriptive quantitative research is a research design and methodology that uses a sequence of numerical data to represent current findings and is clarified by narrative descriptions that explain the findings. In this research, the researcher used descriptive quantitative research because the researcher describes students' skill in writing recount text.

## 3.2 Population and Sample

### 3.2.1 Population

According to Creswell (2012: 142) population is a group of individuals who have some characteristic the population of the research. The population in this research is all students of class XI IPA with a total of 292 person classes (XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPA 6, XI IPA 7, XI IPA 8) a total of people with a range of 35 – 38 peoples at Senior High School 8 Jambi City for the 2021/2022 academic year. The detail of population is displayed the table below.

**Table 1.**  
**Population of the Research**

<b>No.</b>	<b>Class</b>	<b>Population</b>
1	XI IPA 1	36
2	XI IPA 2	35
3	XI IPA 3	38
4	XI IPA 4	38
5	XI IPA 5	37
6	XI IPA 6	38
7	XI IPA 7	35
8	XI IPA 8	35
<b>Total</b>		<b>292</b>

*Source: Senior High School 8 Jambi City*

### 3.2.2 Sample

According to Creswell (2012: 143), sample is a researcher plans for studying for generalizing a sub-group of the target population. The method of sampling which chose by the researcher is simple random sampling. Simple

random sampling is a method of drawing from a population or universe in a certain way so that each member of the population or universe has an equal chance of being selected or taken (Kerlinger, 2006: 118). Meanwhile, simple random sampling is the technique for obtaining samples is directly carried out on the sampling unit. Thus, each sampling unit as an isolated population element has the same opportunity to be a sample or to represent the population (Margono, 2004: 126).

The researcher determined the sample by using simple random sampling technique because every student in the population got the same opportunity to be chosen or to be sample of the research. The names of the classes were written on a piece of paper and were rolled up, mixed them, and the researcher chose one of them. The researcher took class XI IPA 1 consisting of 36 students as the sample.

**Table 2.**  
**Sample of the Research**

No.	Class	Students		Total
1	XI IPA 1	Male	Female	36
		8	28	

*Source: Senior High School 8 Jambi City*

### 3.3 Research Instrument

Research instrument is a tool to collect research data. In collecting data, researcher used a written test as a research instrument. According to Brown (2003) explains that test is instrument that provide an accurate and real measure of test-taker of person ability. In this research, the researcher used the test for instrument to support in collecting data about students' skill in writing recount text. The researcher asked the students to make a recount text in a piece of paper.

The students should make the text in the same title as the researcher prepared entitled “Best Experience in Holiday”. Students must write a recount text in three paragraphs. This written test aims to determine students' skill in writing recount text.

### **3.4 Technique of Data Collection**

Data collection method is the way that researcher do for collecting the data in the research. The technique of data collection of this research used test as a research instrument to analyze students' skill in writing recount text. The instrument in this research is a test, in which students are asked by researcher to write recount text.

The researcher asked the students to make a recount text in a piece of paper. The students should make the text in the same title as the researcher prepared entitled “Best Experience in Holiday”. The students should make the text in 3 paragraphs that consist of generic structure (orientation, events, and reorientation). The students do it in 60 minutes. After the students have finished making the recount text, the researcher asked the students to collect the worksheet and then would give an assessment of several elements namely orientation, events, and reorientation.

### **3.5 Technique of Data Analysis**

Data analysis is an important step in any research because it is a process of organizing and assessing data. The data that been collected need to be analyzed. The researcher analyzed this data by some steps. Some formulas are applied in this research to process the data as follows:

1. Tabulating the students' scores

In analyzing the data related to the students test of writing, the researcher used analytical scoring rubric.

**Table 3.**  
**Scoring Rubrics of Writing Recount**

No.	Text Elements	Description	Score
1	Orientation	Show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story.	10
		Does not show one part of the orientation, e.g. there is no place, therefore the reader has not received the complete information from the story.	8
		Does not show two parts of the orientation, therefore the readers get confused the story given.	6
		Does not show three parts of the orientation, therefore the story is hard to understand for the readers.	4
		Directly explains the events without orientation.	2
2	Series of Events	States more than two events in a logical order and has unity in each even that makes the story flow in coherence.	10
		States two events in a logical order and has unity in each even that makes the story flow in coherence.	8
		Stated two events but has no unity in each event that disturbs the coherence of story.	6
		Stated only one event and the story have unity so the story is easy to understand.	4
		Stated only one event and the story have no unity so the story is not easy to understand.	2
3	Re-orientation	Show the complete parts of reorientation that are; signals the end, summarizes the story and leaves his/her comment. Therefore, readers get the idea of story.	10
		Does not show one part of reorientation, but the reader still get the idea of story.	8
		Does not show two parts of reorientation but the reader still get the idea of story.	6
		End the story with short comment but the reader still get idea of story.	4
		End the story without any comments, signals or summary, so the readers do not realize that story finish.	2

*Adapted from Harrison (1999)*

2. Calculating the students' score.

The researcher used manual mathematic scoring formula after conducting the test, these scores analyzed statistically to find out the students score test result below:

$$\text{score} = \frac{\text{correct answer}}{\text{total question}} \times 100$$

After the researcher collected the result of students score, then the researcher find out the students mean score by using the following formula:

$$\bar{X} = \frac{\Sigma X}{n}$$

Where,

$\bar{X}$  : Mean of the score

$\Sigma X$  : The sum of the entire students score result

n : The total number of students

*(Gay, 1981: 298)*

3. The researcher give the score classification.

There are categories and level to measure students writing skills. The researcher adapted level students writing from Best (1981) the score interval is divided into 4 levels. The result of the test could be classified into the following grades:



**Table 4.**  
**Level Students Writing Recount text**

<b>Categories</b>	<b>Score</b>
Excellent	76 – 100
Good	51 – 75
Fair	26 – 50
Poor	0 – 25

*(Source: Best, 1981)*

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **4.1 Findings**

The research was conducted at Senior High School 8 Jambi City through gave the students of class XI IPA 1 in the 2021/2022 academic year a written test. The test was carried out in two meetings. Class XI IPA 1 is divided into session 1 and session 2. The division of sessions is due to the Covid-19 pandemic. The test is given in Monday, April 18<sup>th</sup>, 2022 for session 1 and Monday, April 25<sup>th</sup>, 2022 for session 2. The test is held once in the school. The purpose of this study was to analyzed students' skill in writing recount text in class XI IPA 1 Senior High School 8 Jambi City. The research data is based on the findings in the test with samples obtained by simple random sampling and then obtained class XI IPA 1 with a total of 36 students with 8 males and 28 females. Researcher analyzed about generic structure of recount text consist of orientation, events, and reorientation. Researcher got 36 students written recount text. The texts told about the students best experience in holiday.

The purpose of the test is to measure the problems faced by students in writing a recount text of. The findings obtained from the written test, the test is made paragraph of recount text. The researcher analyzed all the data obtained from the research and took data that supports research aspects. Researcher made instructions to the students to make a recount text from indicator in writing recount text. These indicators consist of: orientation, events, and reorientation. To categorize students' levels of skill in producing recount text writings, the

researcher used analytical scoring rubric. Then from each indicator will be given a score of 2, 4, 6, 8, and 10. Then the value of each indicator is added up and the average value of the indicator is obtained. Finally, to determine the category for assessing student skill, the average results of each indicator are changed in a score range of 1 to 100 with the terms excellent, good, fair, and poor.

#### **4.1.1 Students' Result Based on Indicator**

The researcher conducted a written test to get the data. The test score consists of three indicators. The researcher analyzed from the result of test to find out students skill in writing recount text. The indicator measured are orientation, events, reorientation. The results of the written test can be seen as follows:

##### **a. Orientation**

Based on the indicator in Chapter 3 the researcher found that the result of students score in this research, it was found that the students writing on recount text from the orientation indicator were excellent. There are 32 students got excellent because 24 students got a value 10 and 8 students got a value 8. Evidenced from the calculation of the value obtained from the 36 students. That can be seen from the writings that students can show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story. In the orientation indicator, the total score of 36 students are 322, then the average value is calculated by dividing the total score (322) by the number of samples (36 students) obtained an average of 8,94 (based on a score range of 2, 4, 6, 8, 10), to determine the assessment criteria, the average value (8,94) is multiplied by 10 so

that the score will be in the assessment category from 1 to 100, so a score of 89,4 is obtained which based on this assessment criteria is classified as “Excellent” (with the provisions of 76-100 excellent category).

This means that only a few students have difficulty with the orientation indicator, with details of 2 peoples having difficulty in the orientation indicator because they got the lowest score who get a value of 2 and 4. Students are less able to write coherent paragraphs, students are less able to write specified topic completely and clearly, and the details provided are less related to the topic. The students who got excellent in orientation indicator can be seen as follow:

<input type="checkbox"/>	I spent my holiday in Medan, North Sumatra with my family. On the first day before
<input type="checkbox"/>	leaving we have to <del>prepare</del> items of food that must brought go to North Sumatra.
<input type="checkbox"/>	Tomorrow, I arrived at Medan at 05.00 Am with my car. We went with two cars
<input checked="" type="checkbox"/>	because my family members quite a lot. we traveled for three days two nights <del>because</del>
<input type="checkbox"/>	bad weather and we have to be careful and take the car slowly. After i arrived,
<input type="checkbox"/>	I decided to take a shower and rest for a while in Binjai,

#### b. Events

Based on the indicator in Chapter 3 the researcher found that the result of students score in this research, it was found that the students writing on recount text from the events indicator were excellent. There are 35 students got excellent because 25 students got a value 10 and 10 students got a value 8. This can be seen from the writings that students can states more than two events in a logical order and has unity in each even that makes the story flow in coherence. It is evident from the results of the test given to 36 students, by calculating the overall score of

students getting a total score of 330, then the average value obtained from the total score divided by the number of samples (36 students) then the average result is 9,17 (score range 2, 4, 6, 8, 10). This result is multiplied by 10 to become a score range of 1 to 100 to determine the assessment criteria. Obtained a score of 91,7 which is classified as “Excellent” category (76-100 excellent category).

This proves that the difficulties experienced by students are very safe, with details where 1 students experienced difficulties based on the results obtained. 1 student got a score 0. They were not able to adequately describe the contents of each paragraph about themselves, there was incomplete events and unity in each even that can not make the story in coherence. The students who got excellent in events indicator can be seen as follow:

<input type="checkbox"/>	First day we in Binjai our family was warmly welcomed by my family in Binjai. On
<input type="checkbox"/>	the morning we eat together gomas noodles Medan food. After two days we spent
<input type="checkbox"/>	in binjai we immediately went to take lake toba. we traveled for about 5 hours because
<input checked="" type="checkbox"/>	we went through the usual road instead of the toll road, I arrived at Adi bata Harbor
<input type="checkbox"/>	at 09.00 until 10.00 with a ferry boat. We go to White sand beach. In there
<input type="checkbox"/>	we play a lot of games like canoe tours, banana boats, Paddle ducks, dan papan selancar
<input type="checkbox"/>	The game that impressed me the most was the banana boat because during the
<input type="checkbox"/>	game we were taken around Lake Toba and it would be intentionally applied to
<input type="checkbox"/>	the water. Lake Toba is a very beautiful place and it says Lake Toba is heaven
<input type="checkbox"/>	on earth

c. Reorientation

Based on the indicator in Chapter 3 the researcher found that the result of students score in this research, it was found that the students writing on recount text from the orientation indicator were good. There are 23 students got good because 11 students got a value 10 and 12 students got a value 8. This can be seen from the writings that students can show one part of reorientation, but the reader still get the idea of story. In the reorientation indicator, many students have difficulty in writing recount text. It is evident from the results of the assessment calculations of the 36 students studied that the total score of 36 students is 262. Then the total score (262) is divided by the number of samples of 36 students to obtain an average score of 7,28 (from a score range of 2, 4, 6, 8, 10). To determine the assessment criteria, the average value is changed to a value range of 1 to 100, namely by means of the average value of the reorientation indicator (7,28) multiplied by 10 to obtain a score of 72,8 which belongs to the "Good" category (51-75 good category).

In sum, it can be seen that quite a lot of students have difficulty in reorientation indicator, this is evidenced by the discovery of 8 getting the lowest score, consisting of 1 students getting a score of 0, 1 student getting a score of 2, and 6 students getting a score of 4. The students who got good in reorientation indicator can be seen as follow:

<input type="checkbox"/>	Vacation in lake toba is the most memorable thing for me. It was the best
<input checked="" type="checkbox"/> 10	trip of my life. Finally we went to home in Jambi. And if I have time I want
<input type="checkbox"/>	to go there in the morning that was the best my experience ever
<input type="checkbox"/>	

The next step that the researcher takes was to analyze the data on each indicator to find out which indicator were good and which indicator were weak. Analysis of each indicator as follows:

**Table 6.**  
**Indicators Mean Score in Writing**

<b>Indicators</b>	<b>Mean Score</b>	<b>Categories</b>
Orientation	8,94	Excellent
Events	9,17	Excellent
Reorientation	7,28	Good

#### **4.1.2 Students' Result Based on Category**

In this category, the researcher conducted a written test to get the data. The test score consists of four categories. The researcher analyzed from the result of test to find out students skill in writing recount text. The category measured are excellent (76-100), good (51-75), fair (26-50), poor (0-25). The results of the written test can be seen as follows:

a. **Excellent**

This text after the researcher scores and looks at the orientation, events, and reorientation indicators after adding up to get a score of 100, so this is included in excellent category. Based on the writing in this category, it was found that the students writing on recount text of the overall value were excellent. Evidenced from the calculation of the value obtained from the 36 students. That can be seen from the writings that students can show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story. In events

category, the students state more than two events in a logical order and has unity in each even that makes the story flow in coherence, and in reorientation category the students show the complete parts of reorientation that are; signals the end, summarizes the story and leaves his/her comment. Therefore, readers get the idea of story. After the researcher assessed, some of the values that fall into this category are: 100, 93, 86, 80, which means that in the excellent category. In this category, from 36 students there are 27 students scored in the excellent category.

The students who got excellent category can be seen as follow:

No. \_\_\_\_\_  
Date: SAMUEL

<input type="checkbox"/>	<u>Holiday In Lake Toba</u>
<input type="checkbox"/>	I spent my holiday in Medan, North Sumatra with my family. On the first day before
<input type="checkbox"/>	leaving we have to <del>prepare</del> <sup>bring</sup> items of food that must brought go to North Sumatra.
<input type="checkbox"/>	Tomorrow, I arrived at Medan at 05.00 AM with my car. We went with two cars
<input checked="" type="checkbox"/>	because my family members quite a lot. We traveled for three days two nights <del>because</del>
<input type="checkbox"/>	bad weather and we have to be careful and take the car slowly. After i arrived,
<input type="checkbox"/>	I decided to take a shower and rest for a while in Binjai,
<input type="checkbox"/>	First day we in Binjai: our family was warmly welcomed by my family in Binjai. On
<input type="checkbox"/>	the morning we eat together gonomak noodles Medan food. After two days we spent
<input type="checkbox"/>	in binjai we immediately went to take lake toba. We traveled for about 5 hours because
<input checked="" type="checkbox"/>	we went through the usual road instead of the toll road, I arrived at Adi baka Harbor
<input type="checkbox"/>	at 09.00 until 10.00 with a ferry boat. We go to White sand beach. In there
<input type="checkbox"/>	we play a lot of games like canoe tours, banana boats, Paddle ducks, dan papan selancar
<input type="checkbox"/>	The game that impressed me the most was the banana boat because during the
<input type="checkbox"/>	game we were taken around Lake Toba and it would be intentionally applied to
<input type="checkbox"/>	the water. Lake Toba is a very beautiful place and it says Lake Toba is heaven
<input type="checkbox"/>	on earth
<input type="checkbox"/>	Vacation in lake toba is the most memorable thing for me. It was the best
<input checked="" type="checkbox"/>	trip of my life. Finally we went to home in Jambi. And if I have time I want
<input type="checkbox"/>	to go there in the morning. That was the best my experience <del>ever</del> ever
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	30 → 100



b. Good

This text after the researcher scores and looks at the orientation, events, and reorientation indicators after adding up to get a score of 100, so this is included in good category. Based on the writing in this good category, the students results on writing recount text of the overall value were good. Evidenced from the calculation of the value obtained from the 36 students. That can be seen from the writings that students can show one part of the, e.g. there is no place, therefore the reader has not received the complete information from the story. In events category, the students state two events in a logical order and has unity in each event that makes the story flow in coherence. And in reorientation category, the students show one part of reorientation, but the reader still get the idea of story. After the researcher assessed, some of the values that fall into this category are: 73, 66, 60, 53, which means that in the good category. In this category, from 36 students there are 8 students scored in the good category. The students who got good category can be seen as follow:

Angelika Septiani Manalu  
XI IPA 1  
Monday, 15 April 2022

24 → 80

### Best Experience in Holiday

8 Last holiday, my family and i decided to go on vacation to uncle's house in Bengkulu. We spent a few days vacationing there. We went to Bengkulu using a private vehicle. We departed from Jambi at 05:00 am and arrived there at 7:00 pm.

10 On the first day, we decide to spend some time at uncle's house. The next day, on the second day, we went to visit Bengkulu Marlborough Fort. The ticket price is Rp. 20.000 per person. Inside the fort there are many rooms, Cannons, and a large courtyard in the middle. We were satisfied to surround the fort and chat with the guide about the history of the British Fort. On the last day of vacation, we went to Bengkulu Long Beach which is located not far from the fort we visited yesterday. Long Beach is a very beautiful beach. I took my two younger sisters to play in the sand and swim. Meanwhile, my parents sat and relaxed enjoying the wind and the view on the beach. After spending time at the beach, we then bought some souvenirs and gifts for friends and family in Jambi. After returning from the beach, we immediately rested and packed our things, because tomorrow morning we will return to Jambi.

6 For me it was a good and fun moment because I could spend time with my family. Even though it was only a short vacation, we really enjoyed it.

c. Fair

This text after the researcher scores and looks at the orientation, events, and reorientation indicators after adding up to get a score of 100, so this is included in fair category. Based on the writing in this fair category, the students results on writing recount text of the overall value only 1 student got fair. That can be seen from the writings the student does not show three parts of orientation, therefore the story is hard to understand for the readers. In events category, the student no writing paragraphs. And in reorientation category, the student no writing paragraphs too. After the researcher assessed, the value that fall into this category is 33, which means that in the excellent category. In this category, from 36 students there is 1 student scored in the fair category. The students who got fair category can be seen as follow:

Name : Nadia Aprilia .  
Class : XI IPA 1 .

10 Last month my family and I went on vacation to the city of Bengkulu there my family and I were very happy because there are many tours such as beaches, forts, etc.

10 → 33

d. Poor

In this study in this fair category, no one got score poor. Because it can be seen that students in class XI IPA 1 that 1 student scored in the fair category, 8 students scored in the good category, and 27 students scored in the excellent category. And the total students in class XI IPA 1 are 36 students.

Students scores:

$$\text{score} = \frac{\text{correct answer}}{\text{total question}} \times 100$$

$$\text{Student 1} = \frac{30}{30} \times 100$$

$$= 1 \times 100$$

$$= 100$$

$$\text{Student 2} = \frac{20}{30} \times 100$$

$$= 0,66 \times 100$$

$$= 66$$

$$\text{Student 3} = \frac{20}{30} \times 100$$

$$= 0,66 \times 100$$

$$= 66$$

**Table 5.**  
**Students' Score in Writing**

No	Categories	Students
1	Excellent	27
2	Good	8
3	Fair	1
4	Poor	-

#### **4.1.3 Students' Skill in Writing Recount Text**

The researcher did an introduction and a brief explanation about what students should do. After that, the researcher gave an exercise on recount text in a piece of paper. The researcher gave 60 minutes to the students to write the paragraph. After completed, students then collect the exercises, so that the researcher can check their answers right away. Furthermore, after the researcher collected student tests, the researcher gave scores and made a table of categories to find out the results of students' writing after written do the test.

In this section, the researcher took the results of students' writing of recount text from the test. Scores are categorized into four categories. The first excellent is awarded for a score of 76-100. Good is awarded for a score of 51-75. Fair is awarded for a score of 26-50. Poor given for a score of 0-25. By category above, the researcher can find determine the students' skill in writing of recount text. In addition, to the results the researcher can conclude that students have their own results in the way of their ideas by writing recount text. Furthermore, after the explanation of the category table above, researcher has made the average score

of all the results of the total score of all students with using the average score formula below:

$$\bar{X} = \frac{\Sigma X}{n}$$

$$\bar{X} = \frac{3037}{36} = 84,36$$

In addition, the total mean test score is 84,36. Which mean students are in all categories score criteria excellent based on the level students writing recount text as mentioned in Chapter 3. From the results above, it is evident that the test results in excellent. This means that the researcher can conclude that the students really understand the recount text. The assessment score given by the researcher to the students was also assisted by the English teacher to equalize the perception.

In sum, it can be seen that class XI IPA 1 students can make paragraph of recount text correctly. It can be concluded that the students in this class have an excellent categories of understanding in writing recount text; it can be seen from students who have difficulty in indicators are reorientation with a total of 8 students, 1 student in events, and 2 students in orientation. In the excellent category 9 students have difficulty, 28 students have difficulty in the good category, and 1 student has difficulty in the fair category. Everything is obtained based on the results of students scores. There are some students who understand the recount text, they only make some mistakes and there are also students who do not understand the recount text, but most of them understand it and make a little of mistakes.

## 4.2 Discussions

Recount Text is one type of genres that should be mastered by the students in writing. The purpose of teaching recount on writing is to find out and to describe the students writing skill on recount text related to organization, content, vocabulary, language use, and mechanics. But this research consist to find out to describe generic structure of recount that is written by the students.

Based on the instrument used in this research, namely written test. It was found that the students of class XI IPA 1 Senior High School 8 Jambi City can make paragraph of recount text correctly and the students in this class have an excellent categories of understanding in writing recount text, they only make some mistakes. In this study, in finding the skill of students in writing recount text to get effective data results, the researcher was assisted by one of the English subject teacher who was the homeroom teacher of this sample. The researcher got the data from students' writing test. The researcher asked the students to write recount text based on students best experience in holiday' topic. After collecting the writing result, the data were analyzed by using category and indicator of scoring generic structure. The researcher assesed the writing result of generic structure based on three indicators, orientation, events, and reorientation.

In determining the academic skill of each number that appears in this research, the researcher used test and assessment to get the respondent's score in real terms, this is the measure of the students level of skill. First, calculate the average (mean) of the sample used by adding up all respondents' values based on their respective components which are then divided by the number of respondents. So, the average value obtained is the range (2, 4, 6, 8, 10). To determine the

criteria in the assessment, the average result is changed in the form of a score ranging from 0-100, this is obtained by multiplying the average value by 10 (because the highest score is 10 when multiplied by 10 it will get a result of 100).

From the data analyzed specifically, every indicators was analyzed by the researcher, which comes from three indicators, namely orientation, events, and reorientation. The first indicator that will be analyzed by the researcher was Orientation. Based on previous findings, the criteria contained in the Orientation were students can show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story. With the criteria that have been determined by the category score, researcher can collect and analyze data. And the results of the study show that average results of the criteria for writing obtained were 8,94 and this was included in the excellent category.

The second indicator that will be analyzed by the researcher was Events. Based on previous findings, the criteria contained in the Events were students can states more than two events in a logical order and has unity in each even that makes the story flow in coherence. With the criteria that have been determined by the category score, researcher can collect and analyze data. And the results of the study show that average results of the criteria for writing obtained were 9,17 and this was included in the excellent category.

The third indicator was Reorientation. Based on previous findings, the criteria contained in the Reorientation were students can show one part of reorientation, but the reader still get the idea of story. With the criteria that have been determined by the category score, researcher can collect and analyze data.

And the results of the study show that average results of the criteria for writing obtained were 7,28 and this was included in the good category.

From the average value of students in each indicator obtained from all students, it can be seen that the weakness of students in writing recount text was in the indicator of reorientation with a score of 7,28 where according to the category for the level of writing said by Best (1981) was good. Meanwhile, from the results of data presentation in general, the researcher obtained the result that the average score obtained by students in writing recount text was 84,36 and according to the classification theory of Best (1981) average value the was categorized as excellent. Thus, it can be concluded from the indicator category and the category of writing criteria, writing students recount text, it can be concluded that students good in writing recount text and still need improvement in writing recount text especially in reorientation indicator.

In conclusion, the researcher find out how is students' knowledge of generic structure in writing recount text at the Eleventh Grade Students of Senior High School 8 Jambi City. Based on the written test, the resercher find out how is students' skill of generic structure in writing recount text. Students' written test in writing recount text, students could not express their ideas in generic structure especially orientation and reorientation. They still lack develop ideas related to the text. And other lack they did not know way to achieve coherence is to arrange the ideas in logical order. Students at the Eleventh Grade Students of XI IPA 1 at Senior High School 8 Jambi City got little difficulties and some mistakes in writing recount text. They were confused how to make the orientation and reorientation related to the topic that have given. It is also supported because they



did not know english so well so they not only stress of how to make text but also how to write it into english. In written orientation, they did not understood almost of them could write orientation well and complete. But in events they can write well and complete and reorientation they still have lack to explore the ideas to be good recount text and few of them almost complete wrote events and reorientation. But if calculation the recount text written by students is excellent.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

Based on finding of this research, after the researcher conducted and analyzed data using the selected instrument to the students in class XI IPA 1 Senior High School 8 Jambi City. With research that focuses on what are the students skill in writing recount text it can be conclude that students writing recount text based on generic structure is excellent and had no difficulty in writing paragraph of recount text. The researcher concluded that 36 students of class XI IPA 1 at Senior High School 8 Jambi City at the level of writing recount text were still at the excellent level. This can be seen from the test results, from 36 students 27 students got excellent, 8 students got good, and 1 student got fair. There is no student got poor category. Students who get high marks are 100 and the low number is 33. The students understood and could explore the ideas to make good recount text based on generic structure. The class average of students' test result of the test is 84,36. The average of students' test result of each generic structure consist on orientation is 8,94 events 9,17, and reorientation 7,28. So students more understand about events than orientation and reorientation.

Most of the students write good recount text based on generic structure and some of them still have to increase their knowledge about generic structure on recount text.

## 5.2 Suggestions

Based on the data and the discussion in order to increase knowledge of generic structure on recount text, it comes the following suggestions:

1. For Students
  - a. The students are recommended to have many exercises in writing sentences, paragraphs or text so that they can improve their writing.
  - b. The students should be able to write a text in a accordance with the instruction.
  - c. The results obtained in this research can be used as a reflection to correct themselves and understand each other's inabilities. The researcher hopes that the students will be able to recognize their respective incompetence and be brave enough to find a way out of the problem.
  
2. For Teachers
  - a. The teachers should explain clearly about recount text especially on generic structure.
  - b. The teachers should guide the students in order to correct students' mistake directly.
  - c. The results of this study are a reflection of the students' abilities, in which the teaching teachers should pay more attention to plays a big role in ensuring students' understanding of a learning topic, especially generic structure on recount text.

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**Appendix 1**  
**Research Instrument**

**Name** : \_\_\_\_\_

**Class** : \_\_\_\_\_

**Date** : \_\_\_\_\_

**Instructions:**

1. The researcher asks the students to make a recount text in a piece of paper.
2. The students should make the text in the same title as the researcher prepared entitled “Best Experience in Holiday”.
3. Write 3 paragraphs that consist of generic structure (orientation, events, and reorientation).
4. Please work individually.
5. Do not forget to make the title of your writing!
6. Do it in 60 minutes and collect the worksheet when finished.

**Appendix II**  
**The Students Test Score**

No	Name	Orientation	Events	Reorientation	Score	Total	Categories
1	AR	10	10	10	30	100	Excellent
2	ABS	4	8	8	20	66	Good
3	AIPP	8	10	2	20	66	Good
4	AR	10	10	6	26	86	Excellent
5	AM	8	10	10	28	93	Excellent
6	ADP	6	8	8	22	73	Good
7	ASM	8	10	6	24	80	Excellent
8	AA Y	10	8	6	24	80	Excellent
9	AS	10	10	8	28	93	Excellent
10	AM	10	10	8	28	93	Excellent
11	DM	10	10	4	24	80	Excellent
12	FDP	6	8	4	18	60	Good
13	FS	2	10	4	16	53	Good
14	IS	8	10	10	28	93	Excellent
15	KN	8	10	4	22	73	Good
16	M. YH	10	8	8	26	86	Excellent
17	MAP	8	10	4	22	73	Good
18	NKS	10	10	8	28	93	Excellent
19	NA	10	0	0	10	33	Fair
20	NS	10	8	6	24	80	Excellent
21	NA	8	8	4	20	66	Good
22	NKRT	10	10	8	28	93	Excellent
23	NAS	8	10	8	26	86	Excellent
24	R. WF	10	10	10	30	100	Excellent
25	RT	10	10	10	30	100	Excellent
26	RS	10	10	10	30	100	Excellent
27	RA	10	8	8	26	86	Excellent
28	SB	10	10	10	30	100	Excellent
29	S	10	10	10	30	100	Excellent
30	SFN	10	10	10	30	100	Excellent
31	SZ	10	10	10	30	100	Excellent
32	SI	10	10	8	28	93	Excellent
33	SMN	10	8	8	26	86	Excellent
34	TYP	10	10	8	28	93	Excellent
35	YMF	10	10	10	30	100	Excellent
36	ZEA	10	8	6	24	80	Excellent
Total Score		322	330	262	914	3037	

Mean Score	8,94	9,17	7,28	25,39	84,36	
Score (0-100)	89,4	91,7	72,8			

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total Question}} \times 100$$

$$\text{Student 1} = \frac{30}{30} \times 100$$

$$= 1 \times 100$$

$$= 100$$

$$\text{Student 2} = \frac{20}{30} \times 100$$

$$= 0,66 \times 100$$

$$= 66$$

$$\text{Student 3} = \frac{20}{30} \times 100$$

$$= 0,66 \times 100$$

$$= 66$$



**Appendix III**  
**Scoring Rubrics of Writing Recount**

No.	Text Elements	Description	Score
1	Orientation	Show the complete parts of orientation that are; the people involved, the time, the places, and the situation which make the readers understand and interest to read the story.	10
		Does not show one part of the orientation, e.g. there is no place, therefore the reader has not received the complete information from the story.	8
		Does not show two parts of the orientation, therefore the readers get confused the story given.	6
		Does not show three parts of the orientation, therefore the story is hard to understand for the readers.	4
		Directly explains the events without orientation.	2
2	Series of Events	States more than two events in a logical order and has unity in each even that makes the story flow in coherence.	10
		States two events in a logical order and has unity in each even that makes the story flow in coherence.	8
		Stated two events but has no unity in each event that disturbs the coherence of story.	6
		Stated only one event and the story have unity so the story is easy to understand.	4
		Stated only one event and the story have no unity so the story is not easy to understand.	2
3	Re-orientation	Show the complete parts of reorientation that are; signals the end, summarizes the story and leaves his/her comment. Therefore, readers get the idea of story.	10
		Does not show one part of reorientation, but the reader still get the idea of story.	8
		Does not show two parts of reorientation but the reader still get the idea of story.	6
		End the story with short comment but the reader still get idea of story.	4
		End the story without any comments, signals or summary, so the readers do not realize that story finish.	2

**Appendix IV**  
**The Total Mean Score of All Students of the Test**

$$\bar{X} = \frac{\Sigma X}{n}$$

$$\bar{X} = \frac{3037}{36} = 84,36$$

**Appendix V**  
**The Students' Test Result**

**Student 7**

Angelika Septiani Manalu  
XI IPA 1  
Monday, 18 April 2022

24 → 80

*Best Experience in Holiday*

8 Last holiday, my family and I decided to go on vacation to uncle's house in Bengkulu. We spent a few days vacationing there. We went to Bengkulu using a private vehicle. We departed from Jambi at 05:00 am and arrived there at 7:00 pm.

10 On the first day, we decide to spend some time at uncle's house. The next day, on the second day, we went to visit Bengkulu Marlborough Fort. The ticket price is Rp. 20.000 per person. Inside the fort there are many rooms, cannons, and a large courtyard in the middle. We were satisfied to surround the fort and chat with the guide about the history of the British fort. On the last day of vacation, we went to Bengkulu Long Beach which is located not far from the fort we visited yesterday. Long Beach is a very beautiful beach. I took my two younger sisters to play in the sand and swim. Meanwhile, my parents sat and relaxed enjoying the wind and the view on the beach. After spending time at the beach, we then bought some souvenirs and gifts for friends and family in Jambi. After returning from the beach, we immediately rested and packed our things, because tomorrow morning we will return to Jambi.

6 For me it was a good and fun moment because I could spend time with my family. Even though it was only a short vacation, we really enjoyed it.

Name: NANIA Sephyani  
Class : XI IPA 1  
Date : Monday, 18-04-2022

### Vacation to Carocok Beach with Family .

10 A few months ago, I went to Padang to my childhood place for a vacation with my family and we went to Carocok beach with my family . Located in the Pesisir Selatan district about 53 km from the city of Padang West Sumatra . The trip from my house to the beach takes about 1.5 hours . We left the house at 07.30 by car and we arrived around 09.00 .

8. Arriving there, my parents rented a hut forest . I and my sister immediately ran to the beach . It was a clear day with blue skies and I felt a light breeze . The waves there are suitable for swimming, but unfortunately I can't swim . I just play with sand and build sand castles . Don't forget to take pictures with the beautiful beach background . During the day, I started to feel hungry . I approached the rented hut . Here, my mother has prepared food for us . I feel happy to be on vacation with my family and enjoy the natural beauty that God has created .

6 Without realizing it, the day was getting late . We went home . Before going home, I bought some souvenirs there . Finally we arrived at 18.00 because the trip was jammed .

$$S = 24$$
$$\rightarrow 80.$$

Student 19

Name : Nadia Aprilia .

Class : XI IPA 1 .

No. \_\_\_\_\_

Date \_\_\_\_\_

10 Last month my family and I went on vacation to the city of Bengkulu there my family and I were very happy because there are many tours such as beaches, forts, etc.

10 → 33



Salsa Brila XI IPA		Senin, 18 April 2022	
<input type="checkbox"/>	Visiting West Sumatera	30	<u>100</u>
<input type="checkbox"/>	A few months ago, my family and I went to visit several recreation areas in West Sumatera. I'm so happy because this is my first out of town vacations in 4 years. I prepared everything needed for a few days. After that, we departed at 4 AM on December 26, 2021.		
<input type="checkbox"/>	The journey was very long, so we stopped at uncle's house in Muara Bungo to rest for a while before continuing the journey. The next day I arrived in West Sumatera at 9 AM and the journey to the recreation area began. I am so happy because along the way there are many beautiful and soothing rice fields. long after that, we visited Singkarak Lake, but unfortunately we didn't relax long enough to enjoy because it was raining heavily. We continued our journey to the main destination of Jam Gadang, to get to Jam Gadang which is centered in Bukittinggi, it was quite a test of patience because of the long traffic jam. After a long wait, we arrived at the Jam Gadang, and didn't forget to capture it by taking pictures. After that, we returned home to Jambi, on the way home we stopped to enjoy the waterfalls and wild monkeys on the side of the road around the hills. We can't spend much time, because dad has business to do.		
<input type="checkbox"/>	Although it was a short vacation, it was a memorable holiday for me. I got a lot of experience there.		





**Appendix VI**  
**Research Letter**



**YAYASAN PENDIDIKAN JAMBI**  
**Universitas Batanghari**  
**Fakultas Keguruan dan Ilmu Pendidikan**  
Jl. Slamet Riyadi Telp. 0741 - 667089

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Nomor : 61 /UBR-01/B/2022  
Lampiran : -  
Perihal : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**  
**Kepala SMA N 8 Kota Jambi**  
di  
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **RANI MEILANNY SARAGIH**  
NIM : 1800888203019  
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**“STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT THE  
ELEVENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL 8 JAMBI  
CITY”**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 22 Maret 2022

Dekan,



**Dr. H. Abdoel Gafar, S.Pd., M.Pd.**  
NIDN. 1021036502



**Appendix VII**  
**Research Permit Letter**



PEMERINTAH PROVINSI JAMBI  
DINAS PENDIDIKAN  
**SMA NEGERI 8 KOTA JAMBI**  
Jl. Marsda Surya Dharma Km 8 Kec. Kota Baru Jambi☎ 0741-41328  
NSS : 301104407004 NPSN : 10504584 Email : sman8kotajambi@gmail.com



**SURAT KETERANGAN**

Nomor : 422/190/SMA.8/2022

Yang bertanda tangan di bawah ini, Kepala sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama : **RANI MEILANNY SARAGIH**  
NIM : 1800888203019  
Program Studi : Pendidikan Bahasa Inggris  
Maksud : Izin Penelitian  
Judul : **“STUDENTS’ DIFFICULTIES IN WRITING RECOUNT TEXT AT THE ELEVENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL 8 JAMBI CITY”.**

Berdasarkan surat permohonan izin Penelitian nomor: 61/UBR-01/B/2022 tanggal 22 Maret 2022 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 18 April 2022  
Kepala,  
  
FETI MARYATI, M.Pd  
NIP. 19650627 199003 2 002



## Appendix VIII

### Figure 2

### Documentation

