



Students' Ability in Writing Recount Text at The Second Grade Students of MTS Bai'aturridhwan Bukittinggi

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A B S T R A C T

Recount text is a type of text taught in English subjects at the junior high school or MTs level. This research aims to determine students' abilities in writing recount text. Data was obtained through a writing test given to students. The students' writing results were then examined by looking at five components, namely content, organization, grammar, vocabulary and mechanics. The data was then described using qualitative methods. The research results show that students' ability to write recount text is low. This can be seen from the average score between 56 and 65. This proves that students still experience difficulties in writing, so the quality of their writing is less than satisfactory.

Abstrak

Teks recount adalah salah satu jenis teks yang diajarkan pada mata Pelajaran Bahasa Inggris pada tingkat SMP atau MTs. Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis teks recount. Data didapatkan melalui tes menulis yang diberikan pada siswa. Hasil menulis siswa lalu diteliti dengan melihat lima komponen, yaitu content, organization, grammar, vocabularies dan mechanics. Data lalu disekripsikan dengan menggunakan metode kualitatif. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam menulis teks recount adalah rendah. Ini terlihat dari perolehan nilai rata-rata antara 56 sampai dengan 65. Hal ini membuktikan bahwa siswa masih mengalami kesulitan dalam menulis, sehingga kualitas tulisannya kurang memuaskan.

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1. Introduction

Writing skill is one of the language skills that students must possess. Writing is a combination of process and product. The process refers to act of gathering ideas and working with them until they are represented in a manner that is polished and comprehensible to readers and the product or the final from our writing such as a book, has grown out of many steps which make up the process (Nunan : 2005). According to Brown (2000), writing is a process to think. Writing is the most difficult skill among the other skills, such as listening, speaking, and reading. Writing seems like the most difficult skill of English that needs a long process starting from finding ideas up to the final product. Although writing is the most difficult skill of English, it is very essential to be learnt.

Related to this, the standard competency in English for the second grade students of Junior High School in the aspect of writing is that students are able to write a simple short essay, expressions and functional text with proper spelling and punctuation. In Junior High School, there are several types of texts taught for students. Those are narrative, procedure, recount and descriptive text. The researcher focused on the recount text which is taught in the second year of Junior High School. Recount is one kind of text that students should know.

Recount is a type of writing that is retells events or experiences in the past. The purpose is either to inform or to entertain the audience. According to Hyland (2003), recount is about telling what happened. It is so clear that recount is retell about the experience that had been happened in the past. In

writing recount text, students must be able to provide clear information and choose the right words so that readers can understand the information well. In fact, being able to write recount text in English properly and correctly is not an easy thing for the second grade students of Junior High School.

Based on the observation, the researcher found that students at the second grade of MTS Bai'aturridhwan Bukittinggi have problems in writing recount text. It can be seen when the students are trying to write a text, they have problem in organizing the ideas what they want to write, the students found difficulties in grammar and limited of vocabulary that they cannot choose appropriate words. But not all of the aspects become the difficulties or problem for the students. Students may have difficulties in one aspect, but they are maybe good at another aspect.

Based on the problem above, it is a scientific reason conducted research about analyzing students' ability in writing recount text of the second-grade students of MTS Bai'aturridhwan Bukittinggi. It will be covered in a research entitled "An Analysis of Students' Ability in Writing Recount Text at the Second Grade Students of MTS Bai'aturridhwan Bukittinggi."

2. Research Method

In this research, the researcher used qualitative research design. The purpose of the research is to obtain information about actual or existing phenomena or situations at the time of the research. Nugrahani (2014) suggests that qualitative research is the kind of research which produce inventions that cannot be achieved using statistical procedures or in a quantitative way, meaning that does not use hypothesis test.

Then Bogdan and Taylor (2014) suggest that Qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This method is more naturalistic which is able to reveal the relationship between the researcher and the respondent and both have the influence of qualitative analysis with descriptive methods.

The setting of the research was MTs Bai'aturridhwan Bukittinggi. This school is located in Jl. Baiturridwan, Aur Tajungkang Tengah Sawah, Kec. Guguk Panjang, Kota Bukittinggi, Sumatera Barat.

The participants of this research are 13 second grade students of MTS Bai'aturridhwan Bukittinggi.. Second grade students were chosen because recount text was taught intensively at this level.

3. Findings and Discussion

In this chapter, the researcher presented the research finding and discussion. The researcher explains the result of the research finding about "analysis of students' ability in writing recount text at the second-grade students of MTS Bai'aturridhwan Bukittinggi". The researcher obtained the result of the research data finding from conducting observation and writing test. The sample were the students in second grade of MTS Bai'aturridhwan Bukittinggi.

The data about students' ability in writing recount text were obtained by conducting a writing test on 28 March 2023 from the second-grade students of MTS Bai'aturridhwan Bukittinggi. The students' ability in writing recount text can be seen from the scores they have obtained. From 13 data sources, the results can be classified into several groups.

First, there is one student reached the very good category in writing recount text. Second, there were 4 students who reached the good category with the highest score of 71.5 in writing recount text. Third, students who reached the average category were 5 students with the highest score of 65 in writing recount text. Next, students who reach the poor category were 3 students with the highest

score of 55 in writing recount text. Finally, there is no one of the students who reached the very poor category in writing recount text.

Table 1. Criteria of Score

Score	Category
80 – 100	Very good
66 – 79	Good
56 – 65	Average
40 – 55	Poor
<39	Very poor

Based on the table above, the researcher classified the score into categories, they are: very good, good, average, poor, and very poor. If the students got score between 80 – 100, it was categorized into very good. If the students got the final score between 66 – 79, it was categorized into good. If the students got final score 56 – 65, it was categorized into average. If the students got final score 40 – 55, it was categorized into poor. If the students got final score <39, it was categorized into very poor.

Table 2. The score of the students in writing recount text

No	Name	Score	Criteria
1	Putri Kalsum	84	Very Good
2	Muhammad Fathan	57.5	Average
3	Triyan Putra	58.5	Average
4	Azkia Replita	51	Poor
5	Adifa Angraini	59	Average
6	Ahmad Yasin	46.5	Poor
7	Zahri Ramadhana	60.5	Average
8	Ahmad Jumaidi	65	Average
9	Farel Amrullah	55	Poor
10	Muhammad Fauzan	71.5	Good
11	Feri Hardiansyah	69.5	Good
12	Muhammad Farhan	68	Good
13	Khalif Alfarezi	70	Good

Category	Students
Very good	1
Good	4
Average	5
Poor	3
Very poor	-

Based on the table, it can be seen that the score of students' ability in writing recount text. The participants of this research were 13 students of class VIII at MTS Bai'aturreidhwan Bukittinggi. The researcher explains the results of the categorized score in writing recount text through the scoring rubric for writing.

There is one of the students reached the very good category in writing recount text. The students who got categorized good were 4 students. Those students have quite good understanding and can develop their ideas in written test, even there are still few grammar problems in simple past tense and pronoun. The students who got categorized average were 5 students. The students who got categorized poor were 3 students, and there was no students categorized as poor.

In this research, the researcher collected and analyzed the students' writing ability in the five components of writing. The five components of writing are content, organization, grammar, vocabulary and mechanic.

Table 3. Criteria of Score

Score	Category
18.0 – 20.0	Very good
15.0 – 17.0	Good
12.0 – 14.0	Average
6.0 – 11.0	Poor
1.0 – 5.0	Very poor

a. Content

Content is one of the writing components that discusses how the writers can think creatively and develop their thought to gather all in formation into communicative message.

Table 4. The score of students in component content

No	Name	Scorer 1	Scorer 2	Total	Mean	Category
1	Putri Kalsum	17	18	35	17.5	Good
2	Muhammad Fathan	11	15	26	13	Average
3	Triyan Putra	13	15	28	14	Average
4	Azkia Replita	10	10	20	10	Poor
5	Adifa Angraini	14	15	29	14.5	Average
6	Ahmad Yasin	10	10	20	10	Poor
7	Zahri Ramadhana	11	12	23	11.5	Poor
8	Ahmad Jumaidi	12	15	27	13.5	Average
9	Farel Amrullah	10	11	21	10.5	Poor
10	Muhammad Fauzan	14	15	29	14.5	Average
11	Feri Hardiansyah	14	15	29	14.5	Average
12	Muhammad Farhan	15	15	30	15	Good
13	Khalif Alfarezi	15	15	30	15	Good

Based on the table above, it can be seen the students' scores in the content component in writing recount text. There is none of the students reached the very good category in writing recount text. Students who got the good category were 3 students with the highest score 17.5. Students who got the average category were 6 students with the highest score 14.5. Students who got the poor category were 4 students with the highest score 11.5, and there is no one of the students reached the very poor category in writing recount text. So, from the results of the table above, we know that the student has a quite understanding to develop the idea but still has difficulty creating an effective paragraph.

Writing test performed that grammar was including into a difficulty in students' writing. Grammar is the rules of language. Grammar creates well- rganized 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.

Table 5. The score of students' in component grammar

No	Name	Scorer 1	Scorer 2	Total	Mean	Category
1	Putri Kalsum	17	15	32	16	Good
2	Muhammad Fathan	10	15	25	12.5	Average
3	Triyan Putra	11	15	26	13	Average
4	Azkia Replita	11	10	21	10.5	Poor
5	Adifa Angraini	12	15	27	13.5	Average
6	Ahmad Yasin	12	12	24	12	Average
7	Zahri Ramadhana	12	14	26	13	Average
8	Ahmad Jumaidi	12	15	27	13.5	Average
9	Farel Amrullah	11	11	22	11	Poor
10	Muhammad Fauzan	12	14	26	13	Average
11	Feri Hardiansyah	12	14	26	13	Average
12	Muhammad Farhan	11	10	21	10.5	Poor
13	Khalif Alfarezi	14	15	29	14.5	Average

Based on the table, it can be seen the students' scores in the grammar component in writing recount text. There is no one of the students reached the very good category in writing recount text. Student who got good category was 1 student with the score 16. Students who got the average category were 9 students with highest score 14.5. Students who got the poor category were 3 students with the highest score 11, and there is no one of the students reached the very poor category in writing recount text. So, from the results of the scores obtained, grammar included in the category of average in writing recount text.

Next point of observation is the students' range of vocabularies. Vocabulary is very important aspect in learning English especially in writing skill, because in writing the learners writing words. In order to write well, the ability to choose and use the appropriate vocabulary should be mastered. So the writer can explore more deeply about what ideas they want to express properly.

Table 6. The score of students' in component vocabulary

No	Name	Scorer 1	Scorer 2	Total	Mean	Category
1	Putri Kalsum	18	15	33	16.5	Good
2	Muhammad Fathan	11	15	26	13	Average
3	Triyan Putra	10	15	25	12.5	Average
4	Azkia Replita	11	12	23	11.5	Poor
5	Adifa Angraini	12	15	27	13.5	Average
6	Ahmad Yasin	6	10	16	8	Poor
7	Zahri Ramadhana	12	12	24	12	Average
8	Ahmad Jumaidi	11	12	23	11.5	Poor
9	Farel Amrullah	11	12	23	11.5	Poor
10	Muhammad Fauzan	14	15	29	14.5	Average
11	Feri Hardiansyah	12	14	26	13	Average
12	Muhammad Farhan	14	14	28	14	Average
13	Khalif Alfarezi	14	15	29	14.5	Average

Based on the table, it can be seen the students' scores in the vocabulary component in writing recount text. There is no one of the students reached the very good category in writing recount text. Student who got good category was 1 student with the score 16.5. Students who got average category were 8 students with the highest score 14.5. Students who reached the category of poor were 4 students with the highest score 11.5. There is no one of students reached the very poor category in writing recount text. So, from the results of the score obtained, the vocabulary component included in the average category that is not too difficult in writing recount text.

b. 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 sentence explain the main idea. In other words, organization is the way to communicate ideas in order to have good paragraphs.

Table 7. The score of students' in component organization

No	Name	Scorer 1	Scorer 2	Total	Mean	Category
1	Putri Kalsum	18	18	36	18	Very Good
2	Muhammad Fathan	8	14	22	11	Poor
3	Triyan Putra	12	12	24	12	Average
4	Azkia Replita	8	10	18	9	Poor
5	Adifa Angraini	8	10	18	9	Poor
6	Ahmad Yasin	6	10	16	8	Poor
7	Zahri Ramadhana	8	10	18	9	Poor
8	Ahmad Jumaidi	12	12	24	12	Average
9	Farel Amrullah	8	10	18	9	Poor
10	Muhammad Fauzan	12	14	26	13	Average
11	Feri Hardiansyah	12	14	26	13	Average
12	Muhammad Farhan	14	13	27	13.5	Average

No	Name	Scorer 1	Scorer 2	Total	Mean	Category
13	Khalif Alfarezi	12	14	26	13	Average

Based on the table above, it can be seen the students' scores in the organization component in writing recount text. There is 1 of the students reached the very good category in writing recount text. There is no one of students reached the good category in writing recount text. Students who got average category were 6 students with the highest score 13.5. Students who reached the category of poor were 6 students with the highest score 11. There is no one of students reached the very poor category in writing recount text.

So, from the results of the score obtained, the organization component included in the poor category in writing recount text. It can be concluded that the students still make mistakes in organizing recount text. The students directly explained the event without orientation first, the students wrote the event from the first paragraph.

Mechanics was also being observed from students' writing. In general, mechanics is often being matters such as formatting, correct grammar, punctuation, spelling and capitalization.

Table 8. The score of students' in component mechanic

No	Name	Scorer 1	Scorer 2	Total	Mean	Category
1	Putri Kalsum	18	14	32	16	Good
2	Muhammad Fathan	11	5	16	8	Poor
3	Triyan Putra	9	5	14	7	Poor
4	Azkie Replita	10	10	20	10	Poor
5	Adifa Angraini	7	10	17	8.5	Poor
6	Ahmad Yasin	7	10	17	8.5	Poor
7	Zahri Ramadhana	15	15	30	15	Good
8	Ahmad Jumaidi	15	14	29	14.5	Average
9	Farel Amrullah	12	14	26	13	Average
10	Muhammad Fauzan	15	18	33	16.5	Good
11	Feri Hardiansyah	15	17	32	16	Good
12	Muhammad Farhan	15	15	30	15	Good
13	Khalif Alfarezi	12	14	26	13	Average

Based on the table above, it can be seen the students' scores in the mechanic component in writing recount text. There is no one of students reached the very good category in writing recount text. Students who got good category were 5 students with the highest score 16.5. Students who got average category were 3 students with the highest score 14.5. Students who reached the category of poor were 5 students with the highest score 10. There is no one of students reached the very poor category in writing recount text. So, from the results of the score obtained, the mechanic component included in the average category in writing recount text. The students failed to states the punctuation. In all paragraph, the punctuation should be used to connect one word to another, so that the sentences are clear and there is no misunderstanding.

After analyzing all of the data of the research, it is necessary to discuss the result of the study. The aim is to figure out the answer of the research questions. Based on the research question about how is students' ability in writing recount text. It can be explained by the result of students' test. Based on the result of the test, the researcher finds out the students mean score, that is 62.76. This means that the most of the students got the average category by getting a score between 56-65. The score showed that the students are still have a lot of error in their writing. As the result, the students got average score.

There are five components of writing. They are content, grammar, vocabulary, organization, and mechanic. The researcher found the difficulties faced by students in writing recount text. The first problem is the organization component. The researcher concluded that the highest difficulty was in

the organization component and it was categorized poor. From the data, students who got the poor category were 6 students with the highest score 11. So, from the results of the score obtained, it can be concluded that the students still make mistake in organizing recount text. Some of the students have difficulties in generic structure, the students directly explained the event without orientation first, the students wrote the event from the first paragraph. The second problem is the grammar component. The researcher concluded that difficulty in grammar was categorized average. From the data, students who get the average category are 9 students with the highest score 14.5. Students sometimes make mistakes in using correct grammar. But there are also some students who can make sentences with the grammar used in writing recount text. The last problem is the mechanic component. The researcher concluded that difficulty in mechanic was categorized average.

From the data, students who achieved the average category were 3 students, with the highest score 14.5. The students failed to states the punctuation. In all paragraph, the punctuation should be used to connect one word to another, so that the sentences are clear and there is no misunderstanding.

In conclusion, there are three problems faced by second grade students of MTS Bai'aturridhwan Bukittinggi in writing recount text. The researcher used a writing test to find out the difficulties faced by students in writing recount text. So, the researcher concludes that the highest difficulty is in the organization component that included in the poor category. The grammar component also includes the average category of students' difficulty in writing recount text. And finally, the mechanic component included in the average category of difficulties faced by students in writing recount text.

4. Conclusion

The research on students' ability in writing recount text from MTs Bai'aturridhwan Bukittinggi suggested that the students' ability in writing recount tex can be cathegorized as low. It was shown by the writing test for the second-grade students with the mean score 62.76. Most of the students got the average category by getting a score between 56–65. The score showed that the students still have a lot of errors in their writing. As a result, the students got average score.

There are five components of writing. They are content, grammar, vocabulary, organization, and mechanic. The mean score of the students' writing ability in content categories was 13.34, it was classified average included of 6 students with the highest score 14.5. The mean score in organization categories was 11.5, it was classified poor included of 6 students with the highest score 11. The mean score in grammar categories was 12.76, it was classified average included of 9 students with the highest score 14.5. The mean score in vocabulary categories was 12.76, it was classified average included of 8 students with the highest score 14.5. The mean score in mechanic categories was 12.38, it was classified average included of 3 students with the highest score 14.5. Based on the data above, the researcher concluded that among the five components of writing, the organization component was found as the poor category and the most difficult in writing.

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