THE ANALYSIS OF THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT

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Abstract : This article aims at describing students' ability in writing recount text. Writing a good text in English as a foreign language is a problem. The difficulties in writing a text in English is due to the fact that English is not their mother tongue. In Senior High School at SMAN Arjasa Jember, there were many problems in writing such as: organization, grammar, vocabulary, mechanics, content, and organization. However, there haven't been any records telling/showing exactly the students' ability in writing covering those aspects. Therefore, the research on the students' ability in writing recount text was conducted in attempt to records students' writing ability with the hope that it can shed light on the problems of writing recount text in future.

Key Words : writing ability, recount text, describe.

INTRODUCTION

People communicate with others using English either in spoken or in written form around the world. However, they often use direct conversation or spoken language to interact each others in daily activities rather than written language. It is because people can convey ideas more easily in spoken form. They can communicate face to face, ask for clarification, explain the topic, and use facial expressions. Besides, "In spoken language, the speaker and the listener have the possibility to interact immediately and the opportunity to ask for clarification" (Fairbairn and Winch, 1996:4). But, in writing the writers and the readers can not communicate orally. As it is stated by Fairbairn and Winch (1996:6) that "When the writers are writing to someone, tone of voice, physical proximity and possibility of quick interaction are not available and the writers need to be able to communicate effectively without resorting to these features." In addition, Goldman and Hirsch (1986:5) state that "Writing usually requires the writers to cover their topic more clearly and in greater detail than speaking." In short, people can communicate directly in spoken, but in writing, they have to think their idea and using good language first before they write something.

Writing a text in English as foreign language is not easy. People have difficulties to write in English well because English is considered as foreign language in Indonesia. This tendency is likely caused by its different syntax, organization, vocabulary, and spelling from the native language, Indonesia. For instance, the word "mother" (English)

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has the same meaning with the word "ibu" (Indonesia). But, they have different spelling.

In relation to Senior High School objective of learning English , writing skill teaching aims at expressing the meaning of functional written text and a simple short essay in the form of recount, narrative, and procedure in the daily life context. As in stated (KTSP 2006); (BNSP:06:307). Most students face problems in writing, especially for the X-8 year students of SMAN Arjasa Jember. According to the English teacher, it was because most of the X-8 year students produced some errors dealing with the writing of recount text especially in grammar, vocabulary, mechanics, content, and organization. It was because most of the students write by translating Indonesian sentences into English not by transferring the meaning from Indonesian into English.

The problems based on review were writing ability and recount text. "Writing is also seen as a form of communication (Hartfiel et al,1983:36). Furthermore, Fairbairn and Winch (1996:32) state that "Writing is about conveying meaning by selecting words and putting them together in a written or printed form." Moreover, Goatly (2000:30) notes that "Recount text is to construct past experience by retelling events and incidents in the order in which they occurred." Therefore, the students need time to follow the process in writing. So, writing should be given to the students regularly as a process from beginning up to the end to enable the students produce a good writing.

The research in students' writing ability in FKIP has rarely been done. It was because many researches only scored the students' ability based on the scoring rubric. They ignored the way to score well. They only guessed to measure the score of the students' writing sheet. For instance, the research was conducted by Wulandari (2011) entitled "A descriptive study of the eight year students' ability in applying past tense and organization in writing narrative paragraph by using picture series at SMPI Sunan Kalijaga Jember in the 2011/2012 academic year." She scored the students' writing ability adapted to (Hughes, 1996:101-102). But, she didn't score it specifically. She ignored the words" few", "some", etc in the scoring rubric. Therefore, this research was conducted to give better picture on students' writing ability. This research answered the question "How is the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year?" and "To describe the X-8 year students'

ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year."

Writing involves five aspects such as grammar, vocabulary, mechanics, content, and organization. (Hughes, 1996:101-102). Besides, the students' writing ability refers to making recount text as well as using transitional signals in which the genre chosen, in 10 up to 15 sentences for 60 minutes written by X-8 year students. The research would focus on one type of recount text, namely personal recount text. Derewianka (1990) state that "Personal recount is a text that retells an activity that the writer has been personally involved." For example; diary, and biography. Therefore, it would be scored using analytical scoring method covering grammar, vocabulary, mechanics, content, and organization. It was chosen to describe the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year.

RESEARCH METHODS

The design of this research was descriptive quantitative research. This research applied purposive method to determine the area. This research was conducted at SMAN Arjasa Jember. This design used class X-8 year students as subject of this research. The total numbers of the research subjects were 39 students. This research applied inter-rater reliability. It means that the students' recount text writing was scored by two raters. They were the researcher herself and the teacher. It was chosen because it was more effective to decrease the subjectivity.

The procedures of the research design were formulated as follows: determining the research area purposively; collecting supporting data by interview and documentation; determining the respondents of the research, the class X-8 year students of SMAN Arjasa Jember by using purposive sampling; construct the research instrument in the form of recount text writing test to get the main data of the students' writing ability; consult the research instrument to the English teacher and the consultants; collecting the primary data by giving writing test to the respondents; analyzing the result of the test; classifying the result of data analysis based on the classification of the score levels quantitatively; and concluding the research result descriptively to answer the research problems.

RESEARCH FINDINGS AND DISCUSSION

The test was administered to describe the X-8 year students' ability in writing recount text. It was given in the form of essay. The students were asked to make a recount text given that consists of 10 up to 15 sentences for 60 minutes based on the topic given by the researcher. The writing test was assessed by the researcher and the English teacher in order to get reliability data about the students' ability in writing. According to the result of the writing score given by rater one (the researcher) and the rater two (the teacher), it can be found that the X-8 year students' ability in writing recount text categorized as poor. It can be seen from the diagrams below:
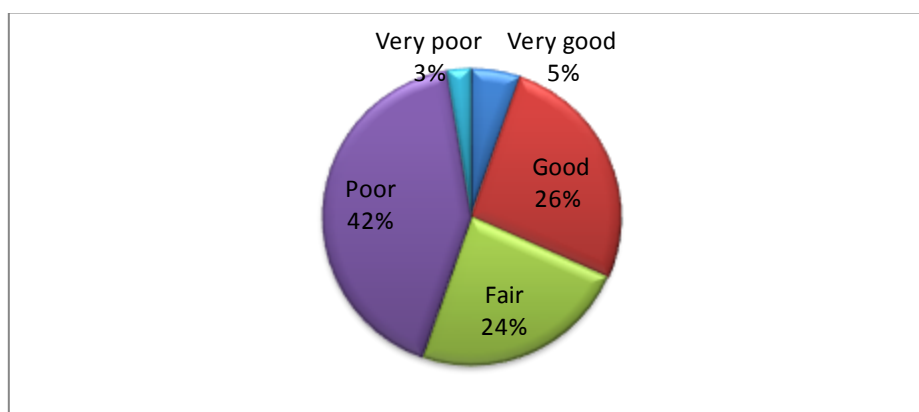
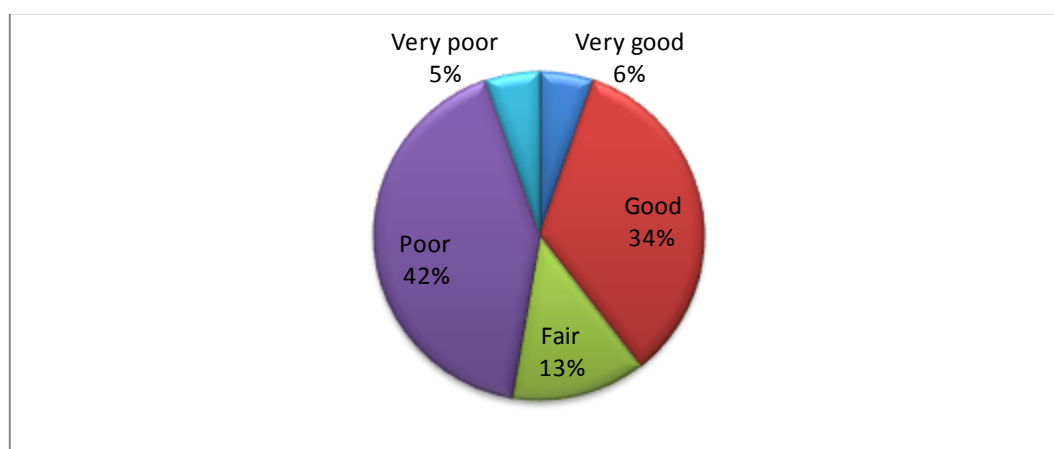Picture 1. The Percentage of the Students' Writing Score Given by Rater One

From the diagram above, it could be reported that there were 16 students (42%) categorized poor, 1 student (3%) was categorized very poor, 9 students (24 %) were categorized fair, 10 students (26%) were categorized good, and 2 students (5%) were categorized very good.
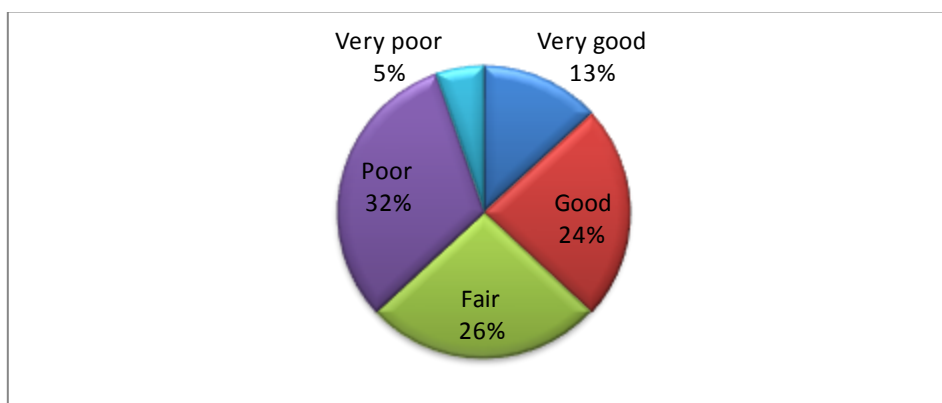
Picture 2. The Percentage of the Students' Writing Score Given by Rater Two

From the diagram above, it could be reported that there were 12 students (32%) categorized poor, 2 students (5%) were categorized very poor, 10 students (26 %) were

categorized fair, 9 students (24%) were categorized good, and 5 students (13 %) were categorized very good.

Picture 3. The Percentage of the Mean Score of the Students' Writing Score Given by Two Raters

From the diagram above, it could be reported that there were 16 students (42%) categorized poor, 2 students (5%) were categorized very poor, 5 students (13%) were categorized fair, 13 students (34%) were categorized good, and 2 students (6%) were categorized very good.

From the result of the research, it was found that the students' ability in writing recount text was categorized as poor. It can be seen from the students' writing score given by rater one (the researcher) was 16 students (42%) were categorized poor and rater two (the teacher) was 12 students (32%) were categorized poor. In addition, the highest errors made by the students when writing recount text based on the score given by rater one was grammar errors and the percentage of errors was 36%. There were 336 errors made in syntactical errors and morphological errors, and the lowest errors came from organization errors and the percentage of errors was 8%. There were 73 errors made in orientation, events, reorientation, unity, and coherence. Besides, the highest errors made by the students when writing recount text based on the score given by rater two was grammar errors and the percentage of errors was 41%. There were 311 errors made in syntactical errors and morphological errors, and the lowest errors came from organization errors and the percentage of errors was 10%. There were 72 errors made in orientation, events, reorientation, unity, and coherence. In addition, the mean score of the students' ability in writing recount text given by two raters (the researcher and the

teacher) was 16 students (42%) categorized poor. Therefore, it can be said that teaching learning process in writing recount text was not yet satisfying.

CONCLUSIONS AND SUGGESTIONS

Regarding the result of the research problem analysis and the discussion, it could be concluded that, the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year was categorized poor. .It can be seen from the students' writing score given by rater one (the researcher) was 16 students (42%) were categorized poor and rater two (the teacher) was 12 students (32%) were categorized poor. In addition, the highest errors made by the students when writing recount text based on the score given by rater one was grammar errors and the percentage of errors was 36%. There were 336 errors made in syntactical errors and morphological errors, and the lowest errors came from organization errors and the percentage of errors was 8%. There were 73 errors made in orientation, events, reorientation, unity, and coherence. Besides, the highest errors made by the students when writing recount text based on the score given by rater two was grammar errors and the percentage of errors was 41%. There were 311 errors made in syntactical errors and morphological errors, and the lowest errors came from organization errors and the percentage of errors was 10%. There were 72 errors made in orientation, events, reorientation, unity, and coherence. In addition, the mean score of the students' ability in writing recount text given by two raters (the researcher and the teacher) was 16 students (42%) categorized poor. Therefore, it can be said that teaching learning process in writing recount text was not yet satisfying.

Considering the result of the research, the researcher proposed some suggestions; 1) The research results are expected to give some feedbacks to the teacher to improve the students' writing skill. She has to provide some writing exercises to the students especially in text writing. The English teacher should also emphasize the teaching of tenses because from the research result, most of the students have weaknesses on it, followed by grammar and organization. Practicing more will make the students better in writing a text; 2) The students are suggested to practice their writing, especially writing recount text frequently, so that they can train themselves and improve their ability in expressing their ideas logically and orderly. They should also try to write

recount text not only personal recount text, but also in other types of recount text, such as personal recount text, factual recount text, and imaginative recount text. Further they need to improve their tenses mastery, especially in past tense to develop their writing ability; 3) The finding of the result can be used as the input to conduct further research about writing recount text in different kinds of the research method, such as classroom action research.

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