

**STUDENTS' WRITING ABILITY ON RECOUNT TEXTS
AT THE FIRST YEAR OF INTERNATIONAL CLASS
AT SMAN 3 PADANG**

THESIS

**Submitted as A Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree**



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2011**

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Judul : STUDENTS' ABILITY IN WRITING RECOUNT TEXTS
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OF SMAN 3 PADANG

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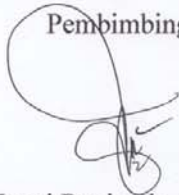
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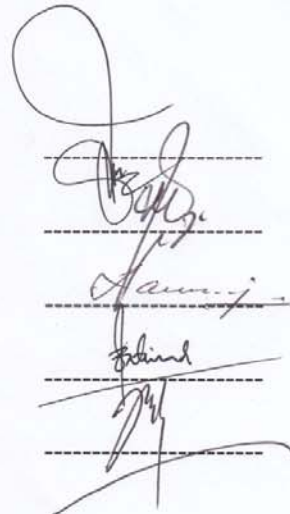
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ABSTRAK

Pratiwi, Astuti. 2011. *Students' Writing Ability on Recount Texts at the First Year of International Class at SMAN 3 Padang*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Untuk mengetahui kemampuan siswa pada kelas international dalam menulis teks *recount*, khususnya bagi siswa di tingkat sekolah menengah atas, perlu dilakukan sebuah penelitian. Penelitian ini dimaksud untuk membahas dua hal. Pertama, untuk melihat kemampuan pemahaman siswa dalam mengembangkan susunan umum dalam teks *recount*, yakni penggunaan *orientation*, *events*, dan *reorientation*. Kedua, untuk melihat kemampuan pemahaman siswa dalam menggunakan unsur-unsur bahasa yang terkait dengan teks *recount*. Penelitian ini dilakukan dengan metode deskriptif, dimana peneliti menggambarkan kemampuan nyata siswa dalam menulis dan mengembangkan teks *recount*. Penelitian ini dilaksanakan di SMA Negeri 3 Padang yang merupakan salah satu Sekolah Menengah Atas Rintisan Sekolah Berstandar Internasional. Sampel dalam penelitian ini adalah siswa kelas satu pada kelas internasional. Data penelitian yang diambil berupa test menulis yang diberikan kepada siswa. Kemudian, data di skor oleh tiga penilai; peneliti, guru dan dosen menulis. Hasil skor oleh tiga penilai kemudian di analisis berdasarkan rumus. Berdasarkan perhitungan yang dilakukan, kemampuan siswa dalam menulis teks *recount* adalah lemah. Dua unsur penilaian yang meliputi kemampuan pemahaman susunan teks dan penggunaan unsur bahasa dinyatakan lemah. Dengan demikian dapat disimpulkan bahwa siswa tidak menunjukkan kemampuan yang baik dalam menulis. Lebih lanjut, berdasarkan hasil penelitian ini diharapkan adanya kerjasama yang baik antara guru dan siswa untuk dapat melakukan lebih banyak latihan ataupun teknik pengajaran yang baik untuk meningkatkan kemampuan siswa dalam menulis.

ACKNOWLEDGEMENTS



Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing and great guidance, I eventually able to complete this thesis as one of the requirements of achieving the Strata One (S1) degree at English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this thesis, I have worked with a great number of people who are deserved special mention for the contribution. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgment.

First, I would like to record my gratitude to Prof. Drs. Rusdi, Grad. Dip, M.A, Ph.D as my previous first advisor who has given his ideas, suggestion, and guidance in the early stage of this thesis accomplishment. I would also like to express my deepest gratitude for Dra. Yenni Rozimela, M.Ed, Ph.d as the next first advisor who has given her charm ideas, strength correction, extraordinary opinion and encouragement to accomplish this thesis perfectly. I also gratefully acknowledge Muhammad Al-Hafizh, S.S, M.A., as my second advisor who has given his fruitful ideas, precious suggestion, correction, guidance, and powerful motivation in the process of accomplishing this thesis. He also the one who gives his support and advise to be more patient in finishing this thesis.

It is a pleasure to pay tribute also to my reviewers in my thesis proposal seminar, Dra. Yenni Rozimela, M.Ed., Ph.D., Drs. Amri Isyam, M.Pd., and Siti Fatimah, S.S, M.Ed., I'd like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this thesis. My gratefully thanks are also float to my examiners in my thesis comprehension test, Drs. Saunir, M.Pd., Sitti Fatimah, S.S. M.Ed., and Rusdi Noor Rosa, S.S., M.Hum. My sincere thanks and appreciation also goes to Rima Andriani Sari, S.Pd, M.Hum. as my academic advisor whose guidance has been beneficial for me during my study in English Department. I would also like to express my greatest gratitude for Rusdi Noor Rosa, S.S, M.Hum., who analyzed and scored the data used in this research. Moreover, my next sincere acknowledgement goes to Dr. Kusni, M.Pd. and Dra. An. Fauzia R. Syafei, M.A. as the chairman and the secretary of English Department. Furthermore, collective and individual acknowledgments are also owed to all of English Department lecturers who had taught me during my study in English Department and had shared their inspirational experience to me. I was extraordinarily fortunate in having them as my lecturers.

The whole kindness and pleasure are tribute to my parents and sibling for their inseparable support and pray. I would like to express my appreciation and faithful gratitude to my beloved mother, Ir. Sri Umiati, M.T., who sincerely raised me up with her caring and boundless love. My struggling father, Ir. Drs. Asfarizal Saad, M.T., is the one who put the fundamental of my learning character, showing me the joy of intellectual pursuit ever since I was a child. Thank you. I'd like to thank my three dearest sisters, Dian Fitri Handayani, Asni Wahyu Safitri and Gita Zakiah Putri, for being supportive and caring sibling. In addition, I would like to thanks the rest family I have for their countless support and love giving to me.

It is a pleasure to express my gratitude wholeheartedly to my entire friends in English Department, especially those who always be with me during the process of this thesis accomplishment. My greatest thanks are for the group of anak b.ing mengada2 and the sisterhood. Thanks for the nice relation and awesome time we have had for these four years. Thanks for the togetherness, excitement, smile, laugh and even tears we shared. It is an extraordinarily nice to have them as my greatest best friends ever. They are really friend indeed.

This thesis will never have been completed without the corporation given by the schools members where this research was conducted. I'd like to thank Dra. Monalisa as the headmaster of SMA Negeri 3 Padang who permitted me to conduct the research in SMA Negeri 3 Padang. Furthermore, I would also like to express my gratitude towards Dra. Nuraini, Dra. Friyasti, and Dra. Ernawati as the collaborator teacher for her corporation during this research. I would also like to send my greatest thanks for the whole teachers in SMA Negeri 3 Padang for their pray and contribution in giving me powerful motivation to accomplish the research. It is also a pleasure to thank the participants of this research, namely the students of X-1 and X-2 in SMA Negeri 3 Padang.

I would also like to thank everybody who was important to the successful realization of this thesis such as English Department librarians and officers, for lending me the important sources, materials and giving administrative forms to be completed. I would like to express my apology that I could not mention personally one by one. Finally, researcher hopes the readers could contribute developmental criticism and suggestion to improve this thesis.

Padang, April 2011

The Writer

TABLE OF CONTENTS

PAGE OF TITLE	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF APPENDICES	vii
LIST OF FIGURES	viii

CHAPTER 1 INTRODUCTION

1.1. Background of the Problem	1
1.2. Identification of the Problems	4
1.3. Limitation of the Problems	5
1.4. Formulation of the Problems	5
1.5. Research Questions	5
1.6. The Purposes of the Research	6
1.7. The Significance of the Research	6
1.8 The Definition of key Terms	7

CHAPTER 2 REVIEW OF THE RELATED LITERATURE

2.1 Review of Related Theories	8
2.1.1 The Concept of Writing	8
2.1.2 The Concept of Recount Texts	17
2.1.2.1. The Structure of Recount Texts	18
2.1.2.2. The Language Features of Recount Texts	20
2.1.3. The Concept of International Based School	22
2.2. Review of Related Findings	26
2.3. Theoretical Framework	28

CHAPTER 3 RESEARCH METHOD

3.1. Research Design	30
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3.2. Population and Sample	30
3.3. Instrumentation	31
3.4. Technique of Data Collection	32
3.5. Technique of Data Analysis	32

CHAPTER 4 FINDINGS AND DISCUSSION

4.1 Findings	36
4.1.1. Data Description	36
4.1.2. The Detailed Description of Test	41
4.1.2.1. The Detailed Description of Component of the First Test..	41
4.1.2.2. The Detailed Description of Component of the Second Test	48
4.1.3. Criteria Based Description	55
4.1.3.1 Criteria Based Description of Test I	56
4.1.3.1.1 The Description of the Orientation	56
4.1.3.1.2 The Description of the Events	58
4.1.3.1.3 The Description of the Reorientation	62
4.1.3.1.4 The Description of the Past Tense	64
4.1.3.1.5 The Description of the Linking Verbs	66
4.1.3.1.6 The Description of the Action/Non Action Verbs.....	68
4.1.3.1.7 The Description of the Chronological Conjunction	72
4.1.3.2 Criteria Based Description of Test II	75
4.1.3.2.1 The Description of the Orientation	75
4.1.3.2.2 The Description of the Events	77
4.1.3.2.3 The Description of the Reorientation	81
4.1.3.2.4 The Description of the Past Tense	83
4.1.3.2.5 The Description of the Linking Verbs	86
4.1.3.2.6 The Description of the Action/Non Action Verbs	88

4.1.3.2.7 The Description of the Chronological Conjunction	91
4.2 Discussion	94
4.2.1 The Ability of the First Year International Class Students in Writing Recount Texts in Term of Developing the Generic Structures at SMAN 3 Padang	94
4.2.2 The Ability of the First Year International Class Students in Writing Recount Texts in Term of Using the Language Features at SMAN 3 Padang.....	97
 CHAPTER 5 CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusions	101
5.2 Suggestions	102
 BIBLIOGRAPHY	 103
APPENDICES	106

LIST OF APPENDICES

Appendix 1. Topics of Writing Test for the Try-Out Class	106
Appendix 2. List of Students' Voted in Topics of Writing	107
Appendix 3. Writing Test	108
Appendix 4. Scoring Rubric	109
Appendix 5. The Calculation of Students Ability in Test 1 which is Scored by Scorer 1	112
Appendix 6. The Calculation of Students Ability in Test 1 which is Scored by Scorer 2	113
Appendix 7. The Calculation of Students Ability in Test 1 which is Scored by Scorer 3	114
Appendix 8. The Calculation of Students Ability in Test 2 which is Scored by Scorer 1	115
Appendix 9. The Calculation of Students Ability in Test 2 which is Scored by Scorer 2	116
Appendix 10. The Calculation of Students Ability in Test 2 which is Scored by Scorer 3	117
Appendix 11. The Calculation of Students Ability in Test 1	118
Appendix 12. The Calculation of Students Ability in Test 2	119
Appendix 13. The Calculation of Students Ability in Test 1 and Test 2	120
Appendix 14. The Quality of Students Ability in Test 1	121
Appendix 15. The Quality of Students Ability in Test 2	122
Appendix 16. The Quality of Students Ability in Test 1 and Test 2	123
Appendix 17. The Students' Writing in Test 1	124
Appendix 18. The Students' Writing in Test 2	149

LIST OF FIGURES

Figure 1. The Process of Writing which Related the Repeated Stages	10
Figure 2. The Writing Process which is Illustrated by Clouse	12
Figure 3. The Theoretical Framework	29
Figure 4. The Range of Scoring.....	34
Figure 5. The Mean of Students' Ability	37
Figure 6. The Mean of Students' Ability in the First Test	37
Figure 7. The Mean of Students' Ability in the Second Test	38
Figure 8. The Mean of Students' Ability in the First and Second Test	38
Figure 9. The Mean of Students' Ability in Term of Generic Structures	39
Figure 10. The Mean of Students' Ability in Term of the Language Features..	40
Figure 11. The Mean in Generic Structures and Language Features.....	40
Figure 12. The Mean of Students' Ability in the Orientation of the First Test	42
Figure 13. The Mean of Students' Ability in Series Events of the First Test....	42
Figure 14. The Mean of Students' Ability in Reorientation of the First Test....	43
Figure 15. The Mean of Students' Ability in Developing the Generic Structures in the First Test	44
Figure 16. The Mean of Students' Ability in Using Past Tense in the First Test	45
Figure 17. The Mean of Students' Ability in Using Linking Verbs in the First Test	45
Figure 18. The Mean of Students' Ability in Using Action/Non Action Verbs in the First Test	46
Figure 19. The Mean of Students' Ability in Using Chronological Conjunction in the First Test	47
Figure 20. The Result of the Language Features in the First Test	47
Figure 21. The Mean of Students' Ability in Developing the Orientation in the Second Test	49
Figure 22. The Mean of Students' Ability in Developing the Series of Events in the Second Test	50

Figure 23. The Mean of Students' Ability in Developing the Reorientation in the Second Test	50
Figure 24. The Comparison of Students' Ability in Developing the Component of Recount Texts	51
Figure 25 The Mean of Students' Ability in Using Past Tense in the Second Test	52
Figure 26 The Mean of Students' Ability in Using Linking Verbs in the Second Test	52
Figure 27. The Mean of Students' Ability in Using Action/Non Action Verbs in the Second Test.	53
Figure 28. The Mean of Students' Ability in Using the Chronological Conjunction in the Second Test.	54
Figure 29. The Result of the Using of Language Features in the Second Test..	54

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Writing is one of the productive skills in English. It is an important medium in communication. There are several reasons which make it important. First, writing is a way for people to communicate among them over distance and time. People can share their ideas by presenting them on written products that can be read by others. It is a language skill used to communicate indirectly.

Then, writing helps people express themselves. Writing is one of the ways that enable people express their thoughts to others. Some people are better in expressing themselves in writing than any other way, and some others, for instance, get a better explanation when they read what others have to say rather than hearing them speak. In this case writing can reflect ideas and thoughts, and allow people to reflect what they are thinking.

Afterwards, writing involves more than just producing words and sentences. To be able to produce a piece of writing, people should be able to write connected series of words and sentences which are grammatically and logically linked. Writing assists people to learn how to form language, how to spell, how to put the idea together in a good plot. People can learn how to make a logical argument, or how to persuade, mainly through writing.

Writing is also considered important in teaching English in Indonesia that makes writing has to be taught and learnt. Referring to the School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* in Senior High School in

Indonesia, it is stated that the objective of teaching writing is to develop students' writing ability accurately in the form of transactional and interpersonal, functional text, and short monologue especially in descriptive, procedure, report, narrative, and recount text. These kinds of texts are taught from grade ten to twelve.

From those types of texts, based on the curriculum, recount is the first text that must be learnt by students in Senior High School. Writing recount texts should reflect the events from the past time in order to inform and express what had happened. It should be well-organized to promote the readers understood the events. Writing recount is some acts of writing which can be used as the basis clue in writing.

Moreover, as it is stated in *Kurikulum Tingkat Satuan Pendidikan*, students have to learn writing skill since the first grade of Junior High School. For recount text, students have to learn it for 2 semesters in Junior High School and one semester in Senior High School. As well, it can be expected that students are able to have a good writing skill, especially for recount text. This expectation is also made based on the reality that the education standard in Indonesia improves from time to time. It can be seen from the improvement of the standard of national examination and both teachers and schools quality.

Talking about the improvement of the education quality which is socialized, the Ministry of National Education forms several categories of school quality in Indonesia. They are Regular School, National Standard (SSN) where the mean of national examination grade is about 6.5, the Pioneer of International Standardized School (RSBI) where the mean of national examination grade is

about 7.0, and International Standardized School (SBI) where the mean of national examination grade is about 8.0.

The highest rating of Indonesia school system is the International Standardized School (SBI). It is a stage of national school in Indonesia which is based on the international standard quality of education. The teaching learning process in this school is emphasized on students' creativity, innovation and experiment in reaching new ideas. The development of International Standardized School is based on *Undang-undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional, pasal 50 ayat 3*. In this rule, the government is motivated to develop an education unit in international standard. The international standard that is demanded covers the graduate competency standard, curriculum of the teaching learning processes, human resources, facilities, managements, finance, and assessment. As well, in the International Standardized School, the teaching learning process is regarded in two languages, namely, Indonesian and English.

Regarding the development of national education standard, SMAN 3 Padang comes to be one of the Pioneer of International Standardized Schools (RSBI) in Padang which applies the rule of International Standardized School Standards. Somehow, the students in International Class in SMAN 3 Padang are selected well. One consideration in the selecting process is students should be able to have good understanding in English since they use English as a medium language in the teaching learning process.

Even though, students in International Class are expected to own better comprehension in English, an English teacher who also taught in the International

Class argued that students still have problems in understanding the English lesson. For the writing skill, especially, students cannot perform well product of writing, even for the recount texts, the basic skill in students writing ability.

To assist an argument related to the students' ability in writing recount text, a preliminary research was done to see the students' products in writing recount text. This preliminary research was conducted for 50 students in the first year in International Class in SMAN 3 Padang. In this case, the researcher, who was helped by one of the English teacher in the school, asked students to write a recount text about their unforgettable moment in life.

Based on the result of students' writing, it was found that the students in International Class have several difficulties in writing recount texts. The difficulties are mainly in generating the ideas, concerning the generic structures, using the language features, and developing the meaning. Considering the fact that was faced, it was important to specify the ability of students in International Class ability in writing recount texts. In more detailed way, this research was aimed to analyze the students' ability on recount texts at the first year of International Class at SMAN 3 Padang.

1.2 Identification of the Problem

Based on the preliminary research which was done in SMAN 3 Padang as one of the International Standardized Schools in Padang, it was found that the students have difficulties in writing recount text. The students' problems covered in generating the ideas, concerning the generic structures, using the language features, and developing the meaning. The way of teachers in managing the

classroom and/or teachers' teaching technique that was used in introductory the topic might affect the students' ability.

1.3 Limitation of the Problem

Related to the identification of the students' problem, this research analyzed the students' writing ability on recount text at the first year of International Class at SMAN 3 Padang. It is focused on students' ability in developing the generic structure of recount text and in using the simple past tense and chronological connection such as *first, next, after, when, meanwhile, following, afterward*, as the language features in recount texts.

1.4 Formulation of the Problem

The problem of this research is formulated in the following question:
“How is the ability of the first year International Class students at SMAN 3 Padang in writing a recount text?”

1.5 Research Questions

The problem of this research was elaborated in the following questions:

1. How was the ability of first year International Class students in writing recount text in term of developing the generic structures at SMAN 3 Padang?
2. How was the ability of first year International Class students in writing recount text in term of using the language features at SMAN 3 Padang?

1.6 Purpose of the Research

The purposes of this research were to describe:

1. the ability of first year International Class students in writing recount text in term of developing the generic structures in writing recount texts at SMAN 3 Padang.
2. the ability of first year International Class students in writing recount text in term of using language features in writing recount text at SMAN 3 Padang.

1.7 Significance of the Research

The aim of this research was to analyze the ability of first year students in International Class at International Standardized Senior High School students' ability in writing recount texts. It was greatly expected that the finding of this research would give contribution in the teaching-learning process of writing recount texts both practically and theoretically.

In term of practically, after considering the finding of this research, it was expected that teachers can classify the problem that was faced by students in comprehending writing recount text. It was also hoped that teachers might give some emphasizing in teaching deals with the materials which were implied as students' weaknesses. Teachers were able to develop the teaching materials and/or techniques of writing to enhance the students' understanding. This consideration was important to be noticed for better development on students' ability of writing.

Theoretically, the finding of this research was expected to have contribution on the development of teaching-learning process in writing, as well

as guidance for those who would teach and learn about writing. It was also expected that the result of this research enable to give contribution on the development of the next related research conducted by the next researcher.

1.8 Definition of Key Term

1. Writing ability is the ability to express ideas, thoughts, and feelings in written language to make other people or readers understand about the ideas.
2. Recount text is a kind of text which tells the reader about something that happened in past.
3. International Class is a class in International Standardized School which applies the international standard quality of education.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Review of Related Theories

There are some aspects that could be discussed related to the literatures of students writing ability in Senior High Schools. There are many theories that is related to this topic. This part will discuss three points about it; they are the concept of writing, the concept of recount texts and the concept of International Standardized School.

2.1.1 The Concept of Writing

Pincas (1982) says that writing is an instrument for both communication and self expression, where most people used it normally to communicate within the people in wider community. This idea is supported by Could (1994) which also explains that writing is a kind of communicative activity. It is a language skill that is used to communicate indirectly among people. Moreover Olshtain (2001) also agrees that via writing, a person can communicate a variety of message to close or distant, known or unknown readers. Olshtain explains that writing communication is extremely important in the modern world, whether the interaction takes the form of traditional or technological mail. Writing is an act of the interactive process which takes place between the writer and the reader via the text.

Moreover, Byrne (1981) says that writing is the fact of forming graphic and symbol letters which relate each others in the form of sentences. Meanwhile, Harmer (2001) states that in the process of writing, it should not only concentrate

on the product of writing but also the skill in the process of writing. When concentrating on the product the writers are only interested in the aim of the end of product. By spending time on pre-writing, editing, redrafting, and finally publishing the work, a process approach aims to get to the heart of the various skills that should be employed when writing. In its simplest form of writing approach, the activities take place to put the best order of:

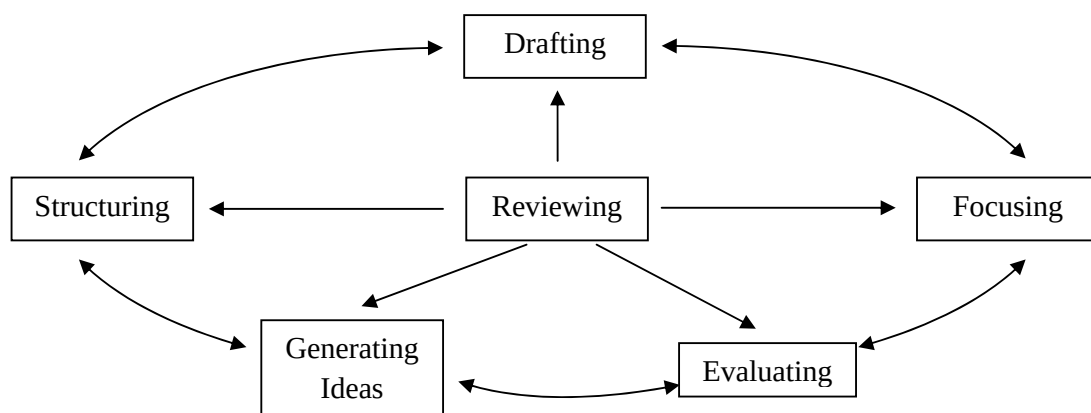
1. Note down various ideas.
2. Select the best ideas.
3. Decide on the information for each paragraph, and the order the paragraph should go in.
4. Write out a rough version.
5. Check language use (grammar, vocabulary, linkers).
6. Check punctuation (and layout).
7. Check the spelling.
8. Check the writing for unnecessary repetition of words and/or information.
9. Write a clean copy of the corrected version.

Dealing with some stages in the writing process, the writing approaches are framed on three stages of writing, they are prewriting, drafting, and revising. This explanation is stated by White and Arndt (1991) in Harmer (2001) who stress that writing is the process of re-writing; prewriting, drafting and revising. The process of writing is an interrelated set of repeated stages which include:

1. Drafting
2. Structuring (ordering information, experimenting with arrangement, etc)
3. Reviewing (checking context, connections, assessing impact, editing)
4. Focusing (that is making sure the message)
5. Generating ideas and evaluation (assessing the draft and/or subsequent drafts)

As it is can be represented diagrammatically:

Figure 1. The process of writing which related the repeated stages.



Taken from: Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. (3rd Ed). Longman.

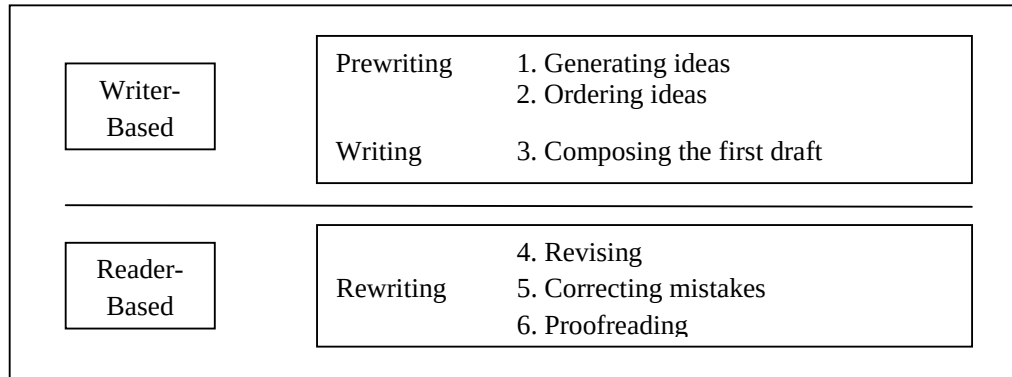
From the figure above, Harmer (2001) explains that one of the disadvantages on the process of writing is that it takes time: time to brainstorm ideas or collect them in other way; time to draft a piece of writing, review it and

edit in various ways before, perhaps, changing the focus, generating more ideas, redrafting, re-editing, and so on.

Moreover, Hyland (2003) said that the basic process in writing is to relate structures in meanings, while text functions are the means for achieving purpose of writing. Writers are guided to produce connected sentences to focus on form to reinforce model writing patterns. As with sentence-level activities, composing tasks often include so-called free writing methods, which largely involve learners reordering sentences in scrambled paragraphs, selecting appropriate sentences to complete gapped paragraphs and write paragraphs from provided information. Writing then can be seen as composed of structural entities such as introduction-body-conclusion, and particular organizational patterns. Additionally, Hyland explain that the stages in the process of writing derive to define that in the process of writing, the model of writing processes that most widely accepted is the planning-writing-reviewing framework.

Clouse (2004) explains that there are six areas that can be grouped into three categories which are needed in the writing process. They are prewriting (activities performed prior to write the first draft), writing (composing the first draft), and rewriting (making changes in the first draft to get the piece ready for a reader). Prewriting and writing are primarily writer-based activities, while rewriting is primarily reader-based. As it can be illustrated in the figure below:

Figure 2. The writing process which is illustrated by Clouse (2004).



Taken from: Clouse, Barbara Fine. 2004. *The Student Writer (6th Ed)*. New York: The McGraw-Hill Companies, Inc.

As the figure above, Clouse (2004) explains that the first stage in writing process is prewriting. This stage is a writer based activities which is established by generating and ordering ideas. In generating ideas, the writer may answer questions about the topic in a way to develop ideas. Some of the most useful questions are the standard journalist questions; who? what? when? where? why? how?. Meanwhile, ordering ideas provides the order of ideas which the writer wants to present. Clouse adds there are three most common strategies in ordering ideas, namely, chronological order, spatial order, and progressive order. Chronological order is the time order. The writer begins with what happened first, goes to the second event, on the third, and so on. With spatial order, the writer moves across space in logical way, such as top to bottom, outside to inside, near to far, or left to right. With progressive order, the writer moves from the least compelling ideas to the most compelling ideas according to how important, surprising, convincing, representative, interesting, or unusual the ideas are.

The second stage in the writing process according to Clouse (2004) is writing the first draft. After the prewriting, the writer can write the first draft. A first draft, often called a rough draft, is an effort to transform the ideas and outline it into an essay. It will have mistakes and rough spots, but it provides materials that should be achieved.

The third stage in the writing process which is illustrated by Clouse is revising. Clouse adds, when the writer reads the draft over he may be attempted to correct spelling and punctuation, change a few words, and hand the essay in. The gaps, clumsy wording, lack of clarity, inadequate detail and other problems can be transformed into a solid essay through the process of reworking of revision. It may improve the content, organization, and the expression of ideas.

In the rewriting process, the writer is expected to do some correcting mistakes. It is a step where the writer may correct errors in grammar, spelling, capitalization, and punctuation. Then the writer is able to do proofreading which able to make corrections in the final copy.

Moreover, Brown (2007) adds that the prewriting stage encourages the generation of ideas, which can happen in numerous ways:

1. reading (extensively) a passage
2. skimming and/or scanning a passage
3. conducting some outside research
4. brainstorming
5. listing

6. clustering (begin with a key word, then add other words, using free association)
7. discussing a topic or question
8. instructor-initiated questions and probes
9. free writing

Brown (2007) also says that the drafting and revising stages are the core of process writing. In a process approach, drafting is viewed as an important and complex set of strategies. Several strategies and skills apply to the drafting/revising process in writing:

1. getting started (adapting the free writing technique)
2. “optimal” monitoring of one’s writing (without premature editing and diverted attention in word)
3. peer-reviewing for content
4. using the instructor feedback
5. editing for grammatical errors
6. “read-aloud” technique (in small groups or pairs, students read their almost-final drafts to each other for a final check on errors, flow of ideas, etc)
7. proofreading

Moreover, convincing the idea of Brown, Medwell (2007) also divides the writing process in planning, drafting and revising writing. Planning writing includes a discussion of what is involved and who the piece is for, as well as the contributions to brainstorm or make concept maps of ideas. Planning may involve

collecting and organizing ideas. It may take a whole shared writing session and usually involve writing notes and sentences fragments, although there will be times when writers list whole sentences. When discussing the writing and language used in term and aim to be clear and accurate, it is essential that writers understand the texts type that are dealing with and the language features that will be encountered.

Moreover, drafting in writing may use a text map or writing frame to help structure the piece. Drafting is important to model the sort thinking that takes places as students decide what to write. While revising in the process of writing is seen as a good opportunity to evaluate the vocabulary, sentence types, sentence structures, and text features. It is elaborated to see whether writers achieve the purpose intended.

Dealing with the explanation of the process in writing from the several experts, it may be concluded that writing is complex process that delivers thought in which the writer faces many aspects content, organization, purpose, etc. The writer also should consider the choice of words and ideas to be expressed that are logically and clearly connected. There are also three general terms in the process of writing, namely, prewriting, drafting and revising. This process is needed to create a good writing that can be understood by the readers.

2.1.2 The Concept of Recount Texts

Principally, recount texts tell the readers of what has occurred in the past. According to Derewianka (1991), in recount texts, writers construct past experience. A recount is the unfolding of a sequence of events over time. Writers are using language to keep the past alive and help them to interpret experience. Supporting the concept of recount texts which is explained by Derewianka, Barwick (1999) also adds that recount texts reconstruct past events in the time order in which they occurred. Recount texts appear in a variety of text forms dealing with events and recounting experiences.

Derewianka says that there are three types of recount texts; they are personal, factual, and imaginative recount. Personal recount is retelling of an activity that the writer/speaker has been personally involved (e.g. oral anecdote, diary entries). The next is the factual recount which records the particular incidents (e.g. report of a science experiment, news report, and historical account). Then, the imaginative recount which takes on an imaginary role and giving details of events (e.g. a day in the life of a Roman slave; how I invented...).

Different from Derewianka, Barwick (1999) divides recount texts into five types. The first type is personal recounts which retell an activity that has been experienced by the writer. It has personal comments that may be concluded from the story. It is written in the first person using personal pronouns.

Then, the second type is factual recounts which are a type of documents of series events. It can be presented as a historical story, science experiments, and

sport report in television. This factual recount is usually written in third person pronouns. It may be written in the passive voice.

As well, the third type of recount texts is imaginative or literary recounts which are aimed to entertain the reader by creating the events of an imaginary world as though they are real. The character development is emphasized with the narrator responding emotively to the events. The literary recounts are generally written in the first person pronouns.

The next type is called as the procedural recounts. It records the steps taken in completing a procedure. It tells about the use of technical terms and the accurate time of sequence. The first person narration gives credibility to the information that is provided in the texts.

The last type is biographical recounts. It tells the story of someone's life. In the case of autobiography, first person narration is used. It is usually factually accurate and record specific names, times, places and events.

Overall, from the explanation above, it can be reviewed that the recount texts are principally talking about something that has been happened in the past. The types of recount texts are mostly differentiate due to the purpose of the texts itself.

2.1.2.1 The Structure of Recount Texts

In writing recount texts there are several parts that must be considered in order to produce a good pattern of texts. Derewianka (1991) explains that the focus of text organization in recount text is on a sequence of events, all of which

are related to a particular occasion. The recount generally begins with an orientation that gives background information needed to understand the text. It may answer the questions of who, where, when, etc. Then the recount unfolds a series of events that are ordered in a chronological sequence. At last, there may be some personal comments or reorientation relate to the events (e.g. we had a wonderful time).

Supporting Derewianka ideas, Barwick (1999) also explains that orientation is a part that established the time, setting, and who/what is participated in the text. The reader needs to know when the event occurred, where it took place and what the reasons for the event. Then, the next part in writing recount texts is the series of events. In series events, the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. Moreover, Barwick (1999) adds that in this part, writers should focus on detailing who, what, where and when. The writers should list all the events and number in a time sequence. It is expected that the writers may approach their critical writing and use effective words to create the mood which describes events and people.

Meanwhile, the reorientation attempts summarize the series of events. Barwick explains that at this stage, the writers are able to experiment with different structures of recounts. The reorientation can be used as an introductory paragraph. It generally refers to some of the information in the orientation paragraph.

Concerning the previous explanations which are related to the structures of recount texts, Stubbs (2000) also states that the orientation needs to provide all the

necessary background information to enable the reader interests with the texts. The orientation should include the detailed of the use of 5W (who, what, when, where, why). Besides that, the orientation needs to give information about what happened, who or what was involved, when and where the events occurred and why it occurred. The purpose of the texts will contribute in giving the detail information needed.

On the stage in series of events, Stubbs (2000) also implies that the writer should prepare the details of events that are important and unimportant. The writer should guide the events that are relevant and can be included in the details. Events are usually sequenced chronologically, but the writers should be careful in arranging events in importance order. The time connectives (before, throughout, so that, finally, etc) can be used to unite the sentences and paragraph.

At last, Stubbs (2000) claims that the reorientation is the final section that concludes the recount by summarizing outcomes or results, and/or evaluating the topic by giving comments. In reorientation, the writers draw a conclusion or give comments about the story. It can also draw the future prediction by speculating about what might happen next.

As was previously stated by several experts concerning to the structures of recount texts, it can be briefly claimed that three general stages are contributed in recount texts; they are categorized as orientation, series of events, and reorientation. Writers should notice these structures in order to attempt a good result of recount texts.

2.1.2.2 The Language Features of Recount Texts

One way to look at writing is to see the coherent arrangement of words, sentences, and tense. Since recount texts constructs the sequences of time, it is important to use the time connectives which are mostly used to link separate events or paragraphs into a cohesive text. Quirk (1972) explains that sentence connections can be established by time-relationships signaled with temporal significance verbs. In the same way, Warriner (1973) says that time connectives are arranging the chronological time is naturally taking up events in the order they happen. It is natural to describe objects by their position in relation to each other. A paragraph that deals with ideas and does not involve time or position requires a different kind of order. In such paragraph, the details may be organized in order of their importance. The order may be from the least to the most important. In developing the paragraph of chronological order, students can make the order of events readily understandable by using such expression as *first, then, next, after that, meanwhile, later, afterward, finally, etc.*

Additionally, dealing with the concept of recount texts which telling the past experience, past tense is considered as the basic language features of recount texts. Dignen (2007) explains that simple past tense is used to talk about past action or states, often with time expressions. Meanwhile past continuous tense is used to talk about an action or situation in progress at a particular time in the past.

As was previously explained in the concept of recount texts, proven by the explanation above and the importance of grammatical rules in writing recount

texts, the components of past tense and time connections are definitely important to be concerned.

2.1.3. The Concept of International Standardized School

The implementation of International Standardized School comes to be an awareness of the globalization era which demands on the competitiveness capability of human resource in facing and developing the technology. Based on *Peraturan Menteri Pendidikan tahun 2007 tentang Pedoman Penjaminan Mutu Sekolah pada jenjang pendidikan dasar dan menengah, Keputusan Menteri Pendidikan Nasional No. 22 tahun 2006 tentang Standar Isi, Keputusan Menteri Pendidikan Nasional No. 23 tahun 2006 tentang Standar Kompetensi Lulusan, Keputusan Menteri Pendidikan Nasional No 24 tahun 2006 tentang Implementasi SBI dan Perencanaan Strategi Departement Pendidikan Nasional tahun 2005-2009*, Edu media nusantara team (2008) concludes that SBI is a national school-based which set up the National Education Standards (SNP) of Indonesia International quality with the international competitiveness graduates.

The characteristics of SBI are:

1. applying a standard curriculum that was developed from the content, the standard of competence and the basic competence graduation enriched with the international standard.
2. applying the learning process in English. (Eq. for Mathematics and Science subjects).
3. adopting textbooks that are used for SBI (in developed countries).

4. applying a higher graduation standard of competency standards (SKL) in the National Education Standards (SNP).
5. educators and education personnel meet a demand of competency standards specified in National Standards of Education (SNP).
6. facilities / infrastructure meet a demand of National Education Standards (SNP).
7. the assessment in the national and international standards.

Furthermore, in relevant with the characteristics, the vision of SBI is designed to complete the three indicators, namely:

1. Characterize national insight.
2. Empowering all potential intelligence (multiple intelligences).
3. Increasing global competitiveness.

Mission SBI is a derived vision of the SBI that is designed to be used as a reference in drafting / developing a plan program of activities, indicators for this mission are summarized in the acronym of SMART:

1. Specific.
2. Measurable (measurable).
3. Achievable (achievable).
4. Realistic.
5. Time Bound (clear time coverage).

In addition, due to the law *No. 20 tahun 2003 pasal 50 ayat 3 tentang Sistem Pendidikan Nasional*, it is explained that the government should organize at least one school in each region which is developed into the International standard. This law is also supported by the philosophy of existentialism and essentialism (functionalism) which are explained by Hartoyo (2009), a designer of International Muslim Senior High School (Madrasah Aliyah, MA). He explains that the education system should optimize the developing of students' existence in a way of creativity, innovation and experimentation, which able to raise students' talent, interest and ability.

In applying the concept of international standard, the four pillars of education come to be a base of Indonesia Curriculum, namely, learning to know, learning to do, learning to live together, and learning to be. These four pillars are executed in developing the curriculum, teachers, teaching-learning process and school grades.

Furthermore, Hartoyo (2009) explains that school committees of international standardized school are hoped to be able to:

1. have same comprehension, understanding and concept about the international standardized school.
2. have same comprehension, understanding and concept about the curriculum development of international standardized school.
3. explain the operational system about the characteristics and necessities in a form of School Based Curriculum of International Standardized School.

4. explain the operational system of teaching-learning method which is appropriate with the competency.
5. explain the operational system of grading method in International Standardized.
6. develop teaching-learning materials which appropriate to the necessity and guidance competency of International Standardized School.
7. explain the operational system of International Standardized School guidance, whether in the regulation, planning, organization, implantation, coordination, supervising, evaluation and reporting.

Furthermore, *Peraturan Menteri Pendidikan Nasional tahun 2007 tentang Pedoman Penjaminan Mutu Sekolah Bertaraf Internasional pada Jenjang Pendidikan Dasar dan Menengah* describes that the International Standardized School is a school which already meets all the National Education Standards and meets a demand of the standard of education in one member country of Organization for Economic Cooperation and Development and/or other develop countries that have a particular advantage in the field of education, so it has competitiveness in international forums.

In addition, Haryoto (2009) also states that SBI is the school that already meets and implements the national education standards that include: contents, processes, competencies, educators, and assessment. Furthermore, those aspects are enriched, strengthened, developed, deepened, and expanded through the adaptation or adoption of the standard education in one of the member OECD

and/or other develop countries that have a certain advantage in education and are believed to already have reputation internationally in recognizing the quality, and the graduates have the ability of international competitiveness.

Based on the several explanations relate to the concept of International Standardized School, it can be concluded that students in International Standardized School will have good ability of competitiveness which supported by several activities to enable them arising their talent and interest. The development of curriculum and teaching techniques in International Standardized School will give contribution in teaching-learning process that may affect students' comprehension in learning.

2.2 Review of Related Findings

Relevant to this research, some researchers conducted researches about recount text. Some of them will be discussed here. Erma (2008) in her research entitled *“An Analysis of Generic Structure in Students Writing of Recount Texts: A Case at Year VIII Students of Junior High School 27 Padang”* had some findings. The first finding showed that in writing the orientation, the events and the re-orientation, most of the students could not write completely. They were not able to develop their idea in writing orientation, events and re-orientation. She said that it is better for the teachers to give more exercises of using generic structure in a recount text, more exercises in using the simple past tense, so they can write it well. Second, from the result of students' writing of recount text, it showed that the ability of the students writing was low. In general, she found that

students were lack of vocabulary, using appropriate tenses in writing. The cause of the problems that come from the teachers is that they could not do the process of teaching-learning well and successfully.

Moreover, Aini (2008) in her thesis entitled "*An Analysis of the First Year Students on MAN 2 Padang in Writing Recount Texts*" found that the students' ability in writing the orientation that was considered good. It can be seen from students' ability in writing the orientation that was considered good, the students' ability in writing the series of events that was considered good, students' ability in writing the reorientation was good, and the students' ability in writing the lexicogrammatical features also good. Although, Aini suggested that the teachers' techniques in teaching writing should be improved.

In addition, Hamidah (2009) in her research entitled "*The Students' Problems in Writing a Recount Text: A Study at SMAN 12 Padang*" found that some students have problems in writing recount text. Their writing problems were related with four criteria, namely, orientation, series of events, reorientation and language features. Most of the students got two problems among many problems in writing recount text. The first one was a problem in making a complete sentence. This was the generic structure's problem for the stage of series of events. The second was problem in using a correct past tense and this was the language features' problem.

Referring to the several researches that have been conducted, mostly found that students have problems in developing a good writing especially in recount texts. The students in the researches are mostly having problems in writing

recount texts. However, Aini (2008) found that the students' ability in recount texts is good.

The differences between these researches create curiosity whether the development of education system has better progression due to the students' ability in writing. Therefore, this research was conducted to see whether the ability of students in International Standardized School in writing recount texts were better or even worse than the students in the previous study, since normally, the students in International Class were selected well.

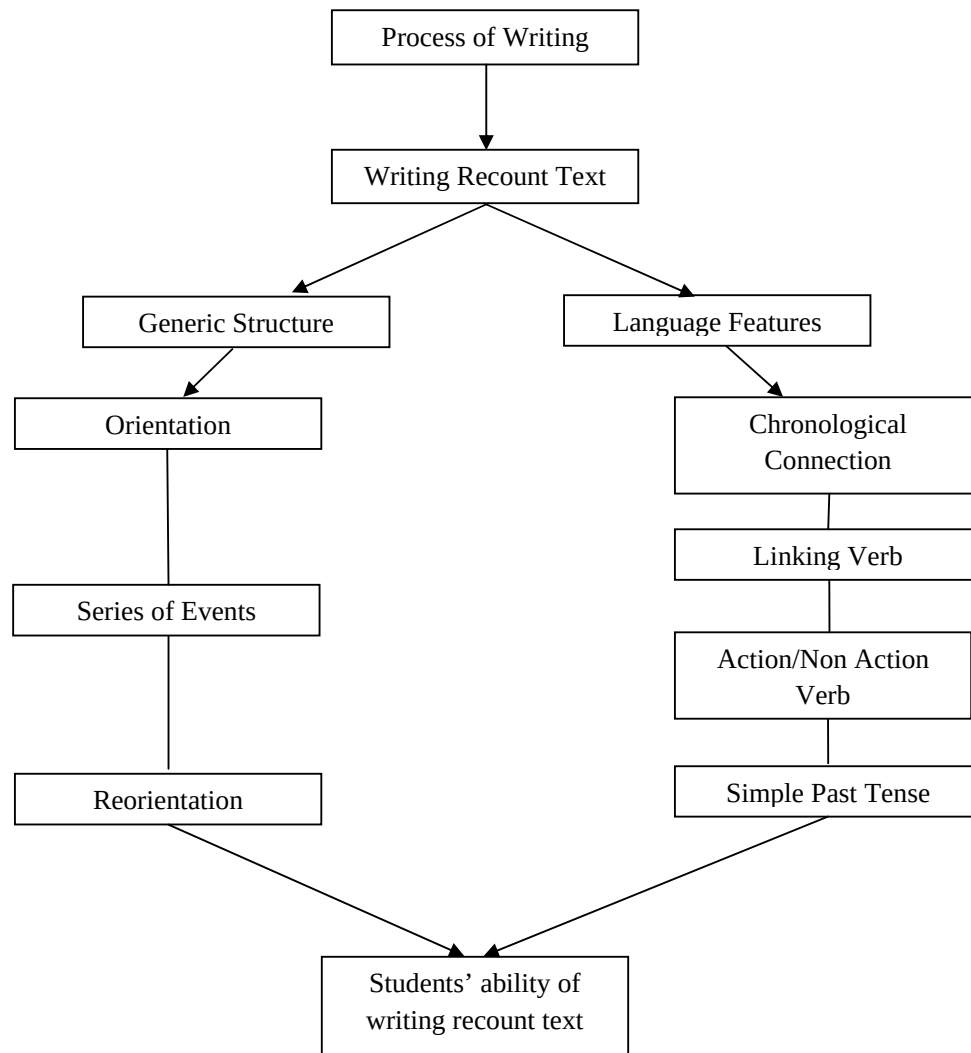
2.3 Theoretical Framework

Theoretically, in the process of writing, there are three general terms that should be followed, namely, pre-writing, drafting and revising. The writer also should consider the choice of words and ideas which are expressed. It should be logically and clearly connected. These processes are needed to create a good writing.

Even more, in writing recount texts, there are two points that should be noticed. The first is the generic structures in writing recount text. The focus is on the sequence of events, all of which relate to a particular occasion. It begins with an orientation that gives the background information needed to understand the text. It should be able to answer the questions of who was involved, where it happened, when it happened, etc. Then the recount unfolds with a series of events which are ordered in a chronological sequence. At various stages there will be some personal comment on the events that is known as reorientation.

The next point is the language features. It should be included appropriately in writing recount text. There are four components which are concerned in the using of language features in recount texts. The first is the using of simple past tense. It is important since the purpose of recount texts is to tell the reader about the previous events that happened. The next is the linking verbs. It is applied to link the subject and the verb. In this case, the linking verbs should be in term of past tense. After that, it is also important to notice the using action/non action verbs that indicated the past tense form in writing recount text. The last is the using of chronological connection. As well, recount texts tell have to unfold the events in chorological order. Thus, it is important to apply the chronological conjunction such as *first, next, then, after that, etc* to connect one event to another. Moreover, the theoretical framework is formulated as a figure follow:

Figure 3. The theoretical framework.



CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings in the chapter 4, the students' writing ability on recount texts at the first year of International Class at SMAN 3 Padang is low. This result is summarized from the students' average score in the date of students' average score in the data of students' writing test of recount texts.

There are two components which concerned as the indicators of students' ability in writing recount text. These components are the generic structures and language features. From the data, it can be seen that students' ability in developing the generic structure is averaged good. This average is proven by the result of three indicators of generic structures, namely, orientation, events, and reorientation. The data of students' ability in developing the orientation is indicated well; meanwhile the events are not good enough and the reorientation are well-developed.

The students' ability in using language features are also averaged weak. This result is proven by the data of four indicator points, namely, past tense, linking verbs, action/non action verb and chronological connection. The data of students' writing test in recount texts shows the using of past tense does not achieve the standard of good ability; the using of linking verb is also indicated weak, then the data of students' writing test also does not indicate well-develop in using of action/non action verbs and for the result of students' ability in using the chronological connection also averaged weak.

5.2 Suggestion

Based on the result of this research, the students' ability in using the appropriate language features in writing recount texts is categorized low. It is important to improve the students' comprehension about the language features. Therefore, it is suggested that teachers can emphasize the materials which relate to the using of language features in contexts. It is hoped that teachers may give several exercises which focus not only on arranging the components of language but also how to use it appropriately in the texts.

It is also suggested that teachers are able to search and apply techniques in teaching writing. The technique in teaching writing should be able to promote the students' ability in arranging and relating the ideas, choosing the words, and using the tenses. Giving more exercises to the students is quite important to control the students' progress in writing ability, especially in developing the generic structures and language features. As well, teachers may offer feedback for the students' writing in order to improve the writing ability. Through this research, it is also hoped that teachers can distribute the result of the research to the students, thus students will know their weaknesses.

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