

**AN ANALYSIS OF THE X.8 GRADE STUDENTS' WRITING
SKILL OF RECOUNT TEXT AT SMAN 1 PAYAKUMBUH
IN 2011/2012 ACADEMIC YEAR**

THESIS



BY

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ABSTRAK

YONI ERITA. 2012 . “An Analysis of the X.8 Grade Students’ Writing Skill of Recount Text at SMAN 1 Payakumbuh in 2011/2012 Academic Year”. Tesis. Program Pascasarjana Universitas Negeri Padang.

Keterampilan menulis Bahasa Inggris siswa kelas X.8 SMAN 1 Payakumbuh mempunyai banyak kesulitan baik dalam bidang kosa kata, tata bahasa maupun dalam mengekspresikan perasaan, ide, dan pendapat. Penelitian ini bertujuan untuk melihat kemampuan dan kesulitan siswa dalam menulis Teks Recount.

Penelitian ini adalah penelitian deskriptif. Subjek penelitian adalah siswa kelas X.8 SMAN 1 Payakumbuh Tahun Pelajaran 2011/2012. Instrumen penelitian ini adalah tes dan wawancara. Kemudian hasil tes tersebut dianalisa dengan kriteria penilaian teks recount yang diambil dari para ahli. Hasil tes tersebut dianalisis oleh ketua MGMP Bahasa Inggris SMAN 1 Payakumbuh dan salah satu dosen mata kuliah Writing ST-KIP Abdi Pendidikan Payakumbuh. Setelah itu dilakukan wawancara terhadap 9 orang siswa; 3 siswa yang dapat nilai tertinggi, 3 siswa yang menengah, dan 3 siswa yang dapat nilai terendah.

Berdasarkan analisis tes ditemukan nilai rata-rata menulis siswa adalah 67,6. Angka tersebut menunjukkan bahwa sebagian besar siswa belum mampu mencapai KKM yang ditetapkan sekolah yaitu 77. Berdasarkan analisis tulisan siswa dan didukung dengan wawancara yang dilakukan peneliti, maka ditemukan kesulitan siswa pada penguasaan kosakata, tata bahasa, menemukan ide-ide, dan penggunaan *generic structure* dalam menulis teks *recount*. Jadi dapat disimpulkan kemampuan siswa kelas X.8 SMAN 1 Payakumbuh dalam menulis teks recount masih perlu peningkatan. Disarankan kepada guru bahasa Inggris untuk bisa meningkatkan dan memperkuat penguasaan siswa terhadap kosa kata, tata bahasa, serta membantu mereka untuk menemukan ide-ide dalam menulis teks recount.

ABSTRACT

YONI ERITA. 2012 : An Analysis of the X.8 Grades Students' Writing Skill of Recount Text at SMAN 1 Payakumbuh in 2011/2012 Academic Year. Thesis Graduate Program

The students' writing skill at grade X.8 of SMAN 1 Payakumbuh was still low. Most of them had difficulties in vocabulary, grammar, and generate the ideas in writing recount text. This research is aimed to see the students' skill in writing and their difficulties in writing recount text.

This research was descriptive research. The Subject of this research was the X.8 grade students of SMAN 1 Payakumbuh in 2011/2012 academic year. The instruments of this research were test and interview. In writing test, the students were asked to write a recount text. Then the data were analyzed by using format of scoring of the students' writing of recount text from theories of experts, and it was scored by two scorer. They were the Chairman of English Teachers Forum of Senior High School 1 Payakumbuh, and one of the Writing English Lecturer of ST-KIP Abdi Pendidikan Payakumbuh. Then the researcher did interview to nine students, three students who got the highest score, three students got the middle, and three students who got the lowest score.

Based on the analysis of the data, it was found that the students' average score was 67,6. It means that the students didn't achieve the Minimum Achievement Criteria (MAC) as required by school, that is 77. From the students' writing analysis and interview done to the students, it was found that the students difficulties are: lack of vocabulary, grammar mastery, generate the ideas to write, and the use of generic structure of recount text. Thus, it can be concluded that the X.8 grade students' skill of SMAN 1 Payakumbuh in writing recount text still need improvement. It is suggested that the English teachers should improve and strengthen the students' vocabulary, grammar mastery, then guide them to organize the ideas in writing recount text.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is the skill which is developed to enable the students to use the written language in communication. The students are hoped to be able to write short function of essay that can be used for communication in daily life. So, they can use the skill in communicating to other people in written form.

Based on the Content Standard of curriculum of Senior High School (2007), the purposes of teaching English are as follows : First, to develop the communicative competence in oral and written language to achieve informational literacy level. Second, to have awareness of the truth and the importance of English to increase the country competition in the global era, and third, to develop the students' comprehension about the relationship between language and culture. So, writing is important to be developed at school in order to achieve the students' language competence in written language.

In Senior High School for example, writing is one of the four skills that should be learned by students, because through writing, communication will be happened between the writer and the readers. Therefore, writing activities have a direct and important relationship to the amount and the quality of other skills. Success in writing for language learners depends on many factors, such as the students should know what they will write about. It

is important for the teacher to develop topics or materials related to the students' experience. This allows the students to draw upon prior knowledge to connect with the writing topic. Next, the students should know the purposes of writing ; whether it is convey a message, to persuade, to entertain, to promote, to describe, because each genre of the text has different purpose.

Many kinds of texts are taught at tenth grade of the Senior High School which includes recount, narrative, procedure, descriptive, news item. Students learn recount, narrative, and procedure text in first semester . On second semester the students learn narrative, descriptive, and news item. Each type of the texts has different purposes, social functions, generic structures, lexicon, and grammatical features.

In fact, based on the researcher's experience, observation and short interview to some students at SMA 1 Payakumbuh recently, especially at grade X, there are some problems found during teaching writing. The first problem is some students told that they found difficulties in organizing their ideas well. Most of the students cannot generate their ideas in written text. It is hard for them to arrange the words become sentences and sentences become paragraphs.

Next the second problem is most of students get difficulties in vocabulary, the students do not have enough vocabularies to produce a text. They get some difficulties in producing a text because their vocabularies are limited. When they start to write, they do not know what they will write.

They often lose their ideas. Therefore, when they proceed to write recount text, they can not use the diction appropriately as the effect of limited vocabularies. The students do not know the suitable words or words choices that they want to use in writing sentences. Their diction of words are not relevant to the topic chosen. Some of the words do not have contextual meaning.

Moreover, they also have problems in grammar. Most of them tend to use Simple Present Tense rather than Simple Past Tense in writing recount text. They also get difficulties in stating past verb in recount text. Most of students have mistakes in using grammar, spelling, and organizing the ideas.

In addition, the students also get problems in using generic structure of recount text. Most of the students do not know how to start their writing that reflects the orientation of the text. They also face difficulties in sequencing the events of the story. Sometimes, they wrote events irregularly based on the story happened, and they also omitted the important facts from story.

The problems above are caused by some factors which affect students' low writing skill. The first, the media used by the teacher in teaching writing especially in recount text is not related to the students' real life. They do not have background knowledge about it, so they have lack of ideas to produce writing. Beside that, the teacher rarely designs the media that can makes the students are inspired in learning, so they are not helped in expressing ideas, opinions, and thoughts.

The second factor is the teacher does not give more practice for students writing recount text. She focuses teaching reading rather than writing because writing skill is not tested in semester and national test.

Another factor that the students have is they have lack of motivation to write recount text. They do reading better than writing. They are lazy to write. When the teacher asks them to write, they just keep silent, and they do not know what they want to write although the teacher guides them. That's why, if there is a writing task, most of the students like cheating and need extra time to finish it.

Based on the problems above, the researcher wants to analyze the tenth eight grade students' writing skill in recount text.

B. Identification of the Problem

Based on the background of the problem above, there were many problems found by the tenth grade students of SMAN 1 Payakumbuh in writing, not only in recount text but also in other texts. First, most of the students had lack of vocabulary. They always use dictionary to find the words which are used in their writing, even the familiar words. Second they also had difficulties in finding the topic to write. Third, they also faced problems in grammar. They tended to use simple present tense rather than simple past in writing recount text. Fourth, they faced difficulties in stating the generic structure of recount text.

Other problem faced by the students in writing recount was it was hard for them to organize the idea to write. They faced difficulties in elaborating the idea to write.

C. Focus of the Resecrh.

Based on the identification of the problems above, this research was focused on analyzing the X.8 grade students' writing skill and the students' difficulties in writing recount text at SMA 1 Payakumbuh in 2011/2012 academic year.

D. Formulation of the Research

Based on the identification of the problems above, this research was formulated as follows:

1. How was the students' skill in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
2. What difficulties did the students faced in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?

E. Research Questions

Related to the formulation of the problems above and in order to have more detail information from the research, the following explains about the research questions as follows:

1. How was the students' grammar mastery in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
2. How was the students' vocabulary mastery in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
3. How was the students' skill in writing generic structure of the recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
4. How was the students' skill in generating idea of the writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
5. What was the students' difficulties in vocabulary mastery of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
6. What was the students' difficulties in grammar mastery of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
7. What was the students' difficulties in generic structure of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?
8. What was the students' difficulties in organizing idea of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year?

F. Purposes of the research

The purposes of this research were as follows:

1. To find out the students' grammar mastery in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.

2. To find out the students' vocabulary mastery in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.
3. To find out the students' skill in writing generic structure of the recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.
4. To find out the students' skill in generating idea of the writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.
5. To explain the students' difficulties in vocabulary mastery of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.
6. To explain the students' difficulties in grammar mastery of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.
7. To explain the students' difficulties in generic structure of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.
8. To explain the students' difficulties in organizing idea of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year.

G. Significance of the Research

This research is hoped practically to be useful for the teacher in order to know the students' skill in writing, especially in writing recount text. So, teacher can develop their teaching. For the students, they can know their strength and weaknesses in writing. Next, theoretically, this research is also

hoped to give benefits experience to the future researchers in writing scientific thesis.

H. Definition of the Key Terms

In order to avoid misunderstanding about the terms used in this research, the researcher defines the key terms as follows:

1. Analysis is study about grammar, vocabulary, generic structure, organizing idea in detail in order to get the conclusion of the students' writing.
2. Writing skill is an activity to write an English text that involves the content, grammar, vocabulary, and mechanics.
3. Recount text is a kind of text taught to SMA students that focused on telling past experience or past events.
4. Writing skill of recount text is the students' skill in writing his/her past experience that involves the content, grammar, vocabulary, and mechanics.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the finding of the research that have been discussed in the previous chapter, it can be concluded that the students' skill in writing recount text still needs improvement, because most of the students didn't achieve the Minimum Achievement Criteria (MAC) as required by the school that is 77. It was shown that the students' average score was only 67.6. for more information, it canbe explained as follows:

1. The students' vocabulary mastery in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was good. The students' average mark was 74.5.
2. The students' grammar mastery in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was poor. The average mark was 59.9.
3. The students' skill in writing generic structure of the recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was good. The average mark was 73.6.
4. The students' skill in generating idea of the writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was good. The average mark was 62.5.

5. From qualitative data, the students' difficulties in vocabulary mastery in writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was choice of words, the use of adverb of time, the use of conjunction, noun phrases, pronoun, and the use of ownership (').
6. The students' difficulties in grammar mastery of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was how to use verb 2 and the use to be was and were. They tended to use verb 1 than verb 2 or use is, are, am than was and were.
7. The students' difficulties in generic structure of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was many students could not differentiate between orientation and event 1 and the last event and re-orientation.
8. The students' difficulties in organizing idea of writing recount text at X.8 grade of SMA 1 Payakumbuh in 2011/2012 academic year was it was difficult for them in organizing one idea in one paragraph.

B. Implication

This research implied that An analysis of recount text can be used as a motivate to solve writing problems, not only in writing recount text, but also in other texts. The result of this research could be considered by English teacher since it has been proved that by analyzing the students' skill in writing recount text, the students' writing skill at class X.8 of SMA 1 Payakumbuh can be improved.

C. Suggestion

In accordance with the conclusions and implication, the suggestions can be given as follows :

1. The researcher herself as an English teacher should enlarge the students' skill in teaching writing not only in recount text but also in other texts.
2. Other English teachers who have the same problems with the researcher should also improve the students' skill in writing recount text and other texts, such as in writing news items, expositions, explanation, descriptive, procedure, report, narrative or other functional text.

Moreover, based on the finding of this research, it is suggested to English teacher to improve and strengthen the students' vocabulary mastery, grammar mastery, then guide them to generate the ideas in teaching writing of recount text.

3. Future researcher is hoped to do the research about the students' writing skill about other texts.

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