

**AN ANALYSIS OF STUDENTS' ABILITY AND PROBLEMS IN
WRITING RECOUNT TEXTS AT GRADE VIII OF SMPN 29 PADANG**

THESIS

Submitted as a Partial Fulfillment of the Requirements for Strata One (S1) Degree



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2013

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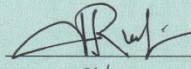
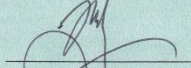
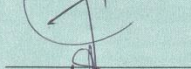
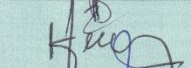
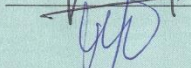
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Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni
Universitas Negeri Padang

**An Analysis of Students' Ability and Problems in Writing Recount Texts
at Grade VIII of SMPN 29 Padang**

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ABSTRAK

Fitri Purnama Sari. 2013. *An Analysis of Students' Ability and Problems in Writing Recount Texts at Grade VIII of SMPN 29 Padang*. Skripsi. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisa kemampuan siswa dalam menulis sebuah teks *recount* dan masalah-masalah yang dihadapi siswa dalam menulis teks *recount* pada kelas VIII SMPN 29 Padang. Penelitian ini termasuk dalam penelitian deskriptif. Populasi dalam penelitian ini adalah siswa-siswa kelas VIII SMPN 29 Padang yang berjumlah 248 orang yang terbagi menjadi 8 kelas. Sedangkan sampel penelitian ini adalah kelas VIII 5 SMPN 29 Padang. Hasil penelitian menunjukkan bahwa siswa kelas VIII 5 SMPN 29 Padang memiliki kemampuan menulis teks *recount* pada level menengah. Hal ini bisa dilihat dari hasil tes menulis siswa yang dilakukan saat penelitian. Hampir separoh siswa memperoleh nilai di bawah 60. Nilai rata-rata siswa adalah 50.41, hal ini berarti siswa kelas VIII 5 memiliki kemampuan menulis pada level menengah. Sedangkan untuk melihat masalah-masalah yang dihadapi siswa dalam menulis, peneliti menggunakan hasil tes menulis yang dianalisis berdasarkan aspek-aspek menulis seperti, *content*, *organization*, *vocabulary*, *grammar*, dan *mechanics*. Hasil yang kedua diperoleh dari hasil angket yang dibagikan kepada siswa, rata-rata siswa mengalami masalah pada penguasaan *grammar* dan *vocabulary*.

Berdasarkan temuan dan hasil penelitian yang dilakukan, siswa kelas VIII 5 SMPN 29 Padang memiliki kemampuan menulis teks *recount* pada level menengah, dan sebagian siswa mengalami masalah pada penguasaan *grammar* dan *vocabulary*.

Kata Kunci: Kemampuan menulis, masalah menulis, *recount text*

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Lord of the Universe, that under his blessing and great guidance, I was able to complete this thesis as one of the requirements of achieving the Strata One (S1) degree at the English Department, Languages and Arts Faculty of State University of Padang. In accomplishing this thesis, I had worked with a great number of people. It is a pleasure to convey my deepest appreciation to them all in my humble acknowledgements.

First, I would like to record my sincere gratitude to Dr. Refnaldi, M. Litt as my first advisor who has given his continuous guidance, valuable advice and help in completing this thesis. I would also like to express my deepest gratitude for Rusdi Noor Rosa, S. S., M. Hum as my second advisor who has given her fruitful ideas, precious suggestion, correction, guidance, and powerful motivation in the process of accomplishing this thesis.

It is a pleasure to pay tribute also to my reviewers in my thesis Dra. Yenni Rozimela, M.Ed., Ph.D., Dr. Hamzah, M.A., MM., and Muhd. Al –Hafizh, S.S,M.A,I would like to thank them for their beneficial time, contribution of thoughtful and ideas toward the development of this thesis. Moreover, my next sincere acknowledgement goes to Dr. Kurnia Ningsih, M.A., and Dra. An. Fauzia R. Syafei, M. A., as the head and the secretary of English Department.

A great thanks is also addressed to my beloved family, my father (Yulidarmen, SE), my mother (Dra. Tin Indrawati, M. Pd), and my grandparent

(Drs. H. Zubir Gani and Hj. Yunidar (alm)) for their love and support mentally and financially, and for their patience, guidance, and understanding during the accomplishment of this thesis. Moreover, I would like to thank my dearest sister and brother (Retno Oktiniwati and M. Haris Kurnia) for helps and support and also My love (Eko Mahdi Haris, S. Ap) for helps, love, and supports in many ways.

It is a pleasure to express my gratitude to my dear friends, who cannot be mentioned one by one, who have support me so much and encourage me to do my best during the accomplishment of this thesis. I would also like to thank everybody who was give contribution to the successful realization of this thesis such as English Department librarians and officers, for lending me the sources and materials. I would like to express my apology that I could not mention personally one by one. Finally, the researcher hopes the readers could contribute developmental criticism and suggestion to improve this thesis.

Padang, September 2013

Fitri Purnama Sari

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

School based curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)* states that English as a foreign language has been determined as a compulsory subject for Indonesian students since elementary school up to university level. The objective of teaching English at Junior high school is to enable the students to have ability in listening, speaking, reading, and writing skills. In other words, they have to be able to use English in expressing their ideas and feeling.

The four English basic skills are generally divided into two categories: receptive skills and productive skills. Harmer (1998: 199) states that receptive skills are the ways in which people extract meaning from the discourse they see or hear. From this statement, it can be concluded that listening and reading are considered as receptive skills, while speaking and writing belong to productive skills. Productive skills are more difficult to learn than receptive skills since only receiving something is much easier than producing something.

Writing as the productive skill is considered more difficult than another productive skill. Knapp and Watkins (2005: 15) states that although speaking and writing are both forms of communication that use language as the medium, they are actually slightly different. Speaking is first and foremost a time-based medium. Speaking is interaction between people, in time, where they can exchange information and be able to ask for clarification. Writing, on the other

hand, is a language in spatial medium. Writing takes language out of the constraints and immediacy of time and arranges it hierarchically.

Unfortunately, it seems that teaching English at Junior High School today neglects the urgency of teaching writing. In teaching the genre of the texts, most of the teachers only focus on making the student able to comprehend the texts and answer several questions related to the texts. Consequently, writing skill of Junior High School students is still poor and far from what the curriculum expects. The students not be able to produce a good composition, even only a good sentence. Their writing contains many contents, and grammatical problems. This phenomenon also happens in SMPN 29 Padang.

Based on the researcher's observation at SMPN 29 Padang, Junior High School students in the class had problems in writing. When the students are given a writing task to write a simple recount text about their experience in last holiday, most of them cannot produce a good writing. It seems that they have many ideas to express but do not know how to express it in English. They had difficulties to find the ideas to write and develop their writing. They created their text or stories just by translating words into English without considering the appropriate English vocabularies structure, spelling of English word, so their writing was not in contextual meaning. The students not be able to produce a good composition, even only a good sentence. Their writing contains many content, rhetorical, and grammatical problems. Most of students have difficulties in arranging ideas, using appropriate grammar, and choosing proper vocabulary.

Responding the problems above, the problems might be caused by the difficult nature of the writing skill itself. This research would analyze the students' ability and problems in writing especially in writing recount text.

Based on the background of the problem above, the researcher wants to conduct a research entitled "An analysis of students' ability and problems in writing a recount text at grade VIII of SMPN 29 Padang. This research shows the students' ability level in writing recount text and the problems faced by the students in writing recount text. Through this study, the researcher hoped that the English teachers and the students can evaluate themselves.

1.2 Identification of the Problem

Based on the background of the problem above, there are two causes that make writing be difficult for Junior High School students. First, it was caused by the students' ability itself. Second, it came from the problems in writing recount text. The lack of knowledge, vocabulary, and grammar make the students got difficulty in delivering their ideas in writing task.

1.3 Limitation of the Problem

Based on the identification of the problem above, the study is limited to the students' ability in writing recount text, and the problems faced by the students in writing a recount text like the students had lack of knowledge in mastery aspects of writing it make them difficult to deliver their ideas in writing, and also they had lack of vocabulary and grammar.

1.4 Formulation of the Problem

Based on the problem identification discussed above, the problem of this research can be formulated as follows: “How are the students’ ability in writing a recount text and what are the problems faced by the second grade students of SMPN 29 Padang in writing a recount text?”

1.5 Research Questions

This research was guided by the following research questions:

1. How is the students’ ability in writing a recount text?
2. What are the problems faced by the second grade students of SMPN 29 Padang in writing a recount text?

1.6 Purpose of the Research

The purpose of the research is to analyze the students’ ability in writing a recount text and to explain the problems faced by the second grade students of SMPN 29 Padang in writing a recount text.

1.7 Significance of the Research

This research can be useful for the teaching and learning writing. It is expected that the result of this research gives contribution to the foreign language teaching development both theoretically and practically. Theoretically, it is expected that this research findings help the teachers to find students’ difficulties in writing recount text. So, they can get the best solution in solving these

problems. Practically, this research is hoped to help the teachers in planning strategy to improve students' writing ability in recount text.

1.8 Definition of the Key Terms

In order to avoid misunderstanding of this research, the researcher defines the specific key terms as follows:

1. *Writing problems* are the problems that are faced by the second grade students of SMPN 29 Padang in writing recount text.
2. *Writing ability* is the skill to share ideas, organized them coherently to produce a final product.
3. *Recount text* is a kind of text whose function is to retell events or experiences in the past for informing or entertaining.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research, the data analysis shows the mean score of the students. In this research the average of the students got the mean scores under 60. It means that the second grade students of SMPN 29 Padang are in the average level in writing ability. Moreover, the students' problems in writing recount text would analyze through writing test and the questionnaire. Based on the writing test result, the students have some problems in writing recount text. The students did not really master in content, vocabulary, and grammar of writing aspect. However, based on the questionnaire that researcher gives to the students, some students still have some problems in writing recount text but the students did not faced the problem in content of writing. The students only have problems in vocabulary and grammar. This condition happened caused by the students not serious in the fill each statements of the questionnaire.

5.2 Suggestion

Based on the result of this research, the researcher wants to give some suggestions as consideration for better teaching English at Junior High School. Considering the result of the research, the researcher would like to suggest English teacher to must prepare carefully the material before doing teaching and learning process. The teacher should know the way to improve the students' ability in writing recount text. For The students, it is suggested to must more pay

attention and focus in teaching and learning process. They should practice to improve their ability in constructing the grammatical forms and vocabulary in order that their writing is better. It is also suggested for other researcher who wants to do further research that can use this research as additional information.

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