

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ACCURACY IN
RETELLING RECOUNT TEXT AT SMA N 1 SUNGAI PENUH**

THESIS

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



By :

Diniyati Kesuma Sari

1100935/2011

Advisors:

Dr. Ratmanida M.Ed

Dra. An Fauzia Rozani Syafei, M.A

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF PADANG
2015**

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Diniyati Kesuma Sari

Nim/Bp : 1100935/2011

Dinyatakan Lulus Setelah Mempertahankan Skripsi di depan Tim Penguji

Program Studi Pendidikan Bahasa dan Sastra Inggris

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

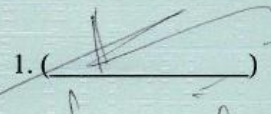
AN ANALYSIS OF STUDENTS' GRAMMATICAL ACCURACY IN RETELLING RECOUNT TEXTAT SMA N 1 SUNGAI PENUH

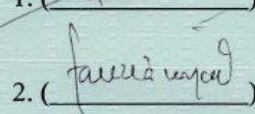
Padang, Agustus 2015

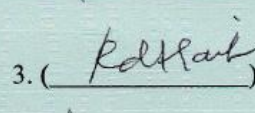
TIM PENGUJI

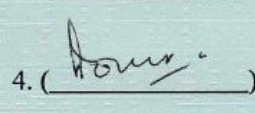
1. Ketua : Dr. Ratmanida, M.Ed.
2. Sekretaris : Dra. An Fauzia Rozani Syafei, M.A.
3. Anggota : Prof. Drs. Rusdi, M.A., Ph.D.
4. Anggota : Drs. Don Narius, M.Si.
5. Anggota : Havid Ardi, S.Pd., M.Hum.

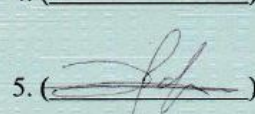
TANDA TANGAN

1. ()

2. ()

3. ()

4. ()

5. ()

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Diniyati Kesuma Sari

Nim/Bp : 1100935/2011

Dinyatakan Lulus Setelah Mempertahankan Skripsi di depan Tim Penguji

Program Studi Pendidikan Bahasa dan Sastra Inggris

Jurusan Bahasa dan Sastra Inggris

Fakultas Bahasa dan Seni

Universitas Negeri Padang

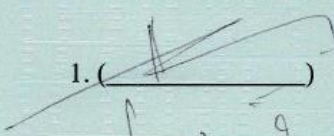
AN ANALYSIS OF STUDENTS' GRAMMATICAL ACCURACY IN RETELLING RECOUNT TEXTAT SMA N 1 SUNGAI PENUH

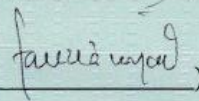
Padang, Agustus 2015

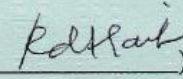
TIM PENGUJI

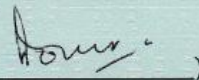
1. Ketua : Dr. Ratmanida, M.Ed.
2. Sekretaris : Dra. An Fauzia Rozani Syafei, M.A.
3. Anggota : Prof. Drs. Rusdi, M.A., Ph.D.
4. Anggota : Drs. Don Narius, M.Si.
5. Anggota : Havid Ardi, S.Pd., M.Hum.

TANDA TANGAN

1. ()

2. ()

3. ()

4. ()

5. ()



**UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS**

Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Diniyati Kesuma Sari
NIM/TM : 1100935/2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa tugas akhir saya dengan judul *An Analysis of Students' Grammatical Accuracy in Retelling Recount Text at SMA N 1 Sungai Penuh* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Padang, Agustus 2015

Ketua Jurusan Bahasa dan Sastra Inggris

Saya yang menyatakan

Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001



Diniyati Kesuma Sari

ABSTRAK

Sari, Diniyati Kesuma. 2015. *An Analysis of Students' Grammatical Accuracy in Retelling Recount Text at SMA N 1 Sungai Penuh*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk (1) mendeskripsikan kualitas dari keakuratan penggunaan *past tense* oleh siswa SMA di dalam menceritakan kembali sebuah teks *recount*, (2) mengetahui permasalahan-permasalahan yang mereka hadapi. Populasi penelitian ini adalah siswa kelas XI SMA Negeri 1 Sungai Penuh. Sampel penelitian ini dipilih dengan menggunakan teknik *sample random sampling* dengan jumlah 30 orang. Instrumen pengumpulan data dilakukan dengan tes *speaking*. Siswa diberikan tiga topik *personal recount text* untuk dipilih dan diminta untuk menceritakan kembali dengan kalimat sendiri sesuai dengan pengalaman pribadi yang pernah mereka alami. Tes *speaking* ini direkam dengan menggunakan kamera video untuk kemudian di analisa dengan bantuan perangkat lunak komputer. Data penelitian ini berupa transkripsi dari rekaman video *retelling recount text*. Dari penelitian ini ditemukan kualitas dari keakuratan penggunaan *past tense* dalam menceritakan kembali teks *recount* siswa berada pada level *poor grammatical accuracy* (17,74%), yaitu : pada kalimat verbal berada pada level *satisfaction grammatical accuracy* (44,44%) dan pada kalimat nominal berada pada level *poor grammatical accuracy* (14,61%). Permasalahan umum yang sering terjadi dalam penggunaan *past tense* dalam *retelling recount text* diantaranya : kesalahan dalam menggunakan bentuk kata kerja dan kesalahan dalam penggunaan *to be*.

Kata kunci : *Past tense, retelling personal recount text, grammatical accuracy*

ACKNOWLEDGMENT



Alhamdulillah robil ‘alamin. In the name of Allah, The Beneficent, The Merciful.

All praises to Allah, Lord of the Worlds, who has bestowed strength and health upon the researcher in finishing this thesis as a partial fulfillment of the requirement of achieving strata one (S1) at the English Department of Art and Language Faculty of State University of Padang. Peace and blessing be upon our prophet Muhammad SAW who had good behaviour and gave example for all Moslems in the world.

In this opportunity, the researcher would like to give the gratitude to the advisors, Dr. Ratmanida, M.Ed., and Dra. An Fauzia Rozani Syafei, M.A. who have patiently given valuable advice and guidance to finish this thesis. The researcher also give thanks to the examiners, Prof. Rusdi, Grad. Dipl. MA., PhD., Drs. Don Narius, M.Si, and Havid Ardi, S.Pd., M. Hum. who had given contribution of thoughts and ideas toward the development and accomplishment of this thesis. The great gratitude goes to Drs. Jufri, M.Pd. as the academic advisor who had help the researcher from the beginning and to Dr. Kurnia Ningsih, M.A. as the head of the English Department and for all lecturers who had helped and guided the researcher during her study in this department.

Then, the researcher extends her regards and blessing to her dearest parents, Uyub Adnaf and Dra. Rosmurni Burhan who have prayed all the times. Thank you very much for never stop loving and always standing by her side. You, both, are the reasons of my live and the best things that I have ever had. Finally, another days have over. The researcher also gives thanks to her beloved brothers and sisters, and all the best friends for the support. This thesis will not find the end without those beloved great people.

Finally, the researcher realizes that this research thesis still has some weakness and mistakes. Thus, she would be grateful to accept any suggestions and corrections from anyone for better writing.

Padang, August 2015

Diniyati Kesuma Sari

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation of the Problem	4
D. Formulation of the Problem	5
E. Research Questions	5
F. Purpose of the Research	5
G. Significance of the Research	6
H. Definition of Key Terms	6

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Nature of Speaking	8
B. Grammatical Accuracy in Speaking.....	10
C. Assessing Grammatical Accuracy in Speaking.....	13
D. Recount Text	15
E. The Using of Past Tense in Recount Text.....	19
F. Retelling Recount Text in Speaking	23
G. Previous Related Studies.....	26
H. Conceptual Framework	28

CHAPTER III RESEARCH METHODS

A. Design of the Research.....	30
B. Population and Sample of the Research.....	30
C. Instrumentation	32
D. Technique of Data Collection	33
E. Technique of Data Analysis	34

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....	38
B. Discussions.....	49

CHAPTER V CONCLUSIONS AND SUGESTIONS

A. Conclusions.....	51
B. Sugestions	51

REFFERENCES	53
--------------------------	-----------

APPENDICES	56
-------------------------	-----------

LIST OF TABLES

Table 1	Form of Simple Past Tense for Regular Verb	20
Table 2	Form of Simple Past Tense for Irregular Verb	20
Table 3	Form of Simple Past Tense for Irregular Be and Have	21
Table 4	The Verb Tense/ Verb Expression of Past Tense	22
Table 5	The Pattern of Simple Past Tense	23
Table 6	The Population of The Study	31
Table 7	The Indicators in Checking the Students' grammatical accuracy	35
Table 8	The Classification of Score Level of Students	37
Table 9	The data of students' grammatical accuracy in using past tense in retelling recount text	40
Table 10	The quality of students' grammatical accuracy in using past tense in retelling recount text	41
Table 11	The quality of students' grammatical accuracy in using verbal sentence in Past Tense	43
Table 12	The Examples of Verbal Sentence in Past Tense	44
Table 13	The quality of students' grammatical accuracy in using nominal sentence in Past Tense	45
Table 14	The Examples of Nominal Sentence in Past Tense	46

LIST OF APPENDICES

Appendix 1 The Biography of the Teacher.....	57
Appendix 2 List of the Student.....	58
Appendix 3 The quality of students' grammatical accuracy in using verbal sentence in past tense trough retelling recount text.....	60
Appendix 4 The quality of students' grammatical accuracy in using nominal sentence in past trough retelling recount text.....	62
Appendix 5 Transcribes.....	63
Appendix 6 Certificate of Research Permits.....	89

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a compulsory foreign language to be learned in Indonesia. In teaching and learning English, speaking is an essential skill for students besides listening, writing, and reading. There are many reasons why the students have to master in speaking English. The core reason is that English plays an important role as an international language which is really needed by people around the world, nowadays, not only in the school, but also in finding a job, finding friends from different country and also seeking for information.

To be successful in learning English for the students, one of them is determined by their speaking ability. It means that they have to be able to speaking English fluently and accurately. These two components of speaking skill are very important for the students to communicate because they are supporting each other to help them to speak up well. The students are good in speaking fluency when they are able to speak with others without having to stop and think too much about what they are going to say. In other words speaking fluency is the naturalness and the smoothness of the speech like the native speaker. While, accuracy means that the ability of the students in speaking with others is speech without errors of grammar and vocabulary.

Furthermore in speaking, accuracy has an important position. Parrot (2002:64) says that speaking accuracy is the ability of students in using

appropriate grammar, vocabularies and phonology. In order to speak accurately, grammar needs to be considered. Grammar is essentials as the rules of the wording to make meaningful utterances. Without grammar, the language will fail to create meaning. Although sometimes people still understand the language without correct grammar, in some cases, if people do not use grammar correctly it may bring to misinterpretation. So that mastering grammar for students will assure people to deliver their thought well, as the result other people will understand the idea they delivered well too.

Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)* or *Kurikulum 2006*, in Indonesia, one of the aims learning in English is to achieve communicative competence. To reach those competences, the curriculum provides some genres of monolog texts that have to be learned by students of Senior High School. One of the monolog texts is recount text. Recount text is a text that retells the events that happen in the past. The purpose of learning this text is that the students are able to tell again the past events they have pass which is close to their daily life. To gain this purpose, retelling is a strategy that can be used to share about what they have seen or read or listened. Many teachers apply this strategy in their teaching process. They ask the students to retell about what they have experienced in their past time.

But unfortunately, based on an informal in interview with some English teachers at Senior High School 1 Sungai Penuh, it seems that only few students can speak English accurately when they told their experiences. Some of them often stuck or do not know how to say in English, then they prefer to stop

speaking. The teachers also add that some of students are shy to speak English, when the teacher asks questions, they only smiled or they prepared to keep silent. In other words, they could not give feedback well. Then, some of the students tend to use their mother tongue in telling something.

Next, the grammar that the students used also still not good. Even though they have learnt English since they were at Elementary School, it is difficult for them to use the correct grammatical pattern. Sometimes they use inappropriate subject or verb in producing sentences. They do not know what to say and they also make mistakes in using frequency of time that indicate the sentences. In this case, a wrong grammatical pattern may change the meaning or sometimes cannot be understood, so that the information that the students try to transfer, is not success.

The major problems for the students in retelling a recount text are in using the language features of recount text correctly and appropriately. Students do not comprehend and understand how to tell about action and event happen in present or in the past. Sometimes, they forget to change the past form or say it in indirect speech to retell the story again. The other problem is that the students assume that all the verbs in recount text are in the past form. In case, there are some parts which should not be in the past form, like retelling in direct speech. For instance, if the verbs in a passage refer to actions occurring at past actions, then the past tense is definitely needed to be used.

The facts above motivated the researcher to have a comprehensive analysis about the students' grammatical accuracy in using past tense that the students faced in retelling recount text. Since the informal interview has been done to English teacher of Senior High School 1 Sungai Penuh and the cases occur on the students there, the researcher decided to do a research at that school. Furthermore, it seems that what was investigated also occur in other school, because when the researcher did the teaching practice at other school this phenomenon is also happen.

B. The Identification of the Problem.

Based on the explanation above, there were several reseachable problems in speaking accuracy for students of Senior High School 1 Sungai Penuh that could be identified such as: First, some of the students still prefer to speak in their mother tongue when they do not know the words in English or they just keep silent. Second, some of them have limited vocabulary, as a matter of fact, the proportion of having many vocabularies is the most important thing in speaking. Third, the students do not use the correct grammatical pattern in speaking as the result without grammar, the language means anything.

C. Limitation of the Problem

In relation to the identification, the research is limited to the analysis of students' grammatical accuracy in using past tense by retelling recount text.

This research has been done at the eleventh grade of Senior High School 1 Sungai Penuh, located at Sungai Penuh city, province Jambi.

D. Formulation of the Problem.

The problem was formulated as follows: “How is the grammatical accuracy of the 11th grade of Senior High School 1 Sungai Penuh in using past tense in retelling recount text at SMA N 1 Sungai Penuh?”

E. Research Questions

Based on the formulation of the problem above, there were the research questions as follow:

1. How is the quality of the students’ grammatical accuracy of past tense in retelling recount text?
2. What are the grammatical problems that the students face in using of past tense by retelling recount text?

F. Purpose of the Research

The purposes of this research were to analyze and to explain about:

1. The quality of the students’ grammatical accuracy of past tense in retelling recount text.
2. The grammatical problems that the students face in using of past tense by retelling recount text.

G. Significance of the Research

The findings of the research will be useful both for the students and the teachers. For the students, this study will eventually motivate them in learning English and encourage them to speak. It is expected for them to recognize and realize that mastering grammar, especially past tense, is useful to have a good accuracy in speaking. For the teachers, this study will generally show the ability of the students in grammatical accuracy, especially in the using of past tense so that the teachers are aware of their grammatical accuracy and are able to improve their way of teaching grammar in speaking activity.

H. The Definition of the Key Terms.

To avoid misunderstanding in this research, it is necessary to define the terms as follow:

1. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.
2. Accuracy is the ability to produce correct sentences using correct grammar, vocabulary and pronunciation.
3. Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in language.
4. Grammatical accuracy is related to the appropriate way of students in mastering grammar rules.

5. Simple past tense describes actions or situations that began and ended in the past.
6. Recount text is a kind of text whose function is to retell events or experiences in the past to inform or to entertain.
7. Retelling is a process to tell (a story, tale, etc.) over again or in a new way.
8. Grammatical problem in using past tense is related to the problems that the students faced in mastering grammar rules of past tense.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. CONCLUSIONS

Based on the findings and discussion, it is found that the students' grammatical accuracy of past tense in retelling recount text at 11th grade students at SMA N 1 Sungai Penuh was in the level of poor grammatical accuracy (17,74%), where, the quality of the students' grammatical accuracy in the using of verbal sentence was in the level of satisfaction grammatical accuracy (44,44%), with in details : the quality of the using of regular verb was in the level of satisfaction grammatical accuracy (50,5%) and the using of irregular verb in the level of weak grammatical accuracy(38,3%). While, the students' quality in the using nominal sentence is lower than the using of verbal sentence that stand in the level of poor grammatical (14,61%). The data also indicates that the major problems that the students made in using of past tense in retelling recount text were : Problems with the appropriate form of verb and appropriate *to be* in past tense.

B. SUGESTIONS

In speaking, grammatical accuracy has an important position to be considered. Since, the grammar is essentials as the rules of the wording to make meaningful utterances. So that, grammar is really needed for the students

in order to improve their grammatical accuracy in speaking, especially in the using of past tense. The researcher intends to give some suggestions as follow:

1. It is essential for the teacher to know the factors that affect the students' grammatical problems in expressing past activities especially in retelling recount text in mastering past tense.
2. The teacher has to keep giving students speaking activities in focusing of the using of past tense regularly. By these tasks, the students will be accustomed to speak accurately.
3. The teacher has to give the very simple topic and very familiar with their situation or environment and their favorite. This will make students more enjoy and motivate them to keep speaking
4. The students should improve their ability in the using of past tense by practicing speaking a lot in both of in classroom or out of the classroom because grammatical accuracy is really important in speaking.
5. The students have to pay more attention to some aspects that are difficult for them in speaking. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes again.

REFERENCES

- Alderson, J.C and Bachman, Lyle F. 2004. *Assessing Speaking*. Cambridge : Cambridge University.
- Anderson, Mark and Kathy Anderson. 1997. *Text Types in English 1*. Malaysia: Macmillan.
- Bailey, M Kathleen. 2005. *Practical English language teaching: Speaking*. New York: McGraw-Hill ESL/ELT.
- Benson, V and Cummins C. 2000. *The power of retelling*. New York: McGraw Hill. Botherl. WA.
- Brown, H. Douglas. 1994. *Teaching by Principles: An Active Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall
- Brown, G and G. Yule, 1999. *Teaching the spoken language: An approach Based on the analysis of conversational English*. Cambridge University Press. Cambridge
- Byrne, Donn. 1988. *Teaching Writing Skill*. London: Longman.
- Canale, M. 1984. *A Communicative Approach to Language Proficiency Assessment in Monitory Setting*. London : Longman.
- Canale, M. 1983. *From Communicative Competence to Communicative Language Pedagogy*. In: Richards J, Schmidt R (eds) *Language and Communication*. Longman. London.
- Celce, Marianne. 2001. *Teaching English as A Second or Foreign Language. Third Edition*. USA: Heinle.
- Cohen, Andrew D. 1994. *Assessing Language Ability in the Classroom*. Boston: Heinle & Heinle Publishers.
- Derewianka, Beverly. 1990. *Exploring How Texts Work*. Australia: Primary English Teaching Association.
- Gay, L.R. Mills and Geoffrey E. 2009. *Educational Research : Competence for Analysis and Applications*. New Jersey : Pearson education Inc.
- Gerot, Linda and Peter Wignell. 1994. *Making sense of Functional Grammar*. Sydney: Gerd Stabler Antipodean Educational Enterprises. Harmer.

- Hinkel, E. 2004. *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar*. New Jersey: Cawrence Erlbaum Associates, Inc. Publishers.
- Hotben, Lingga. 2008. *Intisari Tata Bahasa Inggris Kontemporer*. Jakarta: Kesaint Blanc.
- Huddleston, R. and Pullum. G K. 2005. *A Students Introduction to English Grammar*. Cambridge: Cambridge University.
- Jeremy. 2003. *The Practice of English Language*. The Third Edition. Cambridge: Logman.
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking*. The internet TESL Journal, XII. No 11 retrived from <http://iteslj.org/articles/kayi-teaching> speaking. Html on 11 November 2014.
- Kisner, emily. 2006. *Summarizing, Paraprhasing and Retelling; Skills for Reading, Writing and Test Taking*. Portsmouth, Hainomann, NH.
- Klammer, Thomas. P. 2000. *Analyzing English Grammar*. Fullenton: California State University.
- Klien, Kerstein. 1993. *Teach Young Learners*. English teaching forum. Vol 26 Number 2 April. Keith. Folse S. 2010. *Keys to Teaching Grammar to English Language Learners*. USA: University of Michigan Press.
- Kolln, Martha and Robert Funk. 2010. *Understanding English Grammar*, 8th Edition. New York: Pearson Education Inc.
- Langan, John. 2001. *English Skills*. New York: McGraw-Hill.
- Mrs.Cowan. 2003. *Retelling:A Reading Strategy*. www.Mrs.Cowan.com/retelling.ppt. retrived October 15.2014
- Madsen, H. S.1983. *Techniques in Testing*. New York: Oxpord University Press.
- Nunan, David. 2003. *Practical English Language Teaching*. NY:McGraw-Hill.
- Parrot, Martin. 2002. *Task for Language Teachers*. Cambridge: Cambridge University Press.
- Richards, Jack C and Ranandya, Willy A. 2004. *Methodology in Language Teaching*. Cambridge: Cambridge University press.

- Seaton, Andrew. 2006. *The Recount Genre*. Retrived from <http://www.andrewseaton.com.au/Greece> count.
- Stocoivy, catherine E. 1994. *Retelling as a culturally responsive strategy for micronesia students*. unpublished thesis: university of Guan.
- Thornbury, Scott. 2008. *How to Teach Grammar*. England: Pearson Longman.
- Ur, Penny. 1996. *A course in Language Teaching: Practice and Theory*. Cabridge : University Press.
- Werner, Patricia K. 2007. *Mosaic 1 Grammar*. USA: McGraw.
- Werner, Patricia K and Jhon P. 2007. *Mosaic 2 Grammar*. USA: McGraw.
- Yule, George. 2009. *Explaining English Grammar*. UK: Oxford University Press.