An Analysis of Students' Ability in Writing Recount Text at the Tenth Grade Students'

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Abstract

The goal of this study is to understand the students' strengths and challenges with regard to linguistic elements and general structure when creating recount texts. The researcher takes a quantitative method in this study. The questionnaire and writing test were the two tools employed in this study. There were 150 students in all, 110 students participated in the questionnaire sample, and 24 students took the writing test. The sampling method used for this study's sample selection was proportional stratified random sampling with the Slovin formula. Questionnaires and writing test were used to find out the ability and difficulty that the students found in writing recount text, especially the generic structure and language features. The average percentage for the questionnaire were 64,13%. It means that the ability of the students' was in the "Easy" level. Average scores of the student's writing test were 65,45%. It means that the ability of the students' were in the "Good" level. For generic structures, it is quite difficult for students to make generic structures correctly when writing recounts, namely orientation, event, and reorientation. For language features, students have difficulty in distinguishing between nouns and pronouns. As the results, it turns out that the students' ability in writing recount texts is quite good with a "Good" scale and there are no significant difficulties faced by the student's in SMA N 2 Gunung Talang ehen writing recount text in terms of generic structure and language features.

INTRODUCTION

Students need to understand what a recount text is, what its generic structural elements are, and what linguistic elements it contains. Recount text is the only text that the author focuses on in this study because recount text is seen to be the most challenging by students because it resembles narrative text in some ways. Numerous students acknowledged having challenges creating recall texts when the researcher questioned them about their opinions on the genre.

Numerous students at SMAN 2 Gunung Talang, where the researcher taught, expressed frustration with writing texts, particularly the recount narrative. Texts that recount previous occurrences, past experiences, or past events themselves are known as recount texts.

From the explanation above, it can be concluded that the recount text is a text that retells event or experience in the past. After the researcher asked some students, it was true that they admitted that they had difficulty in writing recount text because they still had difficulty using the past tense.

Recount text is a text that retelling past event.

According to Khairunnisaak, in her journal, entitled "The Analysis of Students Difficulties in Writing Recount Text". Recount text is a text that uses to say events in the past. According to Anderson (1997), he states that "a recount text is a text that retells past events. This research is to investigate student's difficulties in writing recount text at eight-grade students of SMP Bait Quran. So, it can be concluded that a recount text is a text that retell a past events. Padiyono (2007), a recount text is a text giving information about activities that occurred in the past.

The researcher is curious to examine the student's writing challenges in light of the aforementioned reasoning. The author will investigate students' abilities and challenges with regard to generic structure and linguistic elements in recount texts, which is a little variation between this research and previous research. Because she constantly felt incorrect when composing recount texts, she was very hesitant to disclose their thoughts, fantasies, or experiences in her writing. This indicates that the students struggle to write recount texts.

According to the 2013 syllabus, the purpose of high school writing is to enable students to create their own texts by understanding the purpose of the text, its general structure and linguistic characteristics. So, the students mentioned that they had some difficulty in writing recount text. Students find it challenging to express them in writing since they struggle with writing in English. The proper recount text must be able to be written by the students. Recount texts are written with the intention of informing readers about historical events. Three general text structures for recounts include orientation, event, and re-orientation. To be able to compose recount texts properly, they must continually put out effort themselves. The recount text begins with an opening or orientation that explains what, who and where the incident occurred. The students' scores are still below the average and students have difficulties in writing. According to the researcher observation in SMA N 2 Gunung Talang, most of the students' writing ability is not good yet.

RESEARCH METHOD

The quantitative research method was applied in this investigation. By analyzing the relationship between variables, quantitative research is a method for testing unbiased theories. Additionally, the variables can be measured using instruments, allowing statistical techniques to be applied to the numbered data. The researcher employed content validity in the instrument's validation. The researcher discussed the test with an authority who was a lecturer in the UNP English Department. SPSS 25 for Windows 10 was used in this study to determine the reliability of the questionnaire.

Instrumentation

The questionnaire and writing test were the instruments the researcher employed in this quantitative study to obtain the data. The questionnaire consists of 22 questions, each of which has five potential responses. The students will need to produce a recount text that has at least 100 words for the writing test, and they will have roughly 45 minutes to complete it.

Techniques of Data Collection

In collecting data, the researcher used writing test and questionnaire and. The researcher gives the writing test to the students and gives them 45 minutes to write their text. The students must write a recount text consisting at least 100 words. Observation sheets were distributed according to the number of participants. The questionnaire has five alternative answers which is: 1. Very Difficult, 2. Difficult, 3. Average, 4. Easy, and 5. Very Easy. After the result is collected, the researcher analyzed the data based on writing test and questionnaire.

Techniques of Data Analysis

The data from the questionnaire is then made into the form of frequency and percentage tables. For the writing test, in assessing the score of students writing the researcher used the rubric evaluation. The indicators in the instrument became aspect of assessing writing. The writing recall text was evaluated using the criteria for the writing test, and the final score made use of Gay's scale (2016).

RESULT AND DISCUSSION
Research Finding
- *Writing Test*

Participant	Rater 1	Rater 2	Mean	Category
Student 1	70	72	71	Good
Student 2	71	75	73	Good
Student 3	55	51	53	Fair
Student 4	87	83	85	Excellent
Student 5	61	55	58	Fair
Student 6	68	70	69	Good
Student 7	50	56	53	Fair
Student 8	81	77	79	Good
Student 9	64	66	65	Good
Student 10	28	32	30	Poor
Student 11	38	40	39	Poor
Student 12	40	40	40	Poor
Student 13	63	57	60	Fair
Student 14	72	70	71	Good
Student 15	73	75	74	Good
Student 16	71	75	73	Good
Student 17	86	80	83	Excellent
Student 18	90	86	88	Excellent

Student 19	50	50	50	Fair
Student 20	70	66	68	Good
Student 21	85	83	84	Excellent
Student 22	88	90	89	Excellent
Student 23	60	54	57	Fair
Student 24	58	60	59	Fair
Total Score	**1579**	**1536**	**1571**	
Average	**65,79**	**64**	**65,45**	
Category	**Good**	**Good**	**Good**	

The sample for the writing test is 26, but only 24 students who dis the writing test because there was one student who was absent and one student who did not take part in the test. For the generic structure, the average was effective but simple constructions of past tense, action verb, adverbs of phrase, time conjunction, adjectives, nouns and pronouns, and prepositions but meaning seldom obscured. For language features, which are past tense, action verb, adverb of phrase, time conjunction, adjectives, nouns, pronouns, and preposition has a confusing meaning. The student's also used past tense, action verb, and adverbs of phrase, time conjunction, adjectives, nouns, pronouns, and prepositions well and clearly. The test was used to find out what difficulties the students found in writing recount text, especially the generic structure and language features. The text that she made shows the development of excellent orientation, events and re-orientation, and is easy for readers to understand the text. The text has limited knowledge of orientation, events and re-orientation and inadequate development of topic. The good scale means that they have limited development of orientation, event, and re-orientation. Based on the table above, from the 24 students the maximum score that was students got was 89.

- *Questionnaire*

For generic structure, it can be concluded that the question number 3 with an average of 57,63% is quite difficult for students to create a generic structure when writing recount text, which in the item 3 students is being able to write recount text with the correct generic structure, namely orientation, event and reorientation.

For language features, it can be concluded that the question number 10 with an average 55,45% is quite difficult for students to use language features when writing recount text, which in the item 10 students is being able to distinguish between nouns and pronouns when writing recount text. The question with the highest level of ease is quesion number 5 with an average of 71,09%, and the question with the lowest level of difficulty is question number 2 with an average of 53,81%. Of the 22 questions, 10 questions average is "Easy", and 12 questions average "Average". Question number 19 is about students' ability to determine adjectives when writing recount text. Questionnaires were used to find out what difficulties the students found in writing recount text, especially the generic structure and language features.

Discussion

In this part, the data explained in the results are discussed in detail in order to make findings of the study. The researchers gave the questionnaires and writing test to the students to identify the main problems in writing recount text. Based on the finding, we can conclude that students do not have enough difficulty in writing recount text. Unlike the results of Khairunnisak's research which found that students

had difficulties with content, which the point of the content had a generic structure. This can happened because their study hours may be different, because Khairunnisak conducted research in a pandemic period and lesson hours were cut to 30 per 1 hour lesson at that time. Meanwhile, I conducted research in 2022, where the cutting of school hours is no longer valid or school hours have returned to normal. Therefore, the results of the researchers' findings may different from those of previous researchers.

This can happen because the method used by the English teacher at SMA N 2 Gunung Talang is quite good so that it helps students improve their writing skills, especially in recount text. In addition, there are 2 English subjects at SMA N 2 Gunung Talang, namely Compulsory English and Cross-Interest English. So, they get more time to learn English than usual. They have a lot of time to do exercises in writing a text so that they can minimize the difficulties they find when writing.

On Khanifatul Hikmah's thesis entitled "An Analysis of Students problem in Writing Recount text at the First grade of MAN Kebumen 1", the students' results mean score is 60.63. It means that the ability of first-grade students at MAN Kebumen 1 was in a sufficient level. There was no student included into the poor level. This could be because the English teacher at MAN Kebumen 1 used good teaching methods so that students understand English learning well.

In the writing test, students with the lowest scores had difficulty in sorting generic structures and in using nouns and pronouns. When viewed from the results of the questionnaire, it turns out that the results of questions on noun and pronoun items are the lowest with an average of 55.45%.

After further investigation, it was discovered that there was no issue with the recount text that the students had found challenging. Perhaps other variables, such as a lack of enthusiasm and vocabulary, rather than general language and structure aspects are to blame for the challenges pupils are having.

CONCLUSION

Following an analysis of the students' struggles with creating recount texts, the researcher came to the following conclusions: 1) The typical response on the student survey was 64.13 percent. It denotes that the tenth graders at SMA N 2 Gunung Talang had abilities that were in the Easy range. 2) The students' writing test results averaged 65,45%. It denotes that the tenth graders at SMA N 2 Gunung Talang had abilities that fell into the Good range. 3) In terms of language elements and general organization, students in SMA N 2 Gunung Talang are not experiencing any significant challenges when composing recount texts.

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