

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in a part in the University/ Faculty Libraries in all forms of media, now or hereafter known.

Nunung Sri Andayani

December , 2012.



**A DESCRIPTIVE STUDY OF THE X-8 YEAR STUDENTS' ABILITY IN
WRITING RECOUNT TEXT AT SMAN ARJASA JEMBER IN THE
2012/2013 ACADEMIC YEAR**

THESIS

By

**NUNUNG SRI ANDAYANI
NIM 090210401105**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2013**



**A DESCRIPTIVE STUDY OF THE X-8 YEAR STUDENTS' ABILITY IN
WRITING RECOUNT TEXT AT SMAN ARJASA JEMBER IN THE
2012/2013 ACADEMIC YEAR**

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree
at the English Language Education Study Program
Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

By

**NUNUNG SRI ANDAYANI
NIM 090210401105**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2013

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Prijadi and Uminarsih. Thank you so much for your love, attention and patience.*
- 2. My sisters Neneng Sri Wahyuni and Naning Sri Lestari, S.Pd. I love you so much.*
- 3. My beloved husband Dedik Triawan. Thanks for your love and support. This thesis is dedicated to you for your endless love.*

MOTTO

“The palest ink is better than the sharpest memory”

(Chinese proverb)

CONSULTANT'S APPROVAL

**A DESCRIPTIVE STUDY OF THE X-8 YEAR STUDENTS' ABILITY IN
WRITING RECOUNT TEXT AT SMAN ARJASA JEMBER IN THE
2012/2013 ACADEMIC YEAR
THESIS**

By:

Nunung Sri Andayani

090210401105

Approved by:

Consultant 1 : Dra. Musli Ariani, M.App.Ling.

Consultant 2 : Dra. Made Adi Andayani, T.M.Ed.

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and accepted by the Examination Committee of The Faculty of Teacher Training and Education, Jember University.

Day : Wednesday

Date : January 23rd, 2013

Place : The Faculty of Teacher Training and Education, Jember University

The Examination Committee:

The Chairperson,

The Secretary,

Dr. Budi Setyono, M.A
NIP. 196307171990021001

Dra. Made Adi Andayani, T.M.Ed
NIP. 19630323 198902 2 001

The Member I,

The Member II,

Drs. Bambang Suharjito, M.Ed NIP.
1961025 198902 1 004

Dra. Musli Ariani, M. App. Ling.
NIP. 19680602 199403 2 001

The Dean,

Faculty of Teacher Training and Education

Prof. Dr. Sunardi, M.Pd.
NIP. 1954 0501 1983 03 1005

ACKNOWLEDGEMENT

First, I would like to express my greatest gratitude to Allah SWT for always giving me mercy, invaluable guidance, and blessing to finish this thesis.

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of The Language & Arts Department;
3. The Chairperson of English Education Study Programs;
4. The first and second consultants, Dra.Musli Ariani, M.App.Ling., and Dra. Made Adi Andayani, T, M.Ed. Thank you for spending your time, giving me suggestions and many ideas to make my thesis better;
5. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis;
6. The principal and the English teachers of SMAN Arjasa Jember for giving me an opportunity, help, and support to conduct this research ;
7. The tenth grade students of SMAN Arjasa Jember in the 2012/2013 academic year especially class X-8;
8. All my friends in English Education Program 2009 level, thanks for your spirit given to me, and I will miss you all.

Finally, I hope this thesis will provide some advantages to the readers. Any criticism , suggestions, and input will be wisely appreciated to make this thesis better.

Jember, December 2012

Writer

TABLE OF CONTENTS

	Page
TITLE	ii
DEDICATION	iv
MOTTO	v
CONSULTANTS' APPROVAL	vi
EXAMINERS' APPROVAL	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	ix
THE LIST OF APPENDIXES	xii
THE LIST OF TABLES	xiii
THE LIST OF CHARTS	xiv
SUMMARY	xv
I. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Research Problem.....	4
1.3 Research Objective.....	4
1.4 Operational definition	
1.4.1 Writing ability	4
1.3.2 Recount text.....	4
1.4 The Significance of the Research.....	5
1.5 Scope of the Research	5
II. REVIEW OF RELATED LITERATURE	
2.1 Writing Skill.....	6

2.2 The Aspects of Writing	8
2.2.1 Grammar	8
2.2.1.1 Grammatical errors.....	9
2.2.2 Vocabulary	12
2.2.2.1 Large Vocabulary.....	14
2.2.3 Mechanics	16
2.2.4 Content	18
2.2.5 Organization.....	18
2.3 Writing Process	22
2.3.1 Prewriting	22
2.3.2 Organizing Ideas	22
2.3.3 Drafting	22
2.3.4 Revising.....	23
2.3.5 Editing	23
2.3.6 Making Final Draft.....	23
2.4 Definition of text	23
2.5 Recount Text	24
2.5.1 Types of Recount Text	25
2.6 The Teaching Writing to the First Year Students of SMAN	
Arjasa Jember.....	27
III. RESEARCH METHOD	
3.1 Research Design.....	28
3.2 Area Determination Method	29
3.3 Respondent Determination Method	29
3.4 Data Collection Method	30
3.4.1 Writing Test.....	30
3.4.2 Interview	34
3.4.3 Documentation	35

3.5 Data Analysis Method.....	35
IV. RESEARCH RESULTS AND DISCUSSION	
4.1 The result of primary data.....	37
4.1.1 The Result of the Analysis on the Students' Recount Text Writing	41
4.1.2 The Analysis of the Students' Ability in Writing Recount Text Based on the Scoring Given by Rater One (the researcher)	41
4.1.3 The Analysis of the Students' Ability in Writing Recount Text Based on the Scoring Given by Rater Two (the teacher)	42
4.2 The Result of Secondary Data.....	57
4.2.1 The Result of Interview	57
4.2.2 The Result of Documentation	57
4.3 Discussion	58
V. CONCLUSION AND SUGGESTION	
5.1 Conclusion	59
5.2 Suggestions	60
5.2.1 The English Teacher	60
5.2.2 The Students.....	60
5.2.3 The Other Researchers	60

REFERENCES

APPENDICES

THE LIST OF APPENDICES

	Page
A. Research Matrix	65
B. The Interview guideline	66
C. The Result of Interview with the English teacher	67
D. The Research instrument.....	69
E. The Names of respondents.....	70
F. The Writing sheet.....	71
G. The Total Errors of the Students' Writing Test given by Rater One	72
H. The Total Errors of the Students' Writing Test given by Rater Two	79
I. Research Permission from the Dean of the Faculty of Teacher Training and Education	145
J. Research Permission from the Principal of SMAN Arjasa Jember	146
K. The Examples of the Students' Writing Test given by Rater One.....	147
L. The Examples of the Students' Writing Test given by Rater Two	149

THE LIST OF TABLES

	Page
3.3 The classification of the score levels.....	36
4.1 The Students' Writing Score Given by Two Raters.....	38
4.2 The Total Score of the Students' Writing Ability	39
4.3 The Classification of the Students' Ability in Writing Recount Text on the Score Given by Rater One.....	42
4.4 The Classification of the Students' Ability in Writing Recount Text on the Score Given by Rater Two	43
4.5 The Classification of the Mean Score of the Students' Ability in Writing Recount Text on the Score Given by Two Raters	44
4.6 Recapitulation of Errors in Students' Recount Text.....	45
4.7 Grammar Errors in Students' Recount Text.....	47
4.8 Vocabulary Errors in Students' Recount Texts.....	49
4.9 Mechanics Errors in Students' Recount Texts	51
4.10 Content Errors in Students' Recount Texts.....	53
4.11 Organization Errors in Students' Recount Texts	55

THE LIST OF CHART

	Page
4.3 The Percentage of the Students' Writing Score Given by Rater One.....	42
4.4 The Percentage of the Students' Writing Score Given by Rater Two	43
4.5 The Percentage of the Mean Score of the Students' Writing Score Given by Two Raters.....	44
4.6.1 The Percentage of Errors Given by Rater One.....	46
4.6.2 The Percentage of Errors Given by Rater Two	46
4.7.1 The Percentage of Grammar Errors Given by Rater One.....	47
4.7.2 The Percentage of Grammar Errors Given by Rater Two.....	48
4.8.1 The Percentage of Vocabulary Errors Given by Rater One.....	49
4.8.2 The Percentage of Vocabulary Errors Given by Rater Two	50
4.9.1 The Percentage of Mechanics Errors Given by Rater One	51
4.9.2 The Percentage of Mechanics Errors Given by Rater Two.....	52
4.10.1 The Percentage of Content Errors Given by Rater One.....	53
4.10.2 The Percentage of Content Errors Given by Rater Two.....	54
4.11.1 The Percentage of Organization Errors given by Rater One.....	55
4.11.2 The Percentage of Organization Errors given by Rater Two.....	56

SUMMARY

A Descriptive Study of The X-8 Year Students' Ability in Writing Recount Text at SMAN Arjasa Jember in the 2012/2013 Academic Year; Nunung Sri Andayani, 090210401105; 2012;60 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Based on the preliminary study and observation that was done on November 2012, most of the X-8 year students of SMAN Arjasa Jember produced some errors dealing with the writing of recount text especially in grammar, vocabulary, mechanics, content, and organization. The English teacher said that the students often make errors in their writing. It was because most of the students write by translating Indonesian sentences into English not by transferring the meaning from Indonesian into English.

This final project primarily deals with descriptive study. It describes the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year. This research uses a descriptive approach to describe the students' writing ability of the X-8 year students of SMAN Arjasa Jember in the 2012/2013 academic year in their recount text writing. It was chosen to answer the research problem and the research objective of this research. They were "How is the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year?" and "To describe the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year."

The students' writings were analyzed. The writing ability was classified into four aspects. They were errors in grammar, vocabulary, mechanics, content, and organization. The errors in grammar deals with syntactical errors and morphological errors; errors in vocabulary deals with inappropriate word choice and words form; errors in mechanics deals with misspelling, punctuation, and capitalization; errors in content deals with the text related to the topic/ not, easy to be understood/not, development knowledge, the connectivity among sentences, and the connectivity

among paragraphs ; and errors in organization deals with orientation, events, reorientation, unity, and coherence.

The result in chapter IV, it can be reported that the students' writings score given by rater one (the researcher) were 16 students (42%) categorized poor, 1 student (3%) was categorized very poor, 9 students (24 %) were categorized fair, 10 students (26%) were categorized good, and 2 students (5%) were categorized very good. Besides, the students' writings score given by rater two (the teacher) were 12 students (32%) categorized poor, 2 students (5%) were categorized very poor, 10 students (26 %) were categorized fair, 9 students (24%) were categorized good, and 5 students (13 %) were categorized very good.

In conclusion, based on the discussion and the result of the research problem analysis, it could be concluded that, the X-8 year students' ability in writing recount text at SMAN Arjasa Jember in the 2012/2013 academic year was categorized poor. It can be seen from the students' writing score given by rater one (the researcher) was 16 students (42%) were categorized poor and rater two (the teacher) was 12 students (32%) were categorized poor. In addition, the highest errors made by the students when writing recount text based on the score given by rater one was grammar errors and the percentage of errors was 36%. There were 336 errors made in syntactical errors and morphological errors, and the lowest errors came from organization errors and the percentage of errors was 8%. There were 73 errors made in orientation, events, reorientation, unity, and coherence. Besides, the highest errors made by the students when writing recount text based on the score given by rater two was grammar errors and the percentage of errors was 41%. There were 311 errors made in syntactical errors and morphological errors, and the lowest errors came from organization errors and the percentage of errors was 10%. There were 72 errors made in orientation, events, reorientation, unity, and coherence. In addition, the mean score of the students' ability in writing recount text given by two raters (the researcher and the teacher) was 16 students (42%) categorized poor. Therefore, it can be said that teaching learning process in writing recount text was not yet satisfying.