AN ANALYSIS OF RECOUNT TEXT WRITTEN BY THE ELEVENTH GRADE STUDENTS OF ACCELERATION AND REGULAR CLASS AT SMAN 1 JEMBER IN 2013/2014 ACADEMIC YEAR

THESIS

Presented as One of the Requirements to Obtain the S-1 Degree
at the English Education Program, Language and Arts Education Deartment,
Faculty of Teacher Training and Eduation,
Jember University

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DEDICATION

This thesis is honorably dedicated to:

My beloved parents, Marji, M.Pd. and Siti Fatimah,

Who always give every little sweat, love, and uncountable words

to raise me to be a person.

MOTTO

A piece of good writing might change people's heart,

and the world in turn.

Anonymous

CONSULTANT APPROVAL

THE ANALYSIS OF RECOUNT TEXT WRITTEN BY THE ELEVENTH GRADE STUDENTS OF ACCELERATION AND REGULAR CLASS AT SMAN 1 JEMBER IN 2013/2014 ACADEMIC YEAR

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Jember, September 2013

Writer

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SUMMARY

The Analysis of Recount Text Written by the Eleventh Grade Students of Acceleration and Regular Class at SMAN 1 Jember in 2013/2014 Academic Year; Shofi Annisa, 080210401055; 2012: 41; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

The acceleration class students have special characteristics, such as having higher intelligence than general students. But the acceleration program has both the possitive and negative sides that might affect to the students' achievement. It is interesting to find out whether the acceleration class students are better than the regular class students, especially in writing aspects. However, there is not any research which analyzes the comparison of the acceleration class students' and the regular class students' writing aspects. This research was intended to analyze The Comparison of Recount Text Writing Composed by the Eleventh Grade Students of the Acceleration Class and the Eleventh Grade Students of the Regular Class at SMAN 1 Jember in 2013/2014 Academic Year in the aspects of grammar, vocabulary, mechanic, content, and organization.

The research subjects were 8 students from the acceleration class and 8 students from the regular class. They were determined by using disproporsional stratified random sampling. The data used in this research was the acceleration class and the regular class students' writing which was collected by a writing test in the form of recount text. The data were analysed qualitatively and quantitatively. The data were qualitatively analyzed by identifying the each of students' use of grammar, vocabulary, mechanic, content, and organization by coding the data; and finding the pattern of the students' writing aspects. The data were further analyzed quantitatively by giving score based on Hughes' scoring rubric. After doing the qualitative and

quantitative analysis, the pattern of the acceleration class students' and the regular class students' writing aspects could be identified and compared from the writing score. Finally, the conclusion could be drawn to answer the research problems.

Based on the research results, it was revealed that the use of grammar and vocabulary of the acceleration class students are better than the regular class students. But the regular class students' use of mechanic are better than acceleration class students. In the aspect of the writing content, the acceleration class students are better in the English style than the regular class students, the regular class students have more interesting ideas than the acceleration class students. There was no difference in the writing organization between the acceleration class students and the regular class students. In the comparison of the total score, it was found that the regular class students' writing ability are almost equal. On the other hand, the writing ability among the acceleration class students are far different; one student achieves almost perfect score while one of them is a low achiever.