

THESIS ARTICLE

A Descriptive Study on the X MIA 1 Students' Ability in Writing Recount Text at MAN 1 Jember in the 2014/2015 Academic Year.

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Abstract

The purpose of this research was to describe the X MIA 1 students' Ability in Writing Recount Text. The research design was descriptive quantitative by using statistically analysis. The area determination method of this research was conducted by using purposive method. The subjects were the X MIA 1 students for writing test at MAN 1 Jember in the 2014/2015 academic year. The data of this research were obtained from the students' writing test, documentation and interview. The result of students' writing test had showed that there were 3 students or (10%) who categorized as excellent with the range score was between 81-100. there were 15 students or (52%) were categorized as good with the range score was between 70-80. In addition, 11 students or (38%) were categorized as fair with the range score was between 60-69. The last, there was no student got score in poor even failed category.

Keywords: Descriptive quantitative, Recount text, Writing Ability.

INTRODUCTION

English has four main skills that the learners has to be mastered. one of the main skill is Writing, Writing is done by everybody everyday. People write a note, shopping list, prescription, a short message. it is easy to do in their native language, but not in a foreign language. A good writing must be easy to understand by the reader in order to get some information from their writing. The information is in each paragraph. Besides, in teaching process, writing can be a tool which is used to practice the students' knowledge in arranging the words correctly.

For most students, writing is a difficult language skill. According to Richards (1990:100-101), writing is difficult tasks which learner faces and only few people who can fully master that language skill. In addition, he also says that "the process of moving from concepts, thoughts and ideas to written text is complex". This idea also supported by Langan (2003:13) who notes that it is difficult for most people to do the intense and active thinking which can be used to produce a good writing. From those two statements, it can be conclude that the problem which the students might face in learning to write well is the way of organizing their idea and expressing it in written form by using the correct sentences.

There are five aspects which should be considered when the students want to write well. First, they should consider *the aspect of content* which refers to the ability to write clearly so that it is easy for the readers to understand

their idea. Second, they need to focus on *the aspect of organization*. (Jacobs, 1985:90) states that a piece of writing will have good organization if all the sentences or the details support the main idea and they relate to each other, hence, there will be irrelevant sentence in it. Third, the students need to consider *the aspect of grammar*. According to Fairbairn and Winch (1996:108) grammar is a set of rules to help the students to construct sentences that make sense and appropriate with English rules. Fourth, the students should make sure that they have ability in *the aspect of vocabulary*. This is in line with Bram (1995:48), who says that words are the basic tool for writing, because words carry meaning where the writer will convey the message. Fifth, the students should concern with *the aspect of mechanics* which focus on the students' ability in using the correct word spelling, punctuation, and the appropriate capitalization in their writing. Since there are many aspectsto be needed, writing a good paragraph is not easy.

Based on the curriculum (2013, Curriculum) for the English subject of Senior High School, the students in the tenth grade need to write some text types, such as report, narrative, analytical exposition, hortatory exposition, spoof and recount. This research only focused on the recount text. Recount is a text which retells the past events or experiences that have been experienced by the writer. It can be summarized that recount text retells the events or experiences happened in the past that is written in a chronological order with the purpose to inform and to

entertain the readers. In teaching process, the students are able to comprehend the language features and generic structures of recount text and write a recount text based on those language features and the generic structures.

The teacher taught a recount text to the students because of some reasons. First, based on the curriculum, a recount text is one of the types which taught in the tenth grade. Second, the teacher wants to make students understand the generic structure and the language features of the recount text. Third, through the teaching of writing a recount text, the students are expected to be able to write a recount text based on the generic structure and language features.

From the result of the preliminary study which was conducted at MAN 1 Jember on December 22nd 2014 by interviewing the English teacher (Mrs. L), it was revealed that the school applied the Curriculum 2013 for tenth. She said that in teaching writing a recount text, he usually used holistic scoring to scored the students' writing ability. The teacher assessed the students' writing recount text by considering some writing aspects. Those aspects were content of writing, the word choice, the sentence structure, the mechanic, the coherence and the unity of the text. However, all those writing aspects were not assessed individually by the teacher. She assessed the students' writing by including all the aspects on the criteria of writing assessment and considering all of them simultaneously. The teacher scored the students' writing samples by considering all of writing aspects in which all those aspects were assessed together as a single score. By applying this scoring method, the teacher could assess the students' writing quickly. It did not need more time because the teacher was only required to make one single score for each writing sample as a whole score. However, the students certainly would not know in what aspects they needed to improve because there were no detail score on each aspect of writing.

RESSEARCH METHOD

The research design applied in this research was descriptive quantitative by using purposive method. Research study is a structured plan for carrying out a research. This research was not intended to describe the X MIA 1 students' ability in writing recount text. The procedure in this research was conducted in some steps of activities. They were determining research topic, determining research area by using purposing method, conducting interview by interviewing the English teacher of Tenth grade of MAN 1 Jember to obtained first-hand information concerning the teaching of English particularly writing, determining the research respondents by using purposive method by taking a sample as respondents of this research from the class that has higher mean score in tenth grade of MAN 1 Jember, constructing the research instruments. The research instruments will used are writing test and documentation guide, writing test to the

respondents, analyzing the result of writing test based on the indicators, discussing the research result, drawing the conclusion of the result to answer the research problem, and reporting the result of the research.

The area in this research was determined by using purposive method. Arikunto (2002:127), a purposive method is a method used based on a certain purpose and reason. The research was conducted at MAN 1 Jember. The area was chosen purposive based on the following reasons: 1) The data about the students' ability in writing recount through descriptive study had not been available yet in the school, 2). Writing a recount text had already been taught to the tenth grade students at MAN 1 Jember in the first semester in the 2014/2015 academic year, 3) The English teacher wanted to know the students' ability in writing recount. 4). The school Principal agreed to give permission to the researcher to conduct this descriptive research.

The population of this research was the tenth year students of MAN 1 Jember in the 2014/2015 academic year. There were 10 classes of grade 10 in the school, each class consisted of 29 students. In this research, purposive method was used to take the sample based on the consideration that it was impossible to take all of the population. To take the sample of respondents by using purposive method, the researcher used the data of the students' scores in previous score writing recount text task given by the teacher to know the mean scores of each class. The researcher determined the class X MIA 1 as the respondent of this research because the class has a higher mean score among another class of 10.

In this research, writing test was used to get the primary data of the X MIA 1 students' writing ability. The test was intended to know the students' ability in writing recount. The type of test used in this research was subjective test since the test required the students to give the answer in the form of essay or writing recount text based on their own personal experience. Through this kind of test, both the researcher and the English teacher were able to know the extent of the students' understanding on the material of writing recount by analyzed the students' writing samples

In this writing test, students as the research respondents were asked to write a recount text by chose only one of the five topics given in the writing test. There five topics were given were My Unforgettable Moments, My Terrible Day, My Fantastic Holiday, My Birthday Party, and the last was My Funny Experience. Thus, the students had to write a recount text that consists of 10 minimum sentences in 90 minutes by considering the aspect of content (the content of the text was relevant to the topic), organization (the unity and the coherence of the text), grammar (the use of simple tense), vocabulary (the word choices) and mechanic (the use of punctuation, capitalization and spelling).

Furthermore, the test constructed in this research must have a criterion as a valid test. According to Hughes (1996:22), a good test should have validity and reliability.

Dealing with the test validity, the test used content validity since the test material was constructed based on the competencies of writing stated in the Curriculum 2013. According to the English teacher (Mr. L), the school of MAN 1 Jember is applying the Curriculum 2013 for all grade students. Based on the idea, the test was valid based on its content and the test was reliable since it had content validity.

There were two ways of scoring writing test with less subjective. Hughes (2003:32) explains that to decrease subjectivity, the writing can be scored by two different scorers (inter rater) or one scorer scoring the same writing test in different occasion (intra rater). In this research, inter rater was applied. The researcher involved two scorers. They were the researcher as rater 1 and the English teacher as rater 2.

Dealing with the scoring method, analytical method was applied in this research. According to Hughes (1996:91), analytical method refers to a method of scoring which requires a separate score for each number of task aspects. It can be said that each indicator in the research was scored separately based on the criteria. In this case, there were five indicators scored analytically; *content, organization, grammar, vocabulary and mechanic.*

The primary data in the form of the students' writing scores as the result of the writing test was analyzed statistically by using analytical scoring in order to know the X MIA 1 students' writing ability at MAN 1 Jember in the 2014/2015 academic year.

The result of data analysis was in the form of mean score, percentage, and diagram to classify into some classifications easily by the researcher. They were classified into five different categories (Excellent, Good, Fair, Poor, or Failed) in order to know the categories of the students' ability in writing recount text. Those scores would be classified by using the score level interpretation adapted from Djwandono (1996:156).

RESEARCH FINDINGS

This research design applied in this research was descriptive quantitative by using purposive method. The result showed that the X MIA 1 students' writing recount that 3 students or (10%) were categorized as excellent, 15 students or (52%) were categorized as good, 11 students or (38%) were categorized as fair, and there was no student or (0%) that got the classification in poor even in failed category.

In the aspect of content, it could be reported that 3 students or (2%) were categorized as excellent, 15 students or (10%) were categorized as good, 11 students or (8%) were categorized as fair, and there was no student or (0%) that got score in poor even failed category.

Furthermore, in the aspect of organization, it could be reported that 21 students or (14%) were categorized as

good, 7 students or (5%) were categorized as fair, 1 student or (1%) was categorized as poor, and there was no student or (0%) that got score in excellent even failed category.

Then, in the aspect of grammar, it could be reported that 3 students or (2%) were categorized as excellent, 9 students or (6%) were categorized as good, 11 students or (8%) were categorized as fair, 6 students or (4%) were categorized as poor, and there was no student or (0%) that got score in failed category.

Next, in the aspect of vocabulary, it could be reported that 4 students or (3%) were categorized as excellent, 16 students or (11%) were categorized as good, 6 students or (4%) were categorized as fair, 3 students or (2%) were categorized as poor, and there was no student or (0%) that got score in failed category.

The last, in the aspect of mechanic, it could be reported that 10 students or (7%) were categorized as excellent, 12 students or (8%) were categorized as good, 5 students or (3%) were categorized as fair, and there was 1 student or (1%) was categorized as poor and also there was 1 student or (1%) that got score in failed category. Therefore, it can be said that teaching learning process in writing recount text was satisfying.

DISCUSSION

From the data analysis the result of the students' writing recount text in category, it was found that the mean score of the X MIA 1 students' writing recount text was good. It meant that the highest percentage of the students score was good category. The total respondents who taken as a sample was 29. There were 3 students or (10%) who got "excellent" category, 11 students or (38%) got score in fair category. there was no student or (0%) that got score in failed even poor category Then, Good category had more frequency than the frequency of "excellent and fair" category in the class X MIA 1. The frequency of "good" category was 15 students or 52% and it could be considered that the mean score of the X MIA 1 students' writing recount text was good.

The analysis of writing test in this research used analytical method by the researcher as rater 1 and the English teacher as the rater 2 to asses the students' writing score. The students' writing recount text was scored based on the aspects of content, organization, grammar, vocabulary, and mechanic.

In the aspect of content, the researcher found that most of the students wrote a text related to the topic that they have chosen. It indicates that the students have known well about the text and they were able to deliver the messages of the text to the readers. Most of them had written a recount text that described about their holiday, but there were still some irrelevant sentences written in a text. It meant that the recount text written by the students was lost focus. Some students also had difficulties in developing the topic of

writing so that the information relating to their experience written was unclear.

In the aspect of organization, the students showed that their ability in generating ideas into a well-organized was good enough. Although their information in their writing mostly related to the main idea, but there were few students still had difficulties in some cases. The first case related to the generic structure of recount text written by the students. Most of the students write a recount text in a complete generic structure, but few of them who wrote unclear orientation since they did not write the time of the event. The second case was about the supporting details provided by the students in each paragraph of their writing. There were students who only wrote one sentence in orientation and reorientation part. The third problem was about the misused of transitions in the sentences of a text. Actually, most students had written a recount text using the appropriate word transitions. However, there were few students who used incorrect transitions. It certainly affected the text written by the students. The use of incorrect transitions in their writing caused the texts written were not coherence.

In the aspect of grammar showed that most students made many mistakes in writing sentences of Simple Past Tense, especially in the use of past verb and auxiliary verb. In addition, the grammatical errors made by the students in their writing were in the use of incorrect preposition. There were some students who wrote the preposition in which it was actually unnecessary.

In the aspect of vocabulary, there were some students wrote with inappropriate words in the sentences and even used the words that did not refer to the intended meaning. It was also found that some students wrote the words with incorrect spelling. As a result, the raters were quite difficult to understand the word meaning expressed by the students.

In the aspect of mechanic, the students' ability in this aspect was quite good. It meant the students have known well about the use of punctuation, capitalization and spelling. Although most students were able to use the correct mechanic but, they still made mistakes in using punctuation and capitalization correctly.

Further, related to the students' ability in five writing aspects, the aspect of organization had the highest percentages among other aspects. There were 21 students or (14%) were categorized as good category. In other word, it was the greatest frequency of the students who got score in good category among other aspects. The results of the analysis of the students' writing showed that students showed that their ability in generating ideas into a well-organized was very good. Generally, most of them were completely write a text with the information in their writing that related to the main idea included the generic structure. Then, they had written a recount text using the appropriate word transitions. It might happen because the students often get the task of writing the text from the teacher was done as homework as well as exercise. The teachers also provided many examples of text to the students as their

references to grasp. Besides, the generic structure of the text in Indonesian and English were almost the same but have differences in past verb.

On the contrary, the aspect of grammar had the lowest percentages among other aspects. 11 students or (8%) were categorized as fair category. In other word, most students got scores in fair category. It means that among the five aspects of writing, the aspect of grammar was the most difficult aspect for The X MIA 1 students. Most students made many mistakes in writing sentences of Simple Past Tense, especially in the use of past verb and auxiliary verb. In addition, the grammatical errors made by the students in their writing were in the use of incorrect preposition. There were some students who wrote the preposition in which it was actually unnecessary

Related to the previous research findings conducted in the level of senior high school by Andayani (2013) and Lisulianti (2013), those previous researchers found that the most students in senior high school level got the lowest score in the aspect of grammar. Based on those research findings, it can be known that the most difficult aspect for the students in senior high school was grammar. It meant that the research findings of those previous researches were also similar. Since the research was conducted in the level of senior high school, it was found that the student's ability in the aspect of grammar was generally poor.

Additionally, the research conducted by Andayani (2013) found that the students' ability in the aspect of vocabulary was good. Then, the research conducted by Lisulianti (2013) found that the students' ability in the aspect of content was good. In this case, those research findings were different from the research findings of this research which was found that students' ability in the aspect of mechanic was good. It might happen as the level of the students of those researches as the research respondents was different with the students in this research. It meant that the students of those schools have different ability with the students in this research, especially in writing. Furthermore, the assessment of the students' writing it could be different with those researchers since the scoring rubric was different with those researcher used.

The other things distinguished this research with the previous students' writing score from the English teacher was the assessment of writing recount text. The English teacher assessed the students' writing recount text used holistic scoring rubric. The teacher scored the students' writing samples by considering all of writing aspects in which all those aspects were assessed together as a single score. By applying this scoring method, the teacher could assess the students' writing quickly. It did not need more time because the teacher was only required to make one single score for each writing sample as a whole score. Furthermore, the English teacher also said that she never give score the students with the score under 70. It was different with the researchers' assessment used in this research. The researchers used analytical scoring to obtain the students' writing score. There were five aspects that

consider analyzing which were content, organization, grammar, vocabulary, and mechanic. All those aspects scored by the researchers based on the scoring rubric. The scoring rubric was quite difficult to understand between the researcher and the English teacher. Since the way to analyze should be checked one by one in order to obtain the score accurately. As the result, it was make the English teacher confused when analyze the students' writing score. She told me, that she shocked when I conducted the scoring rubric at first before the test was held. Then, she also said that the analyzing the students' writing score with the analytical scoring was really needed a long time and need more to be patience to analyze.

After all, the differences of the analysis of the students' writing test in each research and also with the English teacher' analysis were solely intended to obtain the accurate research results. The more important point was how to resolve the problems found in each research relating to the students' problems in writing. All of the problems found in each research must be followed up in order that the students' ability in writing could be better in the future.

CONCLUSION AND SUGGESTION

Based on the research results, data analysis, and discussion, it can be concluded that the X MIA 1 students' ability in writing recount text at MAN 1 Jember was categorized as good category with the percentage was 52%. In the teaching learning process, the English teacher used media to present the material. The interview with the English teacher to collect the data of the students' scores in previous score writing recount text task given by the teacher to know the mean scores of each class. There were showed that the X MIA 1 was the class which has highest mean score, so the researcher took the class as the respondents in this research.

The writing recount ability had showed that there were 3 students (10%) got scores in excellent category that had range of 81-100. Further, 15 students (52%) were categorized as good category that had the range of 70-80. In addition, there were also 11 students (38%) got the scores in fair category that had the range of 60-69. The last, there were no students (0%) that got score in poor even failed category.

In the aspect of content, it could be reported that 3 students or (2%) were categorized as excellent, 15 students or (10%) were categorized as good, 11 students or (8%) were categorized as fair, and there was no student or (0%) that got score in poor even failed category. Furthermore, in the aspect of organization, it could be reported that 21 students or (14%) were categorized as good, 7 students or (5%) were categorized as fair, 1 student or (1%) was categorized as poor, and there was no student or (0%) that got score in excellent even failed category. Then, in the aspect of grammar, it could be reported that 3 students or (2%) were categorized as excellent, 9 students or (6%) were categorized as good, 11 students or (8%) were categorized

as fair, 6 students or (4%) were categorized as poor, and there was no student or (0%) that got score in failed category. Next, in the aspect of vocabulary, it could be reported that 4 students or (3%) were categorized as excellent, 16 students or (11%) were categorized as good, 6 students or (4%) were categorized as fair, 3 students or (2%) were categorized as poor, and there was no student or (0%) that got score in failed category. The last, in the aspect of mechanic, it could be reported that 10 students or (7%) were categorized as excellent, 12 students or (8%) were categorized as good, 5 students or (3%) were categorized as fair, and there was 1 student or (1%) was categorized as poor and also there was 1 student or (1%) that got score in failed category. Therefore, it can be said that teaching learning process in writing recount text was satisfying.

Based on the results of this research, the suggestions below are intended to the following people:

1. The English Teacher:

The English teacher of the X MIA 1 students at MAN 1 Jember is suggested to give the students more practices in writing in order to improve the students' writing ability even the students' ability in writing recount text was very good. Because it was known that most students got scores in excellent, good and fair category. Further, since this research found that the students' ability in the aspect of grammar was fair, because most students got scores in fair category. It is also suggested for the English teacher to give the students more practices to improve their ability in grammar. For example, it can be done by giving the students exercises to change the present verb into past verb and more exercise about the use of auxiliary verb. Then, asking them to make a sentence from simple past. By giving the students more exercises in grammar, it can help the students to have a great number of grammars. Certainly, the students will be able to produce a good writing by using past verb and auxiliary verb in sentences and using correct preposition appropriately.

2. The Students of X MIA 1

The students should improve their ability and knowledge in each aspect of writing so that their writing can be easily understood by the readers. Besides, in the aspect of content, they also need to learn and practice more about providing the main idea in a paragraph with sufficient supporting details so that the readers can get enough information about the idea which they want to express. Furthermore, they should also improve their ability in the aspect of organization by using some appropriate conjunctions and need to learn about the generic structure in their writing, although most of them got the classification in good category. They need to improve their ability in using simple past, preposition, and auxiliary verb in their writing since their ability in the aspect of grammar was poor. In the aspect of vocabulary, they should to improve their knowledge in using the appropriate words in

the sentences and in write the words with correct spelling. In the aspect of mechanic, although most of them got the classification in excellent and good category, some students need to improve their knowledge about mechanic, especially in using punctuation and capitalization.

3. The Other Researchers

The other researchers are hoped that they are able to conduct the other researches relating to the students' ability in writing a recount text in order that the students' ability in writing a recount text can be improved. Further, they are also able to apply a certain teaching technique in order to know the affectivity of the technique in the teaching students writing.

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