



**A DESCRIPTIVE STUDY ON THE TENTH YEAR STUDENTS' RECOUNT  
TEXT WRITING ABILITY AT MAN 2 SITUBONDO IN THE 2012/2013  
ACADEMIC YEAR**

**THESIS**

**By**

**LISYULIANTI  
NIM 050210491059**

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



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Composed to fulfill one of the requirements to obtain S1 Degree  
at the English Language Education Study Program, Language and Arts Education  
Department  
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**CONSULTANTS' APPROVAL**

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Name	: Lisyulianti
Identification Number	: 050210491059
Level	: 2005
Place, Date of Birth	: Sumbawa, July 28 <sup>th</sup> , 1986
Department	: Language and Arts
Program	: English Language Education

Approved By:

Consultant I

Consultant II

Dr. Budi Setyono. M. A  
NIP.196307171990021001

Drs. Annur Rofiq, M.A, M.Sc  
NIP. 196810251999031001

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents; Sahabuddin, S. Pd and Sriningsih.
2. My elder sister, Erly Diningsih, S. Pdi and husband, Firmansyah S. Pd.
3. My younger sisters, Nurilahi Diningsih A. Md. Keb and Tari Susanti.
4. My adorable nephew, Fauzan Yahya Fadlillah.

**MOTTO**

Writing is a Struggle Against Silence

(Carlos Fuentes)

## **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.

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Lisyulianti

Maret 25<sup>th</sup>, 2013.

## APPROVAL OF THE EXAMINATION COMMITTEE

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

Day : Thursday

Date : 28<sup>th</sup> of March 2013

Place : The Faculty of Teacher Training and Education

### The Committee

The Chairperson

The Secretary

Dra. Wiwiek Istianah, M. Kes, M. Ed. AppLing  
NIP: 19501017 198503 2 001

Drs. Annur Rofiq, M.A, M.Sc  
NIP:196810251999031001

The members,

- |  |    |
|--|----|
| 1. Drs. Bambang Suharjito, M. Ed<br>NIP 196307171990021001 | 1. |
| 2. Dr. Budi Setyono, M. A<br>NIP 196307171990021001        | 2. |

The Faculty of Teacher Training and Education

The Dean,

Prof. Dr. Sunardi, M. Pd  
NIP 19540501 198303 1 005

## SUMMARY

**A Descriptive Study on the Tenth Year Students' Recount Text Writing Ability at MAN 2 Situbondo in the 2012/2013 Academic Year;** Lisyulianti, 050210491059, 2013: 38 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

Most Indonesian students who learn English as a foreign language face difficulties in writing English. In fact, Indonesian and English are very different and the students' mother tongue always influences them when they are writing English. One of the differences can be seen on the structure of English such as tenses in which Indonesian does not have tenses. Thus, the students commonly have anxiety in writing English because they are unsure of structure, words' spelling and so on.

This research was conducted to know how is the tenth grade students' recount text writing ability at MAN 2 Situbondo in the 2012/2013 academic year. The population of this research was the tenth year students of MAN 2 Situbondo in the 2012/2013 academic year. The research respondents were determined by using Proportional Random Sampling. The number of the respondents were 31 students, consisting of 3-4 students take from each class since the tenth grade has eight classes.

The mean score of students' ability in writing a recount text was classified as poor category or 50.19. It was in the range score of 40-59. The average score of each indicator in grammar was 46.45 or poor category, mechanics was 51.93 or poor category, content was 62.58 or fair category, vocabulary was 50 or poor category, and organization was 49.35 or poor category.

The indicator of grammar was the most difficult writing aspect for the students in writing a recount text. Grammar score was the lowest among the indicators in the students' writing test. This happened because the students had difficulties in making sentences which grammatically correct and they had not mastered the uses of the tenses especially in a recount text. While content was the



highest average score from all of the indicators in the students' recount writing test. This happened because the students had experienced the worst or the best events by themselves.

## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah, for all of His gift so that I can finish my thesis entitled “*A Descriptive Study on the Tenth Year Students’ Recount Text Writing Ability at MAN 2 Situbondo in the 2012/2013 Academic Year*”.

I would like to express my deepest appreciation and sincerest thanks to the following people:

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2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Language Education Study Program,
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5. The examination committee.
6. My Academic Supervisor, Dr. Budi Setyono, M. A
7. The lecturers of the English Education Program who have taught and given me a lot of useful knowledge.
8. The Principal, the English teachers, and all of the tenth grade students of MAN 2 Situbondo in the 2012/2013 academic year, who helped and participated willingly to involve in this research.

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be useful criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, 24 Maret 2013

The Writer

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## I. INTRODUCTION

Writing is a process of discovery that involves a series of steps. In the context of English teaching as a foreign language, writing has an important role. Writing is an efficient tool to facilitate and reinforce other language skills.

This chapter describes some aspects dealing with the topic of the research. They are research background, research problem, research objective, and the significance of the research.

### 1.1 Background of the Research

The objective of teaching English as stated in the 2006 Institutional Level Curriculum for senior high school (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) is to develop the students' communicative competence both in spoken and written form to reach the informational literacy (Depdiknas, 2006:308). To achieve this goal, the four language skills should be taught effectively in order that students have good ability in listening, speaking, reading, and writing. Students of this level are expected to be able to use their knowledge so that they will succeed in their study and future life. It is due to the fact that English competence is aimed to explore knowledge; to be able to use it to deepen and widen their knowledge so that they will succeed in their study and future life.

Based on the four language skills above, writing is considered to be difficult task for the students who learn English as a foreign language because it requires knowledge about English form and content. The English form deals with the choice of words and the use of structure. The English content refers to ideas and organization in writing. It means that the students should have a stock of vocabularies which they understand what all the words mean and how they should use them. In addition, the students should express their ideas and opinion in writing a paragraph. Besides, they

need to communicate with their readers and it is only common that they should have to be careful about the style of writing.

In the context of English teaching as a foreign language, writing has an important role. Hirsch (in Hughey *et al*, 1983:6) states that, writing is an efficient tool to facilitate and reinforce other language skills. Reading, vocabulary and grammar are employed in the act of writing. When the students are actively engaged in the writing process, they will read books, scan some sections of a text, and select information to be used in their writing. Besides, writing is a complex chore that does not only involve five aspects (grammar, mechanics, content, vocabulary, and organization) but also has several writing process in this case, pre writing, drafting, and revising. Therefore, the students need time to follow the process in writing. So, writing should be given to the students regularly as a process from the beginning up to the end to enable the students produce a good writing.

Writing is a process of discovery that involves a series of steps (Langan, 2000:13). This is supported by Wingersky *et al*. (1999:4) who say that writing is a process through which students discover, organize, and communicate thoughts to a reader. Besides, writing is also consisting of several writing process such as generating idea, revising, and so on. They are useful components that should be mastered by the students in writing activity, if the students have mastered them, they can write more quickly.

Since senior high school age is the age when the students' curiosity of something becomes bigger, it is a wise decision to let them think and write what appears in their minds as a maturing process in students' growth. According to Jakobson's (2013) the purpose of writing for senior high school students are as follows: (1) the students can express their ideas or feeling through a poetry or short story, (2) the students can make a writing that persuades someone to control their emotionally, (3) the students can make information writing that inform to someone about something important for example healthy tips and so on, (4) the students also can make humor writing, to entertain.

Most Indonesian students who should master the foreign language face difficulties in writing English. In fact, Indonesian and English are very different and the students' mother tongue always influences them when they are writing English. One of the differences can be seen on the structure of English such as tenses in which Indonesian does not have tenses. Thus, the students commonly have anxiety in writing English because they are unsure of making structure, words' spelling and so on.

To compose a good writing, the students should consider some aspects such as grammar, mechanics, content, vocabulary, and organization when they write. Therefore, writing practice is important to be given to the learners in order to make them produce a good and well organized writing.

Relating to previous relevant research, Ardantika (2010) found that the students' writing ability in paragraph writing was bad. The students' got difficulties in using using correct article, possessive pronoun, preposition and plural noun. While Paspornika (2010) found that the students' average ability in writing a descriptive paragraph by using individual pictures was classified as fair category or 62.75.

Based on the informal interview with the English teacher of MAN 2 Situbondo, it was known that the teacher taught writing by providing some words related to the topic given in order to help the students developed their writing. The words were in the form of adjective, verb, and adverb. But then, the students still faced difficulties in writing and mostly students made mistakes in the term of the structure, the spelling, and also the words choice.

Considering the description above, the researcher is interested in conducting a research entitled "A Descriptive Study on the Tenth Year Students' Recount Writing Ability at MAN 2 Situbondo in the 2012/2013 Academic Year".



### **1.2 The Problems of the Research**

Based on the rationale and background described previously, the problems of the research are formulated as follows:

1. How is the tenth year students' recount text writing ability at MAN 2 Situbondo in the 2012/2013 Academic Year?
2. What is the frequency of the tenth year students' recount text writing ability at MAN 2 Situbondo in the 2012/2013 academic year?

### **1.3 The Objective of the Research**

Related to the research problem, the objective of this research is to know how is the tenth grade students' recount text writing ability at MAN 2 Situbondo in the 2012/2013 academic year.

### **1.4 The Significance of the Research**

This research is expected to give benefit for the English teacher, the students, and the other researchers.

#### **1. The English Teacher**

Hopefully, the research finding can be used by the English teacher as an input in the teaching of writing skill. The result of this research is expected to give valuable contribution to the English teacher, to know their students ability in writing a recount text, and for the improvement of their students' ability in writing a recount text.

#### **2. The Students**

The result of writing test is hoped to be useful for the students as information to know their ability in writing a recount text and as motivation to improve their writing skill by mastering the five aspects of good writing.