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

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Abstract

Both acceleration program and conventional program have strengths and weaknesses. The objective of the research was to analyze the similarities and the differences of recount text writing composed by the eleventh grade students of acceleration class and the elevanth grade students of regular class at SMAN 1 Jember in 2013/2014 academc year. Qualitative and quantitative research were used as a research design, and the subjects were the eleventh grade students of SMAN 1 Jember. The respondents were taken by disproporsional stratified random sampling. There were two groups in this research; the eleventh grade students of acceleration class and the elevanth grade students of regular class. The data of this research were gained through the result of writing test and were analyzed by using qualitative method. The result of this research revealed that the eleventh grade students of acceleration class and the elevanth grade students of regular class have some similarities and differences in the five aspects of writing namely grammar, vocabulary, mechanic, content and organization. Both of the classes have good contents and good organization for their writing. But the acceleration class students were better in the use of vocabulary and grammar, whereas the regular class students were better in the use of mechanics and has richer writing topics.

Keywords: *Writing, Recount Text, Acceleration and Regular Class, Analysis.*

Introduction

Students are unique with their different kinds and levels of intelligence. Gifted students have superior intellectual abilities and potential for outstanding achievement compared with the total student population (Board of Studies NSW, 2000:4). They usually learn faster than the average students, and thus need special educational treatment such as acceleration (Board of Studies NSW, 2000:4).

Colangelo (in Hawadi, 2004:5) states that the term acceleration means getting higher education in young age, skipping a certain grade to join lessons for higher grades. Students are grouped in a special class called acceleration class, so that they can finish their three years of study for only two years (Hawadi, 2004:6).

The acceleration class students are expected to write better. But according to Southern and Jones (in Hawadi, 2004:7), both the acceleration

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and the regular class students have their own strengths and weaknesses in academic performance. Southern and Jones (in Hawadi, 2004:10) mentions some weaknesses of acceleration class students such as lack of playing time and activities to interact with their peers that make them grow socially and emotionally immature. In this case, the regular class students should be more superior.

The regular class students spend the normal three years to finish their study at school (Nurbayanti, 2012). So, it is concluded that they experience more social interactions than the acceleration class students. The low task demands also decrease the possibility of frustration and stress, and it should enable the regular class students to think clearly in writing down their ideas (Nurbayanti, 2012). Having more experience and lower academic demands should give them more time to practice writing, as Zemach and Islam (2005: iv) say, learning to write well takes a lot of practices. From the interesting fact above, this research would describe the pattern of both the acceleration and the regular class students' writing in the form of recount text.

According to Sudarso (2011), recount text is a text which retells past event experiences for the purpose of informing and entertaining. While Rahmandani (2011) states that recount text is a text that retells about a story, experience, and other using Simple Past Tense or Past Perfect Tense. The generic structures of recount text are orientation, events, and re-orientation.

It is true that recount text tells about past event, and of course Simple Past Tense is the tense that must be used in the text. However, sometimes the use of other tenses is required. Hafling (2009) outlines that the language feature found in recount text is usually Simple Past Tense, but not always. Some tenses that can be used in recount text are Past Perfect Tense, Present Perfect Tense, Past Continuous tense, Simple Present Tense, Present Future tense and Past Future tense.

In writing a recount text, there are some aspects that should be assessed in this research. Those aspects are grammar, vocabulary, mechanic, content, and organization. Grammar is the rule to form words and making sentences in language (Bull, 2008:193). It is an important key in constructing writing. In this research, what being analyzed are the aspects of grammar related to recount text. They include tenses, preposition, and article. Vocabulary refers to all words that are used in English (Bull, 2008:495). In recount text, the vocabulary needed is what are related to daily activities of the students. Mechanics refers to a set of conventions of technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations, as well as hyphenation and the use of italics (Nordquist: 2013). Content is an important aspect of writing. The quality of writing can be seen from its content, because it is the center of the writing ideas. As Lindner (2005:229) says, writer has a responsibility to convey ideas in the clearest possible way. The last aspect of writing is organization. Organization refers to how the students arrange their ideas in writing. Lindner (2005:237) mentions that the first thing to be concerned is whether the students follow the generic structure of recount text. He adds that good writing organization is also measured by analyzing how the sentences relate to the main idea of the writing, and how each paragraph is related to each other chronologically. Thus, the purpose of the research is to analyze the similarites and the differences of recount text writing composed by the eleventh grade students of acceleration class and the regular class.

Based on the background and the preliminary study above, the researcher conducts a qualitative and quantitative research entitled "*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*".

RESEARCH DESIGN

The design of this research was qualitative and quantitative research. The data obtained from the students' writing assessment was analyzed statistically and non-statistically. According to Warren (2008), qualitative refers to a way of conducting and conceiving data in the research. While quantitative, according to Mora (2013), is conclusive in its purpose as it tries to quantify the problem by looking for projectable results.

The respondents of this research were the eleventh grade students of SMAN 1 Jember in 2013/2014 academic year from the acceleration and the regular class. The data were collected by conducting a writing test and interview. The data analysis method applied in this research are qualitative and quantitative analysis method.

This research was conducted to analyze the eleventh grade of acceleration class students and the eleventh grade of regular class students' writing ability in recount text writing. The procedures of the research design were as follows.

1. Determining the research area purposively
2. Determining the respondents of the research
3. Constructing the research instrument (writing test in recount text)

4. Collecting the primary data by giving writing test to the respondents
5. Analyzing the collected data quantitatively
6. Analyzing the collected data qualitatively, and
7. Concluding the research result to answer the research problems.

RESEARCH FINDINGS AND DISCUSSION

A. The Similarities of the Recount Text Written by the Acceleration Class Students and the Regular Class Students

The results of the quantitative analysis were gained from a writing test which was given to 16 students, namely 8 students from the acceleration class and 8 students from the regular class. To get the quantitative data, the students' works were scored by using Hughes (2003:101) scoring rubric. The results of analysis revealed that the acceleration and the regular class have exactly the same average scores.

In qualitative analysis, the acceleration class and the regular class students had some similarites. They had the same problems in grammar, vocabulary, mechanic, content, and organization.

In the aspect of grammar, the acceleration class students and the regular class students had difficulties in the use of Simple Past Tense, the use of plural nouns, the use of preposition, the use of the article "the", and the use of subject. The students from both the acceleration and the regular class were also lack of vocabulary. It resulted in vocabulary errors namely using inappropriate

words, incorrect translation from Indonesian words to English, and using Indonesian words instead of English. In mechanic, the students had the same problems in punctuation and spelling. But the students from the both classes are able to write good content of writing. They had no serious problem in expressing the main idea. However, they had problems in organizing their writing. Most of their writings had unclear generic structures, but they were able to link the ideas in good sequences.

B.   The Differences of the Recount Text Writing Composed by the Acceleration Class Students and the Regular Class Students

Although the quantitative analysis showed that both of the classes have exactly the same average scores, the acceleration and the regular class students had different characteristics in the individual scores. The regular class students' scores were almost equal. The range of their scores was from 70 to 90, which indicate good ability of writing. However, the acceleration class students' score range was wider; one student achieves almost perfect score while the other is a low achiever. The range of six students from the acceleration class was 77 to 87. But the 7th student get the score of 97 which is almost perfect, and the last student's score is only 53, which was very poor and worse than the regular class students' lowest score.

The result of the qualitative analysis shows that the acceleration class students and the regular class students had their own strengths and weaknesses. They had differences in the aspect of grammar, vocabulary, mechanic, and content.

The acceleration class students were better than the regular class in the aspect of grammar, vocabulary, but the regular class students were better in the use of mechanic. In the aspect of writing content, the acceleration class students and the regular class students had their own strengths. The acceleration class students used better English style and had clearer ideas than the regular class students, and the regular class students had more interesting ideas and themes than the acceleration class students.

Although both of the classes had exactly the same average scores, the acceleration and the regular class students had different characteristics in the individual scores. The regular class students' scores were almost equal. On the other hand, one student of the acceleration class achieves almost perfect score while the other is a low achiever. This phenomenon is possibly happen in the acceleration class although the students are actually gifted.

Wolfe (in Wlodkowski, 2003) states that acceleration program is a stressing convenience. It is because the short period of learning increases tasks and demands for the students during the learning process. This opinion is supported by other experts. Shafer (in Wlodkowski, 2003) mentiones that shortened period of learning in acceleration program sacrifices breadth and depth of the learning value. Furthermore, Hawadi (2004:8) adds that short learning period and high

educational demands damages into frustration and stress.

However, most of the students of the acceleration class achieved the scores above 80. It proves that there were more students who are not damaged by the program. Gallagher (1996) confirms that it is possible for acceleration program to have negative outcomes, but the preliminary studies proved that acceleration program brings no serious harm.

In conclusion, the sufficient time of learning in regular class brought balance and advantages for the students. It did not result in stress because the students had longer time for their learning, and therefore helped students with average intelligence to learn well. On the other hand, the acceleration class program showed different effect for each student. The gifted students who were able to perform good adaptation to the short learning period and tense educational demands would be able to become excellent achiever. However, the students who were not successful in their adaptation, although they were gifted, would be stress and frustrated, and further become low achievers because of the demands.

CONCLUSION AND SUGGESTION

Based on the research result of data analysis, it can be concluded that there were similarities as well as differences between the acceleration class students and the regular class students' writing in their score, grammar, vocabulary, mechanic, content and organization. Therefore, some suggestions are proposed to the English teacher, the students and the future researchers.

The result of the research is expected to be beneficial for the English teacher in teaching writing, especially in the aspect of grammar, vocabulary, mechanic, content, and organization. Meanwhile, it can be a good guide for the students of the eleventh grade to improve their writing. Hopefully, the research results are useful for other researchers as information to do a further research with the same topic by using different designs and deeper analysis.

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