A DESCRIPTIVE STUDY ON THE X MIA 1 STUDENTS' ABILITY
IN WRITING RECOUNT TEXT AT MAN 1 JEMBER
IN THE 2014/2015 ACADEMIC YEAR

THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the

English Education Program, Language and Arts Department, Faculty of Teacher

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STATEMENT OF THESIS AUTHENTICITY

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents Bagong Budiarjo and Bibit Puji Astutik, thanks for your loves and spirits every time. You are giving your best to take care of me. This thesis is proudly dedicated to you for your everlasting love.*

2. *My fiancée Titik Retno Ningsih, thanks for always support me. You always make me smile when I was down.*

3. *All of my friends who cannot be mentioned one by one, thanks for your support and for your never-ending love.*

MOTTO

Keep Moving Forward!

(Quote from "Meet the Robinsons" Movie)

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, April 14th, 2015

The Writer

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A Descriptive Study on The X MIA 1 Students' Ability in Writing Recount Text at MAN 1 Jember in the 2014/2015 Academic Year; Ivan Nuryanto, 080210491055; 2015; 85 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 January, 5th 2015, most of the X MIA 1 students of MAN 1 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 was describe the X MIA 1 students' ability in writing recount text at MAN 1 Jember in the 2014/2015 academic year. This research used a descriptive approach to describe the students' writing ability of the X MIA 1 students of MAN 1 Jember in the 2014/2015 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 was the X MIA 1 students' ability in writing recount text at MAN 1 Jember in the 2014/2015 academic year?" and "To describe the X MIA 1 students' ability in writing recount text at MAN 1 Jember in the 2014/2015 academic year."

The students' writing was analyzed. The writing ability was classified into five aspects. They were content, organization, grammar, vocabulary and mechanic. The students' writing recount text was assessed by using an analytical scoring rubric which required the scorers to give score for each writing aspect. By assessing the students' writing, it was obtained the data in the form of scores. All those scores were analyzed by using the percentage formula to get the students' percentage in writing a recount text. By finding out the students' percentage in writing recount text,

the researcher was able to classify or interpret the students' ability in writing recount text into some classifications based on the score levels interpretation. The purpose of the classifying or interpreting the students' mean score in writing a recount text was to know the students' ability in writing recount text whether it was excellent, good, fair, poor, or failed.

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.

CHAPTER 1. INTRODUCTION

This descriptive study investigates the phenomenon of students' recount text writing in senior high school. Students' production of writing which was achieved still not as expected in the curriculum. To know the real condition of students' writing, this research looks at the issue by figuring out the students' writing ability. In this case, the pattern of their writing could be understood better. This chapter presents some aspects dealing with the topic of the research. It includes research background, the problems of the research, the objective of the research, and the significance of the research. . They are presented respectively in the following parts.

1.1 Background of the Research

Language is a means of communication. Through language, people are able to communicate and express their ideas, thoughts, and desires orally or in written form with others. Dulay et al (1982:6) note that over a billion people in the world speak more than one language fluently. Furthermore, English, as an international language, becomes the bridge of communication among people all over the world. It plays an important role for acquiring and maintaining global communication. 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 languange. 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.

It is important for the students to have a good writing ability. According to Harmer (2004:32), writing is used as a tool reinforces the language which has been taught. Moreover, he adds that the teacher can check the students' comprehension

about grammar which has been taught by asking them to write the sentences based on that grammar. Furthermore, he states that writing can also become a means to practice or research vocabulary. This means that through writing can improve their grammar and vocabulary. Richards (1990:100) states that it is necessary for the students to have a good writing ability because it can be useful for their academic success and a requirement for many occupations and professions. It means that the students need to learn how to write well because it can be used to enhance their grammar and vocabulary. Besides it can also be used for their successful in the future.

For most students, writing is a difficult language skill. According to Richards (1990:100-101), writing is a difficult task which learner faces and only few people 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. The content of writing refers to the methods of development and the completeness Camp (2001:290) emphasizes that the content of a composition must have clarity, conciseness, and completeness. 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 sentences in it. In this aspect, they need to make sure that the main idea and the supporting details in their writing are

appropriate. 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. The students need to consider the aspect of grammar which deals with the students' ability to arrange the sentence into English sentence structure correctly. It refers how to form and to use the words, phrases, clauses, and sentences correctly. 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. This aspect requires the students to choose the words appropriately based on the context of the sentence. 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. Bramer and Sedley (1981:539) state that someone will misunderstand the message that is delivered in writing if the writer is unable to apply the mechanics correctly. Inability to use mechanics correctly will also make a sentence ambiguous, and its meaning will be unclear. Since there are many aspects to be needed, writing a good paragraph is not easy.

In the teaching process, the students are expected to be able to write based on those aspects of writing. It is difficult for them because they have to think about both the way to expressing their ideas in the written form and the aspects which should be fulfilled in their writing. However, through a lot of practices, they are trained to write well based on all of those aspects. Langan (2003:13-14) states that the process of developing ideas and the expressing them in the written form is not an automatic process. Furthermore he adds that the students will be able to write better if they practice writing more since writing is a skill. In line with this idea, Ploeger (2000:xiii) states that the students cannot learn to write without practicing it because writing needs concentration to make a draft and revise it. From those two statements, it can be concluded that the way to make the students write well is by providing them

with a lot of writing exercises.

Based on the 2013 curriculum for the students of Senior High School 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.

Relating to the previous relevant research conducted by Lisyulianti entitled "A Descriptive Study on The Tenth year Students' Recount Text Writing Ability at MAN 2 Situbondo in the 2012/2013 Academic Year". She found that 45% of students' ability in writing recount of that school was categorized as poor. Similar result was also found by Andayani entitled "A Descriptive Study on the X-8 year Students' Recount Text Writing Ability at SMAN Arjasa in the 2012/2013 Academic Year". She found that 42% of the students' writing recount text was in the range score 40 - 59. As a result, the students' writing recount text ability at SMAN Arjasa was poor. Besides, those previous researchers found that the most difficult aspect encountered by students in writing recount text was grammar. Most students make mistakes in the aspect of grammar. It meant that the students' ability in those

previous researches was poor. Hence, it was important to conduct the further research to solve the students' problem in writing especially in the aspect of grammar.

Based on the informal interview with the English teacher of MAN 3 Jember, 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 above description, the researcher was interested in conducting the research entitled "A Descriptive Study on the X MIA 1 Students' Ability in Writing Recount Text at MAN 1 Jember in the 2014/2015 Academic Year". In this research was concluded by providing the explanation concerning on the classification of the students' ability in writing a recount text as well as a brief description about how well they wrote a recount text. A descriptive study was chosen because the researcher wanted know and describe the ability of the X MIA 1 students in writing recount text related to the aspects of writing. Further, this research described the class X MIA 1 students' ability in writing recount text since the material of recount text had been provided in the English curriculum of Senior High School for the tenth grade particularly the standard competency of writing in the first semester. Then, it was conducted through writing test in which the result of the test was analyzed by using an analytic scoring rubric.

1.1   The Problem of the Research

Based on the research background above, the problem of the research was stated as follow**:**

"How was the X MIA 1 students' ability in writing recount text at MAN 1 Jember in the 2014/2015 Academic Year?"

1.2 The Objective of the Research

The objective of this research was to describe the X MIA 1 students' ability in writing recount text at MAN 1 Jember in the 2014/2015 Academic Year based on the aspect of content, organization, grammar, vocabulary and mechanic.

1.4 The Significance of the Research

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

1.4.1 The English Teacher

Hopefully, the research finding was able to use by the English teacher as an input in the teaching of writing skill. The result of this research was 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.

1.4.2 The Students' Class X MIA 1

The result of writing test was 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 writing.

1.4.3 The Other Researchers

Hopefully, the result of this research could be useful information and a reference for other researchers in conducting a further research on how to improve the students' writing skill with different research design, such as an experimental research or classroom action research, applied to different level of students and using different genre of text.

1.5   The Scope of the Research

The scope of this research focused on describing the students' ability in writing recount text based on the five aspects of writing. There are 3 types of recount text: personal, factual, imaginative recount text. This research only focused on personal recount text. There were some topics those were My Unforgetable Moments, My Terrible Day, My Fantastic Holiday, My Birthday party, My funny experience. The students were required to write a recount text by chosing one topic only in their writing test.   .

CHAPTER 2. REVIEW OF THE RELATED LITERATURE

This chapter presents some theories underpinned the topic of the research. The discussions are divided into some subheadings; namely writing ability, writing achievement, the aspects of writing, writing for EFL learners, Recount text, and types of recount text. The points are described respectively in the following section.

2.1 Writing Ability

Experts have posed many definitions or ideas related to writing. Furthermore, Wingersky et al (1999:4) say that writing is a process through which the writer discovers, organizes and communicates his or her thoughts to the readers. Writing is an activity to create a sequence of sentences organized in a specific instruction and related together in certain ways. It means that the writer communicates with other persons and transfers the messages through writing. It shows that in writing a writer expresses his or her thoughts and ideas to the readers. In other words, writing is a process of communicating to others in which the writer sends his ideas and thoughts in written form to the readers.

Writing is one of the media that leads us to transfer the ideas in writing form between the writer and the reader, so that we can communicate well with other people. It is supported by Fairbairn and Winch (1996:32) writing is about to conveying meanings by selecting words and putting them together in a written and printed form. Further, Davies (1996:120) states that in everyday life, we are more likely to use writing not only to remember things but also to organize our ideas. Reflect our experiences, communicate with others, clarify ideas, report events, share opinions, entertain, inform, and persuade. Based on the definitions above, writing is a process to communicate through written ideas or thought which should be done in a proper way to get the message across.

Another expert, Richards (1990:100-101), states that "learning to write well is a difficult and lengthy process, one that induces anxiety and frustration in many learners, even for the natives". Writing is used as indication of successful learning and as a mean of learning. Because writing provides feedback to the teacher and learner on what has been understood. It needs more competency, skill and curiosity to be a good writer because that is not easy to master in writing. There are some steps to write; find the ideas, make a topic, make sentences, and create a paragraph and so on. Furthermore, McWhorter (2001:4) says that "writing takes practice". The more practice in writing, the more successful you will be as a writer. The writer needs to practice three basic buildings to communicate the ideas that are the sentence, the paragraph and the essay. It means that practicing in writing English can develop the writing skill. More practice more success because writing English means practice frequently because writing is a complex skill.

The students should have the ability in writing sentences to express their purposes and opinions for the interaction and good communication with the reader. Through writing, students can communicate to one another by giving information, persuading, amusing, entertaining, and instructing. In the process of writing, the students should have knowledge of a topic and select relevant information to be included in their writing. The processes of selecting information require the students to understand the information well.

2.2 Writing Achievement

The term achievement here relates to the result of writing test after the students being taught recount text. According to Hughes (2003:13), the term "achievement" is related to the test that is done to discover how succesful students have accomplished the objectives of a course of a study. Meanwhile, as stated in school-based 2013 Curriculum, the objectives of writing are to express any function, ideational, interpersonal, and textual, that is expressed in any interaction of written

texts in the form of report, narrative, analytical exposition, hortatory exposition, spoof and recount Among those texts, the recount text will be the focus of this study.

In this research , the students' achievement in writing recount text was scored based on the five aspects of writing. The aspects include content, organization, grammar, vocabulary, and mechanic. Each aspect was scored based on the value range one to five. The researchers were used inter-rater scoring system to score the students' writing test. The first rater was the researcher and the second rater was the English teacher. Concerning with the scoring system, analytical scoring was used to score the students' recount writing in this research to got more valid result. Analytical scoring was a method of scoring which requires a separate score for each number of aspect of the task (Hughes, 2003: 100-102). There were five aspects that were scored analytically, namely content, organization, grammar, vocabulary, and mechanic.

2.3. The Aspects of Writing

In order to produce a good writing the writer needs to consider some aspects of writing. Those aspects of writing are content, organization, grammar, vocabulary, and mechanic:

2.3.1 Content

Content is one of the important aspects in writing that should be noticed by students when they are writing. Content in writing deals with the ability to give clear information related to the topic of writing. Furthermore, it belongs to the important aspect in writing because it also refers to the clarity of the paragraph. Brannan (2003: 46) notes that clarity is a crucial component in writing as it includes an explanation about examples, reasons and word choice. To have a good content in writing, writers need to write clearly by completing their explanation with the additional information to make the readers more understand to the idea of writers. For example, if writers want to write about mammals, they need to give the examples of the animals that

include to mammals, explain the reasons of why the animals mentioned belong to mammals' category and pay attention to word choice.

To conclude, the content of this research referred to the students' ability in writing recount text which was relevant to the assigned topic. The students were required to write a recount text with a good content in which all sentences of a text relate to the topic, describe the topic, and tell about their experiences. Moreover, they had to write a good content of recount text by giving clear information and explanation of their experiences relating to the topic that chose by students.

2.3.2 Organization

Organization skill refers to the ability to organize the ideas in logical sequence paragraph (Hartfield et al, 1983:204). The sentences in the paragraph should be organized in logical sequence to make united contribution to the whole paragraph. According to Kanar (1998:74), a well-organized paragraph should have unity and coherence. In addition, Oshima and Hongue (1991:17) state that a good paragraph also has the elements of unity and coherence.

a. Unity

Unity is an important element of a good paragraph. Every good paragraph has unity, which means that in each paragraph, only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph, (Oshima *et al*,1981:29). The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence. All of the sentences stick together.

b. Coherence

Another requirement of well-organized paragraph is coherence. Kanar (1998:77) says that "a paragraph has coherence when it is so well organized that the evidence seems to follow smoothly and to stick together". "Coherence, therefore, is frequently achieved by the way in which a writer sequences the information, and

these bring up right back to the issue of genre and text constructions. It is precisely because different genres provoke different writing (in order to satisfy the expectations of the discourse community that is being for) that coherence is achieved". (Harmer, 2004:25). Another expert, (Brannan, 2003) states that "If unity relates to ideas, then coherence relates to the paper's structure, what holds the sentences together".

In developing a coherence paragraph, a writer should know some writing skills. According to Wong (1999: 369), "coherence means that the ideas and sentences flow together smoothly in a logical, organized manner". In addition, Wong also says that developing coherence in the body of a paragraph requires the following writing skills:

1. Knowing how to organize information chronologically, spatially and in order of importance frequency.
2. Knowing how to use sentence variety and how to combine sentences.
3. Knowing how to connect ideas and sentences by using transition words.

To conclude, the organization of writing recount text in this research meant that the students need to write a recount text in a god organization. Their writing had to consist of complete generic structure of recount text. Besides, their writing should have clear supporting details and use o correct transition to create coherent paragraph in a text.

2.3.3 Grammar

Grammar refers to the patterns or rules which are used to construct the sentences in English correctly and acceptably. Thornbury (1991:1) states that grammar is the study of the forms or structure which are used in a language. In addition, he adds that grammar is the rules which is used as a guidance to form the language sentences. Furthermore, Fairbrain and Winch (1996:108), grammar is a set of rules which helps the people in making sentences in a good sense and in an

acceptable way. This means that the grammar is a guide that can lead the people to make the correct sentences which are acceptable in English.

As one of the important aspects in writing, grammar needs to be mastered to the students when they are writing. Fairbrain and Winch (1996:108), states that the students should try to write grammatically. In addition, they add that the study of grammar is a complex and the students do not need to take the English grammar before they write. However, the students need to try to follow the grammatical rule in their writing for the best of their writing ability. This idea is also supported by Harmer (2004:31) who says that when the students write, they need to focus on the accurate language use. This means that the students cannot ignore using the correct grammar in their writing. After all, students have to be able to write grammatically correct in order to produce meaningful sentences.

In this research, the students need to write correctly sentences by using Simple Past Tense. They wrote correct sentences of Simple Past Tense since this research focused on writing recount text in which most of sentences in a recount text were in the form of simple past tense. Generally, Simple past tense indicates an action that happens in the past. It is also used to express past events or actions in different situations. Pardiyono (2001:59-60) explains that the functions of Simple Past Tense are as follows:

a. Describing an activity happened at a specific time in the past.

    Example: Reza went to Papuma beach with his family last week.

b. Expressing the past incident or the past event.

    Example: Stefani won the competition and she got a special prize.

c. Describing a situation or a condition happened in the past.

    Example: It rained very hard last night, so I did not come to my friend's birthday
        party.

Afterwards, students also need to know the patterns of Simple Past Tense. The purpose is to guide them in arranging the words into a good sentence. The

following explanations are patterns used to construct sentences in the form of Simple Past Tense.

a. Pattern of simple past tense with the main verb.

Examples: 1. Sinta bought a pair of shoes yesterday.

2. Shinta did not buy a pair of shoes yesterday.

3. Did Shinta buy a pair of shoes yesterday?

b. Pattern of simple past tense with the verb "be".

Examples: 1. Brian was a singer 3 years ago.

2. Brian was not a singer 3 years ago.

3. Was Brian a singer 3 years ago?

The time signal: Yesterday, ago, last, and so on.

2.3.4 Vocabulary

Vocabulary deals with the words in a language. According to Linder (2005: 121), vocabulary is a collection of words in a language known by people. This means that vocabulary can be defined as all words known by people. Through words that people know, they can describe, express or even convey their feeling. For example, there is a girl who gets a doll from her parents as a present of her birthday.

In writing, vocabulary deals with the choice of words. Langan (2008:439) states that the writer should choose the words carefully in writing. This statement describes that students need to pay attention on the words that they use when they are writing because each word may represent a different meaning. For example, the use of the words *listen* and *hear* in a sentence is different although both of them are the same verbs that involve the sense of hearing. It can be illustrated in the following sentence, but the "present verb" is change into "past verb". It helps the learner understand the different meaning of those words in the form of sentence.

a. Vina *listened* to the music on her iPod last night.

b. Vina suddenly *heard* a loud sound of music.

The first sentence show that the word *listened* indicates an activity done intentionally. The use of the word *listened* in the one hand means that people consciously pay attention and try to understand the music. On the other hand, the words *heard* indicates an activity done unintentionally. The second sentences shows that Vina does not intend to hear that sound. Further, it will be inappropriate if writers use the word *heard* in the first sentence because it causes an incorrect meaning. For that reason, students need to use the appropriate vocabulary in order that the meaning of words in any sentences can be understood. Moreover, the precision of words is a crucial tool of communication in writing because the words used in a sentence have to represent an intended meaning of a sentence in order that the readers get the idea.

Since students need to pay attention to word choice when they are writing, it will be hard for students who only know a few words in English to express the right term that is meant by students. Thornbury (2002: 2) believes that it is frustrating to find the precise words used in writing to fit intended meaning when the words known by someone is limited. It shows that lack of vocabulary makes students difficult in choosing and using correct words for a particular meaning in a sentence. However, having a great number of vocabularies will help students use them properly in their writing.

Considering that vocabulary refers to a set of words, Kennedy (2003: 59) classifies words into eight different words that are familiar for most people. Those words are as follow:

a. Nouns   : table, chair, pencil, bag

b. Verbs   : work, sleep, study, play

c. Determiners   : this, that, the, any

d. Prepositions   : on, in, at, between

e. Adjectives   : beautiful, sweet, bad, warm

f. Pronouns   : it, they, you, us

g. Conjunctions   : and, but, because, or

h. Adverbs   : carefully, happily, yesterday, soon

To summarize, this research only focused on the use of nouns, verbs, adverbs, adjectives, pronouns and conjunctions appropriately in the sentences written by students since the language features of recount text covers those words. In the aspects of vocabulary the students were also required to use a variety words to use the appropriate words in sentences, and to use the correct word spelling. Moreover, they had to use the correct words that refer to the intended meaning.

2.3.5 Mechanic

Mechanics in this research refers to the correct use of punctuation, Spelling and capitalization enable the reader to recognize what the writer intends (Bramer and Sedley, 1981:539). Someone will misunderstand the message that is delivered in writing if the writer is unable to apply the mechanics correctly. Inability to use mechanics correctly will also make a sentence ambiguous, and its meaning will be unclear. Furthermore, the use of correct punctuation in writing is important to guide the readers to the intended meaning of the sentences. As an illustration, there are two examples of the same paragraph taken from the textbook entitled *Scaffolding* (*English for Senior High School Students*) *Grade X*, written by Priyana, et al. (2008: 85).

a. Last week my uncle asked me to go fishing with him in the river near his house he also told me that the scenery there is beautiful I was excited because I had never gone fishing before therefore he taught me how to do it very well

b. Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

The first paragraph shows that there is no punctuation used. Certainly, the readers can only read it without understanding the meaning and information served

in the paragraph. On the contrary, the second paragraph is completed by punctuation in every sentence. As a result, they can get the ideas of the writers and catch any information in that writing when they read the second paragraph.

There are many kinds of punctuation commonly used by the writers. Swick (2010:127) identifies the punctuation marks in writing including: period (.), question mark (?), exclamation point (!), comma (,), colon (:), semi colon (;), parentheses (( )), brackets ([ ]), apostrophe ('), hyphen (-), dash (_), double quotation marks (" ") and single quotation marks (' '). This research only focused on the use of some of the punctuations such as period or full stop (.), comma (,), quotation mark (".."), apostrophe (') and exclamation point (!). Because they are the most common punctuation used in the recount text.

Spelling refers to the ability to write words into correct letter. According to Fairbairn and Winch (1996:83), "Bad spelling creates a bad impression in writing". It means that the students must avoid making errors in spelling if they want to have a good impression in their writing, such as 'speeking' instead of 'speaking'. Also, Bram (1995:83) states that to spell well is something that cannot be ignored. Every writer must write the words in the correct spelling to avoid having misunderstanding of the message that is conveyed in writing. The examples of the difference spelling of words which is almost the same in the pronounciation:

1. *The cake is too sweet for me.*
2. *After jogging, the sweat flooded my body.*

The above sentences use two different words that are *sweet* and *sweat*. The first sentences uses the word "*sweet*" which means "*mani*s" and the second sentence uses the word "*sweat*" which means "*keringat*". Both of them have different spelling and meaning so that each word cannot replace one to another in a sentences. In summary, the students have to write the words in correct spelling and put correct punctuation to avoid misunderstanding of the message which is conveyed in their writing.

Another mechanic element in writing is capitalization. It deals with an act to write with a capital letter. Bailey (2003: 117) notes that writing by using capital letters include the first word of a sentence, titles, names of organizations, days, months, nationality words and names of people or places.

Example : Do you have pencils? (Question mark)

My friends and I went to the beach last week. (Full stop)

Her name is Maria. (Capital letter)

Besides, according to Smith (2003: 109-113), another word that should be preceded with a capital letter are pronoun *I*, names of holidays, names of cities, buildings, institutions, trains, ships and other modes of transportation. Therefore, when students need to write those words, they must begin with a capital letter.

2.4 Writing for EFL Learners

Most students in Indonesia who learn English as a foreign language consider that writing is difficult skills to master as compared to the other language skills because there are many aspects that must be applied in writing. They are afraid to make mistakes when they are writing in English. It is supported by Bram (1995:25), he says that "for most beginning writers whose mother tongue is not English, to express what they intend is sometimes difficult". It means that when someone is writing, they should have some vocabularies and understand about the grammatical role of writing because they must master that before they write. The writer must make the best uses of sentences to express the aim of the writing and make the readers understand with the purpose. This activity needs a long time and need trial and errors, again and again. In line with that idea, Langan (2008:15) confirms that "when we write for others, it is crucial to know both your purpose for writing and the audience who will be reading your work". It means that we must have the capability to adjust our writing to suit the purpose and audience so the audience has understood with our writing and the idea of writing are clear and accepted by the audience.

The other expert, Raimes, (1983: 3) states that "When we learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them. There is an additional and very important reason why writing help the students learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning". It means that writing is an important to be learned by the students because when writing, the students create a long and mutually process. Besides learning about vocabulary and grammatical roles, the students also use their imagination about the words (idiom) and the last; they also use all of their body to create the writing. They use their eyes, hand and brain when they are writing.

2.5 Definition of Text

Nunan (1999:315) states that text is the written record of a communicative vent that conveys a complete message. Texts may vary from single words, for example, "Stop!, Exit!" to books running to hundreds of pages. Furthermore, Hornby (2008:459) states that text is the main written of printed part of a book or page, constructed with notes , illustrations, etc, a piece of writing about which questions are asked in an examination or a lesson a passage. There are several types of texts, namely, narrative, recount, descriptive report, explanation, analytical exposition, hortatory exposition, procedures, discussion, review, anecdote, spoof, and news item. Form those kinds of text, the text that had been learn by the tenth grade students are recount, narrative and procedure text. This research only focused on recount text to test the students' writing ability.

2.6 Recount Text

Recount text is one of the English text types stated in curriculum (2013) for Senior high school. Recount text is a text which retells the past events or experiences that have been experienced by the writer (Hyland, 2003:25). From the definition of the text above, it can be summarized that recount text as an English text types taught in Senior high school 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. As an English text types taught to the student, recount text has a generic structure and language feature. As Stubbs (2000, 9) notes that the generic structure and language features of recount text are stated as follows:

Generic structure of recount text:

1. Orientation   : provides the setting and introduces participants
2. Events   : tell what happened in what sequence.
3. Re- orientation : optional closure of events

Language feature of recount text

1. Using Simple Past Tense to indicate the events happened in the past;
2. Using action verbs to describe the events;
3. Using adjectives and adverbs to describe noun and to indicate place or time;
4. Using conjunction and time connectives to sequence the events;
5. Using nouns or pronouns to identify people or animals involved.

The following text is an example of recount text with the main components adopted from English textbook entitled *Scaffolding* (*English for Senior High School Students*) *Grade X* written by Priyana, et al. (2008: 85). Some adaptations of this text concerning with the content of the story. For example writer's personal comment is added in the text in order to make the readers clearly understand with the events of the story.

Table 2.1 Recount text

Going Fishing for the First Time	
Last week, my uncle asked me to go fishing with him in the river near his house. I was excited because I had never gone fishing before. So, he taught me how to do it very well.	Orientation
We went to the river at 8 a. m. When we got to the river, we saw many people there who were also fishing. The scenery was also beautiful. Next, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle started to teach me how to catch fish very patiently. Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realize that the grass was slippery. Then, my uncle pulled me out quickly. He helped me reach the ground. Fortunately, I was safe even though I have mud all over my face.	Events
Finally, we had to go back home in the afternoon after we got some fish. Although the incident in the river was very embarrassing, I was very happy going fishing at the first time.	Re-orientation

(Adopted from *Scaffolding Grade X*)

From the example of recount text entitled "Going Fishing for the First Time" above, it can be identified that the language features of recount text are as follows:

1. The sentences in the recount text are in the form of simple past tense. For example, *"Last week, my uncle asked me to go fishing with him in the river near*

his house". That sentence is in the form of simple past tense because the verb used is *"asked"* as the past verb from of the verb *"ask";*

2. There are some action verbs used in the text above such as "*went, got, taught, looked for, put, started, pulled, slipped, fell* and *helped";*

3. There only eight adjectives used in that text: *"excited, beautiful, convenient, heavy, slippery, safe, embarrassing* and *happy"*. Moreover, the adverbs of the text entitled are *"last week*, *well, patiently* and *quickly";*

4. There are some conjunctions used in the text such as *"and, so* and *because"* in which the function is to link the clauses within the sentences. Besides, there are time connectives used in the text above. They are *"next, then, after that* and *finally"* in which the function of the connectors are to connect the separate event of a paragraph into a cohesive text;

5. The sample text above uses pronouns: "*I, my uncle* and *we*". They function to introduce the personal participants of the text.

2.6.1 Types of Recount Text

There are some types of recount text that students need to know. According to Barwick (1998: 4), recount text consists of personal, factual and imaginative recount. Barwick (1998: 6) classifies recount text into three different types based on the audience of the story, the tense used, the language used, the participant of the story, the additional details of story and the series of events that include the sequence details of who, what, when and where the events of story happened.

This research only focused on writing personal recount since the writing of text based on students' personal experience. It would be interested, because every student certainly has an experience. Moreover, by writing personal recount about their experience, hopefully it helped students develop the idea of story easily because what they wrote was about their own experience.

2.6.1.1 Personal Recount

Personal recount is retelling the events that have been experienced by the writer himself. It means that the writer has been personally involved in this type of recount. It is usually written in the first person (i.e., I and we). Moreover, since writers sometimes choose an interesting idea by adding some humors for the content of story, both children and adults can read this text. Next, the tense used in this type of recount is past tense and the language focuses on the use of emotive language to influence the readers' feeling. For example, *I was very tired with all of activities* and *I was disappointed with my exam score*. It is generally found in diary entry and letter.

The following text is an example of personal text "Diary Entry" adopted from an English textbook entitled *English on Sky 2*, written by Mukarto, et al. (2004: 106). The adoption of the text below was dealing with the content of the story. It included the rearrangement of some sentences in a text and the additional of time connective to make it clearer.

Diary Entry

Dear diary,

This morning, my friends and I went to the arts camp by bus. It took an hour to get there. We were welcomed by some people there as our guides during our visit.

First, we went to the arts studio to see the paintings and statues. Then, we continued our tour to the film and music studio. We saw a film making and tried some music instruments there. On the way to the dormitory, we stopped in the shop to buy souvenirs. After that, we walked to the dormitories through a small beautiful garden. There were two dormitories, one for male students and the other one for female students. From the dormitory, we went to the beautiful lake. We saw some students canoeing and water skiing there.

Finally, we had lunch with Shanti as the owner of the arts studio and took some photos before we got back to our bus. It was a tiring day but we were very excited. We also planned to join the program there.

(Adopted from *English on Sky 2*)

2.7 The Teaching Writing to the Tenth Grade Students at MAN 1 Jember

MAN 1 Jember applied the 2013 Curriculum which one in the first year students, a set of teaching writing activities has been listed in the curriculum. This curriculum also covers teaching writing recount text to the students. Teaching writing recount text to the students can be conducted through students' personal experiences. Therefore, teaching writing recount text about the personal experience has been stated in curriculum 2013 for Senior High School.

Based on the result of an interview with the English teacher of the X MIA 1 Students' in MAN 1 jember, it was known that teaching writing recount text to the tenth grade students of MAN 1 Jember was focused on the personal recount text. Through personal recount text the English teacher that her name is Mrs. Lutfi asked students to write recount text based on their own experiences of holiday. This means, the students wrote the activities that they did or the events happened when they enjoyed their holiday.

The English teacher also explained that teaching and learning writing recount text was conducted in two meetings. Each meeting consisted of two hour lessons in which one hour is about 45 minutes. To sum up, the process of teaching and learning of writing recount text to the tenth grade students of MAN 1 Jember took about 4 hours with the time allocation was 180 minutes.

There were some steps done by the English teacher in teaching and learning process of writing recount. In the first meeting, the English teacher started the lesson by telling the students her experience for a while in English and also in Indonesian to

make the students understand with the story and the students listened the story of the English teacher. After she finished telling her story, she asked some leading questions related to the English teacher 'story with the purpose to give them a view to the material that they would learn. Mrs. Lutfi let some students answer those questions then she explained that her experiences and her activities happened could be developed into written text called as recount text.

She continued the lesson by explaining the definition of recount text including the purpose of that recount text to the students. She showed the students a simple of personal recount text provided in the textbook entitled "English Alive" by presenting it in LCD projector. Before she continued the teaching by analyzing the generic structure and language features of the text, she asked to the students about the difficult words. She asked them to find the meaning of those words in the text by using their dictionary and also asked them to write those difficult words with the meaning in their book. Then, she explained the generic structures to the students and showed the example of sentences or paragraph of each part in generic structure of recount text. Eventually, the explanation of generic structure of recount text was the last explanation in the first meeting. In the closure, she reviewed the lesson about recount text by asked them the definition of recount text, the purpose of the text and the generic structure of the text.

In the second meeting, The English teacher did not forget to review the lesson or explanation about recount text in previous meeting by asked them again the questions relating to the topic. Then, she continued the lesson by giving explanation to the students about the language features of recount text gradually. Finally, at the end of recount text explanation, the English teacher asked them to write their own recount text based on the events that they had been experienced.

In summary, since the writing of recount text is stated in the 2013 curriculum for senior high school, the teaching and learning writing recount text had been conducted in MAN 1 Jember in particular students of the tenth grade. Teaching

writing recount text of the tenth grade students in MAN 1 jember had been conducted in two meetings with the focus on the personal recount. In the first meeting, the English teacher focused on the explanation of definition, the purpose, the text example and the generic structure of recount text. In the second meeting, the English teacher continued the lesson by explaining the language features of recount text and asked students to write their own recount text based on their experience. Thus, the procedure of teaching and learning writing recount text to the tenth grade students of MAN 1 Jember had been done through the clear steps with the sequential activities.

2.8 The Assessment of Writing Recount Text at MAN 1 Jember

The assessment of writing recount text of the tenth grade students in MAN 1 Jember was carried out by the English teacher of that class at the end of the lesson. 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.

Since the teacher did not score the aspect of writing separately, the score of the students' writing recount text was certainly in the form of a single score. The single score given by the teacher to the students' writing was an overall score of five writing aspects. Therefore, it was known that the teacher assessed students' writing recount text based on the scoring method called as a holistic scoring method.

In summary, the assessment of writing recount text of the tenth grade students at MAN 1 Jember 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. 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.

CHAPTER 3. RESEARCH METHODOLOGY

These chapters are presented the research methodology applied in this research. It covered research design, the operational definition of the terms, area determination method, subject determination method, and data collection methods.

3.1   Research Design

This research was intended to describe the tenth year students' writing ability at MAN 1 Jember in 2014/2015 academic year.

The research design was conducted based on the following steps:

1. Determining the research area purposively
2. Collecting Supporting data by interview and documentation
3. Determining the respondents of the research, the class X MIA 1 students of MAN 1 Jember by using Purposive Sampling.
4. Constructing the research instrument in the form of recount text writing test to get the main data of students' writing ability.
5. Consulting the research instrument to the teacher and the consultants
6. Collecting the primary data by giving writing test to the respondents
7. Analyzing the results of the test
8. Classifying the result of the data analysis based on the classification of the score levels quantitatively
9. Concluding the research result descriptively to answer the research problem.

3.2   The Operational Definition of the Terms

Operational definitions of the term were intended to avoid misunderstanding of the concepts used in this research. The terms that were necessary to be defined operationally were as follow:

1. Descriptive Study

Descriptive study in this research means a type of research that tried to describe the real condition in the field that was the students' ability in writing a recount text.

2. Recount text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount generally begins with an orientation which gives the reader the background information needed to understand the text. It tells about who involved and where it happened. Here the recount text used was personal recount text. This research only focused on one type of recount text, namely personal recount text. It has been choosen because of some reasons. The first, it was taught in the first semester of the class 10 and also it was appropriate for the students' level. The second, recount text was related to their experience, since the text which retell the past events or experiences that have been experienced by the writer.

3. Writing Ability

In this research writing ability referred to the students' ability in writing a recount text in the form of scores measured by writing test on the aspects of content, organization, vocabulary, grammar, and mechanics. The writing test was limited with the minimum of 10 sentences written by the class X MIA 1 with chose only one of the five topics given.

3.3 Area Determination Method

The area determination method was determined by using purposive method. According to Arikunto (2002:127), a purposive method is a method used based on a certain purpose and reason. In this research, the area of the research was MAN 1 Jember. It was determined as the area of this research form some reasons. Those reasons were as follows:

a. The headmaster had given permission to the researcher to conduct this

research so that the data about the tenth grade students' ability in writing a recount text of this school could be obtained.

b. Writing a recount text had already been taught to the tenth grade students at MAN 1 Jember.

c. The data about the students' ability in writing recount through descriptive study had not been available yet in this school.

d. The English teacher wanted to know the students' ability In writing recount text.

3.4 Respondent Determination Method

Respondent determination method deals with the method used to determine the subject or individual in which the data can be obtained. According to McMillan (1992:69), in purposive method the researcher selected particular elements from the population that will be representative or informative about the topic. The subject of this research was taken from the tenth grade students of MAN 1 JEMBER in the 2014/2015 academic year. There are 10 clasess of the tenth grade students in MAN 1 Jember with the total number of students are 290, but the researcher did not take all of the students as the research respondents. It was impossible to take all of the students in all classes or took the research samples in each class using proportional random sampling technique to get the more accurate data because of some reasons.

First, the headmaster of MAN 1 Jember did not allow the researcher to take the samples in each class because it was considered to disturb the teaching learning process in each class of the school. The headmaster also stated that there was no available room which could be used to give the writing test to the students selected as respondents if the researcher used proportional random sampling technique. The headmaster only allowed the researcher to select the students from one group of a class. Hence, the researcher used purposive method in which the researcher took the samples of the research based on the group purposively.

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. There were 10 classes of tenth grade at MAN 1 Jember, those were X MIA 1, X MIA 2, X MIA 3, X MIA 4, X IIS 1, X IIS 2, X IIS 3, X IIS 4, X IIB 1 and X IIB 2. MIA (Matematika Ilmu Alam), IIS (Ilmu- Ilmu Sosial), and IIB (Ilmu Ilmu Bahasa). And each class consists of 29 students. By knowing the mean scores of each class, it could be known whether or not the students' writing ability was in the same level. Through the data of the students' scores in the previous writing task, it was known that students' writing recount text mean scores in each class were in the range of $77 - 85$. It meant that the tenth grade students' ability in writing recount text at MAN 1 Jember was in different level. Hence, the researcher chose the class which has highest mean score among other class which was X MIA 1 with the total mean score of 85.

3.5 Data Collection Method

There were two kinds of data in this research, namely primary data and supporting data. Primary data was taken from students' writing score and supporting data were gain by interview and documentations.

3.5.1 Writing Test of Recount Text

This research used writing test of recount text to obtain the primary data of the research. The primary data from the writing test of this research were in the form of scores. Primary data of this research was the data obtained by the researcher from the research respondents directly. It was the data that gave the researcher the main information related to the research. Thus, it would be the original data of the research obtained by the researcher.

According to McMilan (1992:114), a test is an instrument that is presented to each subject a standard set of questions that requires the completion of a cognitive

task. In this research, the writing test was to measure the students' ability in writing recount text in the aspect of content, organization, grammar, vocabulary and mechanic in which the results of this writing test were in the form of students' writing scores. Therefore, writing test of this research was a test used by the researcher to know the students' ability in writing recount text by considering the five aspects of writing.

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. It certainly would give each student an opportunity to express their ideas and feeling related to their experiences by using their own words. 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.

The instruction of writing test in this research written in English, but in order to clear the instructions, the researcher spoke Indonesian to help the students understand about what they had to write, how to start their writing, and what aspects that would be scored in their writing. 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 Unforgetable 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).

3.5.1.1 The Test Criterion and the Assessment of the Test

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. A test was considered as a valid test if it measures accurately what is supposed to measure. It meant that the writing test of this research had to be valid in which the writing test should be able to measure the X MIA 1 students' ability in writing recount text. For that reason, content validity would be used in test construction.

This research used content validity because the content of the test or the test materials were constructed based on the School Based Curriculum (2013) in particular the standard competence and basic competence of writing for the tenth grade students. In addition, to establish the content validity of the test in this research, the materials was consulted to consultant and the English teacher first in order to know whether or not the material of writing test had been already appropriate to the tenth grade students.

The research also applied face validity because it was used to determine whether the test instrument had looked to measure the students' ability in writing recount text or not. Hughes (2003:33) explains that a test is supposed to have face validity if the test seems to measure what it should be measured. For example, if a test is used to measure students' writing ability, it must require students to write. The application of face validity in the test of this research was to known from the instruction of the test instrument. In the instruction of the test, it required or asked the 29 students of the X MIA 1 students at MAN 1 Jember to express their ideas and feelings in written form or recount text about their own experience by chose only one topic that consists of 10 minimum sentences. If the students wrote with the less minimum sentences, they were not get score perfectly. For example there was student only write 9 sentences, so the student only got score 90 because 1 sentence was value of 10. Furthermore, if the students wrote more than 10 sentences, it was

considered as same as wrote only 10 sentences. It means the raters only counted 10 sentences.

The next criterion for a good test is reliability. A test must provide consistently accurate measurements. Sarwono (2011:144) explains that reliability deals with the consistency of the measurement result of the instrument. In other words, the reliability in a test refers to the consistently of the result. To establish the reliability of the test result, this research applied Inter-rater method in scoring students' writing. Inter-rater scoring method was a method in which involved two different scorers to give scores in certain test. That is why this research involved the researcher as the rater 1 and the English teacher of X MIA 1 as the Rater 2. This method was applied by giving the English teacher the copies of students' writing sample. Then, both the rater 1 and rater 2 gave score to the same copies of the students' writing recount text based on the scoring rubric guide and hence the measurement about the way to score if the student did not write a recount text with less minimum sentences was also conducted and both the rater 1 and rater 2 could understand together. Afterwards, the result of scoring from the researcher and the English teacher were analyzed to find out the mean scores of students' writing recount text ability.

Concerning with the way scoring writing test, this research applied an analytical scoring method to score students' test in writing recount text. Analytical scoring method is a method of scoring which requires a separate score for each number of aspects of the task (Hughes, 1996:91). The aspects that were measured in this research were content, organization, vocabulary, grammar, and mechanic.

Besides, this research used an analytical scoring method in assessing student' writing because it has some advantages. Based on Hughes's opinion (2003:102), the first advantage is it requires the scorers to think about the aspects of writing that commonly ignored. Second, by considering on some aspects, the scoring result will be more reliable because the reliability in scoring students' writing is necessary

(Hughes, 2003:102). In other words, the use of an analytical scoring requires the teacher to pay more attention on the aspects of writing that are some neglected. As a result, by using analytical method, both the researcher and the English teacher as the raters were able to give the scores on the students' writing in detailed. Additionally, by giving scores for each aspect would make the result of writing scoring more accurate and credible because it provided and showed information about the strengths and the weakness in writing through those scores. Therefore, it was useful for the English teacher to improve students' skills that were perceived as poor and it was also a good way for students to know how they can improve their writing.

3.5.2 Interview

Interview was a method to collect the supporting data of this research. Supporting data of this research was the data obtained through the available data that had been collected by or through another person. It was also the data that supported the primary data of this research. Thus, the interview of this research belonged to the supporting data since the information obtained through this method was gained from the informant of this research and used to support the primary data.

According to Nazir (2009:193-194), interview is a process for obtaining the data of the research by doing question and answer between the interviewer and the interviewee using the interview guide. In short, the interview method was used to obtain the supporting data in this research in which the interview can be defined as a method that involves the process of asking and answer some questions from the interviewer to the interviewee.

Fraenkel and Wallen (2000:509) state that there are four types of interviews, namely structured interview, semi structured interview, informal interview, and retrospective interview. This research was used structured interview in which a list of questions was used as a guide in the process of interviewing. According to Fraenkel and Wallen (2000:509), the structured interview consists of a series of questions

designed to elicit the specific information on the part of participants. The interview was conducted with the English teacher of X MIA 1 on 22nd December, 2014. The interview was conducted to get the information relating to the curriculum applied at the school, the media used in teaching writing recount text, the procedures of teaching writing recount text, the students' writing ability in the five aspects of writing, the assessment of writing recount text, the scoring rubric used in scoring students' writing sample in that school, and the books used in teaching English. The curriculum that used in MAN 1 Jember was Curriculum 2013. Here was the standard competence and basic competence for English, especially writing, which was used in the first semester of tenth grade.

Table 3.1. The Standard Competence and the Basic Competence of English for the Tenth Grade

Standard Competence	Basic Competence
6. Expressing the meaning of the text in short and essay in the form of recount, narrative, and the procedure in the context of daily life.	6.1 Expressing meaning in the form of formal and informal short functional text (such as *announcements, advertisements , invitations*) using written language accurately , fluently and acceptably in the daily life context 6.2 Expressing the meaning and rhetorical steps in essay by using written language accurately, fluently, and acceptably in the daily life context - days in text form of *recount, narrative, and procedure*

3.5.3   Documentation

Documentation was another method used in order to obtain the supporting data of this research. Zurich (2006:191) explains that documentation is a method of

collecting data in the written form such as archives and books. Besides, Arikunto (2010:274) adds that in documentation method, the data can be obtained in the form of notes, transcripts, books, newspapers, magazines, ancient inscriptions, notes from meeting, agenda, etc. For instance, documentation was a method for obtaining the secondary data of the research in which it could be in the form of written document such as notes, transcripts, books, newspapers, magazines, etc. Documentation in this research was obtained from the school document including the names of the X MIA 1 year students of MAN 1 Jember that was used to guide the researcher in taking the sample to be the research respondents.

3.6 Data Analysis Method

Data analysis deals with the way to analyze the data obtained in this research. Arikunto (2006:236) classifies the data of a descriptive study into two kinds of data. They are qualitative data which are in the form of words or sentences and qualitative data which are in the form of numbers. The supporting data in this research belonged to the qualitative data. To make the analysis of each data was clear, the data analysis method of this research was divided into two. They were the analysis of primary data and the analysis of the supporting data.

3.6.1 The Analysis of the Primary Data

The analysis of the primary data in this research was obtained through the students' writing test. The Assessment in the research was conducted in two different places because of the time provided was not a lot. There were some steps in assessing students' writing had been done by rater 1 and rater 2. The first step was for always analyzed errors in grammar, vocabulary and mechanic firstly then continued to analyze the other aspect, and it had been discussed together shortly after the writing test was finished. The reason why all three aspects were analyzed at first because more easily than another aspect, namely the aspect of content and

organization which consider the raters should be careful in assessed the students' writing. Because it was make both raters should read it twice at least until both raters understand to make the assessment accurately. Any error in the students' writing was given a mark by both raters used pencil with circled or underlined.

The second step was after the five aspects were assessed carefully, both raters started to count all errors in each aspect of writing and make it in total by add up errors with overall errors into in each aspect. From there it can be known how many errors in each aspect as a whole. Next, the raters assessed the students' writing by using scoring rubric that had been studied previously in the day before the test was held. Then, both raters replace any mark from pencil to colored ballpoint.

In this research, the two scorers were used marker with ballpoint with different colors to score the students' writing test in order to make it easy to correct. The markers were to give an underline and give a circle in identification of errors. For instance, black marker to indicate content errors, brown maker to indicate organization errors, red maker to indicate grammar errors, green maker to indicate vocabulary errors, and blue maker to indicate mechanic errors. Here were the scoring rubric used by the rater 1 and rater 2 to analyze the students' writing recount text below.

Table 3.2 The scoring guide of the students' recount text writing results was as follows:

No.	Criteria	Score
1	Content	
	- Few (if any) lack of substantive knowledge and relevant to assigned topic.	5
	- Some lack of knowledge and relevant to assigned topic but do not impair communication	4
	- Frequent or lack of knowledge and assigned topic frequent	3
	- Lack of knowledge and assigned topic very	2

	frequent, readers own interpretation is needed	
	- Lack of knowledge and assigned topic so severe as to make communication impaired	1
2.	Organization	
	- Few (if any) lack of organization and link to ideas	5
	- Some lack of organization and link of ideas but do not impair communication	4
	- Lack of organization and link of ideas frequent; re-reading is required for clarification ideas	3
	- Lack of organization and link of ideas very frequent; readers own interpretation is needed	2
	- Lack of organization and link of ideas so severe as to make communication impaired	1
3.	Vocabulary	
	- Few (if any) inappropriate words	5
	- Use some inappropriate words but do not interfere comprehension	4
	- Use wrong or inappropriate words frequent, expressing ideas limited	3
	- Use wrong or inappropriate words very frequent, readers own interpretation is needed	2
	- Many inappropriate words, so limited as to make comprehension impossible	1
4.	Grammar	
	- Few (if any) errors of grammar or word order	5
	- Some errors of grammar or word order but do not interfere comprehension.	4
	- Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension	3
	- Errors of grammar or word order very frequent; readers own interpretation is needed	2
	- Errors of grammar or word order so severe as to make comprehension virtually impossible or not enough to evaluate.	1
5.	Mechanics	
	- Few (if any) wrong spelling, punctuation, and capitalization	5
	- Some misspelling, capitalization, and punctuations but do not interfere comprehension	4
	- Frequent misspelling, punctuation, and capitalization; re-reading is necessary for full	3

	comprehension	
	- Wrong spelling, capitalization, and punctuations very frequent; readers own interpretation is needed.	2
	- Wrong spelling, capitalization, and punctuations so severe as to make comprehension virtually impossible or not enough to evaluate.	1

Score:
Content ( ) + Organization ( )+Vocabulary ( ) + Grammar ( ) +Mechanic( ) = Total

$$Writing\ Score = \frac{Total}{25} \times 100$$

Adapted from Hughes, A. (2003:101 – 102)

The, the way to score the students' writing test was done per student's writing sheet. Consequently, it could be done by implementing the formula below:

$$\frac{Error}{Total\ errors} = \ \%$$

From the scoring criteria above (Table 3.2), the range of the percentage errors of the students' writing recount text would be counted in five aspects, such as: grammar, vocabulary, mechanics, content, and organization were: 0,1% - 0,9% = 5; 1% - 1,9% = 4; 2% - 2,9% = 3; 3% - 3,9% = 2; > 4% = 1. In this research, the word "Few" could be representative with the range 0% - 0,9%; the word" Some" could be representative with . the range 1% -1,9%; the word "Frequent" could be representative with the range 2% - 2,9%; the word "Very Frequent" could be representative with the range 3% - 3,9%; and the word " Severe or Many" could be representative with the range ≥4%.

For example, one of the respondents had 3 errors in grammar, 1 error in vocabulary, 2 errors in mechanics, 2 errors in content, and 1 error in organization. The total errors in grammar was 336, vocabulary was 185, mechanics was 222,

content was 105, and organization was 73. So, the percentage errors in each writing aspect were:

$$G = \frac{3}{336} \times 100\% = 0,89\% \rightarrow 5$$

$$V = \frac{1}{185} \times 100\% = 0,54\% \rightarrow 5$$

$$M = \frac{2}{222} \times 100\% = 0,90\% \rightarrow 5$$

$$C = \frac{2}{105} \times 100\% = 1,90\% \rightarrow 4$$

$$O = \frac{1}{73} \times 100\% = 1,37\% \rightarrow 4$$

Consequently, the total writing score was:

$$\frac{G+V+M+C+O}{25} \times 100 = \frac{5+5+5+4+4}{25} \times 100 = 92$$

From the total of the students' writing score above, it can be concluded that the student's writing score categorized Excellent.

All the students' scores in writing recount text test and its aspects were analyzed by using descriptive statistics. Gay, et al. (2011:322) explain that the major types of descriptive statistics are frequencies, measures of central tendency, measures of variability, measures of relative position and measures of relationship. Besides, Sarwono (2011:145) adds that frequency, percentage and the mean score are three kinds of statistics formula used in analysis of descriptive study. Thus, this research used percentage as the statistic formula to analyzed students' writing scores. The percentage formula used was presented in the following explanation.

$$E = \frac{\pi}{N} \text{ x } 100$$

Notes :

E = The percentage of writing achievement test

π = The total score which are obtained by the students' writing

N = The total score of each indicator of writing

(Adapted Ali, 1993:186)

The third steps or the last step was after getting the percentage of the students' writing recount text and the percentage of each writing aspect, the researcher was able to classify or interpret the students' ability in writing recount text into some classifications easily. 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 Djiwandono (1996:156). The adaptation concerned with the technical terms of the level of ability. It can be seen in the Table 3.3.

Table 3.3 The classification of the student's ability in writing recount text on the score

Score	Category	Frequency	%
81 – 100	Excellent		
61 – 80	Good		
41 – 60	Fair		
21 – 40	Poor		
<20	Failed		
Total			

Taken From Djiwandono (1996; 154)

3.6.2 The Analysis of the Supporting Data

The supporting data of this research were obtained through the interview and documentation method. The data obtained through interview with the English teacher of the X MIA 1 at MAN 1 Jember was used by the researcher as the considerations in creating the test instrument of this research. Since this research instrument was in the

form of writing test, the researcher adjusted the writing test with the curriculum used, the students' level, the information of the students' ability in five aspects and the topic given in teaching students recount text. In addition, the information about writing assessment and the writing scoring rubric used by the English teacher could also be a consideration for the researcher in constructing the scoring rubric of this research.

Furthermore, the data about the names of the X MIA 1 students at MAN 1 Jember obtained from documentation method was useful for the researcher as the guidance in determining the research respondents. Through this data, the researcher was able to know the names of the students as the respondents in this research. Moreover, the data about the students' scores in the previous writing a recount text task was analyzed by the researcher to know the mean score of the students of students' writing recount text ability in each class of the tenth grade. Thus, by knowing the mean score of students' writing recount text ability in each class of the tenth grade, the researcher was able to know whether or not the students' ability in writing was in different level.

CHAPTER 4. RESEARCH RESULT AND DATA ANALYSIS

The following part presents the research result of the primary data, the result of the secondary data and discussion. Each part is presented in the following sections respectively.

4.1 The Result of the Primary Data

The result of the primary data was obtained through writing test. It was done to obtain the main data about the students' ability in writing a recount text in the form of scores. The writing test was conducted on January 5th, 2015. It was given to 29 students. In the writing test, they were asked to write a recount text by choosing one topic among the five topics, the text consists of minimum 10 sentences that were done 90 minutes. Moreover, the result of students' writing test was score based on the aspect of the content, organization, vocabulary, grammar, and mechanic. The detail relating to the result of the analysis of the students writing test and the result of the analysis students' writing based on the five aspects of writing are presented in the following sub-chapters.

4.1.1 The Result of the Analysis of the Students' Recount Text Writing Test.

Inter Rater was used in this study to score the test more objectively. The purpose of applying two raters was to get the reliable data to the students' ability in writing recount text. The first rater was the researcher and the second rater was the English teacher of X MIA 1 of MAN 1 Jember. Both the rater 1 and rater 2 were scored the students' writing recount text based on the aspect of content, organization, vocabulary, grammar, and mechanic. The analysis of the students' score in writing recount text was done divided by two analyses. First, the result of the students' writing score based on raw data and the second was the result of the students' writing recount based on each aspect. Both analyses were done by using the percentage

formula in order to know the percentage of students' ability in writing a recount text. Further, the recapitulation scores of the writing aspects overall based on raw data obtained was classified based on the interpretation of score levels. The students' scores in writing test of recount text which were given by the rater 1 and the rater 2 are presented in Appendix G. Furthermore, the specifics information about the classification of the student's score in writing test of recount text is described in the Table 4.1 below.

Table 4.1 The Classification of the Student's ability in Writing Recount Text on the Score Given by Rater 1 and Rater 2 Based on Raw Data.

Score	Category	Frequency	%
81 – 100	Excellent	3	10
61 – 80	Good	15	52
41 – 60	Fair	11	38
21 – 40	Poor	0	0
<20	Failed	0	0
Total		29	100

To make it clear, the percentage of the students' scores in writing recount text was presented in Chart 4.1.

Chart 4.1 The Percentage of the Students' Writing Score Given by Rater 1 and Rater 2 Based on Raw Data.
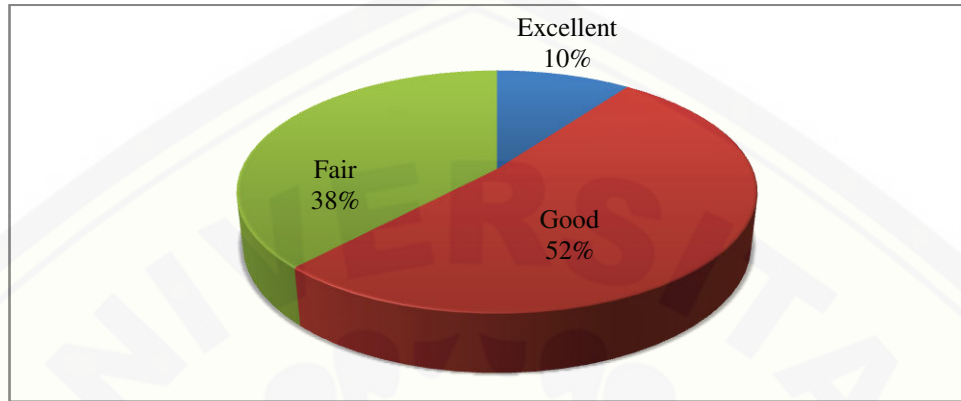
From the diagram above, it could be reported that 3 students or (10%) were categorized as excellent, 15 students or (52%) were categorized as good, 11 students or (38%) were categorized as fair, and there was no student or (0%) that got the classification in poor even in failed category. Most students got score in good. It means that nearly half the students got the score 70 – 80. It could be considered that the X MIA 1 students' writing were quite enough good since the result of the students' writing recount text showed the range percentage were mostly in good category.

Next, the recapitulation scores of the writing aspects overall based on each aspect obtained was classified based on the interpretation of score levels. Furthermore, the specifics information about the classification of the student's score in writing test of recount text is described in the Table 4.2.

Table 4.2 The Recapitulation Scores of Writing Aspects Overall Based on Each Aspect

Aspect	Category					Total
	E	G	F	P	F	
C	3	15	11	0	0	29
O	0	21	7	1	0	29
G	3	9	11	6	0	29
V	4	16	6	3	0	29
M	10	12	5	1	1	29
T	20	73	40	11	1	145
P	13.7931	50.3448	27.5862	7.58621	0.68966	100
F	4	14	8	2	1	29

To make it clear, the data are display in the form of diagram below:

Chart 4.2 The Percentage of Students' Writing Score Based on Each Aspect
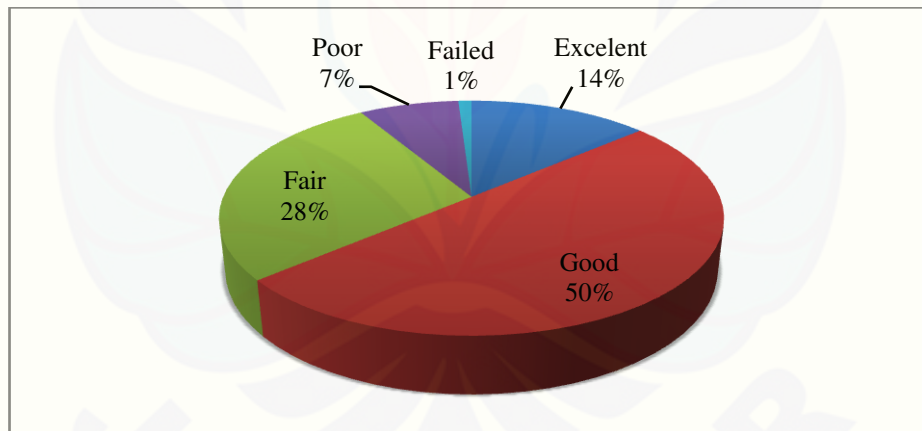
The diagram above was 100% of the total of each aspect of writing. Then, the researcher divided the total data based on each aspect into 5 pieces of chart. There were five charts in the form of diagrams. The five charts were illustrated the percentage of students ' writing abilities in five aspects. Each chart has a value of 20%. In other word, the total percentage of all aspects is 100%. To make clear, each chart has one single color (orange) which was intended as a divider between one

aspect with the other aspects. The following was the result of students' writing scores a recount text based on five aspects in the form of diagrams.

Chart 4.3 The Percentage of Students' Writing Ability in the Aspect of Content
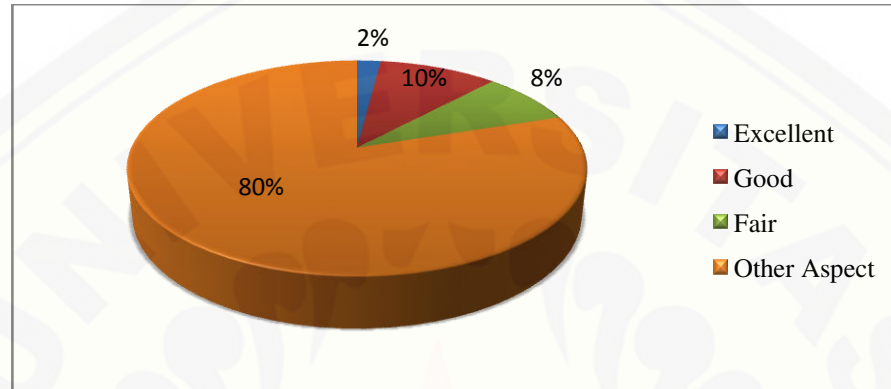
From the diagram above, it could be reported that 3 students or (2%) were categorized as excellent, 15 students or (10%) were categorized as good, 11 students or (8%) were categorized as fair, and there was no student or (0%) that got score in poor even failed category. The detail classification of students' score could be seen in Appendix H.

Chart 4.4 The Percentage of Students' Writing Ability in the Aspect of Organization
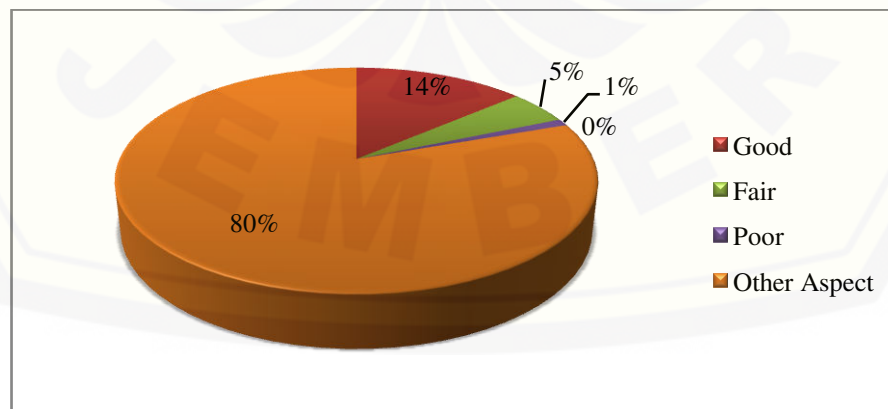
From the diagram in Chart 4.4, it could be reported that 21 students or (14%) were categorized as good, 7 students or (5%) were categorized as fair, 1 student or (1%) was categorized as poor, and there was no student or (0%) that got score in excellent even failed category. The detail classification of students' score could be seen in Appendix I.

Chart 4.5 The Percentage of Students' Writing Ability in the Aspect of Grammar
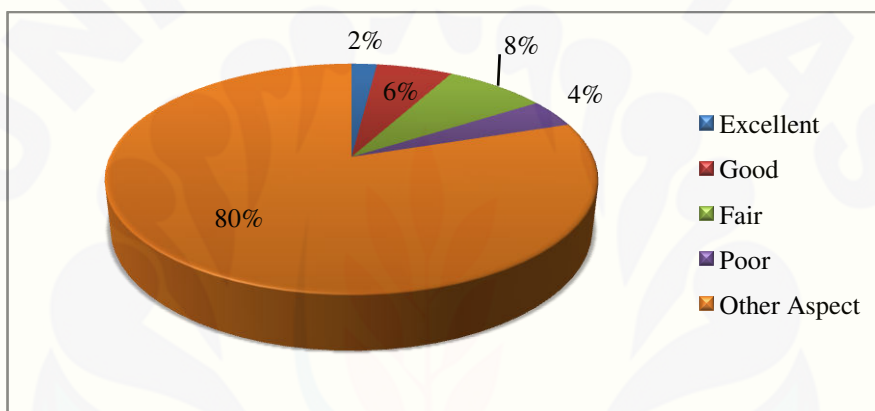
From the diagram above, it could be reported that 3 students or (2%) were categorized as excellent, 9 students or (6%) were categorized as good, 11 students or (8%) were categorized as fair, 6 students or (4%) were categorized as poor, and there was no student or (0%) that got score in failed category. The detail classification of students' score could be seen in Appendix J.

**Chart 4.6 The Percentage of Students' Writing Ability in the Aspect of Vocabulary**
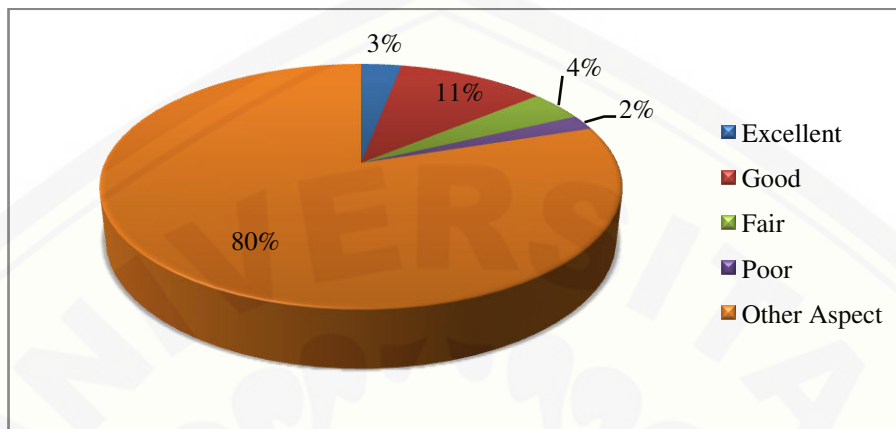
From the diagram above, it could be reported that 4 students or (3%) were categorized as excellent, 16 students or (11%) were categorized as good, 6 students or (4%) were categorized as fair, 3 students or (2%) were categorized as poor, and there was no student or (0%) that got score in failed category. The detail classification of students' score could be seen in Appendix K.

Chart 4.7 The Percentage of Students' Writing Ability in the Aspect of Mechanic
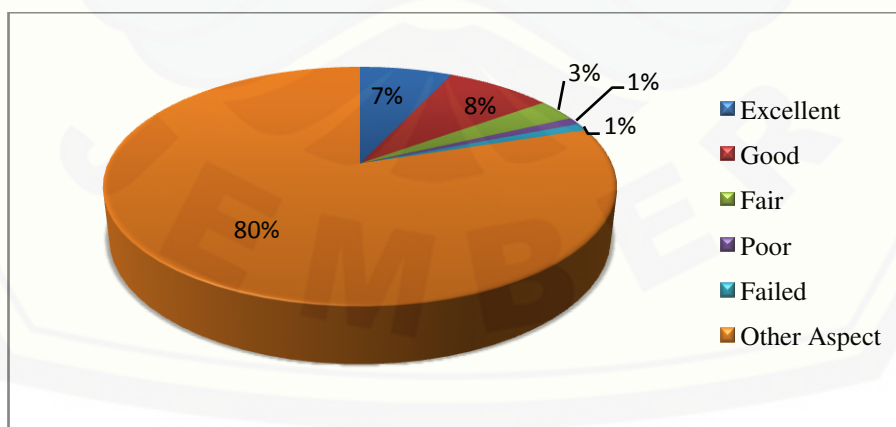
From the diagram in Chart 4.7, it could be reported that 10 students or (7%) were categorized as excellent, 12 students or (8%) were categorized as good, 5 students or (3%) were categorized as fair, and there was 1 student or (1%) was categorized as poor and also there was 1 student or (1%) that got score in failed category. The detail classification of students' score could be seen in Appendix L.

Further, this was the following of the recapitulation of errors in students' writing recount in each aspect of writing.

Table 4.3 The Recapitulation of Errors in Students' Writing

Rater	Aspects of Writing					Total
	C	O	G	V	M	
1	105	95	203	126	117	646
2	115	83	214	121	125	658
Total	220	178	417	247	242	■

C : Content

O : Organization

G : Grammar

V : Vocabulary

M : Mechanic

4.1.2 The Result of the Analysis of the Students' Recount Text Writing Based on the Writing Aspects

The students' writing recount text was scored based on the aspects of content, organization, grammar, vocabulary, and mechanic. The detail of the students' scores in each writing aspect given by Rater 1 and Rater 2 can be seen in Appendix H, I, J, K and L. These were the following of analysis the students' ability in five aspects

4.1.2.1 The Students' Writing Ability in the Aspect of Content

In this aspect 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. Brannan (2003: 46) notes that clarity is a crucial component in writing as it includes an explanation about examples, reasons and word choice. To have a good content in writing, writers need to write clearly by completing their explanation with the additional information to make the readers more understand to the idea of writers.

4.1.2.2. The Students' Writing Ability in the Aspect of Organization

In this aspect, the students showed that their ability in generating ideas into a well-organized was very good. 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 students were completely write a text with the information in their writing that 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 wrote 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.

4.1.2.3. The Students' Writing Ability in the Aspect of Grammar

In this aspect, the researcher focused on the students' ability in composing grammatically with correct simple past tense, preposition, and auxiliary verb because those grammatical errors often made by the students in writing. The researcher found that most students still had problems in writing correct sentences of Simple Past Tense. The following sentences are the examples of incorrect sentences written by students in the recount text.

1) When I was 3rd of Junior high school,
2) I *look* many elephants in the Surabaya zoo.
3) In my grandfather house, there is so many great book.
4) In the zoo, I am very happy because I looked so many animals out there.
5) In there some visitor.

In sentence 1, the student made mistake because she used inappropriate verb. The student should add the preposition "in" to the space between auxiliary verb "was" and the "3rd". Meanwhile, in sentence 2, the word "look" was incorrect because the word "look" was the present verb, it should be change into the past verb "looked". Further, in sentence 3, a student wrote a phrase *"many"* great book". It was grammatically wrong. The word *"book"* here should be in the plural form *"books"* since the word *"many"* is used with the plural forms of countable nouns. Besides, the use of auxiliary verb is in sentence 3 should be *"was"* since the student had to write the sentence in the form Simple Past Tense. The student also made the same mistake in the sentence 4. The use of the auxiliary verb *"am"* was incorrect. It should be *"was"*. Moreover, in sentence 5, the use of preposition *"in"* in that sentence was unnecessary. The student also needed to put the auxiliary verb *"were"* after the word

"there" and he needed to write *"visitors"* instead of *"visitor"* in that sentence. Therefore, the correct one is *"there were some visitors "*.

As conclusion, 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.

4.1.2.4 The Students' Writing Ability in the Aspect of Vocabulary

From the result of the analysis, the researcher found that 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. These are the examples of inappropriate words used and the examples of incorrect word spelling written by the students in the sentences.

1) We walked away to *search* place *to a rest*.
2) At 1.00 p.m *we were treat to* Bali Island,
3) That place still have *culture java*.
4) We had to ride the special *transport*.
5) My father *dicided* to *go beacth*.

In sentence 1, the word *"search"* and *"to a rest"* were purely translated words from Bahasa Indonesia into English. The student tried to represent the idea of *"mencari tempat untuk beristirahat"*. It will be better for the student to use *"look for"* instead of *"search"*. Besides, the word *"rest"* should be changed into *"take a rest"*. The same problem was also found in sentence 2. The student tried to represent the idea of *"kami sampai di" by writing "we were treat to"*. She should write *"we arrived in"* instead of *"we were treat to"*.

In sentence 3, the student attempted to represent the idea of *"tempat itu masih terasa budaya jawanya"* by using *"culture java"*. In this case, the students should replace it by the word *"Javanese culture"*. In sentence 4, the student used the word *"transport"* to represent the idea of *"kendaraan"*. It was wrong since the word "transport" is verb. Hence, it should be replaced by *"transportation"*. Further, in sentence 5, the student had problem in writing words with correct spelling. The word *"dicided"* must be written *"decided"* and the word *beacth"* must be written *"beach"*.

To conclude, some students still had many problems in using the appropriate words in the sentences and in write the words with correct spelling. Langan (2008:439) states that the writer should choose the words carefully in writing. This statement describes that students need to pay attention on the words that they use when they are writing because each word may represent a different meaning.

4.1.2.5 The Students' Writing Ability in the Aspect of Mechanic

In general, 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 used the correct mechanic but, they still made mistakes in using punctuation and capitalization correctly. The following sentences are the examples of the students' mistakes in the aspect of mechanics.

1) In Sukawati Market we went to expenditure.
2) I was very happy for my holiday
3) *they* live in a big house in the city called Lumajang.
4) We went back to *jember* on *saturday* night.
5) It was *august* 7th 2014.

The students' problems in punctuation can be seen in sentences 1 and 2. In sentence 1, the student needed to put a comma after the word *"Market "*. Besides, students had to put period at the end of sentence 2. Further, the students' problems in capitalization can be seen in sentence 3, 4, and 5. In sentence 3, it was necessary for

the student to capitalize the first letter of the word *"they"* since it was the initial word in a sentence. The same problem in capitalization was also found in sentence 4 and 5. In sentence 4, it was necessary for the students to capitalize the word "*jember"* as it is a name of a city. It was also necessary for the students to capitalize the word *"saturday"* as it is a name of day. Moreover, it was necessary for the student to capitalize the first letter of the word *"august"* in sentence 5 as it is a name of a month.

4.2 The Result of the Supporting Data

In this research the secondary data were obtained through interview and documentation. The explanation of the result will be presented in the following sub-chapters.

4.2.1. The Result of Interview

The interview was conducted on December 22, 2014. The interviewee was the English teacher of the X MIA 1 students at MAN 1 Jember. Further, the result of the interview of this research was presented in Appendix E.

4.2.2. The Result of the Documents

Document is this research was obtained from the school document, but the researcher only attached the document that was edited by the researcher because the original data was in the form of Microsoft excel. The first document was the names of the names of X MIA 1 students at MAN 1 Jember in the 2014/2015 academic year. It was used to guide the researcher in determining the respondents of this research. The second document was the list of the students' scores in the previous writing a recount text task given by the English teacher. It was used by the researcher to know the mean scores of students' ability in writing recount text of each class of tenth grade. After calculating the mean score of the students' ability in the previous writing test in each class classically, it was known that the mean scores of the

students' previous writing recount text were in the range of 77 – 85. Those mean scores are presented in the Table 4.4 below.

Table 4.4 The Mean Score of the Students' Previous Writing Recount Text

The Name of Class	Number of Student	Mean Score of Writing
X MIA 1	29	85
X MIA 2	29	82.5
X MIA 3	29	76.6
X MIA 4	29	77.7
X IIS 1	29	79
X IIS 2	29	77
X IIS 3	29	78
X IIS 4	29	81
X IIB 1	29	78.1
X IIB 2	29	79.6

4.3 Discussion of the Research Result

The following discussion explains about the research findings covering the X MIA 1 students' ability in writing a recount text, the students' ability in the aspects of writing and the discussion of the results of this research based on some related theories.

Based on the result of the analysis of 29 students' writing scores in the X MIA 1 of MAN 1 Jember it was found 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%) got score that classified in poor even in failed category.

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.

The fact that many of students were able to use correct grammar, it showed that most students got difficulty to use a simple past in their writing. This result was appropriate to the theory stated by Harmer (2004:31), he says that when the students write, they need to focus on the accurate language use. This means that the students cannot ignore using the correct grammar in their writing. After all, students have to be able to write grammatically correct in order to produce meaningful sentences.

Hence, it is suggested to the English teacher to give the students more exercises relating to their understanding of grammar. Since this research found that the students' ability in grammar was poor, it should be the most important aspect of writing which must be considered by students in writing, especially the students in the level of senior high school.

Related to the previous research findings conducted in the level of senior high school by Andayani (2013) and Lisyulianti (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 Lisyulianti (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 organization 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.

CHAPTER 5. CONCLUSIONS AND SUGESTIONS

This chapter presents the conclusions and some suggestions related to the results of this research. The suggestions are proposed to the English teacher and the other researchers.

5. 1 Conclusions

Based on the results of the students' writing recount text test and the discussion presented in the previous chapter, it could be concluded that the X MIA 1 students' ability in writing a recount text at MAN 1 Jember in the 2014/2015 academic year based on the result of the analysis of 29 students' writing scores in the X MIA 1 of MAN 1 Jember, it was found that the students who achieved the score in excellent category were 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%) got score that classified 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.

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.

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.

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.

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.

5.2 Suggestions

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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.

Appendix A

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of the X MIA 1 Students' Ability In Writing Recount Text at MAN 1 Jember in the 2014/2015 Academic Year.	- How was the X MIA 1 Students' ability In Writing Recount Text at MAN 1 Jember in the 2014/2015 Academic Year.	- The Students' ability in writing a recount text	The scores of writing ability : - Content - Organization - Grammar - Vocabulary - Mechanic Generic Structure of Recount text: - Orientation. - Events - Re-orientation	1. Respondents: The X MIA 1 students' of MAN 1 Jember 2. Informants: The English teacher of the X MIA 1 students of MAN 1 Jember 3. Documents: - The names of respondents - The previous students' mean score of writing recount text	1. Research Design: Descriptive Study 2. Area Determination Method: Purposive Method 3. Respondent determination method: Purposive Method 4. Data Collection Method: A Writing achievement test 5. Data Analysis Method: - Using Percentage formula: $E = \dfrac{\pi}{N} \times 100$ Notes : E = the percentage of writing achievement test π = the total score which are obtained by the students' N = the total score of each indicator of writing (Adapted Ali, 1993:186)

Appendix B

RESEARCH INSTRUMENT

WRITING TEST

Skill   : Writing

 Genre   : Recount Text

Level / Grade : Senior High School / X

Time   : 90 minutes

Write a Recount text by choosing one of the following topics with the generic structure with the following aspects to be considered: Content, Organization, Grammar, Vocabulary, and Mechanic.

(10 Minimum sentences)

a. My Unforgetable Moments
b. My Fantastic Holiday
c. My Funny Experience
d. My Terrible Day
e. My Birthday party

Appendix C

WRITING SHEET

Nama : _____

Class : _____

Number : _____

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Aspects of Writing score:

Content ( ) + Organization ( )+Vocabulary ( ) + Grammar ( ) +Mechanic ( ) =

$$\frac{C+O+G+V+M}{25}\times100$$

Appendix D

Interview guide

No	The Questions	Data Resources
1.	How often do you teach English in a week?	English Teacher MAN 1 Jember
2.	What curriculum do you use in teaching English?	
3.	What kinds of English books do you use in teaching Writing skill?	
4.	How do you teach writing skill to your students?	
5.	How dou you give writing test to the students?	
6.	What aspects of writing skill do you score?	

Appendix E

Interview guide

No	The Questions	Data Resources
1.	How often do you teach English in a week?	20 hours in a week
2.	What curriculum do you use in teaching English?	School Based Curriculum 2013
3.	What kinds of English books do you use in teaching Writing skill?	Actually I use English Alive for the students' textbooks and the LKS when teaching Writing, because they contain more examples for guiding writing text for the students
4.	How do you teach writing skill to your students?	When teaching writing skill, I usually give them some examples of narrative text or Recount texts to explain it then ask them to write based on the topics given. In giving writing exercise I allow them to open the dictionary
5.	How dou you give writing test to the students?	I ask them to write based on the topic given. In writing test, the students cannot open the dictionary
6.	What aspects of writing skill do you score?	I do analyze the students' writing based on content, organization, vocabulary, grammar, and mechanic.

Appendix F

The Name of the Respondents

No.	NIS	Name
1	17331	AHMAD DALMA HAIDAR
2	17332	FIKY DWIJAYA
3	17333	GHOFUR EFENDI
4	17334	IMAM NASUKHA
5	17335	MUHAMMAD DANIAL WATHONI
6	17336	YASTHOFI YUSHLIH
7	17337	YUSRIL FAHMI AL FAIZI
8	17338	AFIF AINIS SAYYIDAH
9	17339	AINUR ROHMAH WIDYANINGSIH
10	17340	AISYAH PUTRI BERLIANA M.
11	17341	ASRI DHEAJENG IMANI
12	17342	CINTIYA DWI PUTRI MAYA
13	17343	DEVI YUSTIKA
14	17344	DEWI INTAN PUSPITA NINGRUM
15	17345	ELOK NURIS DZIKIRINA
16	17346	ERLINA DWI NAHDZIFAH
17	17347	HAPPY FIRDA NURIL UMAMI
18	17348	LAITA ALFI RAHMANIA
19	17349	NAFI'ATUL MASRUROH
20	17350	NURIL KARIMAH
21	17351	QURROTUL A'YUN
22	17352	QUTHROTUL AINI FUIDAH
23	17353	RIVI FIQI FARIHATIN
24	17354	ULFA FAIZATUL ISMA
25	17355	ULMIYATUL ALIFIAH ZAHROH
26	17356	VERIA RAHMAWATI
27	17357	VI'AUNILLAH NELTA JAYA
28	17358	VIKA HAMDANA
29	17359	VISI BUDI KUSUMA

Appendix G

The Result of the Students' Writing Score Based on Raw Data

No.	C			O			G			V			M			Total	Score		Category
	1	2	A	1	2	A	1	2	A	1	2	A	1	2	A				
1	4	3	3.5	3	4	3.5	2	2	2	4	4	4	3	1	2	15	3	60	Fair
2	3	2	2.5	4	3	3.5	3	2	2.5	4	3	3.5	3	3	3	15	3	60	Fair
3	2	2	2	2	3	2.5	3	2	2.5	4	3	3.5	4	3	3.5	14	2.8	56	Fair
4	3	3	3	3	3	3	4	3	3.5	3	3	3	4	3	3.5	16	3.2	64	Good
5	4	3	3.5	3	3	3	4	4	4	4	3	3.5	4	3	3.5	17.5	3.5	70	Good
6	4	3	3.5	4	3	3.5	3	3	3	3	4	3.5	4	4	4	17.5	3.5	70	Good
7	4	3	3.5	3	3	3	2	1	1.5	4	3	3.5	4	3	3.5	15	3	60	Fair
8	4	3	3.5	4	3	3.5	4	3	3.5	5	5	5	5	4	4.5	20	4	80	Good
9	3	4	3.5	4	3	3.5	2	2	2	3	2	2.5	4	3	3.5	15	3	60	Fair
10	4	3	3.5	4	4	4	4	3	3.5	5	5	5	5	4	4.5	20.5	4.1	82	Excellent
11	4	4	4	3	4	3.5	4	4	4	4	3	3.5	5	3	4	19	3.8	76	Good
12	4	3	3.5	2	2	2	2	1	1.5	4	4	4	4	3	3.5	14.5	2.9	58	Fair
13	4	3	3.5	3	4	3.5	2	3	2.5	5	4	4.5	5	4	4.5	18.5	3.7	74	Good
14	3	3	3	3	4	3.5	3	3	3	3	2	2.5	4	3	3.5	15.5	3.1	62	Good
15	2	4	3	4	4	4	4	5	4.5	3	4	3.5	5	4	4.5	19.5	3.9	78	Good
16	2	3	2.5	2	3	2.5	3	3	3	4	4	4	3	2	2.5	14.5	2.9	58	Fair
17	4	4	4	4	4	4	4	3	3.5	4	4	4	5	4	4.5	20	4	80	Good
18	3	3	3	3	4	3.5	2	1	1.5	4	3	3.5	4	2	3	14.5	2.9	58	Fair
19	4	4	4	4	3	3.5	3	3	3	4	3	3.5	5	5	5	19	3.8	76	Good
20	4	4	4	4	4	4	4	3	3.5	5	4	4.5	4	5	4.5	20.5	4.1	82	Excellent
21	3	3	3	2	4	3	3	2	2.5	2	3	2.5	4	4	4	15	3	60	Fair
22	5	4	4.5	3	4	3.5	3	2	2.5	3	2	2.5	3	3	3	16	3.2	64	Good
23	3	2	2.5	3	2	2.5	4	3	3.5	4	3	3.5	4	5	4.5	16.5	3.3	66	Good
24	5	5	5	4	4	4	2	2	2	2	2	2	1	1	1	14	2.8	56	Fair
25	3	3	3	4	3	3.5	5	4	4.5	2	2	2	4	3	3.5	16.5	3.3	66	Good
26	4	4	4	4	4	4	3	3	3	4	3	3.5	3	3	3	17.5	3.5	70	Good
27	3	2	2.5	4	3	3.5	3	2	2.5	3	3	3	4	3	3.5	15	3	60	Fair
28	5	5	5	4	4	4	5	5	5	2	2	2	5	5	5	21	4.2	84	Excellent
29	4	4	4	3	4	3.5	4	3	3.5	4	3	3.5	5	4	4.5	19	3.8	76	Good

Appendix H

The Students' Score in the Aspect of Content

No.	Name	Rater 1	Rater 2	Average	Score	Category
1	ADH	4	3	3.5	70	Good
2	FD	3	2	2.5	50	Fair
3	GE	2	2	2	40	Fair
4	IN	3	3	3	60	Fair
5	MDW	4	3	3.5	70	Good
6	YY	4	3	3.5	70	Good
7	YFA	4	3	3.5	70	Good
8	AAS	4	3	3.5	70	Good
9	ARW	3	4	3.5	70	Good
10	APB M.	4	3	3.5	70	Good
11	ADI	4	4	4	80	Good
12	CDPM	4	3	3.5	70	Good
13	DY	4	3	3.5	70	Good
14	DIPN	3	3	3	60	Fair
15	END	2	4	3	60	Fair
16	EDN	2	3	2.5	50	Fair
17	HFNU	4	4	4	80	Good
18	LAR	3	3	3	60	Fair
19	NM	4	4	4	80	Good
20	NK	4	4	4	80	Good
21	QA	3	3	3	60	Fair
22	QAF	5	4	4.5	90	Excellent
23	RFF	3	2	2.5	50	Fair
24	UFI	5	5	5	100	Excellent
25	UAZ	3	3	3	60	Fair
26	VR	4	4	4	80	Good
27	VNJ	3	2	2.5	50	Fair
28	VH	5	5	5	100	Excellent
29	VBK	4	4	4	80	Good

Appendix I

The Students' Score in the Aspect of Organization

No.	Name	Rater 1	Rater 2	Average	Score	Category
1	ADH	3	4	3.5	70	Good
2	FD	4	3	3.5	70	Good
3	GE	2	3	2.5	50	Fair
4	IN	3	3	3	60	Fair
5	MDW	3	3	3	60	Fair
6	YY	4	3	3.5	70	Good
7	YFA	3	3	3	60	Fair
8	AAS	4	3	3.5	70	Good
9	ARW	4	3	3.5	70	Good
10	APB M.	4	4	4	80	Good
11	ADI	3	4	3.5	70	Good
12	CDPM	2	2	2	40	Poor
13	DY	3	4	3.5	70	Good
14	DIPN	3	4	3.5	70	Good
15	END	4	4	4	80	Good
16	EDN	2	3	2.5	50	Fair
17	HFNU	4	4	4	80	Good
18	LAR	3	4	3.5	70	Good
19	NM	4	3	3.5	70	Good
20	NK	4	4	4	80	Good
21	QA	2	4	3	60	Fair
22	QAF	3	4	3.5	70	Good
23	RFF	3	2	2.5	50	Fair
24	UFI	4	4	4	80	Good
25	UAZ	4	3	3.5	70	Good
26	VR	4	4	4	80	Good
27	VNJ	4	3	3.5	70	Good
28	VH	4	4	4	80	Good
29	VBK	3	4	3.5	70	Good

Appendix J

The Students' Score in the Aspect of Grammar

No.	Name	Rater 1	Rater 2	Average	Score	Category
1	ADH	2	2	2	40	Poor
2	FD	3	2	2.5	50	Fair
3	GE	3	2	2.5	50	Fair
4	IN	4	3	3.5	70	Good
5	MDW	4	4	4	80	Good
6	YY	3	3	3	60	Fair
7	YFA	2	1	1.5	30	Poor
8	AAS	4	3	3.5	70	Good
9	ARW	2	2	2	40	Poor
10	APB M.	4	3	3.5	70	Good
11	ADI	4	4	4	80	Good
12	CDPM	2	1	1.5	30	Poor
13	DY	2	3	2.5	50	Fair
14	DIPN	3	3	3	60	Fair
15	END	4	5	4.5	90	Excellent
16	EDN	3	3	3	60	Fair
17	HFNU	4	3	3.5	70	Good
18	LAR	2	1	1.5	30	Poor
19	NM	3	3	3	60	Fair
20	NK	4	3	3.5	70	Good
21	QA	3	2	2.5	50	Fair
22	QAF	3	2	2.5	50	Fair
23	RFF	4	3	3.5	70	Good
24	UFI	2	2	2	40	Poor
25	UAZ	5	4	4.5	90	Excellent
26	VR	3	3	3	60	Fair
27	VNJ	3	2	2.5	50	Fair
28	VH	5	5	5	100	Excellent
29	VBK	4	3	3.5	70	Good

Appendix K

The Students' Score in the Aspect of Vocabulary

No.	Name	Rater 1	Rater 2	Average	Score	Category
1	ADH	4	4	4	80	Good
2	FD	4	3	3.5	70	Good
3	GE	4	3	3.5	70	Good
4	IN	3	3	3	60	Fair
5	MDW	4	3	3.5	70	Good
6	YY	3	4	3.5	70	Good
7	YFA	4	3	3.5	70	Good
8	AAS	5	5	5	100	Excellent
9	ARW	3	2	2.5	50	Fair
10	APB M.	5	5	5	100	Excellent
11	ADI	4	3	3.5	70	Good
12	CDPM	4	4	4	80	Good
13	DY	5	4	4.5	90	Excellent
14	DIPN	3	2	2.5	50	Fair
15	END	3	4	3.5	70	Good
16	EDN	4	4	4	80	Good
17	HFNU	4	4	4	80	Good
18	LAR	4	3	3.5	70	Good
19	NM	4	3	3.5	70	Good
20	NK	5	4	4.5	90	Excellent
21	QA	2	3	2.5	50	Fair
22	QAF	3	2	2.5	50	Fair
23	RFF	4	3	3.5	70	Good
24	UFI	2	2	2	40	Poor
25	UAZ	2	2	2	40	Poor
26	VR	4	3	3.5	70	Good
27	VNJ	3	3	3	60	Fair
28	VH	2	2	2	40	Poor
29	VBK	4	3	3.5	70	Good

Appendix L

The Students' Score in the Aspect of Mechanic

No.	Name	Rater 1	Rater 2	Average	Score	Category
1	ADH	3	1	2	40	Poor
2	FD	3	3	3	60	Fair
3	GE	4	3	3.5	70	Good
4	IN	4	3	3.5	70	Good
5	MDW	4	3	3.5	70	Good
6	YY	4	4	4	80	Good
7	YFA	4	3	3.5	70	Good
8	AAS	5	4	4.5	90	Excellent
9	ARW	4	3	3.5	70	Good
10	APB M.	5	4	4.5	90	Excellent
11	ADI	5	3	4	80	Good
12	CDPM	4	3	3.5	70	Good
13	DY	5	4	4.5	90	Excellent
14	DIPN	4	3	3.5	70	Good
15	END	5	4	4.5	90	Excellent
16	EDN	3	2	2.5	50	Fair
17	HFNU	5	4	4.5	90	Excellent
18	LAR	4	2	3	60	Fair
19	NM	5	5	5	100	Excellent
20	NK	4	5	4.5	90	Excellent
21	QA	4	4	4	80	Good
22	QAF	3	3	3	60	Fair
23	RFF	4	5	4.5	90	Excellent
24	UFI	1	1	1	20	Failed
25	UAZ	4	3	3.5	70	Good
26	VR	3	3	3	60	Fair
27	VNJ	4	3	3.5	70	Good
28	VH	5	5	5	100	Excellent
29	VBK	5	4	4.5	90	Excellent

Appendix M

The Sample of the students' Writing Recount Text Given by the Rater 1

WRITING SHEET

Nama : ULFA FAIZATUL ISMA

Class : X MIA 1

Number : 24

Terrible Day

Last wednesday, I got homework from my biology teacher. The homework must be submited last friday. But I forgot to bring my homework. So I didn't submited my homework.

Before the biology class began, I went to the library. So I was absent in the biology class. My teacher knew that I was absent. Then, she was angry to me.

In the next meeting I came late in the class, then I didn't allow to enter the class. She gave me a punishment that I didn't allow enter the biology class in the meeting. I felt so sad.

In the next day, I met my biology teacher to asked her forgiveness fortunately. She was forgive me. She told that I must come earlier in the class and have to submited homework exactly.

C %/105 × 100 = 0   5
O 1/95 × 100 = 1   4
G 4/203 × 100 = 3.9   2
V 4/126 × 100 = 3.2   2
M 7/117 × 100 = 5.9   1

Aspects of Writing score:

Content (5) + Organization (4) + Vocabulary (2) + Grammar (2) + Mechanic (1) = 14

$$\frac{C + O + G + V + M}{25} \times 100 \qquad 56$$

WRITING SHEET

Nama : Vika Harndaro

Class : X MH 1

Number : 28

My Holiday in Jogjakarta

Last holiday I went to Jogjakarta. I went to Jogjakarta by air plane. I stayed at Dimatayu Hotel which the place was not gar from Maliobaro.

First, I visited the Prambanan Temple. There are three big temples in the complex of the Prambanan Temple, namely the Brahmna, Syiwa, and Wisnu Temple.

After that, I went to Kraton Jogjakarta. That place still have culture Jawa. I spent my time about two hours to go along inside the Kraton.

Finally, in the evening I left Jogjakarta to go back to Jember by airplane. I felt very tired, but I enjoyed this holiday. It was the most exciting holiday ever.

$$C = \frac{1}{105} \times 100 = 0.9$$
$$O = \frac{1}{95} \times 100 = 1.0$$
$$G = \frac{0}{203} \times 100 = 0$$
$$V = \frac{4}{126} \times 100 = 3.1$$
$$M = \frac{1}{117} \times 100 = 0.8$$

Aspects of Writing score:

Content (9) + Organization (4) + Vocabulary (2) + Grammar (5) + Mechanic (5) =

$$\frac{C + O + G + V + M}{25} \times 100$$

84

Appendix N

The Sample of the Students' Writing Recount Text Given by the Rater 2

WRITING SHEET

Nama : ULFA FAIZATUL ISMA

Class : X MIA 1

Number : 24

Terrible Day

Last wednesday I got homework from my biology teacher. The homework must be submitted last friday. But I forgot to bring my homework. So I didn't submited my homework.

Before the biology class began, I went to the library. So I was absent in the biology class. My teacher knew that I was absent. Then, she was angry to me.

In the next meeting, I came late in the class, then I didn't allow to enter the class. She gave me a punishment, that I didn't allow enter the biology class in the meeting. I felt so sad.

In the next day, I met my biology teacher to asked her forgiveness. fortunately, She was forgive me. She told that I must come earlier in the class and have to submited homework exactly.

C : 0/15 × 100 = 0   5
O = 1/63 × 100 = 1,1   4
G = 7/214 × 100 = 3,2 2
V : 4/121 × 100 = 3,3 2
M = 10/125 × 100 = 8   1

Aspects of Writing score:

Content (5) + Organization (4) + Vocabulary (2) + Grammar (2) + Mechanic (1) = 14

$$\frac{C+O+G+V+M}{25} \times 100$$

56

WRITING SHEET

Nama : Vika Hamdana

Class : X MIA 1

Number : 28

<u>My Holiday ~~to~~ in Jogjakarta</u>

Last holiday, I went to Jogjakarta. I went to Jogjakarta by air plane. I stayed at Dirgahayu Hotel which the place was not far from Malioboro.

First, ~~aa~~ I visited the Prambaran Temple. There are three big temples in the complex of the Prambaran Temple, namely the Brahmana, Syiwa and Wisnu Temple.

After that, I went to Kraton Jogjakarta. That place still have culture Jawa. I spent my time about two hours to go along inside the Kraton.

Finally, in the evening I left Jogjakarta to go back to Jember by air plane I felt very tired, but I enjoyed this holiday. It was the most exciting holiday ever.

$C = 1/15 \times 100 = 0.8$
$O = 1/88 \times 100 = 1$
$G = 9/34 \times 100 = 0$
$V = 4/121 \times 100 = 3.3$
$M = 1/125 \times 100 = 0.8$

Aspects of Writing score:

Content (5) + Organization (4) + Vocabulary (2) + Grammar (5) + Mechanic (5) = 21

$$\frac{C+O+G+V+M}{25} \times 100$$

84

Appendix O

The Permission Letter from Jember University

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-334988
Laman: www.fkip.unej.ac.id

Nomor   8 0 8 9   /UN25.1.5/LT/2014   1 2 DEC 2014
Lampiran   -
Perihal   . Permohonan Izin Penelitian

Yth. Kepala Sekolah MAN 1 Jember

Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember tersebut di bawah ini:

       Nama   Ivan Nuryanto

       NIM   080210491055

       Jurusan   Pendidikan Bahasa dan Seni

       Program Studi   Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian tentang "A Descriptive Study on the X MIA 1 Students' Ability in Writing Recount Text at MAN 1 Jember in the 2014/2015 Academic Year" di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasama yang baik, kami sampaikan terima kasih.

                                 Dekan
                                 Pembantu Dekan I,

                                 Dr. Sukatman, M.Pd
                                 NIP. 19640123 199512 1 001

Appendix P

The Permission Letter From MAN 1 Jember

KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 1 JEMBER
Jalan Imam Bonjol 50 Jember, Telp. 0331-485-109 Faks 0331-484651, PO Box 168 Jember
E-mail:manjember1@yahoo.co.id
Website: www.man1jember.sch.id

SURAT KETERANGAN PENELITIAN
Nomor : Ma.15.73/TL.00/ 570 2014

Yang bertanda tangan di bawah ini:

Nama	: Drs. M.Anwari SY., M.A
NIP	: 195508081981031003
Jabatan	: Kepala Sekolah
Unit Kerja	: MAN 1 Jember
Instansi	: Kementerian Agama

Dengan ini menyatakan bahwa :

Nama	: Ivan Nuryanto
NIM	: 080210491055
Jurusan	: Pendidikan Bahasa dan Seni
Universitas	: UNEJ

Benar-benar talah melaksanakan penelitian di Madrasah Aliyah Negeri 1 Jember dengan judul "A DESCRIPTIVE STUDY ON THE X MIA 1 STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT MAN 1 JEMBER IN THE 2014/2015 ACADEMIC YEAR", dari tanggal 5 Januari 2015 sampai 7 Januari 2015.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 7 Januari 2015
Kepala,

Drs. M.Anwari SY.,M.A
NIP 195508081981031003