

## **A Descriptive Study of Students' Writing Ability in Recount Text Of The Eighth Year Students at Mts Rogojampi**

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### **Abstract**

The purpose of this research is intended to draw the students' writing ability of recount text used by the English teacher in Eighth year student at MTs Rogojampi in the academic year 2017/2018. The general problem of this study is how is the students' writing ability of recount text used by the English teacher in Eighth year student at MTs Rogojampi in the academic year 2017/2018. The primary data are taken from questionnaire and the secondary data are taken from interview. The respondents of the research are the Eighth year student at MTs Rogojampi in the academic year 2017/2018. The total numbers of respondents are 60 students in the population that uses purposive sampling. In this research, the researcher uses the questionnaire as data collecting method. There are 70,42% mean score of orientation, 76,7% mean score of series of events, 72,9% mean score of re-orientation aspect, 54,58% mean score of grammar, and 54,58 mean score of vocabulary aspects. The result of questionnaire is the Eighth year students at MTs Rogojampi in the academic year 2017/2018 are good enough in writing recount text. It is fair enough to say that the student needs more improvement from the way how they learn English, how to write a good paragraph and also knowing the category of the text, especially conducting to recount text. This research can be used as consideration in selection of writing ability, especially about recount text.

**Keyword:** Descriptive Study; Recount Text; Writing Ability

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### **A. Introduction**

Writing is one of the four language skills. Writing and speaking are productive skill. it means that they involve producing language rather than receiving it (Mary Spratt, 2005: 26). Writing is a process of transforming thoughts and ideas into written form. Writing is not only a process of linking words into sentences or paragraphs, but it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence into form of paragraphs in which every sentence is closely related one another.

Oshima (2001: 3) states that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a "product."

There are some reasons why writing subject is difficult. Firstly, writing requires grammar properly. A non-native spoken of English should be able to remember a large number of rules in structure which are quite different from their own language. Secondly, people seldom spend their time to write than to listen, and to speak than to read. Thirdly, when students considered English as a foreign language write something, they have a big question in their mind whether what they write is correct or incorrect. It can be concluded that writing is the most difficult skill which is faced by all learners.

There are many factors which influence the students writing difficulties such as the knowledge background of student, low motivation of learning English, background of the English teacher, and the English learning material. This research focuses only on how the students are writing ability in recount text.

There are five genres of writing that are taught in Junior high school, they are; descriptive text, recount text, narrative text, procedure text, and report text. The researcher focused on recount text which is taught in the second year of Junior high school. As stated above, the recount text is taught by introducing the students to the model text with a hope that they will be able to write the genre well. Based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*), recount text is the form of text that aims at retelling events for the purpose of informing or entertaining. Recount text is the experience or event in the past. The purpose is informing or entertaining the reader.

Using recount text in learning process aims to make it easier for students to describe their ideas in the form of personal experiences in the past. The students will be easy to understand and can describe the chronology of the events that occurred at that time. Based on the explanation and the problems mentioned above, the writer is desired to do a research titled "A descriptive study of students' writing ability in recount text of the eighth year students at MTs Rogojampi in the academic year 2017/2018".

## **B. Research Method**

### **1. Research Design**

This research is conducted by using descriptive design because the purpose of descriptive research is to generate knowledge by describing something. A descriptive method design helps the researcher shows all pieces of material from the data had been taken. By using descriptive design, this research draws the material in order to organize which parts are directly influencing the general problem.

### **2. The Research Area**

The purposive method is used to determine the research area. Arikunto (2002:138) states that purposive method is a method employed in choosing a research area based on certain purpose. This research is

conducted at MTs Rogojampi. The population of this research is eighth year students at MTs Rogojampi in the academic year 2017/2018.

### 3. The Research Respondent

In each class there are 30 students. Two classes are determined the research samples. Finally, all of the eighth grade students are chosen as the respondents of this study. Based on the statement above, the researcher determines the respondent of this research is the eighth year students at MTs Rogojampi in the academic year 2017/2018.

### 4. Data Collection Method

Test is finding out well something works. Test tells what level of knowledge or skill has been acquired. In this case, writing skill is the ability to express ideas, opinions to students through written language. The accuracy of the disclosure ideas must be supported with precision the language, vocabulary and spelling usage. Writing skill directed to write to express thoughts, feelings and information in the form of conversations and stories. The data were taken from the English teachers MTs Rogojampi in the academic year 2017/2018 who support the development of the research.

Observing or monitoring means activities to observe the result or the effect of the action are done by students. In this research, monitoring or observation of the action is very important to control the students' activities concerning with the application of writing recount text. Observation in this research is purposed to evaluate the students' writing skill in writing the recount text.

Documentation in this research issued to find out the supporting data such as the names of respondents, the structure organization of MTs Rogojampi, names of the personnel and the number of the students at school.

### 5. Data Analysis Method

Descriptive statistic technique is used to analyze the primary data in this research. It used to get percentage of the writing students. It is done by the following percentage formula

$$\sum n = \frac{n}{N} \times 100\%$$

Notes:

$\sum n$  : The ability grade

$n$  : The gained score

N : The maximum grade

### The Classification of the Score Level

Range (%)	Category
96 % - 100%	Excellent
86 % - 95 %	Very Good
76 % - 85 %	Good
66 % - 75 %	More Than Enough
56 % - 65 %	Enough
36 % - 55 %	Poor
< 35 %	Failed

(Adapted from Depdikbud 2000: 10)

The steps of analyzing the data were as follows:

1. To give score to the respondents answer from the test give.
2. To find out the percentage of the scores to get total power grade, and the interpretation is as below.
3. To consult the total power grade with the standard education.

## C. Conclusion

According to the mean score from the written test which is done by the eighth year students at MTs Rogojampi academic year 2017/2018, the score was in 65,83. It means that this score is in the range of “Enough” according to the classification of score level. This range is not proper enough that the students are able to write a recount text very well, because there are certain problems that the researcher had been found from the study. The researcher found some problems that influenced the students’ writing ability on recount text. The problems are the development vocabularies, the implementation of tenses, and grammatical error. The development of vocabularies is very important for the students in order to write and organize certain ideas. In writing skill, organizing the material into good paragraph, especially recount text that had been the focus of this research, is a must to brainstorming what they are going to write on text. The implementation of tense and grammar is also the factor behind the writing ability on recount text of the student in this research. The students are not able to apply a proper tense into their writing task. The researcher found this problem when they try to draw their idea on recount text. This is very important to understand the basic skills of writing a text. It is fair enough to say that the student needs more improvement from the way how they learn English, how to write a good paragraph and also knowing the category of the text, especially conducting to recount text.

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