

# The Description of the Eighth Graders' Ability on Writing Recount Text of SMP Negeri 1 Gunungsitoli Barat in 2022/2023

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## Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis dan mendeskripsikan kemampuan siswa dalam menulis teks recount, dan untuk mengetahui faktor-faktor apa saja yang mempengaruhi siswa kelas VIII SMP Negeri 1 Gunungsitoli Barat dalam menulis teks recount. Desain penelitian ini adalah penelitian kualitatif deskriptif. Hasil penelitian adalah 8 (50%) siswa tergolong baik, 7 (38,89%) siswa tergolong rata-rata, dan 2 (11,11%) siswa tergolong miskin. Permasalahan siswa dalam menulis teks recount adalah kesulitan dalam menentukan kata kerja bantu apa yang tepat untuk digunakan dalam tenses, kesulitan dalam menggunakan bentuk lampau, kesulitan dalam mengubah posisi subjek dan objek dalam kalimat, dan tidak dapat memahami arti dari teks recount. sebuah kalimat. Kemudian, penyebabnya adalah faktor dari diri sendiri, keluarga, sekolah, dan lingkungan masyarakat. Akhirnya, berdasarkan temuan, dapat disimpulkan bahwa siswa mampu menulis teks recount pribadi.

**Kata Kunci:** Teks Recount, Kemampuan Siswa, Menulis.



## Abstract

The purpose of the research was to analyze and describe the students' ability writing recount text, and to find out what were the factors that affecting the eighth grade of SMP Negeri 1 Gunungsitoli Barat in writing recount text. The design of this research was descriptive qualitative research. The result of the research is 8 (50%) students' level good, 7 (38.89%) students level average, and 2 (11,11%) students level poor. The students' problems in writing recount text are difficulties in determining what auxiliary verb is appropriate to use in tenses, difficulties in using the past tense form, difficulties in changing the position of the subject and object in sentences, and unable to understand the meaning of a sentence. Then, the causes are factors from self, family, school, and community environment. Finally, based on the findings, it can be concluded that the students able to write a personal recount text.

**Keywords:** Recount text, Students' ability, Writing.

## INTRODUCTION

Language is a communication tool for transferring information, ideas and feelings from one person to others both written and oral form. In English there are four skills there is listening, speaking, reading, and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills. As productive skill, writing is not like speaking skill nor other receptive skills.

Writing is one of the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher. Writing is one of the language skills in communication to be learn by students in English. To acquire it, the students should get sufficient writing practice. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively. Writing can be said as a

language skill use to communicate indirectly, whether people cannot face to face each other's. Expressing thought in writing is not easy for more people, and it plays an important role in learning process because writers are able to explore their own knowledge and what they are thinking about to others.

Writing in the students' second language can be something difficult for students, whereas the students often write in their first language in schools. Therefore, in the process of teaching and learning English, writing skill tends to be the most complicated and difficult skill for the students of any level of education. It is supported by Gorell and Laird in Anwar (2014:25) state that writing is complicated because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. There are many kinds of writing types, such as narrative, descriptive, exposition, recount, one of them is recount text.

Autila and Theresia (2017:150) state that recount text is a text that talks about events occurred in the past. It is one of texts that helps students to develop their experience into writing. According to Corbett and Strong (2011;49) recount texts is one of texts which should be a retelling of events that have actually happened in the first person if it is a personal recount, an in the third person if recounting events that have happened to others. Recount text is a kind of a text that is usually for telling or to tell past experience. There are three main elements of recount text. The first is orientation, it explains about time of the story happen and where story happened, the second is events, it tells what happened and third is re-orientation, it is conclusion of the story. In process to learn recount text sometimes or usually students make some errors in grammatical such as learning tenses, pronoun, preposition and verbs. Thus, the students are expected able to write a simple recount text as well. Furthermore, in writing students can express their ideas. Writing recount text is one of the activities should be done in juniorhigh school, especially at the eighth grade.

In syllabus of 2013 curriculum of SMP Negeri 1 Gunungsitoli Barat states that writing is included as one of the skills that should be taught to the students. The core competence expects the students are capable in applying, factual, conceptual, procedural, and metacognitive knowledge based on the students' curiosity about the science of arts, technology, art. Meanwhile, basic competence expects the students to analyze the social functions, text structures, and linguistic features, in the recount text either in written and oral form, short and simple text, on personal experience in the past.

Based on the interview that was conducted in SMP Negeri 1 Gunungsitoli Barat, the researcher found four problems related to the teaching learning process of writing skill particularly recount text. According to the English teacher that the students' difficulties: (a) students were confused to express and develop their idea in writing recount text because they lack of vocabulary (b) students still had difficulties to write recount text based on generic structure include of orientation, event, and re-orientation (c)students still confusing use simple past tense in recount text, and (d) students were confused to arrange a good sentence in past tense form (e) This phenomenon caused the students to be not able to reach the teacher's expectation of the syllabus of 2013 curriculum.

The purpose of this study was to find out the students' difficulties and to describe the students' ability in writing recount text of SMP Negeri 1 Gunungsitoli Barat.

## **METHOD**

In conducting the research, the researcher used the descriptive qualitative method, qualitative method relies on text and image data. Creswell (2014:32) states:Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the

meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

It means that qualitative research is a research design where the researcher presents the data with using description. The researcher gives the description about the phenomenon and the situation which exist at the time of the research. The written result of the research contains the explanation of the data to illustrate and substantiate the presentation. The research is conducting in SMP Negeri 1 Gunungsitoli Barat. Total of the sample was 15 students. The researcher collected the data through students' worksheet.

## RESULT AND DISCUSSION

The test was completion test as a tool used to collect data on eighth grade students of SMP Negeri 1 Gunungsitoli Barat, where students were directed to where students are directed to write a recount text based on their experiences.

It is stated by Knapp and Knapp in Autila and Theresia (2017:47) state that recount text is the simply least text type which tells past events sequence of events with generic structure such as orientation, events and reorientation. So in writing recount text must be the generic structure. Such as orientation, in the orientation told about the background of the event, when the event occurred, who was involved in the event, where the event occurred, etc. Then, the event told about the events that happened from the beginning of the event to the ended without jumping around telling it. The last, reorientation was a conclusion from the events that were told in orientation and event.

In writing recount text must be used simple past tense. It is supported by Anwar (2014:32) "The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past". The students had errors in using simple past tense in writing recount text. Such as in orientation found out the students made 1-4 errors in form of past tense, then in event found out the students made 1-7 or more than 7 errors in form of past tense, the last in reorientation found out the students made 1-3 errors in form of simple past tense. So, the researcher wanted to analyze the level of students' ability in using simple past tense in writing recount text.

The data displayed was the students' scores. This was aimed to answer the first research question about what are the students' problems in ability writing recount text at the eighth grade of SMP Negeri 1 Gunungsitoli Barat. The students' scores as follows:

**Table 1 The Students' Scores Test**

NAME	GENERIC STRUCTURE			TOTAL SCORE
	O	E	Re-O	
Ade Tumaro Telaumbanua	20	44	8	<b>72</b>
Hengki Kurniawan Gea	13	49	2	<b>64</b>
Lemon Alvian Zalukhu	17	46	6	<b>69</b>
Margaret Zebua	19	45	9	<b>73</b>
Marselino Rafael Zega	18	50	2	<b>70</b>
Merlin Lase	23	45	8	<b>76</b>
Mirtha Try Indah Zebua	9	41	8	<b>58</b>
Nardin Arthanesia Zebua	9	41	0	<b>50</b>
Rosabar Zebua	13	42	9	<b>64</b>

Safa Pria Benartha Laoli	9	48	8	<b>65</b>
Syukur Niatman Yaohahau Zebua	22	50	7	<b>79</b>
Tri One Sari Irene Zebua	9	41	3	<b>53</b>
Trisman Howu-Howu Gea	14	42	9	<b>65</b>
Yanti Murni Setia Lase	22	49	8	<b>79</b>
Yokhebet Kristian Telaumbanua	18	44	7	<b>69</b>

Notes:

Orientation: Introducing the participants, place and time

Event: Describing series that happened in the past

Reorientation: It is optional stating personal comment of the writer

## CONCLUSION

Based on the results of the research from the writing test, it is concluded that most of the students of VIII of SMP Negeri 1 Gunungsitoli Barat, were able to write a recount text. In the focuses of the research to know level students' ability in writing recount text. Based on the result of analysis of the students in writing recount text, the focuses of the research could answer and obtain. Then, the result of the interview shows that the cause of the students' problem in writing recount text was finding four factors such as: factors from self, family, school, and community environment

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