

HALAMAN PENGESAHAN

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING RECOUNT
TEXT OF THE THIRD SEMESTER STUDENTS OF ENGLISH
DEPARTMENT, IN NOMMENSEN HKBP UNIVERSITY, MEDAN**

A THESIS

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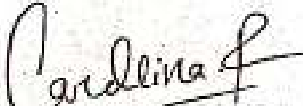
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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Student ability has a crucial role in education because it is the primary determinant of student success in the future. Student ability mirrors each individual's expertise, knowledge, and skills in an educational context. This includes several aspects, including cognitive skills such as concept understanding, critical analysis, and knowledge application. Nur Hafiza (2016) states that ability connects abilities with words of prowess. Everyone has different skills in doing an action. This ability affects the existing potential within the individual. As in learning English, some skills need to be understood and known.

Reading, writing, speaking, and listening are the four skills in teaching and learning English. Students must be proficient in the four areas because those abilities are interdependent and cannot be developed independently. Uma and Ponnambala (2001), who assert that students' communicative ability in the target language is determined by their mastery of language skills, lend support to this. Writing ability is one of the four English language skills the study is interested in.

The ability to write is an essential communication skill and plays a vital role in developing critical, analytical, and creative thinking skills. In the same way, writing is one of the most essential language skills in education, especially for university students. Because writing helps students hone

communication skills, improve analytical abilities, and develop creativity. According to Sinaga, N (2019), writing also helps develop phonic knowledge and enhances reading fluency because young children always associate written language with the oral language they have mastered. Students with good writing skills can express their thoughts effectively in academic assignments, including research reports, essays, and other written assignments. According to Meyers (2005:2), writing is a process of concept discovery, organization, and transcription, followed by rewriting and revision. Writing is described as the act of addressing issues and challenges in the process of identifying, organizing, and putting on paper thoughts that are relevant to the writing activity. The thinking, organization, word choice, and phrase structure all play a role in this clarity. Recount text is one kind of writing frequently seen in educational settings.

Recount is a type of writing that retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Hyland (2003) states that recounting is about telling what happened. It is abundantly evident that a recount is a retelling of past events. For students, recounting texts is unfamiliar. Since junior high school, they have been familiar with it. Students have earned the fundamentals of recounting through recounting texts they have studied. However, some students continue to seek help to understand the material. Even so, they had to overcome much anxiety to learn it, notably when the teacher assigned them to write a recount text.

Pre-observation and direct observation of third-semester students of the English Department at HKBP Nommensen University have been conducted by the researcher for this study. Before conducting direct observation in the classroom,

the researcher conducted pre-observation by preparing questionnaires and questions for interviews with the lecturers concerned, then conducted direct observation by interviewing English lecturers and asking students to answer questions regarding students' ability to produce recount text in the form of Google Forms. The researcher discovered that students in the third semester of the English Education Study Program still need help writing quality English based on preliminary observations' findings. The students' writing scores need to be higher. A select few students achieve high marks. Several factors could be the root of the issue: The first is a unique chance to use English because it is not the primary language of daily conversation and is instead considered a foreign language. Second, there needs to be more experience among students in writing text. As a result, students may need to improve in identifying the key concepts, selecting appropriate words, and structuring sentences. Thus, to compose proper sentences and organize them into cohesive paragraphs, students must grasp the English language's structure, possess a sufficient vocabulary, and be proficient in word spelling. Finally, the questionnaire that has been given by the researcher to students proves that the ability to write in recount text students is still relatively low because students who answered their writing skills outstanding only 16.7%, the number of students who answered rarely and several times a month write recount text outside of campus assignments as much as 66.7% of 12 students.

Students are encouraged to write as many sentences as possible, but researchers must also understand how to get students to write as many sentences as possible. Recount writing requires more focus on details. Writing has complicated rules that must be followed. Students must focus more on spelling,

punctuation, grammar, expression, purpose, and ideas when writing something. The researcher found that students have difficulty writing recounts based on their ideas. They need to learn how to put their concepts into words and organize them into an exciting story. This happens because students are often only given examples of recount texts. Then, with little guidance, students must organize or create their recount documents. This is the main problem that the researcher hopes to solve through this study.

Whatever obstacles students face, writing remains an essential skill; students must be able to write with attention to vocabulary and language use. Indeed, today's global society uses technology as a means of communication; it seems impossible to escape writing activities, ranging from the simplest things, such as sending short messages via cell phones to companies, to the most complicated tasks, such as writing business letters via email. The significance of composing is seen from the reality that this ability has become necessary for individuals to compete in the era of globalization. Understudies have to plan themselves for their future. They must be able to type in cover letters when applying for employment and other archives when working in the future. In addition, writing is also a way to express ideas or communicate with others.

Based on the explanation above, the researcher wanted to conduct research entitled "An Analysis of Students' Ability in Writing Recount Text of the Third Semester Students of English Department in Nommensen HKBP University, Medan."

1.2. Problem of Study

From the above statement, the research question is phrased as follows:
how can students write a recount text of the third-semester student's group B?

1.3 The objective of the research

To know the students' ability to write a recount text of the Third Semester Students of the English Department in Nommensen HKBP University, Medan.

1.3. Significance of the Research

This study aims to improve writing theory by providing insight into students' ability to write recount text. The advantages of this study are: (1) For students, it is information that helps them solve problems when writing recount text; (2) For English lecturers, it can be used as a reference to improve students' writing skills in recount texts, (3) For colleges, to improve teachers' writing teaching skills, (4) For researchers, it can be used as reference material to conduct more in-depth research on the same issue with different topics in different contexts.

1.4. Scope of the Research

This research observed students' writing skills in the third semester of group B. The author focuses only on students' ability to compose recount text, especially vocabulary, which refers to students' achievement in using verbs, and language use, which refers to students' ability to write sentences correctly.

CHAPTER II

THEORETICAL REVIEW

2.1. Students Ability

Students' ability defines students as individuals enrolled in classes at a school, college, university, etc., according to Hornby in Trilanti et al. (2013). According to the Indonesian dictionary (2005), a student is learning, particularly in elementary, junior, and senior high school. A person is considered competent if they can do what they are supposed to do. Capability is the potential within a person. Skills can be innate or the result of practice. Not all students have the same ability to receive learning materials because they vary. This statement aligns with Akhmat Sudrajat in Nur Hafiza (2016): Ability connects abilities with prowess words. Each individual has different skills in doing an action. This ability affects the existing potential within the individual.

The factors affecting ability: Nur Hafiza (2016) states that ability consists of two factors, namely:

1) Intellectual Ability

Intellectual ability is needed to do various mental thinking, reasoning, and problem-solving activities.

2) Physical Ability

Physical ability is the ability to do tasks that require stamina, skills, strengths, and comparisons.

Based on the definitions above, the researcher concluded that the student's ability is that of someone studying at a school, college, or university. They have the power or capacity to do something manifested through their actions.

2.2 Four Skills in English

Speaking, listening, reading, and writing are crucial in English.

2.2.1 Listening

Listening is one of the most essential skills in the classroom because it allows students to participate early in the learning process (Gestanti, 2017, p. 36). Listening comprehension is a significant challenge for listeners and learners of English as a Foreign Language (EFL). Sometimes, the audience gets frustrated or needs to pay more attention to the class (Maftoon & Alamdari, 2016, p. 2). After all, listening is the first skill in mastering the use of language. For many reasons, no one can speak until they listen, although speech is the most popular form of communication (Kurniasih. 2011, p. 73). Therefore, listening is one of the English skills that is unique and beneficial for students.

There are four types of listening skills, Asemota (2015, p.28), they are:

a. Active Listening

Active listeners acquire knowledge more quickly and effectively. They make wise decisions about what they hear in this instance. Active listeners occasionally jot down significant points in full ideas, focusing more on ideas than details.

b. Partial Listening

Listeners do partial listening with a disobedient ear. Here, the listener would rather consider their response than hear what is happening. Thus, they need to pay more attention to what they hear.

c. Intermittent Listening

People who listen with a deaf ear are considered to be intermittent listeners. Listeners muffle disturbing sounds. When they were not paying any attention at all, they nodded obsessively and shook their heads in agreement.

d. Appreciate Listening

A good listener virtually absorbs the speaker's meaning by paying attention to body language, tone of voice, facial expression, and the words themselves. The ideal kind of listening ability is this one.

2.2.2 Speaking

Speaking is the dynamic utilization of dialect to communicate meaning. For young learners, speaking is the means of encountering, understanding, practising, and learning a new dialect. (Page 22 of Al Hosni, 2014). Speaking is the most challenging ability for people to use in daily communication, according to Al-Tamimi (2014). Speaking is frequently characterized as being able to communicate in a spoken dialect since it includes putting thoughts into words so others can get what is being said.

Speaking has five sorts: imitative, intensive, responsive, interactive, and extensive (Rahmawati, 2014).

a. Imitative

For this test, candidates must copy a word, phrase, or entire sentence. Pronunciation is the primary component of the evaluation, even though grammar is a factor in the scoring system.

b. Intensive

Speaking with intensity does not prioritize pronunciation or phonological aspects. This type has few interaction counterparts and requires meaning comprehension to respond to specific tasks. Sentences, dialogue completion, and loud reading are a few instances of this behaviour.

c. Responsive

Because it encourages rapid speech, this kind is crucial in conversations. One activity under this speaking category is answering a brief question and offering a brief remark.

d. Interactive

The load and complexity of interactive sentences significantly distinguish between responsive and interactive speaking. Occasionally, this kind of conversation requires more than two participants.

e. Extensive

It involves speaking in great detail and producing a variety of speeches. In addition, the speaker will have to interact with the counter speakers by responding to their queries and starting conversations. Furthermore, since

extensive speaking is the most advanced kind, it has a solid linguistic component.

A few speaking characteristics are present when communication occurs through the speaking process. According to Duong (2014, p. 86), grammar, fluency, accuracy, vocabulary, and pronunciation are commonly considered to be the most crucial aspects of speaking. Vocabulary comes first. The word "vocabulary" has a significant meaning in every function. Grammar comes in second. Grammar facilitates communication and makes it much easier for speakers and writers to convey ideas clearly, whether speaking or writing. Pronunciation is ranked third. This is the process for correctly pronouncing a particular word. Appropriate pronunciation is a crucial component of speaking as well. Fluency comes in fourth. It suggests one knows how the other expresses ideas without using filler words like "um" and "ah" when conversing. Accuracy comes in fifth. Accuracy is the ability to understand language more clearly, both in terms of syntax and structures and to better understand the meaning of language messages without making any mistakes.

2.2.3 Reading

According to Toendan, reading communicates the reader's earlier information and the content (Widiastuty, 2011, p. 61). Reading is the collaboration of information obtained through top-down analysis and bottom-up decoding, which rely on specific prior knowledge and information-processing abilities. Nugroho et al. (2019, p. 56) distinguish between intensive and extensive reading types. Among the many reading objectives is leisure reading. These objectives can be promptly met when the perusers examine the sources

outside the classroom. Then, according to Nation in Nugroho (2019), some emphasize close reading. These are comprehension, spelling, grammar, vocabulary, cohesion, information content and genre.

Pourhosein Gilakjani (2013, p. 232) claims three models for the second language reading process: the bottom-up, the top-down, and the interactive.

a. The bottom-up model

The reader examines a phrase or sentence word for word before understanding it. This model starts by decoding words and graphemes, the most minor linguistic units. It then assigns meaning to the larger units. The reader applies knowledge from past experiences to the information found in the texts. There are specific issues with this model. One drawback is that the reader can read more efficiently if they can decipher linguistic units and understand how words relate. The reader cannot retain the meaning of every word in their memory. The other issue is the inability to link a single word to multiple words.

b. The top-down model

Readers do not read a text word for word; instead, they concentrate on deciphering the next word. They make an effort to understand words or phrases. The title of the reading text serves as the first point of reference for readers in deciding how much of it they can restrict. After that, they conclude that the writer needs to modify their message based on what they have read in the text.

c. The interactive model

This model uses data from various sources, including schemata, lexical, syntactic, orthographic, and semantic knowledge. Readers who are decoding help each other while reading. In the unlikely event that they comprehend the texts now, they should use what they already know to back them up. When employing a top-down show, readers use printed prompts to infer meaning; be that as it may, they must compensate for word recognition blunders and ineffectual bottom-up handling. This demonstration accomplished the most excellent content handling. Teachers ought to utilize this show to bolster the learning needs of L2 perusers. The intuitive show establishes the shared instructing strategy of perusing instruction. There are four fundamental perusing techniques included.

2.2.4 Writing

Writing consists of a few elements, such as vocabulary, paragraph structure, and grammar. Similarly, writing mechanics play a crucial role in producing high-quality writing. These are organization, cohesiveness, spelling, unity, capitalization, and punctuation. These are the things that we must master to enable our writing to be of high quality.

Writing is an organized process of education. According to Syahid (2019, p. 21), writing is not only a challenging skill in English but also a culturally specific learned behaviour. Writing requires various language skills, so mastering them is not guaranteed from multiple viewpoints on communication, thought, context, fulfilment, ideology, and society.

According to Melly in Indrawati (2018, p. 281), Kinds of writing as follows:

- a. Expository writing, which aims to enlighten or explain. This is the most prevalent kind of writing you will find online and in textbooks. Instead of supporting or defending an opinion, the author focuses primarily on providing you with facts and figures about the subject, ignoring your opinions in favour of telling you all about it. Expository writing can be seen in "How-to" articles, in which the writer explains how to construct or perform a task independently.
- b. Descriptive writing (writing that serves to show and describe): To help the reader visualize the subject, object, or place you are writing about, descriptive writing frequently uses excellent visual terms. There are moments when the writing is elegant and highly detailed. Reading descriptive writing can make you feel like you are there or can see the scene in your head. Then, metaphors, similes, and symbols are frequently used in descriptive writing.
- c. Persuasive writing (arguing for or against an issue): persuasive writing adopts the writer's viewpoint or the cause they are writing about. This is frequently seen in promotional or advertising materials and is regarded as biased content. Persuasive writing is used in the talk and messaging of those television commercials.
- d. Creative writing (interestingly, Although the term "creative writing" is nebulous, it encompasses screenwriting, autobiographies, drama, fiction, and poetry, among other forms. Writing creatively is the most enjoyable kind of writing. You can write creatively about anything that comes to mind. Persuasive writing is rarely as enjoyable or thought-provoking as

creative writing. The creative writing category commonly includes Plays, novels, poetry, and short stories. Similar to how it does not have to adhere to any particular reality; it just needs to be enjoyable to read.

- e. Narrative writing (tells a story). Stories are frequently written in poetry, novels, and biographies. By putting themselves in the characters' shoes, authors write like they were those characters. They include plots and storylines and relate to biographies. Reading narrative is entertaining because you can put yourself in the author's shoes and make it seem like the story is happening.

2.3 Ability in Writing

2.3.1 Ability

Based on Hartati (2019:6), the story is something that exists in a human being, or the quality of having the capacity to do something, particularly the capacity to act legally, mentally, or physically." In conclusion, ability is the potential to understand or do something. This ability can be in the form of physical strength, brain ability, and ability in action.

According to Ki Fudyartanta (2011), learning ability has a purpose: "Learning is an active process that needs to be stimulated and guided toward desirable outcomes." Learning also refers to the acquiring of attitudes, knowledge, and habits. According to Ally and Bacon, ability refers to the (possible) capacity or power (to accomplish anything, physical or mental) based on a unique natural ability to perform something properly.

Furthermore, the ability is the natural profile of biopsychological potentials that coordinate the unique intelligence of an individual. Our framework's potential or unfulfilled talents constitute a space of prospective competencies or realized abilities. A person can only have one unrealized space of skills, yet within that space, multiple competencies can be learned. Remember that each person's intelligence and prospective ability range are entirely internal. Realized abilities (or competencies) are the outcome of an individual's unrealized skills interacting with the limitations and content of a particular area.

Competencies include relevant information and skills, representing a person's current and existing ability to perform the many tasks required for a job. A person's aptitude indicates their learning capacity. Put differently, aptitude refers to an individual's potential for ability, whereas abilities are the information and skills they now possess.

When we discuss capacity, we also discuss mental and physical action. Physical or psychological action alone cannot be referred to as an ability. Since everybody can have an intention but not everyone can actualize it, intention without application is not the same as ability. Ability is, therefore, a mental action.

The outcome of the learning process itself reveals a student's capacity for learning. Additionally, despite receiving instruction from the same teacher, the student's mastery of the content varies due to differences in their comprehension of the subject matter.

To summarize, ability is a student's capacity to create narrative material. Their talent and abilities determine students' academic success. A student may possess the chemistry talent that is necessary to succeed. So, a person's talent and ability lead to the greatest accomplishment.

2.3.2 Writing

According to Meyers (2005:2), writing is a process of idea discovery, organization, and transcription, followed by rewriting and revision. However, writing is the expression of language through letters, symbols, or words, according to Dewi (2013). Writing is, at its most basic, the physical act of bringing words or ideas to the surface, be it an email message typed into a computer or hieroglyphics linked onto parchment.

Different experts define writing in different ways. In Rivers' opinion, writing is the sequential presentation of original ideas or the transmission of knowledge in a new language. Brown asserted that writing is a cognitive process as well. In addition, he says that writing can be scheduled and revised indefinitely before publication. In expansion, Elbow in Brown (2010) moreover states that composing could be a two-step handle. Deciding the meaning is the primary step, and interpreting it into words is the moment. Our contemplations are spoken to in composing, typically compo, which permits one to reflect on things that adhere to the intellect. Understudies unwilling to compose things down as often as possible require assistance with this workout. When the understudies start to rummage around for reasons to compose and deliver composed sentences, they experience deterrents.

Elbow articulated this idea succinctly in a different manner in his essay from twenty years ago. The following is the traditional, common sense understanding of writing. Composing involves two stages. Before beginning to write, you should clarify your meaning, translate it into words, decide what you want to convey, establish a plan, utilize an outline, and only then start writing. Composing lets you think about things you could not have initially thought of.

Concurring with the definitions given above, composing could be a handle that's worn-out stages and is profitable. Writing well requires a complex process to produce quality writing. The literature is produced as readable texts meant to have meaning for all readers.

2.4 The Component of Writing

Jacob et al. (1981:31) point out five significant components of writing they are:

2.4.1 Content

It is essential for writing to have explicit material so that readers may comprehend the message and learn from it. A well-written piece of writing must have well-coordinated, comprehensive content. This phrase typically refers to completeness and unity, qualities of excellent writing.

2.4.2 Organization

Writing organization is how a writer sets up and structure their thoughts to communicate a message through words. Although writers organize their writing in various ways, the most common type of organization is order. In this instance, the organization consists of the following two parts:

a. Clarity

A speech or text that effectively communicates with its intended audience must possess clarity. Well-written language characteristics include a well-defined goal, a logical structure, well-crafted phrases, and exact word choice.

b. Logical

Things that are reasonable or make sense under logic's standards are described as logical. What is logically illustrated by a well-reasoned conclusion that creates sense and is the proper course of activity.

2.4.3 Vocabulary

One of the language components that pertain to writing studies is vocabulary. When writing, the writer's first thought is to place words into sentences, which are subsequently put into paragraphs until, eventually, the writer may produce a piece of writing. Good technical and specialized writing always results from the efficient use of words; this is why dictionaries are so important.

2.4.4 Language use

Writing requires the use of precise language and point grammar. Furthermore, grammar that can generate grammar should be considered competent. Grammar can also assist students in becoming more proficient in formal language usage. In this instance, grammar consists of three pieces, which are listed below:

a. Subject/Verb Agreement

A sentence or clause's subject is the parcel that regularly demonstrates (a) what the sentence or clause is approximately or (b) who or what is performing the activity (i.e., the operator). Usually, a noun, noun phrase, or pronoun is the subject. In other words, if the verb's subject is singular, we must remember to add a -s; if the subject is plural, we must remember not to add a -s. Adhering quickly is easy if you are ready to recognize the subject and verb in a sentence. To begin with, there are situations when our speech patterns make it difficult for us to use the principle of agreement. When writing, we must take extra care to avoid omitting the final-s from words we tend to drop when speaking.

b. Singular/Plural Nouns

The singular is a category of numbers that designates a single person, thing, or increase. It is the most basic noun form, as it appears in dictionaries. Use plural to contrast. A thing in plural shape ordinarily alludes to more than one person, thing, or occurrence. Compare with one individual.

c. Regular/Irregular Verbs

A regular verb includes -d or -ed (or, in some instances, -t) to the base shape to form the past tense and past participle. Also, it is referred to as a weak verb. Use an irregular verb in contrast. An irregular verb is a verb that deviates from the standard rules for verb forms. Likewise, it is called a powerful verb. It is considered irregular if an English verb lacks the standard -ed form (as in asked or ended). Compare with a Regular Verb.

2.4.5 Mechanic

At least three primary components make up mechanics in writing; these are:

a. Capitalization.

In writing, capitalization helps make concepts clearer. Inaccurate capitalization of the sentences will lead to more precise meanings and understandings. In addition to aiding with sentence capitalization, it makes it easier for readers to understand one sentence from another.

b. Punctuations.

It can serve as a conceptual unit and provide insight into the relationships between its constituent parts.

c. Spelling.

Three crucial guidelines must be adhered to when utilizing spelling correctly. These are handling errors within words, plural information, and suffix addition.

2.5 The Types of Writing

According to Brereton (1982), writing can be divided into five categories.

They are as follows:

2.5.1 Narration

A narrative narrates an event, a sequence of related episodes, or a story. The events comprising a narrative are typically recounted in the order in which

they occurred. The ideal way to relate events in a narrative text is in chronological order. By and large talking, stories ought to be organized as follows: (1) earlier to the occasion, (2) amid the occasion, and (3) taking after the occasion.

2.5.2 Description

Descriptive text elicits feelings, sounds, tastes, and locks in the reader. The reader benefits from it. They use their imagination to see something or someone or get a sensation or feeling. The definition of the term descriptive in the Longman Dictionary of Contemporary English is "descriptive language usage." On the other hand, a descriptive text describes someone or something to shed light on that specific person, place, or object.

2.5.3 Argumentation

We need to find a tone for our argument using facts where appropriate. Our opinions are sensible and modest. Gives the reader a chance to ponder the doubts and construct a segmented argument in manageable paragraph increments.

2.5.4 Comparison and Contrast

A comparison and contrast essay highlights the parallels or likenesses between individuals, locations, or abstract ideas. This research aims to observe one particular writing style, a descriptive text.

2.5.5 Recount

Recounts are texts written sequentially to recount a series of events. Any story needs an introduction, no matter how straightforward. Indeed, even though

many postmodern narratives play with these conventions, a story can only be told if we see characters established in a specific place and time.

a. Orientation

There are different ways of teaching this stage of recounting, for example,

- 1) Characters, time, place
- 2) Who, what, where, when, and so on.
- 3) Sequences of the Events

However, the sequence of events stage is more complex than the previous stage. Here, the researchers provide a record of the essential things.

2.6 Recount Text

2.6.1 Definition of Recount Text

Recount text is a narrative describing a past event, aiming to inform or entertain the audience. Hyland (2003) defines recount as the act of narrating what transpired. Recounting involves retelling experiences that occurred in the past.

Anderson (1997, p.48) states, "Recount text is a narrative that systematically recounts past occurrences and aims to describe events that have already occurred. Based on expert definitions, recount text typically shares someone's experiences, focusing on specific events. These experiences can be joyful, sorrowful, or simply unforgettable."

2.6.2 The Purpose of Recount Text

Recount texts are meant to list and describe prior experiences by presenting stories chronologically. The reader is also intended to be informed or entertained by recount texts. Recount texts typically aim to tell the story of the event.

2.6.3 The Generic Structure of Recount Text

A recount text focuses on a sequence of events and follows three stages:

a. Orientation

In the orientation, we call the background of the story, which consists of the time, setting, and who participated in the story. Because the writer wants to provide a clear orientation at this point, the reader must know who the people are that the writer tells. Events in order with individualized or critical commentary. The sequence of events includes the specifics of who, what, where, and when. It is the writer's responsibility to make the events plain to the reader.

b. Re-Orientation

It is about the optional closure of events; it is rounded off the sequence of events.

2.6.4 The Language Features of Recount Text

There are several language features in recount text, such as:

- a. Using proper nouns,
- b. Using the simple past tense,
- c. Conjunctions include (first, before, after, next, finally, etc.)
- d. Using action verb.

2.7 Previous Research Study

Several research related to the writing recount text, including Dini Andriani's (2020) research "An Analysis of Students' Ability on Writing Skills in Recount Text at Tenth Grade of SMAN 9 Kota Jambi". This study aimed to evaluate the student's proficiency in writing recount texts in the tenth grade at SMA N 9 Kota Jambi. This research employed a descriptive approach with a qualitative method. A random sampling technique was utilized to select the sample, which included X MIS 3, comprising 36 students. However, two students did not participate in the test, resulting in a sample size of 34 students. The data collection instrument was a writing test that utilized recount texts. The study's findings indicated that the students' writing skills in recount texts were categorized as follows: 5 students (15%) were classified as excellent, 20 students (59%) were classified as good, and 9 students (26%) were classified as satisfactory. No students were categorized as unsatisfactory or failed. Analyzing the students' writing skills in recount texts revealed that they influenced content and idea generation.

Imam Surya Nugraha (2012) researched "AN ANALYSIS OF THE TENTH GRADE STUDENT'S WRITING ABILITY IN RECOUNT TEXT OF SMA MUHAMMADIYAH 1 METRO ODD SEMESTER ACADEMIC YEAR 2011/2012". The research aimed to explore the challenges students encountered in their writing skills, the specific areas where they struggled to create recount texts, and to evaluate their performance in analyzing their writing abilities on recount texts. This study was qualitative descriptive research. The study's population comprised the 10th-grade students at SMA Muhammadiyah 1 Metro for

2011/2012, totaling 223 students. The sample size was 44 students. The researcher employed cluster proportional random sampling to select the sample. Data collection methods included tests, observations, and interviews. For data analysis, the researcher utilized the Alpha Formula.

Artalina Silitonga (2022) researched “AN ANALYSIS OF STUDENTS’ ABILITY IN WRITING RECOUNT TEXT IN SMA JOSEPH KHATULISTIWA”. The research aimed to examine students' proficiency in writing recount texts and identify their mistakes in employing language features in such writing. This study employed qualitative research methods. Data were gathered through document analysis. The tools used for data collection were documents. The average scores for students' abilities in different aspects were 35% for content, 23% for organization, 17% for vocabulary, 20% for grammar, and 5% for mechanics. There were 79 errors identified in the students' recount texts. The errors were categorized as 35 omissions (44%), 13 additions (17%), 23 mis-formations (29%), and 8 mis-orderings (10%). It was determined that students were most proficient in the content aspect of writing recount texts and least proficient in the mechanics aspect. The most common errors in using language features were omissions, with the least common being mis-orderings.

Sopian Saori (2023) researched "An Analysis of Students' Writing Ability in Recount Texts". This study examined the students' proficiency and identified challenges in writing recount texts. It employed a case study approach, utilizing a descriptive qualitative method for its design. The study focused on the first-year students of MA NW Nabi' Nubu' Kekait, a group of 25 students. The research tools included a writing test and interviews. The study's findings revealed an

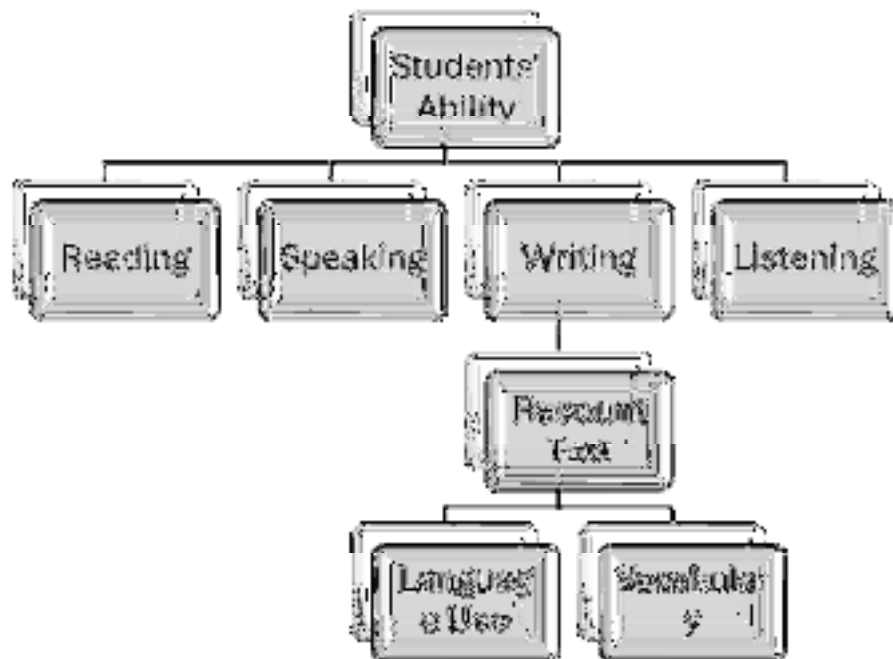
average score of 69.92 among the students, indicating a below-average ability in writing recount texts. Specifically, 12% of the students scored below 60, 40% scored between 61 and 70, 36% scored between 71 and 80, and 12% were rated as very good. Upon analyzing the students' performance across different writing aspects, vocabulary and organization were rated as good to average, while content, grammar, and mechanics were deemed fair to poor. Consequently, the study suggests that students struggle with needing help with grammar, content, and mechanics in writing recount texts. It is recommended that English teachers provide more writing practice opportunities to enhance the students' content and grammar skills in this area.

Niken Permata Ananda (2023) researched "AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN WRITING RECOUNT TEXT IN ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY" The objective of this study was to assess the proficiency of second-year students in composing recount texts within the English Department at Bung Hatta University. This research employed a descriptive methodology. The sample consisted of second-year students from the English Department at Bung Hatta University. The test's reliability coefficient was 0.98. Consequently, the findings suggest that the student's skills in crafting recount texts at Bung Hatta University's English Department are commendable.

2.8 Conceptual Framework

Figure 2.1 Conceptual framework

The following is a conceptual framework for this research:



Based on the conceptual framework above, it showed the conceptual framework used in the research. In this study, the researcher analyzed the recount writing ability of third-semester students majoring in English group B. The researcher focused on analyzing students' vocabulary and language use.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Research Design

This study used quantitative descriptive research methods. There was just one variable in this descriptive study. This study's variable was the students' ability to write recount text. According to Syafi'i (2017), descriptive research aims to characterize and understand existing conditions or relationships, held beliefs, ongoing processes, apparent effects, and emerging trends.

Next, according to Gay and Airasian (2000), cause-and-effect events are studied, relationships are examined, and current situations are described using quantitative methods. In quantitative descriptive or survey research, information was gathered regarding the preferences, attitudes, behaviors, worries, and interests of a particular group of people and the current state of the subject or issue under study. In this case, the researcher wanted to know the students' ability to write recount text for Third Semester Students of the English Department.

3.2 Population and Sample

3.2.1 Population

In the study, the population was comprised of third-semester students. The total population was 69 students consisting of two groups, namely groups A and B, and the researcher conducted research in group B.

3.2.2 Sample

The sample of this research was taken from third-semester English Department students. In this study, one class was taken as a sample using the random sampling technique, namely group B, which consisted of 20 students.

3.3 Research Instrument

3.3.1 Written test

This written test aimed to assess the students' recount text writing skills. The recount revolved around one central theme: Personal Experience.

The researcher used analytic scoring of the student's ability to Write in vocabulary and language use and classification of students' mean score from Jacobs et al. (1981) to determine the students' scores in writing recount text. This category can be seen in the following table.

Table 3.1 Scoring of Students' Ability in Writing in Vocabulary (Verbs)

| No | Criteria | Classification | Score |
|----|--|------------------------|----------|
| 1 | Sophisticated range, practical word/idiom choice and usage, word form mastery, appropriate register. | Excellent to Very good | 85 – 100 |
| 2 | Adequate range, occasional word/idiom form errors, choice, and usage, but meaning not obscured. | Good to average | 70 – 84 |
| 3 | Limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured. | Fair to poor | 55 – 69 |
| 4 | Essentially, translation, little knowledge of English vocabulary. | Very poor | 25 – 54 |

(Jacobs et al., 1981)

Table 3.2 Scoring the Students' Ability in Writing in Language Use (Tenses)

| No | Criteria | Classification | Score |
|----|---|------------------------|----------|
| 1 | Practical complex constructions, few agreement errors, tense, number, word order/function, articles, pronouns, and prepositions. | Excellent to Very good | 85 – 100 |
| 2 | Effective but straightforward construction, minor problems in complex constructions, several errors of agreement, tense, number, word/function, articles, and | Good to average | 70 – 84 |

| | | | |
|---|--|--------------|---------|
| | preposition, but meaning seldom needs to be obscured. | | |
| 3 | Significant problems in complex/straightforward constructions, frequent errors of negation, agreement, tense, number, word/function, articles, pronouns, preposition and fragment, run-ons, deletions, meaning confused or obscured. | Fair to poor | 55 – 69 |
| 4 | Virtually no mastery of sentence construction rules, dominated by errors, does not communicate or is not enough to evaluate | Very poor | 25 – 54 |

(Jacobs et al., 1981)

The classification of students' mean scores is as follows:

Table 3.3 Classification of Students' Mean Score

| NO | Classification | Score |
|----|------------------------|----------|
| 1 | Excellent to very good | 85 – 100 |
| 2 | Good to average | 70 – 84 |
| 3 | Fair to poor | 55 – 69 |
| 4 | Very poor | 25 – 54 |

(Jacobs et al., 1981)

3.4 Procedure of Data Collection

The stages of the procedure in collecting data in this study were used by the researcher as follows: Writing Test.

- a. First, the researcher explained the purpose of the written test and what they should do during the written test.
- b. Next, the researcher asked the students to write a recount text based on the given topic.
- c. The researcher then allowed students to take the test for about 50 minutes.
- d. Strictly at the 50th minute, the researcher asked the students to stop writing.
- e. Afterwards, students were asked to submit their writing tests.

3.5 Technique of Data Analysis

To determine the percentage of the test scores the students received and the percentage of the test answers that the students correctly answered. The procedures listed below were used to analyze the data.:

- a. Evaluation of the students' answers.
- b. Identify and analyze student abilities.
- c. Use the following formula to determine the percentage of student ability.:

$$\sum \frac{X}{N} \times 100$$

Where:

% = the percentage of
students' writing
F = the
frequency of students

N = total number of students

(Sudjana, 2017)

Researcher calculated the average value of students using the formulaas recommended by Arikunto (2006):

$$M \frac{\sum X}{N}$$

Where:

M = Mean Score

Σx = Total Score

N = Number of students