



An Analysis of Students' Ability in Writing Recount Text at SMK N 9 Padang

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ABSTRACT

This research described the students' abilities and the difficulties faced by students in writing recount texts. This research was a qualitative descriptive research. The subjects of this research were 35 students of class XI Culinary 2 SMK N 9 Padang in the academic year of 2022/2023. The class was chosen because they had learned about recount text. The research instrument were the writing test and interview which were adapted and adopted from (Suryani, 2020) Reseacher used writing tests to determine students' abilities and interviews to determine the difficulties faced by students. The results of this research indicate that in the score of writing recount text found 18 students or (51%) categorized as very poor, 7 students (20%) categorized as poor, 8 students (23%) categorized as average, and 2 students or (6%) categorized as very good. This assessment score was adopted from Brown in Huda and Rahadiano (2019). The researcherfound that the average result of the students' overall writing score was 60 where students were categorized as very poor in writing recount texts.

INTRODUCTION

Writing is a way to give information to someone using a word that makes the reader understand the information which delivering (Prihandoko, 2021; Zuhriyah et al., 2023). Writing is how to organize sentences into text that produces meaning that can be understood by the reader and it is used as a communication between the reseacherand the reader without meeting each other. (Aditia et al., 2023; Ekarista, 2018), writing ability is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning.

On the other hand, writing takes an important part in English beside Speaking, Reading and Listening. In writing has language component like vocabulary, structure or grammar and pronunciation to support them in mastering English well (Aditia et al., 2023). Then, these components also contained in academic writing. Academic writing is as writing which fulfill the goal in every part of education, whether in school or university as stated by Thais and Zawacki in (Sinta et al., 2019)

Therefore, writing become basic English skill that must be learned by all people who want to know about English especially students. The students must have writing English skill because it can give opportunity for them to communicate with other people in the world using text. They can share their idea, opinion, suggestion or argumentation about something and sharing benefit information to the public, (Purba et al., 2021).

Moreover, most of the students do not know how to write something in English. They get confused when the teacher asks them to make simple story in English. They face difficulties to make simple sentence and they do not know the basic of English sentence, (Fadilah et al., 2024; Sari et al., 2024). Because of this, the students cannot write a text in English. It is happened because the students have few vocabularies, they do not understand well about tenses and they cannot find creative ideas to develop words in English, (Pamuji, 2023; Wiranda et al., 2024). The students often translate Indonesian text to English text without pay attention about tenses. Then, the students go to Google translate and translate Indonesian to English to finish homework from teacher or look for text in Google, (Destari & Dafit, 2022).

One of the texts that make the students face problem are recount text at eleventh grade students. It is a text retelling the incidents in the past (Qowiyuddin et al., 2023; Sipayung & Gultom, 2022). The students sometimes still confused when they get homework to make recount text from teacher because recount text uses simple past tense and those tenses are not easy for them. In fact, Past tense uses verb 2 in positive form and verb 1 in negative and interrogative form, (Nenotek et al., 2022; Wiranda et al., 2024). The students always use verb 1 to write all sentence in recount text. Besides that, the students did not know how to arrange the simple sentence in past tense and they did not remember the changing of verb. Then, the students have problem to find idea to write recount text.

Based on that problem above, the reseacherwanted to analyze this problem and the reseacherwanted to know the students' writing ability in recount text because writing

ability is the process of the students understanding all aspect of recount text and the steps of the students try to write recount text based on their understanding about recount text.

METHODS

The researcher used qualitative research method with the design was case study research. (Gay et al., 2012), case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school). It means that, case study research is where the researcher focuses on the unit of study known as a limited system (for instance, individual teachers, classes, and schools) which is also known as a qualitative research approach.

Moreover, case study research is what happens when a researcher wants to answer a descriptive question (for example, what happened?) or an explanatory question (such as, how or why something happened?) or when the researcher is interested in studying the process. Then, the purpose of this research was to find out the students' ability in writing recount text and the students' difficulties faced by students.

the main instrument of this research was writing test to know the cognitive abilities' students in writing recount text. Then the researcher used Open-ended question to do interview, where the researcher asked detail more information to the students about the difficulties are faced by the students in writing especially writing recount text. (Gay et al., 2012) stated, open-ended question allows for detailed response and elaboration on question in ways, you may not have anticipated. It means that, open-ended questions allow the researcher to get a response from a detailed conclusion to the question.

The researcher did this research in SMK N 9 Padang because the researcher as training English teacher at the school. The researcher used purposive sampling. The researcher took XI Culinary class 2 as a sample. Because the reason, they had learned to write recount text. In addition, the English teacher at SMKN 9 Padang also suggested the class to be researched. According to (Gay et al., 2012), for smaller population, say $N = 100$ or fewer. There is little point in sampling: survey the entire population. Based on the determine size sample statement above, the researcher chose all students of eleventh grade Culinary Art class 2 as a sample in this research.

In analyzing data, the researcher used qualitative analysis. According to (Gay et al., 2012), there are four steps for analyzing descriptive data; reading/memoing,

describing, classifying. The researcher used brown writing rubric in (Suryani, 2020) to analyze the students' writing test. Then making record transcript from interview.

RESULT AND DISCUSSION

Based on the qualitative analysis, the researcher found that the average students of class XI Culinary Art 2 SMK N 9 Padang writing score were 60. This score was in the poor category. It was mean that the students could not write writing recount text with 5 aspects of writing well. They were content, organization, vocabulary, grammar, mechanic.

Table 1: the student's writing recount text in Content

Score	Level	Frequency	Percentage
4	Excellent	1	3%
3	Good	15	43%
2	Fair	11	31%
1	Poor	8	23%
Total score		35	100%

Based on the table, 1 student (3%) achieved an excellent level in writing recount text content, 15 students (43%) reached a good level, 11 students (31%) reached a fair level, and 8 students (23%) had a poor level. On average, the students scored 43%, indicating that their ability to write recount text content was categorized as good. The eleventh grade of Culinary Art class 2 in SMKN 9 Padang had good level in writing content of recount test. Some of the students could present the information with details in part of the paragraph and the other students could present the information with some details.

Table 2: the student's writing recount text in organization

Score	Level	Frequency	Percentage
4	Excellent	19	54%
3	Good	5	14%
2	Fair	8	23%
1	Poor	3	9%
Total score		35	100%

Based on the table above, there were 19 students (54%) achieved an excellent level in writing the organization of recount text, 5 students (14%) reached a good level, 8 students (23%) reached a fair level, and 3 students (9%) had a poor level. On average,

the students scored 54%, and it could be seen from students' ability of aspect organization was categorized as Excellent level where the students could write the perfect generic structure of recount text and they wrote organization coherent with the structure of it.

Table 3: The student's writing recount text in Vocabulary

Score	Level	Frequency	Percentage
4	Excellent	1	3%
3	Good	10	29%
2	Fair	21	60%
1	Poor	3	9%
Total score		35	100%

student (3%) achieved an excellent level in using vocabulary in writing recount text, 10 students (29%) reached a good level, 21 students (60%) reached a fair level, and 1 student (9%) had a poor level. On average, the students scored 60%, it could be seen from students' ability of aspect vocabulary that is categorized as fair level. The students still made mistake in writing English words and they used difficult vocabulary that made the reader did not understand about their story.

Table 4: the student's writing recount text in Grammar

Score	level	Frequency	Percentage
4	Excellent	3	9%
3	Good	8	26%
2	Fair	24	69%
1	Poor	3	9%
Total score		35	100%

Based on the table above, 3 students (9%) achieved an excellent level in using grammar for writing recount text, 8 students (26%) reached a good level, 24 students (69%) reached a fair level, and 3 students (9%) had a poor level. On average, the students scored 69%, indicating their overall ability in using grammar for writing recount text. In terms of grammar, the students were categorized as having a fair level. They struggled with using correct past tense in their recount text sentences, which resulted in confusing sentences and limited information for the reader.

Table 5: the student's writing recount text in Mechanic

Score	Level	Frequency	Percentage
4	Excellent	0	0%
3	Good	10	29%
2	Fair	22	63%
1	Poor	3	9%
Total score		35	100%

According to the table, no students (0%) achieved an excellent level in writing the mechanics of recount text, 10 students (29%) reached a good level, 22 students (63%) reached a fair level, and 3 students (9%) had a poor level. On average, the students scored 63%, indicating that their overall ability in writing the mechanics of recount text was categorized as fair.

Table 6: Students' Individual Score in Writing Recount Text

No.	Name	Content	Organization	Vocabulary	Grammar	Mechanics	Student's score	Students' level
		3	2	2	1.5	1.5		
1	APR	9	8	6	4.5	3	76	Average
2	AY	9	6	4	3	3	63	poor
3	AAD	9	8	6	3	3	73	Average
4	APA	6	6	4	3	3	55	Very Poor
5	AS	9	8	4	3	4.5	71	Average
6	AZA	9	8	4	3	3	68	poor
7	DR	9	8	6	4.5	4.5	80	Average
8	DS	9	8	4	3	3	68	poor
9	FF	3	4	4	4.5	3	46	Very poor
10	LRN	6	8	6	4.5	4.5	73	Average
11	MF	9	6	4	3	1.5	59	very poor
12	NNR	6	8	4	3	3	60	very poor
13	NN	3	2	4	3	3	38	very poor
14	NAY	6	8	6	3	3	65	poor
15	NA	9	8	2	3	3	63	poor
16	OD	3	2	4	3	3	38	very poor
17	PW	6	4	6	3	3	55	very poor
18	PSA	9	8	4	3	3	68	poor
19	RTA	6	8	2	1.5	3	51	very poor
20	RMA	9	8	4	1.5	3	64	poor
21	RAV	3	4	4	3	4.5	46	Very Poor
22	RI	3	2	2	3	3	33	very poor
23	RA	6	6	4	3	3	55	very poor
24	RS	9	8	6	3	4.5	76	Average

25	RH	3	4	4	3	4.5	46	very poor
26	RNH	6	4	4	4.5	1.5	50	very poor
27	RF	3	4	4	4.5	3	46	very poor
28	RE	6	8	4	1.5	1.5	53	very poor
29	SHH	9	8	8	4.5	4.5	85	very good
30	SRP	3	4	4	3	4.5	46	very poor
31	SP	12	8	6	4.5	3	84	very good
32	SDH	6	4	4	3	4.5	54	very poor
33	WZN	9	8	6	3	4.5	76	Average
34	WT	9	8	6	3	3	73	Average
35	WP	6	6	4	3	3	55	very poor
<i>Total</i>		56	79	56	54	55	60	Very poor

Based on the table above. It showed 17 students or (49%) categorized as very poor, 9 students (26%) categorized as poor, 7 students (20%) categorized as average, and 2 students or (6%) categorized as very good. The students still had very poor category in four aspects in writing ability. They are content, vocabulary, grammar and mechanic. Besides that, the students have average category in organization aspect in writing ability.

Furthermore, the result of interview with the students, the researcher found the students of XI culinary Art 2 had difficulties writing in writing recount text. Those are the students had difficulty constructing sentences, they do not have strong grammatical in writing and tenses well and the students lack vocabulary.

Table 7: The Total Students' Difficulty in Each Aspect

Students' difficulty in writing recount text	The total of students who have difficulty in each aspect	the total of students has perfected each aspect
Long Paragraph	23	12
Generic structure	15	20
Past tense	21	14
Pronoun	16	19
Vocabulary	21	14

Based on table 6 showed the students' difficulty in writing recount text where 16 students could not make a long paragraph. They did not understand past tense especially using Verb-2 and past to be (was/were) in writing recount text. It proved that 21 students had difficulty in past tense. Then, 21 students had difficulty with subject and object pronouns. They had the mistake to put subject pronouns and object pronouns in a paragraph. It was caused, the recount text of students not read clearly. It also supported the student's vocabulary. 21 students did not write vocabulary well. They forgot one or

two alphabets of words that made the reader not get the point of the students' experience in recount text. Table 6 showed that the biggest students' difficulty in writing recount text was using past tense and effective vocabulary. These aspects were important in writing recount text because past tense was a language feature of recount text and vocabulary was an important point to start in writing English.

The result of this research supported (Februansyah et al., 2020), the difficulties of students in writing recount texts are divided into two, they are; the first in the generic structure there are three components (orientation, events, and reorientation). After that the second feature of their language is 1. Past tense (I went to Bali). 2. Conjunctions, and, but, for, or, however, so, etc. 3. Action verbs, (play, grow, contact). 4. Pronouns (I, you, they, we, he, it). Then, Mental verb (remember, respect, choose, enjoy, love, etc.). Then, Erisda Vildia Muhammad in (Suryani, 2020) stated, writing difficulties consist of three factors: first is students have difficulty producing longer paragraphs.

In summary, the result of this research, the students had minimum writing ability in English. They could not fulfil the writing aspect and sometimes they removed the important aspect of the recount text such as orientation and re-orientation. They only focused on the event. They were still confused to write English sentences in a paragraph because they lack vocabulary and the students did not have a strong concept of tenses and differences tenses in text. they had still stuck translating Indonesia to English without trying English using basic grammar. And the last they still depended on google translate to translate it because it can be seen the students' writing tests that had ambiguous sentences and made the reader confused. The result of this research supported

CONCLUSION

In this research the researcher finds that the students of SMK N 9 Padang have very poor category in writing ability. With the score is 60 from all aspect of writing. Brown (2007) in (Huda & Rahadiano, 2019) states that the students' writing ability become very poor when the score was below 60.

Therefore, students of SMK N 9 Padang do not have writing ability well. Because they do not write all aspect of the writing. They face difficulty to make long paragraph, they do not have strong concept of structure recount text and past tense. Then, the students do not know to put conjunction and pronoun on a sentences. Moreover, the students have lack vocabulary that make them to be difficult to write English.

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