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An Analysis of Madrasah Aliyah Students' Ability in Writing Recount Text

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ABSTRACT

Students' ability in writing varies greatly; some students can write recount text, but on the other hand, others don't have that capability. This study focus on five aspects of writing. They are Grammar, Vocabulary, Mechanic, Organization, and Fluency. This study aims to find out the ability of Tenth Grade Students of MAN 4 Kota Pekanbaru in writing recount text. The data collecting technique is using a writing test. The research findings are as follows: first, the Tenth Grade student of MAN 4 Kota Pekanbaru's ability to write recount text is at a good level with an average score of 64.75. Second, the student's average score in terms of Grammar is 61.80, Vocabulary is 69, Mechanic is 70.02, Organization is 61.80, and Fluency is 52.40. This component is the most challenging problem the students face in writing recount texts. This result concluded that the tenth-grade students of MAN 4 Pekanbaru have a relatively good level of writing recount texts. But with an average score of 62.75, they need to practice more in writing a text.

Keywords: Recount Text; Students' Ability; Writing Skill.

ABSTRAK

Kemampuan siswa dalam menulis sangat bervariasi. Beberapa siswa memiliki kemampuan dalam menulis teks recount, tetapi di sisi lain beberapa siswa tidak memiliki kemampuan tersebut. Penelitian ini fokus pada lima aspek menulis. Yaitu: Tata Bahasa, Kosakata, Mekanik, Organisasi, dan Kefasihan. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa kelas X MAN 4 Kota Pekanbaru dalam menulis teks recount. Teknik pengumpulan data menggunakan tes menulis. Hasil penelitian sebagai berikut: pertama, kemampuan siswa kelas X MAN 4 Kota Pekanbaru dalam menulis teks recount berada pada taraf baik dengan nilai rata-rata 62,75. Kedua, nilai rata-rata siswa dalam hal Tata Bahasa adalah 61,80, dalam hal Kosakata adalah 68,80, dalam hal Mekanik adalah 70,02, dalam hal Organisasi adalah 61,80, dan dalam hal Kefasihan adalah 52,40. Komponen ini merupakan masalah tersulit yang dihadapi siswa dalam menulis teks recount. Hasil ini menyimpulkan bahwa siswa kelas X MAN 4 Pekanbaru memiliki tingkat kemampuan menulis teks recount yang relatif baik. Namun dengan skor rata-rata 62,75, mereka perlu lebih banyak berlatih menulis teks.

Kata kunci: Kemampuan Siswa; Keterampilan Menulis; Teks Recount.

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INTRODUCTION

In English, there are four language skills that should be learned; they are: listening, speaking, reading, and writing.¹ Writing is one of the language skills that students should master in learning English. Based on 2013 curriculum, students are required to learn these four basic language skills of English. Based on the syllabus, tenth grade students should have competency in oral and written form of language. So, one of the skill that the students need to learn is writing skill. Not only in school, this competence is also important to apply in everyday life. In this digital era, writing skill is needed in using social media to give announcement or information, to communicate with other person, and motivate people to share ideas in words or sentences.² So writing skill is needed to deliver our thought properly in cyberspace.

Heaton in Pratiwi explains that “the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements”.³ Nunan in Basonggo states that “writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the idea into statement and paragraph clearly”.⁴ It is because writing is a process of expressing the writer's ideas on a paper, the writer needs the ability to organize words and sentences by using structure and coherent organization. The writer is expected to arrange their ideas into a good sentence and paragraph for the reader to understand what the writer is trying to express.⁵

Writing is important for students who are in the process of learning English. Writing skill can improve their grammar like how to use proper tenses, adjectives, articles, noun phrases, etc. Students who have writing skill can also arrange a text using good mechanics such as word spelling, punctuation and capitalization. They will know how to write a text with a good content and the students also know how to organize the ideas with relevant supporting sentences. There are five aspects of writing that must be involved in writing. They are; grammar, vocabulary, mechanics, fluency and organization. The students should organize the text's organization and language features used in writing texts in order to create a good text.

There are some types of text which are stated in 2013 curriculum syllabus for Madrasah Aliyah students. The students are required to learn to write in any different types of text. Based on the syllabus, the tenth-grade students require studying three genres; they are; descriptive text, recount text and narrative text. Recount is one of the texts that they have learned during the second semester. Murdoch in Harris explained

¹ Hakan Aydođan and Azamat A. Akbarov, “The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey,” *Mediterranean Journal of Social Sciences* 5, no. 9 (May 1, 2014): 672.

² Nurazimah Aziz, Harwati Hashim, and Melor Md Yunus, “Using Social Media to Enhance ESL Writing Skill among Gen-Z Learners,” *Creative Education* 10, no. 12 (November 29, 2019): 3020.

³ Kristy Dwi Pratiwi, “Students’ Difficulties in Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2012)” (Bachelor, Universitas Bengkulu, 2012).

⁴ Harni Basonggo, Mawardin M Said, and Anjar Kusuma Dewi, “Developing Writing Skill of Grade VIII Student Through Personal Letter” 4, no. 1 (2016): 11.

⁵ Allieni Harris, Mohd Ansyar, and Desmawati Radjab, “An Analysis of Students’ Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau,” *English Language Teaching (ELT)* 2, no. 3 (November 1, 2014), accessed April 18, 2022, <http://ejournal.unp.ac.id/index.php/elt/article/view/4567>.

that recount text is telling about the activity or story in the past about personal experiences and involves series of events. In addition, the focus of a recount text is to retell the sequential specific events. Recount texts can be considered easy to be written by the students because they can write based on their own personal experiences. In writing recount texts, students have to know the generic structure and language features of that text. According to Gerot and Wignel in Mayasari, the generic structure of recount text is orientation, events and re-orientation, simple past tense, use action verb, use linking verb, and use chronological conjunction.⁶

Some previous researchs have conducted to determine students' ability in writing recount text. Such as research conducted by Hasna et al, the researcher of the studi found out that the tenth grade students of MAN 2 Merangin ability in writing recount text are still low. They need to improve their knowledge about grammar and vocabulary.⁷ This is different from the research conducted by Sari et al. This study determined that eighth grade students of SMPN 29 Padang in term of the ability in writing recount text were on medium level. This differences might be occured because the differences between the research subject. Furthermore, Lestiyanawati in her studies about students' ability in writing recount text by using the character in film found that the strategy by using film is applicable. The media enable the students to actively engage to the learning process and improve their ability in writing recount text.⁸

Based on the observation from the previous researchs conducted the writer observed that the students' ability in writing are varies. Some students are capable in writing recount text, but on the other hand, some students are not capable in writing including in writing recount texts. Based on the phenomenon, this study aims to find out the students' real ability in writing recount texts.

METHOD

This research is a descriptive quantitative research using one variable. The research was conducted at MAN 4 Kota Pekanbaru. The research data were collected, processed and analyzed in February 2022. The population of this study was tenth grade students of MAN 4 Kota Pekanbaru. There are 141 students. The reason for choosing them as the sample was because they had learned about recount texts. They were divided into four classes they are, X MIA 1, X MIA 2, X IIS and X AGAMA. Since the population was quite large, the writer used cluster random sampling technique because it is effective for large number of clusters. The way the writer took the sample was by lottery. Every student from the chosen class that had been taken randomly will be the sample. The class chosen as the sample was X MIA 1. The number of students in this class was 36 students. The research instrument which was used for this study is writing recount text. The writer asked the students to write a recount text about their unforgettable experience. The aims was to know the students's ability in writing recount texts.

⁶ Mayasari M, "Analysis of Generic Structure and Language Features of Recount Text Paragraph Writing by Eight Grade Students of MTSN 8 Muaro Jambi" (Bachelor, Nama Kampus, 2020).

⁷ Siti Hasna, Herysa Oktawati, and Murnianti Murnianti, "An Analysis of Student' Ability in Writing Recount Text at Tenth Grade OF MAN 2 Merangin," *Selecting* 3, no. 3 (April 9, 2021): 86-88.

⁸ Rochyani Lestiyanawati, "Improving Students' Ability in Writing Recount Text by Using the Characters in the Films," *Journal of Language Intelligence and Culture* 2, no. 1 (June 30, 2021): 32-42.

Table 1. The Aspects of Writing

No	The Aspects of Writing	The Score Range
1	G : Grammar	5 : 4 : 3 : 2 : 1
2	V : Vocabulary	5 : 4 : 3 : 2 : 1
3	M : Mechanics	5 : 4 : 3 : 2 : 1
4	O : Organization/Form	5 : 4 : 3 : 2 : 1
5	F : Fluency	5 : 4 : 3 : 2 : 1

Source: Hughes (1989)

To analyze the quantitative data, the writer used procedures as follows:

The writer used this formula to know the scores and levels of students' ability in writing recount text.

$$Score = \frac{(G + V + M + O + F)}{25} \times 100$$

Table 2. The Classification of Students' Scores

No.	Classification	Score
1	Excellent	81-100
2	Good	61-80
3	Mediocre	41-60
4	Poor	21-40
5	Very Poor	0-20

Source: Adopted from Harris, 1974

After getting the real scores of the students, the writer analyzed them to find out the mean score. The formula as follows:

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} = mean

x = individual score

N = number of students

Source: Sudjana, 2001

Then, the writer gets the percentage using the formula below :

$$P = \frac{F}{N} \times 100\%$$

P = the class percentage

F = total score percentage

N = number of students

Source: Anas Sudjono, 2010

To find out the standard deviation of the students' ability in writing, the writer used the formulation below:

$$Sd = \sqrt{\frac{\sum d^2}{N}}$$

Sd = Standard deviation

d^2 = Mean scorer

N = Number of students

Source: Hatch & Farhady 1983

RESULT AND DISCUSSION

The result of the research was analyzed to find out the ability of the students in writing recount texts. There were 5 components of writing that analyzed from the data to determine students' ability in writing recount text, namely Grammar, Vocabulary, Mechanic, Organization, and Fluency. The students' writing were scored by using rubric adapted from Hughes (1989) to find out all the writing aspects. The researcher do some steps to find out the student's ability in writing recount texts as in the following:

1. Summing the student's scores,
2. Analyzing the students' ability for each writing aspect, and
3. Interpreting the student's scores in writing ability.

The students' scores start from 1 up to 5 for each writing aspect, and score 1 is the lowest score and the score 5 is the highest score. The score 1 is categorized into very poor level, the score 2 is categorized into poor level, the score 3 is categorized into mediocre level, the score 4 is categorized into good level and the score 5 is categorized into excellent level, Hughes (1989). The presentation of the students' scores in writing recount texts can be seen in the following table.

Table 3. The Percentage of the Students' Ability in writing Recount Texts

No	Range Score	Frequency	Percentage	Ability
1	81-100	1	2.70%	Excellent
2	61-80	21	58,3%	Good
3	41-60	13	38.8%	Mediocre
4	21-40	1	0%	Poor
5	0-20	0	0%	Very Poor
Total		36	100 %	

Table 3 shows that one (1) student (2.70%) was in excellent level, twenty-one (21) students (58.3%) were in good level, thirteen (13) students (38.8%) belong to mediocre level. No student belongs to poor and very poor level. The mean score of the students in writing recount texts is 64.75. Based on the average score, it can be stated that the students' ability in writing recount texts is categorized into good level.

Table 4. The Percentage of the Students' Ability in Terms of Grammar

No	Frequency	Percentage	Ability
1	0	0%	Excellent
2	4	11.11 %	Good
3	26	72.22 %	Mediocre
4	6	16.6%	Poor
5	0	0%	Very Poor
36		100%	

The students' average score in terms of grammar is 61.80 based on the average score, it can be stated that the ability of the students in terms of grammar is in *good* level. Some students still made mistakes in using tenses and subject-verb agreement. They often use incorrect tenses in their sentences. In subject-verb agreement the students often use a singular subject with plural verb and plural subject with singular verb. This result is different with what Hasna et al and Ramli's found from their research. Hasna et al in their research on tenth grade students of MAN 2 Merangin found that the students ability in

term of grammar falls into fair to poor level. It was caused by the students difficulties in using past tense in writing recount text.⁹ Meanwhile Ramli in his study found that students ability in writing recount text in term of grammar falls into mediocre level with the percentage of students error in grammar was 44,74%.¹⁰ In the study conducted by Sukma, she found that students ability in term of grammar falls into poor level.¹¹ It caused by their mistake by using simple present tense instead of simple past tense in their writing of recount text.

Table 5. The Percentage of the Students' Ability in Terms of Vocabulary

No	Frequency	Percentage	Ability
1	2	5.5%	Excellent
2	24	66.6 %	Good
3	10	27.7 %	Mediocre
4	0	0%	Poor
5	0	0%	Very Poor
	36	100%	

The students' average score in terms of vocabulary is 69. It can be stated that the ability of students in terms of vocabulary is in *good* level. In term of vocabulary aspect, some of the students are lack of vocabulary. They found it hard to express their ideas due to their limited vocabularies. They often use online translator word by word to translate into English, so their sentence structures were not correct. So it was hard to interpret their ideas. Amalia et al in their studies about students difficulties in writing recount text found that students' ability in writing recount text in term of vacabulary falls into poor level with the ability measured at 11.62%.¹² Hasna et al in their study also found that the students ability in term of vacabulary falls into poor level.

Table 6. The Percentage of the Students' Ability in Terms of Mechanic

No	Frequency	Percentage	Ability
1	5	13.8%	Excellent
2	20	55.5 %	Good
3	11	30.5 %	Mediocre
4	0	0%	Poor
5	0	0%	Very Poor
	36	100%	

The students' average score in terms of mechanic is 70.02. It can be stated that the ability of the students in terms of mechanic is in *good* level. But there was some mistake that still occured. They had some mistakes in punctuation, spelling and capitalization. Also, there were some errors in formatting. Ideally, the students should write paragraph appropriate to the correct writing style such as punctuation, capitalization, spelling and

⁹ Hasna, Oktawati, and Murnianti, "An Analysis of Student' Ability in Writing Recount Text at Tenth Grade OF MAN 2 Merangin."

¹⁰ Doni Ramli, "An Analysis on Students' Error in Writing Recount Text" (2013).

¹¹ Dian Kusuma, "A Study on Writing Recount Text," *JEE (Journal of English Education)* 1, no. 1 (June 28, 2015): 65-72.

¹² Regita Rizky Amalia, Ima Isnaini Taufiqur Rohmah, and Ayu Fitrianiingsih, "An Analysis Students Difficulties in Writing Recount Text at MTS Muhammadiyah 2 Kedungadem" (n.d.): 6.

formatting. These were the reason why in term of mechanic, the students' ability were in *good* level. From previous research conducted by Adam found that third grade of junior high school students' ability in term of mechanic aspect falls into good level by the total percentage of 67.85%.¹³ Meanwhile, Amalia at al found that the students' ability in term of mechanic aspect just at 17.44%.¹⁴

Table 7. The Percentage of the Students' Ability in Terms of Organization

No	Frequency	Percentage	Ability
1	0	0%	Excellent
2	17	47.2 %	Good
3	15	41.6 %	Mediocre
4	4	11.1%	Poor
5	0	0%	Very Poor
	36	100%	

The students' average score in terms of organization is 61.80. It can be stated that the ability of the students in terms of organization is in *good* level. Most of the students are good in organization but some others still made some mistakes in the generic structure. Ideally, the generic structure of recount text consists of orientation, events and re-orientation but there are some students who did not write the one of the generic structures. The research conducted by Andayani and Andayani also found that, in term of organization, the students of SMAN Arjasa Jember made 73 mistakes. This was caused by the error the students made in generic structure.¹⁵

Table 8. The Percentage of the Students' Ability in Terms of Fluency

No	Frequency	Percentage	Ability
1	0	0%	Excellent
2	4	11.11 %	Good
3	26	72.2 %	Mediocre
4	6	16.6%	Poor
5	0	0%	Very Poor
	36	100%	

The students' average score in terms of fluency is 52.40. It can be stated that the ability of the students in terms of fluency is in *mediocre* level. In term of fluency, some of the students had not developed ideas completely. They are seldom had concrete and detailed ideas in writing. Communication was often impaired by misused structures or

¹³ Selfiyanti Adam, "A Study on Students' Ability In Writing Recount Text (A Study Conducted to the 3rd Grade Students of Class at IX-6 At SMP Negeri 4 Gorontalo of 2012/2013 Academic Year)," *Skripsi* 1, no. 321408099 (June 16, 2015), accessed April 22, 2022, <https://repository.ung.ac.id/skripsi/show/321408099/a-study-on-students-ability-in-writing-recount-texta-study-conducted-to-the-3rd-grade-students-of-class-at-ix-6-at-smp-negeri-4-gorontalo-of-20122013-academic-year.html>.

¹⁴ Amalia, Rohmah, and Fitriarningsih, "An Analysis Students Difficulties in Writing Recount Text at MTS Muhammadiyah 2 Kedungadem."

¹⁵ Nunung Sri Andayani and Made Adi Andayani, "The Analysis of the Students' Ability in Writing Recount Text | Pancaran Pendidikan" (n.d.), accessed April 22, 2022, <https://jurnal.unej.ac.id/index.php/pancaran/article/view/681>.

vocabulary items. Previous research conducted by Mexyoner stated that Second year students of SMPN 1 Singingi ability in term of grammar have an average score of 3.1. he stated that students speed and fluency are rather weakly.¹⁶

CONCLUSION

Based on research that has been done in an effort to determine the ability of Madrasah Aliyah students in writing recount text, the research concluded that students' ability in writing recount text are in good level with the average score of 64.75. in the writing aspects, the students' average score in term of grammar and organization are 61.80 which falls into *good* level. In term of vocabulary, average score is 69. That also falls into *good* level. And the average score of mechanics aspect is 70.02 which categorized into *good* level. In term of fluency aspect, the average score is 52.40 and it falls into *mediocre* level. The highest score that the most students got is in mechanics aspect with the mean score 70.02. They have understood about the punctuation, capitalization, and spelling. Most of the students were able in using capital letter, punctuation devices and words spelling well. Meanwhile, the lowest score that the students got is in fluency with the average score is 52.40. The students have difficulty in using transition signal (words and phrases) in their writing especially in writing recount text. They also seldom have concrete and details idea in writing, so their writing was lack some details. With the average score of all aspect of 64.75, it means that majority of the students are able to write a recount text. Fourth, the students' average score is 64.75. It means that the students ability in writing a recount text fall into good level (61-80). But they still need to be improved their ability in writing recount texts.

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¹⁶ Mex Yoner, "A Study on the Second Year Students' in Writing Recount Text at SMPN 1 Singingi." (Bachelor, Universitas Islam Riau, 2018).

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