AN ANALYSIS ON STUDENTS' WRITING RECOUNT TEXTS

(A Case Study at the Eight Grade Students of SMP Negeri 22 Bengkulu Selatan in the Academic Year 2017/2018)

THESIS

Submitted as a Partial Requirements for the Degree of*Sarjana* (S.Pd) in study program of English education

By :

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ENGLISH EDUCATION STUDY PROGRAM

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Wassalamu'alaikum Wr.Wb

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RATIFICATION

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MOTTOS

If opportunity does not come to you, then create it.

Life like is riding a bicycle. To keep your balance, you must keep moving.

- Albert Einstein

DEDICATION

Alhamdulillah Wasyukurillah, with gratitude and thanks to Allah SWT, I dedicated this thesis to;

- ❖ To my parents, my father Tahirin and my mother Niharmawati what I love so much. Thanks to support and enthusiasm for this prayer, this thesis can be completed and I prayed that they will always be protected by Allah SWT.

- ❖ To my brother Jiksen Bonaparte, my sister Ance Paramudita, all my cousins from Datuk Sakirman and Datuk Yusuf that always support dan prayed me to complete this thesis

- ❖ To teacher and students SMP Negeri 22 Bengkulu Selatan, who has helped lot during research at school

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- ❖ To the future of my alma mater

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled title "**AN ANALYSIS ON STUDENTS' WRITING RECOUNT TEXTS** (A case study at the eight grade student of SMP N 22 bengkulu selatan in the academic year 2017/2018) is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   June 2019

Stated by,

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ABSTRACT

AN ANALYSIS ON STUDENTS' WRITING RECOUNT TEXTS

(A Case Study at the Eight Grade Students of SMP Negeri 22 Bengkulu Selatan in the Academic Year 2017/2018)

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The objective of this study is to investigate how the process of writing class at SMPN 22 Bengkulu Selatan which involves teacher strategy in teaching recount text, students' interest toward writing recount text and students' ability in writing recount text, and obstacles faced by both the teacher and the students in writing recount text. The research design of this study is qualitative approach with case study method. The subjects in this study are English teacher and students at the eighth grade. The instruments used are observation, interview and writing test. The result of this research shows that the teacher did not have any particular strategy students are lazy to write and did not understand with writing recount text. Hence students have low ability in writing recount. Based on the interview with teacher and students it shows they are lack of facility to support the process of teaching English especially for recount text. In conclusion there are some problems that need to overcome in order the teaching of recount text is effective.

Keywords: writing problems.

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Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master of day of judgment, god of mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled **An Analysis On Students Writing Recount Texts** *(A Case Study at the Eight Grade Students of SMP Negeri 22 Bengkulu Selatan in the Academic Year 2017/2018)*. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that the thesis would be completed without the helps, support, and suggestions from several sides. Thus, the researcher would like express his deepest thanks to all of those who had helped, supported, and suggested his during the process of writing this thesis. This goes to;

1. Prof. Dr. H. Sirajuddin.M., M, Ag., MH, the head of the State Islamic Institute of Bengkulu

2. Dr. Zubaedi, M.Ag.,M.Pd amic Education and Language Faculty

3. Feny Martina, M.Pd as the head of English letter department

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5. Dr. H. Ali Akbarjono. M. Pd as the second consultant for his precious advices, corrections and help to revise the mistake during the entire process of writing this thesis

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that thesis is useful for the researcher in particular and the reader in general.

Bengkulu,   June 2019

The researcher

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CHAPTER I
INTRODUCTION

A. Background

Communication is the basic foundation of human's civilization. In communication, language is an inseparable part of it. It is the bridge for people to share what they have in minds. They ask questions, share thoughts, ideas and feeling, and also speak their minds through language.

Language is a system or a way used to express feeling, ideas, suggestion. In such a way that language called as a means of communication or means of interaction that only human have it. As Douglas said that language is a system of arbitrary, conventionalized vocal, written, or gestural symbolthat enable members of given community to communicate intelligibly with one another[1].

English is one of international languages. It has very important role as a communication means for both oral and written. English is as foreign languages for Indonesian students that must be learnt in school since kindergarten level until university level. Brown states that for many than six decades now, research and practices in English language teaching identified the four skills, they are listening, speaking, reading and writing[2].

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[1]Brown, H. Douglas, *Principles of Language Learning and Teaching*, 4 th ed., (San Francisco: Addison Wesley,2000), p.5

[2]Brown, H. Douglas. (2001). *Teaching By Principles And Interactive Approach To Language Pedagogy*. Second Edition.San Francisco State University. Addition Wesley Longman, Inc: A Person Education Company.

Especially for second language (L2) or foreign language (FL) learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into readable writing, as Richards and Renandya explain:

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on[3].

It can be summed up that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing. Therefore, it is inevitable for students of L2 or FL not making mistakes and committing errors in their English writing because it is the most complex skill.

As a productive skill, writing is not like speaking or other receptive skills. Writing skill not only need a lot of vocabulary in composing a paragraph, but also correct grammars, apart from other writing's rules, in order to be comprehensible. Therefore, composing a paragraph in writing activity takes a lot of times. As Harmer states "that writing and speaking are totally different, in writing students have a lot of times to think about the idea as opposed to what they do in oral

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[3] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 303.

activities. Students can think what comes across their minds and consult to dictionaries and book references. But, to express the ideas in process of writing are the most difficult skill to be mastered by students. writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form[4].

As we know, writing is not easy. Many students think that writing is difficult. Many problems on her students faced in teaching learning process especially in learning writing such as when students wanted to transfer their idea about the object that they looked they felt confused what they wanted to write in their writing. Beside that when they wanted to write the words of sentence they did not know many vocabularies. The students of junior High School should be able to make an oral written communication to solve the daily problems and have the understanding of the importance of English in global society. Based on curriculum, that the students should be able to understand and create the functional text like procedure, descriptive, recount, narrative and report text. They lacked of grammar. So, it can be a big problem if the teacher does not find the solution to solve the students' problems to improve their writing ability.

The other factor is the students' knowledge. Probably they did not know the correct changing form of verb tense they wrote in their writing and they were

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[4] Jeremy Harmer, *How To Teach Writing* (London: Longman, 2006), p. 79-80

confused to put to be in the non-verbal or verbal sentence they wrote. It could be caused by the interference of the students' first language or their deficiency competence that reflected on how much the students had learnt the grammatical rules of the target language. Students need to learn certain kinds of texts in Secondary School. It is based on KTSP (Kurikulum Tingkat Satuan Pendidikan) School-Based Curriculum that mentions in SK (Standar Kompetensi) Competence Standard and KD (Kompetensi Dasar) Basic Competence that there are five kinds of writing texts to learn in Secondary School, namely: Narrative, Recount, Procedure, Descriptive, and Report Text. One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time[5], it differs from narrative text which the climax and the resolution of problem must be created in the story. Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Due to the events they already went through smoothly, so they do not need to struggle on how to make it happen, and it could have motivated them in writing. In fact, most of them considered writing as a burden because of some reasons related in using the proper lexical and grammatical rules. Therefore, the writer decided to choose recount text as students' writing activity in this research.

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[5]Mark Anderson and Kathy Anderson, Text Types in English 3, (South Yarra: Macmillan Education Australia PTY LTD., 1998), p. 24.

There are many kinds of writing text. Namely recount narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text.

Accordingto Hyland Recount is telling what happened[6].It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc.

According to observation, students found some difficulties in learning writing process. Students usually felt shy and not confidence when they write the text, sentence, paragraph or their experience, and this situation could make them did not want to write their ideas, opinion or experience in the paper[7].

According to Barlian Hayadi as a teacher at SMP Negeri 22 Bengkulu Selatan, hesaid that "many problems on her students faced in teaching learning process especially in learning writing such as when students wanted to transfer their idea about the object that they looked they felt confused what they wanted to write in their writing. Beside that when they wanted to write the words of sentence they did not know many vocabularies[8].

Based on interview to Afif Anzalmi as the student at SMP Negeri 22 Bengkulu Selatan, he said that English is one of the most difficult subjects for me,

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[6] Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.124

[7]Observation data, *learning English process* at SMP Negeri 22 Bengkulu Selatan, march 18, 2018.

[8]BalianHadaydi, English Teacher at SMP N 22 Bengkulu Selatan, interviewed; march 20, 2018.

with the teacher learning ways is not attractive make a study bored[9].The other problem of the students that found at school when they were in the process of learning writing such as; limited vocabulary, grammar and they were shy to share their mind, imagination or experience in the writing because they felt always wrong when they writing.

Based on the school exam scores, the most got lowest score of students in writing[10]. Almost all of students get a grade below the average on the 2018 school exam. So that the writer can conclude the problem of all students at SMP N 22 B/S in learning English is they felt confused when they want to write their idea to the paper and many thing of the other problem like grammar and vocabulary.

Based on the explanation above, the writer is interested in analyzing students' writing on recount text. The writer would like to carry out a research under title "**AN ANALYSIS ON STUDENTS' WRITING RECOUNT TEXTS (A case study at the eight grade student of SMP N 22 bengkulu selatan in the academic year 2017/2018).**

B. Identifiction of Problem's

The reason why the writer chooses An analysis on students' writing recount texts a case study at the eight grade students' of SMP Negeri 22 Bengkulu Selatan in the academic year 2017/2018 as the topic can be stated as follow: (a) students felt difficult when they learn English, (b) they do not master grammar,

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[9]AfifAnzalmi, student at SMP N 22 Bengkulu Selatan, interviewed; april 02, 2018.
[10]School document *(SMP Negeri 22 Bengkulu Selatan)*ofstudents answer sheet.

(c) they have not much vocabulary, (d) teacher did not prepare lesson plan, €

there is not available learning media.

Hopefully, from this study researcher can discover the root problems of students in writing on recount text at the Eighth Grade Students of SMP N 22 BENGKULU SELATAN in The Academic Year 2017/2018.

C. Limitation of The Study

To avoid misunderstanding and different meaning for reader, the writer limits these studies on analysis students' writing recount textat the Eighth Grade Students of SMP N 22 BENGKULU SELATAN in The Academic Year 2017/2018.

D. Research Questions

This study is related to the analysis of participant and process in recount text made by the eighth grade students of SMP N 22 BENGKULU SELATAN in the academic year 2017/2018:

1. How is the process of student's learning writing recount texts at SMP Negeri 22 Bengkulu Selatan in academic year 2017/2018?

2. What barriers that are faced by students in learning recount text?

3. What are solutions of the problem faced by students in learning recount text?

E. Objectives of The Study

After having the formulation of the problems as stated above, the main purpose of the study are:

1. To know the process of student'slearning writing recount texts at SMP Negeri 22 Bengkulu Selatan in academic year 2017/2018.

2. To find out the problem face by students'when they learn English.

3. To give a solution for students problems in learning recount text.

F. Significance of The Study

This research is expected to having some significance especially for:

1. For the students

   The students of SMP N 22 BENGKULU SELATAN can improve their ability in writing text especially in recount text and they can transfer what they know cognitively about language features of recount text especially in participant and process.

2. For the teacher

   This result of the study will help the teacher to find out their student's weaknesses in writing and understanding recount text so they can take same steps to improve they student's ability in writing recount text.

3. For the writer

   The writer can increase her knowledge about participant and process in text.

4. For the readers

   Enlarge the readers' knowledge about text or genre, especially recount text.

G. Definitin of key terms

1. Writing

Writing is one of the important think from four basic skills in English learning. By writing someone is giving time to think, trying ideas on paper, choosing words, reading what have written, rethinking, revising, rearranging, and the important one is to consider its effect on reader. Meyers states that writing is a kind of skill that expects the students to produce a text by using English. They have to write about what they think in their mind and state it by using the correct procedure. There are several definitions of writing that can be studied[11].

According to Bowker, writing is a skill that is required in many contexts throughout life. Forinstance, you can write an email to a friend or reflect on what happened during the day in your personal diary[12].

2. Recount texts

Recount texts, recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader/ speaker/listener. A recount is a story about the sequence of happening in past time to entertain the readers. It uses past tense to tell the story and focuses on individual participant. According to Knapp Recounts is the simplest text type

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[11]Meyers, A. 2005.Gateways to Academic Writing: Effective Sentences,Paragraphs, and Essays. New York: Longman.

[12] 5Natilene Bowker, *Academic Writing: A Guide to Tertiary Level Writing* (Palmerston North: Massey University, 2007), p.2.

in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation[13].

[13]Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Australia: University of New South Wales Press Ltd, 2005), p. 223

CHAPTER II
REVIEW ON RELATED LITERATURE

A. Language Skill

Language skill is the mode in which language used. Listening, speaking, reading and writing are generally called the four language skills. Sometimes speaking and writing are called the active or productive skills, and reading and writing are the passive or receptive skills. Often the skills are divided into sub skills such as discriminating sounds in connected speech, or understanding relations within a sentence.

Based on the theory above, the writer concluded that language skill is property only possessed by humans. It functions as a bridge to convey message, to share, wishes and desires. Language skills are mastered by learning and acquisition. Listening and speaking are learned unconsciously, but learning writing is always learned consciously. Here the writer focused on writing skill.

1. Writing Skill

Writing is one of four macro skills beside listening, speaking and reading. Among those four, writing is considered as the most difficult skill to be mastered by learners. It needs well knowledge and hard thinking when learners produce words, sentences or paragraphs with correct grammars. Still, it takes study and 18 practice to develop this skill, both for native learners and foreign learners. Thus, it is essential to understand that writing is not a product; it is a process. Writing is a progressive activity. Writing skill is as important as others

English skills[14]. Writing is not an easy ask. It needs practice to develop this skill. Writing activity needs a process by which people comprehend what they have trough seen. The goals of writing instruction can be achieved if the teachers understand the concept of writing. So it is important for the teachers to know the nature of writing. To be good writing the students should practice to write and improving vocabulary.

2. **The Stage of Writing Process**

    According to Oshima and Hogue there are roughly four steps in writing process, namely:

    a. Prewriting, the first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops. In prewriting step, the student start to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

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[14]Oshima Alice and Hogue Ann, *Introduction to Academic Writing* (Wesley : Longman, 1997), p.2.

b. Organizing, the next step in writing process is to organize the ideas into a simple outline. In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

c. Writing, the next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end. After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes many errors.

d. Polishing In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing)[15].

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[15] Oshima, Alice and Ann Hogue. Introduction to Academic Writing. Third Edition. New York: Pearson Education, Inc., 2007.

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.

It seems similar slightly with Oshima and Hogue, Dietsch categories the writing process into four steps as follows:

1. Strategies for Prewriting

The first stage of writing is simply setting forth ideas in whatever shape or form that is handy for you—fragments, lists, sentences, or clusters. The purpose of prewriting is to capture and preserve ideas[16]. There is no need to think about order or correctness in the prewriting stage—the objective is to produce as many ideas as possible.

In prewriting stage is the step to catch as many as idea. The students don't need to worry about correctness or order. The point is to keep writing. There are five techniques to get idea in prewriting stage, namely: Free writing, Brainstorming, Clustering, Questioning, and Keeping a Journal. The explanation as follows:

a. Free writing: uncensored writing in fragments or sentences, is a good way to find a topic and details[17]. When you free write, you write ―freely‖— without stopping—on a topic for a specific amount of time. You just write

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[16]Betty Mattix Dietsch, Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook, (New York: McGraw-Hill, 2006), p. 11

[17] *Ibid.,* p. 39.

down sentences as you think of them without worrying about whether your sentences are correct or not. You also don't have to punctuate sentences or capitalize words. You can even write incomplete sentences or phrases. The main goal in freewriting is to keep your pencil moving across the paper[18]

b. Brainstorming You can brainstorm to find a topic for a paper, to narrow a topic, and to find supporting details. The secret of success in brainstorming is to think fast and forgo criticism.

c. Clustering To begin, take a fresh sheet of paper and write a general subject in the center. Then circle the word. As each new thought bursts forth, jot it near the word that prompted it. Circle the new word. Next, draw a line between the two. Repeat the procedure. When you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circles around the first circle. The related idea in each small circle may produce even more ideas and therefore more circles around it. When you have run out of ideas, your paper might look something like the following model.

d. Questioning By questioning and thoughtful reflection, you can take notes on a significant incident or event and transform them into an essay.

e. Keeping a Journal some instructors require that students keep journals to store ideas for writing. When you conduct firsthand research, a journal is useful for recording observations, impressions, reactions to a piece of

[18] Oshima and Hogue, *Op. Cit.,* p. 34.

literature, or incidents. In some ways a journal is similar to a diary, but journals often include a wider range of material. A journal can be a private account of conversation, events, perceptions, reactions, or anything else you care to record. Some writers save quotations, funny stories, or poems. Any of these items may jump-start ideas for writing[19].

2. Drafting

The second stage of the writing process, drafting, is the time to develop ideas and start thinking about focus and order. With each new draft, you will discover more details the reader might desire to know. You can begin by scanning your prewriting notes and selecting core ideas[20].

In this stage is to develop the idea in freewriting to be a good paragraph. It needs to focus on a core idea and discover the detail of the main idea.

3. Revision

The goal of revision is to rethink and reshape your writing so that it effectively reaches your audience and accomplishes your purpose. Revision involves the larger aspects of the draft: the organization and presentation of idea. The smaller items within the sentences—word choice, grammar,

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[19] Dietsch, *Op. Cit.,* p. 42
[20] *Ibid*.

spelling, and punctuation—are treated in the final stage of the writing process, editing and proofreading[21].

Revision is to revise or sharpen the idea. So the writing can be a effective paragraph to read with clear purpose.

4. Editing and proofreading

During editing and proofreading, you attend to matters within the sentence. Editing refers to correcting the sentence structure and improving the word choice. Proofreading means examining grammar and punctuation. The goal in the stage four is to clarify meaning and eliminate grammatical distractions so that the writing purpose can be achieved[22].

In editing and proofreading stage is the strict stage to correct the all aspect, starting grammatical rules, word choice, punctuation, etc. Basically the two opinions above have same points in writing process, it started by gaining any ideas using some suggested technique called prewriting and then developing the idea called organizing and writing stage in Oshima and Hogue and drafting in Dietsch. After developing the idea, the writer or student draw up the idea by writing it on paper as rough draft. The last step is revising the rough draft, editing and proofreading the rough draft to be good and correct writing which the process involved examining the grammar and eliminating grammatical distractions.

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[21] *Ibid.,* p. 62.
[22] *Ibid.*, p. 71.

3. The Types of Writing

In writing, there are types of writing, such as: personal writing, academic wiring, etc. According to H Douglas Brown, there are three genres of writing: Academic writing, such as: Theses, dissertation, and academically focused journals. Job related writing, such as: Advertisement, letter/email, manuals. Personal writing, such as: Shopping list, diaries, invitation, reminders[23].

a) Personal writing is writing for own self, and includes various kinds of aide-memories, as well as diaries and journals. These writing activities would normally be carried out in the first language but there may be good motivational reasons for using them in the foreign language classroom. As we have seen, keeping journals in English provides valuable practice opportunities. It seems that personal writing is individual writing which used to write the important things in the person's activity.

b) Study writing is also for oneself and may never be shown to others. The student makes notes while reading, takes notes in lectures, and makes summaries for exam revision. All of these types require skills which can usefully be taught to students learning English for study purpose. It

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[23] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2004), p.219

means that study writing is writing used as note for the students in their study.

c) Public writing is writing as a member of the general public to organizations or instructions, so that there are certain conventions to keep to in the writing. It includes such activities as writing letters of enquiry, complaint, letter to the editor, form filling, and applications. Different from the two kinds of writing above, in public writing the author shares his/her writing to public area. The writing's rule in public writing must be applied appropriately by the author.

d) Creative writing can includes poems, stories, rhymes, drama, all types of writing which again are mainly for own self but which may be shared with others. It is a kind of writing most commonly found at primary and lower secondary levels in mother-tongue classroom. In these contexts it has the values of helping personal and social development, building confidence and self-esteem, and developing writing skills through narrative. Some teachers report great success with creative writing in general-purpose English classes to adults, but careful decisions are necessary about its appropriateness and likely success with particular groups of adults. It can be summed up that creative writing is used as development stage to write which mostly the content of writing is related on the literacy.

e) Social writing is a category which includes all the writing that establishes and maintains social relationships with family and friends. Social writing is used for people who want to send a message in order to establish or maintain communication with other people.

f) Institutional writing relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other fields. It may well be possible to draw up a core of this type of writing which all professional people need to be able to write, e.g. reports, summaries, minutes, memos, etc. however, each area of activity well have its own specialized texts, such as legal contracts or academic essays. Language students in these more specialized groups can usually draw up specifications of their own needs in writing English, and provide authentic products[24].

Thomas S. Kane said that there are four kinds of writing:

Exposition, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example.

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[24] Tricia Hedge, *Writing*, (Oxford: Oxford University Press, 1998), pp. 95—96.

Description, description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what someone sees into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above or below, before or behind, right or left, and so on.

Narration, narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

Persuasion, persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, sometimes subtly, sometimes crudely and coarsely. Finally, persuasion may be in the form of eloquence, appealing to ideals and noble sentiments[25].

4. The Principles of Writing

Idea within a paragraph should flow smoothly from one to the text and subordinate ideas should be related to the main idea presented in the topic sentence. Based on Dietsch's book there are distinctive features of principles writing in order the paragraph to be effective, those are:

a) Interest: To write an effective paragraph that is worth reading, choose a topic you know and care about. Consider how you might arouse interest. Scan your prewriting; you may find an overlooked gem that

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[25] Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 1988), p.6-7.

will be just the hook for your opening. Can you approach the topic in an unusual way? What might readers like to know? A secret of good essay writing is to remember that readers like to be entertained; include anecdotes and offbeat examples. Supply action verbs and concrete nouns that enable the reader to share your vivid impression. It means that the writer should choose a good topic to read. An interesting title or topic can encourage the reader to know the whole of paragraphs. Try to make interest topic sentence. So, the reader will be eager to continue their reading. The readers like to be entertained. The way to catch readers 'attention of the paragraph is to stimulate curiosity by choosing an interesting topic.

b) Unity: To unify a paragraph, focus on one major idea in the topic sentence. The relate all of the support sentences in the paragraph to the topic sentence. Support sentences may amplify the major idea with examples, facts, statistics, opinions, or reasons. If a sentence lacks a connection to the topic sentence, either establish one or discard the sentence. Unity is the paragraph explains one idea. It means that the supporting sentences/supporting details in the paragraph correlate to the major idea in the topic sentence, therefore the paragraph has unity.

c) Completeness: To be complete, a paragraph must supply adequate and appropriate information. A paragraph must have complete information. Lack of information can cause to illogical analysis or gambling

information. The audience will be bored and uninterested in reading the paragraph.

d) Coherence: You might think of a paragraph as a jigsaw puzzle—each piece must fit. If not, the paragraph lacks coherence; it does not flow smoothly. During revision, you rearrange any words, phrases, or sentences that are in the wrong places. If there are still gaps between details, you can add transitions, either signpost or embedded, to bridge the gaps, or you might devise parallel structure. Transitions are parallelism show relationships. It can be summed up that coherence is to connect one paragraph to the next paragraphs smoothly. The writer can use transitions to cohere sentences in the paragraph.

e) Clarity: The main idea should be clear the first time. Clarity is the end result of knowing your purpose, correctly assessing the audience and occasion, selecting appropriate words, being complete, and connecting details to a central idea. Clarity prevents the audience to read the paragraph several times to get the purpose or intended information. An unclear paragraph will puzzle the audience therefore clarity in delivering information in a paragraph is needed to have[26].

5. Aspects of writing

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[26] Betty Mattix Dietsch, Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook, (New York: McGraw-Hill, 2006), p. 11

In writing process, the students should pay attention to the aspect of writing in order that they are able to write well. The students writing can be seen be from the aspects of writing. According Sarah Cushing Weigle "there are five aspects of writing they are Content, Organization, Vocabulary, Language use, Mechanics[27].

The five aspects are differentially weighted to emphasize first content (30 points), organization and vocabulary (20 points), language use (25 points), and mechanics receiving very little emphasis (5 points)

6. **The Purpose of Writing**

The purpose of writing in written language there are many genres of writing such as novels, newspapers, biography, essays, reports, stories, scripts, poems, journals, articles, reviews and many others. Those all have the basic purpose of getting idea from one mind to another and to express the idea and convey the messages to the reader is the primary purpose of writing. Diestch states "that the general purpose of writing are to inform, to persuade, to

[27]Sarah Cushing Weigle, *Assessing Writing,* (Cambridge: Cambridge University Press, 2002), p. 115

entertain and to express, while the specific purpose is to answer the certain need of a writing"[28].

While according to Miller that the purpose of writing is "A writer's purpose is essentially the same as a writer's motive both terms are used to describe what a writer hopes to accomplish. The benefit of having a clear sense of purpose is obvious; the writer is much likely to accomplish his objective"[29]. He divides the purpose of writing into ten points as follows:

a) Writing to understand experience: Writing to understand experience thus achieves at least two goals: Writers come to a better understanding of themselves, and readers come to understand experience different from their own. Writing to understand experience relies on thought and reflection more than on emotion and confession. Writing to understand experience means finding a truth that is conveniently stored somewhere in your head, some secret knowledge that, once uncovered, will explain everything you want to understand. Writing often leads to new perceptions. If you write thoughtfully about experience, you will be constructing knowledge as you proceed.

b) Writing to report information: Writing to report information is arranged in a pattern so that readers can make sense of it.

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[28] Dietch, B. M, (2003). *Reasoning and writing well (3rd ed.)*. New York: McGrawHill Companies, Inc

[29] Robert Keith Miller, *Motives for Writing 5th Edition*, (New York: McGraw-Hill Companies, Inc., 2006), p. 4.

c) Writing to explain information: Writing to explain information needs to analyze or classify information, examine causes and consequences and define concepts by distinguishing them from other.

d) Writing to evaluate something: Evaluation requires that the writer determines the nature or the quality of what he/she is judging. Evaluation also means determining importance, benefit, or worth. When writing an evaluation, the writer also needs to assure that he/she has credentials to make judgments about the subject he/she is addressing.

e) Writing to analyze images: Like writing to evaluate, writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgment. Moreover, analysis is almost always instructive to some extent. As in writing to explain information, as well as in writing to evaluate something, writing an analysis helps readers to increase their understanding of the subject.

f) Writing to analyze texts: Writing to analyze texts is not really different from writing to analyze images. Writing to analyze the texts is aimed to analyze the certain text.

g) Writing to persuade others: Writing to persuade others means that the aim of the writing is to persuade the readers to act or to convince the reader to adopt the particular view or action.

h) Writing to inspire others: Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

i) Writing to amuse others: Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity, and make the most of it.

j) Writing to experiment with form: Writing to experiment with form is different from the previous purpose. It is about inventing something. Then, the invention is documented through writing.

It seems that writing has its own purpose which it depends on the author's goal in composing the text. Based on the explanation above the main purpose of writing is to express the idea. The idea of writing can be delivered in different ways depended on the author's intention.

B. Recount Text

1. Definition of Recount Text

There are many kinds of writing text. Such as recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss about recount text.

According to Hyland, Recount is telling what happened[30].It means that recount is a text tells about something that has happened in our life or used to

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[30]Ken-Hyland, Second Language Writing (Hongkong: Cambridge University Press, 2003), p.124

tell past event such as holiday experiences, accident, activity, etc. According to Knapp, Recounts is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation[31]. It means that recount is genre of text that explores the informative fact for the past experiences.

According to Saragih Recount Text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past[32]. It means that beside retells about events or experiences in the past, the recount is also has the function to entertain people in order to interest when read the story.

As stated by Anderson "recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that", Watkins states "recounts are sequential texts that do little more than sequence a series of events". On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.[33]

2. The Social Function of Recount Text

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[31] Peter Knapp and Megan Watkins, *Genre, Text, Grammar* (Australia: University of New South Wales Press Ltd, 2005), p. 223

[32]NatanaelSaragih, et al., "The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar," *IOSR Journal Of Humanities And Social Science,* Vol. XIX, No.1, (February, 2014), 56-64.

[33]Anderson, Mark and Kathy Anderson. (1997). *Text Types in English 1*. South Melbourne: Macmillan Education.

Recount text has some social functions, which are : To retell something happened, recount retells past event. Recount begins by telling the reader ho was involved, what happened, where this even took place and when it happened.To inform something to the readers, it informs to the reader about what happened, where this even took place and when it happened.To entertain, sometimes, recount retells a funny experience. It has a function to entertain the reader.

3. **The Generic Structure of Recount Text**

The generic structures of recount text are:

a. Orientation.

Orientation tells who was involved in the story, when, where, and why the story happened. Orientation provides the setting and introduce participant.

Example of orientation:

I had just got into bed about past eleven when I felt the tremor. The bed started to tremble and I noticed the electric light, which was hung on the ceiling, was swaying.

b. Record of events.

Records of the story tell what are in the story. Events are usually arranged in a temporal sequence. It tells what happened, in what sequence.

Example of events:

Then I got out of bed quickly and went to look out of the windows. As I looked, I saw the house opposite began to fall sideways. Then I realized what was happening. I put on my dressing gown hurriedly and rushed out into the garden. I was alone in the house. My wife and children had gone to visit my mother-in-low.

For three or four minutes, I heard a terrible noise of walls falling down and people screaming, and I saw clouds of dust in the air. Then, the trembling stopped.

c. Re- orientation.

Re- orientation is the conclusion of the story. It is optional element. It is at the end which summarizes at the events.

Example of reorientation:

There were about fifty persons killed and more than two hundred injured. The damage to property was considerable, and about three hundreds house would have to be completely rebuilt.

4. **The Language Feature of Recount Text**

The language features of recount text are:

1. Focus on individual participant/a group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person.

Fist person, is happening to the person writing the recount.

Example: Iwent to the park. The third person, an observer is telling it.

Example: Verawent to the park, she saw a pond near that park.

2. Using past tense

Past tense is the form a verb used to describe actions in the past. Many linguistics explain by the own term but most of them have the same content. Betty Schrampfer Azar (1989: 24-29) explained four

forms of past tense as follow:

a) Simple Past

The simple past indicates that the activity or situation began and ended at a particular time in the past. For example:

I walked to school yesterday.

If a sentence contains when and has the simple past tense in both clauses, the action in the 'when clause' happen first. For example:

I stood under a tree when it began rain.

b) Past Progressive

The progressive indicates that the activity was in progress in the past. For example:

I was studying at eight o'clock last night.

Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously.

For example:

While I was studying in one room my house, my brother was having a party in other room.

c) Past Perfect

The past perfect expresses an activity that was completed before another activity or time in the past. For example:

My parents had already eaten by the time I got home.

If before or either is used in sentence, the past perfect is not necessary because the time relationship is already clear. The simple past may be use. For example:

After the guests had left, I went to bed.

d) Past Perfect Progressive

The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past.For example:

The police had been looking for the criminal for two years before they caught him.

This tense also may express an activity in progress recent t another time or activity in the past. For example:

When Agung got home, his hair was still wet because he had beenswimming.

3. Using Material (action) Process

Material Processes are processes of material doing. They express the notion that some entity physically does something-which may be done to some other entity.

4. Focus on temporal sequence of events (temporal conjunction)

Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clause or sentence. Example: Last year, on the weekend, then, etc.

5. Types of Recount Text

Lexicogrammatical features of recount text divided into:

1. General

a) Specific participant (Mrs. Agung, our dog, the shopkeeper), b) Use of simple past tense (she smiled, it barked, he pointed), c) Use of action verbs /material processes (went, climbed, etc), d) Use of linking item to do with time (on Wednesday, then, at the same time, next, later, before), e) Detail irrelevant to the purpose of the text should be avoided.

2. Personal Recount

a) Use of first person pronouns (I, we), b) Personal Responses to the event can be included, particularly at the end, c) Details are often chosen to add interest or humor.

3. Factual Recount

a). Use of third person pronouns (he, she, it, they), b). Details are usually selected to help the reader reconstruct the activity or incident accurately, c). Sometimes the ending describes the outcome of the acidity (e.g. in a science experiment), d). Mention of feelings is probably not appropriate, e). Details of time, place and manner may need to be precisely stated (e.g. at 1.45 *pm*, between *Johnson St* and *Park Rd*, the man drove at the speed of 85 *kph*), f). Descriptive details may also be required to provide precise information(e.g. a man with a *blue shirt*, *black shoes*, and *short hair*, *weighing* 76 kilos and approximately 189 *cm* tall), g), The passive voice may be used (e.g. the beaker was filled with water), h). It may be appropriate to include explanation and justifications.

4. Imaginative Recount

This type of recount that the text presented an imaginary role and giving details of event.Usually written in the first person. It may be appropriate to include personal reactions.

C. Previous Study

A human being can not leave in the world without others human being help him. Man is a social being who always needs company in his life. It can hardly imagine that he should alive by himself without anyone accompanies him. He needs help from others. That is why human being always live together in groups, cooperate interact with one another interaction is a realization of

human beings instinct to fulfil their needs. So that to support this research, the researcher followed some journal*:*

The first pervious study was conducted by Nurwahid which the title is Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus. The objective of his study was to analyze the common error on students' writing made by the second grade students of Junior High School. He used Betty Schrampfer Azzar's Errors Classification to analyze the students' errors. The research finding showed that the common kind of errors that the students made was error in Verb Tense which received 93 errors from 301 errors or 30.89%. The other students' error was in Add a Word which the result was 59 errors or 19.60%, and 33 or 10.96% errors in Spelling. Those were the top-three errors made by students. Most of the errors were detected caused by Interlingual Transfer which the total was 180 causes or 67.66%[34].

The second previous study was An Analysis of The Second Grade Students' Grammatical Errors in Writing written by Roghibah at SMP YMJ Tangerang Selatan. Her study was to analyze and to classify the types of students' grammatical errors in writing. Besides, the purpose of the study was to find out the frequency of occurrence and to find out the causes of errors which students made in paragraph. The Grammatical Error covered into six

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[34] Nurwahid, ―*Grammatical Error Analysis of Students' Writing Recount Text (A Case Study at Second grade Students of SMP Nusantara Plus)*‖, Skripsi in UIN Syarif Hidayatullah Jakarta, Jakarta 2013.

areas, namely: Tense, Subject Verb, Word Choice, Spelling, Capitalization, and Noun Phrase which adapted from Azar's Grammatical Error theory. The highest frequency was Tense which the total was showed that students committed errors into four types: Omission, Addition, Misnformation/Miselection and Misorder. Misformation was the highest error made by students which the total was 62.04% of all the total errors made by students. Intralingual Transfer which the result was 89 or 82.40% was the highest cause of error of students'writing[35].

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[35] Roghibah, ―*An Analysis of The Second Grade Students' Grammatical Errors in Writing*‖. Skripsi in UIN Syarif Hidayatullah Jakarta, Jakarta, 2013

CHAPTER III
RESEARCH METHOD

A. Research Design

Methodology is important in research activity, because the method that is used in research influence whether or not the research will be applied. The choice of method has to be adapted to the aim of the research. Research is investigation held scientifically, systematically, and logically to obtain new empirical findings objectively. The method used in the research a case study method. The purpose of the research is to analyze the participant and process of students' recount text writing.

Case study can be defund as the investigation of the way a single instance or phenomenon function in context[36]. Furthermore, in language research it usually involves the investigation of the language behavior of a single individual or limited number of individual over periods of time. The writer used a case study method to conduct this research. The writer designs this research method in order to know students ability in writing recount text. In analyzing students' ability in writing recount text, the writer used test as an instrument.

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[36] David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), p.18

B. Subject of the Research

The subject of the research consists of respondent.

1. Respondent

Respondent is the term used in the survey, the individual required answers the question structured and semi-structured. usually respondents convey to the researcher answer as hearing the question, no more not less[37].

C. Instrument of the Research

In applying methodology the research, researcher had to use instrument in collecting data.The writer uses test method. It is an assignment to measure the ability of student's writing. Writing recount text based on their experience, measure their ability in expressing ideas and writing well. Based on the method uses by the writer that is test method instrument used by the students is students' worksheet or test paper. The test material is writing test, which includes the elements of writingthat are content, organization, vocabulary, grammar and mechanic.

1) Observation

Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur here in the sense taking regular and conscious notice of classroom action and occurrences, which are particularly relevant to the issues

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[37]Morse, J. M. (1991). Subject, Respondents, Informants, And Participants? *Qualitative Healt Research,* 1(4), 403-406.

or topics which are being investigated. It also refers to using procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached. Observing students' classroom behaviors and action is a common event for most teachers, but in the action research process the daily personal experiences of 'just looking' are made more systematic and praise. This gives us a basis for examining underlying assumptions, sharing them with others, and opening them up to alternative viewpoints. Burns also stated observation roles are participant and non participant observation. The terms participant and non-participant observation involves entering the research context and observing oneself as well as others in that context[38]. The researcher becomes a member of the context and participates in its culture and activities. Non-participant observation, means watching and recording without personal involvement in the research context. The researcher uses kind of participant observation as technique to support the data from interview. In observation, the researcher observes the activity of the students and teacher during learning process. There are two parts of observation in this study. They are observation in pre-research, the researcher observed the activity among the students and the teacher during learning process. While in observation during action research, the researcher bserved all of things that happened in the class. From the observation, the

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[38]Burns, A. 1999.*Collaborative Action Research for English Language Teacher*. Cambridge: Cambridge University Press.

researcher noted all events, activity, and phenomenon happened. The researcher compared between interview data and the real condition of students in the class. If the data of interview is appropriate with the real condition, means that the data of interview is valid.

2) Interview

Interviews can be defined as a qualitative research technique which involvesconducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation[39].

There are three different formats of interviews: structured, semi-structured and unstructured. Structured interviews consist of a series of pre-determined questions that all interviewees answer in the same order. Data analysis usually tends to be more straightforward because researcher can compare and contrast different answers given to the same questions.

Unstructured interviews are usually the least reliable from research viewpoint, because no questions are prepared prior to the interview and data collection is conducted in an informal manner.Unstructured interviews can be associated with a high level of bias and comparison of answers given by

39 Boyce, C. & Neale, P. (2006) "Conducting in-depth Interviews: A Guide for Designing and Conducting In-Depth Interviews", Pathfinder International Tool Series

different respondents tends to be difficult due to the differences in formulation of questions.

Semi-structured interviews contain the components of both, structured and unstructured interviews. In semi-structured interviews, interviewer prepares a set of same questions to be answered by all interviewees. At the same time, additional questions might be asked during interviews to clarify and/or further expand certain issues.

Advantages of interviews include possibilities of collecting detailed information about research questions. Moreover, in in this type of primary data collection researcher has direct control over the flow of process and she has a chance to clarify certain issues during the process if needed. Disadvantages, on the other hand, include longer time requirements and difficulties associated with arranging an appropriate time with perspective sample group members to conduct interviews.

When conducting interviews you should have an open mind and refrain from displaying disagreements in any forms when viewpoints expressed by interviewees contradict your own ideas. Moreover, timing and environment for interviews need to be scheduled effectively. Specifically, interviews need to be conducted in a relaxed environment, free of any forms of pressure for interviewees whatsoever.

Respected scholars warn that "in conducting an interview the interviewer should attempt to create a friendly, non-threatening atmosphere. Much as one does with a cover letter, the interviewer should give a brief, casual introduction to the study; stress the importance of the person's participation; and assure anonymity, or at least confidentiality, when possible. There is a risk of interviewee bias during the primary data collection process and this would seriously compromise the validity of the project findings. Some interviewer bias can be avoided by ensuring that the interviewer does not overreact to responses of the interviewee. Other steps that can be taken to help avoid or reduce interviewer bias include having the interviewer dress inconspicuously and appropriately for the environment and holding the interview in a private setting[40].

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[40] Connaway, L.S.& Powell, R.P.(2010) "Basic Research Methods for Librarians" ABC-CLIO

D. Techniques of Collecting Data

1. Observation

   In this research the instrument that was used was an observation checklist. The observation checklist was used to record the students' involvement in the teaching and learning process. Form of obsevation : a. Observation of school condition (SMP Negeri 22 Bengkulu Selatan) b. Observation of teaching and learning process c. Observation of learning media..

2. Interview

   There is some interview in this research, interview to English teacher and the eight grade students at SMP Negeri 22 B/S. Some question that will be asked in this interview is all about research question at this research, that is :

   1) Some question that will be asked to english teachers at school is about:

      a) How is the process of theaching andlearning writing recount texts at SMP Negeri 22 Bengkulu Selatan in academic year 2017/2018?

      b) what the barriers that are faced by them when they teach english?

      c) What is the media used in theaching and learning process, is that sufficient?

d) Whether the curriculum used is appropriate for the students.

e) What the solution of the problem faced by students in learning recount text?

2) Some question that will be asked to students, that is:

a) How interested students in English?

b) How do students feel when they learn English?

c) What barriers that are faced by students in learning recount text, especially for Recount text?

After classifying the test item, the criterion of elements of writing can be seen on the table:

Table 1

Statement of writing, grade and score :

Letter Grade	The percentage of ability	Criterion	Level of Achievement
A	90 – 100	Excellent	Outstanding achievement
B	75 – 89	Good	Above average
C	65 – 74	Fair	Average Achievement
D	50 – 64	Poor	Below Average
E	1 – 49	Very Poor	Insufficient Achievement

E. Techniques of Analyzing Data

        The data analyzed based on the descriptive analysis. The students writing were given score two scores, to avoid the mistakes that could be made by corrector. The result was added and divided into two to get the real result. Base on brown to analyzed writing texts, the researcher used the following ranges of score as bellow[41]:

Table 2
Table of analyzing guide.

Aspect and score	Remark	Criteria
Content		
30-22	Excellent to very good	Knowledgable-substantive, etc.
26-22	Good average	Some knowledge-adequate range-etc.
21-17	Fair to poor	Limited knowledge of subject-little substance-etc.
16-13	Very poor	Doesn't show knowledge of subject-non substantive-etc.
Organization		
20-18	Excellent to very good	Fluent expression-ideas clearly stated-etc.
17-14	Good average	Somewhat choppy-lousy organized but main idea stand out-etc.
13-10	Fair to poor	Non-fluent-ideas confuse or disconnected-etc.
9-7	Very poor	Doesn't communicate-no organization-etc.
Vocabulary		
20-18	Excellent to very good	Sophisticated range-effective word/idiom choice and usage-etc.
17-14	Good average	Adequate range-occasional errors of word/idiom form, choice, usage-etc.
13-10	Fair to poor	Limited range-frequent error of word idiom, form, choice, and usage-etc.
9-7	Very poor	Essentially translation-little knowledge of

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[41] Brown, H. Douglas, (2000). *Principles of Language Learning and Teaching*, 4 th ed., (San Francisco: Addison Wesley,)

			English vocabulary
Language 25-22 21-19 17-11 10-5	Excellent to very good Good average Fair to poor Very poor		Effective complex construction-etc. Effective but simple construction-etc. Major problem in simple/ complex construction-etc. Virtually no mastery of sentence construction rules-etc.
Mechanics 5 4 3 2	Excellent to very good Good average Fair to poor Very poor		Demonstrates mastery of convention-etc. Occasional errors of spelling, punctuation-etc. Frequent errors of spelling, punctuation-etc. No mastery of conviction-dominated by errors of spelling, punctuation, capitalization, paragraphing.

The steps which are done by the writer in analyzing writing recount text; the writer formulated the result of the writing test to get the total score by using this formula:

$$M= \frac{\Sigma fx}{N}$$

m : The average the main score

N : Total number of the student

Σfx : The total of obtain score

To get percentage the researcher used the formulation as below:

$$p = \frac{f}{N} \; x \; 100\%$$

p : percentage

f : frequency

N : the number of student

CHAPTER IV
RESULT AND DISCUSSION
A. The Research setting

This research took place at SMP Negeri 22 Bengkulu Selatan in the academic year 2017/2018, this school at Desa Suka Maju, Kecamatan Air Nipis, Kabupaten Bengkulu Selatan, Provinsi Bengkulu. Around this school there are Kindergarten and Elementary school and SMP Negeri 22 Bengkulu Selatan consists of one class of seventh grade, two classes of eight grade (class A and B), one class of nine grade and also a laboratory, teacher's room, offices, library and some empty room. In this research, the researcher focuses on eight grade students of SMP Negeri 22 B/S. The eight grade consists of two classes (A and B), so that the researcher chooses class A, because the students in this class are sufficient for respondent this research.

B. Data Presentation

There were three data sources of this study. They were observations, interviews and test of writing. Those data sources were designed in regarding to the research problems of this study. In detail, the data were as follows:

a) Data from observation

In this research there are three times of observation. First observation did at 08 August 2018, in this observation the author observed the state of the school and the classroom conditions. The author looks at the state of the school

and the facilities in the class are almost complete, it's just needs some additional facilities such as chairs, tables and stationery and some other supporting materials.

In the second observation, the researcher looks at the aspect of learning media such as curriculum, syllabus, lesson plan, and books used. This school is available of curriculum and they are used same curriculum with the other schools and they also used syllabus. But, when the researcher did this observation the researcher looked the teacher did not bring out of lesson plan. In addition, to improving the learning process, there should be enough books available so that more information or references are found. But, on this observation the teacher only uses one book and that is not owned by students.

In the last observation, the researcher observed about teaching and learning process. In fact the teaching and learning process in the class is followed a lesson plan. But, in this research the teacher did not follow the lesson plan, the teacher only teaches with his own method which the author does not know about it. Another problem that the researcher found in this observation is the teacher used a lot of mother tongue and used little English.

b) Data from interview

There were two interviews in this research, interview to English teacher and some of the eight grade students of SMP Negeri 22 Bengkulu Selatan. From interview to the students and the teacher the researcher found some their problem on the teaching and learning process.

From interview with some the eight students, the researcher find that the problems faced by them. They admit there are a lot of problem faced by the student when they learn English. Base on interview to Afif Anzalmi, he said "English is the most difficult subject from some difficult subject at the class". From this statement, the researcher concluded they are not interested in learning English and this statement can showed there is many problems can be faced by the students when they learn English. Lita Sapitri said that " English is more difficult from Mathematics, i see so many differences from one word to be an other word but they are same of meaning". Almost of students felt and say same thing like this statement.

c) Data from writing test

After did the research toward twenty students' and they were eight grade of SMP Negeri 22 Bengkulu selatan in academic year 2017/2018, the researcher took only one class and they are eight of males and twelve females students'. In this research, the researcher gave the students a test to write about recount text, then the researcher check their wring to find out the answer from this research. After did the analyzing the data, the researcher found the result of this research. The data were collected by calculating the students' scores in writing Recount Text. The result of the research was described as bellow. The average score of the student ability in writing Recount Text was viewed from content is Fair to Poor (19,5), the average score of the student ability in writing Recount Text was viewed from organization is Fair to poor (13,7), the average

score of the student ability in writing Recount Text was viewed from vocabulary is Good average (15,1), the average score of the student ability in writing Recount Text was viewed from languages Fair to poor (16,7), the average score of the student ability in writing Recount Text was viewed from mechanic is Very poor (2,75), the average score total of all aspect was Fair to poor (67,5).

Table 3
Statement of writing, grade and score:

| Letter Grade	The percentage of ability	Criterion	Total
A	90 – 100	Excellent	2
B	75 – 89	Good	5
C	65 – 74	Fair	2
D	50 – 64	Poor	9
E	1 – 49	Very Poor	2

From table above, there were; 2 students categorized into Excellent, 5 students categorized into Good, 2 students categorized into Fair to poor, 9 students categorized into Poor, and 2 students categorized into Very poor. The average score total of all aspect was Fair to poor (67, 5).

Table 4 is the score table. The score are obtained from the table of the distribution of result items score. See in appendix

1. The ability of students in writing Recount Text was viewed from content;

Table 4
The students score in writing Recount Text was viewed from content.

Score Range	Criteria	Student Number	Percentage
30-27	Excellent to Very good	0	0%
26-22	Good Average	5	25%
21-17	Fair to Poor	8	40%
16-13	Very Poor	7	35%
	Average score; 19,5	20	100%
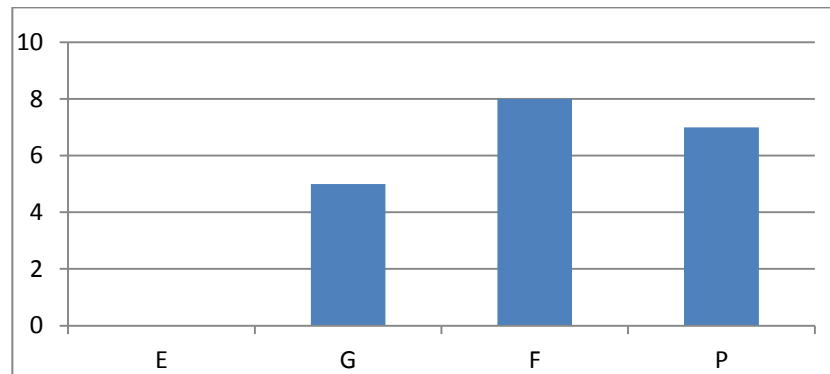
Graphic I.
Percentage students score in writing Recount Text viewed from content.

Table 5 and graphic I show the score and percentage of students ability in writing Recount Text was viewed from content. There is no one student category as excellent to very good 0%, 5 students were good average 25%, 8 students were fair to poor 40%, 7 students were very poor 35%, the total score of all students in writing Recount Text was 391. To get the average score of students the researcher used formulation as bellow:

$$X = \frac{\sum x}{n}$$

$$X = \frac{391}{20}$$

X=19, 5

The average score students viewed from content was 19, 5. It is showed the ability student in writing Recount Text from content was Fair to poor.
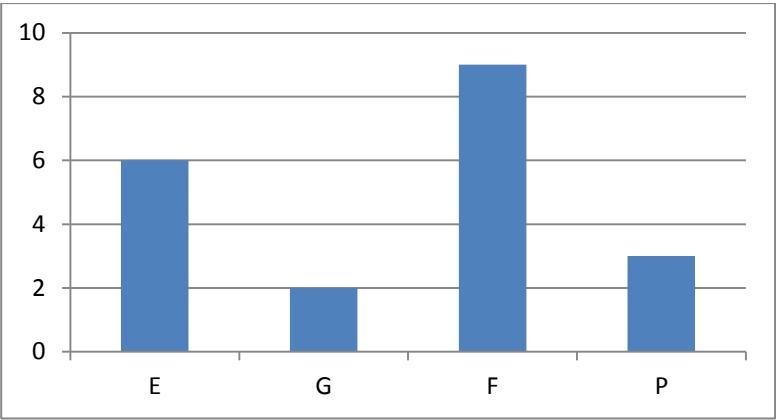
2. The ability of student in writing Recount Text viewed from Organization;

Table 5
The students score in writing Recount Text viewed from Organization

Scor	Criteria	Student	Percen

e Range		Number	tage
20- 18	Excellent to Very good	6	30%
17- 14	Good Average	2	10%
13- 10	Fair to Poor	9	45%
9-7	Very Poor	3	15%
	Average score; 13,7	20	100%

Graphic II

Percentage students score in writing Recount Text viewed from Organization.

From the table 6 and graphic II, it's show the score and percentage of student ability in writing Recount Text was viewed from Organization. There were 6 students categorized into Excellent to very good 30%, 2 students were Good average 10%, 9 students were categorized into Fair to poor 45%, 3 students were Very poor 15%, and total score of all students was 275. The average score of students is;

$$X=\frac{\sum x}{n}$$

$$X=\frac{275}{20} \qquad X=13,7$$

It is show the ability of students in writing Recount Text from Organization is Fair to poor (13, 7).

3. The ability of student in writing Recount Text viewed from Vocabulary;

Table 6
The students score in writing Recount Text viewed from Vocabulary

S core Range	Criteria	Stud ent Number	Percentag e
2	Excellent to	7	35%

0-18	Very good		
1 7-14	Good Average	3	15%
1 3-10	Fair to Poor	8	40%
9 -7	Very Poor	2	10%
	Average score; 15, 1	20	100%
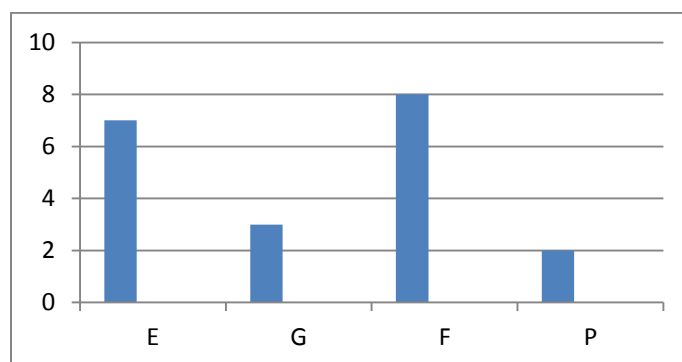
Graphic III
Percentage students score in writing Recount Text viewed from Vocabulary.

The table and graphic above, its show the score and percentage of student ability in writing Recount Text was viewed from Vocabulary. There were 7 students categorized into Excellent to very good 35%, 3 students were Good average 15%, 8 students were categorized into Fair to poor 40%, 2 students were Very poor 10%, and total score of all students was 303. The average score of students is;

$$X = \frac{\sum x}{n}$$

$$X = \frac{303}{20}$$

X=15, 1

The average score student viewed from Vocabulary was 15, 1. It's showed the ability of student in writing Recount Text from Vocabulary was Good average (15, 1).

4. The ability of students in writing Recount Text viewed from Language.

Table 7
The student score in writing Recount Text viewed from Language;

Score Range	Criteria	Student Number	Percentage
25 -22	Excellent to Very good	2	10%
21 -19	Good Average	6	30%
17 -11	Fair to Poor	8	40%
10 -5	Very Poor	4	20%
	Average score; 16, 7	20	100 %
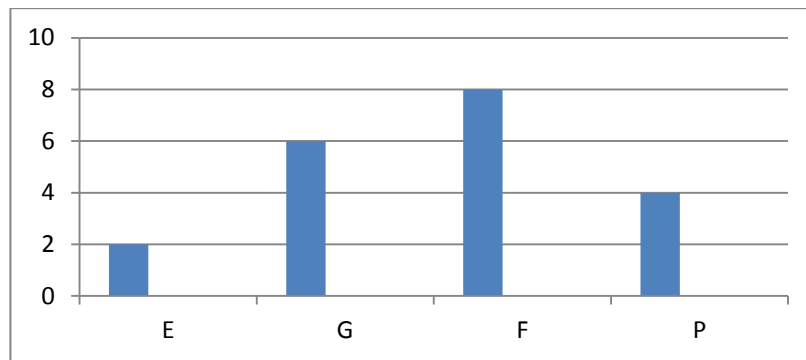
Graphic IV
Percentage students score in writing Recount Text viewed from Language.

From table 8 and graphic IV showed the score and percentage of the students ability in writing Recount Text viewed from language. There were 2 students were categorized into Excellent to very good range, 6 students were Good average, 8 students were Fair to poor, 4 students were Very poor average. The total score of all students in writing Recount Text was 335. By used the formulation below researcher got the average score in writing Recount Text viewed from Language;

$$X = \frac{\sum x}{n}$$

$$X = \frac{335}{20} \qquad X = 16,7$$

The average score student viewed from Language was 16, 7. It's showed the ability of student in writing Recount Text from Language was Fair to poor.

5. The ability of students in writing Recount Text viewed from mechanic.

Table 8
The students score in writing Recount Text viewed from mechanic;

Score Range	Criteria	Student Number	Percentage
5	Excellent to Very good	0	0%
4	Good Average	4	20%
3	Fair to Poor	7	35%
2	Very Poor	9	45%
	Average score;	20	100 %
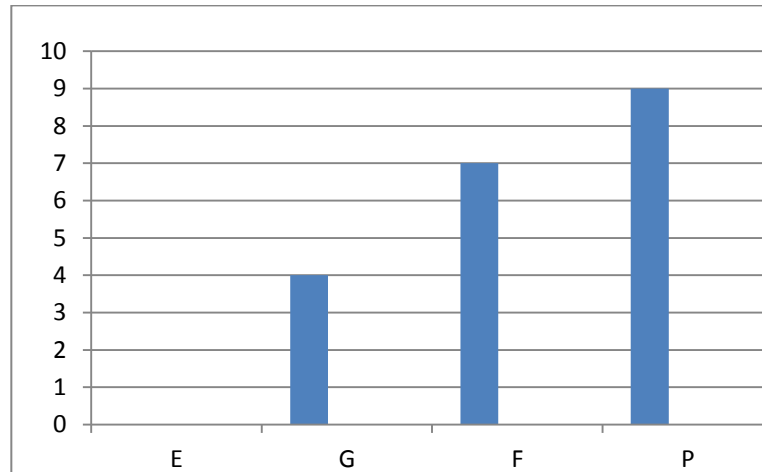
Graphic V

Percentage students score in writing Recount Text viewed from mechanics.

Table 9 and graphic V showed the score and percentage of students' ability in writing Recount Text viewed from mechanic. There is no one student categorized into Excellent to very good range, 4 students' were categorized into Good range, 7 students' were categorized into Fair to poor, and 9 students' were categorized into Very poor range. The total score of all students' in writing Recount Text was 55, the average score of students is;

$$X = \frac{\sum x}{n}$$

$$X = \frac{55}{20}$$

$$X = 2,75$$

So, the average score of students viewed from mechanic was 2, 75, its show the ability of students in writing Recount Text from mechanic was Very poor.

C. Discussion

1) Observation data;

In this study the researcher did observation at school, teacher, students, and process teaching and learning at this school especially the English Recount Text class. After did the observation, the researcher got the data related to school condition such as unavailability of electricity. It does not support facilities such as projectors and computers cannot be used. Other problems such as the teacher's strategy of delivering material that is too monotonous makes students bored and not interested in English lessons, from some students the authors observed that their interest in English was indeed lacking, moreover they did not get additional lessons outside of school to attract interest and ability in English.

2) Interview data

There are some interviews in this research, interview to English teacher and the eight grade students at SMP Negeri 22 Bengkulu Selatan. Based on the interview to the students', the researcher got the information. That student' is not interested in English subject because they think English is something difficult and not interesting. When they learn English, they cannot get the information from the teacher because the teacher explains the subject

without a method, and language that make their easy to understand. Interview to the English teacher; they teach the students' follow by a lesson plan. The teacher found many problems when they want to delivered the subject like a book, internet, and other media to support teaching and learning process. Besides that, students' attention and interest to the subject is a big problem in this condition.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion for further researcher. The conclusion would be presented as the basis of problem of the study.

A. Conclusion

There are three main conclusions made by researcher. The first conclusion regarding the teacher's strategy in delivering the subject matter and new strategies is to resolving the problems faced by students. The second conclusion is about students' interest in English and this is one of the important problems faced by English teachers in this school, due to the small interested and low ability of students to learn English. The third conclusion that the researcher can conclude is that it supports the teaching and learning tool at school and it is one of the factors supporting the interest and willingness of students to learn English, but in this school there is still a lack of learning support tools. Base on the results of observations, interviews and writing tests of English that the author did, it can be concluded that the ability of students at the SMP Negeri 22 Bengkulu Selatan is still low and it can be seen from the results of the research conducted.

B. Suggestions

1. For Teacher

   From the results that the researcher met, the researcher can suggest to the teacher who teaches at SMP 22 BS, there must be a new strategy from the teacher to influence student interest and improve students' ability to English and also make a technique needed by students so that the learning process becomes more interesting.

2. For students

   From the results of the writing and interview tests conducted by the researcher that the students' low ability in English and coupled with their interest in English, there was clearly a lot to do. Researcher recommends that students try to do tutoring outside of school even with a teacher and lighter lessons to attract interest and enthusiasm in learning English, coupled with finding interesting learning techniques such as watching videos containing English or fairy tales interesting English.

3. For school

   The availability of teaching and learning aids is one of the supporting factors for teaching success. Therefore, school should pay more attention to the students' needs in the teaching and learning process thus reducing problems in learning.

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