# AN ANALYSIS OF STUDENT'S ABILITY
# IN WRITING RECOUNT TEXT
# AT THE NINTH GRADE OF MADRASAH TSANAWIYAH
# NURUL ALI JEMBER

**THESIS**

**By:**

**Muta'aly Mahadi**
**NIM. T20176040**

**STATE ISLAMIC UNIVERSITY**
**KIAI HAJI ACHMAD SIDDIQ OF JEMBER**
**FACULTY OF TARBIYAH AND TEACHER TRAINING**
**JUNE 2024**

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**Supervisor:**
**As'ari, M.Pd. I**

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## THESIS

Submitted to Islamic State University Of Kiai Haji Achmad Siddiq Jember
to fulfillment of requirements for the degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

**By:**

**Muta'aly Mahadi**
NIM T20176040

**Has been approved by advisor**

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# NURUL ALI JEMBER

Has been examined and approved by the board examiners
In fulfillment of the requirment for the Education Bachelor Degree in (S.Pd)
Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department
English Education Study Program

**Day: Friday**

**Date: 14th of June, 2024**

The board of examiners

Chairperson                                    Secretary

**Dr. Mohammad Zaini, S.Pd.I, M.Pd.I**         **Nina Hayuningtyas, M.Pd.**
**NIP. 198005072023110018**                    **NIP. 198108142014112003**

Members:

1. Dr. Dwi Puspitarini, S.S., M.Pd.            (                    )

2. As'ari, M.Pd.I                              (                    )

Has been approved by

Dean of Faculty of Tarbiyah and Teacher Training

**Dr. Abdul Mu'is, S.Ag.,M.Si.**
**NIP. 197304242000031005**

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**MOTTO**

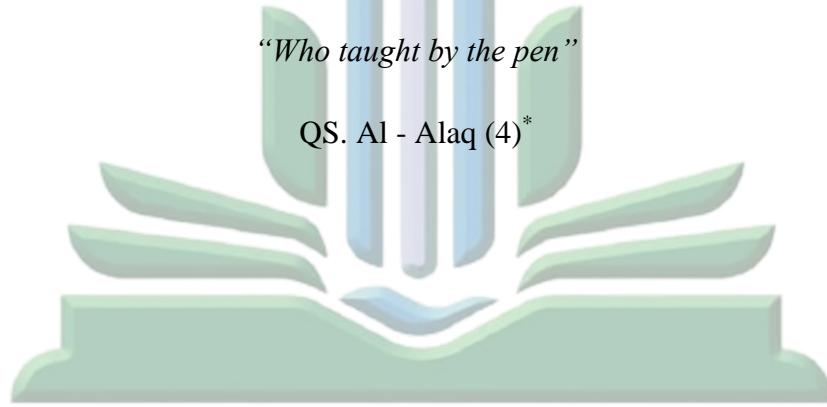الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ ٤

*"Who taught by the pen"*

QS. Al - Alaq (4)[*]

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[*]Moch. Yaziidul Khoiiri. Kajian Surat Al-Qalam Ayat dan Al-Alaq Ayat4 Dalam Prespektif Pentingnnya Alat Tulis, vol 3 (Jurnal Manajemen Pendidikan Islam,2020), 96.

# DEDICATION

I proudly dedicated this thesis for:

1. My beloved Father and Mother

   Big thanks to Mr. Bahrul Supyan Ali S. and Mrs. Titik Amalia as my beloved parent that always give me supports, motivation, love, prayers and some challenges to reach the finish line of my thesis.

2. My younger sister, Nanda Aminatus Rahmawati Mahadi and Zulfa Hafidzah Rahmawati Mahadi who always give supports, attentions, affections and prayers for me.

   By all of those, I have been built as who I am today. Thanks without any limitations for all of them, May Allah give they more than what they gave to me.
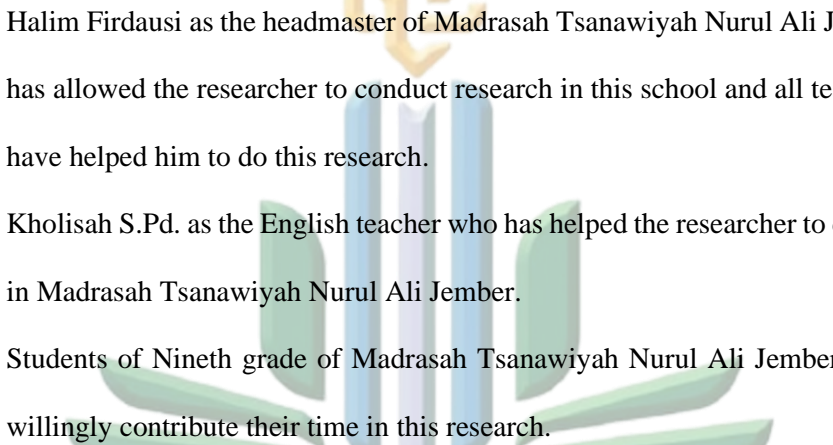
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# ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, I would like to express the greatest gratitude to the following people:

1. Prof. Dr. H. Hepni, S.Ag.,M.M.,CPEM. as a Rector of State Islamic University of KH ACHMAD SIDDIQ Jember who has given opportunity for me to study in this institute.

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5. Mr. As'ari, M.Pd. I, as my advisor has been helped, guided, and supported me during the writing of the thesis.

6. The lecturers of English Department who have given me knowledge.

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7. Halim Firdausi as the headmaster of Madrasah Tsanawiyah Nurul Ali Jember who has allowed the researcher to conduct research in this school and all teachers who have helped him to do this research.

8. Kholisah S.Pd. as the English teacher who has helped the researcher to do research in Madrasah Tsanawiyah Nurul Ali Jember.

9. Students of Nineth grade of Madrasah Tsanawiyah Nurul Ali Jember who have willingly contribute their time in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 20 May 2024

**Muta'aly Mahadi**

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# ABSTRACT

**Muta'aly Mahadi**, *2024: An Analysis of Student's Ability in Writing Recount Text at The Ninth Grade of Madrasah Tsanawiyah Nurul Ali Jember*

***Keywords:*** *Writing ability, recount text*

Writing as a productive language skill is essential for language acquisition because it allows students to practice using words, phrases, and extensive sentences to improve their communication skills and to reinforce the grammar and vocabulary they have learned in class. One of genres in writing that taught for the ninth grade students was recount text. Recount text is a text that retell a person experience or factual accident that have been done in the past.

There were two research questions in this research, those were: (1) How is student's ability in writing the recount text at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember? And (2) What types of recount text are represented in the student's worksheets at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember? The objective of this research are: (1) To describe the student's ability in writing the recount text at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember and (2) To describe the types of recount text are represented in the student's worksheets at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember.
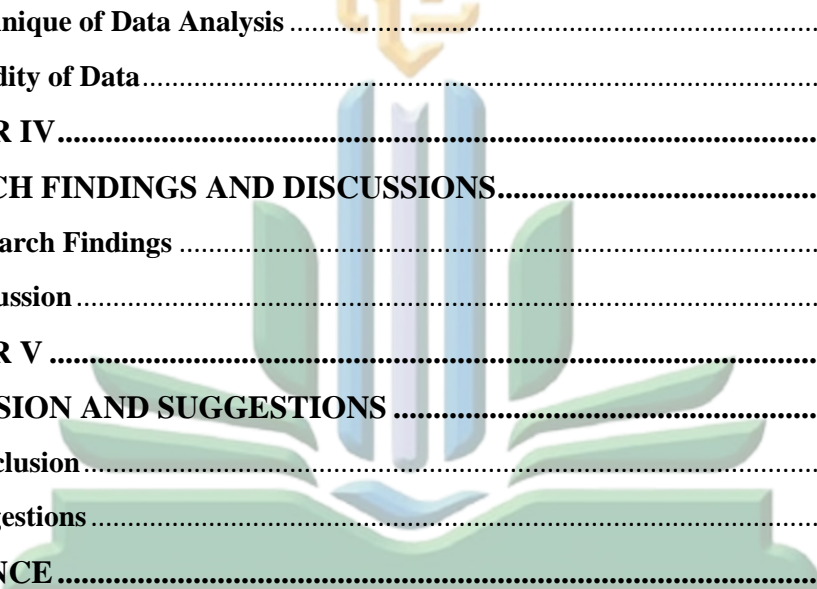
This research used qualitative as the approach in analyzing student's worksheets. Document analysis was used in collecting the data. The data of this research was the student's worksheets especially paragraph of recount text. The researcher used document analyst to collect the data. This research also used investigator triangulation to test validity of the data.

After analyzing the data, the researcher found some findings: 1. Student's ability in writing from five aspects of writing in composing paragraph especially recount text was good level classification. a) Vocabulary; students demonstrate good understanding of the words they used in produce recounting events, b) Grammar; the student's grasp of grammar is fair, there are notable errors throughout the text like issues with subject-verb agreement, inconsistent verb tense usage, and awkward sentence structures, c) Mechanical, the student shows proficiency in this area, d) Content, the narrative lacks depth and detail but they were able to make recount text relevant to the topic, e) Organization of ideas, the text appears somewhat disjointed, with abrupt transitions between events and a lack of cohesive flow. This research also found types of recount text that were represented in the students' worksheets. 2. There were three types of recount text fount in the students' worksheets. Those were a) personal recount text, b) factual recount text, and c) imaginative recount text. Based on the finding from 11 students' worksheets, there were 5 students' worksheets represent personal and factual recount text and only 1 student's worksheet that represent imaginative recount text.

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**CHAPTER I**

**INTRODUCTION**

**A.     Research Background**

English as international language is very important as a tool of communication with other people to share human moods. According to Wardhaugh, language is a system of random vowel symbols used for human communication.[1] People can share their feelings, experiences, and their needs with each other by speaking and writing using language. We know that without language, people can not interact with the other. Today, English is one of the most important languages which is used in many countries as the main of communication. On the other hand, communication through the written also needs proficiency to be effective.

The English language contains four skills to be mastered, they are listening, speaking, reading, and writing. Writing is placed in the last among the four skills. The stage of the skill shows that students have to be familiar with the first three skills. Writing is one of the four language skills that should be mastered by students. It means that writing skill becomes one of the subjects that must be taught in school. Through writing, people are supposed to be able to express their ideas in writing form.

In Islam, writing is considered to be one of the most efficient methods for preventing knowledge loss. As we know that has Allah explained in the Holy Qur'an (Al - Alaq (4)):

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[1] Ronald Wardaugh, An Introduction to Sociolinguistics fifth Edition (Australia: Blackweel publishing, 2006), 296.

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<div dir="rtl">

الَّذِيْ عَلَّمَ بِالْقَلَمِ ۝
</div>

The meaning: "Who taught by the pen"

This verse state that God (Allah) is the one who taught the knowledge of writing using a pen or other writing tools to humans. Writing is helpful for storing and spreading information to other people. This is also Allah's way of telling all Muslims to learn to read and write in order to become educated people. Thus, it appears that Allah promises that writing could give into good and rewards (the power of writing)[2].
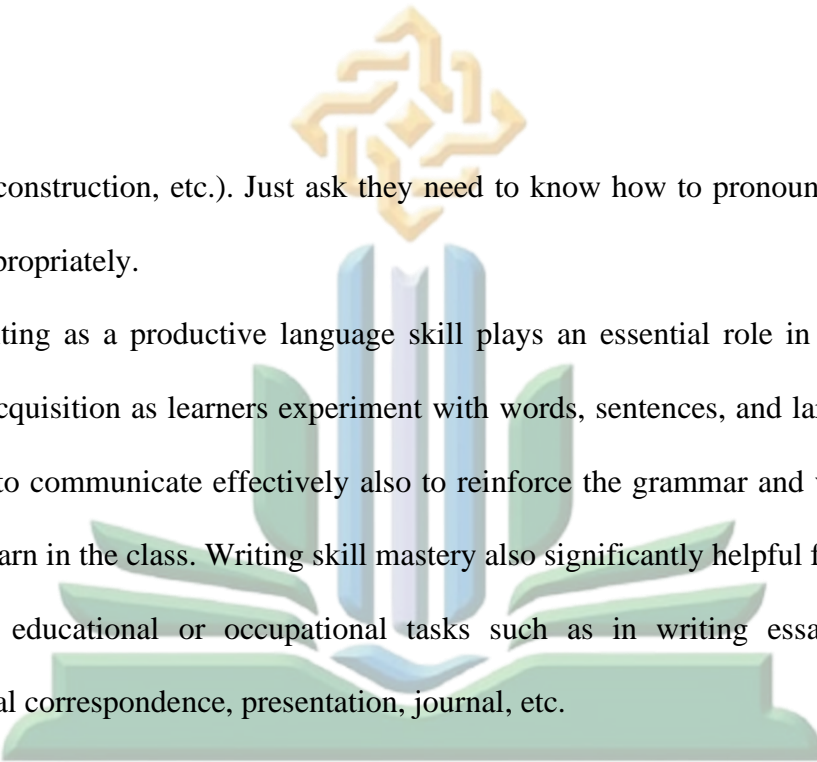
Writing has an important role in communication. The role of writing is to accelerate information from one place to others. It helps the writer not only in finding and arranging the idea, but also in connecting the idea. Besides, writing is one of the language skills that has been integrated and taught to students not only in junior or senior high school but also in university level. In writing especially writing in education area, every student is free to write down their idea under the guidance of their teacher.

Besides, Harmer states that the most important reason for teaching writing because it is one of basic language skill, as important as speaking, listening, and reading students need to know how to write letters, how to put written repost together, how to replay to advertisements and increasingly and how to write using electronic media.[3] They also need to know some of the special writing conventions (punctuation,

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[2]Moch. Yaziidul Khoiiri. Kajian Surat Al-Qalam Ayat dan Al-Alaq Ayat4 Dalam Prespektif Pentingnnya Alat Tulis, vol 3 (Jurnal Manajemen Pendidikan Islam,2020), 96.

[3] Harmer.How to Teach Writing.(Addison Wesley Longman Limited,2004)

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paragraph construction, etc.). Just ask they need to know how to pronounce, spoken English appropriately.

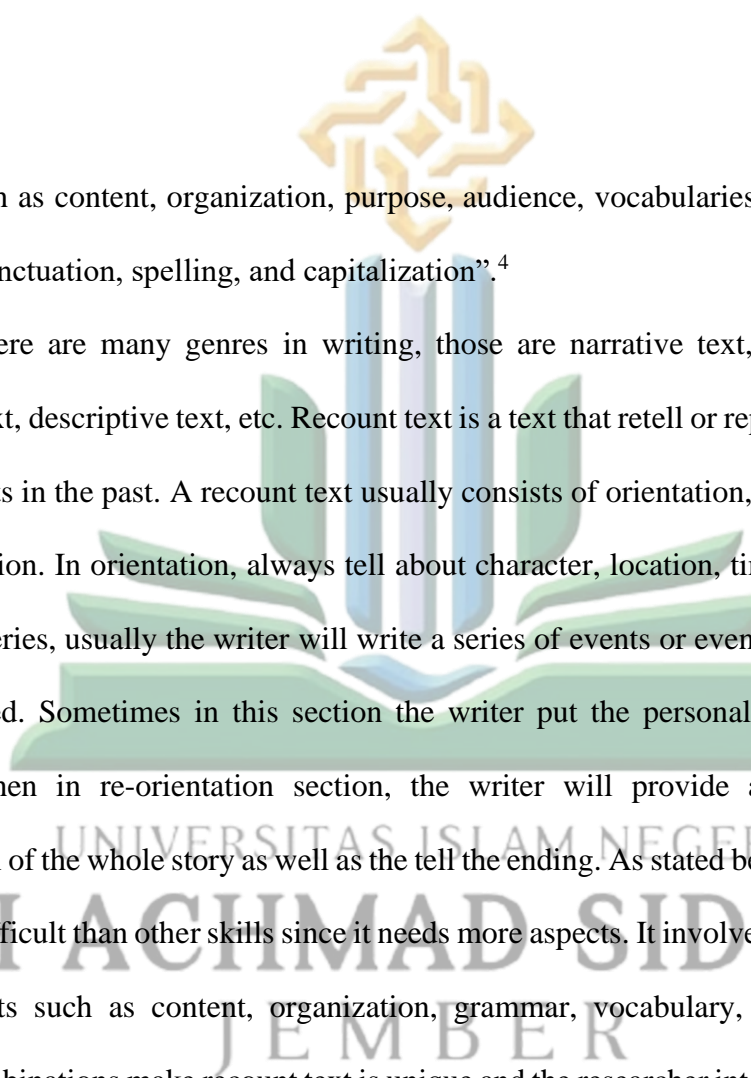Writing as a productive language skill plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate effectively also to reinforce the grammar and vocabulary that they learn in the class. Writing skill mastery also significantly helpful for learners in various educational or occupational tasks such as in writing essays, thesis, international correspondence, presentation, journal, etc.

Writing is usually regarded as the most difficult skill to learn, not only because of the need to master other skills of English such as reading, speaking, and listening but also because of the difference between the learner's native language rules and the language being learned. Writing is considered by language learners as the most difficult skill science it that requires a lot of lexical a syntactic knowledge as well as principles of organization. The difficulty is not only due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also the necessity to turn such ideas into a readable text. Besides writing also involves a complex cognitive activity in which the writer is interested to analyze and focus on the student's ability in writing itself. "Writing is a difficult skill for native speakers and non-native speakers because writers must be able to write it in multiple
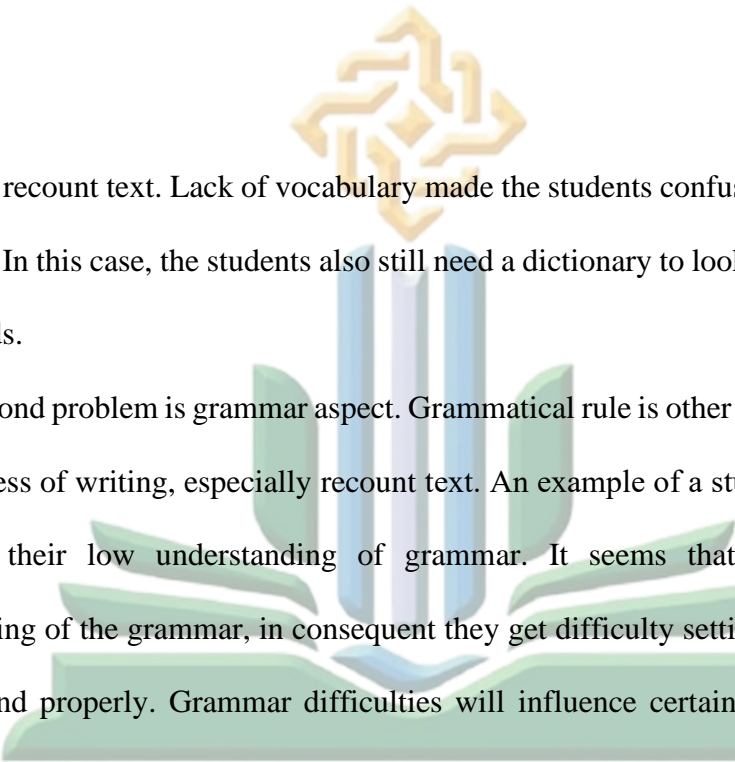
issues such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling, and capitalization".[4]

There are many genres in writing, those are narrative text, procedure text, recount text, descriptive text, etc. Recount text is a text that retell or repeat some events or incidents in the past. A recount text usually consists of orientation, event series and re-orientation. In orientation, always tell about character, location, time of event, etc. In event series, usually the writer will write a series of events or events that they have experienced. Sometimes in this section the writer put the personal remarks on the events. Then in re-orientation section, the writer will provide a summary and conclusion of the whole story as well as the tell the ending. As stated before that writing is more difficult than other skills since it needs more aspects. It involves many different components such as content, organization, grammar, vocabulary, and mechanics. Those combinations make recount text is unique and the researcher interested to choose this genre in writing ability.

In Madrasah Tsanawiyah Nurul Ali Jember, one of the texts taught for the ninth grade students is recount text. In writing recount text process, many students found some difficulties although they have been guided by their teachers to write it. The first problem is using vocabulary. Vocabulary is a set of familiar words within a person's language. Vocabulary is a basic thing that must be mastered by students to learn English. Some students were doubt about choosing the correct vocabulary while

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[4] . Abu Rass, Integrating Reading and Writing for Effective Language Teaching, vol 10 (English Teaching Forum, 2001), 30.

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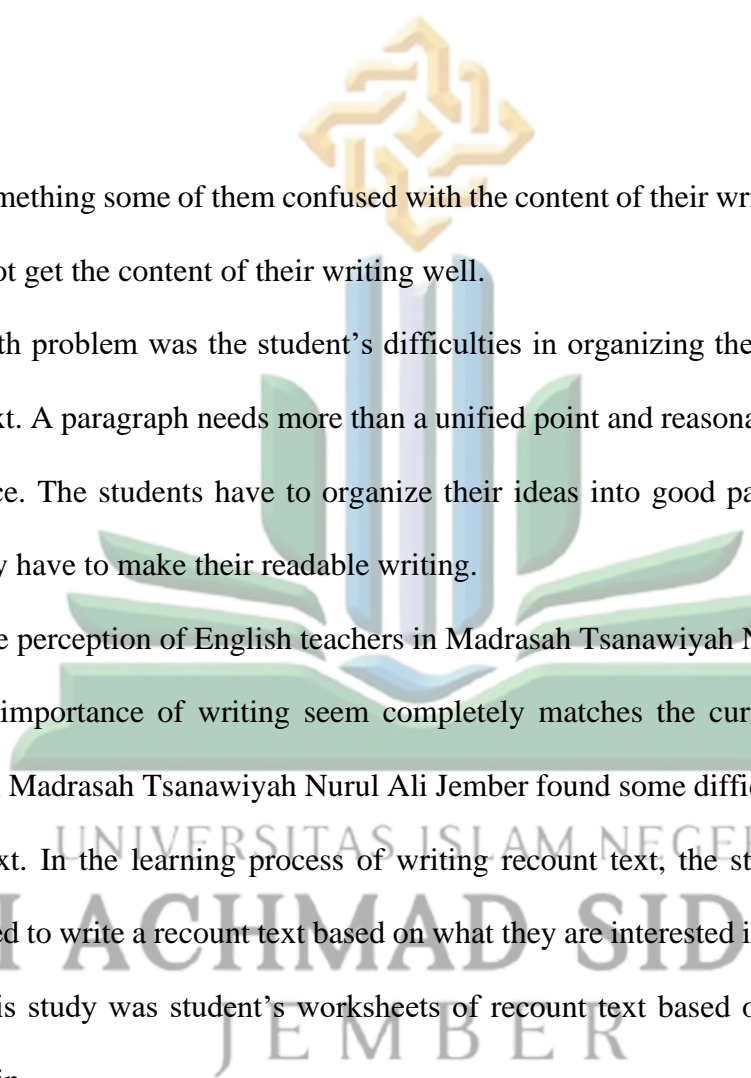
composing recount text. Lack of vocabulary made the students confused in developing their ideas. In this case, the students also still need a dictionary to look for the meaning of the words.

Second problem is grammar aspect. Grammatical rule is other difficulties found in the process of writing, especially recount text. An example of a student's writing is related to their low understanding of grammar. It seems that they lacks the understanding of the grammar, in consequent they get difficulty setting up the writing correctly and properly. Grammar difficulties will influence certain patterns of how words are put together to the correct sentence form. It will make the ideas do develop well.

The third problem is using mechanic aspects. Because of the complexity in making writing, many students are difficult to write paragraphs even though they have learned writing for several years. In fact, most of the students get difficulty in constructing the good mechanics of writing whether punctuation, spelling, and capitalization. Mechanic difficulties can also affect the meaning of the sentences in a paragraph, they can make the reader confused about the contiguity meaning of the sentences of the paragraph.

Fourth problem is content aspect. Content in writing is about something that will be written. For example, when students composing paragraph about person, so it should explain and discuss about person. In content aspect, when students proceed

writing something some of them confused with the content of their writing. Sometimes they did not get the content of their writing well.
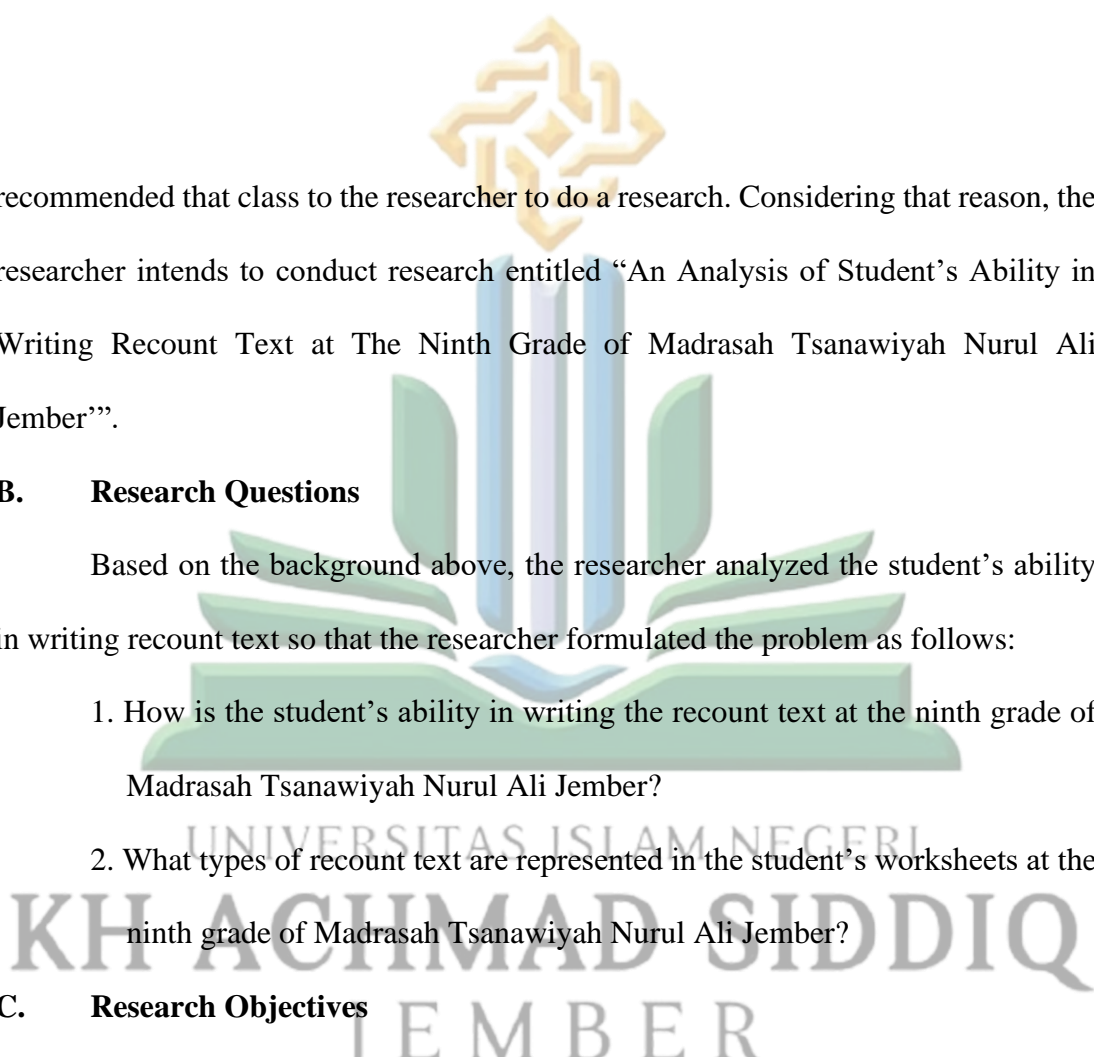
Fifth problem was the student's difficulties in organizing the ideas to write a recount text. A paragraph needs more than a unified point and reasonable organization or sequence. The students have to organize their ideas into good paragraphs, which means they have to make their readable writing.

The perception of English teachers in Madrasah Tsanawiyah Nurul Ali Jember about the importance of writing seem completely matches the curriculum, but the students in Madrasah Tsanawiyah Nurul Ali Jember found some difficulties in writing recount text. In the learning process of writing recount text, the students are often commanded to write a recount text based on what they are interested in. The document used in this study was student's worksheets of recount text based on what they are interested in.

Based on the problems experienced by most students in creating appropriate writing especially recount text have encouraged the researcher to conduct this research. This research is important because writing is one of the difficult skills that should improve and make more effective. Therefore, the researcher was interested to analyze the student's worksheets in composing Recount Text especially at the Ninth Grade of Madrasah Tsanawiyah Nurul Ali Jember. The data themselves were collected from the paragraphs of recount text in the student's worksheets at ninth grade, because students at ninth grade were more excellent than the under grade. So that the teacher has been

recommended that class to the researcher to do a research. Considering that reason, the researcher intends to conduct research entitled "An Analysis of Student's Ability in Writing Recount Text at The Ninth Grade of Madrasah Tsanawiyah Nurul Ali Jember'".

**B.    Research Questions**

Based on the background above, the researcher analyzed the student's ability in writing recount text so that the researcher formulated the problem as follows:

1. How is the student's ability in writing the recount text at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember?

2. What types of recount text are represented in the student's worksheets at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember?

**C.    Research Objectives**

Based on the research questions above, the objectives of this research were:

1. To describe the student's ability in writing the recount text at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember.

2. To describe the types of recount text are represented in the student's worksheets at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember.
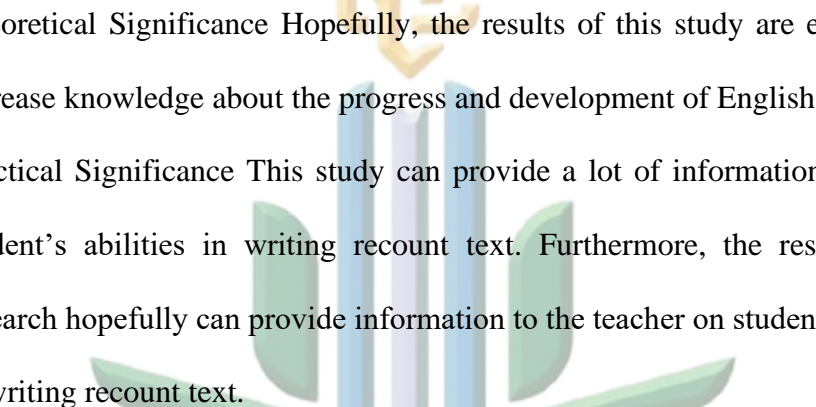
**D.    Research Significance**

The results of this research are expected to provide theoretical and practical knowledge, which are explained as follows:

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1.  Theoretical Significance Hopefully, the results of this study are expected to increase knowledge about the progress and development of English learning.

2.  Practical Significance This study can provide a lot of information about the student's abilities in writing recount text. Furthermore, the result of this research hopefully can provide information to the teacher on student's abilities in writing recount text.

**E.**     **Scope of the Research**
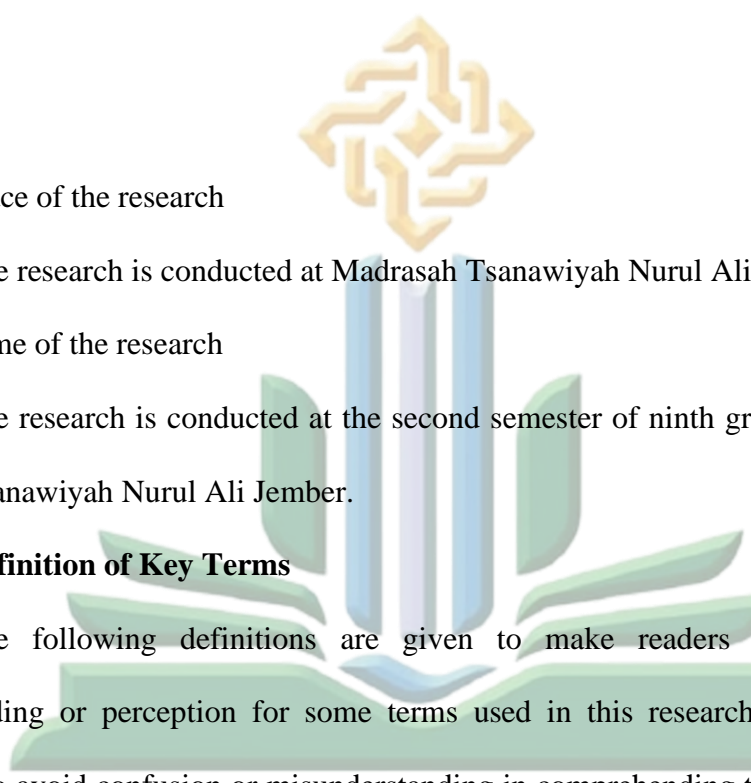
Based on the problem, the researcher limited the problem mentioned in this research as result to achieve the goal of the research. As mentioned in the Writing Team of Scientific Paper Guidelines UIN KHAS 2022 state that the formulation of the problem in qualitative research is called research focus. In this section lists all the problem in that will answer through the research process carried out by the researcher. The focus of the research must be concise, clear, specific and unequivocal. Operations that are poured in the form of interrogative sentences (Tim Penyusun, 2022) the research focus to be carried out is as follows:

1.  Subject of the research

    The subject of this research is the students of the second semester of ninth grade at Madrasah Tsanawiyah Nurul Ali Jember.

2.  Object of the research

    The object of this research is student's ability in writing recount text.

3. Place of the research

The research is conducted at Madrasah Tsanawiyah Nurul Ali Jember.

4. Time of the research

The research is conducted at the second semester of ninth grade at Madrasah Tsanawiyah Nurul Ali Jember.

## F.    Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception for some terms used in this research. They are also intended to avoid confusion or misunderstanding in comprehending the research. The terms provided in this research title are:

1. Writing Ability

Writing is a process of arranging the idea with words, sentences, paragraph or essay to communicate effectively. So in writing ability they must put together what they think or want to say in writing form based on the aspects of writing that have been determined, which a person reading it can know your thoughts, ideas, or feelings as near to what you want to convey.

2. Recount text

Recount text is a text that retells events or incidents in the past. The story can be an action or activity before someone writes the text. The purpose of this kind of text is to provide information about an event to the reader or entertain the reader.

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## G. Structure of the Research

There were five chapters in this research and each chapter had several sub-chapters having relevance to each other. Generally, research had three parts. They were the initial part, core part and final part that would be explained as follows:

The first was the initial part. It included the research title, approval sheet, ratification sheet, motto, dedication, acknowledgment, abstract, table of content, and list of table.

The second was core part that included:

1. **Chapter One** discussed about introduction of the thesis which consists of research background, research questions, research objectives, research significances, definition of key terms, and structure of the report.

2. **Chapter Two** discussed about review of related literature which consists of previous research of this research and theoretical framework.

3. **Chapter Three** discussed about research methodology of this research which consists of research approach and type of research, data and source of data, technique of data collection, technique of data analysis, and validity of data.

4. **Chapter Four** discussed about findings of data analysis and discussion.

5. **Chapter Five** discussed about conclusion and suggestion of this study.

The third was the final part including references, statement of authenticity of writing and appendixes consisting of research matrix, bibliography of researcher,

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declaration sheet, research journal, research license letter, code of data, student's worksheets, and sheets of analysis.
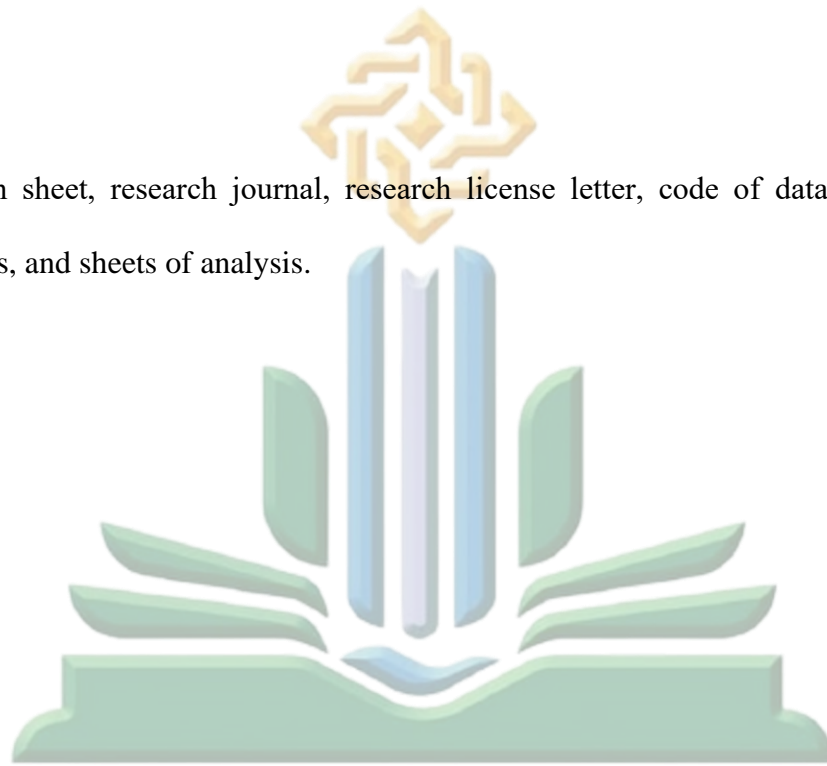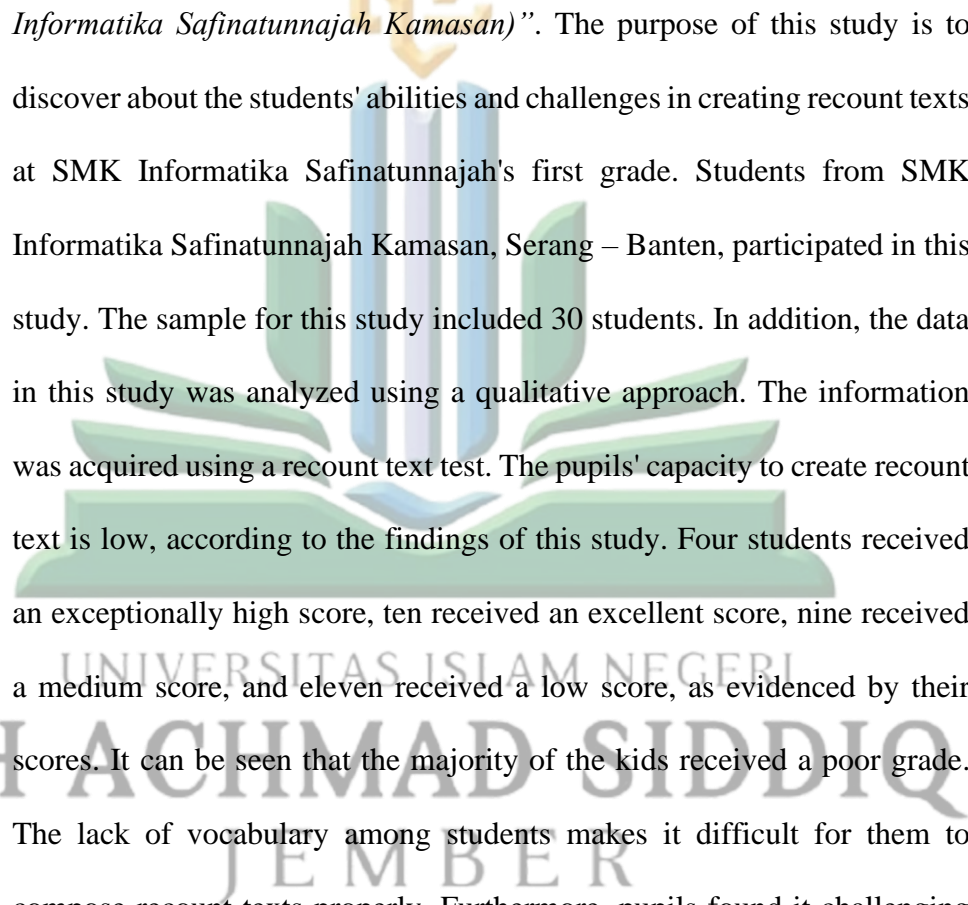
# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Research
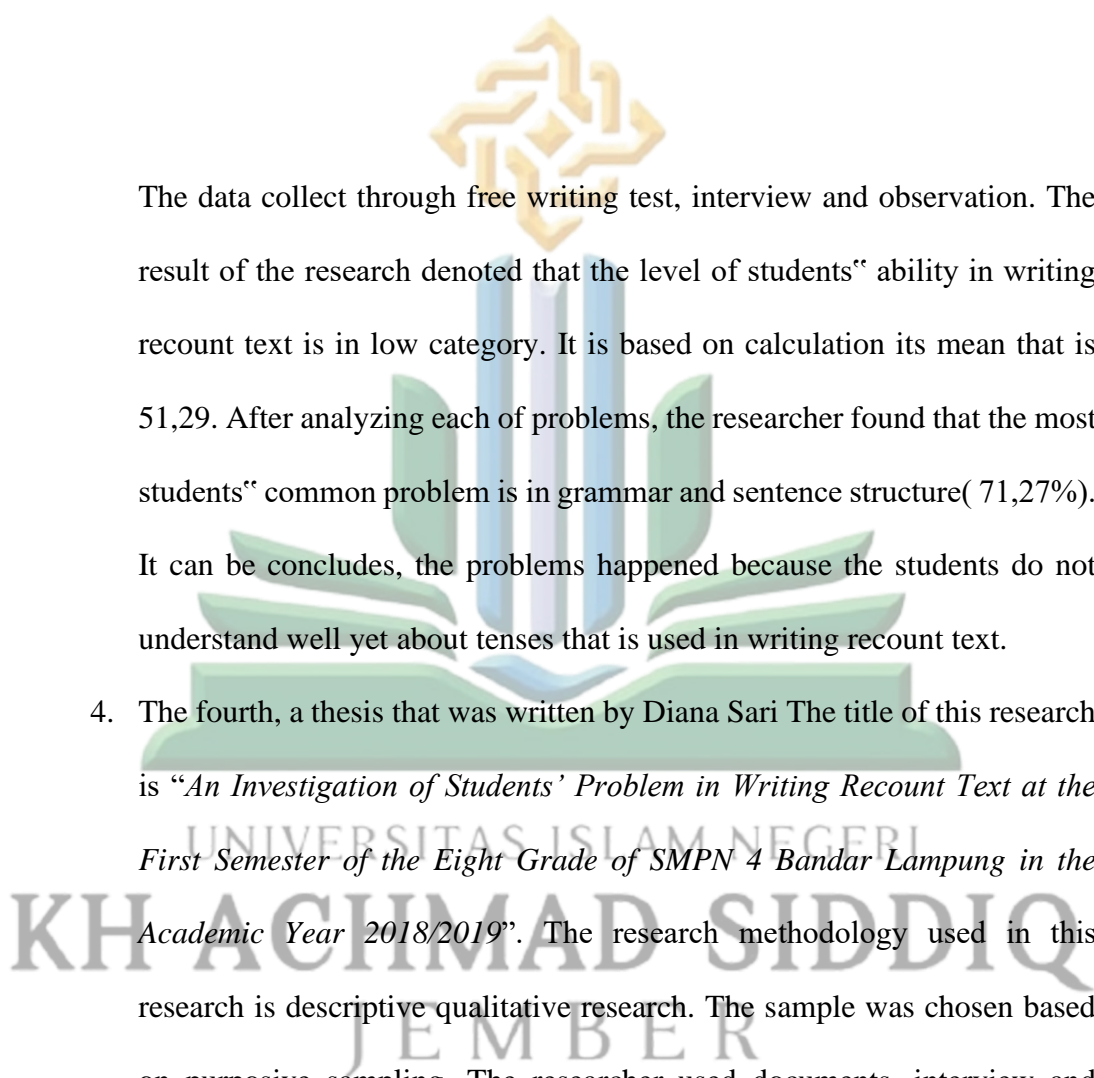
This research was not the first research in analyzing student's ability in writing recount text. The researcher found some research that related with this study, some of them are:

1. The first, a thesis that was written by Liliana Harahap from Islamic University of Sultan Syarif Kasim Riau, 2019 entitled *"An Analysis of Student's Ability in Writing Descriptive Text at the Tenth Grade of Senior High School 1 Tambang"*. She used descriptive qualitative research which focused on the student's ability in writing descriptive text at the Tenth Grade of Senior High School 1 Tambang. For the data collection, the researcher used a test to find student's ability in writing descriptive text. The test was conducted to find student's ability in writing descriptive text. The percentage of student's ability in grammar was 18,66%, mechanics was 19,54%, vocabulary was 20,46%, organization was 20,50%, and content was 20,84%. From five components of writing, the result of this research is showed that the students strong in the content and weak in grammar.

2. The second, a thesis that was written by Rismawati from UIN Sultan Maulana Hassanudin Banten, 2019 entitled *"An Analysis of Students' Ability In Writing Recount Text (A Case Study At First Grade Of SMK*

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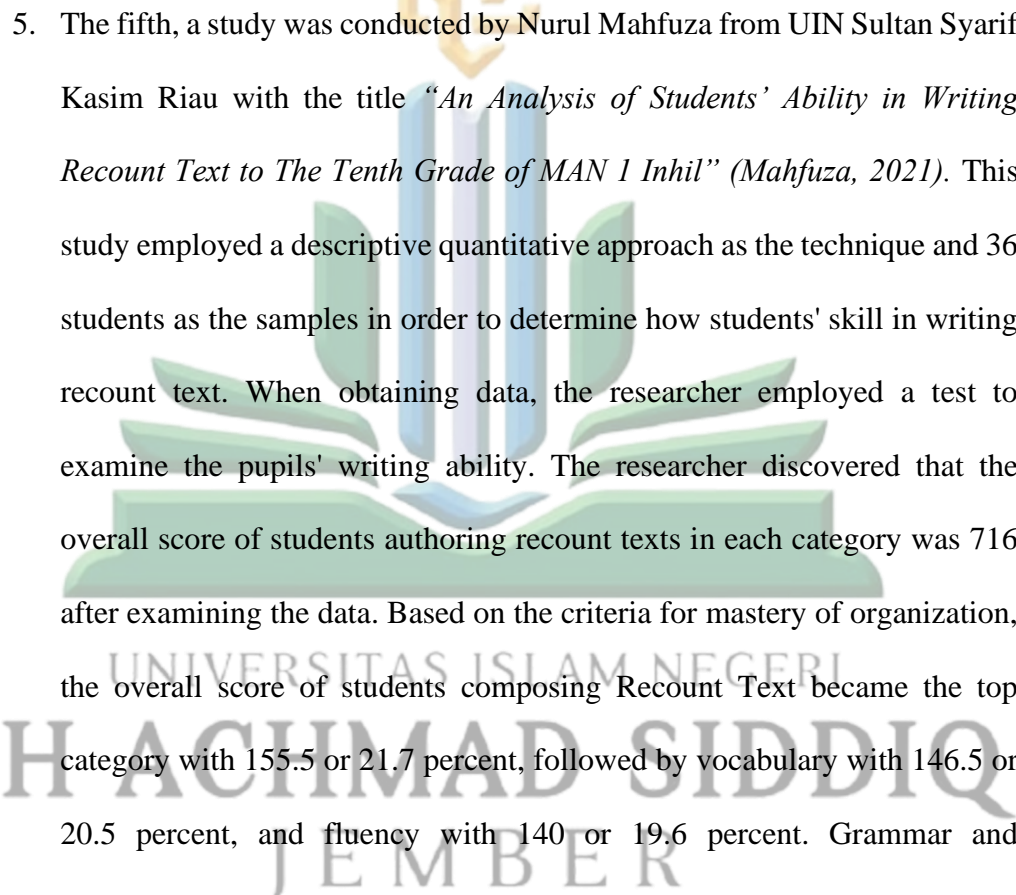
*Informatika Safinatunnajah Kamasan)''*. The purpose of this study is to discover about the students' abilities and challenges in creating recount texts at SMK Informatika Safinatunnajah's first grade. Students from SMK Informatika Safinatunnajah Kamasan, Serang – Banten, participated in this study. The sample for this study included 30 students. In addition, the data in this study was analyzed using a qualitative approach. The information was acquired using a recount text test. The pupils' capacity to create recount text is low, according to the findings of this study. Four students received an exceptionally high score, ten received an excellent score, nine received a medium score, and eleven received a low score, as evidenced by their scores. It can be seen that the majority of the kids received a poor grade. The lack of vocabulary among students makes it difficult for them to compose recount texts properly. Furthermore, pupils found it challenging to pick the appropriate diction, utilize proper spelling, and many students committed punctuation and capitalization problems. Students have trouble expressing themselves in writing. Their grammar and knowledge are still lacking, particularly when it comes to employing the simple past tense.

3. The third, a thesis that was written by Hasna Noor The title of this research is *''The Analysis of Students' Problems in Writing Recount Text at the Tenth Grade Students of MAN 2 MODEL Banjarmasin Academic Year 2018/2019*''. The researcher relies in descriptive and quantitative method.

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The data collect through free writing test, interview and observation. The result of the research denoted that the level of students" ability in writing recount text is in low category. It is based on calculation its mean that is 51,29. After analyzing each of problems, the researcher found that the most students" common problem is in grammar and sentence structure( 71,27%). It can be concludes, the problems happened because the students do not understand well yet about tenses that is used in writing recount text.

4. The fourth, a thesis that was written by Diana Sari The title of this research is "*An Investigation of Students' Problem in Writing Recount Text at the First Semester of the Eight Grade of SMPN 4 Bandar Lampung in the Academic Year 2018/2019*". The research methodology used in this research is descriptive qualitative research. The sample was chosen based on purposive sampling. The researcher used documents, interview and questionnaire to gather the data. The result showed that there were five aspects of problem faced by students in writing recount text such as: content( 4.10%), organization (14.23%), vocabulary ( 2.05%), language use (33,71%) and then mechanics (45.90%). Its mean that the most dominant problem in writing recount text is mechanics. Beside that, the cause of students problem in writing recount text are grammatical weakness, knowledge and understanding, less practice and educational background

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5.   The fifth, a study was conducted by Nurul Mahfuza from UIN Sultan Syarif Kasim Riau with the title *"An Analysis of Students' Ability in Writing Recount Text to The Tenth Grade of MAN 1 Inhil" (Mahfuza, 2021).* This study employed a descriptive quantitative approach as the technique and 36 students as the samples in order to determine how students' skill in writing recount text. When obtaining data, the researcher employed a test to examine the pupils' writing ability. The researcher discovered that the overall score of students authoring recount texts in each category was 716 after examining the data. Based on the criteria for mastery of organization, the overall score of students composing Recount Text became the top category with 155.5 or 21.7 percent, followed by vocabulary with 146.5 or 20.5 percent, and fluency with 140 or 19.6 percent. Grammar and mechanics has the lowest score of 137, or 19.1%. The researcher may conclude from the data that the majority of pupils make errors in spelling, punctuation, grammar, and choosing the right word or vocabulary in their Recount Text.

**Table 2.1**
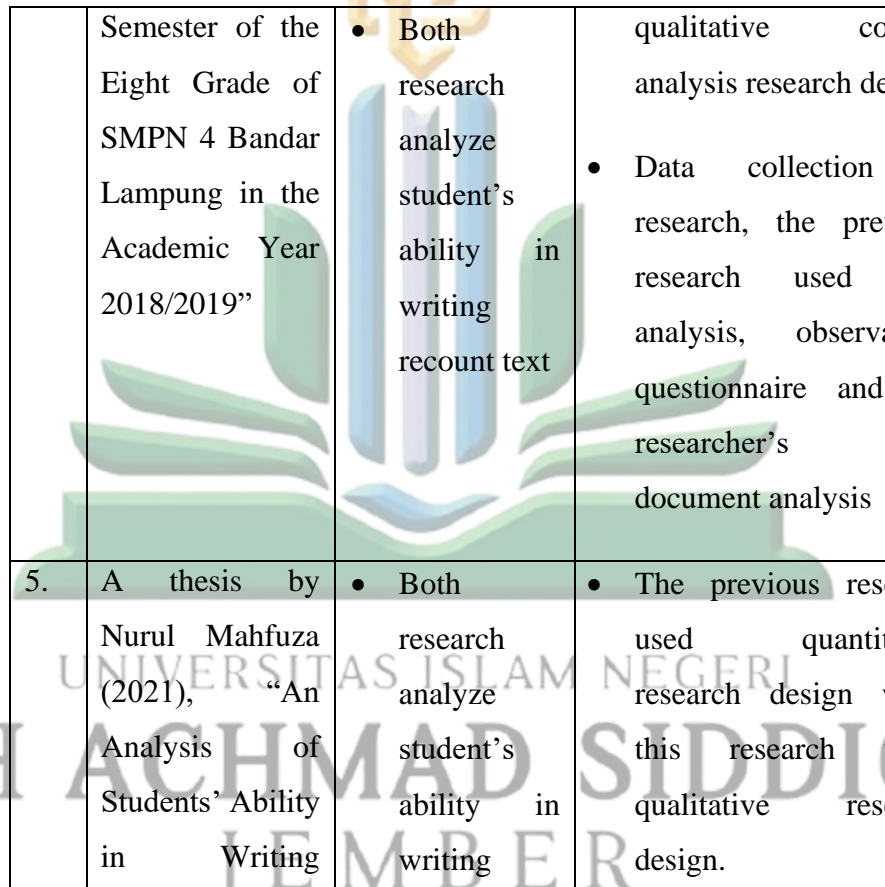
The similarities and Differences

Previous Research and the Researcher's Study

| No. | Researcher's Name and Title | Similarities | Differences |
|---|---|---|---|
| 1. | Liliana Harahap, "an Analysis of student's Ability in Writing Descriptive Text at the Tenth Grade of Senior High School 1 Tambang" | • Both research uses qualitative approach | • Types of research design, the previous research used qualitative descriptive and the researcher's uses qualitative content analysis<br><br>• Data collection of research, the previous research used test and the researcher's uses document analysis.<br><br>• Type of text, the previous research used descriptive text and the researcher's uses recount text |
| 2. | Rismawati, "An Analysis of Students' Ability | • Both research uses | • Types of research design, the previous research used qualitative |

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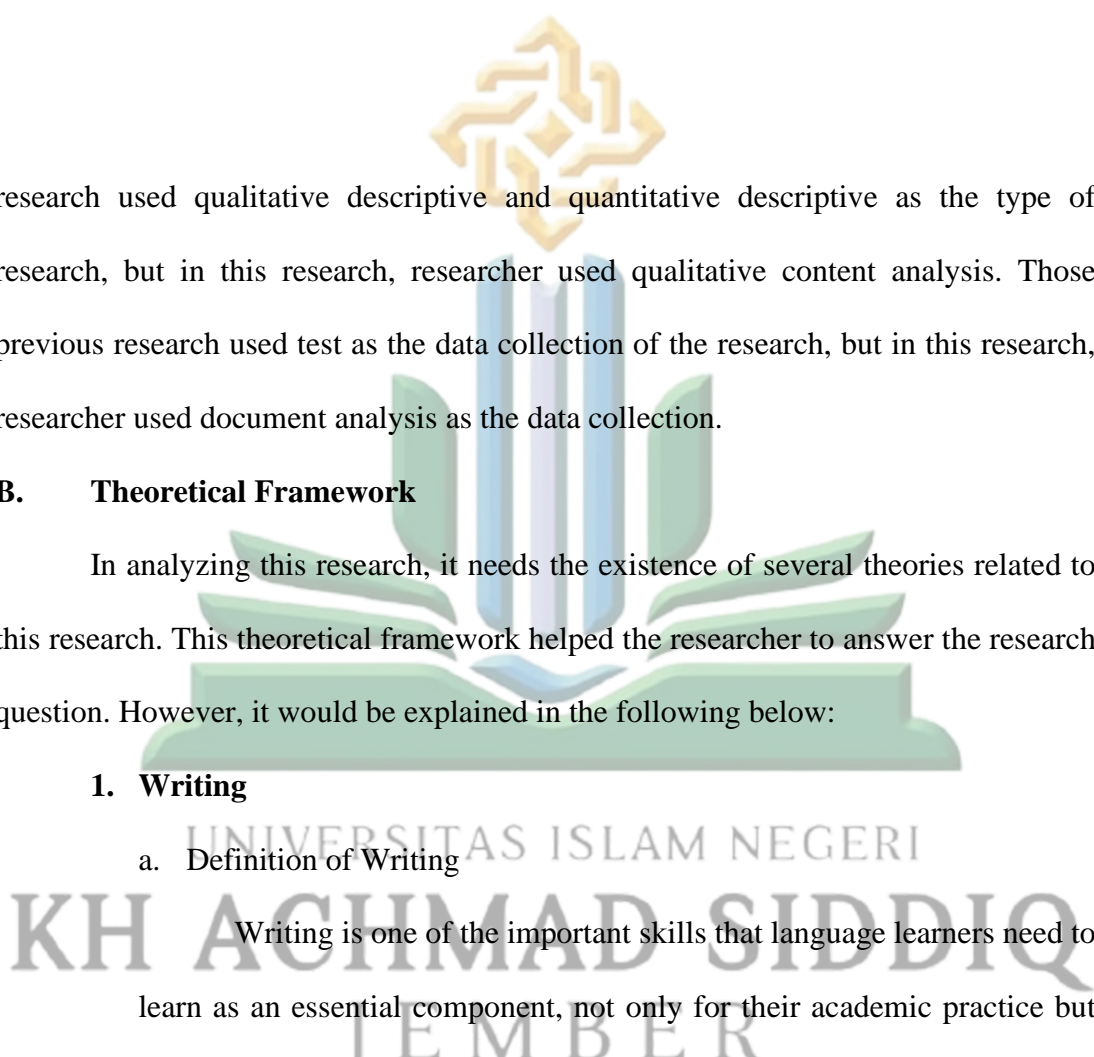
| No | | | |
|---|---|---|---|
| | In Writing Recount Text (A Case Study At First Grade Of SMK Informatika Safinatunnajah Kamasan)". | qualitative approach<br><br>• Both research analyze student's ability in writing recount text | descriptive and the researcher's uses qualitative content analysis<br><br>• Data collection of research, the previous research used test and the researcher's uses document analysis. |
| 3. | Hasna Noor, "The Analysis of Students' Problems in Writing Recount Text at the Tenth Grade Students of MAN 2 MODEL Banjarmasin Academic Year 2018/2019" | • Both research analyze student's ability in writing recount text | • Types of research design, the previous research used quantitative descriptive and the researcher's uses qualitative content analysis.<br><br>• Previous research use quantitative approach and the researcher's uses qualitative approach |
| 4. | Diana Sari, "An Investigation Of Students' Problem in Writing Recount Text at the First | • Both research used qualitative approach | • Types of research design, the previous research used qualitative descriptive and the researcher's uses |

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| | | | |
|---|---|---|---|
| | Semester of the Eight Grade of SMPN 4 Bandar Lampung in the Academic Year 2018/2019" | • Both research analyze student's ability in writing recount text | qualitative content analysis research design.<br><br>• Data collection of research, the previous research used text analysis, observation, questionnaire and the researcher's uses document analysis |
| 5. | A thesis by Nurul Mahfuza (2021), "An Analysis of Students' Ability in Writing Recount Text to The Tenth Grade of MAN 1 Inhil" | • Both research analyze student's ability in writing recount text | • The previous research used quantitative research design while this research using qualitative research design.<br><br>• Previous research use quantitative approach and the researcher's uses qualitative approach |

Based on the table above, it could be seen that all of researches had their own ways to analyze their subject of the research. The similarities of the three previous researches above with this study were both students' ability in writing recount text. Meanwhile, the differences between this study and the three previous researches were the types of research and data collection used to analyze the data. Those previous

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research used qualitative descriptive and quantitative descriptive as the type of research, but in this research, researcher used qualitative content analysis. Those previous research used test as the data collection of the research, but in this research, researcher used document analysis as the data collection.

**B.     Theoretical Framework**

In analyzing this research, it needs the existence of several theories related to this research. This theoretical framework helped the researcher to answer the research question. However, it would be explained in the following below:
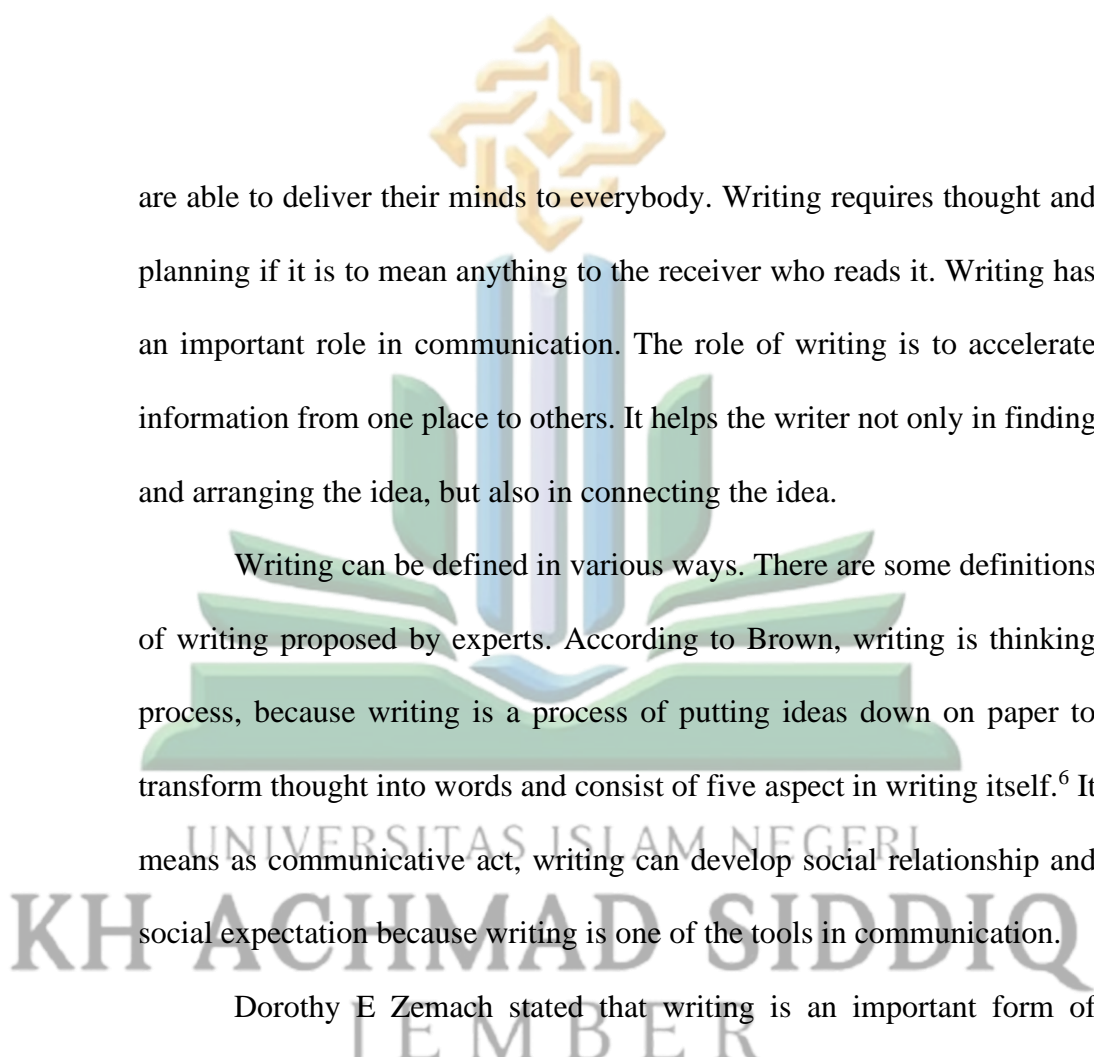
**1.   Writing**

a.   Definition of Writing

Writing is one of the important skills that language learners need to learn as an essential component, not only for their academic practice but also in their professional life. Writing is an activity to produce something in written form so that people can read, perform or use it.[5] So writing is more than picking up a pen and putting words on paper. Because the real purpose of writing is to send a message to someone, so the reader must understand the writer's ideas.

Writing is one of language abilities that as process to express idea, feeling, and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Writing also make people

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[5] Oxford Advanced learner's Pocket Dictionary, 2008. 516

are able to deliver their minds to everybody. Writing requires thought and planning if it is to mean anything to the receiver who reads it. Writing has an important role in communication. The role of writing is to accelerate information from one place to others. It helps the writer not only in finding and arranging the idea, but also in connecting the idea.
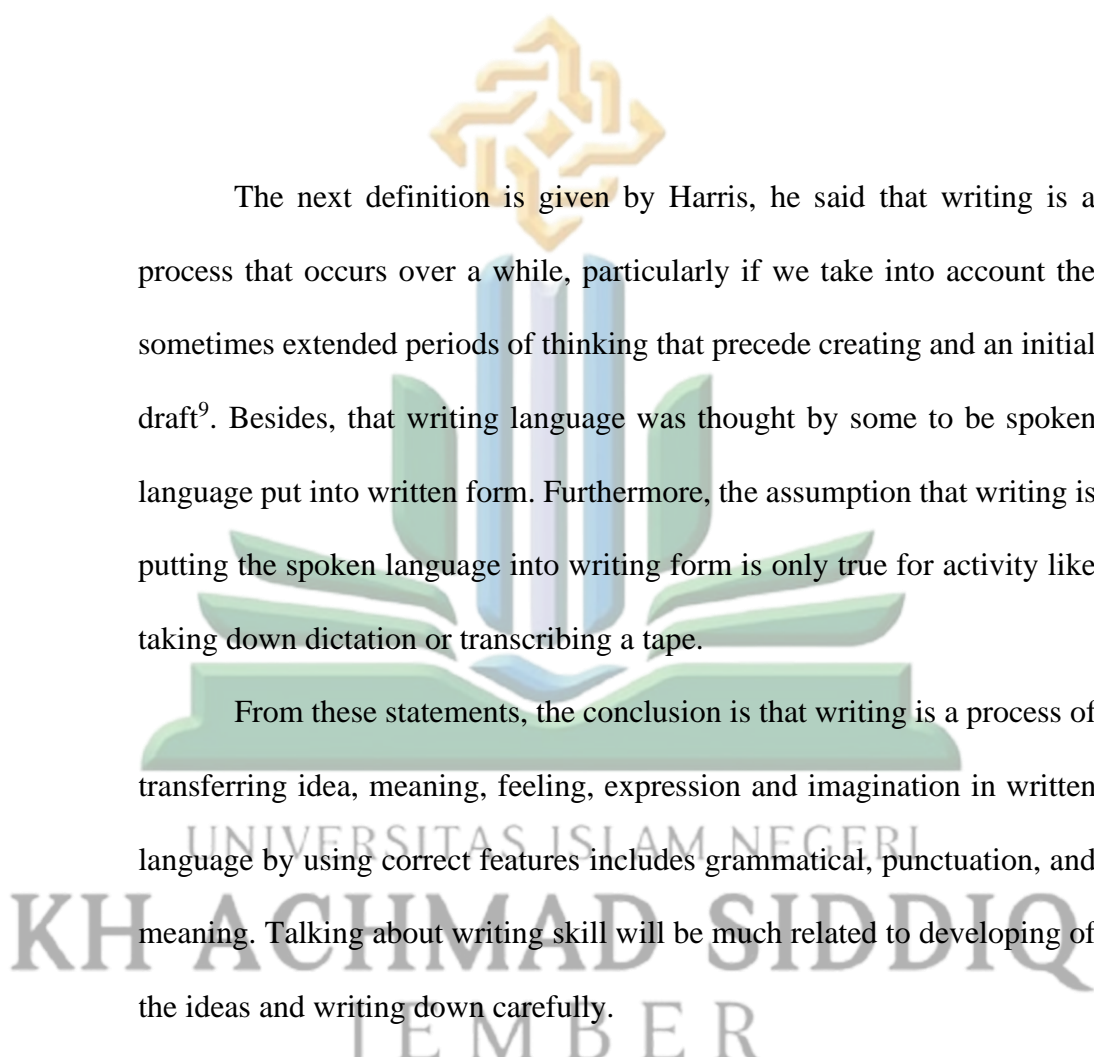
Writing can be defined in various ways. There are some definitions of writing proposed by experts. According to Brown, writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and consist of five aspect in writing itself.[6] It means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication.

Dorothy E Zemach stated that writing is an important form of communication in day to day life it is especially important in high school and college.[7] Writing is a form language using activities in the form of written. Writing is central to our personal experience and social identities and we are often evaluated by our control of it. Writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying.[8]

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[6] 'Brown, H. D,Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition),(Addison Wesley Longman, 2001), p.334.

[7] Dorothy E Zemach & Lisa A Rumisek, 2005.Academic Writing, NewYork: MACMILLAN,5.

[8] Ken Hyland, 2009. Teaching and Researching Writing, Malaysia: Longman,2.

The next definition is given by Harris, he said that writing is a process that occurs over a while, particularly if we take into account the sometimes extended periods of thinking that precede creating and an initial draft[9]. Besides, that writing language was thought by some to be spoken language put into written form. Furthermore, the assumption that writing is putting the spoken language into writing form is only true for activity like taking down dictation or transcribing a tape.

From these statements, the conclusion is that writing is a process of transferring idea, meaning, feeling, expression and imagination in written language by using correct features includes grammatical, punctuation, and meaning. Talking about writing skill will be much related to developing of the ideas and writing down carefully.

b. Micro and Macro Skills of Writing

According to Brown, H. Douglas the turn once again to a taxonomy of micro and macro skills that assist in defining the ultimate criterion of an assessment procedure.[10] The earlier micro skills apply more appropriately to imitative and intensive types of writing 23 tasks, while the macro skills are essential for the successful mastery of responsive and extensive writing.

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[9] Harris, John. 1993. Introduction Writing, London: Allen and Unwinx.
[10] Brown, H. D,Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition),(Addison Wesley Longman, 2001), p.334.
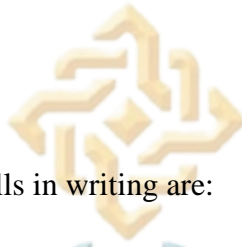
The Micro skills in writing are:

1) Produce graphemes and orthographic patterns of English.

2) Produce writing at an efficient rate of speed to suit the purpose.

3) Produce an acceptable core of words and use appropriate word order patterns.

4) Use acceptable grammatical system (e.g. tense, agreement, pluralization, patterns, and rules).

5) Express a particular meaning in different grammatical forms.

6) Use cohesive devices in written discourse.

The Macro skills in writing are:

1) Use the rhetorical form and conventions of written discourse.

2) Appropriately accomplish the communicative functions of written texts according to form and purpose.

3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

4) Distinguish between literal and implied meanings when writing.

5) Correctly convey culturally specific references in the context on the written text.

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6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and 24 synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.
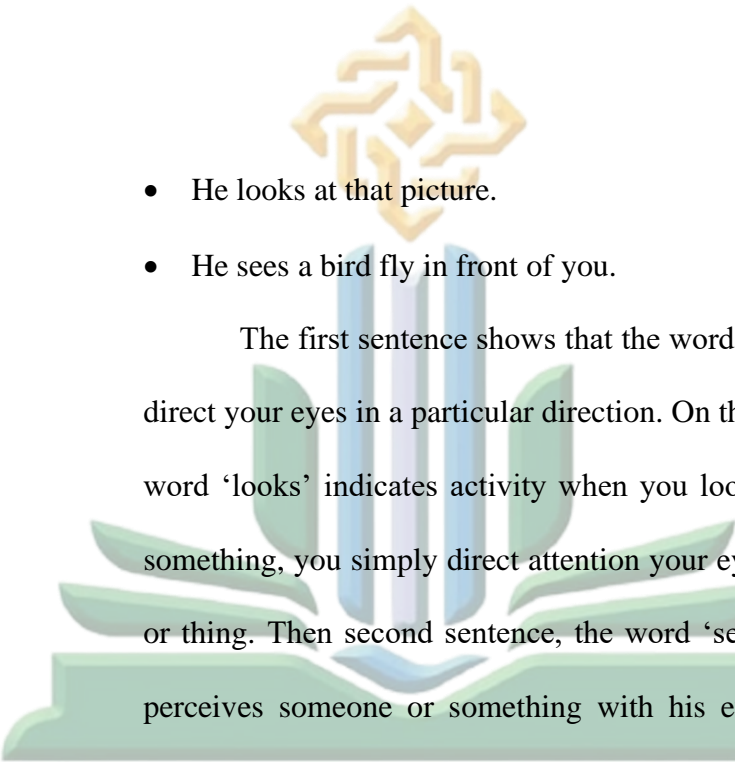
c. Aspect of Writing

To produce good writing, the writer needs to consider some aspects of writing. Brown proposes five major aspects of writing that have to be required by a writer in producing a written text.[11] Those aspects of writing are vocabulary, grammar, mechanics, content, and organization of ideas.

1) Vocabulary

In writing, vocabulary deals with the choice of words. A writer should choose the word carefully in writing, it means that students need to pay attention to the words they use when they are writing because each word may represent a different meaning. For example, the use of the words 'look' and 'see' in a sentence is different although both of them are the same verbs that involve the sense of seeing. It can be illustrated in the following sentence. It helps the learner understand the different meanings of those words in the form of the sentence.

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[11] Brown, H. D,Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition),(Addison Wesley Longman, 2001), p.15.
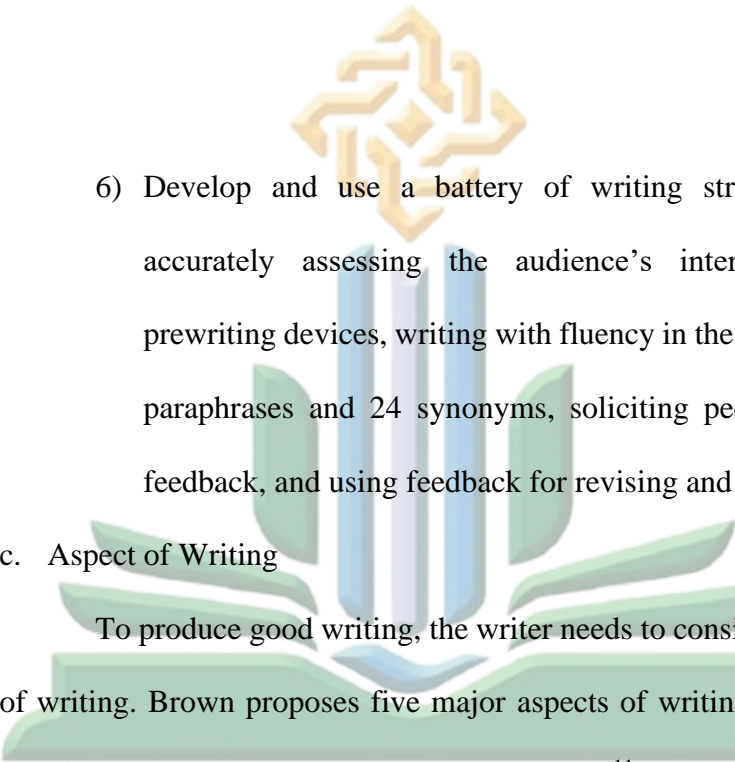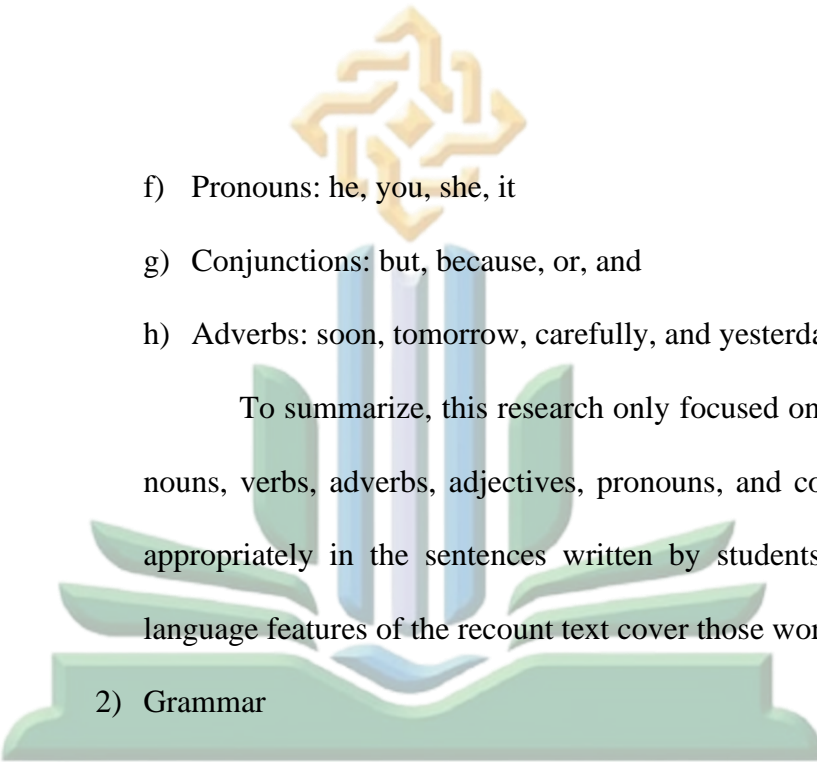
- He looks at that picture.

- He sees a bird fly in front of you.

The first sentence shows that the word 'looks' means to direct your eyes in a particular direction. On the other hand, the word 'looks' indicates activity when you look at someone or something, you simply direct attention your eyes at that person or thing. Then second sentence, the word 'sees' show that he perceives someone or something with his eyes but it is not intentional. Further, the can be for a short time or it might not involve much thought. For that reason, students need to use the appropriate vocabulary in order that the meaning of words in any sentence can be understood.

Considering that vocabulary refers to a set of words, Raymond Murphy clarifies words into eight different words that are familiar to most people. Those words are as follows:[12]

a) Nouns: book, soap, chair, window

b) Verbs: eat, write, read, and sleep

c) Determiners: this, that, the, any

d) Prepositions: at, in, on, between

e) Adjectives: sweet, cool, smart, happy

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[12] Raymond Murphy, English Grammar in Use,(Cambridge University Press, 1994), p. 68-120.

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f)  Pronouns: he, you, she, it

g)  Conjunctions: but, because, or, and

h)  Adverbs: soon, tomorrow, carefully, and yesterday
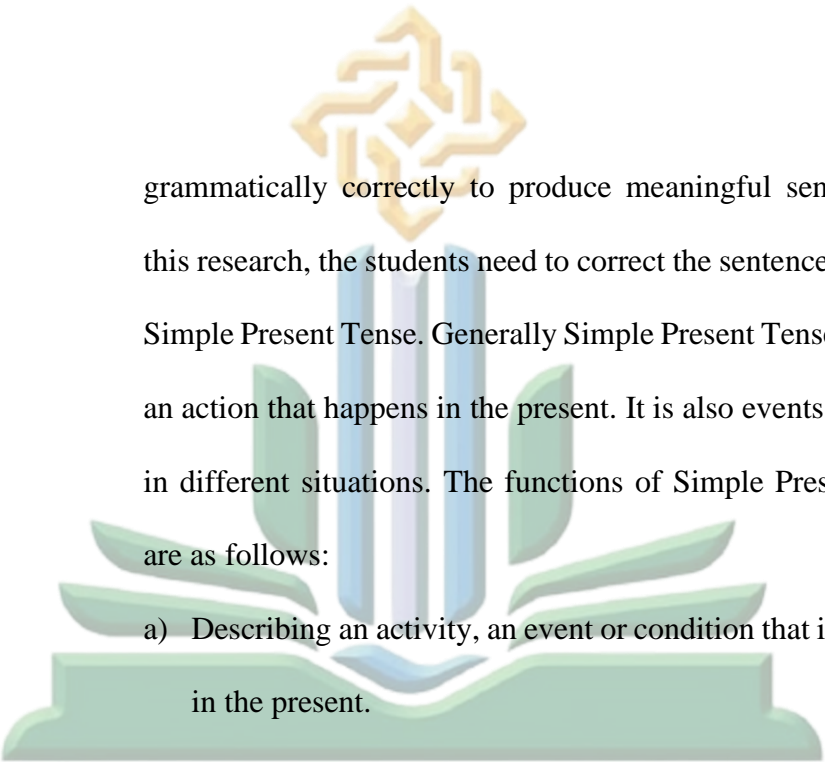
To summarize, this research only focused on the use of nouns, verbs, adverbs, adjectives, pronouns, and conjunctions appropriately in the sentences written by students since the language features of the recount text cover those words.

2)  Grammar

Grammar refers to the patterns or rules which are used to construct the sentences in English correctly and acceptably. Grammar is the study of the forms or structure which are used in language. Grammar is also called rules which are used as guidance to form the language sentences. Gerot and Wignell state that grammar is a theory of a language, of how language is put together and how it works.[13] This element consists of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. It means that students cannot ignore using the correct grammar in their writing. After all, students have to be able to write

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[13] Gerot, L., and Wignell, P.Making Sense of Functional Grammar.(GerdStabler, 1994)

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grammatically correctly to produce meaningful sentences. In this research, the students need to correct the sentences by using Simple Present Tense. Generally Simple Present Tense indicates an action that happens in the present. It is also events or actions in different situations. The functions of Simple Present Tense are as follows:

a) Describing an activity, an event or condition that is occuring in the present.

   Example: Diana cooks a soup in the kitchen.

b) Expressing general truth such as scientific fact.

   Example: The sun rises in the east.

c) Using to indicate a habitual action, event or condition.

   Example: She goes to school every day.

   Afterward, students also need to know the patterns of Simple Present Tense. The purpose is to guide them in arranging the words into a good sentence. The following explanations are patterns used to construct sentences in the form of Simple Present Tense.

a) The pattern of Verbal Simple Present Tense.

   (+) S + Verb1 (s/es) + O

   (-) S + Do/Does + Not+ Verb + O

   (?) Do/Does + S + Verb1 + O?
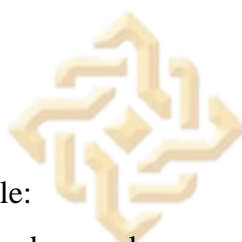
Example:

(+) Luna buys a dress.

(-) Luna does not buy a dress.

(?) Does Luna buy a dress?

b) Patterns of Nominal Simple Present Tense.

(+) S + To be (is/am/are) + O

(-) S + To be (is/am/are) + Not + O

(?) To be (is/am/are) + S +O?

Example:

(+) Marcell is a popular man in the class.
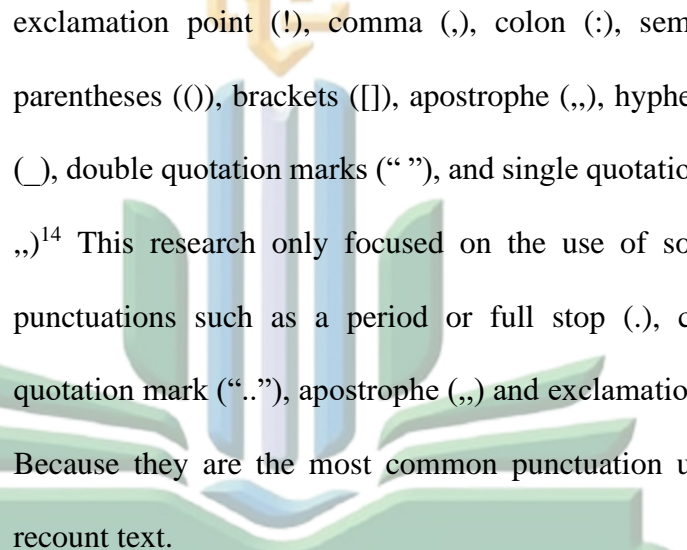
(-) Marcellis not a popular man in the class.

(?) Is Marcell a popular man in the class?

3) Mechanic

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The rules of mechanics try to make the writing seem consistent and clear. The convention may seem arbitrary. It was developed from thousands of experiences. The mechanic represents the economic and efficient way of writing.

Mechanic in this research refers to the correct use of punctuation, spelling, and capitalization enable the reader to recognize what the writer intends. There are many punctuations commonly used by the writers. Swick identifies the punctuation marks in writing including period (.), question mark (?),

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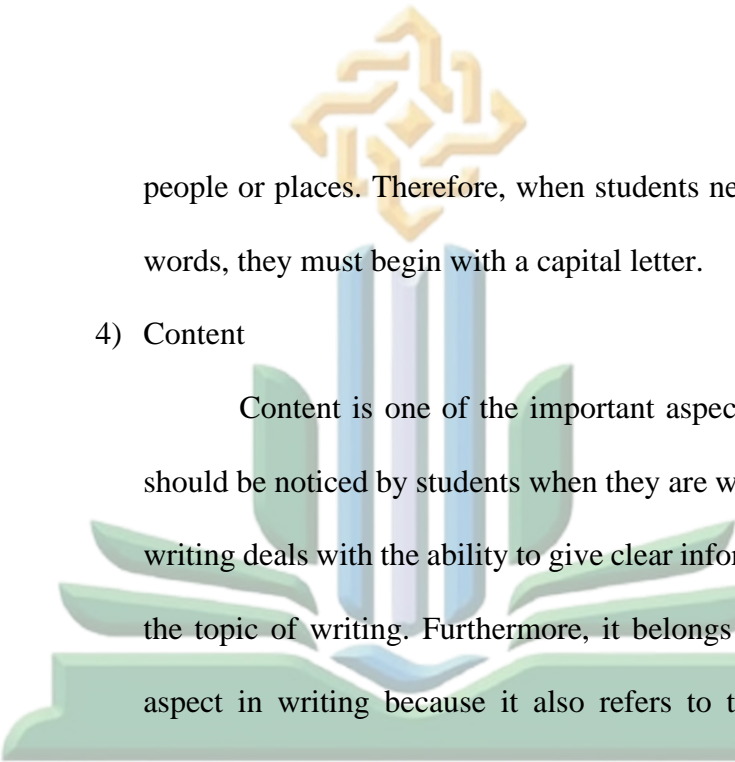
exclamation point (!), comma (,), colon (:), semicolon (;), parentheses (()), brackets ([]), apostrophe (,,), hyphen (-), dash (_), double quotation marks (" "), and single quotation marks (,, ,,)[14] This research only focused on the use of some of the punctuations such as a period or full stop (.), comma (,), quotation mark ("..") apostrophe (,,) and exclamation point (!). Because they are the most common punctuation used in the recount text.

Spelling refers to the ability to write words into a correct letter. Every writer must write the words in the correct spelling to avoid having miss understanding of the message that is conveyed in writing. In summary, the students have to write the words with incorrect spelling and put correct punctuation to avoid misunderstanding of the message which is conveyed in their writing.

Another mechanic element in writing is capitalization. It deals with an act to write with a capital letter. Writing by using capital letters include the first word of a sentence, titles, names of organization, days, months, nationality words, and names of

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[14] Swick, Ed. Writing BetterEnglish for ESL Learners Second Edition.(McGraw-Hill Companies,2009)

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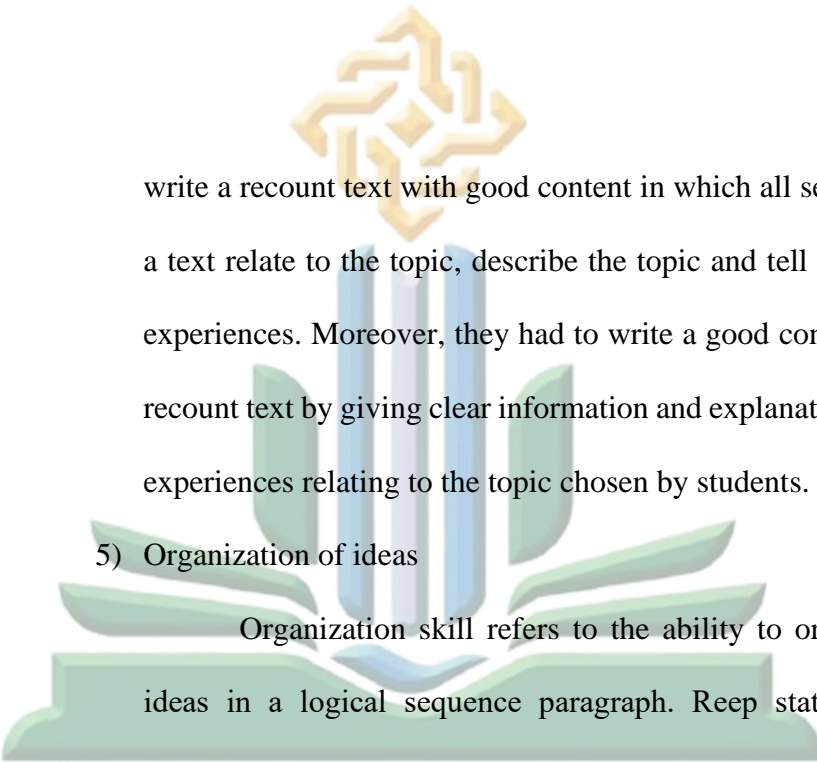
people or places. Therefore, when students need to write those words, they must begin with a capital letter.

4) Content

Content is one of the important aspects in writing that should be noticed by students when they are writing. Content in writing deals with the ability to give clear information related to the topic of writing. Furthermore, it belongs to the important aspect in writing because it also refers to the clarity of the paragraph. Clarity is a crucial component in writing as it includes an explanation about examples, reasons, and word choice. To have good content in writing, the writer needs to write clearly by completing their explanation with additional information to make the readers more understanding of the idea of writers. For example, if the writers want to write about herbivores, they need to give the example of the animal that includes herbivores, explain the reason why the animal mentioned belongs to the herbivores category and pay attention to word choice.

To conclude, the content of this research, it will refer to the student's writing ability in composing recount text which was relevant to an assigned topic. The students were required to

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write a recount text with good content in which all sentences of a text relate to the topic, describe the topic and tell about their experiences. Moreover, they had to write a good content of the recount text by giving clear information and explanation of their experiences relating to the topic chosen by students.

5) Organization of ideas
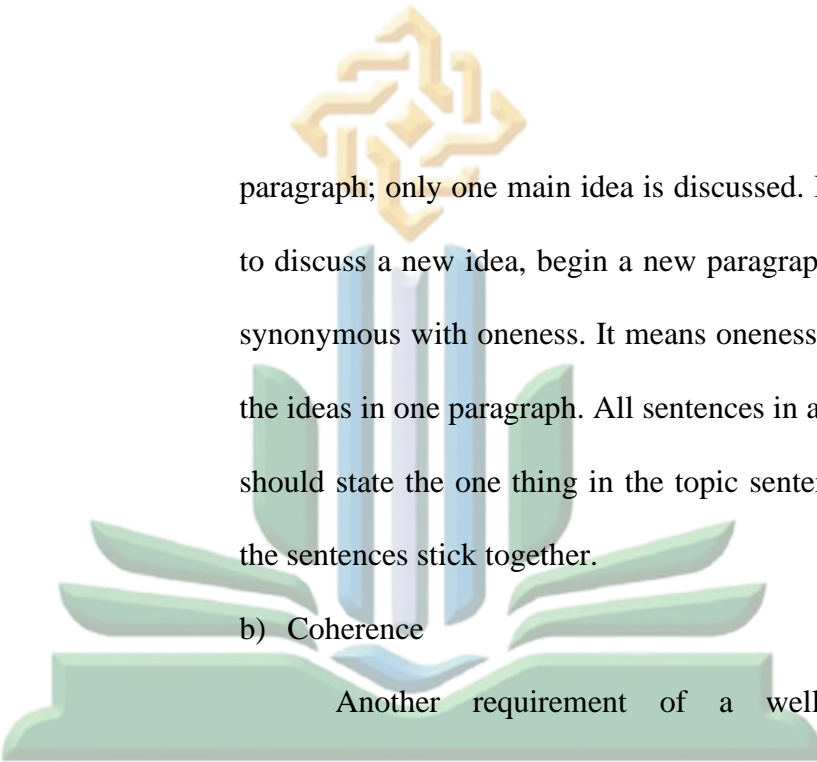
Organization skill refers to the ability to organize the ideas in a logical sequence paragraph. Reep states that "a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences".[15] The sentences in the paragraph should be organized in a logical sequence to make a united contribution to the whole paragraph. Besides, Oshima and Hogue state that a good paragraph also has elements of unity and coherence.[16]

a) Unity

Unity is an important element of a good paragraph that has unity, which means that in each

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[15] Reep, Diana. Technical Writing: Principles, Strategies Journal English Language Teaching (ELT). Vol.1 No.2, Juli 2013,82.
[16] Oshima,A.& Hogue, A. Introduction to Academic Writing (2nd Edition). (Addison Wesley Longman, 1991), p. 17.

paragraph; only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph. Unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state the one thing in the topic sentence. All of the sentences stick together.

b) Coherence

Another requirement of a well-organized paragraph is coherence. Coherence means that the sentences must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. each sentence should flow smoothly into the next. Harmer states that coherence is elements of the text that the phrases and sentences relate to each other.[17] In developing a coherence paragraph, a writer should know some writing skills. Coherence means that ideas and sentences flow together smoothly in a logical, organized manner. Besides, developing coherence in the body of a paragraph requires the following writing skills:

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[17] 'Harmer.How to Teach Writing.(Addison Wesley Longman Limited,2004), p. 24.

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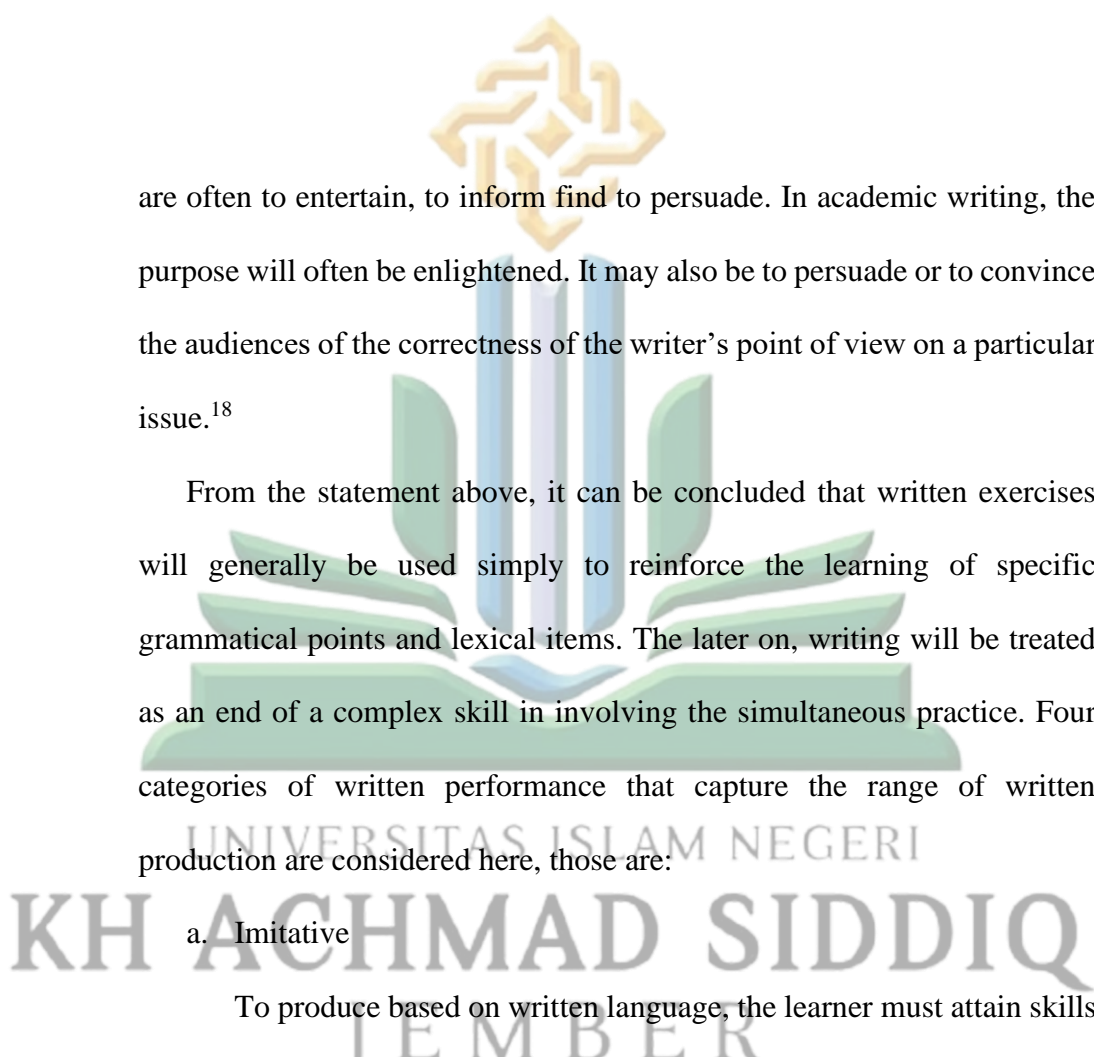
- Knowing how to organized information chronologically, spatially, and in order of importance frequency.
- Knowing how to use sentence variety and how to combine sentences.
- Knowing how to connect ideas and sentences by transition words.

To conclude, the organization of writing recount text in this research meant that the students need to write a recount text in good organization. Their writing had to consist of a complete generic structure of a recount text.

2. **Teaching Writing**

Teaching is "work" of a teacher. Writing is "activity of writing". Based on the expert, Harris stated that writing is full of starts and stops punctuate, long pause for reflection or by the need to regenerate concentration. It can be concluded that teaching writing is essentially important for students. Teaching writing is a unique way to reinforce learning, we frequently have to communicate with each other in writing and writing reinforces grammatical structure, idioms and vocabulary.

Teaching writing involves careful selection of pictures, model texts, prompts, rubrics, and skill development activities. The purposes of writing

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are often to entertain, to inform find to persuade. In academic writing, the purpose will often be enlightened. It may also be to persuade or to convince the audiences of the correctness of the writer's point of view on a particular issue.[18]

From the statement above, it can be concluded that written exercises will generally be used simply to reinforce the learning of specific grammatical points and lexical items. The later on, writing will be treated as an end of a complex skill in involving the simultaneous practice. Four categories of written performance that capture the range of written production are considered here, those are:

a. Imitative

To produce based on written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are typing to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

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[18] S yafi 'i, The Process of Writing for Classrom Settings, LBSI, Pekanbaru, 2008, p. 112-113

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b.  Intensive
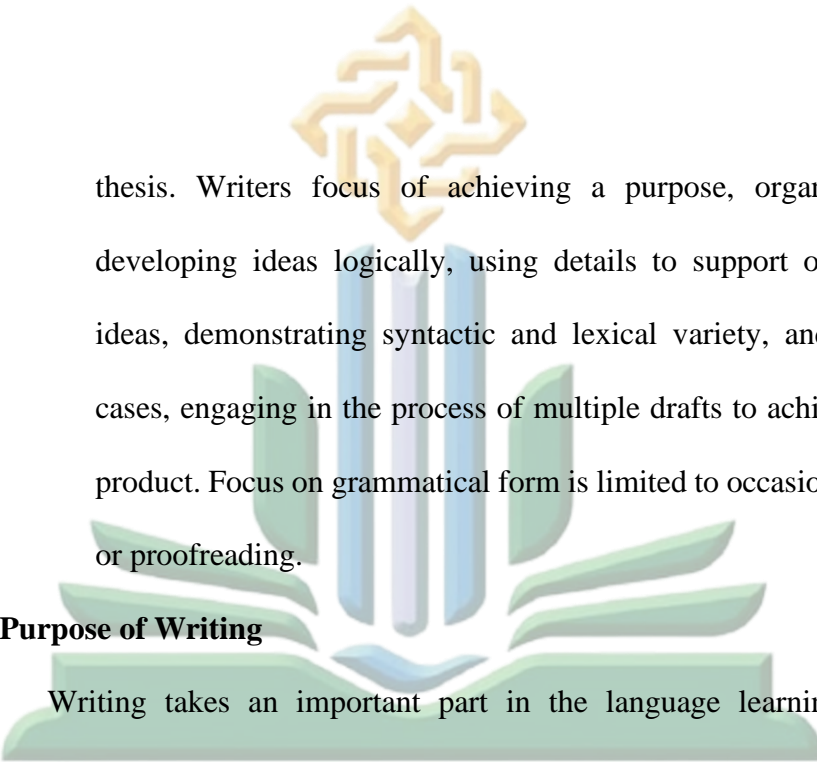
Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of a sentence. Meaning and context are importance in determining correctness and appropriateness, but most of assessment tasks are more concerned with a focus on form, and rather strictly controlled by the test design.

c.  Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into paragraph and crating a logically connected sequence of two or three paragraph. Tasks respond to pedagogical directives, list of criteria, outlines and other guidelines. Genres of writing include brief narrative and description, short reports, lab reports, summaries, brief responses to reading, and more focused on the discourse conventions that will achieve the objectives of the written text form focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

d.  Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a

thesis. Writers focus of achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading.

3. **Purpose of Writing**
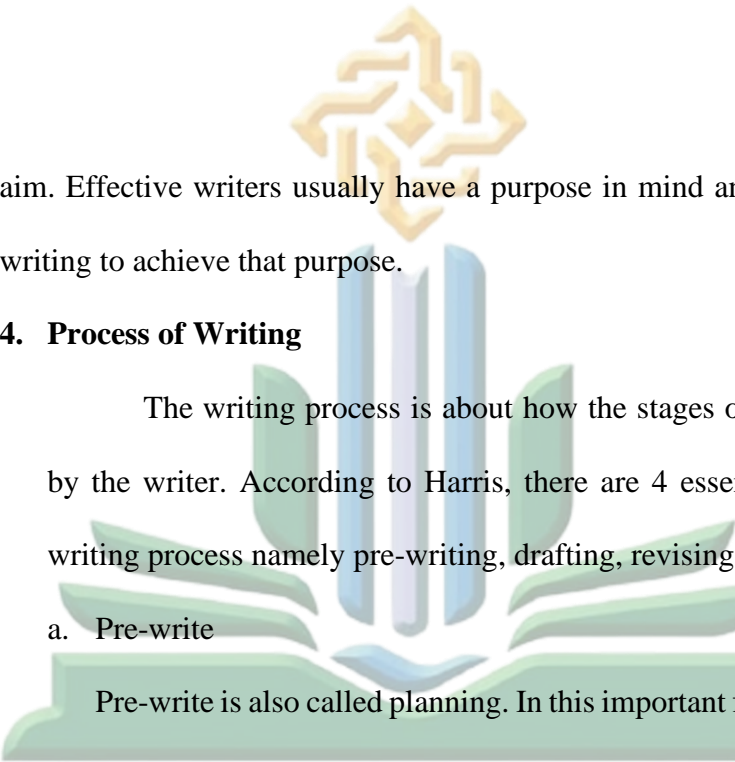
Writing takes an important part in the language learning process because writing is used to help learners focus on accuracy, consolidate the new language being learned into learner's selves and develop literacy skills. According to Raid the purposes of writing are:[19]

a. To inform; it means the writer can give information to the readers.

b. To Explain; it means that the writer can write something to explain a thing or situations that happens.

c. To amuse the audience; it means that the writer can make the reader happy by reading his or her writing.

From these notions of the purposes of teaching writing, it can be concluded that writing is taught as a means of reinforcement and literacy skill development, as an aid to develop language, and as a language skill itself. The teacher needs to make sure that students have some writing to

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[19] Joy, M. Raid, 1993. Teaching ESL, new Writing, New Jersey: Prentice Hall Regenis, 2.

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aim. Effective writers usually have a purpose in mind and construct their writing to achieve that purpose.

**4. Process of Writing**

The writing process is about how the stages of writing applied by the writer. According to Harris, there are 4 essential steps of the writing process namely pre-writing, drafting, revising, and editing.[20]
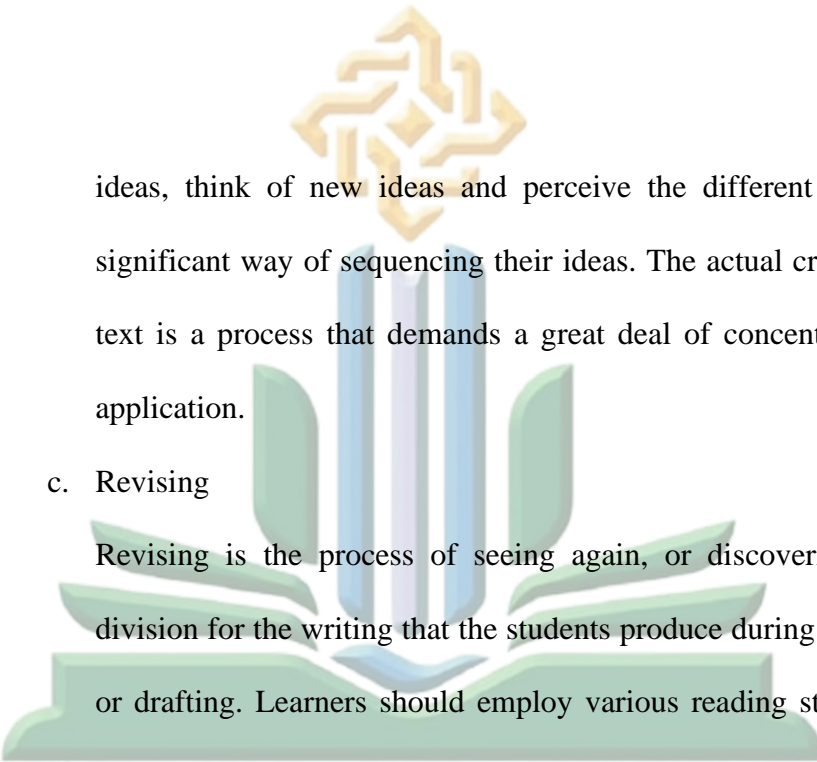
a. Pre-write

Pre-write is also called planning. In this important first step, learners are allowed to collect their thoughts and ideas before committing pen to paper. They need time to develop their ideas. In pre-writing step, the learner begins digging for the basic raw they need. They are expected to be able to formulate the purpose and then organize the ideas. If the planning is done properly, it can cause the students to write without hesitation or worry.

b. Drafting

Drafting has the aim to translate plans and ideas into a provisional text. Drafting allows writers the flexibility to explore, make discoveries, and change their ideas. Drafting allows the writer to start producing their writing by developing their ideas. It is often that as writers proceed with creating a text, they come to redefine

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[20] Harris, John. 1993. Introduction Writing, London: Allen and Unwinx.

ideas, think of new ideas and perceive the different and more significant way of sequencing their ideas. The actual creation of a text is a process that demands a great deal of concentration and application.

c. Revising

Revising is the process of seeing again, or discovering a new division for the writing that the students produce during prewriting or drafting. Learners should employ various reading strategies to help them rethink, reorder, and rewrite substantial portions of what they have been written. Additionally, bits of text can be deleted, added, or removed to a different place. Revising occurs when a writer looks for feedback from a teacher or another student. At this stage, the learners get revision from other people who have more knowledge on the topic by adding, removing, rearranging, and replacing the sentences or words. In this case, a teacher is the appropriate person who knows well about the topic has been written, so that the student's work can be more logical and coherent.
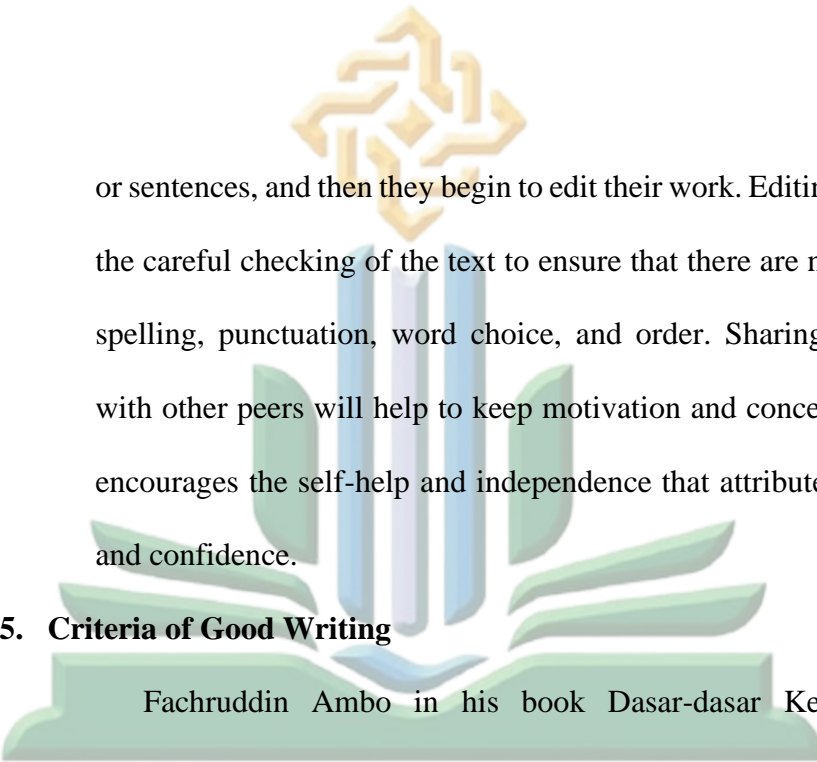
d. Editing

When the decision is made and the draft is finished, there remains the task of editing and publishing. Editing needs to be done after revision. In this stage, the learner knows where the incorrect words

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or sentences, and then they begin to edit their work. Editing involves the careful checking of the text to ensure that there are no errors in spelling, punctuation, word choice, and order. Sharing the work with other peers will help to keep motivation and concentration. It encourages the self-help and independence that attributes maturity and confidence.

5. **Criteria of Good Writing**

   Fachruddin Ambo in his book Dasar-dasar Keterampilan Menulis states that the good writing can be communicated effectively with the reader. He also stated the criteria for good writing as follows:

   a. Meaningful

      Good writing must be able to convey something in which is meaningful to someone and can give the evidences about what it said.

   b. Clear

      It can be said as a clear writing if the intended reader can read in constant speed and catch the meaning. Clear writing should not have been simple, but must not be more difficult than the situation as it ought to be.

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c. Coherent

Other characteristic of good writing is coherent, it means that the information is clearly connected and arranged. It has been original systematically so the reader can follow the composition easily.

d. Economic

If the main purpose of the writer is giving information, she should avoid pleonasm. In a good writing, the words used are appropriate, and the sentences are clear, concise, emphatic and correct. So, it doesn't waste time by veering away from focus without reason.

e. Cohesive

It means that the writing does not contain tons grammatical patterns, substitution, elliptical construction, preposition, conjunctions to relate among the clauses within paragraphs.

6. **Scoring Analysis of Writing**

Analytic scoring may be appropriately called as analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. Brown designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from "unacceptable" to "excellent".

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**Table 2.2**

| Five Aspect of Writing | Score | | | | |
|---|---|---|---|---|---|
| | Excellent to Good (20-18) | Good to Adequate (17-15) | Adequate to Fair (14-12) | Unacceptable (11-6) | Not Collage Level Work (5-1) |
| Organization | Appropriate tittle, effective introductory paragraph, leads to body; transitional express used; arrangement of material shows plan (can be outlined by reader); supporting evidence given for generalizati | Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be | Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be supported by the evidence given; problems of organization interfere | Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; | Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader) |

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| | | | | | |
|---|---|---|---|---|---|
| | ons, conclusion logical and complete | absent or missed | | inadequate effort at organization | |
| Content | Essay address the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought | Essay address the issues but misses some points; ideas could be more fully developed; some extraneous material is present | Development of ideas not complete or essay is somewhat off topic; paragraphs aren't divided exactly right | Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content | Essay is completely inadequate and does not reflect collage level work; no apparent effort to consider the topic carefully |
| Grammar | Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, | Advanced proficiency in English grammar; some grammar problems don't influence communicat | Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on | Numerous serious grammar problems interfere with communication of the writer's ideas; | Severe grammar problems interfere greatly with the message; reader can't understand what the |

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| | verb forms and tenses sequencing; no fragments or run-on sentences | ion, although the reader is aware of them; no fragments r run-on sentences | communicat ion; run-on sentences or fragments present | grammar review of some areas clearly needed; difficult to read sentences | writer trying to say; unintelligibl e sentence structure |
|---|---|---|---|---|---|
| Mechani c | Correct use of English writing conventions ; left and right margins, all needed capitals, paragraph indented, punctuation and spelling; very neat | Some problems with writing conversatio ns or punctuation; occasional speaking errors; left margin correct; paper is neat and legible | Uses general writing conversatio ns but has errors; spelling problems distract reader; punctuation errors interfere with ideas | Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptabl e to educated readers | Complete disregard for English for writing conversatio ns; paper illegible; obvious capital missing, no margins, severe spelling problems |
| Vocabul ary | Precise vocabulary usage; use of parallel | Attempts variety; good vocabulary; | Some vocabulary missed; lacks | Poor expression of ideas; problems in | Inappropriat e use of vocabulary; no concept |

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| | | | | |
|---|---|---|---|---|
| structures; concise; register good | not wordy; register ok; style fairly concise | awareness of register; may too be wordy | vocabulary; lacks variety of structure | of register or sentence variety |

### 7. Recount Text

a. Definition of Recount text

Students must be able to compose a variety of text types in academic writing, including recount text. A recount text is one that recounts prior occurrences. Recount text, according to Matondang, is a text that informs us about an experience, with the goal of informing the reader about what happened in the past through a sequence of events (in the order in which the events occurred).[21] A recount, according to Fisher, is a writing that describes an experience or a series of events based on the author's own or historical experiences.[22] the text should involve several steps, such as orientation to let the readers know who is involved, when and where the story takes place. The event on text is also should be written chronologically. according to Hyland, the purpose of
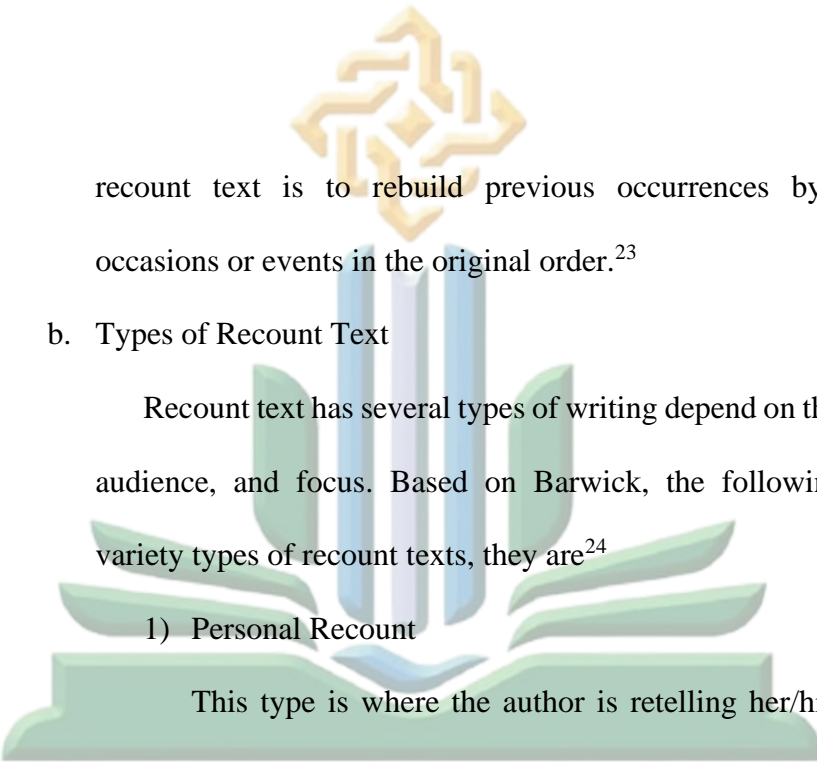
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[21] KD Matondang, M. (2020). The Implementation of Daily Journal Writing in Teaching Recount Text for the Second Grade Students in Madrasah Tsanawiyah Khoirotul Islamiyah Pematangsiantar. *Budapest International Research and Critics Institute*

[22] Fisher, A. S. H. (2016). Students ' Reading Techniques Difficulties in Recount Text. *English and Education*, *4*(2), 1–12.

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recount text is to rebuild previous occurrences by recalling occasions or events in the original order.[23]

b. Types of Recount Text

Recount text has several types of writing depend on the purpose, audience, and focus. Based on Barwick, the following are the variety types of recount texts, they are[24]

1) Personal Recount

This type is where the author is retelling her/his personal experience. This may simply be an oral story, diary or personal letters.

2) Factual Recount
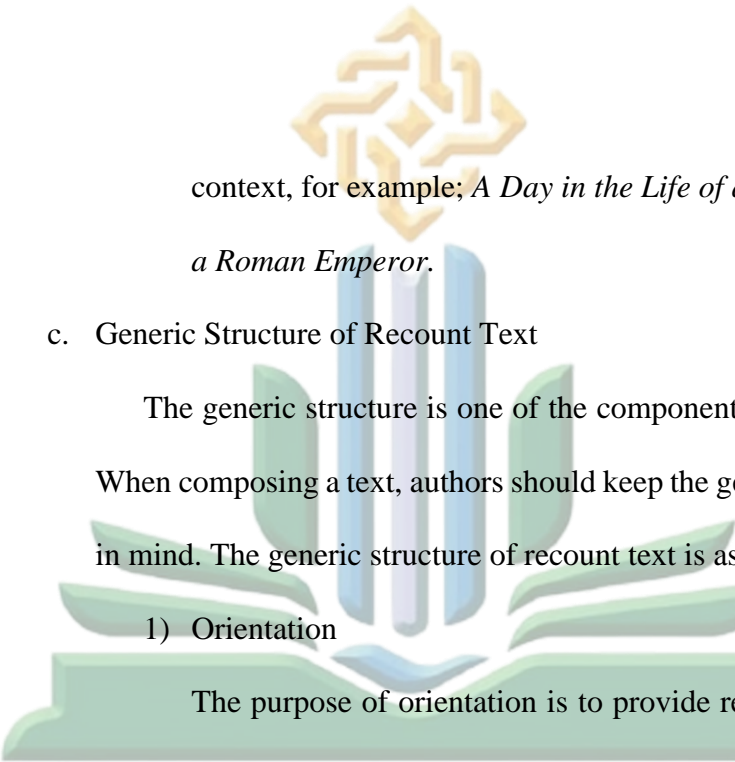
A factual recount is a text type aim to inform the readers about an actual report of events that happened in the past, such as a science experiments, a traffic report or police report.

3) Imaginative Recount

Imaginative recount is a text presented to tell the readers about an imaginative story detail but places them in realistic

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[23] Hyland, K. (2003a). Genre-based pedagogies: A social Response to Process. *Journal of Second Language Writing*, *12*(1), 17–29.

[24] Barwick, J. (2011). *Targeting Text: Recount, Procedure, Exposition Middle Primary*. Blake Education.

context, for example; *A Day in the Life of an ant; My life as a Roman Emperor.*

c. Generic Structure of Recount Text

The generic structure is one of the components of recount text. When composing a text, authors should keep the generic framework in mind. The generic structure of recount text is as follows[25]

1) Orientation

The purpose of orientation is to provide readers with a full backdrop of the text, including who is involved in the tale, when it happened, where it happened, what happened, and why it happened. This information is needed so that the reader will understand the text, scene settings, and also the context.
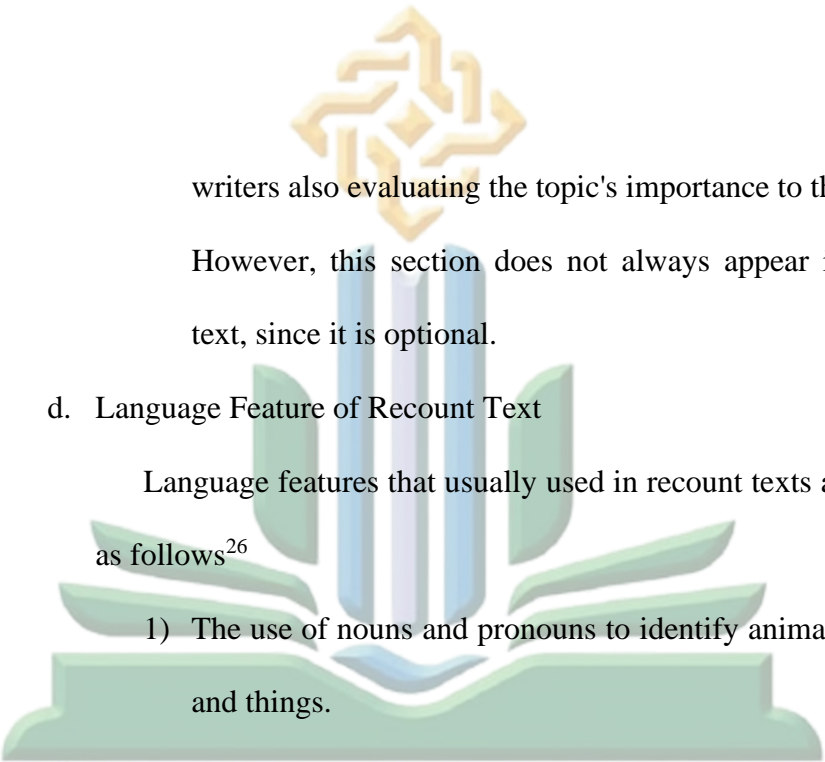
2) Series of Event

A series of events aims to retell the chronological order events, beginning with the first occasion, the second occasion, until the last one.

3) Re-orientation

This section is the final section of the recount text in order to sum up the result, giving comments or opinions of the

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[25] Fairuza, A. (2020). *The Effect Of Using Freewriting Technique On Students"writing In Recount Text (A Quasi-experimental Study at the Eight Grade of Madrasah Tsanawiyah Al-Ikhlas*

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writers also evaluating the topic's importance to the readers. However, this section does not always appear in recount text, since it is optional.

d.  Language Feature of Recount Text

Language features that usually used in recount texts are consist as follows[26]

1) The use of nouns and pronouns to identify animals, people, and things.

2) The use of past action verbs to refers to the events

3) The use of simple past tense forms.

4) The use of conjunction and times connectives to make sequence the event.

5) The use of adverb and adverbial phrases to indicate time and place.

6) The use of adjective to describe nouns.

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[26] Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, *9*(1), 52. https://doi.org/10.18592/let.v9i1.3077

e. **Example of Recount Text**

1) Personal Recount

**Table 2.3**

Example of Recount Text

"Came Late"

| Orientation | Last week was the first day I came late to school. I had never come late to school before. |
|---|---|
| A Sequence of Events | I was staying up late until 2 am, which was very unusual for me. I set my alarm to 5 am. I woke up at 7 am and I did not hear my alarm rang. It turned out that my alarm was broken. I rushed to the bathroom and changed into my school uniform. I ran to my school. When I arrived, I was punished for being late. |
| Reorientation | After school I bought two new alarms to prevent this happen again.[27] |

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[27] Source:https://www.ef.co.id/englishfirst/kids/blog/contoh-recount-text-dalam-bahasainggris/

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2) Factual Recount

<div align="center">

**Table 2.4**

Example of Recount Text

"Titanic"

</div>

| Orientation | On April 15, 1912, Titanic, one of the British largest and luxurious liners, sank into the North Atlantic Ocean, which about 400 miles south of Newfoundland, Canada. |
|---|---|
| **A Sequence of Events** | That giant ship which carried 2,200 passengers and crews had struck an iceberg. Two and a half hours later, the ship sank into the deep North Atlantic Ocean at 2:20 a.m. From that tragedy, more than 1,500 people went down on the sinking ship. Some of them froze to death in the icy North Atlantic water and around 700 people (high-class woman and children) survived. Unfortunately, that giant luxurious ship was not equipped with much more lifeboats and good emergency procedures so |

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| | |
|---|---|
| | that the victims of that tragedy were more than the half passengers and crews. |
| **Reorientation** | That tragedy became popular again some years later after James Cameron directed a movie entitled Titanic in 1997. The movie that was inspired by the tragedy of the sinking titanic was a fiction story about the members of different social class who meet in that ship and fallen in love. It was the best movie at that year and still remembered by a lot of people around the world until now.[28] |

[28]Source:https://helferphoto.com/contohrecounttext/#Contoh_Factual_Recount_Titanic

# CHAPTER III
# RESEARCH METHOD

## A.    Approach and Type of Research

In this research, the researcher used a qualitative approach. According to Margono, the type of qualitative research seeks to provide systematically and accurately, facts and the nature of certain research subjects.[29] Qualitative research is research that intends to understand the phenomenon of what is experienced by the object of research. Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data. So, the result of this study was provided in the form of a description.

The researcher used content analysis as the types of research method. According to Ary, Content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions or any of a host of other types of documents.[30] In this research, the researcher analyzed the student's ability in writing recount text at ninth grade of Madrasah Tsanawiyah Nurul Ali Jember based on Brown's theory. The purpose of this study was analyzing the student's ability in writing recount text based on Brown's theory.

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[29] Margono. S, Metode Penelitian Pendidikan (Jakarta: PT Rineka Cipta, 2010), 8.
[30] Ary et.al, An Introduction to research, 457

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**B.    Data and Source of Data**

This research, the main source of data was the result of students in writing recount text evaluation. It was taken from students of Madrasah Tsanawiyah Nurul Ali Jember, exactly at the ninth grade IX. So, the researcher took 11 student's recount text worksheets. There were five aspects of writing that will be evaluated. Those were vocabulary, grammar, mechanic, content, and organization of ideas. The student's worksheets also consisted of three types of recount text, those were retelling a person, retelling a place, and retelling a thing.

**C.    Technique of Data Collection**

The researcher used document analysis to collect the data. According to Donal Ary, document analysis can be written or text-based artifact (textbooks, novels, journals, meeting minutes, etc.) or of non-written records (photographs, audiotapes, videotapes, image, etc.)".[31]

There were some steps used by the researcher in collecting the data. The first step was collecting the data by asking students to write a paragraph about recount text. After that, the researcher read the student's worksheets repeatedly and carefully. The next step was correcting the aspect of writing from student's worksheets. The last, the researcher focused on each sentence that was relevant to the research into analysis table.

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[31] Ary, et al, Introduction to Research in Education, 442.

## D.     Technique of Data Analysis

In this research, the researcher used content analysis based on theory of Donal Ary et, al, to analyze the data. There were some steps used to analyze the data. Those would be explained below.[32]

1. Familiarizing and Organizing

    a. Familiarizing

    The researcher must be immersed in the data. So in this step, the researcher read the student's worksheets repeatedly that had been chosen by the writer to be analyzed.

    b. Organizing
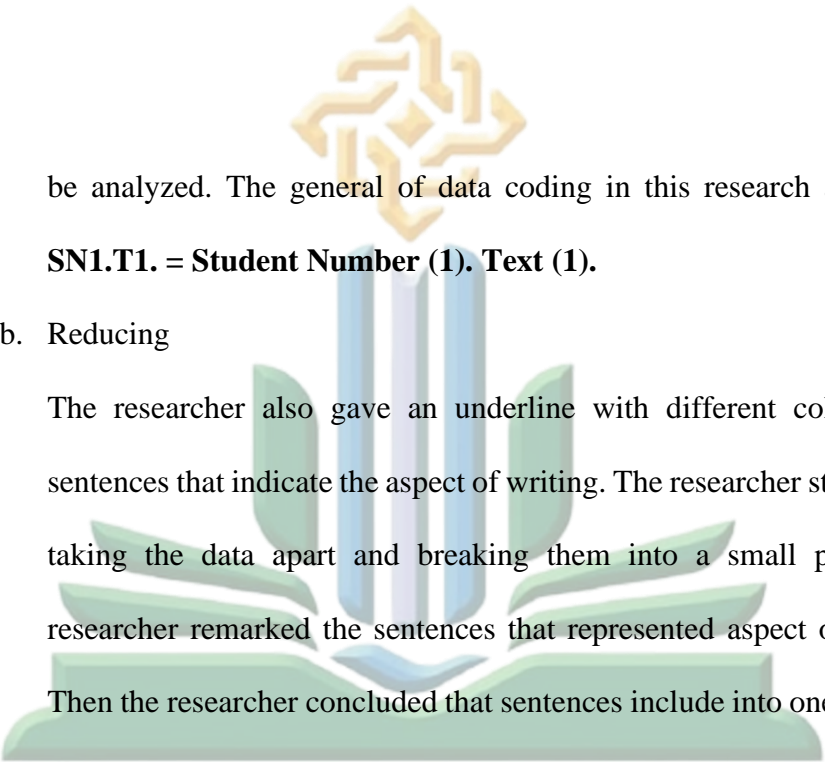
    In this research, the researcher read the paragraph in the worksheets from each student, in order to know how many aspect of writing that would be found and analyzed in each worksheets and this step made the researcher easy to analyze.

2. Coding and Reducing

    a. Coding

    In this step, researcher read and reread again all of the data that had been organized. Then, the researcher gave the code to  every data that would

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[32] Ary, et al, Introduction to Research in Education, 481.

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be analyzed. The general of data coding in this research as follow:

**SN1.T1. = Student Number (1). Text (1).**

b.  Reducing

The researcher also gave an underline with different color to the sentences that indicate the aspect of writing. The researcher started with taking the data apart and breaking them into a small piece. The researcher remarked the sentences that represented aspect of writing. Then the researcher concluded that sentences include into one of aspect of writing.

3.  Interpreting and Representing

a.  Interpreting

In this step, the researcher restated the statement or the sentence, which indicated the aspect of writing that were gotten from student's worksheets.

b.  Presenting

The researcher represented the finding that had been analyzed. In this research qualitative approach was taken as the types of data analyzed. The researcher represented the finding by demonstrating those results through descriptive explanation.

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## E.    Validity of Data

The researcher used triangulation to test the validity of the data. "Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research".[33] There were some types of triangulation, those are; Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, etc.

This research, the researcher used investigator triangulation. The type of this triangulation is often used by the researcher who used library research. According to Ary, et al, investor triangulation involves having multiple researchers collect data independently and compare the collected data.[34]

The investigators of this research are English lecturers that expert in writing studies. However, there were some steps done by the researcher in validating the data. The first time, the researcher analyzed the data individually. Then, the researcher met and discussed with one of English lecturers as validator of this research. In the next day, the researcher met and discussed with another English lecturer as the second validator. After that, the researcher read and reread all of the result of analysis data from validators. In the next step, the researcher checked and compared all of the results.

## F.    Data Collection

In this research, the researcher referred to the student's worksheets at ninth grade Madrasah Tsanawiyah Nurul Ali Jember. The data themselves were collected from the paragraphs in the student's worksheets at ninth grade IX because students at

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[33] Louis Cohen,et al, Research Method in Education,(New York: Routledge, 2007), 141.
[34] Ary, et al, Introduction to Research in Education,499.

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ninth grade IX in Madrasah Tsanawiyah Nurul Ali Jember is only one class. So that

the teacher has been used that class to the researcher to do a research.
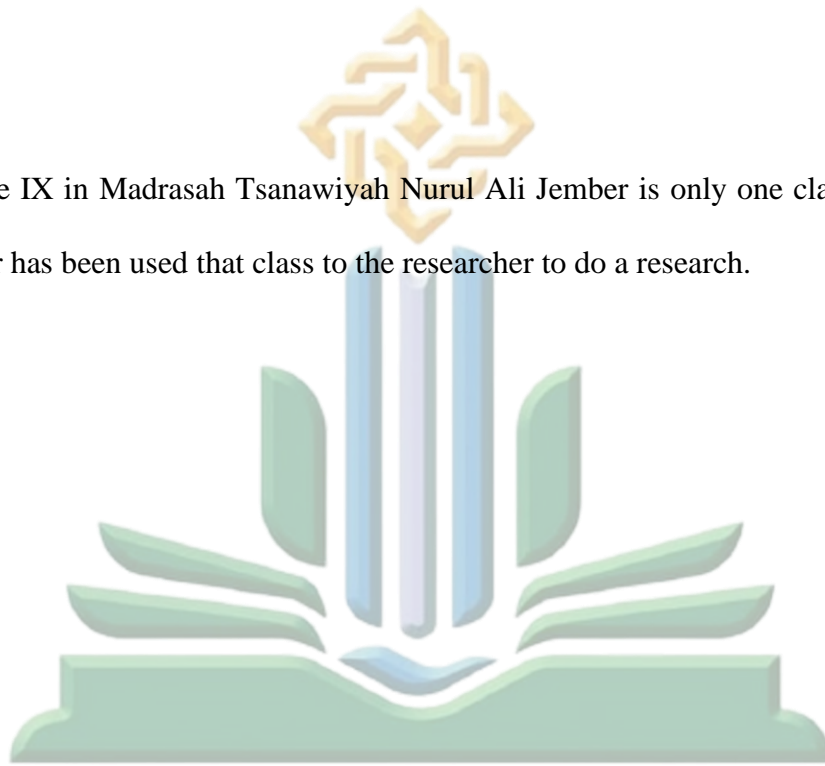
# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSIONS

### A.    Research Findings

In this section, the researcher presented the data analysis of research focuses. Further, the data analysis would be presented based on research questions as follow (1) How 1s the student's ability in writing the recount text at ninth grade of Madrasah Tsanawiyah Nurul Ali Jember? (2) What types of recount text are represented in the student's worksheets at ninth grade of Madrasah Tsanawiyah Nurul Ali Jember?

However, these aspects of writing consisted of five aspects. Those were: vocabulary (consisted of noun, verb, determiner, preposition, adjective, pronoun, conjunction, and adverb), grammar (grammatical form and syntactic pattern), mechanic (the correct use of punctuation, spelling, and capitalization), content (relevant to an assigned topic), and organization of ideas (consisted of complete generic structure of a recount text). Organization of ideas consisted of identification (identify an object that will be described) and description (give a sufficient description of the object).

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Then, the researcher analyzed the data as follow: (Personal Recount Text)

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**(Data : SN05.T01.)**

I spent my last summer holiday in Banyuwangi. I went there with my friends.

On the first day, I was arrived at train station around 7 AM after 2 hours. Then I went to Boom Beach by motorcycle and enjoy my time with my friends. I decided to take a photo together in the seashore. At night, I went to my friend home that are close to the beach. in the next day, I didn't go anywhere. I just spent my time in my friends home that have beautiful view in the backyard.

I spent my last day in Banyuwangi and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the train station at 3 PM because train was at 4 PM. I had a great experience in Banyuwangi and made wonderful memory with my friends. It was a great trip.

---

The data was recount text that retell about someone holiday at Banyuwangi, the writer wrote that he went to Banyuwangi with this friend. He used train to Banyuwangi then he continue his holiday to Boom Beach by motorbike, at night he spend his time at his friend home, in the next day he just enjoy his time at his friend house. Then he ended his holiday by buying souvenirs for his family and friends. He came back to where he came from at 4PM. He also saying that he is really enjoyed his holiday at Banyuwangi.

The paragraph encompasses a range of vocabulary, including nouns such as "summer holiday," "Banyuwangi," "friends," "day," and "train station," alongside verbs like "spent," "went," "arrived," and "enjoyed." Determiners such as "my" and "the," as well as prepositions like "in," "with," and "on," are also utilized. Adjectives such as "last," "first," and "beautiful," conjunctions like "and," and adverbs such as "there," "around," and "just" contribute to the narrative.

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In terms of grammatical structure, revisions are necessary for clarity and accuracy. For instance, "I was arrived" should be corrected to "I arrived," aligning with standard past tense usage. Additionally, the phrase "that are close to the beach" should be amended to "that was close to the beach" for grammatical concordance. "In the next day" could be refined to "On the following day" for smoother expression. Similarly, "stuff" should be adjusted to "stuffs" to denote plural form correctly. Lastly, "train was at 4 PM" might be revised to "train departs at 4 PM" to ensure tense consistency and clarity in conveying the train's schedule. Overall, the paragraph employs predominantly past tense verbs, reflecting a narrative recount of past experiences during a summer vacation in Banyuwangi.

The provided text exhibits a number of deficiencies in spelling, punctuation, and capitalization. Firstly, the phrase "I was arrived" should be rectified to "I arrived," employing the appropriate past tense form of the verb "arrive." Additionally, the phrase "that are close to the beach" necessitates correction to "that was close to the beach" to ensure subject-verb agreement. Punctuation issues are also apparent. A missing comma after the introductory phrase "On the first day" requires inclusion to properly delineate it from the subsequent main clause. Likewise, the verb "enjoy" in "and enjoy my time with my friends" should be amended to its past tense form "enjoyed" to maintain narrative consistency. Moreover, the phrase "At night" ought to be followed by a comma to signify temporal transition.

Capitalization errors are evident as well. For instance, "on the next day" should begin with a capital letter "Next" to denote the start of a new sentence. Furthermore, "street food" warrants capitalization as it refers to a specific culinary genre, while "train station" should also be capitalized as it denotes a proper noun. To summarize, the text necessitates remediation in terms of spelling, punctuation, and capitalization for improved coherence and readability. This involves rectifying verb forms, inserting necessary punctuation marks, and ensuring consistent capitalization of nouns and proper nouns.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a personal recount.

> **(Data : SN06.T02.)**
>
> Last Wednesday was a tiring day. I spent my time to do a lot of activities, that I had no time to take a rest.
>
> First, in the morning, I went cycling. After that I went to school to study until 3 pm. After school I went to sport hall to play badminton until 8 pm. I played too seriously that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some homeworks I had to do. I did my homeworks until 11 pm. And finally I could take a rest in my bed.
>
> Those activities made me exhausted.

The data was recount text that retell an past experience. The writer said that last Wednesday was a tiring day because he do a lot of activities that he had no time to take a break. Then he breakdown the activity in the morning by cycling then continue by going to school until 3 pm, after that he play badminton and ended in 8 pm, he got so tired because at that time he play very competitively. After that he doing her homework and gone to bed at 11pm. He said that day was really exhausting.

Vocabularies in the paragraph encompass a variety of nouns (day, time, activities, rest, morning, school, sport hall, badminton, homeworks, bed) and verbs (spent, do, went, cycling, study, play, felt, wanted, remembered, did, could take), alongside determiners (a, the), prepositions (to, in, after, until), adjectives (tiring, serious, tired, exhausted), conjunctions (that, after, but), and adverbs (no, really, finally).
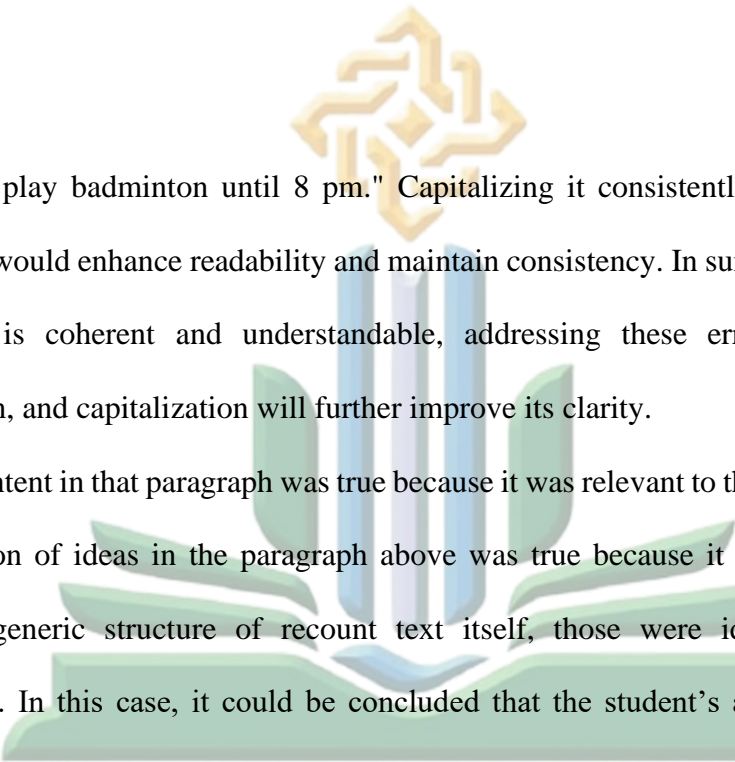
The paragraph contains several grammatical errors. Firstly, in the sentence "I spent my time to do a lot of activities," the preposition "to" should be replaced with "doing," resulting in "I spent my time doing a lot of activities." Additionally, the phrase

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"that I had no time to take a rest" could be revised to "so I had no time to take a rest" for clarity and conciseness. In the phrase "went cycling," the gerund "cycling" should be preceded by the preposition "for," making it "went for cycling." Furthermore, in "I went to school to study until 3 pm," the verb "study" should be in the gerund form "studying," yielding "I went to school for studying until 3 pm." The sentence "After school I went to sport hall to play badminton until 8 pm" contains a preposition error, where "to" should be replaced with "the," leading to "After school, I went to the sport hall to play badminton until 8 pm." Finally, in "I played too seriously that I felt really tired," the adverb "seriously" should be replaced with the adjective "intensely" to accurately modify the verb "played." Thus, the sentence becomes "I played too intensely that I felt really tired." In summary, rectifying these grammatical errors will enhance the clarity and coherence of the paragraph.

The paragraph is well-composed overall, but there are some notable errors in spelling, punctuation, and capitalization. Spelling errors include "homeworks," which should be corrected to "homework," as it is a non-countable noun. Additionally, "adejctives" should be corrected to "adjectives."

Punctuation errors are evident in the lack of commas after introductory phrases. For instance, "First, in the morning" should be followed by a comma to separate the introductory phrase from the main clause. Similarly, "After school I went to sport hall" should have a comma after "school" to indicate the end of the introductory phrase. Capitalization errors include the inconsistent capitalization of "badminton" in the

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phrase "to play badminton until 8 pm." Capitalizing it consistently throughout the paragraph would enhance readability and maintain consistency. In summary, while the paragraph is coherent and understandable, addressing these errors in spelling, punctuation, and capitalization will further improve its clarity.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a personal recount.

**(Data : SN07.T03.)**

Last year was the best experience I've ever got. I was the first winner of singing competition.

I love singing since I was kid. I practiced so hard before I the D-day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in myself.

That's why winning singing competition meant so much to me.
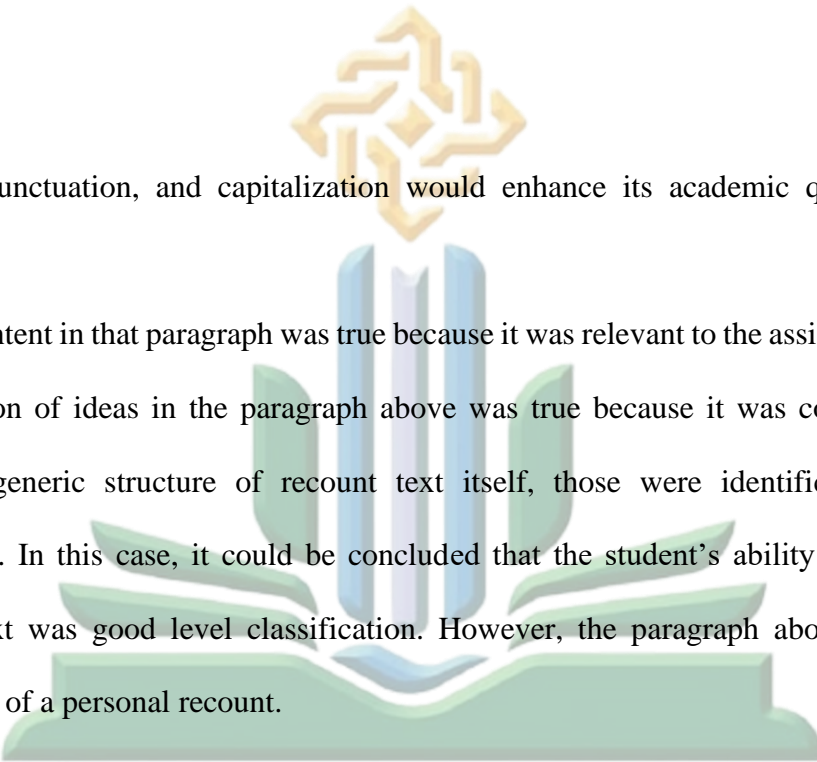
The data was recount text that retell an experience that happen in the last year. The writer said that in the last year she got the best experience by winning the first place at singing competition, she said that she loves singing since she was a kid, and she practice harder before the D-Day. Her parents are really supportive to her hobby

by helping her to practice and giving healthy food for her. And her parents give an confidence boost to her. That's why the singing competition was meant to her.

Vocabularies in the paragraph encompass nouns (experience, winner, competition, singing, kid, D-day, parents, food, motivation), verbs (was, got, love, practiced, helped, prepared, gave, believe, meant), determiners (the, my), prepositions (of, before, to, in, for), adjectives (best, supportive, healthy, much), conjunctions (and, also), and adverbs (ever, really, so, why). The paragraph contains a grammatical error. In the sentence "I practiced so hard before I the D-day," the word "I" should be removed to correct the sentence structure. Thus, the corrected sentence would read: "I practiced so hard before the D-day." Overall, the paragraph effectively conveys the experience of winning a singing competition, utilizing a range of vocabulary while containing only one minor grammatical error.

The paragraph is fairly well-constructed, but there are a few errors in spelling, punctuation, and capitalization. Spelling errors include "I've ever got" where "got" should be replaced with "gotten" to maintain consistency in verb tense. Punctuation errors are evident in the lack of a comma after "Last year" in the opening sentence. Additionally, there should be a comma after "singing competition" to separate the introductory phrase from the main clause. Capitalization errors include "D-day" which should be lowercase unless it is a proper noun. Additionally, "That's" should be capitalized to "That's" to begin a new sentence properly. In summary, while the paragraph effectively conveys the author's experience, addressing these errors in

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spelling, punctuation, and capitalization would enhance its academic quality and readability.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a personal recount.
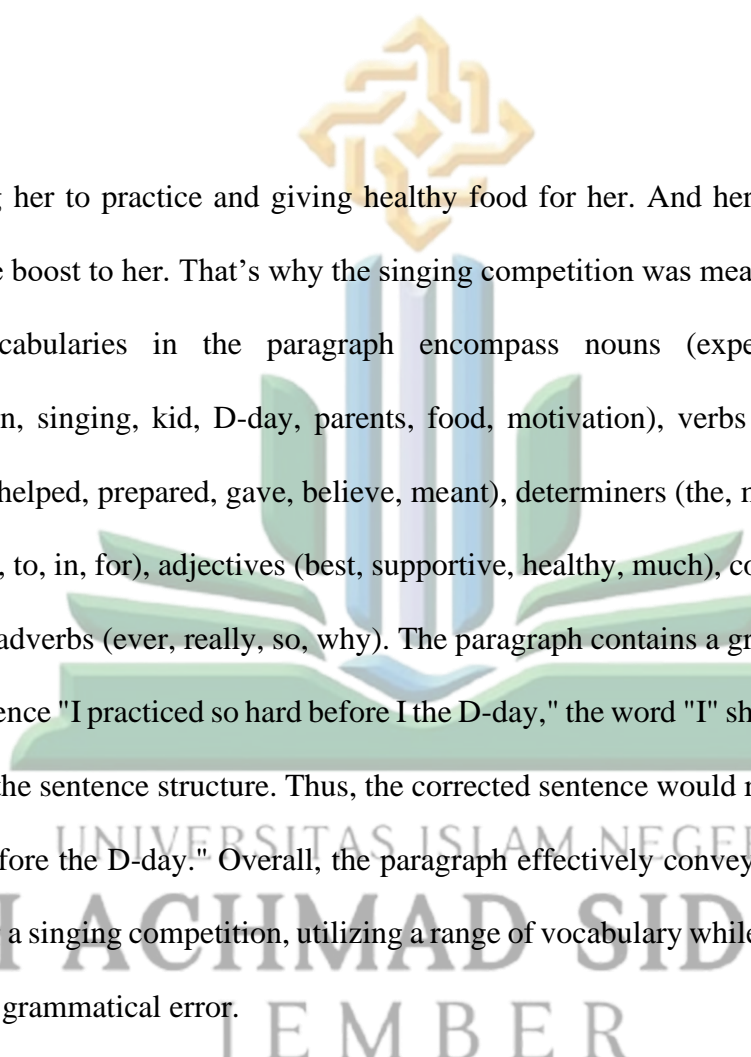
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**(Data : SN10.T04.)**

Last Saturday, my friends and I went to the beach for camping. We set up a tent on the white sand beach. There were 3 tents with 3 people for each one.

Soon after the three tents were set up, we prepared our meals. My job was to cook instant noodles and fry some nuggets. In the meantime, one of my friends made some cups of coffee and hot chocolate for all of us. Meanwhile, some other friends were trying to make a camp fire several meters from our tents. At that time, the wind was so calm and cool. After the camp fire was lit, we sat in a circle around it, sang our favourite songs, and enjoyed our dinner together.

That night, we did not sleep until the morning came. I was so tired, but it was an amazing moment that I would not forget.

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The paragraph recounts a camping trip experience with friends. It describes the activities undertaken during the outing, including setting up tents, preparing meals, and enjoying a campfire. The paragraph also highlights the atmosphere of the evening, characterized by calm winds and camaraderie among friends. Additionally, it mentions the exhaustion felt by the narrator despite the memorable nature of the experience.

Vocabularies in the paragraph consist of nouns (Saturday, friends, beach, camping, tent, sand, meals, job, noodles, nuggets, cups, coffee, chocolate, fire, circle, songs, dinner, night, morning), verbs (went, set up, prepared, cook, fry, made, trying, lit, sat, sang, enjoyed, sleep, came), determiners (the, my), prepositions (on, with, for, after, in, from), adjectives (white, three, some, other, several, calm, cool, favourite, tired, amazing), conjunctions (and, but), and adverbs (soon, after, meanwhile, at that time, together). The paragraph contains a grammatical error. In the sentence "Meanwhile, some other friends were trying to make a camp fire several meters from our tents," the phrase "some other friends" should be revised to "other friends" to avoid redundancy. Thus, the corrected sentence would read: "Meanwhile, other friends were trying to make a campfire several meters from our tents." Overall, the paragraph effectively communicates the camping experience with clear language and usage of various vocabulary items.

The paragraph provided is well-constructed and free from spelling, punctuation, and capitalization errors. It effectively communicates the camping experience in clear and understandable language. Each sentence is properly punctuated, and words are spelled correctly. Additionally, capitalization is used appropriately for proper nouns and the beginning of sentences. Therefore, there are no discernible errors in spelling, punctuation, or capitalization in the essay.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of

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complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a personal recount.
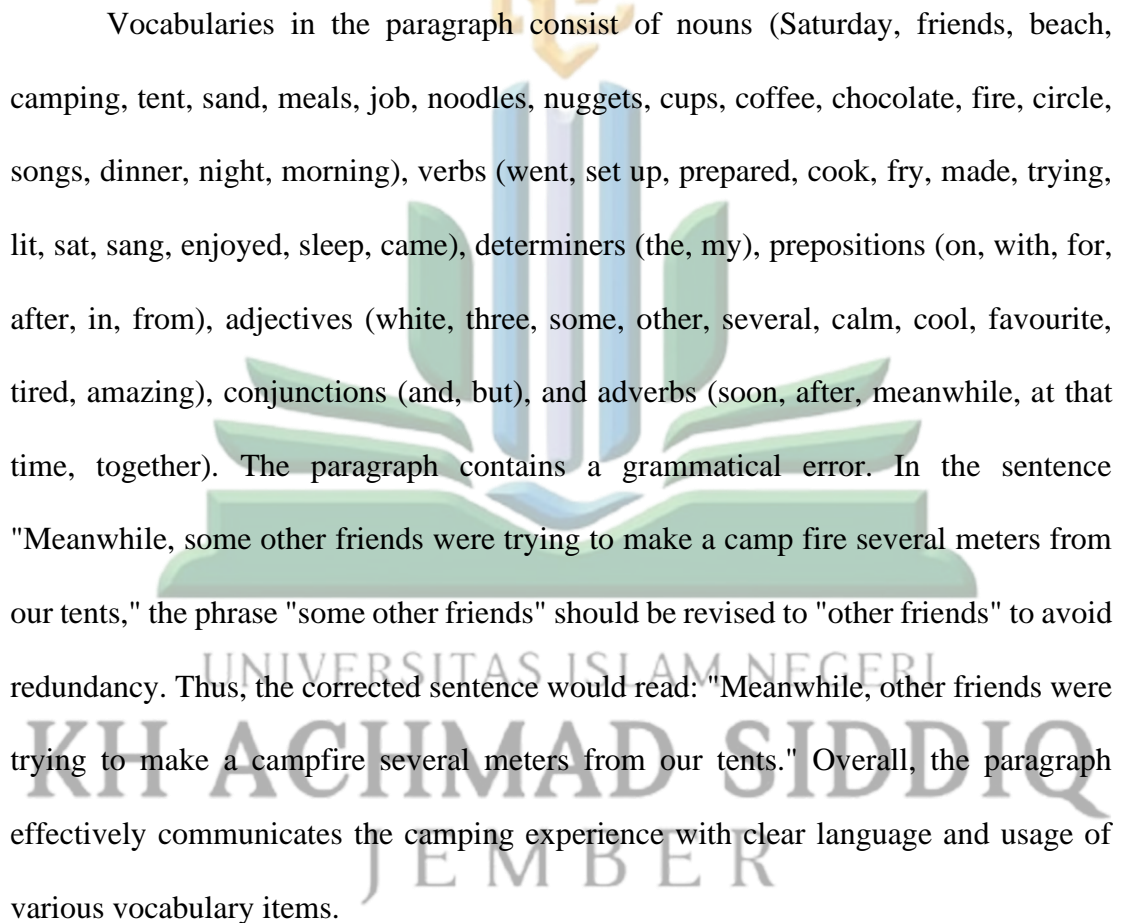
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**(Data : SN14.T05.)**

Two weeks ago, my older sister and I had a chance to visit Solo. As siblings who loved food, we agreed to do a culinary tour and explore traditional dishes in Solo.

First, we went to Veteran street in Serengan to enjoy the legendary food in Solo, selat Solo Mbak Lies. Then, we moved to Banjarsari and had goat satay in Sate Kambing Mbok Galak. During lunch time, we visited Pasar Klewer to eat delicious tengkleng by Bu Pon. In the dusk, we had some serabi Notosuman which was sweet, soft, and melted in the mouth. At the end of the day, we ended our culinary tour by trying the tasty and legendary nasi liwet Yu Sani for dinner.

After experiencing the taste of local menus, we went back to the hotel with full belly. All the traditional dishes that we tried were never disappointing.

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The text describes a culinary tour in Solo undertaken by the writer and their older sister. They begin by visiting Veteran Street in Serengan to sample the renowned dish selat Solo Mbak Lies. Following this, they head to Banjarsari for goat satay at Sate Kambing Mbok Galak. During lunchtime, they visit Pasar Klewer to indulge in delicious tengkleng by Bu Pon. As dusk falls, they enjoy some sweet and soft serabi Notosuman. Finally, they conclude their culinary adventure with the tasty nasi liwet Yu Sani for dinner. Reflecting on their experience, the author notes that all the traditional dishes they tried were satisfying and enjoyable.

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Vocabularies in the paragraph include nouns (weeks, sister, chance, Solo, food, culinary tour, dishes, street, Veteran, Serengan, selat Solo Mbak Lies, Banjarsari, goat satay, Sate Kambing Mbok Galak, lunch time, Pasar Klewer, tengkleng, Bu Pon, dusk, serabi Notosuman, mouth, end, day, nasi liwet Yu Sani, dinner, hotel, belly), verbs (had, visit, agree, do, explore, went, enjoy, moved, eat, tried, went back), determiners (the, my), prepositions (to, in, during, for, with), adjectives (older, legendary, traditional, delicious, sweet, soft, full, never), conjunctions (and), and adverbs (ago).

The paragraph appears to be well-written and does not contain any evident errors in spelling, punctuation, or capitalization. Each sentence is properly punctuated, and words are spelled correctly. Additionally, capitalization is used appropriately for proper nouns and the beginning of sentences. Therefore, there are no discernible errors in spelling, punctuation, or capitalization in the essay.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a personal recount.
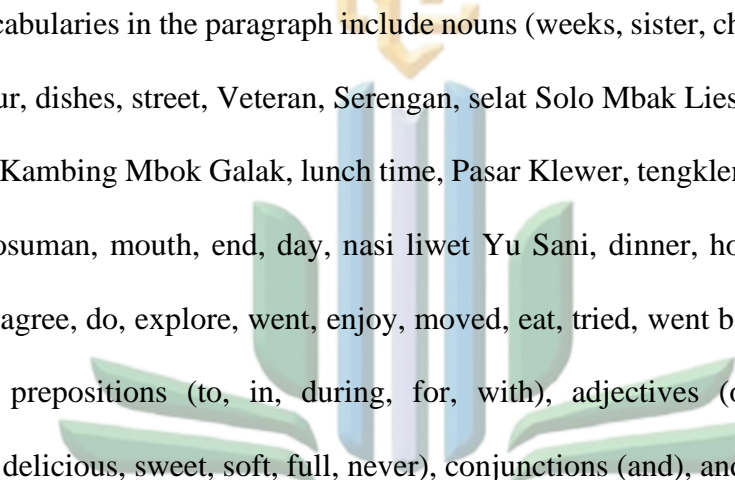
Then, the researcher analyzed the data as follow: (Factual Recount Text)

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**(Data : SN30.T06.)**
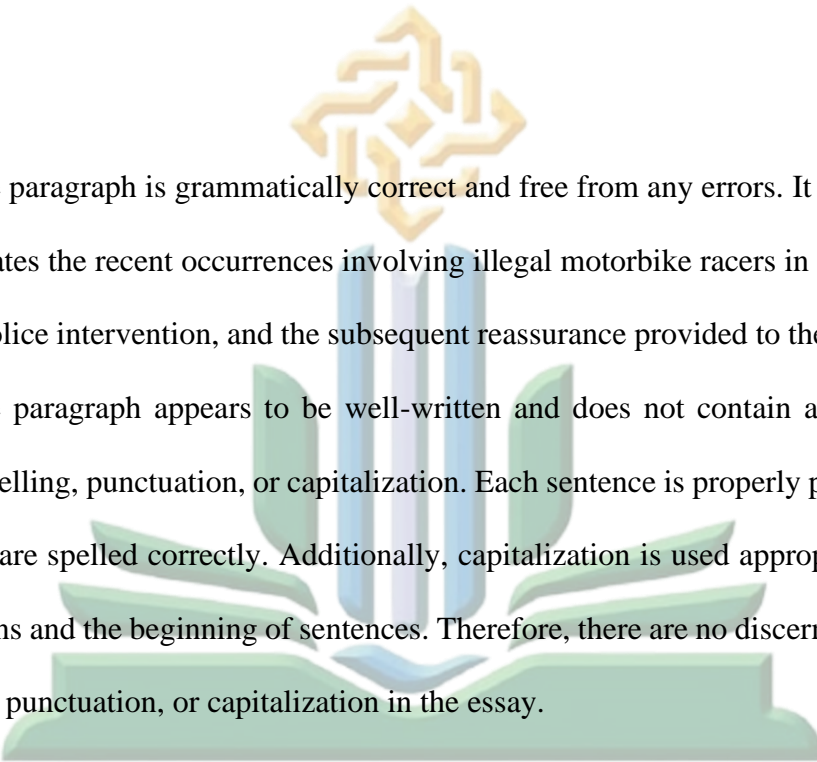
Recently, in the Jember area there have been a lot of gangsters or illegal motorbike racers. These racers often fight or argue with other groups of racers. So that the people of Surabaya feel afraid.

Then the police made arrests of illegal racers who had endangered local residents and caused fear.

The police have reported to residents so they don't have to worry anymore about the racers, because the police have secured them.

---

The paragraph provides information about recent events in the Jember area concerning illegal motorbike racers, commonly known as gangsters. These individuals have been causing disturbances, such as fighting and arguing with rival racer groups, leading to fear among the residents of Surabaya. Subsequently, the police took action by apprehending the illegal racers who posed a threat to the local community and instilled fear. The authorities have reassured residents by reporting their efforts, alleviating concerns about the ongoing presence of these racers.

Vocabularies in the paragraph consist of nouns (Jember area, gangsters, motorbike racers, groups, people, Surabaya, arrests, residents, fear, police), verbs (have been, fight, argue, feel, made, endangered, caused, reported, worry, secured), determiners (the, a, lot of), prepositions (in, of, with, for, about), adjectives (illegal, other, afraid, local, recent), conjunctions (or, so, then, because), and adverbs (often, anymore).

68

The paragraph is grammatically correct and free from any errors. It effectively communicates the recent occurrences involving illegal motorbike racers in the Jember area, the police intervention, and the subsequent reassurance provided to the residents.

The paragraph appears to be well-written and does not contain any evident errors in spelling, punctuation, or capitalization. Each sentence is properly punctuated, and words are spelled correctly. Additionally, capitalization is used appropriately for proper nouns and the beginning of sentences. Therefore, there are no discernible errors in spelling, punctuation, or capitalization in the essay.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a factual recount.

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**(Data : SN27.T07.)**

During the rainy season in November 2022, the city of Jember is one of the areas experiencing natural disasters in the form of floods.

Although not all areas were inundated by overflowing river water, there were many areas that suffered losses from flooding. Police in the Jember area said that there were no casualties in this natural flood disaster.

However, losses due to house damage, vehicle damage and others are certainly very large. So that it requires help from residents around Jember for fellow residents.

The paragraph discusses the occurrence of natural disasters, specifically floods, in the city of Jember during the rainy season in November 2022. While not all areas experienced flooding from overflowing rivers, numerous locations suffered losses as a result of the floods. Fortunately, there were no reported casualties in this particular flood disaster according to the local police. However, the damages incurred, including house and vehicle damage, were significant. Consequently, assistance from residents in the surrounding areas of Jember is needed to support affected residents. Overall, the paragraph effectively conveys information about the impact of floods in Jember during the rainy season, emphasizing the need for community support in response to the damages caused.

Vocabularies in the paragraph consist of nouns (season, November, city, Jember, areas, disasters, form, floods, areas, losses, water, police, casualties, disaster, damage, vehicle, help, residents), verbs (experiencing, inundated, suffering, said, requires), determiners (the, one, not all, no, this, others), prepositions (during, in, by, from, in, around, for), adjectives (rainy, natural, many, very, fellow), conjunctions

(although, that, however, so, that), and adverbs (not all, certainly). The paragraph is grammatically correct and free from any errors. It effectively communicates the impact of floods in the city of Jember during the rainy season, highlighting the need for assistance from surrounding residents to aid those affected by the natural disaster.

The paragraph provided is well-constructed and does not contain any evident errors in spelling, punctuation, or capitalization. Each sentence is properly punctuated, and words are spelled correctly. Additionally, capitalization is used appropriately for proper nouns and the beginning of sentences. Therefore, there are no discernible errors in spelling, punctuation, or capitalization in the essay. Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing factual recount text was good level classification. However, the paragraph above obeyed description of a factual recount.
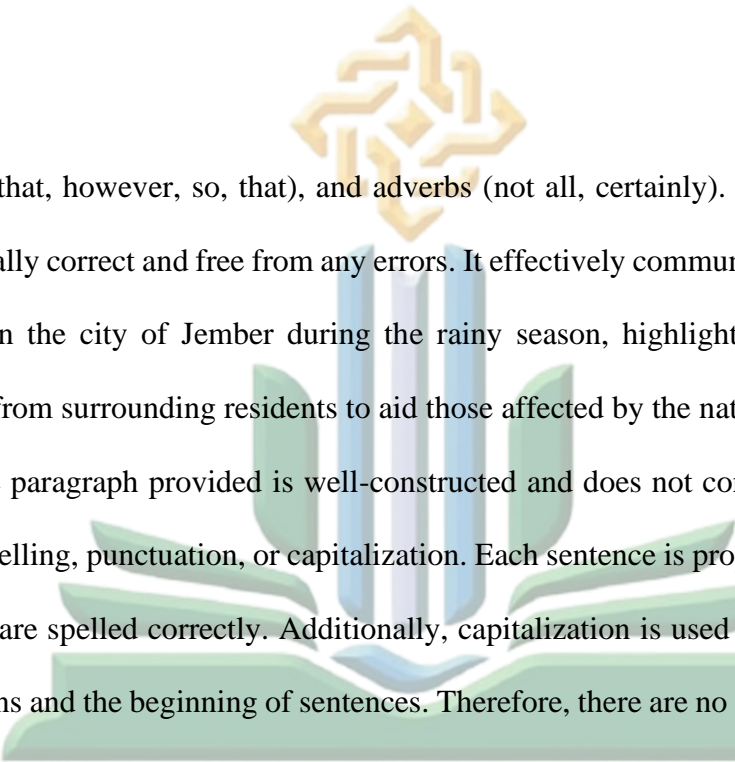
71

On December 9, 2022 there was a truck accident on the Jakarta toll road. This truck accident was caused by truck drivers not keeping their distance from other vehicles.

So when trying to brake, the truck fell and overturned on the Jakarta toll road.

The police reported that this accident did not cause any fatalities, however it caused a traffic jam on the Jakarta toll road.

The paragraph describes a truck accident that occurred on December 9, 2022, on the Jakarta toll road. The accident was attributed to truck drivers failing to maintain a safe distance from other vehicles, resulting in the truck overturning when attempting to brake. Despite the severity of the accident, no fatalities were reported. However, it did lead to a significant traffic jam on the Jakarta toll road. Vocabularies in the paragraph consist of nouns (December, truck accident, Jakarta toll road, drivers, distance, vehicles, police, fatalities, traffic jam), verbs (was, caused, fell, overturned, reported), determiners (the, this), prepositions (on, by, from), adjectives (truck, other, significant), conjunctions (so, however), and adverbs (not, when).

The grammatical error in the story is in the sentence: "So when trying to brake, the truck fell and overturned on the Jakarta toll road." The error is the missing comma after "So," which is needed to separate the introductory clause from the main clause. The corrected sentence should read: "So, when trying to brake, the truck fell and overturned on the Jakarta toll road." Overall, the paragraph effectively communicates information about a truck accident on the Jakarta toll road, its causes, and its

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consequences. The paragraph provided is well-constructed and does not contain any evident errors in spelling, punctuation, or capitalization. Each sentence is properly punctuated, and words are spelled correctly. Additionally, capitalization is used appropriately for proper nouns and the beginning of sentences. Therefore, there are no discernible errors in spelling, punctuation, or capitalization in the essay.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a factual recount.

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**(Data : SN24.T09.)**

The police report that the death toll in Cianjur is very high.

This is because the magnitude of the earthquake was very large, so not only did people lose their lives, but also many people lost their homes and vehicles. This condition is very concerning. However, hearing about these events and conditions, the police reported that the president was moving quickly to deploy several contractors from PUPR to rebuild residents' houses.

Residents are also asked to be patient in waiting for their houses to be built.

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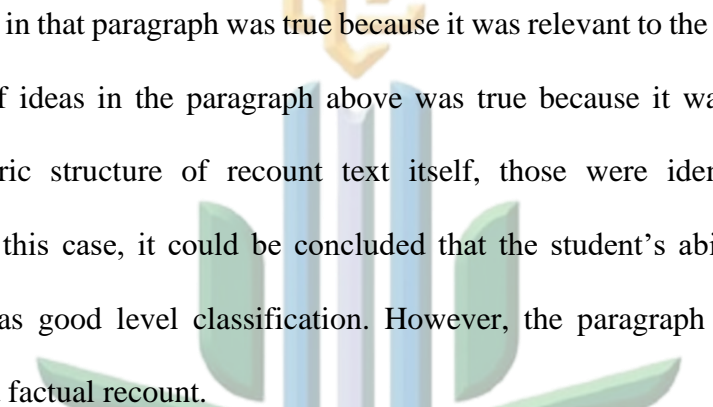
The paragraph discusses a tragic event in Cianjur where the death toll is reported to be very high due to a significant earthquake. Not only have lives been lost, but many individuals have also been displaced from their homes and lost their vehicles. This situation is deeply concerning. However, in response to these events and

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conditions, the police have reported that the president is taking swift action by deploying contractors from the Ministry of Public Works and Housing (PUPR) to rebuild residents' houses. Residents are encouraged to exercise patience as they await the reconstruction of their homes.

Vocabularies in the paragraph consist of nouns (police, report, death toll, Cianjur, magnitude, earthquake, lives, homes, vehicles, condition, events, president, contractors, PUPR, residents, houses), verbs (is, was, lose, lost, is, reported, moving, deploy, rebuild, asked), determiners (the, this, many, several), prepositions (in, because of, from, to, for), adjectives (very, high, large, concerning, quick, patient), conjunctions (but, however), and adverbs (also).

The grammatical error in the story is in the sentence: "This is because the magnitude of the earthquake was very large, so not only did people lose their lives, but also many people lost their homes and vehicles." The error is the missing comma after "large" and before "so," which is needed to separate the two independent clauses. The corrected sentence should read: "This is because the magnitude of the earthquake was very large, so not only did people lose their lives, but also many people lost their homes and vehicles." The paragraph provided appears to be well-written and free from spelling, punctuation, and capitalization errors. Each sentence is properly punctuated, and words are spelled correctly. Capitalization is appropriately used for proper nouns and the beginning of sentences. Therefore, there are no evident errors in spelling, punctuation, or capitalization in the essay.

74

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a factual recount.
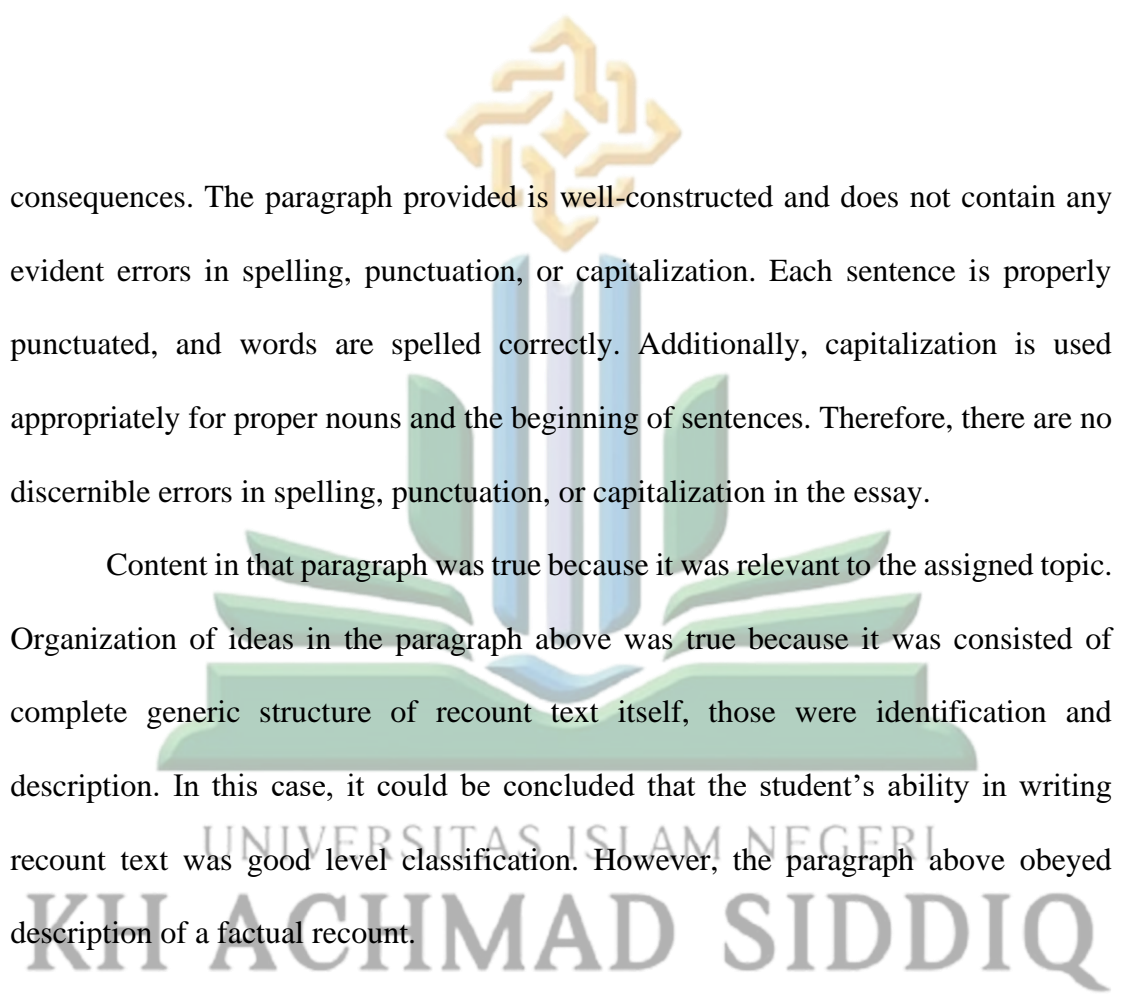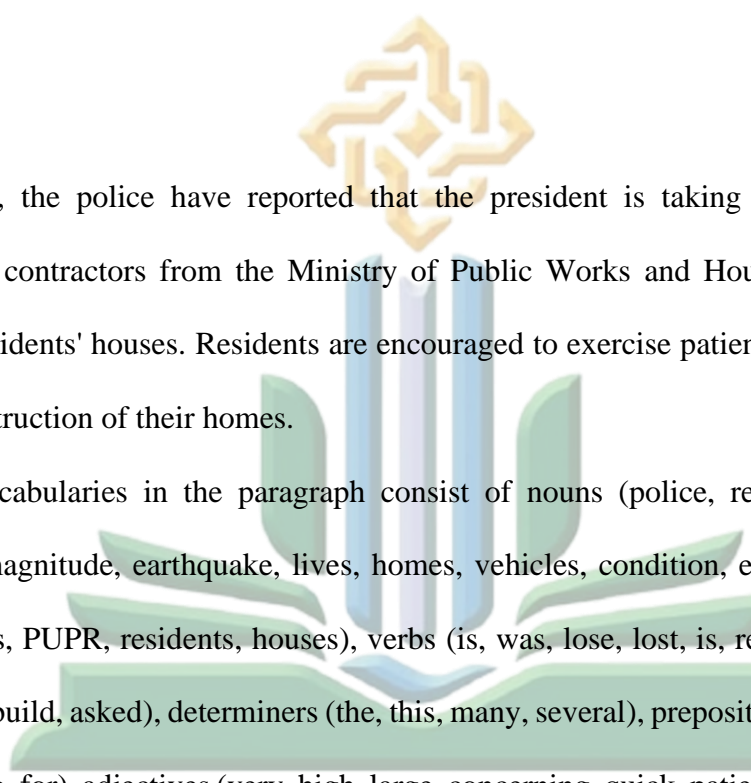
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**(Data : SN21.T10.)**

Natural disasters such as the tsunami occurred in Indonesia in 2004, namely in the Aceh region.

The tsunami at that time was terrible because it swept the land flat with sea water. Of course there were a lot of victims and victims during the tsunami. But at that time all the people in Indonesia wanted to provide assistance in the form of food, clothing and shelter.

Due to the natural disaster in the form of a tsunami, Indonesia has finally been vigilant against tsunamis by preparing many things.

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The paragraph discusses the occurrence of a devastating tsunami in Indonesia in 2004, particularly in the Aceh region. The tsunami caused extensive destruction by flooding the land with seawater, resulting in numerous casualties and significant devastation. However, in the face of this tragedy, the people of Indonesia rallied together to provide assistance in the form of food, clothing, and shelter to those affected. As a result of this catastrophic event, Indonesia has since taken proactive measures to mitigate the impact of future tsunamis by implementing various preparedness initiatives. Overall, the paragraph effectively conveys information about

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the 2004 tsunami in Indonesia, its impacts, and the subsequent response efforts, highlighting the importance of disaster preparedness and community resilience.

Vocabularies in the paragraph consist of nouns (disasters, tsunami, Indonesia, region, victims, people, assistance, form, food, clothing, shelter, disaster, things), verbs (occurred, swept, were, wanted, provide, prepared), determiners (the, such, a, all), prepositions (such as, in, during, at), adjectives (natural, terrible, flat, sea, many), conjunctions (but, due to), and adverbs (namely, finally). The grammatical error in the story is in the sentence: "Of course there were a lot of victims and victims during the tsunami." The repetition of the word "victims" is unnecessary and creates redundancy. The corrected sentence should read: "Of course, there were a lot of victims during the tsunami." The provided paragraph appears to be well-written and free from spelling, punctuation, and capitalization errors. Each sentence is properly punctuated, and words are spelled correctly. Capitalization is appropriately used for proper nouns and the beginning of sentences. Therefore, there are no evident errors in spelling, punctuation, or capitalization in the essay.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a factual recount.
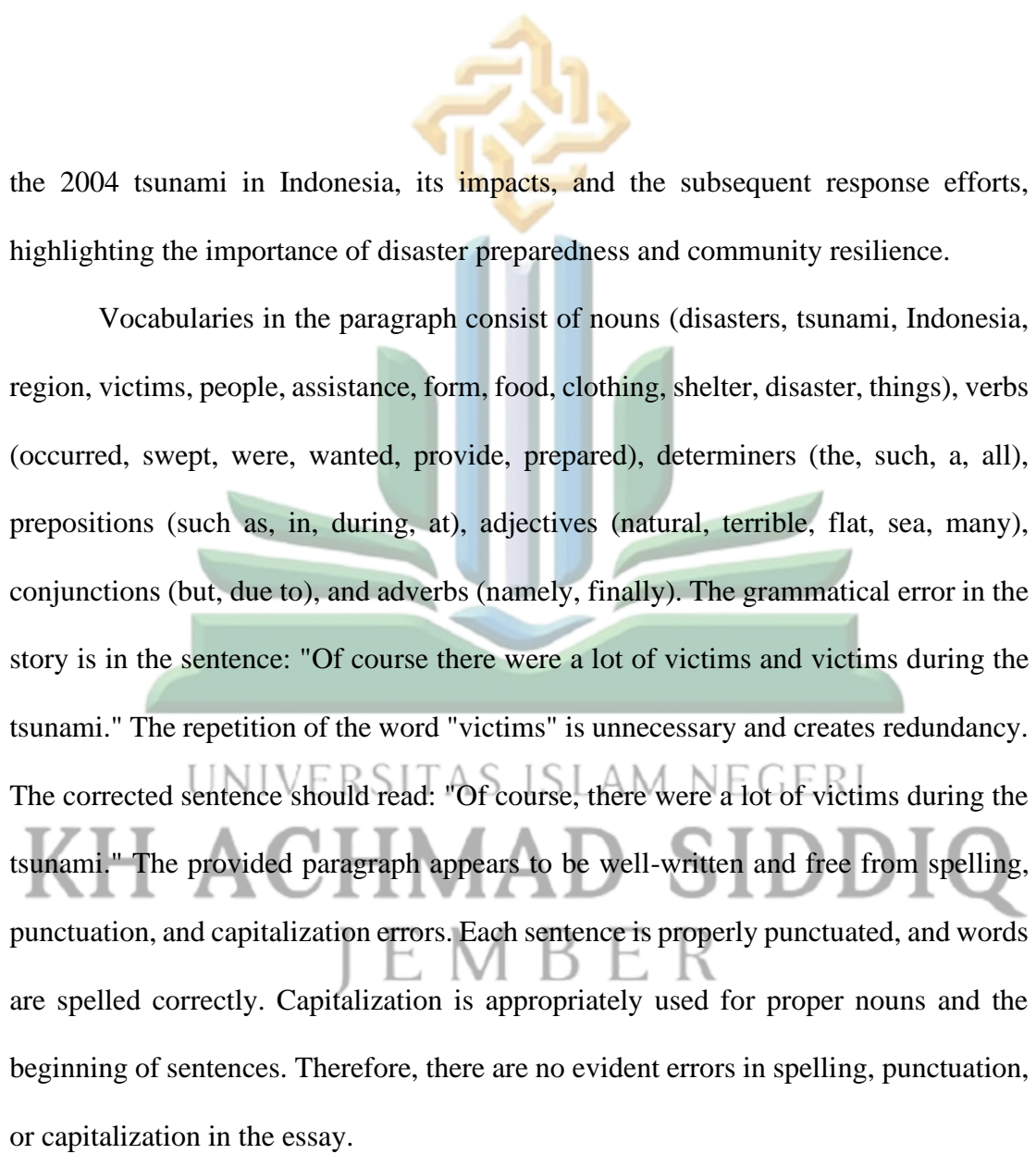
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Then, the researcher analyzed the data as follow: (Imaginative Recount Text)

**(Data : SN17.T11.)**
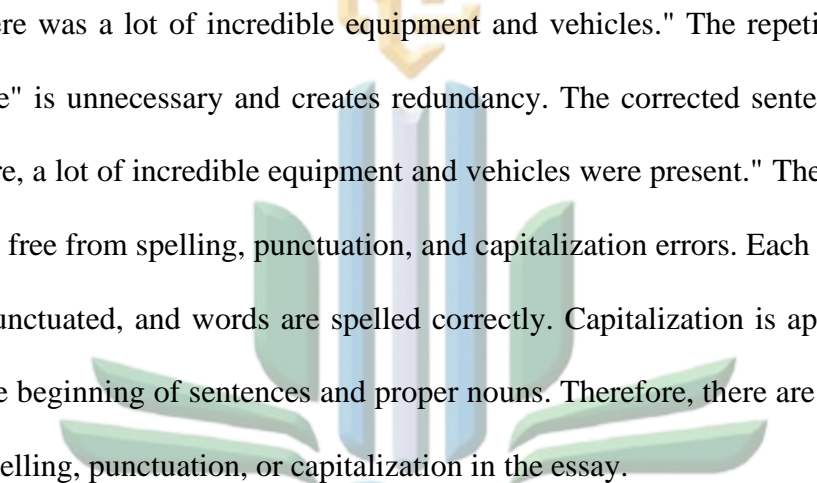
When I was a teenager, I dreamed of being a superhero. I pictured myself as Batman.

One day, when I came home from school, I met someone who called himself Robin. Then, Robin invited me to a big cave behind my home. There, there was a lot of incredible equipment and vehicles. Then, Robin said to me that tonight I had to exterminate criminals who made chaos in the city. Robin gave me a costume in black which had wide wings behind and a bat mask. Before leaving the cave, Robin called me 'Batman'.

It was the coolest dream that I had ever had.

The paragraph recounts a vivid childhood dream of the narrator aspiring to be a superhero, particularly envisioning themselves as Batman. One day, upon returning home from school, they encounter someone claiming to be Robin, who invites them to a cavernous space behind their house filled with remarkable equipment and vehicles. Robin then instructs the narrator to join him in combating criminals wreaking havoc in the city that night, providing them with a black costume featuring wide wings and a bat mask, and bestowing upon them the title of "Batman." This dream experience is described as the coolest the narrator has ever had.

Vocabularies in the paragraph consist of nouns (teenager, superhero, Batman, day, school, someone, cave, home, equipment, vehicles, criminals, chaos, city, costume, wings, mask, dream), verbs (was, dreamed, pictured, came, met, called, invited, was, said, had, gave, leaving, called), determiners (the, a), prepositions (of, behind, in, to, before), adjectives (big, incredible, black, wide, coolest), conjunctions (and, then), and adverbs (there). The grammatical error in the story is in the sentence:

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"There, there was a lot of incredible equipment and vehicles." The repetition of the word "there" is unnecessary and creates redundancy. The corrected sentence should read: "There, a lot of incredible equipment and vehicles were present." The paragraph provided is free from spelling, punctuation, and capitalization errors. Each sentence is properly punctuated, and words are spelled correctly. Capitalization is appropriately used for the beginning of sentences and proper nouns. Therefore, there are no evident errors in spelling, punctuation, or capitalization in the essay.

Content in that paragraph was true because it was relevant to the assigned topic. Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description. In this case, it could be concluded that the student's ability in writing recount text was good level classification. However, the paragraph above obeyed description of a factual recount.

**Table 4.1**

Finding Table of Data Analysis

| Research Focus | Aspect | Evaluation | Explanation |
|---|---|---|---|
| 1. Student's Ability in Writing Recount Text At Ninth Grade of Madrasah Tsanawiyah Nurul Ali Jember | Vocabulary | Good | The student demonstrates a decent range of vocabulary related to recounting events and describing experiences. Some repetition and lack of variety are observed. |
| | Grammar | Fair | There are several grammatical errors present, such as subject-verb agreement issues, tense inconsistencies, and sentence structure problems. |
| | Mechanical Error | Good | There are no significant mechanical errors like spelling, punctuation, or capitalization mistakes. |
| | Content | Fair | The content is somewhat lacking in detail and depth, |

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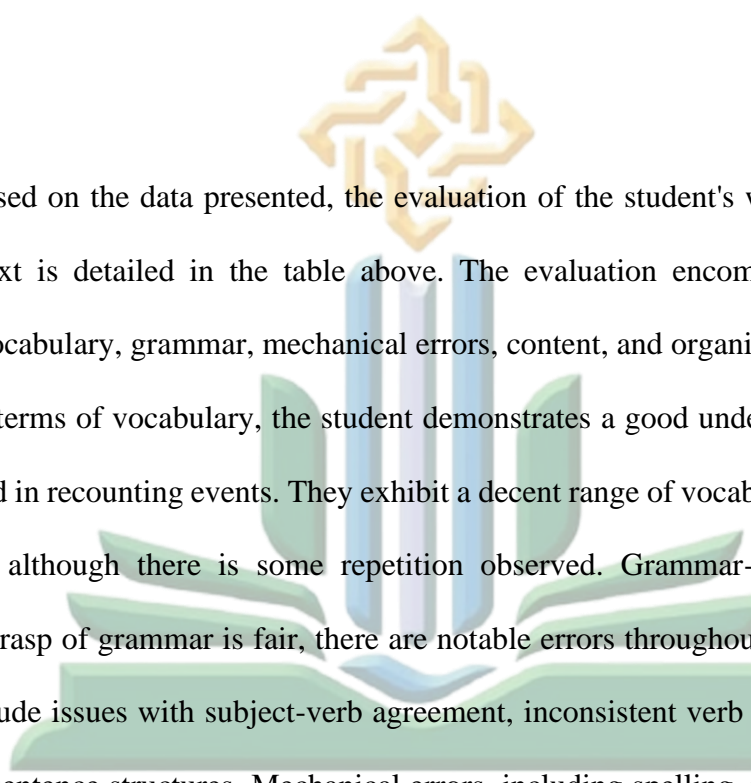
| | | | |
|---|---|---|---|
| | | | particularly in providing vivid descriptions and elaborating on the events recounted. |
| | Organization | Fair | The organization of the text is somewhat disjointed, with abrupt transitions between events and a lack of cohesive flow in the narrative. |

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| Research Focus | Code of Data | Type of Descriptive Text | | |
|---|---|---|---|---|
| | | Personal Recount | Factual Recount | Imaginative Recount |
| 2. What types of recount text are represented by the students ? | SN.5.T1 | ✓ | | |
| | SN.6.T2 | ✓ | | |
| | SN.7.T3 | ✓ | | |
| | SN.10.T4 | ✓ | | |
| | SN.14.T5 | ✓ | | |
| | SN.30.T6 | | ✓ | |
| | SN.27.T7 | | ✓ | |
| | SN.26.T8 | | ✓ | |
| | SN.24.T9 | | ✓ | |
| | SN.21.T10 | | ✓ | |
| | SN.17.T11 | | | ✓ |
| | | | | |
| | | | | |

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Based on the data presented, the evaluation of the student's writing ability in recount text is detailed in the table above. The evaluation encompasses five key aspects: vocabulary, grammar, mechanical errors, content, and organization of ideas.

In terms of vocabulary, the student demonstrates a good understanding of the words used in recounting events. They exhibit a decent range of vocabulary relevant to the topic, although there is some repetition observed. Grammar-wise, while the student's grasp of grammar is fair, there are notable errors throughout the text. These errors include issues with subject-verb agreement, inconsistent verb tense usage, and awkward sentence structures. Mechanical errors, including spelling, punctuation, and capitalization, are relatively minimal. The student shows proficiency in these areas, indicating a decent level of attention to detail. Content-wise, the narrative lacks depth and detail. While the events are recounted, there is room for improvement in providing vivid descriptions and elaborating on the experiences shared.

In terms of organization, the text appears somewhat disjointed, with abrupt transitions between events and a lack of cohesive flow. A clearer structure with smoother transitions would enhance the readability and coherence of the recount text. Overall, while the student demonstrates proficiency in certain areas such as vocabulary and mechanical aspects, there are areas for improvement in grammar, content development, and organization of ideas. With further practice and attention to detail, the student's ability to write effective recount texts can be enhanced.

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**B.    Discussion**

(1) How is the student's ability in writing the recount text at ninth grade of Madrasah Tsanawiyah Nurul Ali Jember?
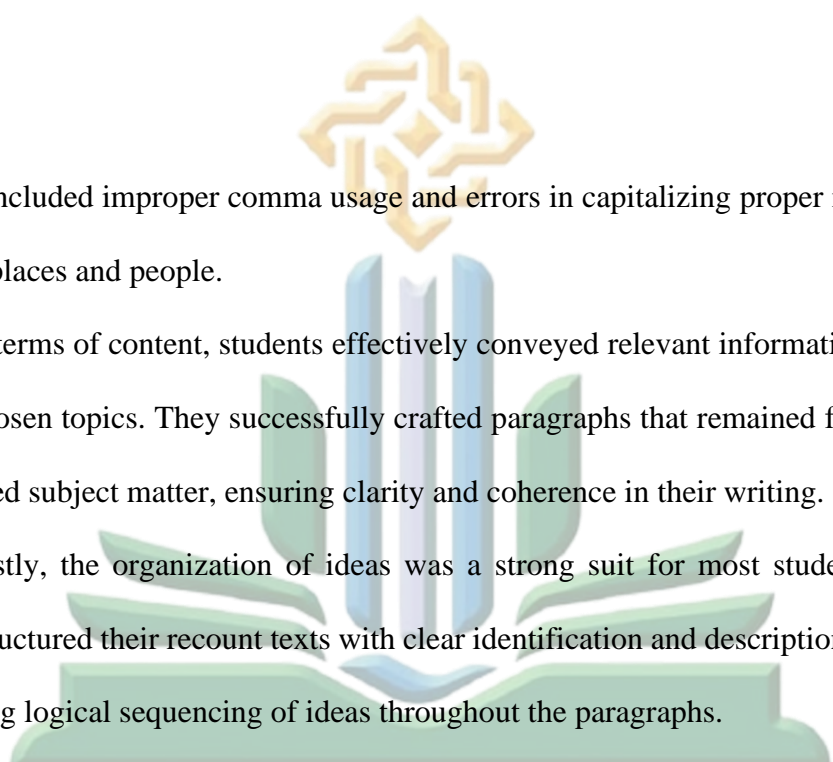
In this section, we explore the student's proficiency in writing recount text at the ninth grade of Madrasah Tsanawiyah Nurul Ali Jember. The evaluation considers various aspects of writing, focusing on vocabulary, grammar, mechanics, content, and organization of ideas.

Firstly, regarding vocabulary, students displayed a commendable grasp of words and their parts of speech. They demonstrated familiarity with nouns, verbs, adverbs, determiners, adjectives, pronouns, prepositions, and conjunctions, as outlined by Raymond Murphy's classification[35]. This indicates a solid foundation in selecting appropriate words for their writing.

Secondly, grammar posed challenges for many students, as it encompasses the rules and structures of language. Students encountered difficulties with syntactic patterns and the correct usage of auxiliary verbs and pronouns. For instance, errors were observed in matching pronouns with the appropriate auxiliary verbs, such as using "have" instead of "has" with the pronoun "she."

Moving on to the mechanical aspect, which concerns the visual presentation of writing, students struggled with punctuation, spelling, and capitalization. Common

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[35] Raymond Murphy. English Grammar in Use, 2nd Edition. Cambridge University: Cambridge University Press. 81

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mistakes included improper comma usage and errors in capitalizing proper nouns like names of places and people.

In terms of content, students effectively conveyed relevant information related to their chosen topics. They successfully crafted paragraphs that remained focused on the assigned subject matter, ensuring clarity and coherence in their writing.

Lastly, the organization of ideas was a strong suit for most students. They adeptly structured their recount texts with clear identification and description sections, maintaining logical sequencing of ideas throughout the paragraphs.

In conclusion, the student's overall ability in writing recount text was classified as good. While there were areas of improvement, particularly in grammar and mechanics, students demonstrated a solid understanding of vocabulary selection, content development, and organization of ideas in their writing. With continued practice and attention to grammar and mechanical details, students can further enhance their proficiency in crafting effective recount texts.
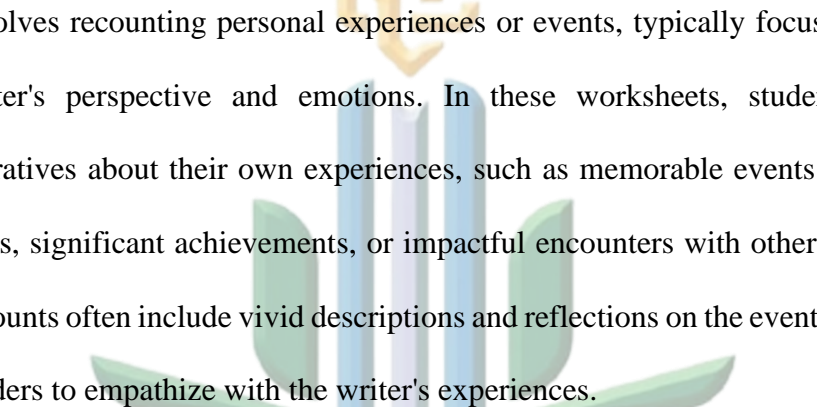
(2) What types of recount text are represented in the student's worksheets at ninth grade of Madrasah Tsanawiyah Nurul Ali Jember?

Types of recount text represented in the student's worksheets:

In analyzing the student's worksheets, three types of recount text were identified:

a. Personal recount

The findings revealed that five student's worksheets were categorized as personal recount. According to Adelstein and Pival theory, personal recount

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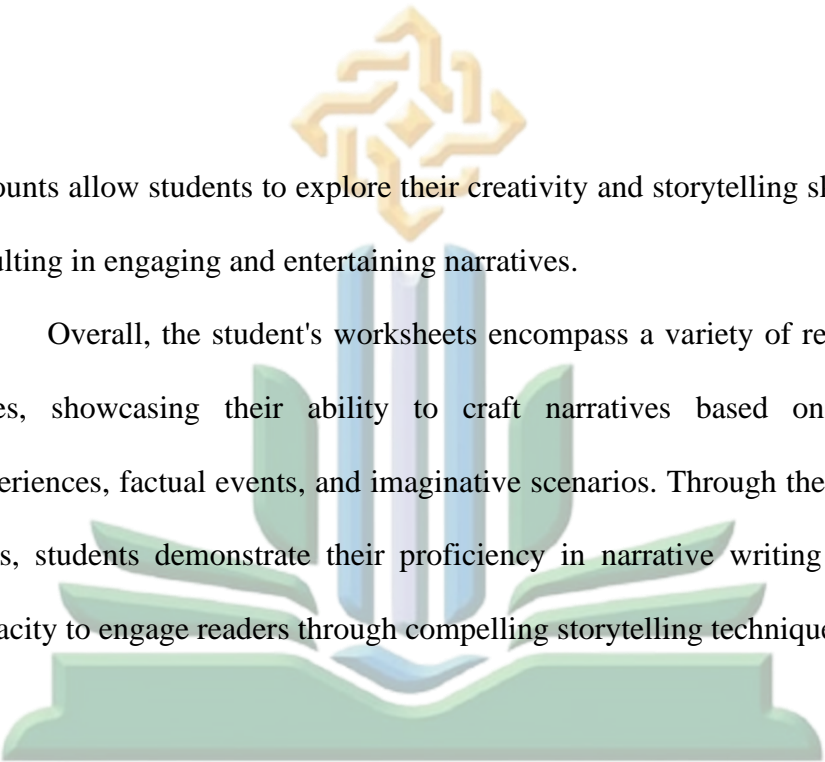
involves recounting personal experiences or events, typically focusing on the writer's perspective and emotions. In these worksheets, students shared narratives about their own experiences, such as memorable events from their lives, significant achievements, or impactful encounters with others. Personal recounts often include vivid descriptions and reflections on the events, allowing readers to empathize with the writer's experiences.

b.  Factual recount:

Five student's worksheets were classified as factual recount. Adelstein and Pival define factual recount as narratives that present factual information about events, often in a chronological order. In these worksheets, students recounted factual events or occurrences, such as historical events, scientific experiments, or news reports. Factual recounts aim to inform readers about specific events or phenomena, providing clear and accurate descriptions supported by evidence or data.

c.  Imaginative recount:

One student's worksheet was identified as an imaginative recount. According to Adelstein and Pival, imaginative recount involves retelling events or experiences with creative elements, such as fictional characters or settings. In this type of recount, students utilize their imagination to craft narratives that may include elements of fantasy, adventure, or speculative fiction. Imaginative

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recounts allow students to explore their creativity and storytelling skills, often resulting in engaging and entertaining narratives.

Overall, the student's worksheets encompass a variety of recount text types, showcasing their ability to craft narratives based on personal experiences, factual events, and imaginative scenarios. Through these recount texts, students demonstrate their proficiency in narrative writing and their capacity to engage readers through compelling storytelling techniques.
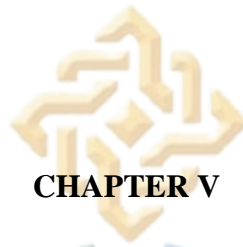
# CHAPTER V

## CONCLUSION AND SUGGESTIONS
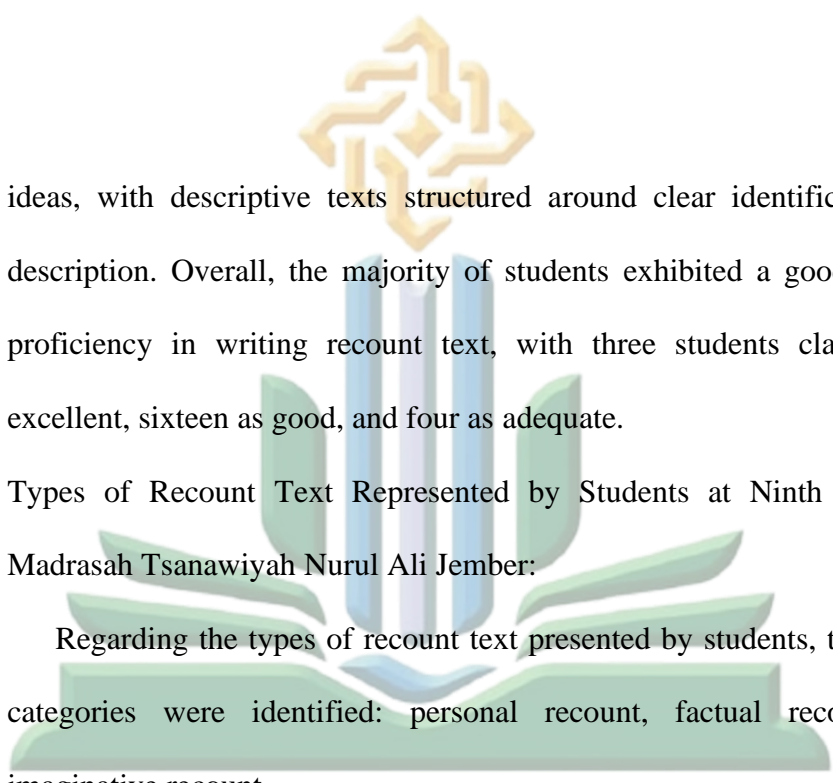
A.    **Conclusion**

Based on the findings and discussions in Chapter IV, two main conclusions can be drawn:

1. Student's Ability in Writing Recount Text at Ninth Grade of Madrasah Tsanawiyah Nurul Ali Jember:

   The students' ability in writing recount text from five aspects of writing in composing paragraph was in a good classification. In analyzing the student's ability to write recount text, it was observed that the most significant difficulties for students were found in the areas of grammar and mechanics. In terms of grammar, many students struggled with syntactic patterns and the correct usage of auxiliary verbs with pronouns. For instance, errors were noted when students used "have" instead of "has" with pronouns like "she".

   Additionally, numerous mistakes were identified in the mechanical aspect, particularly in punctuation and capitalization. Students often misplaced punctuation, especially when listing multiple nouns, and had difficulty with capitalization rules for names of people and places. However, there were minimal errors in the content aspect, as students were able to produce descriptive text relevant to the assigned topics. Furthermore, most students demonstrated proficiency in organizing their

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ideas, with descriptive texts structured around clear identification and description. Overall, the majority of students exhibited a good level of proficiency in writing recount text, with three students classified as excellent, sixteen as good, and four as adequate.

2. Types of Recount Text Represented by Students at Ninth Grade of Madrasah Tsanawiyah Nurul Ali Jember:
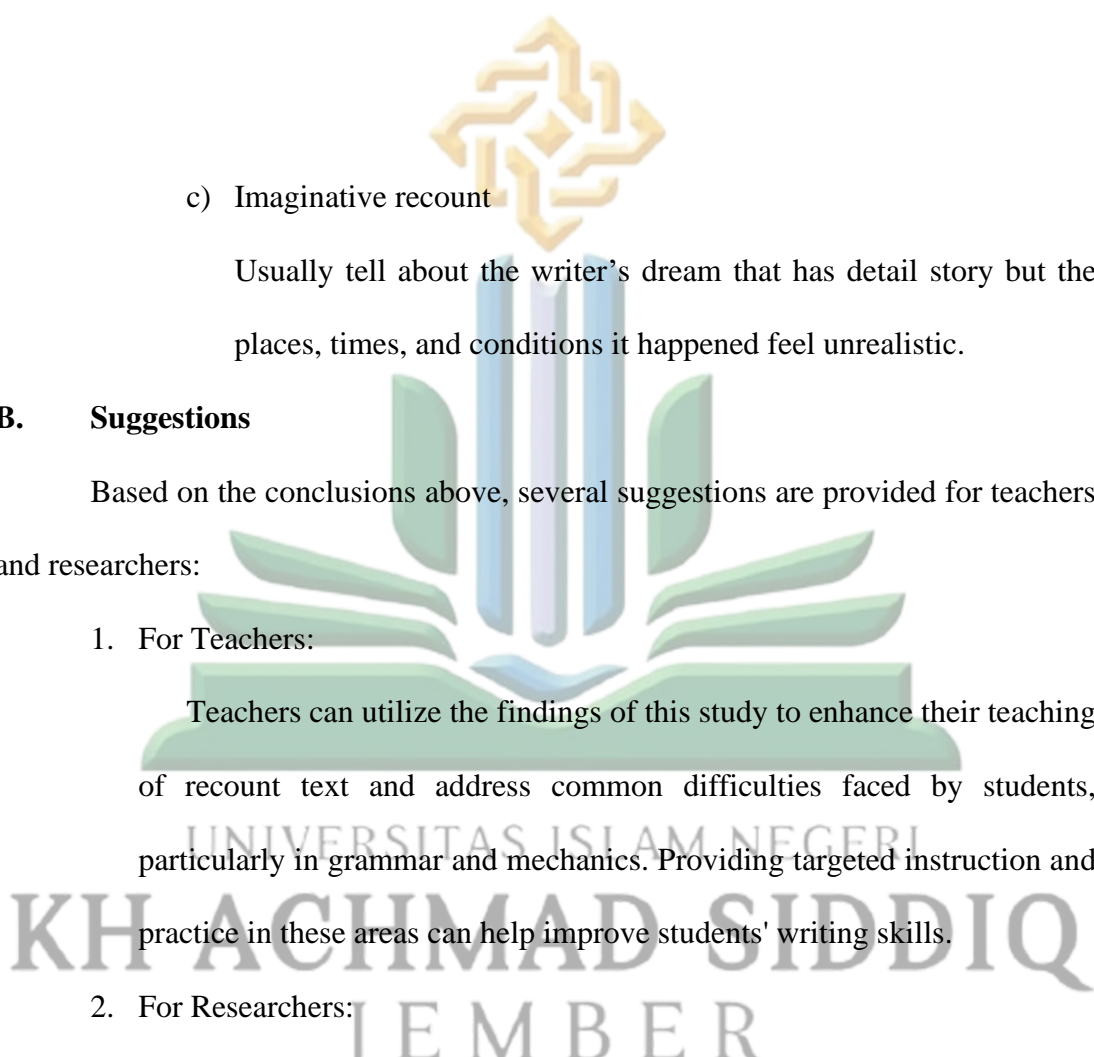
Regarding the types of recount text presented by students, three main categories were identified: personal recount, factual recount, and imaginative recount.

a) Personal recount text

Focusing on personal experiences and emotions, were the most common, represented by six student's worksheets. Factual recounts, providing factual information about events or phenomena, were also prevalent, with six student's worksheets falling into this category. Finally, one student's worksheet was classified as an imaginative recount, incorporating creative elements into the narrative.

b) Personal recount text

Typically included vivid descriptions and reflections on events, while factual recounts aimed to inform readers with clear and accurate descriptions supported by evidence. Imaginative recounts allowed students to explore creativity through storytelling.

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c) Imaginative recount

Usually tell about the writer's dream that has detail story but the places, times, and conditions it happened feel unrealistic.

**B.    Suggestions**

Based on the conclusions above, several suggestions are provided for teachers and researchers:

1. For Teachers:

    Teachers can utilize the findings of this study to enhance their teaching of recount text and address common difficulties faced by students, particularly in grammar and mechanics. Providing targeted instruction and practice in these areas can help improve students' writing skills.
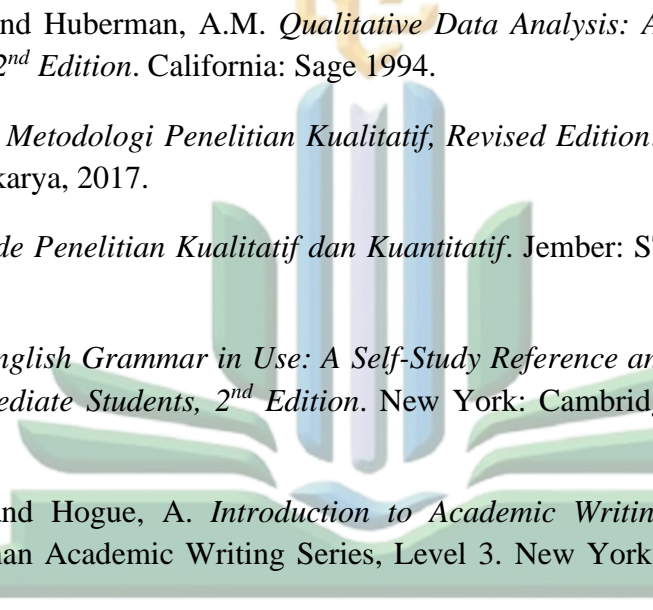
2. For Researchers:

    Researchers interested in further analyzing students' ability in writing recount text are encouraged to explore more advanced analytical techniques. Additionally, future studies could investigate the effectiveness of different instructional approaches or interventions in improving students' proficiency in recount text writing.

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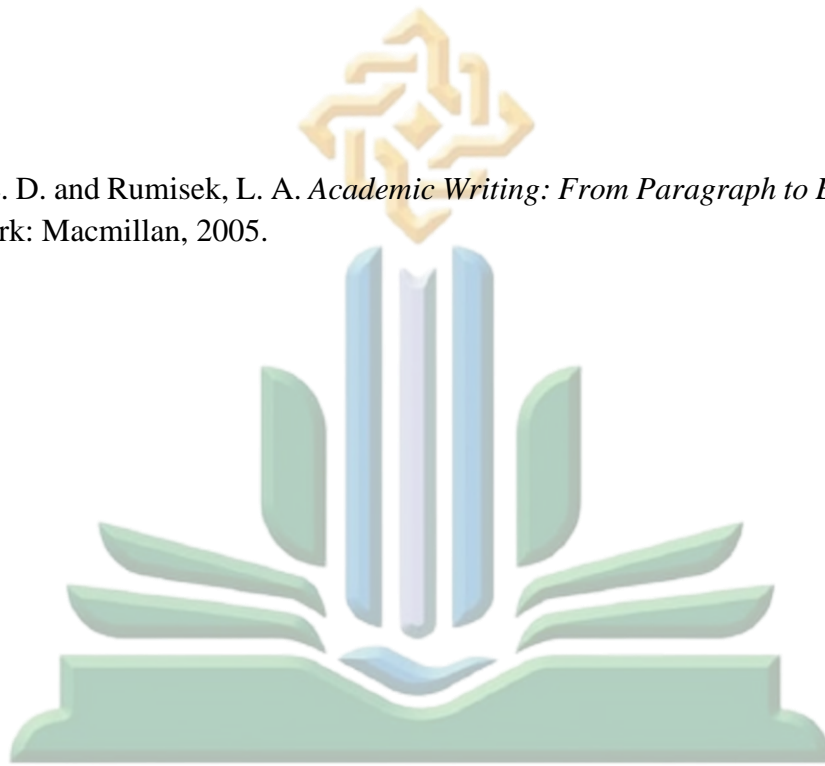
**Appendix I: Research Matrix**

## RESEARCH MATRIX

| Title | Variable | Sub Variable | Indicator | Source of Data | Research Method | Research Question |
|---|---|---|---|---|---|---|
| An Analysis of Student's Ability in Writing Recount Text at Ninth Grade of MTs Nurul Ali Jember | Writing Ability | 1. Vocabulary | 1. Nouns<br>2. Verb<br>3. Determines<br>4. Prepositions<br>5. Adjectives<br>6. Pronouns<br>7. Conjunctions<br>8. Adverb | Student's recount text worksheets at ninth grade of MTs Nurul Ali Jember | **1. Research approach:** Qualitative Approach<br><br>**2. Types of research:** Content Analysis<br><br>**3. Technique of Data** Collection:<br>• Document Analysis<br><br>**4. Data Analysis:**<br>• Content Analysis based on Donald Ary, et.al<br>  1. Familiarizing and Organizing<br>  2. Coding and Reducing<br>  3. Interpreting and Representing | 1. How is the student's ability in writing recount text at ninth grade of MTs Nurul Ali Jember?<br><br>2. What types of recount text are represented in the student's worksheets at ninth grade of MTs Nurul Ali Jember? |
| | | 2. Grammar | 1. Grammatical form<br>2. Syntactic form | | | |
| | | 3. Mechanic | 1. The correct use of punctuation, spelling and capitalization | | | |
| | | 4. Content | 1. Relevant to an assigned topic | | | |
| | | 5. Organization | 1. Consist of complete generic structure of a recount text | | | |

| | Recount Text | 1. Personal Recount Text | 1. This type is where the author is retelling her/his personal experience. This may simply be an oral story, diary or personal letters | | 5. **Validity of Data** Investigator Triangulation | |
| --- | --- | --- | --- | --- | --- | --- |
| | | 2. Factual Recount Text | 1. A factual recount is a text type aim to inform the readers about an actual report of events that happened in the past, such as a science experiments, a traffic report or police report | | | |
| | | 3. Imaginative Recount Text | 1. Imaginative recount is a text presented to tell the readers about an imaginative story detail but places them in realistic context | | | |

**Appendix II: Research Journal**

## RESEARCH JOURNAL ACTIVITIES

| No | Time | Activity | Notes |
|---|---|---|---|
| 1. | 6th November 2023 | The researcher was giving the researcher permission letter | |
| 2. | 9th November 2023 | The researcher asked student's worksheet to the English teacher | |
| 3. | 17th November 2023 | Specifying and presenting the primary data | • Deciding types of recount text that would be analyzed |
| 4. | 1st December 2023 | Diving the data | • Choosing the student's worksheet material that would be analyzed in the main course |
| 5. | 17th December 2023 | Counting the data | • Counting the chosen data. How much the data that would be analyzed<br>  o There were 11 student's worksheet |
| 6. | 24th December 2023 | Coding the data | • Giving the code to every data that had chosen |
| 7. | 7th January 2024 | Analyzing the data | • Analyzing the data in every chapter |
| 8. | 17th February 2024 | Representing the data | • Representing the finding of analysis in the sheet of analysis<br>• Describing the sheet analysis |
| 9. | 5th March 2024 | Validation of data | • Checking and validating the data<br>  o Two people of English lecture |
| 10. | 9th March 2024 | conclusion | • Concluding the data, based on the results of analysis data |

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Appendix III : Validation Sheet

## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini :

Nama             : As'ari. M.Pd.I

NIP               : 197609152005011004

Jabatan         : Dosen UIN JEMBER

Menyatakan telah melakukan validasi data sehubungan dengan analisis data yang dilakukan oleh Muta'aly Mahadi dalam penelitian yang berjudul *"An Analysis of Student's Ability in Writing Recount Text at MTs Nurul Ali Jember"*

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan kebutuhan.

Jember, 9 Mei 2024

Yang membuat Pernyataan

**As'ari. M.Pd.I**
**NIP. 197609152005011004**

Appendix III : Validation Sheet

<div align="center">**SURAT PERNYATAAN**</div>

Yang bertanda tangan di bawah ini :

       Nama               : Ninuk Indrayani, M.Pd.

       NIP                  : 197802102009122002

       Jabatan           : Dosen UIN JEMBER

Menyatakan telah melakukan validasi data sehubungan dengan analisis data yang dilakukan oleh Muta'aly Mahadi dalam penelitian yang berjudul *"An Analysis of Student's Ability in Writing Recount Text at MTs Nurul Ali Jember"*

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan kebutuhan.

Jember, 9 Mei 2024

Yang membuat Pernyataan

<u>**Ninuk Indrayani, M.Pd.**</u>
**NIP. 197802102009122002**

**Appendix IV: Permission Letter**

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id  Email: tarbiyah.iainjember@gmail.com

Nomor : B-7372/In.20/3.a/PP.009/05/2024
Sifat    : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTS Nurul Ali Jember
Jl. Beringin No. 12 Sumberbulus - Ledokombo - Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM              :  T20176040
Nama            :  MUTAALY MAHADI
Semester       :  Semester empat belas
Program Studi  :  TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai &quot;An Analysis of Student`s Ability in Writing Recount Text at Ninth Grade of MTs Nurul Ali Jember&quot; selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Halim Firdausi

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 27 Mei 2024
an. Dekan,
Wakil Dekan Bidang Akademik,

**KHOTIBUL UMAM**

**Appendix V: Lesson Plan**

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Satuan Pendidikan  : Madrasah Tsanawiyah Nurul Ali Jember

Mata Pelajaran  : Bahasa Inggris

Kelas/Semester  : IX/2 (dua)

Tema     : Teks Recount

Materi Pokok   : Menceritakan Kejadian Bersejarah

        Struktur Recount Text

        Past Tense

Alokasi Waktu   : 2x45 Menit
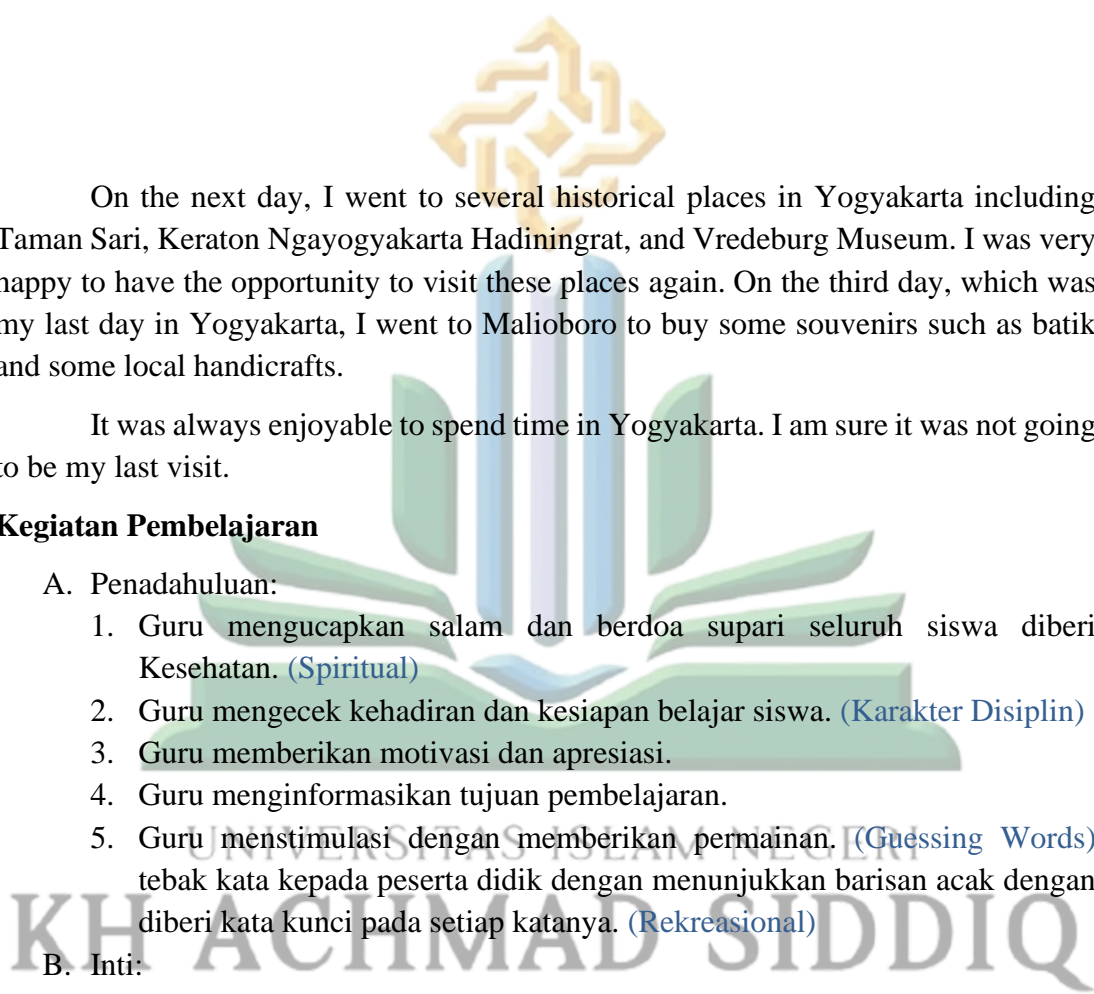
**Tujuan Pembelajaran**

1. Melalui serangkaian pembelajara, peserta didik diharapkan dapat mengidentifikasikan fungsi sosoal dan unsur kebahasaan teks khusus dalam teks recount.
2. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat membandingkan fungsi social dan unsur kebahasaan teks khusus dalam teks recount.
3. Melalui serangkaian pembelajaran, peserta didik diharapkan dapat, menulis teks khusus dalam bentuk recount teks sangat pendek dan sederhana, terkait pengalaman pribadi dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan, secara benar dan sesuai konteks.

**Materi Pembelajaran**

Holiday in Yogyakarata

Last month, I visited my brother's home in Yogyakarta. Previously, I had visited him three times. So, at that time I decided to go alone by train. Soon after I arrived at my brother's home, he invited me to join the dinner with his family. One of the things that I love about Yogyakarta is its traditional cuisine, especially gudeg.

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On the next day, I went to several historical places in Yogyakarta including Taman Sari, Keraton Ngayogyakarta Hadiningrat, and Vredeburg Museum. I was very happy to have the opportunity to visit these places again. On the third day, which was my last day in Yogyakarta, I went to Malioboro to buy some souvenirs such as batik and some local handicrafts.

It was always enjoyable to spend time in Yogyakarta. I am sure it was not going to be my last visit.

**Kegiatan Pembelajaran**

A. Penadahuluan:
   1. Guru mengucapkan salam dan berdoa supari seluruh siswa diberi Kesehatan. (Spiritual)
   2. Guru mengecek kehadiran dan kesiapan belajar siswa. (Karakter Disiplin)
   3. Guru memberikan motivasi dan apresiasi.
   4. Guru menginformasikan tujuan pembelajaran.
   5. Guru menstimulasi dengan memberikan permainan. (Guessing Words) tebak kata kepada peserta didik dengan menunjukkan barisan acak dengan diberi kata kunci pada setiap katanya. (Rekreasional)

B. Inti:
   1. Guru menyampaikan materi pembelajaran melalui buku yang telah siswa pelajari sebelumnya mengenai simple past tense dan teks recount yang telah disediakan, dengan memberi dan meminta informasi terkait kejadian special yang telah dilalui oleh peserta didik.
   2. Setelah menstimulasi peserta didik melalui tebak kata dan informasi terkait kejadian special yang telah dilalui oleh peserta didik, guru memberikan tugas berupa membuat paragraf terkait dengan kejadian yang telah dilalui oleh peserta didik.
   3. Dengan bimbingan guru, peserta didik dapat mengidentitikasikan ciri-ciri teks recount dan membuat teks recount dengan materi simple past tense yang telah dipelajari sebelumnya.

C. Penutup:
   1. Guru beserta peserta didik membuat kesimpulan singkat tentang teks khusus dalam bentuk teks recount.

Guru mengingatkan seluruh peserta didik untuk senantiasa menjaga Kesehatan dan melakukan doa Bersama sebelum meninggalkan ruangan kelas.

**Appendix VI: Code Data**

## <u>CODE OF DATA</u>

The code of data (Students Recount Text Worksheet at Ninth Grade of Madrasah Tsanawiyah Nurul Ali Jember)

| Note: | Code: |
|---|---|
| **SN:** Student Number <br> **T:** Text | **SN1. T1.: Student Number (1). Text (1).** |

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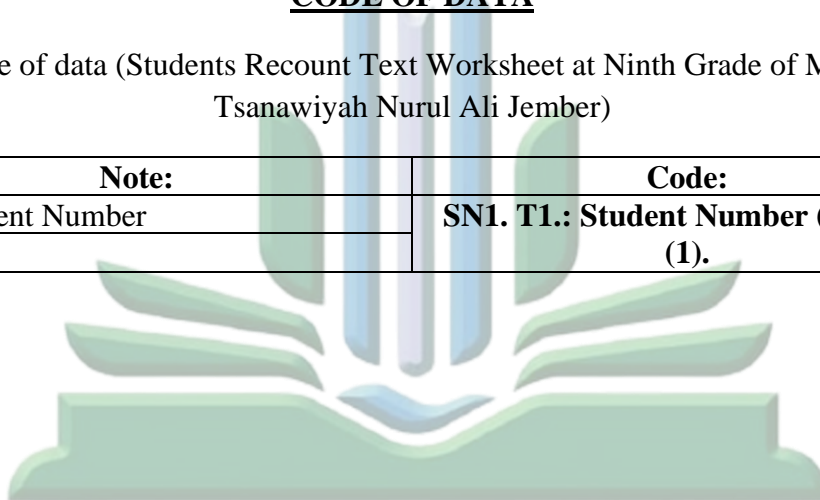
**Appendix VII: Student's Worksheet**

<u>**STUDENT'S WORKSHEET**</u>

Personal Recount Text:

Lukman hakim

Two weeks ago, my older sister and I had a chance to visit solo. As siblings who loved food, we agreed to do a culinary tour and explore traditional dishes in solo. Frist, we went to veteran street in serayen to enjoy the legendary food in solo, selat solo mhak lies, then we moved to Banjar sari and had goat satay in sate kambing mbok galak. During lunch time, we visited Pasar klewer to eat delicious tengkreng by Bu Pon. in the dusk we had some serabi Notosuman which was sweet, soft and melted in the mouth. At the end of the day, we ended our culinary tour by trying the tasty and legendary nasi lihuet yu sani for dinner. After experiencing the taste of the hotel with full belly. All the tradional dishes that we tried were never disappointing

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Hakan Arif Trilaksono

Last Saturday, my friends and I went to the beach for camping. We set up at tent on the white sand beach. Three were 3 tents with three people for each one.

Soon after the three tents were set up, we prepared our meals. My job was to cook instant noodles and fry some nuggets. In the meantime, one of my friends made some cups of coffee and hot chocolate for all of us. Meanwhile, some other friends were trying to make a camp fire several meters from our our tents. At that time, the wind was so calm and cool. After the camp fire was lit, we sat in a circle around it, sang our favourite songs, and enjoyed our dinner together. That night, we did not sleep until the morning camp. I was so tired, but it was an amazing moment that I would not forget.
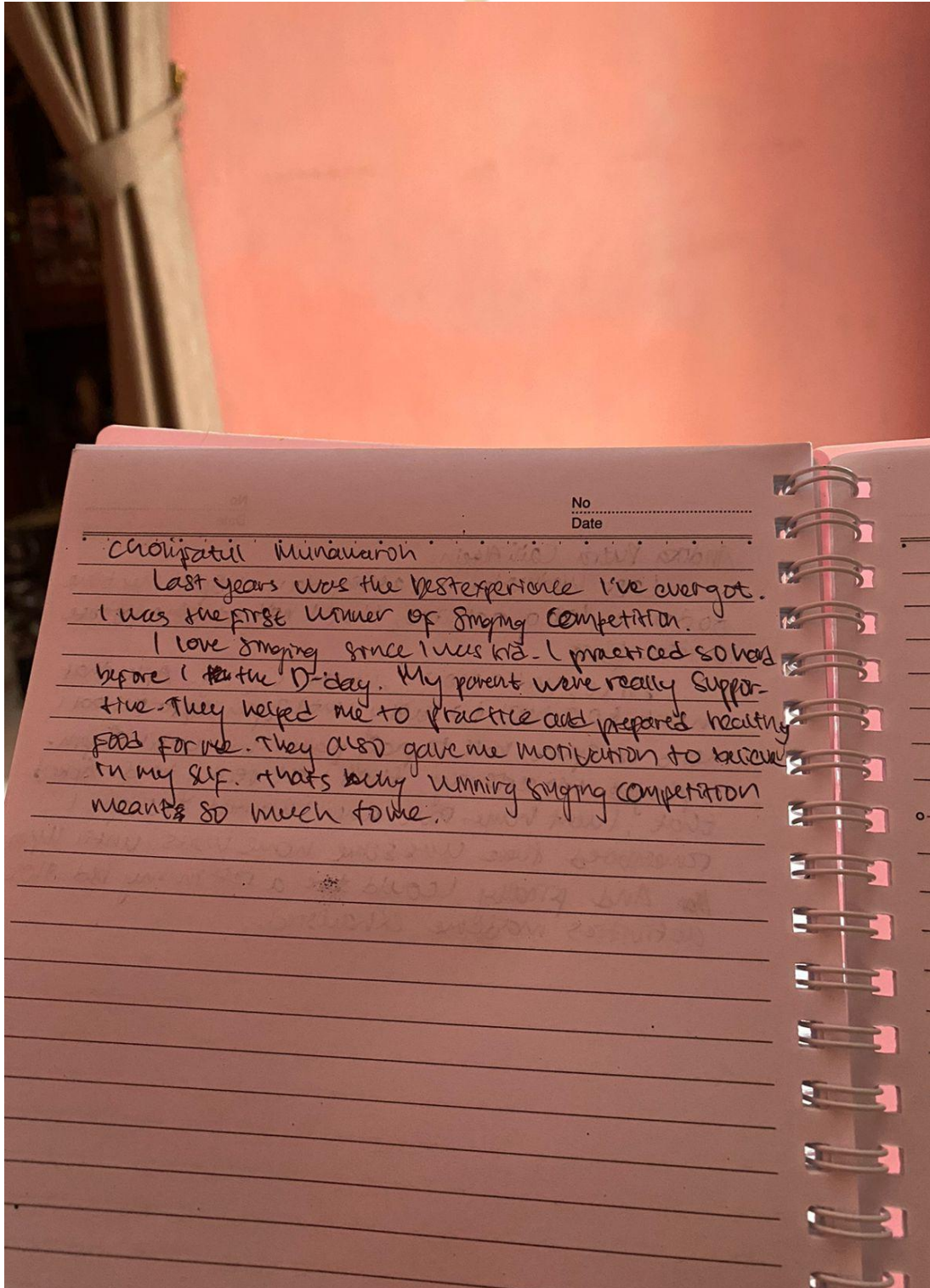
Cholifatul Munawaroh

Last years was the best experience I've ever got. I was the first winner of singing competition.

I love singing since I was kid. I practiced so hard before I the D-day. My parent were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in my self. that's why winning singing competition means so much to me.

Andika Putra Caili Alzein.

Last Wednesday was a tiring day. I spent my time to do a lot of activities, that I had no time to take a rest. ~~First~~

First, in the morning, I went cycling. After that I went to school to study until 3pm. After school I went to sport hall to play badminton until 8 pm. I played too seriously that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some home works until 11pm. And finally I could take a rest in my bed. Those activities made me exhausted.

No.

Date . .

alya Septiani

I spent my last summer holiday in Banyuwangi.
I went there with my friends.

On the first day, I was arrived at train station
around 7 AM after 2 hours. then I
went to boom Beach by motorcycle and enjoy
my time with my friends. I decide to
take a photo together in the seashore.
At night, I went to my friend home that
are close to the beach. In the next day,
I didn't go anywhere. I just spent my
time in my friends home that have
beautiful view in the backyard.

I spend my last day in Banyuwangi and
Bought some stuffs and souvenirs for
my family and friends. I Also ate the
streat food there. I went to the train
station at 3 PM because train was at
4 PM. I had a great experience in
Banyuwangi and made wonderful memory
with my friends. it was a great
trip

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Factual Recount Text

Siti Khunairoh Nur Aini

On December 9, 2022 there was a truck accident on the Jakarta toll Road. This truck accident was caused by truck drivers not keeping their distance from other vehicles.

So when trying to brake, the truck fell and overturned on the Jakarta toll road.

The Police reported that this accident did not cause any fatalities, however it caused a traffic jam on the Jakarta toll road.
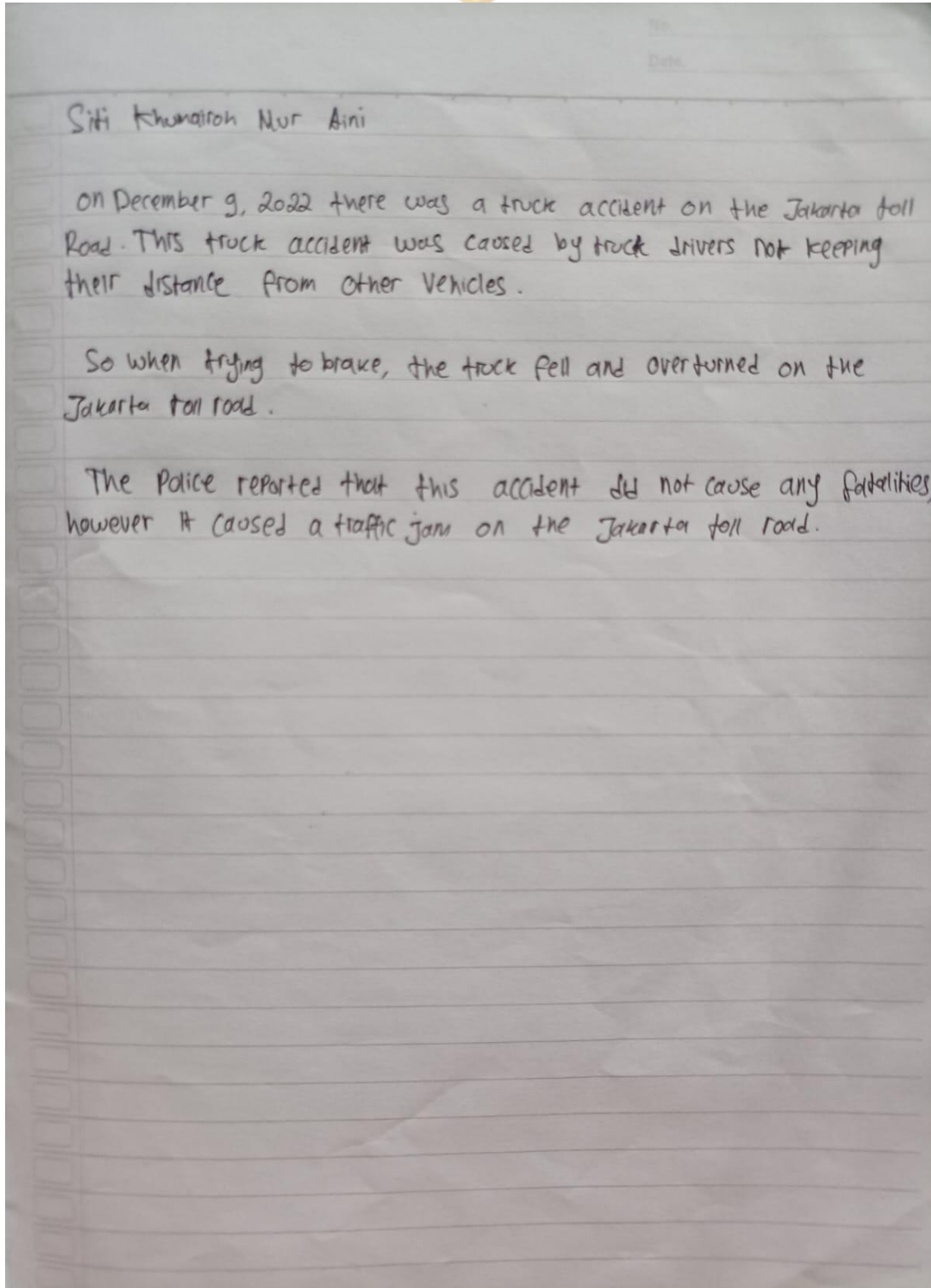
Zilvi Rohmatul Hannanyah.

Recently, in the Jember area there have been a lot of gangsters or illegal motorbike racers. These racers often fight or argue with other groups of racers, So that the people of Surabaya feel afraid.

Then the Police made arrests of illegal racers who had endangered local residents and caused fear.

The police have reported to residents so they dont have to warry anymore about the racers, because the police have secured them.

Nama: Wiwit Hawaizu.

During the rainy season in November 2022, the city of Jember is one of the areas experiencing natural disaster in the form of floods.

Although not all areas were inundated by overflowing river water, there were many areas that suffered losses from flooding. police in the Jember area said that were no casualties in this natural flood dissaster.

However, losses due to house damage, vehicle damage and others are certainly very large. So that if it requirers help from residents around Jember for fellow residents.

Safa Sri Wahyu Ningsih

The police report that the death toll in Cianjur is very high.
This is because the magnitude of the earthquake was very large, so not only did people lose their lives, but also many people lost their homes and vehicles. This condition is very concerning. However, hearing about these events and conditions, the police reported that the president was moving quickly to deploy several contractors from PuPR to rebuild residents' houses.
Residents are also asked to be patient in waiting for their houses to be built.

Naura Aliya Shabita

Natural disaster such as the tsunami occurred in indonesia in 2004, namely in the Aceh-region.

The tsunami at that time was terrible because it swept the land flat with sea water. of course there were a lot of victims and victims during the tsunami. But at that time all the people in indonesia wanted to provide assistance in the from of Food, clothing and shelter

Due to the natural disaster in the form of a tsunami, indonesia has finally been vigilant against tsunamis by preparing many things.

111
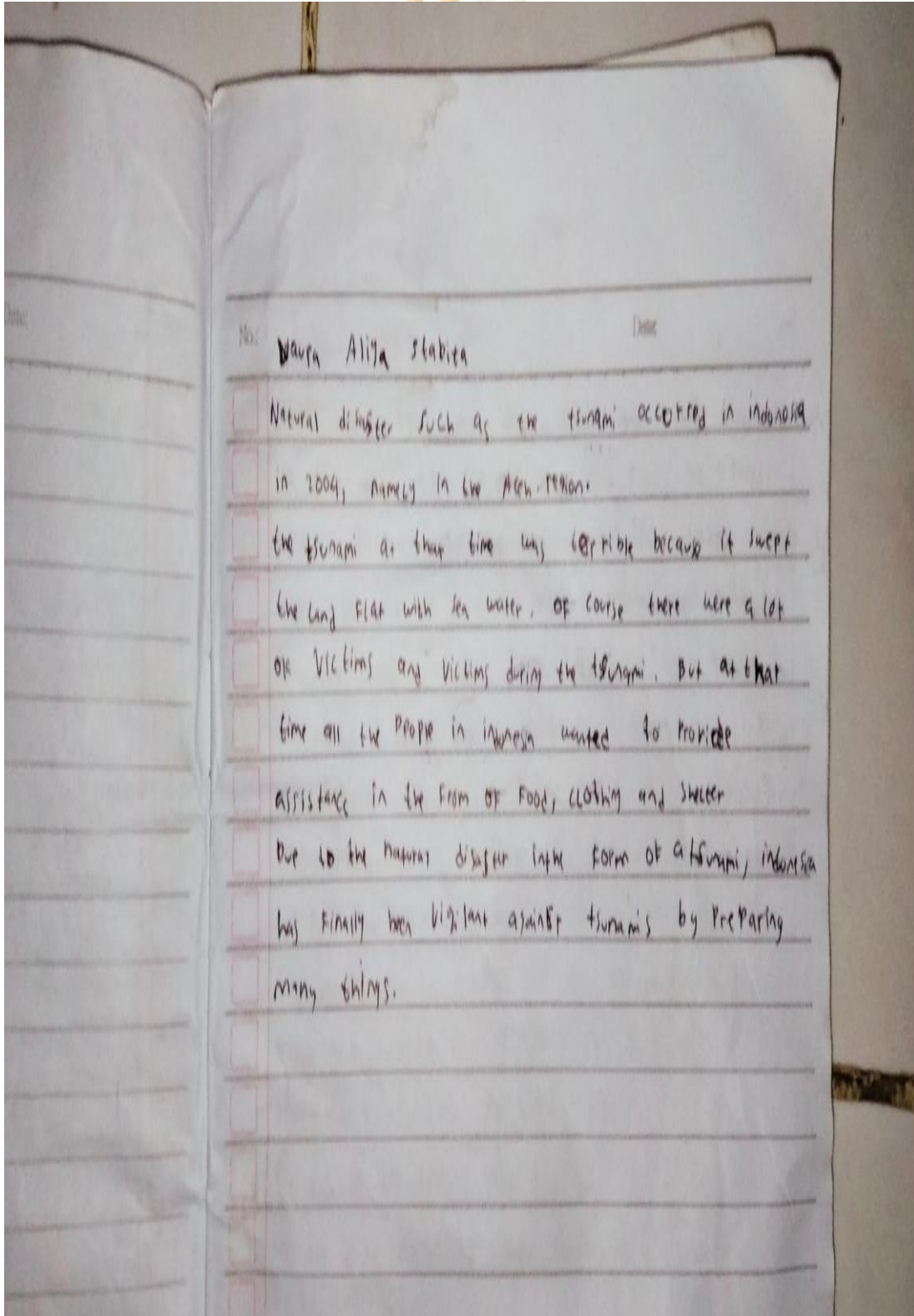
Imaginative Recount Text

Muhammad Farel

When I was a teenager, I dreamed of being a superhero. I pictured myself as Batman.

One day, when I come home from school, I met someone who called himself Robin. Then, Robin invited me to a big cave behind my home. There, there was a lot of incredible equipment and vehicles. Then, Robin said to me that tonight I had to exermine criminals who made chaos in the city. Robin gave me a costume in black which had wide wings behind and a black bat mask. Before leaving the cave, Robin called me "Batman".

It was the coolest dream that I had ever had.

**Appendix VIII: Sheet of Analysis**

<u>**SHEET OF ANALYSIS**</u>

Student's Worksheet of Recount Text

Clasification/Score:

Table 1

Organization of Ideas

| Aspect of Writing | Classification/Score | | | | |
|---|---|---|---|---|---|
| | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| Organization of Ideas | Appropriate title, effective introductory paragraph, leads to body; transitional expressions . used; arrangement of material shows plan(could be outlined by reader); supporting evidence given for generalizations, conclusion logical and complete | Adequate Title Introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully developed sequence is logical but transitional expressions may be absent or missed | Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations amy not be fully supported by the evidence given; problems of organization interfere | Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization | Absence of Introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader) |

Table 2
Content

| Aspect of Writing | Classification/Score | | | | |
|---|---|---|---|---|---|
| | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| Content | Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought | Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present | Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right | Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content | Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully |

Table 3
Grammar

| Aspect of Writing | Classification/Score | | | | |
|---|---|---|---|---|---|
| | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| Grammar | Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences | Advanced proficiency in English grammar; some grammar problems don't influence communication although the reader is aware of them; no fragments or run on sentences | Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present | Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences | Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure |

Table 4
Mechanic

| Aspect of Writing | Classification/Score | | | | |
|---|---|---|---|---|---|
| | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| Mechanic | Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat | Some Problem with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible | Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas | Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers | Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems |

Table 5
Vocabulary

| Aspect of Writing | Classification/Score | | | | |
|---|---|---|---|---|---|
| | Excellent (20-18) | Good (17-15) | Adequate (14-12) | Unacceptable (11-6) | Not College Level Work (5-1) |
| Vocabulary | Precise vocabulary usage; use of parallel structures; concise; register good | Attempts variety; good vocabulary; not wordy; register ok; style fairly concise | Some vocabulary missed ; lacks awareness of register; may be too wordy | Poor expressions of ideas; problems . 1n vocabulary; lacks variety of structure | Inappropriate use of vocabulary; no concept of register or sentence variety |

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| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN05.T01 | I spent my last summer holiday in Banyuwangi. I went there with my friends. On the first day, I was arrived at train station around 7 AM after 2 hours. Then I went to Boom Beach by motorcycle and enjoy my time with my friends. I decided to take a photo together in the seashore. At night, I went to my friend home that are close to the beach. in the next day, I didn't go anywhere. I just spent my time in my friends home that have beautiful view in the backyard. I spent my last day in Banyuwangi and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the train station at 3 PM because train was at 4 PM. I had a great experience in Banyuwangi and made wonderful memory with my friends. It was a great trip. | The paragraph encompasses a range of vocabulary, including nouns such as "summer holiday," "Banyuwangi," "friends," "day," and "train station," alongside verbs like "spent," "went," "arrived," and "enjoyed." Determiners such as "my" and "the," as well as prepositions like "in," "with," and "on," are also utilized. Adjectives such as "last," "first," and "beautiful," conjunctions like "and," and adverbs such as "there," "around," and "just" contribute to the narrative. | Grammatical structure, revisions are necessary for clarity and accuracy. For instance, "I was arrived" should be corrected to "I arrived," aligning with standard past tense usage. Additionally, the phrase "that are close to the beach" should be amended to "that was close to the beach" for grammatical concordance. "In the next day" could be refined to "On the following day" for smoother expression. Similarly, "stuff" should be adjusted to "stuffs" to denote plural form correctly. | The text necessitates remediation in terms of spelling, punctuation, and capitalization for improved coherence and readability. This involves rectifying verb forms, inserting necessary punctuation marks, and ensuring consistent capitalization of nouns and proper nouns. | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Adequate | ✓ | | |

| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN06.T02 | Last Wednesday was a tiring day. I spent my time to do a lot of activities, that I had no time to take a rest. First, in the morning, I went cycling. After that I went to school to study until 3 pm. After school I went to sport hall to play badminton until 8 pm. I played too seriously that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some homeworks I had to do. I did my homeworks until 11 pm. And finally I could take a rest in my bed. Those activities made me exhausted. | Vocabularies in the paragraph encompass a variety of nouns (day, time, activities, rest, morning, school, sport hall, badminton, homeworks, bed) and verbs (spent, do, went, cycling, study, play, felt, wanted, remembered, did, could take), alongside determiners (a, the), prepositions (to, in, after, until), adjectives (tiring, serious, tired, exhausted), conjunctions (that, after, but), and adverbs (no, really, finally). | Replace "to" with "doing" in "I spent my time to do a lot of activities," making it "I spent my time doing a lot of activities." Revise "that I had no time to take a rest" to "so I had no time to rest" for clarity. Precede "cycling" with "for" in "went cycling," making it "went for cycling." Change "to study" to "for studying" in "I went to school to study until 3 pm," yielding "I went to school for studying until 3 pm." Replace "to" with "the" in "After school I went to sport hall to play badminton until 8 pm," making it "After school, I went to the sport hall to play badminton until 8 pm." Finally, change "seriously" to "intensely" in "I played too seriously that I felt really tired," making it "I played too intensely that I felt really tired." Rectifying these errors will enhance the clarity and coherence of the paragraph. | There are notable errors in spelling, punctuation, and capitalization. "Homeworks" should be corrected to "homework," and "adejctives" to "adjectives." Punctuation errors include missing commas after introductory phrases, such as in "First, in the morning" and "After school, I went to the sport hall." Additionally, "badminton" should be consistently capitalized throughout the paragraph. Addressing these issues will enhance clarity and readability. | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Adequate | ✓ | | |

| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN07.T03 | Last year was the best experience I've ever got. I was the first winner of singing competition. I love singing since I was kid. I practiced so hard before I the D-day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation to believe in myself. That's why winning singing competition meant so much to me. | Vocabularies in the paragraph encompass nouns (experience, winner, competition, singing, kid, D-day, parents, food, motivation), verbs (was, got, love, practiced, helped, prepared, gave, believe, meant), determiners (the, my), prepositions (of, before, to, in, for), adjectives (best, supportive, healthy, much), conjunctions (and, also), and adverbs (ever, really, so, why). The paragraph contains a grammatical error. In the sentence "I practiced so hard before I the D-day," the word "I" should be removed to correct the sentence structure. Thus, the corrected sentence would read: "I practiced so hard before the D-day." | In the sentence "I practiced so hard before I the D-day," the word "I" should be removed to correct the sentence structure | there are a few errors in spelling, punctuation, and capitalization. Spelling errors include "I've ever got" where "got" should be replaced with "gotten" to maintain consistency in verb tense. Punctuation errors are evident in the lack of a comma after "Last year" in the opening sentence. Additionally, there should be a comma after "singing competition" to separate the introductory phrase from the main clause. Capitalization errors include "D-day" which should be lowercase unless it is a proper noun. Additionally, "That's" should be capitalized to "That's" to begin a new sentence properly | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Good | ✓ | | |

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| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN10.T04 | Last Saturday, my friends and I went to the beach for camping. We set up a tent on the white sand beach. There were 3 tents with 3 people for each one. Soon after the three tents were set up, we prepared our meals. My job was to cook instant noodles and fry some nuggets. In the meantime, one of my friends made some cups of coffee and hot chocolate for all of us. Meanwhile, some other friends were trying to make a camp fire several meters from our tents. At that time, the wind was so calm and cool. After the camp fire was lit, we sat in a circle around it, sang our favourite songs, and enjoyed our dinner together. That night, we did not sleep until the morning came. I was so tired, but it was an amazing moment that I would not forget. | consist of nouns (Saturday, friends, beach, camping, tent, sand, meals, job, noodles, nuggets, cups, coffee, chocolate, fire, circle, songs, dinner, night, morning), verbs (went, set up, prepared, cook, fry, made, trying, lit, sat, sang, enjoyed, sleep, came), determiners (the, my), prepositions (on, with, for, after, in, from), adjectives (white, three, some, other, several, calm, cool, favourite, tired, amazing), conjunctions (and, but), and adverbs (soon, after, meanwhile, at that time, together). | In the sentence "Meanwhile, some other friends were trying to make a camp fire several meters from our tents," the phrase "some other friends" should be revised to "other friends" to avoid redundancy | well-constructed and free from spelling, punctuation, and capitalization errors. It effectively communicates the camping experience in clear and understandable language. | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Excellent | ✓ | | |

| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN14.T05 | Two weeks ago, my older sister and I had a chance to visit Solo. As siblings who loved food, we agreed to do a culinary tour and explore traditional dishes in Solo. First, we went to Veteran street in Serengan to enjoy the legendary food in Solo, selat Solo Mbak Lies. Then, we moved to Banjarsari and had goat satay in Sate Kambing Mbok Galak. During lunch time, we visited Pasar Klewer to eat delicious tengkleng by Bu Pon. In the dusk, we had some serabi Notosuman which was sweet, soft, and melted in the mouth. At the end of the day, we ended our culinary tour by trying the tasty and legendary nasi liwet Yu Sani for dinner. After experiencing the taste of local menus, we went back to the hotel with full belly. All the traditional dishes that we tried were never disappointing. | include nouns (weeks, sister, chance, Solo, food, culinary tour, dishes, street, Veteran, Serengan, selat Solo Mbak Lies, Banjarsari, goat satay, Sate Kambing Mbok Galak, lunch time, Pasar Klewer, tengkleng, Bu Pon, dusk, serabi Notosuman, mouth, end, day, nasi liwet Yu Sani, dinner, hotel, belly), verbs (had, visit, agree, do, explore, went, enjoy, moved, eat, tried, went back), determiners (the, my), prepositions (to, in, during, for, with), adjectives (older, legendary, traditional, delicious, sweet, soft, full, never), conjunctions (and), and adverbs (ago). | The passage has a few minor grammatical errors. "Chance" should be pluralized to match the subject. "Loved" should be in the past tense. "The" should be included before "selat Solo." "Were" should be replaced with "were." These adjustments ensure grammatical accuracy and clarity. | well-written and does not contain any evident errors in spelling, punctuation, or capitalization. Each sentence is properly punctuated, and words are spelled correctly | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Good | ✓ | | |

120

| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN30.T06 | Recently, in the Jember area there have been a lot of gangsters or illegal motorbike racers. These racers often fight or argue with other groups of racers. So that the people of Surabaya feel afraid. Then the police made arrests of illegal racers who had endangered local residents and caused fear. The police have reported to residents so they don't have to worry anymore about the racers, because the police have secured them. | consist of nouns (Jember area, gangsters, motorbike racers, groups, people, Surabaya, arrests, residents, fear, police), verbs (have been, fight, argue, feel, made, endangered, caused, reported, worry, secured), determiners (the, a, lot of), prepositions (in, of, with, for, about), adjectives (illegal, other, afraid, local, recent), conjunctions (or, so, then, because), and adverbs (often, anymore). | grammatically correct and free from any errors. It effectively communicates the recent occurrences involving illegal motorbike racers in the Jember area, the police intervention, and the subsequent reassurance provided to the residents. | capitalization is used appropriately for proper nouns and the beginning of sentences. Therefore, there are no discernible errors in spelling, punctuation, or capitalization in the essay. | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Excellent | | ✓ | |

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| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN27.T07 | During the rainy season in November 2022, the city of Jember is one of the areas experiencing natural disasters in the form of floods. Although not all areas were inundated by overflowing river water, there were many areas that suffered losses from flooding. Police in the Jember area said that there were no casualties in this natural flood disaster. However, losses due to house damage, vehicle damage and others are certainly very large. So that it requires help from residents around Jember for fellow residents. | consist of nouns (season, November, city, Jember, areas, disasters, form, floods, areas, losses, water, police, casualties, disaster, damage, vehicle, help, residents), verbs (experiencing, inundated, suffering, said, requires), determiners (the, one, not all, no, this, others), prepositions (during, in, by, from, in, around, for), adjectives (rainy, natural, many, very, fellow), conjunctions (although, that, however, so, that), and adverbs (not all, certainly). | The paragraph is grammatically correct and free from any errors. It effectively communicates the impact of floods in the city of Jember during the rainy season, highlighting the need for assistance from surrounding residents to aid those affected by the natural disaster | well-constructed and does not contain any evident errors in spelling, punctuation, or capitalization. Each sentence is properly punctuated, and words are spelled correctly | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Excellent | | ✓ | |

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| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN26.T08 | On December 9, 2022 there was a truck accident on the Jakarta toll road. This truck accident was caused by truck drivers not keeping their distance from other vehicles.<br>So when trying to brake, the truck fell and overturned on the Jakarta toll road.<br>The police reported that this accident did not cause any fatalities, however it caused a traffic jam on the Jakarta toll road. | consist of nouns (December, truck accident, Jakarta toll road, drivers, distance, vehicles, police, fatalities, traffic jam), verbs (was, caused, fell, overturned, reported), determiners (the, this), prepositions (on, by, from), adjectives (truck, other, significant), conjunctions (so, however), and adverbs (not, when). | a missing comma after "So," is corrected in the sentence "So, when trying to brake, the truck fell and overturned on the Jakarta toll road." Overall, there are no other evident errors in spelling, punctuation, or capitalization, and each sentence is properly punctuated with appropriate capitalization for proper nouns and the beginning of sentences. | well-constructed and does not contain any evident errors in spelling, punctuation, or capitalization. Each sentence is properly punctuated, and words are spelled correctly | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Good | | ✓ | |

123

| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN24.T09 | The police report that the death toll in Cianjur is very high. This is because the magnitude of the earthquake was very large, so not only did people lose their lives, but also many people lost their homes and vehicles. This condition is very concerning. However, hearing about these events and conditions, the police reported that the president was moving quickly to deploy several contractors from PUPR to rebuild residents' houses. Residents are also asked to be patient in waiting for their houses to be built. | consist of nouns (police, report, death toll, Cianjur, magnitude, earthquake, lives, homes, vehicles, condition, events, president, contractors, PUPR, residents, houses), verbs (is, was, lose, lost, is, reported, moving, deploy, rebuild, asked), determiners (the, this, many, several), prepositions (in, because of, from, to, for), adjectives (very, high, large, concerning, quick, patient), conjunctions (but, however), and adverbs (also). | "This is because the magnitude of the earthquake was very large, so not only did people lose their lives, but also many people lost their homes and vehicles." The missing comma after "large" and before "so" separates the two independent clauses. The corrected sentence should read: "This is because the magnitude of the earthquake was very large, so not only did people lose their lives, but also many people lost their homes and vehicles." | Each sentence is properly punctuated, and words are spelled correctly. Capitalization is appropriately used for proper nouns and the beginning of sentences. Therefore, there are no evident errors in spelling, punctuation, or capitalization in the essay. | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Good | | ✓ | |

| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN21.T10 | Natural disasters such as the tsunami occurred in Indonesia in 2004, namely in the Aceh region. The tsunami at that time was terrible because it swept the land flat with sea water. Of course there were a lot of victims and victims during the tsunami. But at that time all the people in Indonesia wanted to provide assistance in the form of food, clothing and shelter. Due to the natural disaster in the form of a tsunami, Indonesia has finally been vigilant against tsunamis by preparing many things. | consist of nouns (disasters, tsunami, Indonesia, region, victims, people, assistance, form, food, clothing, shelter, disaster, things), verbs (occurred, swept, were, wanted, provide, prepared), determiners (the, such, a, all), prepositions (such as, in, during, at), adjectives (natural, terrible, flat, sea, many), conjunctions (but, due to), and adverbs (namely, finally). | The grammatical error in the story is in the sentence: "Of course there were a lot of victims and victims during the tsunami." The repetition of the word "victims" is unnecessary and creates redundancy. The corrected sentence should read: "Of course, there were a lot of victims during the tsunami." | Each sentence is properly punctuated, and words are spelled correctly. Capitalization is appropriately used for proper nouns and the beginning of sentences. Therefore, there are no evident errors in spelling, punctuation, or capitalization in the essay. | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Good | | ✓ | |

| Code of Data | Recount Text | Student's Ability | | | | | Score | Type of Recount Text | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Vocabularies | Grammars | Mechanics | Contents | Organization of Ideas | | Personal | Factual | Imaginative |
| SN17.T11 | When I was a teenager, I dreamed of being a superhero. I pictured myself as Batman. One day, when I came home from school, I met someone who called himself Robin. Then, Robin invited me to a big cave behind my home. There, there was a lot of incredible equipment and vehicles. Then, Robin said to me that tonight I had to exterminate criminals who made chaos in the city. Robin gave me a costume in black which had wide wings behind and a bat mask. Before leaving the cave, Robin called me 'Batman'. It was the coolest dream that I had ever had. | consist of nouns (teenager, superhero, Batman, day, school, someone, cave, home, equipment, vehicles, criminals, chaos, city, costume, wings, mask, dream), verbs (was, dreamed, pictured, came, met, called, invited, was, said, had, gave, leaving, called), determiners (the, a), prepositions (of, behind, in, to, before), adjectives (big, incredible, black, wide, coolest), conjunctions (and, then), and adverbs (there). | The grammatical error in the story is in the sentence: "There, there was a lot of incredible equipment and vehicles." The repetition of the word "there" is unnecessary and creates redundancy. The corrected sentence should read: "There, a lot of incredible equipment and vehicles were present." | Each sentence is properly punctuated, and words are spelled correctly. Capitalization is appropriately used for proper nouns and the beginning of sentences. Therefore, there are no evident errors in spelling, punctuation, or capitalization in the essay. | Content in that paragraph was true because it was relevant to the assigned topic | Organization of ideas in the paragraph above was true because it was consisted of complete generic structure of recount text itself, those were identification and description | Good | | | ✓ |

**Appendix IX: Surat Selesai Penelitian**

**YAYASAN SOSIAL DAN PENDIDKAN ISLAM**
**MADRASAH TSANAWIYAH NURUL ALI**
**SUMBERBULUS – LEDOKOMBO –JEMBER**
STATUS : TERAKREDITASI
NSM : 121235090073          NPSN : 20581510

JL. Beringin No. 12 Sumberbulus-Ledokombo-Jember 68196 Tlp. (0331)7812013/081357005020. Email : mtsnurulali@yahoo.com

SURAT KETERANGAN
Nomor : 007/A.2/B/PP.A2/V/2023

Yang bertandatangan dibawah ini, Kepala Sekolah MTs Nurul Ali Jember:

| | | |
|---|---|---|
| Nama | : | Halim Firdausi |
| NIP | : | - |
| Jabatan | : | Kepala Sekolah MTs Nurul Ali Jember |

Dengan ini kami menerangkan bahwa mahasiswi berikut :

| | | |
|---|---|---|
| Nama | : | Muta'aly Mahadi |
| NIM | : | T20176040 |
| Prodi/Jurusan | : | TBI (Tadris Bahasa Inggris) |
| Fakultas | : | Tarbiyah dan Ilmu Keguruan |
| Universitas | : | UIN KH. ACHMAD SHIDIQ JEMBER |

Yang bersangkutan telah selesai mengadakan penelitian di Mts Nurul Ali Jember pada tanggal 1 November - 30 November 2023, dengan judul : **"An Analysis of Student's Ability in Writig Recount Text at Ninth Grade of MTs Nurul Ali Jember"** di lingkungan lembaga kami MTs Nurul Ali Jember

Demikian, atas pemberitahuan dan kerjasamanya di sampaikan terima kasih.

Kepala Madrasah,
MTs Nurul Ali Jember

**Halim Firdausi, S.Pd.I.**

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**Appendix X: Researcher's Biography**

## <u>RESEARCHER'S BIOGRAPHY</u>



**Personal Information:**

- Full Name                         : Muta'aly Mahadi
- NIM                                : T20176040
- Gender                           : Male
- Place, Date of Birth        : Nganjuk, 2 September 1998
- Address                         : Perum Gading Fajar 2 D3/29 Candi, Sidoarjo
- Religion                        : Islam
- Department/Major Courses : Language Education/English Department
- E-mail Address            : muta.hadi361@gmail.com

**Education Background:**

2005 – 2011    : SDN Sidokare II

2011 – 2014    : SMPN 2 Sidoarjo

2014 – 2017    : MAN Sidoarjo

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# AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

| | |
|---|---|
| Name | : Muta'aly Mahadi |
| NIM | : T20176040 |
| Study Program / Major | : English Education Department |
| Faculty | : Tarbiyah and Teacher Training |
| Institution | : UIN KH Achmad Shiddiq Jember |
| Place and Date of Birth | : Nganjuk, 02nd September 1998 |
| Address | : Perum Gading Fajar 2 D3/20 Candi, Sidoarjo |

Hereby declares that the content of the thesis entitled **"An Analysis of Student's Ability in Writing Recount Text at The Ninth Grade of MTs Nurul Ali Jember"** is the result of my research/work, except in part referred by the source.

Jember, 29 Mei 2024

Stated By

**Muta'aly Mahadi**

**NIM. T20176040**