An Analysis of Students Writing Skill in Recount Text at the Tenth Grade of SMAN 1 Panggarangan Lebak-Banten

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Abstract: The aims of this research is to analyze students' writing skill in recount text based on content, organization, grammar, and mechanism in writing recount text at the class X MIPA 2 of SMAN 1 Panggarangan Lebak-Banten. Students' skills in writing recount text entered the excellent category. which, if explained in more detail, four students (40%) got a score of 80-100 (excellent), three students (30%) got a score of 60-69 (poor), two sudents (20%) got a score of 70-79 (good averange), and one student (10%) got a score of 25 – 59 (very poor). The results of the analysis of several aspect, namely content, organization, grammar, and mechanics, showed that students mistakes in writing recount texts were dominated by the grammar aspect where (60%) students were wrong in grammar placement, it was triggered by a lack of knowledge about the grammar used in recount text. Based on the results of interviews, most of them difficulties in writing recount text are caused by difficulties in finding ideas, difficulties in grammatical placement, difficulties in arranging the sentences in paragraphs because the ideas for writing are very limited, hard to compile words in sentences to be a paragraphs, and lack of vocabulary makes it difficult for students to write recount text.

Keyword: Writing Skill, Difficulty, Recount Text

INTRODUCTION

Language is a human communication system expressed through the composition of sound and writing which have an important role in human's life because in daily life language affects every human activity. English is very important to be mastered. In Indonesia, English education is a compulsory subject in school and taught at the junior high school and senior high school. There are four skills that must be mastered, namely: listening, speaking, reading, and writing (Javed et al, 2013; Khamkhien, 2010; Su et al, 2018). these four skills are very important for students to learn. One of the most important skills for students at the senior high school level is writing skill (Espinoza-Celi & Pintado, 2020; Sakkir, 2020) because writing is a skill that involves language production and is considered to be productive skills. Writing is a mental work of inventing, expressing, and organizing ideas in a paragraph in order to be clear for the readers (Autila, 2017; Nunan, 2003). In theory, writing can be interpreted as a thinking process that involves finding ideas, developing ideas and organizing ideas into a paragraph with clear delivery, so that it is easily understood by the readers (Sibarani, 2007).

From the experience of author when carrying out Field Experience Practice at Senior High School 1 Panggarangan Lebak-Banten, the researcher found a problem that students' difficulties in writing were influenced by several factors such as: the students are not pay attention in mechanism of writing, the students ignore grammar use in recount text, the students are not motivated to learn English, the students are hard to find ideas to write recount text, and the students have difficulty in producing effective paragraphs.

There are four texts in learning English at the Senior High School, namely narrative text, recount text, procedure text, descriptive text, and report text. From some of the texts taught in the tenth grade, the author took the recount text as the object of this study.

Recount text is a text that tells about events that occured in the past which aims to provide infomation and entertain the reader. According to Derewianka (at Sari et al, 2013) explain that "Recount text that tells past events, usually in the order in which they happend or tell other people about something that has happened and in order words to retell the real past activities, experiences, or events". It means that recount text is a text that is real to retell experiences, events of someone in the past.

To analysis students' writing skill, the author can identify students' mistakes based on content, organization, grammar, and mechanics in writing recount text. For that the researcher write, "An analysis of students writing skill in recount text at the tenth grade of SMAN 1 Panggarangan Lebak-Banten in academic year 2021-2022" as the title of this research paper.

METHOD

In this research, the author used descriptive qualitative research method because author carry out the process of data collection, data reduction, data display and drawing/verifying conclusions. According to (Abuhamda et al 2021:72) "Qualitative research is called exploratory and is used to discover patterns in ideas and views". It means qualitative research is research method used to explore the ideas and views of what, how, and why to answer research questions and use observation, in-depth interviews, document analysis and group focus to collect data.

The author conducted research semester 2 in 17-27 May which was carried out at the X MIPA 2 of SMAN 1 Panggarangan Lebak-Banten totaling 34 students. Given the limited time of the research, the focus of the research is 10 students out of 34 students who will be the research subjects. The researcher used to random for took the worksheet of students.

The instrument in this research is the researcher himself. However, after the focus of the research becomes clear, a simple research instrument will be developed, which is expected to be able to complete the data and compare it with the data that has been found through observation and interviews. The instruments used in this research as follows:

1. Observation

Researcher use passive observation technique where researcher not involved in teaching and learning activity. The researcher only observe students' activity in learning to write recount text which is led by the teacher then the researcher take the results of writing the students' recount text and then analyze it by the researcher.

2. Interview

The researcher use semi structure interviews as a technique to collect in-depth information related to the problem. In the interview activity, the researcher conduct questions and answers with students regarding the students' abilities and difficulties in writing recount text. The researcher took ten students from 34 students of class X MIPA 2 SMAN 1 Panggarangan.

3. Documentation

After the researcher collects the data through students' worksheet. The next steps, the researcher selecting and identify data. Data obtained for student worksheets, and student interviews. In this research, the researcher saved transcripts interview, students wroksheet, and research activity photo as documentations of data collection activities.

In the data analysis, the researcher uses four step, namely data collection, data reduction, data display, and data drawing conclusion or verifying, in detail as follow:

4. Data Collection

In collecting data, the researcher use observation, interviews, and documentation. Where observation are made to see the state of the school and class that used as research, interviews are conducted to obtain in-depth information from each students related to the research problems.

1. Data Reduction

Reducting data means summarizing, choosing the main things, and focusing on things that are considered important to obtain relevant data. At this stage the researcher take important points, namely the result of students' wrok in writing recount text. Analyzing the data based on the focuses on four aspect of writing

recount text. The researcher analyzed the students' writing based on (1) content, (2). organization: orientation, event, and re-orientation, (3). grammar, (4) mechanics of the students' recount text.

2. Data Display

In the data display, after analyzing all of the four aspects required, then the researcher gives a complete description about the texts. This research deals with the purpose of knowing the students' skill in writing recount text. In analyzing the students' written work. The researcher presented the data form the reduction in the form of an essay or in the form of a table to make it easier to understand.

3. Data Drawing Conclusion or Verification

On the data drawing conclusion or verification is the final stage of data analysis technique, namely the conclusions from several stages that have been carried out. This sresearcher pull the data after interpreting and concluding the data. The data from this finding lead to the analysis of students' writing skill in recount text at the tenth grade of SMAN 1 Panggarangan.

RESULTS AND DISCUSSION

The scoring of the results of the researcher's analysis of students writing skill in recount texts refers to J.B's assessment (Suryani 2020:18). Where the value of each subject can be seen in the table.

Table 1. Score of Students Writing Skill in Recount Text

No	Subject	Content (30)	Organization (20)	Grammar (30)	Mechanic (20)	Total (100)
1	S1	30	20	13	20	83
2	S2	30	20	15	17	82
3	S3	26	20	16	17	81
4	S4	27	20	13	17	77
5	S5	26	17	21	9	73
6	S6	26	18	30	8	82
7	S7	22	18	16	9	65
8	S8	16	14	21	10	61
9	S9	13	14	26	12	65
10	S10	13	14	16	8	51
Total Score						720
Mean Score						72

From the table, it can be seen that of the 10 research subjects received various scores ranging from the highest to the lowest with an average value of 72 where the subject who obtained the highest score was S1 with a total score of 83 with content acquisition of 30, organization 20, grammar 30, and mechanic 20. while the lowest score is S10 with a total score of 51 with content 13, organization 14, grammar 16, and mechanic 8.

Furthermore students writing skill in recount text seen from all aspects is analyzed based on the category of writing assessment by Suastra & Menggo (2020: 438) to determine the level of student achievement, where the assessment table can be seen in the table.

Table 2. Level of Students Achievement by Suastra & Menggo (2020 : 438)

Score	Level	Frequency	Percentage
80 – 100	Excellent	4	40%
70 – 79	Good Average	2	20%
60 – 69	Poor	3	30%
25 – 59	Very poor	1	10%
Total			100%

From the table, it can be seen that the findings of the analysis of students writing scores in recount text were found four students in the excellent category (40%), three students in the poor category (30%), two students in the good averange category (20%), and one student in the very poor category (10%).

Researcher have analyzed data on each aspect, namely content, organization, gramar, and mechanic in order to determine the level of students' skill in each aspect of writing recount text which can be seen based on the total score that has been achieved by students. The researcher used the level of analysis according to J.B (Suryani 2020 : 18) which can be seen in the table.

Table 3. Content of Recount Text

Score	Level	Frequency	Percentage
30 – 27	Excellent	3	30%
26 – 22	Good Averange	3	30%
21 – 17	Poor	1	10%
16 – 13	Very poor	3	30%
Total Score		10	100%

From the table, it can be seen that the students writing skill in aspect content included in the random category. If explained in more detail that is three students got score (30-27) in the good excellent category (30%), three students got score (26-22) in the good averange category (30%), three students got score (16-13) in the very poor category (30%), and one students got score (21-17) in the poor category (10%).

Table 4. Organization of Recount Text

Score	Level	Frequency	Percentage
20 – 18	Excellent	6	60%
17 – 14	Good Averange	4	40%
13 – 10	Poor	0	0
9 – 7	Very poor	0	0
Total Score		10	100%

From the table, it can be seen that the students writing skill in aspect organization included in the excellent category with a total score (60%). If explained in more detail that is six students got score (20-18) in the excellent category (60%), and four students got score (17-14) in the good averange category (40%).

Table 5. Grammar of Recount Text

Score	Level	Frequency	Percentage
30 – 27	Excellent	1	10%
26 – 22	Good Averange	1	10%
21 – 17	Poor	2	20%
16 – 13	Very poor	6	60%
Total Score		10	100%

From the table, it can be seen that the students writing skill in aspect grammar included in the Very Poor category with a total score (60%). If explained in more detail that is six students got score (16-13) in the very poor category (60%), two students got score (21-17) in the poor category (20%), one student got

score (26-22) in the good averange category (10%), and one student got score (30-27) in the excellent category (10%).

Table 6. Mechanic of Recount Text

Score	Level	Frequency	Percentage
20 – 18	Excellent	1	10%
17 – 14	Good Averange	3	30%
13 – 10	Poor	2	20%
9 – 7	Very poor	4	40%
Total Score		10	100%

From the table, it can be seen that the students writing skill in aspect mechanic included in the Very Poor category with a total score (40%). If explained in more detail that is four students got score (9-7) in the very poor category (40%), three students got score (17-14) in the good averange category (30%), two students got score (13-10) in the poor category (20%), and one student got score (20-18) in the excellent category (10%).

To find more information about students' difficulties in writing recount text, the researcher conducted interviews with students. For more details can be seen at the appendix page 66-75. Interviews can be seen bellow.

Table 7. Result of Interview

No	Name of Subject	Question	Answer
1	S1		Lost ideas in composing sentences
2	S2		Difficulty findings ideas
3	S3		Lost the idea to write personal experience
4	S4		Hard to find ideas and I'm still confused about placing grammar
5	S5	What difficulties do you have in	Arrange the sentences in the paragraphs
6	S6	writing recount	The difficulty in placing grammar and processing idea
7	S7	text?	Its's hard to get the word understood by the reader
8	S8		It's hard to compile words in sentences to be a paragraphs
9	S9		Hard to find ideas and placing grammar
10	S10		Difficulty in remembering my experience

Based on the results of interviews with ten subjects in table 4.8, it can be seen that students' difficulties in writing recount text are caused by difficulties in finding ideas, difficulties in grammatical placement, difficulties in arranging the sentences in paragraphs and hard to compile words in sentences to be a paragraphs.

This is reinforced by the results of the analysis which show that students' errors in grammatical placement are very high, all students are wrong in the grammar aspect. Even in compiling sentences into paragraphs, students still have difficulties. Such as the use of capitalization, punctuation, and paragraphing in writing recount text. And also in spelling words, there are still many students who spell mistakes or typos.

CONCLUSIONS

This research shown that the skill of 10 students in writing recount text in class X MIPA 2 SMAN 1 Panggarangan received various scores ranging from the highest to the lowest with an average value of 72 where the subject who obtained the highest score was S1 with a total score of 83 with content acquisition

of 30, organization 20, grammar 30, and mechanic 20. while the lowest score is S10 with a total score of 51 with content 13, organization 14, grammar 16, and mechanic 8. Students' skills in writing recount text entered the excellent category. which, if explained in more detail, four students (40%) got a score of 80-100 (excellent), three students (30%) got a score of 60-69 (poor), two sudents (20%) got a score of 70-79 (good averange), and one student (10%) got a score of 25 – 59 (very poor). In addition, the results of the analysis of several aspect, namely content, organization, grammar, and mechanics, showed that students mistakes in writing recount texts were dominated by the grammar aspect where (60%) students were wrong in grammar placement, it was triggered by a lack of knowledge about the grammar used in recount text. From the interview data, the researcher also found that the students' difficulties in writing recount text are caused by difficulties in finding ideas, difficulties in grammatical placement, difficulties in arranging the sentences in paragraphs because the ideas for writing are very limited, hard to compile words in sentences to be a paragraphs, and lack of vocabulary makes it difficult for students to write recount text.

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