A Study on Students' Ability in Writing Recount Text at Islamic Boarding School Darun Nahdhah Thawalib Bangkinang

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ABSTRACT

This research aimed to obtaining the data on students' ability in writing recount text at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang. This research is a descriptive study consisting of one variable. The researcher used quantitative research. The subjects of this research were students of class XI at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang, while the object of this research was the students' ability in writing recount text. The researcher used cluster sampling to take samples, there were 20 students as a sample of 131 students. In collecting the data, the researcher used a test as an instrument and measure by using composition of writing, then analyze using students' classification. Based on data analysis, the researcher found that the average score of students in writing recount text was 63.33, the lowest score was 54.16, the highest score was 77.08 and the total score was 1266.60. Based on the students' average scores, this research means that the students' ability in writing recount text is categorized into a sufficient level.

KEYWORDS: Students' Writing Ability, Recount Text.

1 INTRODUCTION

Writing is one of the productive skills that should be mastered by the students. Writing is one of the four language skills in English that should be studied by learners in both ESL and EFL context. Some of the people choose writing as a communication device rather than speaking since writing is an effective way to share ideas, to inform news, to express opinions, and to persuade people. But, being able to write is not an easy job. Oshima and Houge (1991) stated that it is important to note that writing is a process, not a product. It means that a piece of writing is never completed in less it is always reviewed and revised, and reviewed and revised again. Therefore, writer needs to study hard and to practice much to develop their writing skill. However There are some components that should be understood by the students to support the writing skill. They should demonstrate their English grammatical competence and knowledge as well as skill in writing. Hughey (1983) pointed out that in writing sentence structures and patterns must be carefully formulated, word choices more precise, and ideas organized in a manner readily coherent to the readers. In conclusion, writing is a complex process which cannot be produced without mastering some components of writing itself, like grammar, vocabulary, effective sentence structure, language use, punctuation and so forth.

Halliday in (Nunan 1991), has pointed out that speech is no less structured or complex than writing. So, students are required to share information in his writing clearly to make the readers understand their writing easily. According to Melgis (2012), to support the students' ability in writing, the students must be able to construct ideas, to explain, to restate text, to persuade, to entertain, and to express attitudes in their writing. Besides, the students must understand what components involve in writing such as content, organization, vocabulary, language use and mechanics and how to use these components in the correct form of writing. Melgis also stated that a good writing can not be produced if the writer does not have enough ability in grammar and vocabulary.

In order to accomplish the students' needs on writing, Curriculum 2013 provides writing as one of the language skills in English that should be taught and learned in Senior High School level. In addition, Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang is one of the Educational Institutions that applies Curriculum 2013 as its guidance in teaching and learning process. The four language skills; listening, speaking, reading, and writing are mixed together in one provided lesson in English. In addition, English is taught twice a week with time duration about 90 minutes for each meeting.

Based on the researcher's preliminary observation and interviewed with the English teacher at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang, the researcher found that the minimum passing grade of English subject at Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang was 75, but there are few students' achievement still far from passing grade. It can be proved by the researcher from the students' ability in writing. The teacher uses some techniques such as discussion, games, brainstorming, etc. Generally, teacher reviews the characteristic of the texts based on genre given including the kinds of the texts, the purpose of the texts, the text organizations, and the language features. Then, the teacher asked students to write past events like their own experience individually based on the time given. Nevertheless, these techniques do not seem to give significant effect on improving students' writing recount text.

The basic competence for the eleventh grade of Islamic Boarding School that should be achieved in the writing English subject is that the students had ability to analyze social function, text structure, and language feature of the recount text like write a simple experience, according to context use. They are able to use grammar, punctuation, spelling, and organization. But in fact, writing is not easy for students, especially for students where English is learned as a foreign language because it is not used in daily communication. The students have known the definition, purpose and example of the texts, but they still have difficulties to write into written forms. As a result, writing of the students is still low.

THE DEFINITION OF WRITING

Writing is a process of producing words and sentences in a form of written language. It should be readable and understandable by the readers. Writing is also defined as a way to share ideas, opinions, thoughts and feelings to other people. Melgis (2012) said that writing is an activity of exploring the writers' thought to arrange the ideas into words which are communicated in a meaningful way. Through writing, the message is created and delivered to the readers. As the result, writing is a process of producing words and sentences in the form of written language to share ideas, opinions, thoughts and feelings to be read and understood by the readers.

In English, writing is learned as a productive skill in which the students are required to understand some components related to the writing skill. Those components will help the students to be able to write what they are going to write. Melgis (2012) explained that to support the students' ability in writing, the students must understand what components involve in writing such as content, organization, vocabulary, language use, and mechanics and how to use these components in correct form of writing. In conclusion, writing as a productive skill requires the students to understand the components including content, organization, vocabulary, language use, and mechanics so that they are able to produce a correct form of writing.

THE PURPOSE OF WRITING

Producing a good writing is always followed by several reasons and purposes. Some writers believe that writing is an effective way to show what they think and to express what they feel. The other writers even bring out writing as their professions in which they need to express opinions, to inform news, to entertaint and to persuade the readers. Consequently, in producing a good writing, the writers need to find out what the purposes of their writing are and who the readers will be. Grenville (2001) explained that there are three purposes of writing: writing to entertain, writing to inform, and writing to persuade.

1) Writing to entertaint

Writing to entertain is intended to engage the readers feeling. It can be seen in the form of funny stories, surprising actions, or simple quizs. Besides, entertaining is often used in other purposes of written language. We may see a brief of joke in a newspaper, magazine, even in an academic writing which is the formal one. In addition, writing to entertain takes the form of imaginative writing or creative writing like novels, stories, poems, song lyrics, plays and screenplays.

2) Writing to inform

It tells the readers about something. Something that is important to be known by the readers including what, where, when, why and how it happens. It also reports the information as objectively as possible. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to persuade

Writing to persuade: to give reasons for or against something; to consider the pros and cons; to argue by giving reasons. It also means to convince the readers about something that is necessary to be discussed further. Related to this purpose, the writers need to assure the readers by showing the logical arguments and some evidences about the topic being discussed. The example of writing to persuade are argumentation text, expository text, speech and articles.

Based on the ideas above, the researcher concludes that it is very necessary to find out what the pusposes of our writings are, whether it is for entertaining, informing, or persuading people. Thus, the witers will be easy to control the ideas, sentences even words in writing many kinds of text based on the purposes chosen.

THE COMPONENTS OF WRITING

There are some components of writing that should be considered by the writers. These components will determine whether our writing product is good or not. That's why it is very crucial to understand well the components of writing. Jacobs (1981) stated that there are five components of writing as follows:

1) *Content*

Writers need to think creatively what they are going to discuss in their writing. The description of content is knowledgeable, substantive, and relevant ideas.

2) *Organization*

Organization refers to the ability of writers in organizing their sentences into a coherent and cohesive ideas. Besides, it refers to the fluent expression, clearly supported ideas, well organized and cohesive.

3) *Vocabulary*

It is necessary for writers to become conscious of words, to consider their meanings, to enjoy their sounds and to respect their importance. Mastering vocabulary means the writers are able to select effective idioms, word choices and appropriate registers in their writing.

4) *Language Use*

Language use refers to the effective complex constructions, agreement, tense, number, word order, articles, pronouns and prepositions. Are sentences well-formed and complete? is there basic agreement between sentence elements: auxiliary and verb? subject and verb? adjective and noun?. Then, other questions will appear asking the components of language use above.

5) *Mechanics*

Good writers demonstrate mechanically the aspects of writing including spelling, punctuation, capitalization, paragraphing and handwriting.

Referring to the explanation above, it is clear that the writers should understand well the components of writing including content, organization, vocabulary, language use, and mechanics in writing many kinds of text. Finally, the message of their writing can be clearly delivered to the readers.

2   METHODOLOGY

The study is descriptive research, it consists of one variable, the students' ability in writing recount text at the Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang. The researcher used quantitative research which a case study method to conduct this research. The researcher designed this research method in order to know students' ability in writing recount text. In analyzing the students' ability in writing recount text, the researcher used test as an instrument. Case study can be defined as "the investigation of the way a single instance or phenomenon function in context, Nunan (1992)." Furthermore, in language research it usually involves the investigation of the language behavior of a single individual or limited number of individual over a period of time.The population of this research was the eleventh grade students at Islamic Boarding

School Daarun Nahdhah Thawalib Bangkinang. There were six classes of the eleventh grade in this school. The number of the eleventh-grade students Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang was 131 students.

Therefore, in this research, the researcher takes sample by using cluster sampling. According to Gay (2000) cluster sampling randomly selects groups, not individuals. The researcher used lottery by passing out small rolled paper marked by sequence name of the class. Then, after passing out the paper, the sample of this research were class XI IIS 1. The researcher was going to collect the data by give test to found the students' ability in writing recount text. This test is used to know students' ability in writing recount text by the eleventh-grade students of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang. In collecting data to support the research, the researcher gave the test to students. The researcher used the test to find out the students' ability in writing recount text. This test is an essay with a specific topic. Then, the scoring criteria based on the aspect of writing (contents, structures and language features). After the data was collection, the writer was analyze the data using quantitative method. According to Lee (2017, p. 18) stated in his book, assesing writing.

3   RESULT AND DISCUSSION

This research was focused on the descriptive study. In order to get the data that support this research, the researcher used test. The test was used to get the data on students' ability in writing recount text. Furthermore, in this chapter the researcher presents the data about test which have been collected from the eleventh grade students of Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang. The test was administered once because the researcher wanted to know the students' ability in writing recount text. The test was done by 20 students of the XI.IIS I grade Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang on July 2021. Students wrote a recount text about the theme that has determined by the researcher. After writing test was conducted, than the students' writing score was   analyze using assesing writing.

The researcher instructed the students to wrote recount text to know the students' ability in writing recount text. To know the students' score in writing recount text researcher used raters to give the score.

Table 1
Students' score in Writing Recount Text

No	Students	Rater 1	Rater 2	Total
1	Student 1	58.33	50.00	54.16
2	Student 2	54.17	54.17	54.17
3	Student 3	62.50	62.50	62.50
4	Student 4	58.33	58.33	58.33
5	Student 5	62.50	58.33	60.41
6	Student 6	70.83	62.50	66.66
7	Student 7	58.33	62.50	60.41
8	Student 8	66.67	66.67	66.67
9	Student 9	70.83	66.67	68.75
10	Student 10	70.83	75.00	72.91
11	Student 11	62.50	54.17	58.33
12	Student 12	54.17	62.50	58.33
13	Student 13	66.67	62.50	64.58
14	Student 14	62.50	58.33	60.41
15	Student 15	62.50	66.67	64.58
16	Student 16	75.00	79.17	77.08

17	Student 17	66.67	62.50	64.58
18	Student 18	66.67	62.50	64.58
19	Student 19	66.67	62.50	64.58
20	Student 20	62.50	66.67	64.58
Total		1150	1125	1266.6
Mean		**63.96**	**62.71**	**63.33**

Referring to the table, the mean of the students' score in writing recount text from rater 1 is 63.96, the mean of the students' score in writing recount text from rater 2 is 62.71 and the mean total of the students' score in writing recount text is 63.33. To analyze the student's ability, the researcher used a writing assessment.

Table 2
Assesment Writing

Evaluation criteria – recount		Description of Rating Scale			
		4: Excellent	3: Pretty good	2: Average	1: Needs improvement
Content and structure	a.	A very clear orientation, establishing who was involved, where, and when the events	A generally clear orientation which provides necessary background information	Some missing information in the orientation	Lots of missing information in the orientation
	b.	Past events are sequenced in a very clear order	Past events are generally clearly sequenced	Some events not in the right order	Past events are all over the place; hard to figure out a clear
	c.	Very appropriate and impressive ending – ending with a feeling, a thought, or a reflection	Appropriate ending	An ending is provided, but it is not very appropriate	No ending is provided
Language features	a.	Past tense verbs almost completely accurate	Tense generally accurate	Quite a number of tense errors	Full of tense errors
	b.	Very appropriate and accurate use of time expressions to link up events	Generally good use of time expressions to link up events	Some time expressions to link up events	No time expressions to link up events
	c.	A large range of appropriate words to describe events	A good range of words to describe events	Some good words to describe events	An extremely limited range of words to describe events

The researcher used SPSS to calculate percentage data of students' score in writing recount text.

Table 3
Students' Writing Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54,16	1	5,0	5,0	5,0
	54,17	1	5,0	5,0	10,0
	58,33	3	15,0	15,0	25,0
	60,41	3	15,0	15,0	40,0
	62,50	1	5,0	5,0	45,0
	64,58	6	30,0	30,0	75,0
	66,66	1	5,0	5,0	80,0
	66,67	1	5,0	5,0	85,0
	68,75	1	5,0	5,0	90,0
	72,91	1	5,0	5,0	95,0
	77,08	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

From the table above, it was found that there were 1 student get 54.16 (5%), 1 student get 54.17 (5%), 3 students get 58.33 (15%), 3 students get 60.41 (15%), 1 student get 62.50 (5%), 6 students get 64.58 (30%), 1 student get 66.66 (5%), 1 student get 66.67 (5%), 1 student get 68.75 (5%), 1 student get 72.91 (5%), and 1 student get 77.08 (5%). The maximum score that student got is 77,08, and the minimum score that student got is 54.16. The data of students' writing score in recount text is described as follows:

Table 4
Students' Writing Score

N	Valid	20
	Missing	0
Mean		63,3300
Std. Error of Mean		1,26813
Median		64,5800
Mode		64,58
Std. Deviation		5,67125
Variance		32,163
Range		22,92
Minimum		54,16
Maximum		77,08
Sum		1266,60

Referring to the table, the mean of the students' score in writing recount text was 63.33, the std.deviation was 5.671, the variance was 32.163, the minimum score was 54.16, the maximum score was 77.08 and sum score was 1266.60.

Furthermore, the researcher used classification of students' score as well to analyzed the students' writing score in recount text described as follows:

Table 5
The Classification of Students' Score

Score	Categories
80 - 100	Very Good
70 – 79	Good
60 – 69	Sufficient
50 – 59	Poor
0 - 49	Fail

Based on the table above, the mean of students' score was 63,33, it means that the students' writing ability in recount text was categorized into **sufficient level**.

4   CONCLUSION

Teacher is one of the most important factors in teaching learning. The teacher actually who are the actor behind teaching learning process, therefor researcher would like to suggest as follows, For Teacher, they should explain recount text briefly to committed sure that   students understand it. Teachers must be able to motivate and support the students in writing class with the interesting media. For Students, they should practices more in writing to help them increase their ability. Students should get familiar with dictionary to add their vocabulary.

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