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An Analysis of Students' Ability in Writing Recount Text of The Third Semester Students of English Department in Nommensen HKBP University, Medan

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan menulis teks recount mahasiswa semester III Jurusan Bahasa Inggris di Universitas HKBP Nommensen, Medan". Metode penelitian ini adalah penelitian kuantitatif deskriptif. Tes menulis digunakan sebagai instrumen untuk mengumpulkan data. Subjek penelitian ini adalah mahasiswa semester tiga go B Jurusan Bahasa Inggris di Universitas HKBP Nommensen, Medan. Hasil dari tes ini adalah baik dengan nilai rata-rata (78,37). Hasil penelitian dalam menulis kosakata dalam teks recount menunjukkan bahwa kemampuan siswa baik hingga rata-rata, hasilnya menunjukkan bahwa 9 siswa (45%) memiliki kemampuan yang sangat baik hingga sangat baik, 7 siswa (35%) memiliki kemampuan yang baik hingga rata-rata, dan 4 siswa (20%) memiliki kemampuan yang cukup hingga kurang. Kemampuan penggunaan bahasa siswa baik hingga rata-rata, hasilnya menunjukkan bahwa 6 siswa (30%) memiliki kemampuan yang sangat baik hingga sangat baik, 12 siswa (60%) memiliki kemampuan yang baik hingga rata-rata, dan 2 siswa (10%) memiliki kemampuan yang cukup hingga kurang baik, hal ini menunjukkan bahwa mahasiswa semester tiga Jurusan Bahasa Inggris mampu menulis teks recount.

Kata Kunci: *Teks Recount, Deskriptif Kuantitatif, Keterampilan Menulis Siswa*

Abstract

The aim of the research was to find out the ability in writing recount text of the Third Semester Students of English Department in Nommensen HKBP University, Medan". The method of this research was descriptive quantitative research. Writing test was used as the instrument of collecting data. the subject of this research was group B of the Third Semester Students of English Department in Nommensen HKBP University, Medan. The result in this test was good and the mean score was (78,37). The results of research in writing vocabulary in recount texts show that the students' ability is good to average, the result shows that 9 students (45%) have excellent to very good ability, 7 students (35%) have good to average ability, and 4 students (20%) have fair to poor ability. Students' language use ability is good to average, the results show that 6 students (30%) have excellent to very good ability, 12 students (60%) have good to average ability, and 2 students (10%) has fair to poor ability, this showed the students of the Third Semester Students of English Department were able to writing recount text.

Keywords: *Recount Text, Descriptive Quantitative, Students' Writing Skill*

INTRODUCTION

Student ability has a very important role in education because it is the main determinant of student success in the future. Student ability mirrors each individual's expertise, knowledge, and skills in an educational context. This includes several aspects, including cognitive skills such as concept understanding, critical analysis, and knowledge application. Nur Hafiza (2016), ability is connecting abilities with prowess words. Each individual has different skills in doing an action. This ability affects the existing potential within the individual. As in learning English, some skills need to be understood and known.

Reading, writing, speaking, and listening are the four skills in teaching and learning English. Students must be proficient in the four areas because those abilities are interdependent and cannot be developed independently. Uma and Ponnambala (2001), who assert that students' communicative ability in the target language is determined by their mastery of language skills, lend support to this. Writing ability is one of the four English language skills the study is interested in.

The ability to write is an essential communication skill and plays an important role in developing critical, analytical, and creative thinking skills. In the same way, writing is one of the most important language skills in education, especially for university students. Because writing helps students hone communication skills, improve analytical abilities, and develop creativity, and according to Sinaga,N (2019), Writing also helps in developing phonic knowledge and enhances reading fluency, because young children always associate written language with oral language they have mastered. Students with good writing skills can

express their thoughts effectively in academic assignments, including research reports, essays, and other written assignments. According to Meyers (2005:2), writing is a process of concept discovery, organization, and transcription, followed by rewriting and revision. Writing is described as the act of addressing issues and challenges in the process of identifying, organizing, and putting on paper thoughts that are relevant to the writing activity. The thinking, organization, word choice, and phrase structure all play a role in this clarity. Recount text is one kind of writing frequently seen in educational settings.

Recount is a type of writing that retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. According to Hyland (2003) states that recount is about telling what happened. It is abundantly evident that a recount is a retelling of an event from the past. For students, recount texts is nothing new. Since junior high school, they have been familiar with it. Students have essentially learned the fundamentals of recounting through recount texts that they have studied. However, some students continue to struggle with understanding it. Even so, they had to overcome a lot of anxiety to learn it, particularly when the teacher assigned them to write a recount text.

Pre-observation and direct observation of third-semester students of the English Department at HKBP Nommensen University have been conducted by the researcher for this study. Before conducting direct observation in the classroom, the researcher conducted pre-observation by preparing questionnaires and questions for interviews with the lecturers concerned, then conducted direct observation by interviewing English lecturers and asking students to answer questions regarding students' ability to produce recount text in the form of Google Forms. The researcher discovered that students in the third semester of the English Education Study Program still need help writing quality English based on preliminary observations' findings. The students' writing scores need to be higher. A select few students achieve high marks. Several factors could be the root of the issue: The first is a unique chance to use English because it is not the primary language of daily conversation and is instead considered a foreign language. Second, there needs to be more experience among students in writing text. As a result, students may need to improve in identifying the key concepts, selecting appropriate words, and structuring sentences. Thus, to compose proper sentences and organize them into cohesive paragraphs, students must grasp the English language's structure, possess a sufficient vocabulary, and be proficient in word spelling. Finally, the questionnaire that has been given by researcher to students proves that the ability to write in recount text students is still relatively low because students who answered their writing skills are very good only 16.7%, the number of students who answered rarely

and several times a month write recount text outside of campus assignments as much as 66.7% of 12 students.

Students are encouraged to write as many sentences as possible, but researcher must also be able to understand how to get students to write as many sentences as possible. Recount writing requires more focus on details. Writing has complicated rules that must be followed. Students need to focus more on spelling, punctuation, grammar, expression, purpose, and ideas when writing something. The researcher found that students have difficulty writing recount based on their ideas. They do not know how to put their concepts into words and organize them into an interesting story. This happens because students are often only given examples of recount texts. Then, with little guidance, students have to organize or create their own recount documents. This is the main problem that the researcher hopes to solve through this study.

Whatever obstacles students face, writing remains a very important skill, students must be able to write with attention to vocabulary and language use. Indeed, today's global society uses technology as a means of communication, it seems impossible to escape writing activities, ranging from the simplest things such as sending short messages via cell phones to companies, to the most complicated tasks such as writing business letters via email. The significance of composing can moreover be seen from the reality that this ability has become a need for individuals to be able to compete within the era of globalization. Understudies have to be plan themselves for their future. They must be able to type in cover letters when applying for employment and different other sorts of archives when working in the future. In addition, writing is also a way to express ideas or communicate with others.

RESEARCH METHOD

This study used quantitative descriptive research methods. There was just one variable in this descriptive study. This study's variable was the students' ability in writing recount text. Descriptive research, according to Syafi'i (2017), aims to characterize and understand existing conditions or relationships, held beliefs, ongoing processes, obvious effects, and emerging trends.

Next, according to Gay and Airasian (2000), cause-and-effect events are studied, relationships are examined, and current situations are described using quantitative methods. In quantitative descriptive or survey research, information was gathered regarding the preferences, attitudes, behaviors, worries, and interests of a particular group of people as well as the current state of the subject or issue under study. In this case, the researcher

wanted to know the students' ability in writing recount text at Third Semester Students of English Department.

In the conduct of this research, the population of the study was taken from Third Semester Students. The total population was 69 students consisting of two groups, namely groups A and B, and the researcher conducted research in group B. The sample of this research was taken from Third Semester Students of the English Department. In this study, one class was taken as a sample using the random sampling technique, namely group B, which consisted of 20 students.

Research Instrument

The purpose of this written test was to assess the students' recount text writing skills. The recount revolved around one main theme: Personal Experience. To know the students' scores in writing recount text, the researcher used analytic Scoring of the Students' Ability in Writing in Vocabulary and Language Use and Classification of Students' Mean Score from Jacobs et al (1981). This category can be seen in the following table:

Table 3.1 Scoring of Students' Ability in Writing in Vocabulary (Verbs)

No	Criteria	Classification	Score
1	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.	Excellent to Very good	85 – 100
2	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.	Good to average	70 – 84
3	Limited range, frequent errors of word/idiom, choice, usage, meaning confused or obscured.	Fair to poor	55 – 69
4	Essentially translation, little knowledge of English vocabulary.	Very poor	25 – 54

(Jacobs et al, 1981)

Table 3.2 Scoring the Students' Ability in Writing in Language Use (Tenses)

No	Criteria	Classification	Score
1	Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.	Excellent to Very good	85 – 100
2	Effective but simple construction, minor, problems in complex constructions, several errors of agreement, tense, number, word/function, articles, preposition but meaning seldom obscured.	Good to average	70 – 84

3	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word/function, articles, pronouns, preposition and/or fragment, run-ons, deletions, meaning confused or obscured.	Fair to poor	55 – 69
4	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate	Very poor	25 – 54

(Jacobs et al, 1981)

The classification of students' mean score as follows:

Table 3.3 Classification of Students' Mean Score

NO	Classification	Score
1	Excellent to very good	85 – 100
2	Good to average	70 – 84
3	Fair to poor	55 – 69
4	Very poor	25 – 54

RESULT AND DISCUSSION

Result

To answer the research question in the first chapter, the researcher was obtained by using writing test which consist of 1 question. The mean score was found by dividing the sum of all score of the students Ability in writing recount text in learning English is 78, 37 refers the previous classification of the score, the researcher points out that the students of Third Semester Students of English Department HKBP Nommensen University. Have good competence of their ability in writing recount text in learning English.

Table 4.1.1 Data Analysis of Students Ability in Writing Recount Text

NO	Categories	Frequency	Percentage	Abilities Categories
1	85 – 100	4	20 %	Excellent - Very good
2	70 – 84	11	55 %	Good – Average
3	55 – 69	5	25 %	Fair – poor
4	25 – 54	-	-	Very poor

The data in the table above shows that 4 students got excellent to very good score (20 %), 11 students got good to average score (55%), 5 students got fair to poor score (25 %). The mean score was found by dividing the sum of all score of the student's ability in writing recount text is (78,37).

Students' Ability in Writing Vocabulary of Recount Text

This part presents the students' ability in writing vocabulary of recount text. The maximum possible score for this component was 100 and minimum possible score was 25. The result showed that the highest score was 90 and the lowest score was 60. After that, the researcher counted Mean. The result of Mean was 78,75.

The result showed that 9 students (45%) had excellent to very good ability, 7 students (35%) had good to average ability, and 4 students (20%) had fair to poor ability. It means that the ability of third Semester Students of English Department in writing vocabulary of the recount text was good to average.

Students' Ability in Writing Language Use of Recount Text

This part presents the students' ability in writing vocabulary of Recount text. The maximum possible score for this component was 100 and minimum possible score was 25. The result showed that the highest score was 90 and the lowest score was 60. After that, the researcher counted Mean. The result of Mean was 78.

The result showed that 6 students (30%) had excellent to very good ability, 12 students (60%) had good to average ability, and 2 student (10 %) had fair to poor ability. It means that the ability of third Semester Students of English Department in writing language use of the recount text was good to average.

Discussion

Before giving the test while the researcher given explanation about recount text, the researcher does observation early. The researcher does observation with the first meeting it's aimed to know the ability in writing recount text using writing test.

Based on the result of the study, in general, the students' ability in writing recount text was good to average. There are two aspects that the researcher analyzed in the students' text: their ability in using appropriate vocabulary, and their ability in applying the language use in writing recount text. Overall, the students have a fairly good ability in writing recount texts, with an average score of 78,37 which shows that they have a good understanding of vocabulary and language usage. However, there are still some students making mistakes in writing vocabulary and language use, but there is room for improvement, especially in expanding their vocabulary and improving skills in language use.

Students' Ability in Writing Vocabulary of Recount Text

The results show that the ability to use appropriate and relevant vocabulary in recount texts is good to average. This reflects a fairly good understanding of the vocabulary used in

the recount context and the ability to choose the right words to convey the desired idea or image. The students' ability was good to average (78,75 %), the result showed that 9 students (45%) had excellent to very good ability, 7 students (35%) had good to average ability, and 4 students (20%) had fair to poor ability.

From the data above, we can see that there are some criteria in writing the recount test, including those who get low scores and make some mistakes in vocabulary, we can see from the following scoring table:

Table : Students' Ability in Writing Vocabulary of Recount Text

Name	Criteria			
	1	2	3	4
APAS	√			
AZ	√			
AFL	√			
AYP		√		
AN		√		
AAG			√	
AFOM			√	
AHPL	√			
DS	√			
DSL		√		
FIS	√			
HFP	√			
JVB	√			
LAD			√	
MASD			√	
MAS		√		
PAT		√		
SSS		√		
YG	√			
YM		√		

Students' Ability in Writing Language Use of Recount Text

The results show that the ability to use language use in recount texts is good to average. This reflects a reasonably good understanding of the use of language used in recount contexts and the ability to use effective language to convey desired ideas or images.

This reflects a fairly good understanding of the language use used in the recount context and the ability to choose the right words to convey the desired idea or image. The students' ability was good to average (78%) the result showed that 6 students (30%) had excellent to very good ability, 12 students (60%) had good to average ability, and 2 student (10%) had fair to poor ability.

From the data above, we can see that there are some criteria in writing language use of recount test, including those who get low scores and make some mistakes in language use, we can see from the following scoring table:

Table: Students' Ability in Writing Language Use of Recount Text

Name	Criteria			
	1	2	3	4
APAS		√		
AZ		√		
AFL	√			
AYP		√		
AN		√		
AAG		√		
AFOM			√	
AHPL		√		
DS		√		
DSL		√		
FIS		√		
HFP	√			
JVB	√			
LAD		√		
MASD		√		
MAS		√		
PAT	√			
SSS			√	
YG	√			
YM	√			

The result of the findings shows that the 20 students of third Semester Students of English Department were mostly interested in learning English to find out the ability in writing recount text. English writing through easy to learn English especially to find out the

ability in writing recount text. This was proved by the recount test of the students from the writing test.

CONCLUSION

Based on the research on the analysis of recount text writing skills in third semester students of the English Department, the researcher concludes that the ability to write recount texts of third semester students is good. The average details on the assessment of student recount texts are with an average of 78.37 (Good - average). Where the results of research in writing vocabulary in recount texts show that the students' ability is good to average (78.75), the result shows that 9 students (45%) have excellent to very good ability, 7 students (35%) have good to average ability, and 4 students (20%) have fair to poor ability. Students' language use ability is good to average (78), the results show that 6 students (30%) have excellent to very good ability, 12 students (60%) have good to average ability, and 2 student (10%) has fair to poor ability.

In writing recount text, students showed a wide and diverse range of abilities. They were able to write with good vocabulary and language use. This ability not only helps them understand concepts such as time, space and action, but also strengthens their communication skills. By writing recount, students learn how to organize their ideas into a coherent and interesting story, which is a very useful skill in education life.

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