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**THE DESCRIPTION OF THE EIGHTH GRADERS' ABILITY ON
WRITING RECOUNT TEXT OF SMP NEGERI 1 GUNUNGSITOLI
BARAT IN 2022/2023**

THESIS

By

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INTRODUCTION

A. Background of Problem

Language is a communication tool for transferring information, ideas and feelings from one person to others both written and oral form. In English there are four skills there is listening, speaking, reading, and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills. As productive skill, writing is not like speaking skill nor other receptive skills.

Writing is one of the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well trained language teacher. Writing is one of the language skills in communication to be learn by students in English. To acquire it, the students should get sufficient writing practice. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively. Writing can be said as a language skill use to communicate indirectly, whether people cannot face to face each others. Expressing thought in writing is not easy for more people, and it plays an important role in learning process because writers are able to explore their own knowledge and what they are thinking about to others.

Writing in the students' second language can be something difficult for students, whereas the students often write in their first language in schools. Therefore, in the process of teaching and learning English, writing skill tends to be the most complicated and difficult skill for the

students of any level of education. It is supported by Gorell and Laird in Anwar (2014:25) state that writing is complicated because the writer needs to do everything at once. The writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. There are many kinds of writing types, such as narrative, descriptive, exposition, recount, one of them is recount text.

Autila and Theresia (2017:150) state that ⁴ recount text is a text that tells about events occurred in the past. It is one of texts that helps students to develop their experience into writing. According to Corbett and Strong (2011:49) recount texts is one of texts which ⁴ should be a retelling of events that have actually happened in the first person if it is a personal recount, an in the third person if recounting events that have happened to others. Recount text is a kind of a text that is usually for telling or to tell past experience. There are three main elements of recount text. The first is orientation, it explains about time of the story happen and where story happened, the second is events, it tells what happened and third is re-orientation, it is conclusion of the story. In process to learn recount text sometimes or usually students make some errors in grammatical such as learning tenses, pronoun, preposition and verbs. Thus, ³ the students are expected able to write a simple recount text as well. Furthermore, in writing students can express their ideas. Writing recount text is one of the activities should be done in juniorhigh school, especially at the eighth grade.

In syllabus of ¹¹ 2013 curriculum of SMP Negeri 1 Gunungsitoli Barat states that writing is included as one of the skills that should be taught to the students. The core competence

expects the students are capable in applying, factual, conceptual, procedural, and metacognitive knowledge based on the students' curiosity about the science of arts, technology, art. Meanwhile, basic competence expects the students to analyze the social functions, text structures, and linguistic features, in the recount text either in written and oral form, short and simple text, on personal experience in the past.

Based on the interview that was conducted in SMP Negeri 1 Gunungsitoli Barat, the researcher found four problems relate to the teaching learning process of writing skill particularly ¹⁵ recount text. According to the English teacher that the students' difficulties: (a) students were confused to express and develop their idea in writing recount text because they lack vocabulary (b) students still had difficulties to write recount text based on generic structure include of orientation, event, and re-orientation (c) students still confusing use simple ¹⁵ past tense in recount text, and (d) students were confused to arrange a good sentence in past tense form (e) This phenomenon caused the students to be not able to reach the teacher's expectation of the syllabus of 2013 curriculum.

The purpose of this study was to find out the students difficulties and to describe the students' ability in writing recount text of SMP Negeri 1 Gunungsitoli Barat. Nasaji (2015:129) states that the goal of descriptive research is to describe a phenomenon and its characteristics. Descriptive research data provides relevant information, instead presenting a range of facts only tangentially related to the topic at hand. Moreover, Palmer and Bolderstone (2010:16) states that qualitative methods use descriptions and categories (words) to study human experiences and realities from the subject's perspective. Thus, the descriptive qualitative research is a research tends to describe a phenomenom of human experiences in

natural setting and uses inductive thinking. Inductive thinking begins with specific details or facts and progresses to a general principle as conclusion.

Regarding to the explanations above, the researcher conducted a research and formulated a research entitled “*The Description of the Eighth Graders’ Ability on Writing Recount Text of SMP Negeri 1 Gunungsitoli Barat in 2021/2022*”.

B. Focus of the Research

The focus of the resarch was to analyze and describe the students’ ability in writing recount text personal made by the eighth grade students of SMP Negeri 1 Gunungsitoli Barat.

Furthermore, the research question of this research is :

1. The students’ problems in writing recount text at the eighth grade of SMP Negeri 1 Gunungsitoli Barat?
2. The causes of the students’ problems in writing recount text at the eighth grade of SMP Negeri 1 Gunungsitoli Barat?

C. Formulation of the Problem

1. What were students’ problems in writing personal recount text at the eighth grade of SMP Negeri 1 Gunungsitoli Barat?
2. What were factors or causes of students’ problems in writing recount text at the eighth grade of SMP Negeri 1 Gunungsitoli Barat?

D. Purpose of the Research

The purpose of the research was to analyze and describe the students' ability writing recount text and to find out what were the factors that affecting the eighth grade students ability in writing recount text.

¹⁹ E. Significance of the Research

The result of the research is expected to gave contribution to the relate study both theoretically and practically.

1. Theoretically

The result of the research is expected to be reference in teaching learning process especially for teaching writing subject. The research theoritically will enlarge the scope of the writing material of English book.

2. Practically

a. For the sudents, by ³ conducting the research, it showed the students about their ability in writing recount text, so that they can find out how far they are able to write in recount text.

b. For the teachers, it improved the teachers' ability and knowledge for looking the best and suitable components of teaching writing in the class such as strategy, material and media.

¹⁹
c. For other researchers, the research could be used as reference in doing research in the same field in the future.

¹⁹
d. For other researchers, this research can be use as references and a source of improvemnet in doing research in the same field in the future.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Students' Problems

a. Definition of Problem.

According to Greeno in Sulasamono (2012:158), problem as a situation, which there is a gap or inconsistency between cognitive representations. The problem as a state when the knowledge stored in memory is not ready for use in solving problems. The problems arise if the goals that have been formulated are not known how to achieve it.

According to Mayer in Rahman (2019:71), a problem happens when in any given situation, a goal or objective state needs to be fulfilled, and there is no predictable or regular method of solution available. David (2011:1) says that problem refers to a question or issue that is uncertain and so must be examined and solved.

A problem is considered to occur, when a living creature has a goal but does not know how this goal is to be reached. Whenever one cannot go from the given situation to the desired situation simply by action, then there has to be recourse to thinking. Problem can be defined as any state in any area of life where a person wants to reach a destination or complete a task within a certain amount of time but doesn't know how to reach that desired location or reduce the gap between their current conditions and where they want to reach in an efficient way.

Problem is a mismatch between expectations and reality, some see it as not meeting one's needs, and others which interprets it as something unpleasant or something that can hinder a person in achieving the goals. While, Steinberg in Sulasamono (2012:158) states that we engage in problem solving if we have to overcome obstacles in answering questions or achieving goals. If we quickly get find the answer to a question from our memory then we have no problem. But if we can't come up with an immediate answer, then we have a serious problem must be solved.

If the problems experienced by students are not immediately addressed, it will hamper the student learning process and have an impact on student learning outcomes in achieving learning objectives. Students will be successful in the learning process, if they do not have problems that can affect the learning process. If students have problems and are not immediately resolved, then they will experience problems of failure or learning failure which can result in low achievement/failure, low learning achievement, interest in learning or not being able to continue learning.

It can be concluded that in relation to learning, the problem is a situation in which there is a gap between the goals to be achieved and ready knowledge use those of the problem solver or learner.

b. Types of Problem

Greeno in Estes (2012:158) states that there are three types of problem, which include problems of inducing structure, problems of transformation, and problems of arrangement.

The first ⁶ type of problem above is one that requires cognitive ability to build understanding. The main task of problem solvers is to find patterns of relationships between elements presented in the problem. Inducing structure (reasoning by analogy) needs the problem-solver to arrange things in any approach within which a brand new relationship between them forms. Analogies entail brooding about relationships, above all relative similarity, to make a correspondence between one set of relationships and another. Systemic correspondences, as in drawback finding, wherever an answer to a known drawback is applied to finding a structurally connected drawback, are primarily involved with nonliteral reasoning. Some problems embrace characteristic connections between parts. So, problems of inducing structure focus in finding relationships between elements.

The example of problems of inducing structure: “Pineapple is to fruit as cabbage is to ____”. ⁵ In this analogy problem, the answer, “vegetable”, requires people to figure out the relationship between “pineapple” and “fruit” and apply a similar relationship to “cabbage.”

In a transformation problem, ⁶ there is a specific situation, a goal, and a set of procedures to bring about a change in the situation. The problem solver's job is to find a sequence of procedures to change the existing situation into a new situation that is fit for purpose. Problem solvers are expected to have the skills to make plans based on the ‘analysis of goals and means’ (means-end analysis). In Cognitive psychology transformation problems refer to a major modification or shift in an individual’s thought and/or behavior patterns. Cognitive psychologists have determined that an individual

must carry out a certain sequence of transformations to achieve specific desired goals. So, transformation problem is a process in ⁵ making a series to achieve a specific goal.

The example of transformation problem is a familiar riddle describes a situation in which a man has to take his fox, his chicken, and his tub of grain across a river in a boat. The boat will hold only him and two of his possessions at any one time. He can't leave the fox and the chicken on the riverbank by themselves because the fox will eat the chicken, and he can't leave the chicken with the grain because the chicken will eat the grain. He also can't take the fox and the chicken in the boat together because the fox will eat the chicken when he's occupied with rowing the boat. The same goes for the chicken and the grain. How will he get all three across? First he takes the fox and the grain across. He leaves the fox on the opposite bank and takes the grain back with him. He then leaves the grain on the bank and takes the chicken across. He leaves the chicken on the opposite bank and takes the fox back with him to retrieve the grain.

The last type of problem, which relates to arrangement/regulation, is a problem ⁶ that contains a number of elements and which requires the problem solver to arrange or arrange these elements according to existing criteria. So, problem of arrangement involves ⁵ arranging elements in a way that fulfills certain criteria.

c. Factors of Problem

According to Oemar Hamalik in Bastomi (2020:42), the factors that can cause learning problems can be classified into 4 (four), are:

- 1) Factors from self are factors that arise ⁷ from the students themselves, are also called internal factors. Internal factors include not having clear learning goals, lack of

interest, often disturbed health, ability to follow lessons, study habits and lack of mastery of language.

- 2) Factors from the school environment are factors that come from within the school, for example how to give lessons, lack of reading materials, lack of tools, learning materials that are not in accordance with abilities and the implementation of lessons that are too dense.
- 3) Factors from the family environment are factors that come from within the student's family, including the family's economic ability, family problems, homesickness (for students from outside the area), visiting and receiving guests and lack of supervision from the family.
- 4) Factors from the community environment, including interference from other genders, working while studying, being active in organizations, unable to manage recreation and leisure time and not having friends to study together.

According to Dalyono in Herawati *et al* (2020:329), someone success or failure in learning is caused by several factors that influence the achievement outcomes, are factors from the individual students who learn (internal factors) and factors from outside of students who learn (external factors).

Internal factors that exist in students are intellectual ability factors, affective factors such as attitudes and motivation to learn. Whereas external factors include all situations and conditions surrounding the environment that do not support student learning activities such as the attention of teachers and parents.

- 1) **Internal Factors**

2) Individual behavior or activity is not something that happens just like that, but there are factors that encourage by the activities that have that purpose.

a) Attitude

In everyday life, the existence of attitude has an important role because it will give color or style to the person's behavior. Attitude is also a measurement of a person's sensitivity to symptoms and problems arise. Learning attitude is based on the role of the teacher as a leader in the teaching and learning process. The teaching style applied by the teacher in the classroom affects the process and student learning outcomes. In this connection, Nasution (1978:58) in Herawati *et al* (2020:329) states that bad relationships with teachers can hinder high learning achievement. The attitude of learning is not only an attitude aimed at the teacher but also to the goals to be achieved, subject matter, assignments and others.

Student learning attitudes will manifest in the form of pleasure or displeasure feeling, agree or disagree, like or dislike of those things. Such an attitude will affect the learning process and results of the achievements. Something that gives rise to pleasure, tends to be repeated.

So, it can be concluded that learning attitudes affect one's intensity in learning. When the learning attitude is positive, the learning intensity activities are higher. If the attitude of learning is negative, the opposite will happen. Positive learning attitudes can be equated with interests, interest will facilitate student learning. Because learning will occur optimally in students if he has an

interest to learning something. Students who have positive learning attitudes will learn actively.

b) **Motivation**

According to Irwanto in Herawati *et al* (2020:330), motivation is a theoretical construct regarding to the occurrence of behavior. This theoretical construct covers aspects of regulation, direction, and purpose of behavior. It's not easy to get motivation or motivate yourself because someone must be able to regulate attitudes, emotions, behaviours and direct the desired goals so that these goals can be achieved without many obstacles.

The definition above according to researcher can be concluded by what is meant as motivation that has an effort that is realized by the desire to move, direct and maintain one's behaviour so that they are motivated to act and do something with what they are desired as a results.

The aim is to determine or limit the behaviour of the individual. Brophy (2004: 89) in Herawati *et al* (2020:330) ¹ states that learning motivation is prioritizes in cognitive response, namely the tendency of students to achieve meaningful and useful academic activities. Students who have motivation to learn will pay attention to the lessons delivered, read material so they can understand it, and use certain learning strategies as a support. In addition, students also have an intense involvement in the learning activities, high curiosity, looking for materials related to understanding a topic, and completing the task given.

Students who have motivation to learn will depend on whether the activity has interesting content or a pleasant process. In essence, motivation to learn involves learning goals and related strategies in achieving these learning goals.

3) External Factors

Individual behavior or activity is not something that just happens, but there are factors that encourage activities that have that purpose.

a) Teacher's Attention

Attention is a very important psychological activity, attention has a role in choosing and directing all incoming stimuli through sensing. Thus it is expected that every stimulus, hearing and human attention which is a necessity in supporting mental functions of each individual can make observations. So attention is one of the factors that influence observation, attention is not only accompanied by observation, but also accompanied by other psychological events. And indeed every event that concerns the soul will take place better if it is agreed with good attention.

In the learning process the teacher's attention is a very important factor. According to Ametembun (1990:2) in Herawati *et al* (2020:330), teacher is someone who is authorized to be responsible for the education of students both individually and classically, both at school and outside of school. Means in learning process is not limited to the delivery of scientific tasks but also responsible for encouraging, guiding and providing learning facilities for

students to achieve the goal as well as to see everything that happens in the classroom to help the student's development process in overcoming difficulties.

As stated by Schell cited Soppah (1995:9) in Herawati, *et al* (2020:330),¹ teacher attention is influenced by teacher appreciation with the future, self, subjects, student appreciation. Schell also added other influences, namely awareness about the progress of education, involvement in student activities, opinions about freedom and orientation of values.

To be guarantee a good learning outcomes, teacher must have attention to students. A teacher must be able to attract the attention of students while teaching and learning activities, because with the attention that students have, further there will be gain a desire which is fixed on a certain thing. Teacher is a human component in the teaching and learning process, which plays a role in the effort to form potential human resources. The relationship between the teacher and students in the learning process is a very decisive factor.

Thus the teacher's attention is the psychological activity given in the learning process and is one of the factors that influence the observation and concentration of all individual student activities whose shown to the objects or groups so as to stimulate students to learn actively and dynamically achieve learning goals.

b) Parents

Parents are fathers, mothers of children both through biological or social relationships. Generally, parents have a very important role in raising children. As educators at home, parents play an important role as children's motivators in

carrying out activities at school and outside of school. Dalyono (2005: 238)

Herawati, *et al* (2020:330) says family is the main and first education center.

But it can also be a factor in the difficulty.

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2. Writing

a. Definition of Writing

Writing is very popular in English learning activities. Every people must know about writing. Moreover, writing is a part of skill in English that must be mastered by everyone. Therefore, writing is an activity where someone can express an idea or opinion on the paper. Besides, she/he can share information or knowledge to the reader.

According to Hammil in Wahyuni (2014:25) that writing gives us more opportunity to go back and think again what we have written. Writing began at the time when man learned how to communicate his thought and feeling by means of visible signs, understandable not only to her/ himself but also to all other people more or less initiated into the particular system. According Wahyuni (2014:25) "Writing is one of a productive skills that is expressed in written mode". People enjoy reading the writing product everyday in form of articles in newspapers, magazines, novels, and others. Nunan in Autila & Theresia (2017:45) that writing is a mental work of inventing, expressing, and organizing ideas in a paragraph in order to be clear for the reader.

From the theories above, writing is one of the productive skills expressed in written form, which began at the when when man learned how to communicate their thoughts and feelings through visible signs, which are mental work to find, express, and organize ideas in a paragraph in order to be clear for the reader.

b. Writing Process

In writing process, one writer follows the sequence of some activities in order to achieve well-organized or writing. According to Heydari and Bagheri in Fitria (2020:142), there are four main elements in writing process:

1) Planning

When planning, the writer has to think about three main issues. In the first place, they have to think about the purpose of their writing since this will influence not only the type of text the wish to produce, but also the language they use and the information they choose to include. Secondly, they have to think about the audience, they are writing for, since this will influence not only the shape of writing, but also the choice of language. Thirdly, writer has to consider the content of the structure of the piece that is how best to sequence the fact, idea or argument which they have decided. This stage called pre-writing.

2) Drafting

The first version of writing called the draft. The writer must use the idea that he generated in the planning as a guide. This stage needs editing for checking the text. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to final version.

3) Editing

In writing, the way to revise and improve the first draft is called editing. Editing is essential part of preparing a piece of writing for public reading or publication. In

editing, the writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples atc.

4) Final Version (Final draft)

Final revision is the last stage of writing. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

To sum up, the processes of writing include some steps such as planning where the writer needs to plan what she or he will write, drafting where the writer must use the idea that he or she generated in the planning as a guide, editing where the writer checks all the components of his/her writing, final drafting where the writer produces the final revision.

c. Elements of Writing

According to Haris in Trong (2010:81) a good writing must express good characteristic as follows:

- 1) Content: writing must convey the main ideas or an attentive reader should be able to grasp the writer purpose. The substance or the writing; the idea expressed.
- 2) Form: writing should contain logical or associative connection and transition which clearly the relationship of the ide described.
- 3) Grammar: writing should adhere to the rules of grammar related to the tenses with the sequence of time, the employment of grammatical forms and syntactic pattern.

4) Style: writing should engage its reader through original insight and precise. The choice of structures and lexical items to give a particular tone or flavor to the writing.

5) Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.

Thus, the elements of writing consists of content form, grammar, style, mechanic. One writer should insert these elements in writing. All these elements may indicate the good writing.

3. Recount Text

a. Definition of Recount Text

Recount text is a text that tells about events occur in the past. According to Wardiman in Autila and Theresia (2017:47) ⁴ Recount Text is used to tell past events, such as holiday experience, accidents, and activity report. It seems similar with anecdote, but anecdote is used to tell events that are funny and entertaining. Meanwhile, Knapp and Knapp in Autila and Theresia (2017:47) ⁴ state that recount text is the simply least text type which tells past events sequence of events with generic structure such as orientation, events and reorientation. Indeed, it is impossible to tell a story unless we show characters set up in a particular time and place. Next, Corbett and Julia in Autila and Theresia (2017:47) ⁴ state that recount text is one of the easier non-fiction types which focus on telling what happen.

b. Types of Recount Text

According Barwickin Fitria (2020: 46) there are different types of recounts with varying levels of language and content according to the audience and purpose.

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a. Personal recount is retelling an event that the researcher was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.

b. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.

c. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

d. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

e. A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

In the research, the researcher will choose personal recount text because it has been stated in syllabus of SMP Negeri 1 Gunungsitoli Barat especially at the eighth grade.

c. Language Features of Recount Text

Rosyadi (2011:2) asserts some language features usually found in a recount are:

- 1) Introducing personal participant: I, my group, etc

- 2) Using linking verb: was, were, saw, heard, etc
- 3) Using action verb: look, go, change, etc
- 4) Using simple past tense

In the research, the researcher will focus on the level of students' ability in using simple past tense in writing recount text in getting by the students write recount text.

d. Constructing Recount Text

In constructing recount text, there are some generic structures that should be followed. It is important to write a recount text in good sequence and well order.

According to Rosyadi (2011:1), there are some generic structure of recount text:

- 1) Orientation: Introducing the participants, place and time.
- 2) Events: Describing series of event that happened in the past.
- 3) Reorientation: It is optional. Stating personal comment of the writer.

e. Assessing Writing Recount Text

²³ Assessment is very important in the teaching-learning process because the teachers need to give grade and feedback to the students. Brown (2004:4) says that assessment is a popular and sometimes misunderstood term in current educational practice.

²³ There are two kinds of assessment. They are formal and informal assessments. According to Brown (2001: 402), informal assessment is involved in all incidental, unplanned evaluative coaching, and feedback on tasks designed to elicit performance. It often implies the observation of the process of learning. Moreover, he (Brown, 2004:5) says informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu

feedback to the student. On the other hand (Brown, 2004:6), there is formal assessment which is exercises or procedures specifically designed to tap into a storehouse of skills and knowledge.

Most formal assessments are ordinarily called tests. Brown (2004:3) defines:

A test as a method of measuring a person's ability, knowledge, or performance in a given domain. There is some components of test. A test is first a method, which is an instrument that contains a set of techniques, procedures or items, that requires performances. Second, a test must measure. A test can measure some general ability or even a competencies or objectives. Then, a test must measure an individual's ability, knowledge, or performance. And finally, a test measures a given domain.

B. The Latest Related Research

In conducting this research, the researcher is inspired by some of the earlier researches related to this research. The researches are explained below.

Haryadi, Umami, Evi (2015), searched about "An Analysis of Students Writing Skill in Descriptive Text of the Second Year Students at SMPN 2 Bangun Purba". In their research, they focused on analysis of the students' writing skill in recount text of the second year students at SMPN 2 Bangun Purba and also to find out the factors effect in writing recount text. The findings of the study show some points. The first point is that, generally, the students' mean score of writing skill particularly in writing recount text. was 56 and it was considered as the average level of skill. The second is that there are two factors affect the students' writing skill. They are related to (1) the components of writing (grammar,

vocabulary, mechanics, style, organization) and (2) the organization structure of recount text (identification and description).

Isrina F (2017), searched about “An Analysis of the Students’ Skill in Writing recount text at the Seventh Grade of SMP 7 Tambusai Utara”. In her research, she focuses analyzed 5 components of recount text written by students such as content, organization, grammar, vocabulary and mechanic. From those results, the researcher found that the students’ average score in writing recount text was 51,87 and it means their writing skill in descriptive text can be categorized in the poor level.

Putri E (2018), searched about “An Analysis of Students’ Ability and Difficulties in Writing recount text”. In her research, she focuses on the students’ ability and difficulties in writing recount text. Even though descriptive text is not too difficult, but many students still found it difficult. The aims of the research are to know the ability of students in writing recount text, to know the difficulties of students in writing recount text. Based on the results of this study, it is suggested for teachers to pay attention to the teaching structure of recount text. in the development of ideas, arrangement of ideas, grammar, vocabulary and punctuation. In addition, related to the focuses of research, the researcher will seek for the students’ ability in using simple past tense in writing recount text.

C. Conceptual Framework

The research was set out from the problems found by the researcher from SMP Negeri 1 Gunungsitoli Barat where the students could not achieve the MCC determined by the school. Focusing on writing, the students faced some problems in order to increase their ability in writing recount text. In particular, the students were not able to compose the recount text writing well as well as the students were lack of understanding about tense. Hence, to identify the lack of the students, the researcher conducted the qualitative research

which aimed to collect, arrange and interpret the data. The researcher focused on the research to analyze the students' ability in writing recount text.

Analysis is the way to identify the students' ability as reference for the teacher in order to take a decision about material and strategy used to teach the students in order to minimize the students' error. In the research, the researcher used the test as the research instrument. In making the test, the researcher will create the test related to personal recount text. After that, the researcher collect the data and made analysis through scoring guideline. After this step, the result could be interpreted. In brief description, it was viewed on the conceptual framework as follows :

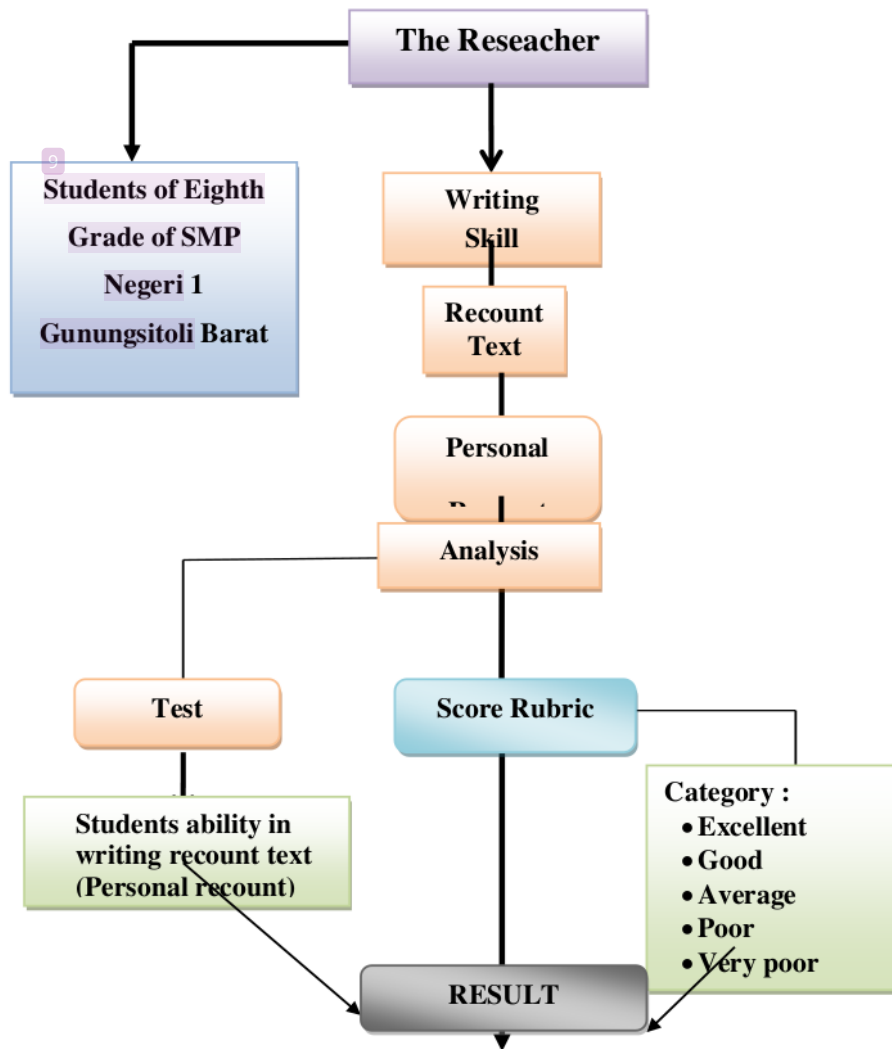


Figure 1 : The Conceptual Framework of the Research

CHAPTER III

RESEARCH METHODS

In conducting the research, the researcher used the descriptive qualitative method, qualitative method relies on text and image data. ¹³ Creswell (2014:32) states:

Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

It means that qualitative research is a research design where the researcher presents the data with using description. The researcher gives the description about ¹¹ the phenomenon and the situation which exist at the time of the research. The written result of the research contains the explanation of the data to illustrate and substantiate the presentation.

A. Approach and Type of the Research

The researcher conducted the research by using inductive approach with aimed of finding the meaning that originates the facts with an approach to make observation,

recording all facts holistically scientific with the observed problem. Furthermore, there is types of instruments used in the research. The researcher distributed test to students to write a personal recount text based on their experiences with using the generic structure of recount text consisting of orientation, events, and reorientation. From this, the researcher will seek and identify the level of students' ability in using the simple past tense in writing recount text.

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied. Measurement means that the researcher records information from individuals by asking them to answer questions based on the problem describing in the form of recount text.

Creswell (2012:112) in Basir (2020:20) say that when variables range, it means that scores will assume different values depending on the type of the variable was being measured. In this research, the variables were used the dependent variable and the independent variable. An independent variable is an attribute or characteristic that influences an outcome or dependent variable. The independent variable is the cause of the other variable. Based on the definition above, the independent variable of this research was writing recount text.

The dependent variable is an attribute or characteristic that depends on or is influenced by the independent variable. It is the effect of the independent variable. This variable was not manipulated by the researcher, but it was affected by the independent variable. The dependent variable of this research was students' problems.

C. Setting and Schedule of the Research

The location of the research was SMP Negeri 1 Gunungsitoli Barat which was located in Sihare'o village, Gunungsitoli Sub-district, Gunungsitoli City. There were 18 teachers in this school, and 2 of them are English teacher. This school consisted of 12 classes, which 4 classes were the eighth graders and total number of the eighth graders were 15 students and the researcher will choose class VIII-A at the time of research.

This research was conducted from April to April 2022. The time allocation refers to the education calendar of SMP Negeri 1 Gunungsitoli Barat.

D. Source of Data

The data of the research indicates the types of data that will be collected and will be analyzed by the researcher. Royadi (2019:85),

To achieve the objectives of qualitative research, researcher use typical qualitative data and schedule a collection technique, such as observations and interviews which are generally absolutely used. However, the actual data collection techniques is not limited to observation and interviews. In qualitative research, other techniques, such as documents, subject life, subject matter, text publication, etc. are often used.

The data source is the personal recount text of the students' writing. The data in this researcher show the level of students' ability in using ¹⁶ simple past tense in writing recount text. Then the results of the student's work will be analyzed by the researcher. Meanwhile, in conducting the research, some informants are needed, namely the English teacher and eighth

grade students themselves, that were consisted of 15 students. The researcher chose them base on a statement of Putten in Creswell (2014: 206), that is "The standard in selecting participants and sites is whether they are rich in information. Therefore, the researcher decide them as informats because since the English teacher and the students had the information needed by the researcher.

E. Instrument of the Research

To identify students' difficulties in writing sentences into recount text, the instruments used were tests and interviews. A test is a series of questions or other instruments, which are used to measure the skills, knowledge, intelligence, abilities, or talents of an individual or group. Student test on passive sentences. The instrument in this study also used interviews with students. In this study, the researcher used a structured interview as a type of interview in which the interviewer asked a predetermined set of questions. The instrument used is to obtain data. This tool also analyzes students' problems and factors in making sentences in the form of recount text.

F. Data Collecting Technique

¹¹
In collecting the data, the researcher use test of recount writing. Creswell (2014:239) states:

that the data collection of qualitative research consists of some procedures as follows : identify the purposefully selected sites or individuals for the proposed study, a related topic would be the number of sites and participants to be involved in your study, indicate the types of data to be collected, collecting information

through unstructured or semi structured observations test and interviews, documents, and visual materials, as well as establishing the protocol for recording information.

Regarding to the theory above, the data of the research indicates the types of data that should be collected and analyzed by the researcher. There are some procedures that should be followed by the researcher in conducting the research as stated by Cohen, Manion & Morrison (2000:145),

The qualitative researcher is able to use a variety of techniques for gathering information. There is no single prescription for which data collection instruments to use; rather, the issue here is of fitness for purpose.

From the theory above, it shows that in collecting the research data, the researcher will do variety of techniques and also used instruments in collecting the data such as observation, test, interview, documents, etc. In collecting the data, the researcher use a test to find out the level of students' ability in descriptive text in writing recount text.

Test is a tool or procedure use to know or measure students' performance by using a set of ways and rules. According Brown (2004:3) "A test is a method of measuring a person ability, knowledge or performance in given domain". It means that to show that people's knowledge can be explored through testing.

Therefore, in collecting the students' recount text, the researcher prepared the blue print of test writing recount text. Then, the researcher divides the blank paper to the students and gave time to the students to write a recount text base on the provided blueprint.

After collecting the students' writing recount text, the researcher analyzes the students sheets based on scoring rubric on page 30 tabel 2.

Table 1

An Example Of The Essay Test Of Written Recount Text

Question

1. Write down a personal recount.

G. Data Analyzing Technique

After the researcher conducted the research and collected the data, the data sourced from the test. To analyze the data, the researcher used scoring rubric adopted from Anderson and Anderson. It provides three criteria to analyze students' writing recount text, were orientation, events, and re-orientation as in the following.

Table 2

SCORING RUBRIC OF STUDENTS' WRITING ABILITY OF THE RECOUNT TEXT
ADOPTED FROM ANDERSON & ANDERSON (2003)

Aspect of Scoring Generic Structure of Recount Text	Score	Level	Description
	9-13	Poor	<ul style="list-style-type: none">More than 7 errors in form of past tense. So the paragraph/ sentence shows that the students does not master the grammar or not

Orientation			<p>enough to be evaluated in form of past tense</p> <ul style="list-style-type: none"> • Directly explains the events without orientation • The students not focuses idea based on the topic of an activity
	14-18	Average	<ul style="list-style-type: none"> • There are 4-6 errors in form of past tense in the sentence/ paragraph • Does not show three or two parts of the orientation, therefore the story is hard to understand for the readers • The students not focus idea based on the topic of an activity
	19-23	Good	<ul style="list-style-type: none"> • Mostly complete sentences. There are 1-3 errors in form of past tense in the sentence/ paragraph • Does not show one part of the orientation, therefore the readers has not received the complete information from the story • The students focuses idea on the topic of an activity
	24-28	Excellent	<ul style="list-style-type: none"> • The paragrap contains complete sentences and correct in form of past tense • Show the complete parts of orientation that are: the people involved, the time, the places and the situation which make the readers understand to read the story • The students focuses idea based on the topic
	41-45	Poor	<ul style="list-style-type: none"> • More than 7 errors in form of past tense. So the paragraph/ sentence shows that the students does not master the grammar or not

Event			<p>enough to be evaluated in form of past tense</p> <ul style="list-style-type: none"> Stated only one event and the story has no unity so the story is not easy to understand
	46-50	Average	<ul style="list-style-type: none"> There are 4-6 errors in form of past tense in the sentence/ paragraph Stated two events but has no unity in each events that disturb the coherence of story
	51-55	Good	<ul style="list-style-type: none"> Mostly complete sentences. There are 1-3 errors in form of past tense in the sentence/ paragraph States two events in a logical order and has unity in each event that makes the story flow in coherence
	56-60	Excellent	<ul style="list-style-type: none"> The paragraphs contains complete sentences and correct in form of past tense States more than two events in a logical order and has unity in each event that makes the story flow in coherence
Continued Table 2 Reorientation	1-3	Poor	<ul style="list-style-type: none"> More than 7 errors in form of past tense. So the paragraph/ sentence shows that the students does not master the grammar or not enough to be evaluated in form of past tense The idea of personal opinions about the topic or event is unclear
	4-6	Average	<ul style="list-style-type: none"> There are 4-6 errors in form of past tense in the sentence/ paragraph The idea of personal opinions about the topic or event is less clear
	7-9	Good	<ul style="list-style-type: none"> Mostly complete sentences. There are 1-3 errors in form of past tense in the sentence/

			paragraph • The idea of personal opinions about the topic or event is clear enough
	10-12	Excellent	• The paragraphs contains complete sentences and correct in form of past tense • The idea of personal opinions about the topic or event is clear

Table 2 has a score range example, 24 – 28, score 24 incomplete, score 25 less complete, score 26 complete enough, score 27 almost complete, and score 28 complete. To determine the result of the student's test, the researcher used formula as suggested by Supriadi (2011 : 91) as follows:

$$\text{Students' Mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

To get the conclusion the level of students' ability in using simple past tense in writing recount text, the students score be categorized into level they were excellent, good, average, and poor. According to Arikunto in Septiarika(2017 : 27), the level are seen in the following table :

Table 3

THE CATEGORIZATION OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT

Test score	Level
80-100	Excellent

66-79	Good
56-65	Average
≤ 55	Poor

Example of recount text :

Holiday

Orientation

Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed.

Example of assessment recount text, especially orientation score 24-28as follows:

Score 24 (incomplete) : Thursday²my day off. I not go anywhere. I just stay at home for two week. I fell that the bad day I have ever pass.

Score 25 (less complete) :Last Thursday²,is my day off. I not go nywhere. I just stay at home for two week to the same activities. I fell that is the bad day I have ever pass.

Score 26 (complete enough) : Last thursdayis² my day off. I not go anywhere. I just stay at home for two week to had the same activities, over and over again. I fell that is the bad day I have ever pass.

Score 27 (almost complete) :Last thursdayis² my day off. I not go anywhere. I just stay at home for two weeks to did the same activities

routinely, over and over again. I felt that the worst day I have ever passed.

Score 28 (complete)

2 : Last thursday was my day off. I didn't go anywhere. I just stay at home for two weeks to did the same activities routinely, over and over again. I felt that was the worst day I have ever passed.

Event

I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body. Then, I watched my favorite TV programs until it almost midday. At 01.00 pm, I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house. Because I was tired, I felt asleep on the couch. Unexpectedly, after waking up I had a guest who could cheer me up, my aunt came with her child. I kept playing with my nieces until nightfall.

Example of assessment recount text, especially event score 41-45 as follows:

Score 41 (incomplete)

25 : I woke up, after that, I breakfast with my family in the morning. I turn on computer and playgame I rush to 25 take a bath to freshen my body.I lunch and help my mother to clean the house.

Score 42 (less complete) : I woke up subuh pray. I breakfast with my family in the morning. At 08.00 am, I turn on computer and play many game. At 01.00 pm, I go to bathroom to ablution and immediate zuhur prayer. Then, I lunch and help my mother to clean the house.

Score 43 (complete enough) : I woke up subuh prayer. After that, I breakfast with my family in the morning. At 08.00 am, I turn on computer and play many games. Nothingfell, it was 10.00 o'clock, I rush to take a bath to fresh my body. I watch my favorite TV program until it is almost midday. At 01.00 pm, I go to bathroom to ablution. I lunched and help my mother to clean the house.

Score 44 (almost complete) : I woke up subuh prayer. After that, I breakfast with my family in the morning. At 08.00 am, I turn on computer and play many games. Didn'tfell, it was 10.00 o'clock, I rush to take a bath to freshen my body. I watching my favorite TV program until it is almost midday. At 01.00 pm, I go to bathroom to ablution. Then, I lunch and helped my mother to clean the house.

Score 45 (complete) : I woke up subuh prayer. After that, I breakfast with my family in the morning. At 08.00 am, I turned on computer and played many games. Nottfelt, it was

10.00 o'clock, I rushed to take a bath to freshen my body. I watching my favorite TV program until it is almost midday. At 01.00 pm, I go to bathroom to ablution. Then, I lunch and helped my mother to clean the house.

2

Re-orientation

Although just a home holiday, at least to refresh my mind from the routine activities in the office.

Example of assessment recount text, especially re-orientations core 10-12 as follows:

- Score 10 (incomplete) : ²⁵ A home holiday, at least to refreshing my mind.
- Score 11 (almost complete) : Although a home holiday, at least to refresh my mind from the activity in the office.
- Score 12 (complete) : Although just a home holiday, at least to refresh my mind from the routine activities in the office

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The researcher was conducted the research in SMP Negeri 1 Gunungsitoli Barat, particularly in class VIII-A, with 15 students as the sample.

Based on the research design, the researcher conducted the test to the students in answering the focus of the research. Before the researcher went to the school to give the test to the students, the researcher validated the test with one of the researcher's lecturer as internal validator and two English teachers as external validators. They were considered as the experienced validators because they teach English frequently. After the validators agreed the test, the researcher came to the school and took the data from the informants. The researcher asked the students to write an personalrecount text.

In doing the test, the researcher collaborated with the English teacher of that school, to give the test to the students. The test was done at school by the students on april 2022.

After collecting the students' worksheets, the researcher conducted a scoring of the students' recount text based on the scoring rubric adopted from Anderson and Anderson (2003:231) namely orientation, event, and reorientation. It was done to obtain the data for answering the focus of the research.

Aftercollecting the data, the researcher analyzedthe students' recount text written, then the researcher displayed the result of students' writing by using the table. The recapitulation of the result of students' score in writing personal recount text presented in following table.

1. The Result of the Test

The test was completion test as a tool used to collect data on eighth grade students of SMP Negeri 1 Gunungsitoli Barat, where students were directed to where students are directed to write a recount text based on their experiences.

It is stated by Knapp and Knapp in Autila and Theresia (2017:47) state that recount text is the simply least text type which tells past events sequence of events with generic structure such as orientation, events and reorientation. So in writing recount text must be the generic structure. Such as orientation, in the orientation told about the background of the event, when the event occurred, who was involved in the event, where the event occurred, etc. Then, the event told about the events that happened from the beginning of the event to the ended without jumping around telling it. The last, reorientation was a conclusion from the events that were told in orientation and event.

In writing recount text must be used simple past tense. It is supported by Anwar (2014:32) “The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past”. The students had errors in using simple past tense in writing recount text. Such as in orientation found out the students made 1-4 errors in form of past tense, then in event found out the students made 1-7 or more than 7 errors in form of past tense, the last in reorientation found out the students made 1-3 errors in form of simple past tense. So, the researcher wanted to analyze the level of students’ ability in using simple past tense in writing recount text.

The data displayed was the students’ scores. This was aimed to answer the first research question about what are the students’ problems in ability writing recount text at the eighth grade of SMP Negeri 1 Gunungsitoli Barat. The students’ scores as follows:

Table 3.1

THE STUDENTS' SCORES TEST

NO	NAME	GENERIC STRUCTURE			TOTAL SCORE
		O	E	Re-O	
1.	Ade Tumaro Telaumbanua	20	44	8	72
2.	Hengki Kurniawan Gea	13	49	2	64
3.	Lemon Alvian Zalukhu	17	46	6	69
4.	Margaret Zebua	19	45	9	73
5.	Marselino Rafael Zega	18	50	2	70
6.	Merlin Lase	23	45	8	76
7.	Mirtha Try Indah Zebua	9	41	8	58
8.	Nardin Arthanesia Zebua	9	41	0	50
9.	Rosabar Zebua	13	42	9	64
10.	Safa Pria Benartha Laoli	9	48	8	65
11.	Syukur Niatman Yaohahau Zebua	22	50	7	79
12.	Tri One Sari Irene Zebua	9	41	3	53
13.	Trisman Howu-Howu Gea	14	42	9	65
14.	Yanti Murni Setia Lase	22	49	8	79
15.	Yokhebet Kristian Telaumbanua	18	44	7	69

Notes :

- Orientation : Introducing the participants, place and time
- Event : Describing series that happened in the past
- Reorientation : It is optional stating personal comment of the writer

After the students' score was counted, the researcher determined the level of students' ability in writing recount text suggested by Arikunto in Septriarika (2017). The recapitulation of students' ability presented in Table 3.2 below :

Table 3.2

**THE RECAPITULATION THE LEVEL OF STUDENTS' ABILITY
IN WRITING PERSONAL RECOUNT TEXT**

NO.	Level	Test Score	Students	Percentage
1.	Excellent	80-100	-	-
2.	Good	66-79	8	50%
3.	Average	56-65	5	38.89%
4	Poor	≤ 55	2	11.11%

Based on the data presented in the previous table (Table 3.2) as well as the explanation of the research findings and answer the research question in the chapter 1. The research question was what are the level of students' ability in writing recount text. Based on the result of students worksheets the research found that 8 students can reach a good level, wich means these eight students are able to write their personal recount well they can determine a generic structure based on orientation,events,,reorientation so that it cant be understood well students focus more on topic based ideas, 5 students were able to reach the average level because some of the students were less able to write their personal recounts because there were some mistakes the students did not focus on topic based ideas in their activities so that it was not clear, and the last 2 students can reach the poor level because there are more mistakes in wraiting personal stories in the past tense it is stated that the story does not have

³unity so that the story is not easy to understand properly. So, the researcher classified the level of students' ability in using simple past tense in writing recount text, they were level excellent, good, average, and poor.

After analyzing the students' test sheets, the researcher found and described some of the problems faced by writing recount text. First, students had difficulty in determining what auxiliary verb is appropriate to use in the other tenses. They were still confused about using and distinguishing between To Be in the sentence. In fact, none of the students reached the excellent level because the students still had errors ⁹ in using the simple past tense in writing recount text.

Second, students had difficulty in using the simple past tense form. In this case, students were still not able to choose the form of the verb used in sentences. There are also regular and irregular verbs that made students confused in understanding the simple past participle form.

Third, there were difficulties in changing the position of the subject and object in sentences. Students couldn't change the subject into an object, and the object into a subject in sentences. This problem often occurs and was quite often found by researchers in several student worksheets.

Fourth, students were unable to understand the meaning of a sentence. Sometimes they were confused about what to write in the part that needs to be written in the worksheet, so they were forced to write blank parts that they didn't understand. Some students also do not know the simple past tense formula in writing recount text. This can make it difficult for them to write sentences.

Finally, the level of students' ability in writing recount text it is concluded that the students' ability Based in writing recount text was 8 students (50%) level good, 5 students (38,89%) level average, and 2 students (11,11%) level poor. It showed the level of students' ability in using simple past tense in writing recount text was Good based on the total score obtained students from the rubric guidelines.

4. Factors of Problem

the factors that can cause learning problems can be classified into 4 (four), are:

- a. Factors from self are factors that arise from the students themselves, are also called internal factors. Internal factors include not having clear learning goals, lack of interest, often disturbed health, ability to follow lessons, study habits and lack of mastery of language.
- b. Factors from the school environment are factors that come from within the school, for example how to give lessons, lack of reading materials, lack of tools, learning materials that are not in accordance with abilities and the implementation of lessons that are too dense.
- c. Factors from the family environment are factors that come from within the student's family, including the family's economic ability, family problems, homesickness (for students from outside the area), visiting and receiving guests and lack of supervision from the family.
- d. Factors from the community environment, including interference from other genders, working while studying, being active in organizations, unable to manage recreation and leisure time and not having friends to study together.

B. Discussion

1. The Analysis and Interpretation of the Research Findings

a. The Description the Level of Students' Ability in Writing Recount Text

Regarding to the theory in Chapter II, according Knapp and Knapp in Autila and Theresia (2017:47) ⁴ state that recount text is the simply least text type which tells past events ⁴ sequence of events with generic structure such as orientation, events and reorientation. So in writing recount text must be the generic structure. Such as orientation, in the orientation told about the background of the event, when the event occurred, who was involved in the event, where the event occurred, etc. Then, the event told about the events that happened from the beginning of the event to the ended without jumping around telling it. The last, reorientation was a conclusion from the events that were told in orientation and event.

¹⁶ In writing recount text must be used simple past tense. It is supported by Anwar (2014:32) "The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past". The students had errors in using simple past tense in writing recount text. Such as in orientation found out the students made 1-4 errors in form of past tense, then in event found out the students made 1-7 or ³ more than 7 errors in form of past tense, the last in reorientation found out the students made ³ 1-3 errors in form of simple past tense. So, the researcher wanted ²⁴ to analyze the level of students' ability in writing recount text.

The elaboration of students' ability written in Table (table 3.2) was as follows. There were 8 students (50%) could achieve a level good in using simple past tense in writing recount text. Other 5 students (38,89%) could only achieve level average in using simple past tense in writing recount text. Lastly, 2 students (11,11%) got the level poor in using simple past tense in writing recount text.

On the explanation the level of students' ability in using simple past tense in writing recount text, it is concluded that the students' ability Based in using simple past tense in writing recount text was 8

students level good, 5 students level average, and 2 students level poor. It showed the level of students' ability in using simple past tense in writing recount text was Good based on the total score obtained students from the rubric guidelines.

2. The Research Findings Compared to the Latest Related Researchers

Comparing to the latest related researches, the researcher has compared it to all of the latest related researches.

The first latest related research by Maiyanti, Elmiati and Antika (2016) focused on students' ability in using simple past tense in writing recount text. The second latest related research by Septiarika (2017) focused on the students' ability using past tense and casual factor related to the students' ability in using past tense. The third latest related research by Pakpahan (2020) focused on students' ability applying simple past tense in recount text.

In the research, the researcher focused on finding out the level of students' ability in writing recount text in using simple past tense. The result of the research was different with the result of the latest related researches. Firstly, the research was differ from the latest

related research namely Maiyanti, Elmiati and Antika (2016) which found students have very poor understanding about in using simple past tense in writing recount text, then by Septiarika (2017) which found the students' ability in writing using simple past tense did not understand about using past tense, and the last by Pakpahan (2020) which students could not write recount text correctly while in the research the researcher found the level students' ability in using simple past tense in writing recount text was good.

3. The Research Findings Compared to Theories

After getting the result of the research, the researcher compared it with the theory of the research. The research focused on finding out the level of students ability in using simple past tense in writing recount text. Nunan in Autila & Theresia (2017:45) that writing is a mental work of inventing, expressing, and organizing ideas in a paragraph in order to be clear for the reader. In contrary, related to the data got from the field, the researcher found that the student could not expressing they ideas in a paragraph in writing recount text. Meanwhile, Knapp and Knapp in Autila and Theresia (2017:47) state that recount text is the simply least text type which tells past events sequence of events with generic structure such as orientation, events and reorientation. However, related to the data got from the field, found that most of the students could not fulfill the requirement of generic structure in writing recount text.

Furthermore, in writing recount text must be used simple past tense. According to Anwar (2014:32) "The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past".

4. The Research Findings Implication

The research findings revealed significances towards the students' problem in changing active to passive voice and the causes of the students' problems in changing active to passive voice. As for the students, it shows the extent to which their mastery of grammar especially their passive voice and their problem factors can help to improve their grammar.

The research findings finally revealed the weaknesses or problems that the students have so far in dealing with the passive voice material, so they would develop their initial capability, grammar, and motivation to practice more in the future.

The research findings showed that the level of students' recount text writing are in a good level that imply their ability in writing orientation, sequent of event, and re-orientation is in a good level as well.

Also for the English teacher, the research has some implication. The research findings show the teacher about the students' progress in learning as well as the level of their ability. It will improve and encourage the teacher ability and knowledge for looking the best and suitable components and strategies for teaching. Towards the English teacher, it was a positive input to improve the way teaching methods and strategies, as well as other supports such as classroom management, material development and also assessments. From the bright side, this was the best opportunity for the teacher to generate and develop better teaching change for better result.

5. The Research Findings Limitation

In conducting the research, the researcher had some limitations as follows:

- a. The researcher as a beginner realized that there were many weaknesses in conducting the research, so the researcher could not do the research perfectly.
- b. The researcher had limited references and better knowledge of handling a qualitative analysis, as well as having limited experiences in dealing with the material.
- c. The lack of students' motivation in learned foreign language, because in their perception the English language is the difficult subject, which showed that they don't have much knowledge about Writing personal recount texts.

In conducting the research, the researcher had some limitations that the research findings as follows :

- a. The researcher used descriptive method to conduct the research. Descriptive method in this research concerned to describe the situation of students ability in writing personal recount text in SMP Negeri 1 Gunungsitoli Barat
- b. The researcher focus on students' personal recount text writing at the eighth grade.
- c. The essay test was a difficult one for the student who did not have good writing skill. It affected the final expected result of writing.
- d. The researcher had limited sources of literature about descriptive qualitative research that make the researcher can not produce the perfect research..
- e. Lack of students' mastery of irregular verbs and regular verbs, because of the limited experince of the researcher about research, the students' recount text could not be analyzed perfectly

CHAPTER IV

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the results of the research from the writing test, it is concluded that most of the students of VIII of SMP Negeri 1 Gunungsitoli Barat, were able to write a recount text. In the focuses of the research to know level students' ability in writing recount text. Based on the result of analysis of the students in writing recount text, the focuses of the research could answer and obtain. Then, the result of the interview shows that the cause of the students' problem in writing recount text was finding four factors such as: factors from self, family, school, and community environment.

B. Suggestion

There are some suggestions from the researcher after conducting the research, such as:

1. For the English Teacher

The English teacher of SMP Negeri 1 Gunungsitoli Barat should ask the students to make a personal recount text based on their own experiences that they have experienced and also improve the ability of students in writing recount text.

2. For the Students

The students should improve their level ability in writing recount text.

3. For the Next Researchers

The researcher expects the next reseacher to conduct the same research to find out the level of students' ability in using simple past tense in writng recount text in the future.

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FINAL GRADE

GENERAL COMMENTS

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