A Descriptive Study on the Ability of English Writing in Recount Text at Darul Hijrah

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Abstract. Writing in English is one of the important skills that students actively change their passive knowledge and information into their own language. Based on the 2013 curriculum, students must have excellent English skills for writing skill, because students are able to express functional texts and simple short essays in the form of recount text for interaction in daily life. The purpose of this study was to find the ability of English writing recount texts of class VIII students of Darul Hijrah Islamic Boarding School for males. Descriptive quantitative method that researchers used to describe students' ability to write recount texts, and the sample of this study was 28 students. The researcher found that the highest score in writing recount text was 84, which was considered a good category, and the lowest score in writing recount text was 47.5, which was considered a fair category. In addition, in the good category was 5 students (17.8%), 15 students (75%) participated in the fair category and 2 students (7,2%) from the less categories. Meanwhile, there are no students (0%) in the category of very good and poor. In the final, more than half (75%) eight grade students of Darul Hijrah Islamic Boarding School achieved a fair category.

Keywords: Writing, recount text, achievement.

1. Introduction

Writing skills are one of four English language skills that students must learn and implement at all levels of education [1]. Writing is also an important way in which students actively transform passive knowledge and information into their minds into their own language. There are many difficulties in writing skills, such as organizing ideas, editing events and developing ideas in written form. To write a good composition, structure, vocabulary and spelling system are important elements to consider, there are five general components in written form; (1) Content: that knowledge or ideas must be written, (2) Organization: writing clearly stated ideas, (3) vocabulary: lexical words and effective word choice, (4) language use: rules for forming words and choices of lexical structures and objects, and (5) Mechanics: the use of language graphic conventions [2]. The goal of 2013 curriculum learning in secondary schools is that students are able to develop communicative writing competencies, and speak to achieve functional literacy levels. In this curriculum, the first semester students from second grade study the text for recitation, and students must be able to produce text based on generic structure [3].

Based on findings from some researchers before, the first researcher found that the eight grade students of SMPN 5 Banjarmasin ability still lacked in writing English. They still thought that writing is difficult in finding out new ideas or develop ideas for their writing [4]. The next researcher found that the students' ability at the eighth grade of SMPN 3 Kandangan in writing English was still poor, because the students had difficulties in expressing their ideas[5]. Writing takes time because writing never happens magically. We cannot just pick up a pen and magically write a finished product with word by perfect word. Process writing is a series of activities that start the moment they begin thinking about a subject and end when they complete a final draft. Another researcher claimed that most of the eighth grade students of SMPN 24 Banjarmasin, still hard to begin writing because they are confused of what they want to write [6]. The other researcher found many students could not express their idea smoothly in written form. Although they had been given a topic to write, they could not automatically start their writing assignment. In other words, although they had written several lines, they mostly find difficulties to continue their writing and they still lacked in vocabulary to develop their writing [7]. The next researcher found that most students achieved fair category, because most students had problems to build and develop ideas, lacked of vocabulary, lacked of English grammar understanding, and lacked of practice in their writing[8]. The last researcher found that most students achieved fair category, because they had no ideas how to write it, and they still lacked in Grammar. Based on all of previous studies, many students had difficulties to develop their writing, because lacked in vocabulary and lacked in grammar [9]. The students still face many difficulties in writing. The difficulties are very complex, not only in organizing ideas and structure but also in vocabulary. They spent more times to begin their writing and did not know how to arrange and organize their writing well. In writing recount text, it needs carefulness in using appropriate vocabulary, grammar, spelling, punctuation or they relate to more general aspect of the writing process, such as choosing a topic and deciding what to say. Writing is the activity in learning process in which the student are able to be express their ideas, opinion, feelings, and organized them in simple sentences or in short paragraph and a text well.

Based on the research, researchers want to know the ability of English writing recount text on eighth grade students of Darul Hijrah Islamic Boarding school for males. There are several reasons why eight grade students of Darul Hijrah Islamic Boarding School participants chose as objects. First, when researchers interviewed English teachers, he said that most of the students still had problems when they wanted to write texts, and had difficulty developing their ideas because of the lack of use of grammar and language. Second, on the basis of the curriculum for 2013, it was stated that if eight students had to be able to express the meaning and theoretical steps in a short essay using a generic structure accurately, smoothly and in the right way to interact with the environment in the form of recount text. The purpose of this study was to know Darul Hijrah Islamic Boarding School eighth grade students. "How is the ability to write in English of recount text on the eighth grade students of Darul Hijrah Islamic Boarding School for males?" The significance of this research is: For English teachers, hoping for teachers who have difficulty learning English texts, students hope that teachers can provide the following phases in the writing process as classroom activities in writing. For students, the input is very valuable for students about their achievements in writing text recipes, for the next researcher, this can be a reference.

2. Literature review

Ability is physical or mental. For example, some jobs require people who are good at math, who are good at public speaking or who work well with their hands [10]. Ability is also something you can do.

Writing is the process of obtaining a product and is influenced by several elements such as vocabulary, grammar, organization, spelling, and punctuation. Writing can be used as an important tool for learning in the sense that: (1) serves as a tool for discovery, (2) produces new ideas (3) helps You to organize ideas and concepts to clarify, (4) allow you to take your ideas and evaluate ideas, (5) help in information processing, (6) allow to solve problems, and (7) will make you students active who receive passive information [1]. Writing is a form of thinking but it is thinking for particular audience and for a particular occasion. One of the more information tasks for writer is to master the

principles of writing and thinking that will help them to achieve the goals [11]. Writing has elements that must be controlled by students if you want to write a good composition, composition of content, organization, vocabulary, language, and mechanics [2]. Based on Zaida on her book claims that there are five types of texts that should be taught in Junior High School. The five types of the texts are: descriptive text, narrative text, recount text, report text, and procedure text [12]. In this research, the researcher will give a test and to know specifically ability in writing recount text, because the recount text is a text that should be taught at Junior high school. Recount text refers to genres that have social functions to inform events about information or entertainment. The social goal of reconstructing the text is the reconstruction of previous experiences by telling events in their original order. The purpose of data collection is information about what happened, when it happened, where it happened, and who was involved [13]. The basic process consists of parts:

Orientation: Orientation provides all basic information.
Event Series: In the sequence of events, the author speaks of chronological historical events.
Reorientation: The final paragraph summarizes the results and reveals the end of the story.

3. Methodology

This research was conducted with a quantitative approach. In a quantitative approach, this study tries to reduce data to numerical symbols [14]. For this reason, the researcher used descriptive quantitative methods to describe students' ability to write recount text. The population of this study was eight grade students of Darul Hijrah Islamic Boarding School for males. The population divided into 3 classes (A, B and C). Each class consists of 28-30 students. According to [14], cluster sampling was taken by students from several classes. The sampling method is used because the population is homogeneous and the researchers take classes in classrooms where students have different skill levels in the class. In data collection techniques, researchers provide written tests to students for data collection. Students were asked to write a text about their experiences, researchers asked students to write text two or three paragraphs and were asked to write text in 200 words. The time displayed is 40 minutes. From the test results, researchers can find students' ability to write recount texts.

In this study, the researchers used content validity. This contains educational material based on eighth grade programs. This test is made to get a representative sample of research. The importance of the teacher's test content and before giving the test to students, the researcher provides second class evidence. To ensure the reliability of this research tool, data collection was carried out twice at Darul Hijrah Islamic Boarding School in class VIIIB to obtain reliable results. In this study, the researchers used a retest to measure test reliability. The first and second test results are compared. Then calculate using the Pearson formula for product momentum factors in the following ways:

$$rxy = \frac{n \sum x.y - (\sum x) . (\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2]} . [n \sum y^2 - (\sum y)^2]}$$

After collecting data, the writer and teacher compile a table of student scores and calculate the percentage of students in writing recount text. The researchers' assessment column from the 2013 National Education Curriculum was modified.

Table 3.1 Table of Achievement

Score	The Level of Ability
90-100	Excellent
70-80	Good
50-60	Fair
30-40	Less
10-20	Poor

Source: Diknas Curriculum,2013

4. Research Findings and Discussion

To get valid data before conducting the test or instrument, the researcher actually try the test in another class to see the validity of the instrument.

Material	Syllabus
Writing a recount test: "My first day in Darul Hijrah Islamic Boarding school"	Class/Semester:VIII/I SK:6. Expressing the meaning in functional text and simple short essay in the form of descriptive and recount to interact in daily life context KD: 6.1. Expressing the meaning and the rhetoric steps in simple short essay by using generic structure accurately, fluently, and appropriately to interact with the environment in form of descriptive and recount text.

The data of research showed the ability of the VIIIB grade students of SMP Darul Hijrah Islamic Boarding School for males in writing recount text. Each aspects used five categories, they were : excellent, good, fair, less and poor in measuring the eighth grade students in writing recount text.

Table 4.1 The Students' Score Classification

Aspect	Excellent	Good	Fair	Less	Poor
Correlation title and content	5	4	3	2	1
Text structure	5	4	3	2	1
Diction	5	4	3	2	1
Sentence unity	5	4	3	2	1
Paragraph unity	5	4	3	2	1
Vocabulary accuracy	5	4	3	2	1
Vocabulary accuracy	5	4	3	2	1
Originality of writing	5	4	3	2	1
Tidiness of writing	5	4	3	2	1

The result of first and second test to 28 VIIIB grade students showed the students' ability in writing recount text. The result can be seen in the table below:

Table 4.2 The Percentage of Students' Ability in Correlation Title and Content

Category	Score	Frequency	Percentage
Excellent	5	1	3,6 %
Good	4	8	28,5 %
Fair	3	15	53,6 %
Less	2	4	14,3%
Poor	1	-	-
Total		**28**	**100**

Based on table 4.2 it can be seen that there was 1 student (3,6%) who got excellent category in the correlation between title and context. There were 8 students (28,5%) who achieved good category, 15

students (53,6%) who got fair category, 4 students (14,3%) who achieved less category, and there was no student (0%) who achieved poor From the table can be concluded that many students still fair category in the correlation between title and context.

Table 4.3 The Percentage of Students' Ability in Text Structure

Category	Score	Frequency	Percentage
Excellent	5	-	0%
Good	4	2	7,2%
Fair	3	17	60,7%
Less	2	9	32,1%
Poor	1	-	0%
Total		**28**	**100**

Based on table 4.3. it can be seen there were 2 students (72%) who got good category, 17 students (64,7%) who got fair category, and 9 students (32,1%) who got less category, and there was no student (0%) who got excellent and poor category. From the table, it can be concluded that most students got fair category in text structure aspect.

Table 4.4 The Percentage of Students' Ability in Diction

Category	Score	Frequency	Percentage
Excellent	5	-	0%
Good	4	2	7,2%
Fair	3	14	50%
Less	2	12	42,8%
Poor	1	-	0%
Total		**28**	**100**

Based on table 4.4. it can be seen there were 2 students (7,2%) who got good category, 14 students (50%) who got fair category, and 12 students (42,8%) who got less category, and there was no student (0%) who got excellent and poor category. From the table, it can be concluded that most students got fair category in diction aspect.

Table 4.5 The Percentage of Students' Ability in Sentence Unity

Category	Score	Frequency	Percentage
Excellent	5	-	0%
Good	4	1	3,6%
Fair	3	16	37,1%
Less	2	11	33,5%
Poor	1	-	0%
Total		**28**	**100**

Based on the table 4.5. it can be seen there was 1 student (3,6%) who got good category, 16 students (37,1%) who got fair category, and 11 students (33,5%) who got less category, and there was no student (0%) who got excellent and poor category. From the table, it can be concluded that most students got fair category in sentence unity aspect.

Table 4.6 The Percentage of Students' Ability in Paragraph Unity

Category	Score	Frequency	Percentage
Excellent	5	-	-
Good	4	-	-
Fair	3	11	39,3%
Less	2	17	60,7%

Poor	1	-	-
Total		**28**	**100**

Based on table 4.6. it can be seen there were 11 students (39,3%) who got fair category, 17 students (60,7%) who got less category, and there was no student (0%) who got excellent, good and poor category. From the table, it can be concluded that most students got less category in paragraph unity aspect.

Table 4.7 The Percentage of Students' Ability in Vocabulary Accuracy

Category	Score	Frequency	Percentage
Excellent	5	-	0%
Good	4	-	0%
Fair	3	14	50%
Less	2	14	50%
Poor	1	-	0%
Total		**28**	**100**

Based on table 4.7. it can be seen there were 14 students (50%) who got fair category, 14 students (50%) who got less category, and there was no student (0%) who got excellent, good and poor category. From the table, it can be concluded that most students got fair and less category in vocabulary accuracy aspect.

Table 4.8 The Percentage of Students' Ability in Grammar Accuracy

Category	Score	Frequency	Percentage
Excellent	5	-	0%
Good	4	-	0%
Fair	3	10	35,7%
Less	2	18	64,3%
Poor	1	-	0%
Total		**28**	**100**

Based on table 4.8. it can be seen there were 10 students (35,7%) who got fair category, 18 students (64,3%) who got less category, and there was no student (0%) who got excellent, good and poor category. From the table, it can be concluded that most students got less category in grammar accuracy aspect.

Table 4.9 The Percentage of Students' Ability in Originality of Writing

Category	Score	Frequency	Percentage
Excellent	5	1	3,6%
Good	4	14	50%
Fair	3	13	46,4%
Less	2	-	0%
Poor	1	-	0%
Total		**28**	**100**

Based on table 4.9. it can be seen there was 1 student (3,6%) who got excellent category, 14 students (50%) who got good category, and 13 students (46,4%) who got fair category, and there was no student (0%) who got less and poor category. From the table, it can be concluded that most students got good category in originality writing aspect.

Table 4.10 The Percentage of Students' Ability in Tidiness of Writing

Category	Score	Frequency	Percentage
Excellent	5	1	3,5%
Good	4	8	28,5%
Fair	3	17	60,1%
Less	2	2	7,14%
Poor	1	-	0%

Total		28	100

Based on table 4.10. it can be seen there was 1 student (3,5%) who got excellent category, 8 students (28,5%) who got good category, 17 students (60,1%) who got fair category, and 2 students who got less category, and there was no student (0%) who got poor category. From the table, it can be concluded that most students got fair category in text structure aspect.

Table 4.11 Recapitulation of the finding

No	Category	Score	Frequency	Percentage
1	Excellent	90-100	-	0%
2	Good	70-80	5	17,8%
3	Fair	50-60	21	75%
4	Less	30-40	2	7,2%
5	Poor	10-20	-	0%
	Total		28	100%

Based on the data search table above, we can see that there were 5 students (17.8%) in the good category, 15 students (75%) were in the fair category and 2 students in the least category. Meanwhile, no one students (0%) in the category of very good and poor. From the data above, it can be concluded that the students of Darul Hijrah Islamic Boarding school class VIIIB is in the fair category in the ability of English writing recount text.

5. Conclusion and Suggestion

The researcher found that the highest grade of eighth graders in writing recount text was 84, which was considered a good category. The lowest score among eighth graders in writing is 47.5, which is considered a fair category. Some suggestions are proposed. Recommended for English teachers, several considerations must be followed. The teacher can provide a list of words to students, can clarify instructions and explanations, organize students in groups so that students work in a cooperative way, can be more patient when students need more guidance and time to appear in the writing process.

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