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A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS
OF SMP DAREAL HIKMAH PEKANBARU IN WRITING
RECOUNT TEXTS

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Abstract

The purpose of this descriptive research is to know how good is the ability of the the second year students of DAREAL HIKMAH Pekanbaru in writing recount text. The subject were 38 students from VIII class at SMP DAREAL HIKMAH Pekanbaru. The researcher used the writing test as an instrument in collecting the dat. The students' score were analyzed by three raters. The aspects which were evaluted were; grammar, vocabulary, mechanich, fluency, organization. the result showed that the most difficult aspect of writing for students is grammar, where the average score was 52.63. then the students' highest score was in the aspect of organization, with the average score of 39.47. based on the assessment of each aspect of writing, the students who got 80-100 are 6 students (15.79 %), it belongs to good to excellent level. Then, the students who got 60-79 are 17 students (34.21%) which belongs to average to good level. Finally, the researcher gets the conclusion that the percentage of students' ability in writing recount texts is in the average to good level.

Keyword : descriptive research, study on the ability, writing

INTRODUCTION

Writing is one of the productive skill in english that must be learned by students of englis as a foreign language. Many students consider writing to be the most difficult subject to learn because there are many aspect should be considered. The aspects are grammar, vobabulary, mechanichs, form and fluency. Beside learners to need know to whom they will interect with, and why they have to write. It means that writing is communicative since it is an interactive activity. A writer should know how to express their ideas and how to build their messanges in their writing. Yet, not all people can writing well. Some of them find difficulties in writing. Gould, et. Al (1989 :51) in suryani (2006 : 1) point out that writing is one of the most self conscious of human activity. It needs someone to teach us in order to be an excellent writer.

This situation really happened in wriiting class at SMP DAREAL HIKMAH especially at the second years students. Most of the students got many difficulties in writing class. It is hard for them to express their idea (what was in their maid)intp written form. If the could write they might have had difficulties in organizing theirs idea.

The ability to write a recount text influency the student's ability in English because recount text is used in many opportunities in students' real life. It is also one of the most common language forms which lead easly in to the written form. According to helena (2004:4) Recount is a text type which is used not only at school but also in many social context in real life. So, the ability to understand and to construct this text whether in oral form and written form is very important for the development of student's literacy.

Since writing is not a simple activity, the students havr to consider many aspect before they write a recount text. Firstly, they have to understand the purpose of recount text in order they can generate their ideas based on the generic structure or text organization of this text type which consists of orientation, series of event and concluding statement. Secondly, they have to understand how to arrage the events chronologically from first to last. At last, they have to master the language features that are used in the text such as tenses, conjunction and ect.

METHODOLOGY

Writing means expressing one's ideas, feeling in the written form of language which needs a communicative competence of the writer. It means, the writer must be able to use appropriate vocabulary and know about connection piupose etc in order to reach a good composition.

Harris (1969 :9) defined writing as one of the four skills of language learning beside reading, speaking, and listening. Writing is atool for communication and it is important to be included in English language learning, beside that, writing is akind of process or activity that needs much time to make a good writing, it needs time to think, to write, to edit and to rewrite in order to make a good composition. It also takes more study and prantices.

Bell and Burnady (1984) as quoted by **Nunan (1991)** state that writing is an extremely complex cognitive activity. In writing, the writer is to demonstrate control of number of variables simultaneously. It means that the writer must know about the content, format, sentence structure, vocabulary, spelling, punctuation, and letter formation in order that he can develop information into cohesive and coherent text.

Based on the theories above, it can be concluded that writing is productive skill express or present writer though and feeling by considering the important skill in writing ability.

In the case, the test used is writing explanation text by using producere as the following :

1. Thye students were given test to write recount text
2. The students were asked to write recount text, at least three paragraph that over the topic in 90 minutes. The writer remained them to pay
3. Finally, after their writing tasks were collected, their writing were evaluated by three rater.

In scoring the students composition position, the writer usues the scoring which found in A. Hughes (1986:93). Writing involves many aspect that should be concerned by the writer. Hughes (1986:91-93) say there are five aspect of making a good which are : grammar, vocabulary, mechanic, fluency, organization

To find out the student's range and classification, the writer uses the table follows :

Table 1. range scores and Classification

Score	Classification
nmzams80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
00-49	poor

Result and discussion

After getting the score of the students from the raters, the writer classified the

The score range	The aspects of writing evaluated (grammar)									
	grammar		vocabulary		mechanic		fluency		organization	
	f	%	f	%	f	%	f	%	f	%
6	0	0%	0	0	0	0%	0	0	0	0
5	5	13.16%	8	21.05%	2	5.26%	6	15.79%	6	15.79%
4	10	26.32%	15	39.47%	13	34.21%	17	44.74%	13	34.21%
3	20	52.63%	13	34.21%	18	47.37%	10	26.32%	15	39.47%
2	3	7.89%	2	5.26%	5	13.16%	5	13.16%	4	10.53%
1	0	0	0	0	0	0%	0	0	0	0
total	38	100 %	38	100%	38	100%	38	100%	38	100%

students' scores based on each component of writing as shown in the following table :

Based on table above, there are 38 students who took the writing test. The students score have analyzed by three raters. The writer get conclusion; the result showed that the most difficult aspect of writing for students is grammar. Then, the students highest score was in the aspect organization.

The aspect of writing	The average score	classification
Grammar	44.74	Good to excellent
Vocabulary	39.47	Average to good
Mechanic	47.37	Good to excellent
Fluency	44.74	Good to excellent
organization	39.79	Average to good

On the table above, the grammar aspect, the average score is 44.74. on the vocabulary aspect, the average to good score is 39.47. and then, on the mechanic Aspect, the good to excellent is 47.37. on the fluency aspect, the good to excellent score is 44.74. on the organization aspect, the average score is 39.79. therefore, we can see that the aspect of writing that is the most difficult for students are on vocabulary aspect. It is proven by the average score is 39.47 which is the lowest one. Then, the students who got the highest score mechanic aspect, with the average score is 47.37.

Table 3. the percentage of students ability in writing

The score	frekuensi	%
80-100	6	15.79%
60-79	17	34.21%
50-59	10	26.32%
0-49	5	13.16%
total	38	100

The table above shows the percentage of the students' ability in writing test. The students who got the level 80-100 are 6 students (15.79%). It is belong good excellent. And then, the students who got the level 60-79 are 17 students (34.21%), it is average to good. Based on the explanation above, the writer get the conclusion, the percentage of students' ability in writing recount text is average to good.

CONCLUSION

The writer conducted a research on A STUDY ON THE SECOND YEARS STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMP DAREAL HIKMAH PEKANBARU. The objective of this research is to know the students' ability in writing a recount text. In this case the type is personal recount. After taking the data and analyzing it, the writer found that the students' ability in writing recount text was at the average level. It can be seen in the curve in chapter VI. From 38 students who took the test, there are 19 quiet good in writing a recount text. It means that there are 19 students of the sample taken are not able to write a good recount text. So, the amount of the students who got the score above the mean is same with the amount of the students who got the score below the mean.

SUGGESTION

Based on the result of the data taken, the ability of first years students of SMP DAREAL HIKMAH PEKANBARU are still unsatisfactory. Because only 50% of the whole sample taken got the mark above the mean. So, the writer would like to offer some sugesstion as follows :

- 1 Since writing involves five aspect, the second year students should have good knowledge for those aspects. Furthermore, in writing specific form of text they also should have knowledge about the text type such as purpose, text organization and language features in order to be easiear for them to express their idea
- 2 The teachers are suggested to give more writing exercise in order that students have a chance to write.
- 3 The teachers should give clear instruction in order that the students understand what to do and what to write.
- 4 The teacher must correct or check the students writing task to motivate them to write well

Finally, write expects that all findings, conclusion and suggestion in this research will be useful for both teachers and students, particularly the first years students of SMP DAREAL HIKMAH PEKANBARU.

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