CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English language is one of the foreign languages. English is one of the important part in education, because English is an international language used by many people in the world. Accordingto(Sipayung, K. T., 2019: 94) English is rapidly gaining status as a global language, because using English the easiest way to communicate with people from other countries about any aspects of human life such as education,science, business,technology, culture and also another aspect that used in Indonesian people. In response to this, therefore, in Indonesia, English very important to mastering.

English is not our native language, as a fact that mastery is not easy. The components and skills of the English language are important for the language learner. The components include grammatical structure, phonology, vocabulary, and pronunciation that can give the effect to the English-language skills; such as listening, reading, speaking, and writing. Writing is a written productive language skill. It refers to the ability to communicate to the reader with the written language. Reading is referred to produce the spoken language. Listening is the receptive spoken. It refers to the ability to understand the spoken language. It is the skill of a listener or group of the listener to interpret information transferred by the speaker. Speaking is the spoken productive language. It refers to produce spoken language. It the skill of the speaker to communicate the information to the listener.

But in fact, most Indonesian students could not learn English well, especially in writing. It is usually indicated when they write a paper or thesis in English. Many students make mistakes when they write an essay. Not all students had some ability in pouring the ideas when they write

an essay, it is because they do not have an interest in studying writing skills, especially writing recount text. In writing, students have to know about grammar, vocabulary, sentence structure, sentence sequence, sentence connection. Sometimes the students could speak English fluently but they did not definite understand in writing or making essays.

According to Brown (2004: 135) stated that there are five elements of writing. The five elements of writing are organization, content, grammar, vocabulary, and mechanics. The five aspects are important and should be applied in writing the text. And for these aspects, the students are usually found have ability in writing the text.

Recount text is a text that tells the reader about one story, action, or activity. Its goal is to entertain or informing the reader. According to (Knapp & Watkins, 2005:223) say that a recount is a sequential text that does little more than sequencing a series of events.There are generic structures of recount writing: 1. Orientation: tells who was involved, what happened, where the events took place, and when it happened. 2. Events: tell what happened in chronological sequence. 3. Re-orientation : consists of optional-closure of events/ending. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. In a simple word, the purpose of recount text is to retell experience. But even though just telling the event in the past, many students have difficulties to write it well.

Gerot and Wignell (2013: 154) add that the recount text has the social function, that is to retell events for the purpose of informing or intertaining. There are three parts generic (schematic) structures of recount text; namely, orientation, events, and re-orientation. Orientation tells about what happened, where the story happened, who was involved in gthe story, when it occured or why it happened. Events tell what happened in the story. These are usually describes in time order. When tellings the events, we may use connective words. And re- orientation is

optional, closure of the events.re- orientation which tells the conclusion or the closure of the story or events. Furthermore, they also explain about the significants lexiogrammatical features such as focus on specific participants, use of material process, circumstances of time and places, use of past tense, and focus on temporal sequences. Related to idea above, there is one indicator of English recount text text, namely; significants lexiogrammatical features that will used in this research to analyze the students' ability and difficultiy in writing recount text.

Based on the Competency standard in the 2013 curriculum, the students are expected to be able to analyze the structure, language features, and the meaning social function of recount text. The students are asked to write the recount text contextually, right and based on the social function. Besides that, they should be able to develop recount text in the form of work reports, history, and personal experiences.

Based on the writer's experience, when teaching practice program (PPL) in SMA Swasta Hosana Medan, the most difficult skill to be learned is writing. The writer found that many students cannot write recount text. Most of the students had low abilities in writing recount text. It was found that 75% of students could not write recount text well. The students got score under of standard of minimum completeness (KKM). In recount text, the students should use past tense as the language feature. However, they still got difficulties to differentiate the tenses. It was found that students have poor ability in using simple past tense in their writing. The second difficulty that the students got in writing recount text was choosing the correct action verb. Students did errors in using an action verb. The use of action verb relates with the use of simple past tense. When the students use simple past tense as their tense in their writing, it means that students have to use action verb in form of past tense. The third difficult is when using temporal sequence. They forgot to use the temporal sequence in writing recount text for example On

Saturday or The last Monday. The fourth difficulty faced by students in writing recount texts was focusing on specific participants. There were some mistakes that students did in using participant. The students got difficulties to differentiate kinds of participant and their functions. For example, when they use the pronoun " I" in the recount text, it refers to the writer. Considering the fact that was faced, it was important to categorize the students' ability in writing recount texts in order to find other difficulties that students face when writing recount texts and find some causes of the difficulties.

Based on the description above, the writer will investigate the students' ability and difficulties of writing recount text at tenth grade students in Tebing-Tinggi. By conducting this research, the writer hopes to determine the extent of student understanding in writing recount text. The writer is interested in conducting entitled: *An Analysis of the Students' Ability and Difficulties in Writing Recount Text at Tenth Grade Students in Tebing-Tinggi.*

1.2 The Problems of the Study

Based on the background presented above, the problems of the study deals with the following:

1. How are the students' abilities in writing recount text at the tenth grade in students in Tebing Tinggi?

2. What are the students' difficulties in writing recount text at the tenth-grade students in Tebing Tinggi?

1.3 The Objectives of the Study

The objective of this research are :

1. To describe the students' abilities in writing recount text at the tenth grade students in Tebing Tinggi.

2. To find out the students' difficulties in writing recount text at the tenth-grade students in Tebing Tinggi.

1.4 The Scope of the Study

Writing text seems to be a difficult task for students. There are some aspects to be considered, for example, get the main idea, vocabulary, grammar, and mechanics. In writing, the writer must compensate for the absence of these features like that keep the channel of communication open through our efforts and to ensure, both through our choice of sentence structured. This study focuses on the students' ability and difficulties in the writing recount text at tenth grade students in Tebing Tinggi.

1.5 The Significances of the Study

The benefit of this research are :

1. Theoretically Significances

this study is expected to give information about students' ability and difficulties in writing recount text.

2. Practically Significances

a. To the students

This study makes them conscious in writing recount text properly.

b. To the teachers,

This study provides information about students' difficulties in recount text which can inspire them to create an appropriate teaching-learning process of recount text.

c.To researcher,

The result of the study can be a basic step to do other research on a similar topic.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter will present the review literature and explanation of the related material. It consists of the definition of writing, element of writing, students' abilities and difficulties, the definition of text and genre of the text, recount text, and generic structure of recount text. Some opinions are needed to explain some concepts or terms that applied to the research concern.

2.2 Writing

2.2.1 The Defenition of Writing

Writing is one of the four language skills besides listening, speaking, and reading. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate with its purpose. Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable materials with a pen or pencil. As Hornby states in Oxford Advanced Learner's Dictionary, writing is the activity to make letters or numbers on a surface, especially using a pen or pencil. There is a way to produce language and expressing ideas, feeling, and

opinion, it is writing (Harmer, 2004:31). Furthermore,writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Writing is a process of transferring ideas into a written form that is understandable. Writing is also a process of outing their ideas or thoughts in writing form. In writing, the writer needs organizational structures that make the words convey the writers' ideas or messages through development and coherence. To convey some meaning of the text, the writer put down the graphic symbols which have a function to present a language, so that the reader can grasp the information which the writer has tried to convey (Sapkota (2012:70) in (Harris, A., Mohd. A, 2014)), This idea is supported by Nunan (2013:88) which also explains that writing can be defined by a series of contrast : (1) writing is both a *physical* and a *mental* act. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (2) writing's purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to have ideas expressed in certain ways. (3) writing is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. It is because writing is a process of putting ideas in their mind on a paper to transform them into words and become sentences by using the structure and coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good sentences and paragraphs that have meaning.

From the above opinions, the writer can be concluded that writing is the process think deeply of producing message by putting down the expression of the idea into a paper. In other

words, writing is a process to convey the message to the reader by producing a sequence of sentences arranged in a particular order and linked together in certain ways.

2.2.2 Elements of Writing

In writing, the students need the basic requirement of the correct sentence, paragraph, grammar, punctuation, diction, and spelling. There are five elements of writing such as organization, content, grammar, vocabulary and mechanics (Brown, 2004:135) .

2.2.2.1 Organization

The organization of writing involves an introduction, body, and conclusion. According toOshima (1997:6) stated that there are three major structurals parts in organization of writing. They are topic sentences, supporting details and conclusion. The topic sentence states the main idea of the paragraph. Supporting detail will develop it by giving explanations, reasons, examples, facts, statistics, and quotations. Meanwhile, the conclusion is the end of the paragraph which gives the reader important points to remember.

2.2.2.2 Content

A good writing has a good content in it. It means the content of writing or essay should have proper and give crucial information (Heaton, 1988:148). Content is about knowledgeable and substantive. Moreover, the content provides discussion and explanation of the topic, for example in writing "Negative Effect of Abortion". Based on the topic, the writer shows an explanation that consists of reasons and evidences about the negative effect of abortion as a content.

2.2.2.3 Grammar.

Grammar is important because it provides information that helps the reader's comprehension. Grammar of a language is the set of rules that govern its structure.It is the structure that conveys precise meaning from the writer to the audience. The grammar determines

how words are arranged to form meaningful units (Jeffrey Coghill and Stacy Magendanz ,2003:16). Furthermore, grammar is the rules that show how words are combined, arranged or changed to showcertain kinds of meaning (Swam, 2005:19).

2.2.2.4 Vocabulary

Vocabulary plays very important role in constructing a good paragraph. Vocabulary is a set of words or phrases that are used to communicate either in oral or written. By choosing appropriate words, the writer will be able to communicate the ideas, opinions (Webster, 2003:221) Thus, owning much of vocabulary plays an important role in language development and improvement. Without having a lot of vocabulary, no one can communicate effectively and express the idea in oral and written form.

2.2.2.5 Mechanics.

Mechanics of writing consist of grammar, spelling, punctuation, and usage to distinct expression in writing. The mechanicsof writingdevided into three parts: capitalization, punctuation, and spelling (Oshima, 1997:10). Capitalization is using uppercase letters in writing which purpose to signals the reader that a new sentence is beginning. Also, it signals proper names, titles, and headings. The second is punctuation which includes external marks and internal marks. External marks consist of period, question marks, and culmination points. Internal marks such as commas, semicolons, colons, quotation marks, parentheses, dashes, apostrophes, and hyphens. Punctuation will signal the reader where one paragraph ends and the next begins. The last part is spelling. Spelling is the act of forming words correctly from individual letters (Oxford Dictionary:1472). Accurate spelling is important in writing and the writer will lose marks if the writing has spelling errors.

2.2.3 The Process of Writing

The writing process goes through several steps to produce a well-written product. It means that there are some parts to be taken in producing the text. It is more than just putting words together to make sentences. It needs some steps to make sure that what has been written follows the right development of the writing process.

The writing process, further, incorporates some stages structurally. There are some stages in writing, they are planning, drafting, revising, and final drafting (Harmer, 2004:4). The writing process as a classroom activity that incorporates those four basic writing stages is seen as a recursive process. This means that it has a cycle that integrates among stages. It can be seen as a processing wheel in which it clearly shows the directions that the writers may take during their process in writing.
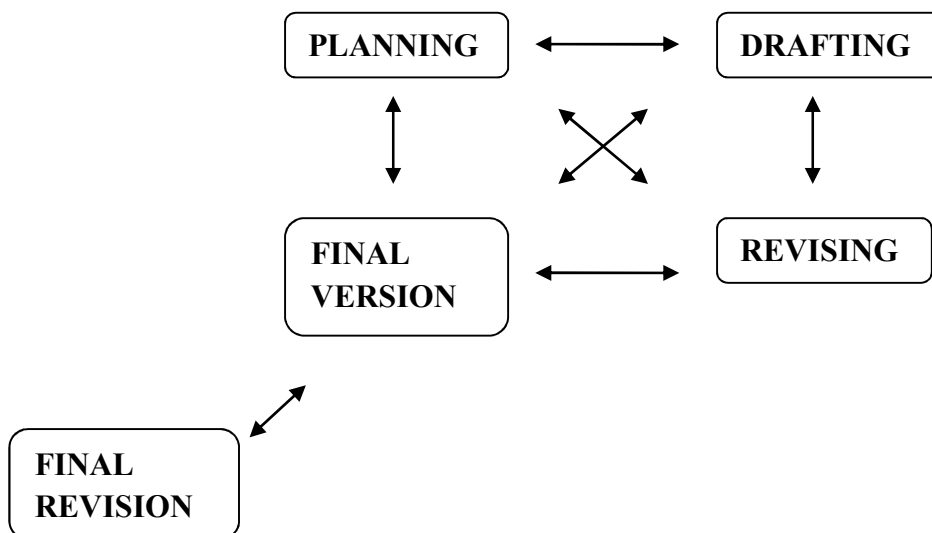
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  PLANNING  ⟷  DRAFTING

       ⇅      ⤫      ⇅

   FINAL         REVISING
  VERSION  ⟷

  FINAL
 REVISION
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Figure 2.2.3 The process of writingtaken from Harmer (2004: 4).

This process wheel is done recursively. It means that writers may loop backward and move forwards between these various stages. Thus, at the editing stage, the writers may feel the need to go back to a pre-writing phase and think again. They may also edit their writing as they draft it.

2.2.3.1 Planning

Planning or pre-writing is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thoughts to get started. It affects students' purposes to write in terms of the language they use, the text they wish to produce, and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include.

2.2.3.2 Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The result of this process is a composition or "first draft" of ideas.When the first draft of the paragraph, the ideas generated from planning as a guide.

2.2.3.3 Editing (Reflecting and Revising)

It is the stage that refers to the process of reflecting and revising based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organization, style, grammatical and lexical correctness, and appropriateness. When students

have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not. Reflecting and revising are often helped by other readers who comment and make suggestions.

2.2.3.4 Final Version.

The final version is the stage when the students have edited their drafts. It might be seen differently from the original plan and the first draft because the might be so many changes in the process of editing. Through the stage of the wheel process, students can move around one part to another part of the wheel. Therefore, when the students have written what they think is the final version of their writing, they may still, go back and re-plan or re-visit earlier stages.

In conclusion, there are four steps in process of writing. The process of writing is a processing wheel consists of planning, drafting, editing, and final version. The process makes the students work flexibly as they ways to improve their writing.

2.3 Genre of Writing

Learning about writing is learning about genres. According to (Gerot& Wignell, 2013: 152-174), there are 13 genders in writing, they are spoof, recount, reports,analytical exposition, new item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews.

1. Spoof

Spoof is to retell an event with a humorous twist. The punch line in the event is an unpredictable action done by a character(s) for a response to another characteristic(s). It social function is to entertain and share the story.

2. Recount

A recount is to retell events for the purpose of informing or entertaining. Theoretically, the technique to write a recount text is similar to the way a narration is writen. Structurally, a recount text is a text which contains three components; they are orientation, events, and re-orientation.

3. Reports

Reports is a kind of text which can be written out with a descriptive technique. It describes an object to the reader. The lenght of the text depends on the specific details of the object being described.

4. Analytical Exposition

Analytical Exposition is to persuade the reader or listener that something is the case. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim it just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in human's life reality by revod it with some facts.

5. New Item

New Item is to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important. The generic structure of this text is thesis, argument, and recommendation.

6. Anecdote

Anecdote is to share with others an account of an unusual or amusing incident. Anecdote is a text which retells funny and unusual incidents in fact of imagination. Its purpose is to entertain the reader. Anecdote is a text containing five components; they are abstract, orientation, crisis, reaction, and coda.

7. Narrative

Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.It is tell the stories, experiences, and action which happen in the past. It uses simple past tense.

8. Procedure

The procedure is to describe how something is accomplished through a sequence of actions or steps. Procedure is a text containing four components namely, goal, material, methods; add the orientation by which a writer describes how something is accomplished through a sequence.

9. Descriptive

Desciprtive is the writer describes an object. Descriptive is to describe the object can be concrete or abstract object. It can be a particular person, place, or thing.Description is the text containing two components, namely; identification and description.

10. Hortatory Exposition

Hortatory Exposition is to persuade the reader or listener that something should or should not be the case. It is also a text containing three components, namely; the thesis, argument of the issue of concern, and recommendation.

11. Explanation

Explanation is to explain the processes involved in the formation or workings of natural or sociocultural phenomena. Explanation is a text containing two components, namely; the general statements, and sequenced explanation.

12. Discussion

Discussion is to present (at least) two points of view about an issue. The social function is to offer their viewpoints that related to some problems. The generic structure of this text is issued, arguments for.

13. Reviews

Reviews are to critique an art work or event for a public audience. The generic structure of the review text is orientation, evaluations, and evaluative summation.

2.4 Students' Ability and Difficulty

According to Robbin (2003:52), the ability is an individual capacity for conducting tasks in certain work. Based on Merria Webster, the word ability means "the quality or state of being able especially : physical, mental, or legal power to do something. However, Kreitner (2001) in Sudjono argues that ability is a stable characteristic related to the maximum physic and mental ability of a person. In other words, a student's ability is a student competency to conduct a task properly.

Difficulty is something that is not easy to do (Cambridge Dictionary: 423). Based on Merriam Webster, the word difficult means "hard to do or make something".While, according to the oxford dictionary, difficulty is "a thing or situation that causes problem". Thus, a student's difficulty is a problem situation which is faced by a student. In this study, the meaning difficult refers to a problem in writing recount text.

Graham (2006) defines writing difficulties as lack of development in writing. The students with writing difficulties tend to spend little time in process writing; also those students tend to focus on hand writing, spelling, punctuation and capitalization. These factors affect their performance because they spend more time on correcting than producing.Writing difficulties is

used when talking about students who do not have the qualifications in order to be able to write in the way that is expected of the student.

The students' difficulties in writing recount text that found from significant lexicogrammatic feature. The students could not able to write the recount text well. In writing recount text, there are some difficulties that faced by the students. They have difficulty in using past tense and material process, focusing on spesific participants, circumstances of time and place, and focusing on temporal sequences.

Based on Gerot & Wignell (2013:154) said that there are 5 significant lexicogrammatic feature in recount text, such as :

1. Focus on Specific Participants   (In Bold)

2. Use of Material Processes   (In italics)

3. Circumstances of time and place   (Underline)

4. Use of past tense

5. Focus on temporal sequences

This is an example of a good recount text :

Earthquake

Orientation	**I** *was driving*<u>along the coast road</u> when **the car** suddenly *lurched*<u>to one side</u>.
Even I	At first **I** thought **a tyre** had gone but then **I** saw **telegraph poles** *collapsing* like matchsticks.
Even II	**The rocks***came tumbling*<u>across the road</u> and **I***had to abandon***the car**.
Even III	When **I***got back*<u>to town</u>, well, as **I** said, there wasn't much left.

2.5 Recount Text

2.5.1 Definition of Recount Text

Based on Knapp & Watkins (2005:223)emphasizesthat a recount text is a sequential text that does little more than sequencing a series of events . The writer should remember that while the purpose is to retell they still need the craft their retelling to be interesting to the reader. According to Goatly (2000:30) in Nunung and Made (2013) notes that "Recount text is to construct past experience by retelling events and incidents in the order in which they occurred.". However, Derewianka (2000) also say that recount text is a text retelling about events or experiences in past chronologically based on sequence of events. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speech, television, interviews, and eyewitness account.

2.5.2 Structure of Recount Texts

It is a point when writers try to create a piece of recount text. According to Gerot & Wignell (2013:154) stated that there are three types of structure of recount text. They are:

1) Orientation: provides the setting and introduces participants.

2) Event: tell what happened, in what sequence.

3)Reorientation: it functions as the closing statement. It is a paragraph that optional – closure of events

In conclusion, a recount text tells the reader what happened in the past. It begins with an orientation that tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

2.5.3 Language Feature of Recount Text

Besides the generic structure of recount text, the language features are one of the important things in writing recount text. According to Gerot & Wignel (2013 : 154) stated that there are five language feature in recount text, such as:

(1) Focus on Specific Participants, e.g. I

(2) Use of Material Processes, e.g. went, stayed

(3) Circumstances of time and place, e.g. to town

(4) Use of past tense

(5) Focus on temporal sequences.

2.5.4 How to Teach Recount Text

Teaching recount to students of senior high schools is not different from teaching writing to students in common. The topic chosen can be based on the students' activity because a recount text tells a certain event which emphasizes on the sequences. Through collaborative writing, the teaching of recount texts can be easier because it provides some steps which are the wheel process of writing and the activities based on the nature of the collaborative writing technique.

There are some stages of the writing process are planning phase, drafting phase, revising phase, and final drafting (Harmer ,2004:4). The first phase is the planning phase. It is spent on generating some preliminary ideas, reading, and clarifying instructions. In the planning phase, students describe a theme of a recount text that they are planning to write to their pairs. It helps the students to complete their ideas because their pairs give useful materials for them. Besides, the students are encouraged to think in terms of positive collaboration between partners, which means that they are not thinking competitively and individualistically but rather cooperatively in terms of the group.

Second, in the drafting phase, the students work together to write their first paragraph of the text. They write each composition to ensure that they both have a clear start on their composition. Then, they write their idea individually. It provides them the responsibility in improving their writing skills when they elaborate on their idea through their writings. This phase also stimulates the development of the grammatical components of the students when they write their compositions in the form of recount texts.

Third, in the editing phase, the students have completed their writings and revised the compositions by making corrections in capitalization, punctuation, spelling, language usage, and other aspects of writing. They can also give suggestions for revision and ensure that each composition is error-free. This phase gives a good contribution to students' writing products because the feedback given in this stage is very useful. They immediately know the mistakes found on their compositions and it can help them to generate a positive attitude toward their writing process.

Last, in the final draft, the students re-write their writing by taking into accounts any corrections given by their peers. In this last phase, students are also given the idea that writing a text is determined by the process and it is not merely about the final product they have written. Therefore, based on the combination of the nature of the writing process and collaborative writing, it is expected that the students' writing skills on recount texts can be effectively improved.

2.6 Previous Research

The writer takes the review of literature from other journal aas the principle or comparison with this research. There are several studies related to this research which are usefull

in their existences as data for supporting the researcher' thesis. The studies that are explained below have relationship with thesis.

Nunung & Made (2013)the first researcher *"The Analysis of The Students' Ability In Writing Recount Text"*.Conducted a study that analyze the students, writing ability in recount text. In this research, the researcher found this data from written test of students at SMAN Arjasa Jember by used purposive sampling. The subject was thirrthy nine students in X-8. The findings show that the X-8 year students' ability in writing recount text catogorized as poor. There were 16 students (42%) catagorized poor, 2 students (5%) were catagorized very poor, 5 students (13%) were catagorized fair, 13 students (34%) were catagorized good, and 2 students (6%) were catagorized very good. Therefore, it can be said that teaching learing process in writing recount text was not yet satisfying.

(Harris et al.,(2014) the second researcher *"An Analysis of Students' Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau"*. Conducted a study that analyzed the students, writing skill in recount text. In this research, the researcher found this data from the written test of students at SMA N 1 Sungai Limau. This research was to find out the students writing skill in generic stycture of recount text and language feature in recount text. The data analysis took from the students' recount text result.

Based on the data analysis, it was found that students got difficulties in using language features of recount texts. First, students got difficulties in using simple past tense. Based on the data of students' test, it was found that students have poor ability in using simple past tense in their writing. It was proven by the data that students did mistakes 36% in using simple past tense.The next difficulty that thestudents got in writing recount text was choosing correct action verb. Students did errors 35 % in using action verb. Using linking verb was thenext difficulty

that students faced inwriting recount text is. Based on the data that the researcher found in students writing test, students have weak ability in using linking verb when writing recount text. Students did errors 18% in using linking verb.The last difficulty faced bystudents in writing recount texts was using pronoun.

Siahaan (2013) the third researcher "*An Analysis of The Students' Ability and Difficulties in Writing Descriptive Texts*".The purpose of this study are to find out the students' ability and difficulties in writing descriptive text. The researcher tooka class of tenth grader students of one senior high school in Bandung, but only nine students were chosen as the participants. The nine students were categorized into: low, middle and high achievers. The data analysis took from the students' descriptive text result. Based on the data analysis, it is revealed that the students from middle and highachievers have good control about the schematic structure of descriptive text. In terms of linguistic features, almost all the students have ability in implementing the linguistic features in the text they wrote. In terms of transitivity process, all the students showed their good ability in applying it, but middle and high achievers showed better ability in using processes. Moreover, the low achievers seemed to have less sense about English Grammar. They made a lot of mistakes in the text they wrote.

2.7 Conceptual Framework

Lack of ideas made students difficult in writing. In this research, the writer focus on getting ideas to write recount text. Writing as one of the productive skills has a process that consists of planning, drafting, editing, and final drafting. The students should approach the process, try and plan what to write, check what they have written, and revise it before sending it off.

From the early observation of students' tenth grade students in Tebing Tinggi, one of the problems was that students did not know how to begin writing because the components of recount texts such as the language features, the generic structure, and the purpose were not familiar with them. Besides, their minimum requirement in writing skills namely writing correct spelling and punctuation was still low. These problems became worse when they worked individually. It made them bored and unexcited to produce the recount text.

By looking at the facts that students need to be encouraged to write the text, the researcher employed collaborative writing as an activity to improve their writing skills. Collaborative writing was a process in which the students were offered the opportunity to give and receive immediate feedback on the language used on their writings that might be missing when they work individually and it suggested valuable opportunity in improving reading and writing skills to the students. It was also considered as a process that enhanced and stimulated students' motivation in improving the writing skills because they found the feedback from their pairs that was useful for the betterment of developing the writing skills. It also provided the enjoyment of writing a text as a form of planning in the process of writing that relates to their personal experiences. The personal experiences were interpreted in a form of recount text where the students explored and discovered the language that sounded familiar to them. It eased them to start writing the texts because the language and the topic used were based on their surroundings that were very common and easy to find.

The collaborative writing process was implemented through four distinct phases of writing: planning, drafting, editing, and final drafting phases in which the students helped each other to improve their writing skills effectively. Seeing the fact that the students need a certain technique

to improve their writing skills, the researcher employs a collaborative writing technique that has four phases: planning, drafting, revising, and final-drafting phase.

According to the literature review and the conceptual framework, the use of collaborative writing will improve the students' writing skills in recount texts.
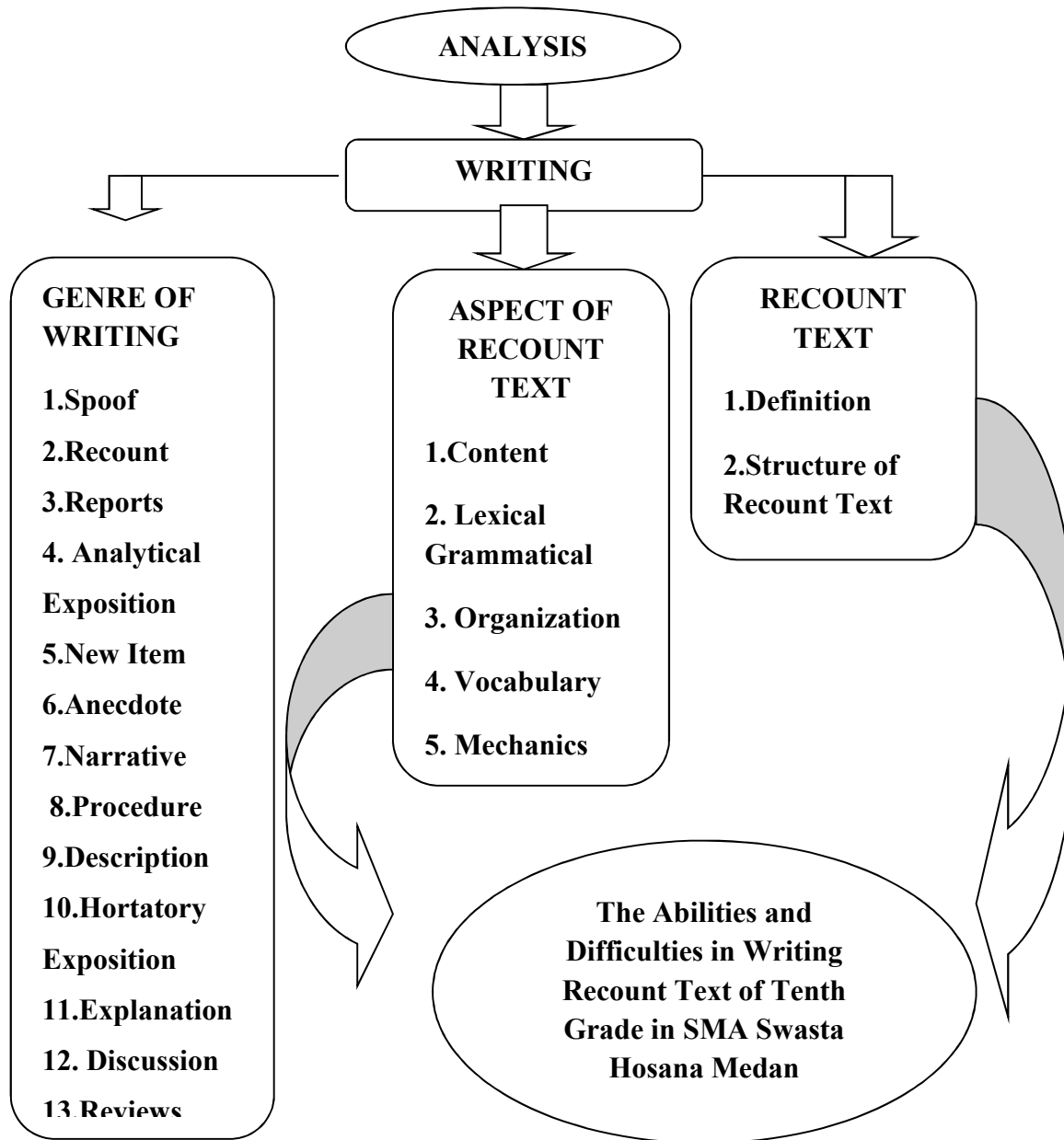
ANALYSIS

WRITING

GENRE OF WRITING

1.Spoof

2.Recount

3.Reports

4. Analytical Exposition

5.New Item

6.Anecdote

7.Narrative

8.Procedure

9.Description

10.Hortatory Exposition

11.Explanation

12. Discussion

13.Reviews

ASPECT OF RECOUNT TEXT

1.Content

2. Lexical Grammatical

3. Organization

4. Vocabulary

5. Mechanics

RECOUNT TEXT

1.Definition

2.Structure of Recount Text

The Abilities and Difficulties in Writing Recount Text of Tenth Grade in SMA Swasta Hosana Medan

Figure 2.7 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The writer used a qualitative research method in this study.Cresswell (2014:32) stated that "Qualitative research is an approach for exploring and understanding the meaning individuals or groups describe to a social or human problem". This means that qualitative research aims to make sense of or interpret phenomena in terms of the meanings people bring them.

Descriptive qualitative is one of the methods which is focused on describing the social phenomenon. The qualitative research concerns on yielding an understanding of the types, processes, and reasons of occurred phenomena. Thus, the writer interests in what something occurred, such as what are the types and the causes of difficulties in learning English.

And the final, the writer reported a set structure consisting of introduction, literature and theory, methods, results, and discussion. In qualitative studies, the distinction between study design and methods of data collection is far less clear. The qualitative descriptive methodwas applied in this study because the researcher will describe students' abilities and difficulties in writing recount text.

3.2 The Population and Sample

A population includes all of the elements from a set of data. Population is group of people that want to find out about bydoing your research. The population of this research is the tenth grade students in Tebing Tinggi.

A Sample is a small proportion of a population selected forobservation and analysis. It is understood that sample taken is considered to be arepresentative of the population. The Sample of the research is the tenth grade class. There are 20 students in that class.

3.3 The Instrument of Collecting Data

The instrument of collecting data is a writing test as the instrument to obtain the data. The test instrument is only used to determine the results of writing skills. In this step, the test are constructed to evaluate the students' mastery of the learning objectives. The data was collected by asking the students to write a recount text. The text done to get the result about the ability and difficulties to write recount text based on components or contents of recount text. And then, observing the students paper after their result or paper was collected.

3.4 The Procedure of Collecting Data

To collect the data, the writer used a qualitative method. The writer investigated to get the data and described the student's abilities and difficulties in writing recount text at the tenth-grade students.

3.4.1 Collecting Data to Describe Student's Abilities

1. The writer explained what the recount text is, how to make a recount text, and give an example of recount text.

2. The writer asked the tenth grade students in Tebing Tinggi to write a recount text that chooses by themselves.

3. The writer gave 40 minutes to make a recount text with a maximum of 120 words or 2 paragraphs.

4. The writer collected the test of students in writing recount text.

3.4.2 Collecting Data to Describe the Student's Difficulties

1. The writer explained what the recount text is, how to make a recount text, and give an example of recount text.

2. The writer asked the tenth grade students in Tebing Tinggi to write a recount text that chooses by themselves.

3. The writer collected the test of students in writing recount text.

3.5 The Technique of Analyzing Data

3.5.1 Analyzing Data of Students' Abilities in Writing

This study used certain techniques in collecting data, that is testing. A test is a procedure used to collect data on subjects' ability or knowledge. A test was used to measure the ability of the students' recount text. The test in this study aimed to find out the students' ability about recount text material that has already given in learning process. The achievement test that has already conducted was written test in recount text.

First step, after conducting the test, the sheets were collected. The second step, the writer identified mistakes on the students' work, such as content, organizing, grammar, vocabulary, and mechanic. The last step is scoring. The writer gave the score based on particular criteria.

1. Tabulating the students' score.

3.5.1 Table of Scoring Writing TestAbility

Aspects of Writing	Level	Score	Criteria
	Excellent to Very Good	30-27	- Knowledgeable - Substantive -Thorough development of thesis

CONTENT			-Relevant to assigned topic
	Good to Average	26-22	- Some knowledge of subject - Adequate range -Limited development of thesis - Mostly relevant to topic, but lacks detail
	Fair to Poor	21-17	- Limited knowledge of subject - Little substance - Inadequate development of topic
	Very Poor	16-13	- Does not show knowledge of subject - Non-substantive - Not pertinent - Not enough to evaluate
ORGANIZATION	Excellent to very good	20-18	- Fluent expressions - Ideas clearly stated/supported - Succinct - Well-organized - Logical sequencing – Cohesive
			- Somewhat choppy

	Good to average	17-14	- Loosely organized but main ideas stand out - Limited support - Logical but incomplete sequencing
	Fair to Poor	13-10	- Ideas confused or disconnected -Lacks logical sequencing and development
	Very Poor	9-7	-Does not communicate - No organization - Not enough to evaluate
VOCABULARY	Excellent to Good	20-18	- Sophisticated range - Effective words/idiom choice and usage - Word form mastery - Appropriate register
	Good to average	17-14	- Adequate range - Occasional errors of words/idiom form, choice, usage - But meaning not obscured
			- Limited range

	Fair to Poor	13-10	- Frequent errors of words/idiom form, choice, usage - Meaning confused or obscured
	Very Poor	9-7	- Essentially translation - Little knowledge of English vocabulary, idioms, word form - Not enough to evaluate
GRAMMAR	Excellent to Good	25-22	- Effective complex construction - Few errors of agreement, tense, number, word order/function, articles, pronouns, preposition pronoun, preposition
	Good to average	21-18	- Effective but simple construction - Minor problem in complex construction - Several errors of agreement, tense, number, word, order/functio

			n, articles, pronouns, preposition - But meaning seldom obscured
	Fair to Poor	17-11	- Major problems in simple/complex construction - Frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions - Meaning confused or obscured
	Very Poor	10-5	- Virtually no mastery of sentence construction rules - Dominated by errors does not communicate - Not enough to evaluate
MECHANICS			- Demonstrates mastery of convention
	Excelle	5	- Few errors

	nt to Good		of spelling, punctuation, capitalization , paragraphing
	Good to Averag e	4	- Occasional errors of spelling, punctuation, capitalization , paragraphing but meaning not obscured
	Fair to Poor	3	- Occasional errors of spelling, punctuation, capitalization , 43 paragraphing - Poor handwriting - Meaning confused or obscured
	Very Poor	2	- No mastery of convention - Dominated by errors of spelling, punctuation, capitalization , paragraphing - Handwriting illegible

2. Calculating the students score, the students score calculated with the formula: $studentsscore$

$$= \frac{studentsgainedscore}{\text{maximum score}} x\ 100$$

3. Analyzing students score

Based on the scores which gotten from the test, the writer calculatedthe scores. The finding of the writer revealed in form of the information related to the analysis of students' writing skill in recount text of the tenth-grade students in Tebing Tinggi. Then, the scores analyzed according to scoring writing test.

4. The researcher give the score classification

There are five levels of the students' writing ability encompassing poor, fair, average, good, and excellent.

3.5.2The Students' Score Skill Level

Test score	Level
86-100	Excellent
71-85	Good
56-70	Average
31-55	Fair
0-30	Poor

3.5.2 Analyzing Data of Students' Difficulties in Writing

After asking the students to write a recount text based on some topics given, the writer used the result of the test to analyze students' difficulties in writing recount text and found out some factors that made them get difficulties in writing recount text. The writer instrument in the form of recount text writing test to get the main data of the students' writing difficulties:

1. Collecting the primary data by giving writing test to the respondents,

2. Analyzing the difficulties of writing recount text by tabulating the difficulties based of lexicogrammatic feature,

3. And concluding the research result descriptively to answer the research problems.