

**AN ANALYSIS OF THE STUDENTS' ABILITY IN WRITING RECOUNT
TEXT**

**(A Case Study on the Tenth Grade Students of Second Semester at SMK
PGRI 1 Bojonegoro)**

SKRIPSI



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LEGITIMATION

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CHAPTER I

INTRODUCTION

A. Background Of The Study

Humans need communication to deal with everyone in their lives. They express their ideas and share their feelings to get information from others. In communication, they need language to express their ideas. English is one of the most widespread languages used in the world. It is important to be mastered because most international communication is currently delivered through English.

English is important to learn, not only to be an international language, but now English has become a language that is used in every place, and it has become a must for everyone to be able to understand English to make people easier in these activities. English is often found in many public places such as those related to transportation, markets, even medicines using English. So consciously or not English is often encountered in daily activities.

Language is the most important tool for communicating. This is used for learning, socializing, thinking and expressing ideas or opinions between speakers and listeners or writers and readers. Language is a system or method used to express feelings, ideas, and suggestions. Therefore, language is referred to as a communication tool or interaction tool that only humans have. According to Felicia (2001:1), a language is a tool used to be able to communicate every day, both oral language and written language.

There are four main skills in language, namely listening, speaking, reading and writing. One of the important language skills for students is writing because people can express their ideas in written form. According to Saleh (2006), writing is the ability to express ideas, opinions, and feelings to other parties through written language. While Suparno and Yunus (2008) said that writing is an activity to convey messages (communication) by using written language as a medium or tool. In written communication, there are at least four elements involved, namely the researcher as the messenger, the contents of writing or messages, channels or media in the form of writing and readers as recipients of the message.

The Liang Gie (2002:3) said that writing skills are skills in making letters, numbers, names, a sign of any language with stationery on a particular page. While composing is a whole series of activities in expressing ideas and conveying them through written language to the reading community to be understood. In contrast to The Liang Gie, Nurgiyantoro (2001:273) revealed that writing is an act of expressing ideas through language media. And Djuharie (2005:120) also said that writing is a skill that can be nurtured and trained.

Based on some of the above meanings, the researcher concludes that students are able to tell their ideas, feelings, and convey messages in a writing form that can be read and understood by the reader or recipient of the message and writing is not a pure ability obtained, but this ability is able to be trained and fostered so that one can write proficiently.

Writing is not easy, it requires practice and guidance. Many students think writing is difficult. At school, students have to be able to understand and make functional texts such as procedures, descriptive, recount, narration and report texts. In this research, the researcher will discuss the recount text. Recount text is a text or story that tells a person's experience in the past. Recount text has several types, including personal recount, factual recount, and imaginative. Schools have taught a personal recount to tell about their personal experiences. But sometimes it is not only about the personal experience, but also tell about their idol, parents, one of the family loved, and others.

Many tenth grade students of SMK PGRI 1 Bojonegoro lack in mastery recount text, there is only a few students who have mastered and are proficient in it. Some students who lack mastery of recount text may be caused by the teacher's explanation is not easy to understand or the teacher's learning method is not appropriate to be applied.

In addition to the teacher's factors, students' factors are also important. The teacher has used the right method and the language used has also been adapted to the vocabularies that are easily understood by students, but they do not give great attention to the teacher's explanation. They cannot concentrate on the learning materials because of daydreaming, or having a talk with their friends.

Then the students' differences in abilities, intelligence, talents, interests, and backgrounds also influence their writing mastery. Not all learning methods used by the teacher are appropriate to be applied to all of

the students. There is a suitable method to be applied to student A but not but not suitable for student B. Then it can also be a barrier for students to master the learning material.

To learn more about students' abilities, researchers need to carry out tests related to recount text. Later, the researcher will provide essay tests to students. Test assessment is based on content, vocabulary, organization, language use, and grammar. Then the results of these tests will be assessed using the scoring rubric to find out how far the students' master the recount text.

There are many researchers related to this topic. One of them is Diana Liza Za'in from State Islamic University Raden Intan Lampung. In the results of her research, it was explained that students had problems writing recount texts such as content, organization, vocabulary, language, and mechanics. The most dominant problem in writing recount text is mechanics. Then based on the results of the questionnaire showed that the causes of students' problems in writing recount texts found four aspects, namely: grammatical weakness, knowledge and understanding, lack of training, and educational background. The differences with this research are in the research objectives. The objectives of Diana's research are to find out students' problems in writing recount text, to know the most dominant problem in writing recount text, and to know the causes of students' problem in writing recount text.

On the other hand, Dian Sukma from the University of Pasir Pangaraian also conducted research with the same title as this research, the

results of her research showed that the skills of tenth-grade students at SMAN 2 Rambah Hilir in writing recount texts were the moderate category. This means that students of class X SMAN 2 Rambah Hilir still have difficulty in writing recount text. The difference with this research is the instrument. In her research, Dian Sukma only used the test as her research instrument. But in this research, the researcher used several instruments such as tests, questionnaires, and also documentation.

Based on what has been explained above, the researcher will conduct research with the title "AN ANALYSIS OF THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT". The researcher will conduct the research at the tenth-grade students of SMK PGRI 1 Bojonegoro. The researcher took this title because she wants to know how students' ability in writing recount text and the difficulties experienced by students in learning recount text.

B. Problem Statements

This research aims to answer the following questions :

1. How is the students' ability in writing recount texts at the tenth grade of SMK PGRI 1 Bojonegoro?
2. What are the difficulties the students find in writing recount texts at the tenth grade of SMK PGRI 1 Bojonegoro?

C. Objectives of the Study

The objectives of this study can elaborate as follows :

1. To find out how students' ability in writing recount texts at the tenth grade of SMK PGRI 1 Bojonegoro.

2. To find out what are difficulties that students find in writing recount texts at the tenth grade of SMK PGRI 1 Bojonegoro.

D. Benefits of the Study

The writer hopes that the results of this research will be useful for many people, especially for the researcher, students, and the teacher.

For the teacher: She knows the extent students' writing ability, so she can provide more understanding to students who lack mastery over recount text material.

For students: They can find out how well they can master recount text material.

For future researcher: The results of this research can be a reference for future research to be better.

E. Definitions of Key Terms

Key terms: *writing, recount text.*

According to Pranoto (2004), writing means pouring thoughts into writing or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in writing. In other words, through the writing process, we can communicate indirectly. Whereas according to Slamet (2008), writing is an activity of exploring thoughts and feelings about a subject, choosing the things to be written, determining how to write them so that readers can understand them easily and clearly.

According to Grace (2007), recount text is a text that tells the reader or listener what happened in the past through a series of events. One example

of recount text is a personal experience. Recount text is usually used to tell the situation in the past, so the writing uses past tense. There is no conflict in a recount text, the content is in the form of a sequence of stories arranged chronologically in several paragraphs.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing

1. Definition of Writing

A language is a tool for communicating messages. People need language to express and show what they feel. With language, we will know and get many types of information from people all over the world who have different cultural backgrounds. One of the language abilities students will acquire in learning English is writing ability. Writing ability can be associated with other skills such as listening, speaking, and reading.

According to Pranoto (2004), writing means pouring thoughts into writing or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in writing. In other words, through the writing process, we can communicate indirectly. Whereas according to Slamet (2008), writing is an activity of exploring thoughts and feelings about a subject, choosing the things to be written, determining how to write them so that readers can understand easily and clearly.

Writing skills have a role to help students develop their English. Harmer (2004) says that the importance given to writing is different from the teaching situation. In some cases sharing bills is the same as other abilities where students write their learning about grammar and language

vocabulary. This means writing activities can be done by students to improve their English.

Pudiastuti(2014) said that writing is the whole activity of someone expressing ideas and conveying through language written to the reader to be understood. She also explained that writing requires repeated practice. Without continuous training, it is impossible for someone to write well and correctly.

According to Kusmayadi (2007), writing is thoughts and feelings through writing. A person can shed all thoughts and feelings through writing. He also explained that although everyone can write, not everyone likes to write.

Based on the explanations above, the researcher concludes that writing is pouring thoughts into writing or telling something to others through writing, this can also be used as an indirect communication tool. In writing, we can explore thoughts and feelings about a subject, choose the things that will be written, determine how to write so that readers can understand easily and clearly.

2. Purpose of Writing

Writing has the purpose of distributing information and clarifying the intent of the mind between the writer and the reader. Writing is used by students to record, convince, notify, and influence. The purpose of writing can be achieved well by someone who can arrange ideas, thoughts, arguments, and pour them clearly. This clarity depends on reasoning, organization, language, spelling, and punctuation used.

According to Parkinson (2002: 41-42), the purpose of writing is:

- a. To inform, explain and describe.
- b. To argue, persuade and instruct.
- c. To explore, imagine and entertain.
- d. To analyze, review and comment.

Different with Parkinson, Suparno, and Yunus (2008: 3-7) said that the purpose of writing is that the reader can understand the values in writing so that the reader thinks and does something related to writing.

Based on the statement above, the researcher concludes that the purpose of writing is that the readers can understand the values in a writing, so they can think and do something related to the writing.

3. Types of Writing Text

In English, we can found many types of writing. Every type has its own characteristics and functions. The students should have knowledge of those writing text. Margaret (2009) state that there are many kinds of writing's genre in English, there are:

a. Narrative

Narrative text is a type of text in the form of a story, myth or legend, and plays. The narrative text tells a story that has a series of chronologically connected events. The purpose of narrative text is to entertain the reader. The narrative text has structure, such as orientation, complications, and resolution. The first part is the introduction or opening in the form of introduction of character, time, and place. Then, there is a development

of conflict or the appearance of problems in the story. Usually, the problem is solved by the main character.

b. Procedure

Procedure text is a text that explains clearly how to make or do something. The aim is to give instructions on how to do something through a series of actions or steps. The structure of the procedure text is the goal, material, and steps.

c. Information Report

A text that form of a scientific report, newspaper article, and book review. The purpose of this text is to tell the reader something interesting about the subject. Information report contains specific information about all aspects of the subject.

d. Recount

Text that recounts events that have occurred sequentially using clear time information in the past. The aim is to entertain the reader. Orientation, event, and conclusion are structures from recount text. The first is orientation, which is the introduction of characters in the story and the time and place of the incident. The second is the event, which contains a picture of the emergence of reasonable events to make the storyline. The last is a conclusion, containing personal comments related to the event.

e. Explanation

Text that contains processes related to natural, social, scientific, cultural and other phenomena. This text usually comes from the author's question related "why" and "how" to an existing phenomenon. The purpose of this

text is to explain the processes that occur in the formation or activities related to natural phenomena. The first structure of this text is the general statement, containing a general explanation of the phenomena to be discussed. The second is the sequence of explanation. It contains an explanation of the process of why this phenomenon can occur. The third is closing. It contains the final step described in the second part.

f. Hortatory Exposition

Text that has a purpose to explain what should have happened and should not have happened. Hortatory exposition can be found in science books, journals, magazines, newspaper articles, academic lectures, research reports, etc. To reinforce the explanation given, the researcher usually gives opinions that underlie the explanation. The first generic structure of this text is the Thesis statement, containing the issues raised in the text. then arguments contain opinions regarding issues. then the recommendation contains suggestions about what should have happened and not.

g. Discussion

This text contains a problematic discourse. It is a discourse that has two camps between Supporters and Opponents, and is discussed based on both perspectives. The purpose of this text is to present a problem or issue that is reviewed at least two points of view before reaching a conclusion. This text has a structure, including issue, it is containing the placement of problems to be discussed. Then, supporting points, contain opinions that support the issue in the form of main paragraph ideas and

elaboration or description of the main ideas of the paragraph. Next, contrasting points contains opinions that oppose the problem. Finally, a conclusion or recommendation, that is a conclusion or recommendation of a problem that has been discussed.

h. Description

A text used to describe an object or creature, whether in appearance, smell, sound, or texture of the object or creature. This text has the purpose of expressing the characteristics of objects, places, or certain creatures in general without the existence of in-depth and thorough research. Descriptive text has two parts that characterize the text itself, namely identification and description. Identification contains the topic that will be described. While the description contains a discussion of the topic.

i. Review

Text that contains a review of someone's work. The aim is to give criticism, suggestions, or a response to work so that the general public can participate in evaluating it. There are the structure in this text, the first is the introduction, contains an introduction to the subject to be discussed. Second is the evaluation, contains a detailed description of a work. The third is interpretation. In this section, the researcher gives their own opinion on a work interviewed to further improve the quality and results of the review that they can compare with other works that have similarities. The last is the summary. It contains the researcher's conclusions and judgments submitted to the reader.

j. Poetry

Poetry is a form of paper that usually represents the soul with a quality aesthetic value and has deep meaning.

Based on the statement above, the researcher concludes that there are ten types of text that students have to know. In this research, the researcher will focus on one type of text, namely recount. According to Margaret (2009), the form of recount text is to retell an event, a journal, a diary, and a life story. Recount text is a reconstruction of something that happened in the past. This is the sequence of events that take place over time and the purpose is to find out what happened. The story begins by telling the reader who is involved in what happened, where it happened and when it happened. The sequence of events is then explained in a sort of sequence, for example, the order of time (Seaton, 2007). Recount text is usually used to describe the situation in the past, so the writing uses past tense. It means that students tell events experienced to others that can be expressed through the form of writing in which chronologically written events that occur. There are no conflicts in the recount text, they are in the form of a sequence of stories arranged chronologically in several paragraphs.

The researcher chooses recount text because the researcher wants to know the students' ability and their difficulties in it. Therefore, the researcher investigated the students' written assignment of recount text to find out their problems in writing recount text.

4. Process of Writing

David and Lane (2005) said that every writer develops writing styles are not the same as others. But most successful writers have something in common. One of the most important is that they have learned to write through the process, a series of steps that they know will make it from the idea stage to the written product. David and Lane also combine the steps commonly used by the writer, including:

a. Establish the purpose and identify

It is one of the most important in these steps and it is often overlooked. In this step, the writer starts by thinking hard about who is going to read the piece and what they want it to accomplish. Then, write a short and simple statement of the purpose. Re-read and revise it until it clearly says what want it to say.

b. Get organized

In this step, the writer should arrange an organized plan, structure or framework, because it is very important for a good writer.

c. Write the first draft

In this case, the writer has to write the draft properly and correctly, because it will affect the next draft.

d. Age the draft

Aging the draft means letting go of it, putting it away and forgetting about it for a while, preferably overnight at least. This step is not a trivial point or a nicety. Make the time to put that draft away, let it ripen and mellow a little.

e. Re-read the draft

After aging the draft, read it from beginning to end. The main purpose is to evaluate the overall structure to check on the organization.

f. Revise

Do not worry about spelling, punctuation, or niceties of word choice. Move or delete whole segments that are in the wrong place or are unnecessary. Mark any places where omitted something important, or where a need to expand or support a point.

g. Edit

This is a place in the writing process where the writer should try to find someone else who has a good judgment to read and comment on the writing.

h. Proofread

No matter how smart we write there must be a mistake. Like typos, punctuation, grammar, word choice, and spelling. This step is the step where we correct it.

5. Aspects of Writing

In the writing process, students should pay attention to the writing aspects so that they can write well. According to Byrne (2011), there are five components that should be considered in writing, those are:

a. Organizing Idea

Ideas are the most important factor in writing because nobody can write meaningfully if he/she has not anything in mind yet.

b. Grammar

The grammar of a language is a description of the way that the language behaves. Without having knowledge of grammar the writers cannot make their language communicative to a great variety of reader from a different situation.

c. Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make the reader explore more deeply what they are telling about.

d. Mechanics

e. Content

Content is how the writer develops the idea related to the topic.

According to Jacob et al (1981: 90), there are five aspects of writing.

They are:

a. Content

Content refers to the substance of writing, the experience of the main idea(unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. The content paragraph does the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis.

b. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts, it may still be searching for order,

trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

It refers to the selection of words that are suitable for the content. It begins with the assumption that the researcher wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

d. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanic

It refers to the use of graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

By seeing the statements above, it can be said that there are several aspects of writing that have to be attended. The researcher prefers to Byrne et al's opinion that aspect of writing is organizing idea, language, vocabulary, mechanics, and content. By considering those aspects, students can compose perfect writing and understandable by the reader.

The followings are scoring rubrics according to Jacob et al (in Sara, 2002: 116) that will the researcher used to assess the students' test.

Table 1. Scoring of writing aspects

STUDENT:	DATE:	TOPIC:
SCORE	LEVEL	CRITERIA
CONTENT	30-26	EXCELLENT TO VERY GOOD: knowledgeable, substantives, through the development of the thesis, relevant to the assigned topic
	25-21	GOOD TO AVERAGE: some knowledge of the subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	20-16	FAIR TO POOR: limited knowledge of the subject, little substance, inadequate development of the thesis
	15-11	VERY POOR: does not show knowledge of the subject, not pertinent, or not enough to evaluate
ORGANIZATION	30-26	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly, stated/supported, well organized, logical sequencing, cohesive
	25-21	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	20-16	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	15-11	VERY POOR: does not communicate, no organization, or not enough to evaluate
VOCABULARY	25-21	EXCELLENT TO VERY GOOD: sophisticated range's effective word idiom choice and usage, word farm mastery, appropriate register
	20-16	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	15-11	FAIR TO POOR: limited range, frequent errors of the word of idiom form, choice, usage but meaning confused or obscured
	10-6	VERY POOR: essentially translation, little knowledge of English vocabulary, idiom word form, or not enough to evaluate
LANGUAGE	25-21	EXCELLENT TO VERY GOOD: effective complete instruction, few errors of agreement, tense, number, word order function, articles, pronoun, prepositions
	20-16	GOOD TO AVERAGE: effective but simple constructions, several errors of agreement, tense, number, word order/function, article pronouns, preposition but meaning obscured
	15-11	FAIR TO POOR: major problems in simple or complex construction, frequent error of negative, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons detections, meaning confused
	10-6	VERY POOR: virtually not mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.
MECHANIC	12	EXCELLENT TO VERY GOOD: demonstrates of mastery of convention, few errors of

- 9 spelling, punctuation, capitalization, paragraphing
 GOOD TO AVERAGE:
 occasional errors of spelling, punctuation, capitalization,
 paragraphing but meaning not obscured,
- 6 FAIR TO POOR:
 frequent errors of spelling, punctuation, capitalization,
 paragraphing, poor handwriting, meaning confused or
 obscured
- 3 VERY POOR:
 no mastery of convention, dominated by errors of spelling,
 punctuation, capitalization, paragraphing,
 handwriting illegible or not enough to evaluate.

B. Recount Text

1. Definition of Recount Text

According to Seaton (2007), **recount text** is a reconstruction of something that happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recounts begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance, a time order. Whereas, Grace (2007) said that recount text is text that tells the reader or listener what happened in the past through a series of events. On the other hand, Fadlun (2011) said that recount text is a type of text that contains a person's personal experience that is conveyed in sequence.

On the other hand, Anderson (2010: 16) said that recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text retells the past event or to tell someone's experience in chronological order. This is almost the same as the opinion of Pardiyono (2007: 63), according to him, a recount is a text that telling the reader what happened. It retells a past event. It begins

by telling the reader who was involved, what happened, where this event took place and when it happened.

Based on several statements above, the researcher concludes that recount text is a text that tells what happened in the past through a series of events that were delivered in sequence. This is one type of text that students have learned when they were in junior high school. It means that students already know about recount text because they have studied in several meetings and they have a good understanding of recount texts.

2. Types of Recount Text

Recount text is one of the types of text that must be learned in tenth grade of SMK PGRI 1 Bojonegoro. It means that students must develop their skills in writing texts in recount form. Actually, there are three types of recount texts namely *personal recount*: retelling the experience which the writer was directly involved, *factual recount*: retelling events or incidents such as newspaper news and accident reports. And *imaginative recount*: telling imaginative roles and connecting imaginary events (Emilia et al, 2008). In this research, the researcher will be focused on personal recount text. Personal recount text is recount text which describes an event in which the writer is involved or acted in the event itself (Amiruddin: 2004).

3. The Generic Structure of Recount Text

A recount text tells about something that has happened. It can be a story fictional recount or a factual recount. It can retell an event in the form of an email, a journal or a diary. It is important to discuss recounts in the class particularly students' personal recount (e.g their morning news) so that

they understand and can identify the different structures of this text type before they start to write their own.

According to Margaret (2009), recount text has three generic structures. The first is the orientation (beginning). The second is events (middle). The third is the conclusion (end). The following are the explanation.

a. Orientation

This part tells the reader who the recount is about, where it happened and when it happened.

b. Events

In this part, the writer tells the reader about the important events in the order that they happened.

c. Conclusion

At the end of the recount, the writer comments about the events.

4. The Language Feature of Recount Text

a. Use of specific participant

We can use a specific participant as like a young brother, sister, mother, or the writer him/herself: I, my brother, and my mother.

b. Use of the simple past tense

A simple past tense is a form of tense that states an action that was completed at a certain time in the past. In the simple past tense, time signal that uses is usually written specifically (for example yesterday, two days ago, last week, etc.). And do not forget that to make a sentence of simple past tense should use past tense verb or commonly

called Verb 2. For example, *Last school holiday I decided to spend my vacation with my family.*

c. Use of temporal and conjunction

This tells us about the time. When something has happened, what is the first that happened and the next. Temporal conjunction is such as: *after, when, then, before, during*, or conjunction such as: *first, next, and then.*

d. Personal comments

The researcher can write comments or personal impressions of events that have happened. For example, *The holiday was cool, I was happy because I had a great vacation in Lombok.*

e. Topic

A topic is the subject matter or the problem that will be discussed. As a subject, the topic must be identified before writing activities. Examples of topics that can the researcher used are Embarrassing moment, scary memory, last holiday, unforgettable experience, etc.

C. Previous Studies

Some researchers have conducted research related to this topic. What is mentioned below will explain the research findings that have been done before.

1. Research conducted by Dian Sukma from University of Pasir Pangaraian, in her thesis entitled "A Study On Writing Recount Text at the tenth grade of SMAN 2 Rambah Hilir". The design of this research was descriptive qualitative research. The findings showed that the students' skill in writing recount text at SMAN 2 Rambah Hilir as follows: 1 student (3,33%) was very good category, 11 students (36,7%) were good category, 16 students

(53,3%) were fair category, and 2 students (6,67%) were poor category.

From the results of her research, it was explained that the students' ability of the tenth grade at SMAN 2 Rambah Hilir in writing recount text was a fair category. It means that the students of tenth grade at SMAN 2 Rambah Hilir still had a problem in writing recount text.

2. Research conducted by Si Putu Agung Ayu Pertiwi Dewi from Pascasarjana Program of Udayana University, in her thesis entitled "Kemampuan Menulis Recount Text Dengan Menggunakan Teknik Picture Series Pada Kelas VIII Di SMP Angkasa Kuta Badung". The research method used in this research is an action research approach. From this research, we know that the application of picture series techniques in writing recount text displayed using slides can provide stimuli to students about new learning, especially in writing recount text.
3. Research conducted by Diana Lisa Za'in from Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. In her thesis entitled " An Investigation of Students' Problem in Writing Recount Text at the first semester of the eight grade of SMPN 4 Bandar Lampung in the academic year of 2016/2017". The research methodology used in her research was descriptive qualitative research. The result of this research showed that the most dominant problem in writing recount text is mechanics. Besides that, the cause of students problem in writing recount text are the grammatical weakness, knowledge and understanding, less practice, and educational background.

The equation of this research with some of the studies mentioned above is both want to know the students' writing ability and the difficulties that students encounter in writing recount text. The difference is that there is research that implements the classroom action research, whereas in this research, the researcher used case study as the method.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher uses a case study as a method. A case study is a research strategies that involve empirical investigations of contemporary phenomena in real life contexts using various sources of evidence, and very valuable when the boundaries between phenomena and contexts are blurred(Yin, 2009). Case study method enables a researcher to closely examine the data within a specific context. And in this research, the researcher uses a qualitative approach.

B. Place and Time of the Research

1. Place of the research

This research takes place in SMK PGRI 1 Bojonegoro. SMK PGRI 1 Bojonegoro is one of the state schools located on Panglima Polim Street No. 39 Bojonegoro, which began operation in 2016 (Based on SK Pendirian). The development of the world of education in Indonesia began to influence the education system in Bojonegoro.

In this school, there are several majors chosen by students, namely: TKRO (3 classes), TBSM (1 class), MM (1 class), TKJ (1 class), TKR (1 class), and TSM (1 class). The majority of students at SMK PGRI 1 Bojonegoro are male, while female students are few. This school provides a dormitory for the students who live far from the school.

2. Time of the research

The time of this research is during English writing recount text lesson in tenth grade is ongoing. The researcher will be present in class during the learning process to analyze how the learning process is. This observation will be conducted in March 2019. The first meeting will be held on March 5, 2019. The second meeting on March 12, 2019. The third meeting on March 19, 2019. And the last meeting on March 26, 2019.

C. Subject and Object of the Research

The researcher takes X TKR students of SMK PGRI 1 Bojonegoro as the subject of this research. Furthermore, the object of this research is the students' writing ability. The number of students at X TKR is 40 students, consists of 39 male and 1 female.

D. Sources of Data

The researcher needs some data to complement this research, such as schedule and school profile. In addition, the researcher also conducted interviews with the English teacher to obtain some other data information. And the researcher also takes data from the tenth grade students of SMK PGRI 1 Bojonegoro in academic year 2018/2019.

E. Technique of Collecting The Data

In this research, the researcher used direct observation as a method for data collection. In this case, the researcher made some observations at the research location to obtain data. The researcher used four techniques in collecting data to know the students' ability and their problem in writing

recount text, namely: observation, interview, test, and questionnaire. The following are an explanation of each technique.

1. Observation

The researcher obtains some informations such as places, actors, activities, objects, actions, events, and time. The reason for conducting this observation is to present a realistic picture of behavior or events, answer questions, help understand human behavior, and evaluate that certain aspect to get feedback on these measurements.

Bungin (2007: 115) suggests several forms of observation that can be used in qualitative research, namely participation observation, unstructured observation, and unstructured group observation. Participation observation is a method of data collection used to collect research data through observation and sensing where observers or researchers are really involved in the daily lives of respondents. Then, unstructured observation is observations made without using observation guides. Group observation is observation carried out in groups of one or several objects at once. In this observation, the researcher uses unstructured observation, where the researcher will develop his observational power in observing an object.

2. Interview

An interview is an important technique in data collection. It is considered as the best way of collecting data. It suits well to study the personality characteristics of individuals. An interview is helpful to study the opinion, attitudes, and values of people. Interviews are a purposeful conversation between the interviewer and respondents. It is intended for

specific areas. Standardized interviews use schedules which are prepared after careful planning and discussion to get answers for the research problem.

In interviewing the teacher, the researcher uses in-depth interviewing technique to gather information about students' ability and what difficulties students face in writing recount texts. In-depth interviews are the process of obtaining information for research purposes by way of question and answer face-to-face between interviewers and informants or people interviewed, with or without using interview guidelines, where interviewers and informants are involved in a relatively long social life (Sugiyono, 2010). The following is the interview guideline:

Tabel 2. Interview Guideline for Teacher

No.	Component of Interview
1.	To know the students' ability in writing recount text
2.	To know the students' difficulties in writing recount text
3.	To know the students' difficulties in content
4.	To know the students' difficulties in organization
5.	To know the students' difficulties in vocabulary
6.	To know the students' difficulties in language
7.	To know the students' difficulties in mechanics

3. Test

According to Arikunto (2010), tests are a series of questions or exercises and other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. The researcher used the test to find out the students' ability in writing recount text. This test is an essay with a specific topic. Then, the scoring criteria based on the aspect of writing (organization, language, vocabulary, mechanics, and content) as explained in table 1. The following is an example of a test.

Tabel 3. Example of the test

Name :
Class :

-
1. What is recount text? Explore the explanation with your own words!
 2. What is the generic structure in recount text? What is included in it?
 3. Make a recount text based on the topic of your last holiday!

4. Questionnaire

A questionnaire is a list of questions used by obtaining information from the respondent (Suharsimi, 2010: 37). Through questionnaire, the researcher could find the cause of students' difficulties in writing recount text.

In this research, the researcher uses a closed questionnaire as a type of questionnaire. A closed questionnaire is a questionnaire that presents questions and answers choices, so the respondents only give limited responses to the choices given. For example, the researcher gives a question about “Are you understand about the content in writing recount text?”, then students are given choices yes or no.

The questionnaire guideline that will be used by the researcher is as follows:

Tabel 4. Questionnaire Guideline for the Students

No.	Components
1.	To know the students' difficulties in grammatical weakness
2.	To know the students' difficulties in knowledge and understanding
3.	To know the students' difficulties in less practice
4.	To know the students' difficulties in educational background

F. Technique of Analyzing the Data

In qualitative research, the researcher revealed the data as the real life of the subject. This qualitative research used some methodologies. To keep the

validity of the data in order to have a more accurate conclusion. To make the data valid, the researcher uses triangulation as a technique. Because in this research, the researcher uses several data sources from interviews, tests, observations, and questionnaires.

According to Setiyadi (2006: 246), triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the research, because the attitude of a human being is quite complex the use of a single method in collecting the qualitative data is not enough. He also said that there are several kinds of triangulation, they are:

1. Triangulation of place

For more accurate data collection in order to be able to use different places for similar data.

2. Triangulation of theory

The researcher uses several theories that aim to ensure that the data collected has met the requirements.

3. Triangulation of method

In the triangulation of method, the researcher uses a different method for collecting similar data.

The researcher uses triangulation of method in this research. In this method, the researcher uses some collecting data techniques, they are observation, test, questionnaire, and interview. Observation used to obtain some information related to the research. Tests are used to find out the students' ability in writing recount text. Then, the questionnaire used to find the cause of students' difficulty in writing recount text. And interview used to

gather information about students' ability and what difficulties that students face in writing recount text.