STUDENTS' ABILITY IN WRITING RECOUNT AND NARRATIVE TEXTS AT THE FIRST YEAR OF MAN 1 PEKANBARU

By

YANCE MURVIANA

NIM. 10614003514

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

PEKANBARU

1432 H/2011 M

STUDENTS' ABILITY IN WRITING RECOUNT AND NARRATIVE TEXTS AT THE FIRST YEAR OF MAN 1 PEKANBARU

A Thesis

Submitted to fulfill one of Requirement
For Undergraduate Degree in English Education
(S.Pd.)

By

YANCE MURVIANA
NIM. 10614003514

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011M

SUPERVISOR APPROVAL

This thesis entitled *"Students' Ability in Writing Recount and Narrative Texts at The First Year of MAN 1 Pekanbaru"* is written by Yance Murviana, NIM. 10614003514. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rabi'ul Akhir 10, 1432 H
Maret 15, 2011 M

Approved by

The Chairperson of English Education Department	Supervisor
Dr. Hj. Zulhidah, M.Pd.	Drs. M. Syafi'i S, M.Pd.

EXAMINER APPROVAL

This thesis entitled *"Students' Ability in Writing Recount and Narrative Texts at The First Year of MAN 1 Pekanbaru"* is written by Yance Murviana, NIM. 10614003514. It has been approved and examined by the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Jumadil Akhir 6, 1432 H/June 8, 2011 M. as one requirement for the undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Jumadil Akhir 6, 1432 H
June 8, 2011 M

Examination Committee

Chairperson	Secretary
Dr. Hj. Helmiati, M.Ag.	Dr. Hj. Zulhidah, M.Pd.
Examiner I	Examiner II
Drs. H. Sutarmo, M.Ag.	Dedy Wahyudi, M.Pd.

Dean
Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

ABSTRACT

Yance Murviana (2011): "Students' Ability in Writing Recount and Narrative Texts at the First Year of MAN 1 Pekanbaru".

In accordance with the symptoms, the writer has seen some problems that should be discussed and overcome. It was firstly proven by the writer through her preliminary research before doing the research which showed the symptoms as explained as follows: Most of the students have studied all kinds of text type but they are still confused to differentiate each other, Some of the students have understood the example of each text given by the teacher but they cannot implement in the real writing, Some of the students are able to write recount text in a good linguistic features and schematic structure, but they can't use them in narrative text well, and Some of the students are able to write narrative text in a good linguistic features and schematic structure, but they can't use them in recount text well.

The design of this study belongs to descriptive quantitative research which describes the students' ability in writing recount and narrative text. This research is aimed at finding the students' ability in writing recount and narrative texts and to know the factors influencing students' ability in writing recount and narrative text.

The population of this research covered 222 students. Because the number of population was too large, the writer took 25% of the population as sample. In this case, the writer used random sampling technique to take 54 students. The subject of this research was the First year students of MAN 1 Pekanbaru and the object of this research was students' ability in writing recount and narrative texts. In collecting data, the writer used test and questionnaire. The test was used to measure the ability of the students in writing recount and narrative text and the questionnaire was used to know the factors influencing students' ability in writing recount and narrative text.

Based on the research finding, the result can be concluded that Students' score in writing recount is better than narrative. It can be concluded because the students' ability in writing recount is categorized "enough" and students' ability in writing narrative is categorized "less". While the factors influencing students' ability in writing recount and narrative is their attitudes in learning, external factor such as teachers' role in learning, the curriculum and the facilities.

ABSTRAK

Yance Murviana (2011): "Kemampuan Siswa dalam Menulis Teks Recount dan Narrative pada Tahun Pertama di MAN 1 Pekanbaru"

Berdasarkan gejala-gejala yang telah diungkapkan, penulis melihat beberapa masalah yang harus dibahas dan dikuasai. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini: Sebagian besar siswa sudah mempelajari semua jenis teks tetapi mereka masih pusing membedakan satu sama lain, beberapa siswa sudah mengerti contoh masing-masing teks yang diberi oleh guru tetapi mereka tidak bisa mengaplikasikannya dalam menulis teks tersebut, beberapa sisa mampu menulis recount dalam susunan bahasa dan struktur yang baik, tetapi mereka tidak bisa mengaplikasikannya dalam teks naratif, dan beberapa sisa mampu menulis naratif dalam susunan bahasa dan struktur yang baik, tetapi mereka tidak bisa mengaplikasikannya dalam teks recount.

Desain penelitian ini adalah kuantitatif deskriptif yang menggambarkan kemampuan siswa dalam menulis recount dan narrative. Penelitian ini bertujuan untuk menemukan kemampuan siswa dalam menulis teks recount dan narrative dan faktor-faktor yang mempengaruhi kemampuan siswa dalam menulis teks recount dan narrative.

Populasi dari penelitian ini meliputi 222 orang siswa. Dikarenakan banyaknya populasi terlalu besar, penulis mengambil 25% populasi sebagai contoh. Dalam hal ini, penulis menggunakan teknik percontohan acak. Contoh yang diambil adalah 54 orang siswa. Subjek dari penelitian ini adalah siswa tahun pertama MAN 1 Pekanbaru sedangkan objek dari penelitian ini adalah perbedaan kemampuan siswa dalam menulis teks recount dan narrative. Dalam pengumpulan data, penulis menggunakan percobaan (***Test***) dan kuisioner. Test digunakan untuk mengukur kemampuan siswa dalam menulis teks recount dan naratif. Dan kuisioner digunakan untuk mencari faktor-faktor yang mempengaruhi kemampuan siswa dalam menulis teks recount dan narrative.

Berdasarkan temuan penelitian, hasilnya dapat disimpulkan bahwa skor siswa dalam menulis recount lebih baik daripada menulis narrative. Hal ini dapat disimpulkan karena kemampuan siswa menulis recount dikategorikan "cukup" dan kemampuan siswa menulis narrative dikategorikan "kurang". Sementara factor-faktor yang mempengaruhi siswa dalam menulis recount dan narrative adalah sikap mereka dalam belajar, faktor eksternal seperti peran guru dalam pembelajaran, kurikulum dan fasilitas.

الملخص

ينجي مرفيان (2011) "الطلاب القدرة على إعادة فرز الأصوات في الكتابة والنصوص السردية في السنة الأولى بمدرسة العالية الحكومية الواحدة باكنباروا"

من الظواهر المذكورة نظرت الباحثة المشكلات التي ستبحثها. هدف من هذا البحث لإكتشاف هل هناك مقارنة ظاهرة في استعاب الطلاب كتابة النصوص Narrative و Recount هذه الحالة ينظر إلي الإمتحان قبل البحث، هناك الظواهر كما يلي : بعض الطلاب تعلمون نصوصا وهم لايفرق احد الأخري، بعض الطلاب يفهمون نصوصا التى قدمه المدرس وهم لايستطيع أن يكتب ذالك نصوصا، وبعض الطلاب يستطيع أن يكتب نصوصا جيدا ولكن لايستطيع تطبيقه في النصوص Narrative وكذالك عكسه.

تصميم هذا البحث الكمي وصفية تصف الطلاب 'قدراتهم في الكتابة والسرد الفرز. تهدف هذه الدراسة لاكتشاف ما إذا كان هناك فارق ملموس في قدرات الطلاب في النص المكتوب والسرد وفرز جديد للعوامل التي تؤثر على الطلاب هم الأفضل في كتابة النص من سرد النص السردي.

سكان تشمل الدراسة 222 طالب وطالبة .أخذت الكتاب نظرا لعدد السكان الهائل كبير جدا ، و 25 ٪ من السكان على سبيل المثال .في هذه الحالة ، واستخدام التقنيات كتاب عينة عشوائية .والعينات المأخوذة 54 طالبا .موضوع هذه الدراسة هي السنة الأولى طلاب MAN 1 بيكانبارو في حين أن الهدف من هذه الدراسة هو الفرق في مهارات الطلبة في النص المكتوب والسرد الفرز .في مجال جمع البيانات ، ويستخدم المؤلف التجريبي (اختبار) والاستبيان .تم استخدام اختبار لقياس مهارات الطلبة في النص المكتوب والسرد الفرز .في تحليل البيانات ، والاستبيان المستخدمة لإيجاد العوامل التي تؤثر الطلاب القدرة على إعادة فرز الأصوات والكتابة السردية .

استنادا إلى نتائج هذه البحوث، يمكن استنتاج النتيجة أن يسجل الطلاب في الكتابة فرز أفضل من السرد .ويمكن استنتاج ذلك لأن 'يصنف قدرة إعادة فرز الأصوات في كتابة "ما يكفي "، والطلاب الطلاب القدرة على كتابة الرواية هو تصنيف " أقل ."في حين أن العوامل التي تؤثر في قدرة الطلاب في الكتابة والسرد هو سرد مواقفهم في التعلم ، والعوامل الخارجية مثل دور المعلم في التعلم، والمناهج الدراسية والمرافق.

الملخص

ينجي مرفيان (2011) "الطلاب القدرة على إعادة فرز الأصوات في الكتابة والنصوص السردية في السنة الأولى بمدرسة العالية الحكومية الواحدة باكنباروا"

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في مجال جمع البيانات ، ويستخدم المؤلف التجريبي (اختبار) والاستبيان .تم استخدام اختبار لقياس مهارات الطلبة في النص المكتوب والسرد الفرز .في تحليل البيانات ، والاستبيان المستخدمة لإيجاد العوامل التي تؤثر الطلاب القدرة على إعادة فرز الأصوات والكتابة السردية .

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DEDICATION

In The Name of Allah, Most Gracious, Most Merciful. I Dedicate this Thesis to:

- *Allah SWT… Thank you Allah*
- *My Beloved big family… My greatest love for all of you*

Ibu,,,

Seperti sepenggal jiwa yang menyatu

Engkau pemilik segala ridu dan baktiku

Belaimu lepaskan manjaku ditepian waktu

Terguguku menyusun kata

Agar kuubah menjadi syair terindah

Tuk geraikan sebilah makna

Karena engkau aku menjelma

Tuk mengaumkan, engkau wanita termulia di duniaku

Tuk panjatkan, Syair gubahanku tentang mu pada Nya

Tuk taruhkan, Sebilah jantungku demi senyum mu

……Ayah

Sepenuh cinta menyulam hormat

Ketika peluh keringatmu basahi waktu

Menghantarku melangkah tertatih merengkuh kemilau

Bersama semangat dan Do'a mu

Terus kukejar citaku berselimut mimpi setinggi langit

Hingga tak ku siakan perjuangan air mata mu

Kan ku jadikan lelah mu dan tunjukkan pada dunia

Mimpi indah mu tak berhujung dalam Ridha Nya

"Allahumaghfirlii Dzunubii Waliwalidaya warhamhumaa kama Rabbayani Shogiiraa"

---

*I asked for **strength***

And Allah gave me difficulties

*I asked for **wisdom***

And Allah gave me problems to solve

*I asked for **courage***

And Allah gave me obstacles to overcome

*I asked for **love***

And Allah gave me troubled people to help

*I asked for **favors***

*And Allah gave me **opportunities***

"Maybe I received nothing I wanted but I received everything I needed…"

Thank You Allah…

"If Allah brings you to it, He will bring you through it…"

Take time to **THINK**. It is the source of power
Take time to **READ**. It is the foundation of wisdom

Take time to **PLAY**. It is the secret of staying young
Take time to be **QUIET**. It is the opportunity to seek God

Take time to be **AWARE**. It is the opportunity to help others
Take time to **LOVE AND BE LOVED**. It is Allah's greatest gift

Take time to **LAUGH**. It is the music of the soul
Take time to be **FRIENDLY**. It is the road to happiness

Take time to **DREAM**. It is what the future is made of.
Take time to **PRAY**. It is the greatest power on earth.

Take time to **GIVE**. It makes a life is useful
Take time to **WORK**. It is a price of success

"There is a time for everything…"

(-Author Unknown-)

ACKNOWLEDMENT

Bismillaahirrahmaanirrahiim…

At the earliest opportunity, the praise and thanks are given to Allah Almighty, The Lord of the universe, *Alhamdulillaahirrabbil 'Aalamiin*, through His blessing, strength, and guidance, which finally the writer can finish this thesis completely, and Peace and Prayers be upon His final Prophet and Messenger, Muhammad SAW. However she also realized that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to address her deepest gratitude to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sulthan Syarif Kasim Riau who always dedicate his time to increase this University Development and all staffs
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University of Sulthan Syarif Kasim Riau for her permission, kindness and encouragement to write this thesis
3. Dr. Hj. Zulhidah, M.Pd, the Head of English Education Department who had permitted her to write this thesis and for her guidance to final this thesis
4. Drs. M. Syafii S, M.Pd, as the writer's supervisor who has patiently given guidance, critical advice and precious contributions to the writer from the beginning of the process of thesis writing until the completion of it. She apologizes for her weaknesses cannot be a greatest student like he wants
5. All lecturers of English Education Department especially for Yasir Amri, M.Pd and Jonri Kasdi S.Pd.I, for having shared the valuable knowledge
6. Dra. Hj. Hayatirruh, M.Ed, the Head master of Islamic Senior High School 1 Pekanbaru, Kanizar, S.Pd., Erni Yusnita, S.Pd., and Zaujar, S.Pd, the teachers

have helped the writer in doing research easily and all the first year students who have participated in this research

7. Mursalin and Rahmayati, her beloved parents. Thanks for their endless and greatest love, care, prayers, support and best wishes. No words can be painted for their sacrifices and tears. Her love is completely for them forever. May God bless them all
8. Suci Ayu Mawarni and Ade Ibnu Zacky, her beloved sister and brother: for their wonderful smile and love. Their beautiful sound always makes her forget all problems in her life
9. Ali Munir, Rosmadiar, Rosdianti, Reni Herianti, Ghafardhi S.Ag, and all her aunts and uncles. Thanks a lot for love, care, pray, support and wishes. Love you all… She really can not live well without you all
10. K'Nova, K'inel, Raju, Ega, Haykal and Bella always making she smile and feels this life is beautiful, and especially for my beloved cousin Septia Herianti always giving her sweetest smile and support, always be a fighting friend in kidding and she really wants to help the writer in all conditions. She is able to throw the writer's sick. Great thanks for you dear…
11. Hami Salisati, Siti Nur Zannah, and Desi Kurniawati as her beloved soulmates. Thanks a lot for your amazing friendship, love, care, pray, support and everything you have given to the writer. She will never forget it till her end of life. Keep spirit always for us. *Inna ma'al usri yusro, fa inna ma'al usri yusro*…
12. Siti Mardiah (My true partner), Sri Rahayu, Juarsih, Marlina Marzuki, Dewi Komala Sari, Usmiaty, Siska Nuzulina, Vera Agus Suryani and all her friends of English Education Department 2006 (A, B, C, D-classes) especially for D'Best Community (The big family of D-Class) that can not be written one by one. Thanks for the best memories you made. She never forgets it. Love you forever. Keep SPIRIT guyz,,,!!!

13. Someone always giving her spirit and pray in long distance. Thanks for remind her always in all conditions
14. All who has helped her in completing this Thesis

Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments, criticisms, and constructive suggestions for the improvement of this thesis will be highly appreciated. Hopefully this thesis can give meaningful contribution to further researches.

Pekanbaru, September, 2011

Yance Murviana

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CHAPTER I

INTRODUCTION

A. The Background

Writing is the productive skill in the written mode. It is more complicated than it seems at first and often seems to be the hardest of the skills even for native speakers of a language, since it involves not just a graphic representation of speech but the development and presentation of thoughts in a structured way. Moreover English writing is the most complicated cause the rules of the writing itself is variances but it is needed now days to get a better life. English has a big influence on human life. Concerning this, Elizabeth and Susan stated that Standard English is the language that it is written and spoken by educated people. It is expected by college graduates. Virtually, all the writing done by millions of people employed in white-collar jobs requires the use of Standard English.[1]

In English, there are integrated skills to be mastered such as: Speaking, listening, reading, and Writing. Haycraft said that there are various skills in mastering language: *respective skill*, listening (understanding the spoken language), reading (understanding the written language), and *productive* skills-speaking and writing.[2] Written language is far away and different from spoken language. Spoken language is easier than written language because it does not need complex grammar. One of the four skills in English is writing considered to

[1] Elizabeth McMahan and Susan Day. *The Writer's Rhetoric and Handbook.* United Stated: McGlaw-Hill Book Company. 1984, p. 3
[2] John Haycraft. *An Introduction to English Language Teaching.* England: Longman Group UK Limited. 1986. p. 8

be the most complex and difficult skill to be mastered. In academia, the skill of writing holds important role when it is needed for conference, presentations, journals and book publication by using new ideas and concepts. In teaching learning process, it is a productive skill that needs thought and ideas, Teacher has to have many different methods, approaches, and techniques that can serve to produce better writers. Moreover, they are from different educational environments.

Writing is the most difficult for the teachers and students from those four language skills taught at schools. The difficulties are in generating and organizing idea as well as in translating these ideas into readable text. Many teachers are not comfortable with writing in English. How they are able to encourage students' interest and ability if they still have anxiety on it. It is a big problem that should be solved by us. To minimize the difficulties in teaching writing, the exercise of writing is not directly writing paragraph or composing the text. It can be started by writing sentences. Students should be able to construct the sentences, to overcome problem with sentence and to write connected sentences. After the students have the ability to construct the sentences, the writing exercise is increased by giving experience to the students to write paragraph, the text or the whole text.

Education policy for English language teaching in Indonesia has undergone several changes. The changes aim at improving the outcomes of English language teaching itself. The government of Indonesia through the Department of Education and Culture has determined that English as a second in communication should be taught as a compulsory subject at schools and colleges.

They also launched the 2006 English Curriculum (Basis Competence Curriculum) explicitly to teach English in the senior High School. It is called School Based Curriculum or in Indonesian we call that Kurikulum Tingkat Satuan Pendidikan (KTSP). A curriculum is a general policy statement intended to guide what teachers do in the classroom by considering a number of the factors; social, language theory and content or subject matters. According to Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun *"Curriculum is a set of plans and rules containing aims, contents, subject materials and the ways used as a guidance of the teaching implementation to reach certain educational aim."*[3]

The teachers have to explain the lesson in their classroom based on School Based Curriculum. In the School Based Curriculum, we can find text types or usually called as a genre. The teachers have to comprehend it before explaining to the students. There are kinds of text types or genre that should be taught to students in Senior High School. They are: recount, narrative, report, procedure, news item, and etc. Texts do not always conform to the typical classifications perfectly. Understanding types of text should be aimed at understanding general guiding principles. Studying types of text should be read as studying genres and not for a factual direction in writing a text. These classifications on types of text

[3] Online resources. *Pengertian dan definisi kurikulum.* 2009. http://warnadunia.com/pengertian-dan-definisi-kurikulum/). Retrieved on May, 3rd 2010.

are based on the analysis of three main elements of text. These elements of text are:[4]

1. The purpose of the text; why is the text made?
2. The generic structure of the text; analyzing the used structure in composing the text, in what way is the text constructed by its writer.
3. The language feature; taking a look at the linguistic characterizations of the text, what kind of language feature is used to build the text by its writer.

However, a text is not pure form. It is a mixture of genre. Understanding types of text should be aimed at understanding general guiding principles. Studying types of text should be read as studying genres and not for a factual direction in writing a text. In accordance with the idea, Kalayo and Fauzan stated that there are some features of common text types of writing: Recount, narrative, procedure, information report, explanation, and exposition.[5]

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. The generic structures of narrative are: orientation, complication, evaluation, resolution, and reorientation. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants, it's different from narrative. The generic structures of recount are: Orientation, events, and reorientation.

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[4] Online resources. *Definition and differences between narrative and recount text*. http://www.understandingtext.blogspot.com/2007_12_01_archive.html. Retrieved on April 28th 2009

[5] Muhammad Fauzan Ansyari and Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. p.130-132

MAN 1 Pekanbaru is one of the state schools exiting in Pekanbaru that performs religious lessons and sciences. This school has some classrooms, laboratories, library, etc as a medium to encourage the process of teaching and learning. English is one of the compulsory subjects taught in MAN 1 Pekanbaru, because it will be tested in national final test. Writing skill is one of the crucial skills that should be mastered by all students. The aim of teaching writing for the first year students is revealing a meaning and rhetoric steps accurately, fluently, and acceptance by using kinds of written language in daily life context in a text such as recount, narrative, and procedure (Curriculum of Senior High School / School Based Curriculum: 2008-2009). There is contrast to the students' ability in using recount and narrative text. Most of them still have low ability for it. It happens to the most of the students at the first year of MAN 1 Pekanbaru. Certainly, it is contrary to the aim of teaching writing suggested by in Curriculum of Senior High School (School Based Curriculum).

In reference to ideas explained above, and based on the writer's preliminary research to problem above; the students have been studying English for six years at Elementary School and three years at Junior High School, in reality most of the students still have low proficiency in writing skill, especially in understanding it, writing is far from expectation. They still have low ability in composing a writing based on genre, especially in narrative and recount. In fact, they have learned it in Junior High School and they come from several the best schools in Pekanbaru. Moreover, their teachers also teach them by using several technics which can improve their ability in writing recount and narrative text.

Ideally the students are obviously able to compose a writing based on genre they have learned in their school. The difficulties can come from the students themselves, domain where they live, the facilities of teaching and learning process, motivation to study, and tendency of those students.

The weaknesses of the students at MAN 1 Pekanbaru can be seen from the symptoms and phenomena as follows:

1. Most of the students have studied all kinds of text type but they are still confused to differentiate one another
2. Some of the students are not aware of what difficulties they face in differentiating each text type
3. Most of the students are diligent to follow the English subject but they still do not know how to make a good text based on the genres of writing
4. Some of the students have understood the example of each text given by the teacher but they cannot implement it in the real writing
5. Some of the students are able to write recount text in a good linguistic features and schematic structure, but they can't use them in narrative text well
6. Some of the students are able to write narrative text in a good linguistic features and schematic structure, but they can't use them in recount text well
7. Some of students get difficulties in composing sentences in a text
8. Some of the students are not able to use some techniques which can help them develop their writing

Based on the phenomena above, the writer finds out that it is very important to explore and understand the students' ability in using narrative and recount text. Therefore, the writer proposes to do a research toward the application of "**Students' Ability in Writing Recount and Narrative Texts at the First Year of MAN 1 Pekanbaru"**

B. The Problem

Based on the background and the phenomenon above, it is clear that there are students who have problems in classroom activities. They usually do not give good attention for the subject in teaching and learning process and cannot apply their comprehension about the text intensively and structurally. Actually, the application of their comprehension is used to analyze and differentiate each text naturally, but they still have low ability. There are many factors that may cause the students unable to apply, analyze and differentiate each text. The factors may lie within the comprehension of writing itself.

This problem has never been researched by any researcher. This problem is got from observation, so that a research regarding this problem is very important to be done.

1. The Identification of the Problem

Based on the background and the phenomena of this research the problem is identified in the following identifications:

a. Why do most of the students who have studied all kinds of text type still confused to differentiate one another?

b. What factors make some of the students unaware of difficulties they face in differentiating each text type?
c. What factors make most of students diligent to follow the English subject but they still do not know how to make a good text based on the genres of writing?
d. Why do some of students who have understood the example of each text given by the teacher cannot implement it in the real writing?
e. Why are some of the students able to write recount text in a good linguistic features and schematic structure, but they can't write narrative one?
f. Why are some of the students able to write narrative text in a good linguistic features and schematic structure but can't write recount one?
g. What factors cause some of the students to get difficulties in expressing their ideas in writing?
h. What factors influence the students' ability in writing recount and narrative text?

2. The Limitation of the Problem

Since the problem is broad enough, it is better for the writer to restrict the problem in order to pay more attention to the specific problems. In this research, the writer focuses on the students' ability in writing recount and narrative texts at the first year of MAN 1 Pekanbaru and the factors influence the students' ability in writing recount and narrative text.

3. The Formulation of the Problem

Based on the limitation of the problem stated above, thus the problem of this research will be formulated in the following research questions:

a. How is the students' ability in writing recount text?
b. How is the students' ability in writing narrative text?
c. What factors influence the students' ability in writing recount and narrative text at the first year of MAN 1 Pekanbaru?

C. The Reasons of Choosing the Title

The reasons why the writer is interested in carrying out a research on the topic above are based on several considerations:

1. The topic is very important to be researched because writing recount and narrative texts are more often used in students' writing activities, moreover it will be tested in UN
2. The problems of the research are very interesting and challenging to be investigated in term of teaching and learning English at Senior High School, moreover this is a new topic on a new genre gotten there, and the writer want to know how the students' ability in writing recount and narrative text is.
3. The topic is relevant with the writer as a student of English language teacher trainee
4. The writer is able to carry out this research regarding to the time, finance, resources, and knowledge

5. As far as the writer is concerned, the topic has not been raised to be a bachelor paper in State Islamic University of Sultan Syarif Kasim Riau

D. The Objectives and Significances of the Research

1. The Objectives of the Research

This research is intended to find out as follows:

a. The students' ability in writing recount text
b. The students' ability in writing narrative text
c. The factors influencing the students' ability in writing recount and narrative text at the first year of MAN 1 Pekanbaru

2. The Significances of the Research

a. To help the students to increase their ability in writing recount and narrative text and use their ability effectively in order to get better results in learning.
b. To give contribution for English teacher to provide the learning instruction and activities that appropriate to the students' ability in writing recount and narrative text, so that the outcome of the education can be improved and developed.
c. To enlarge researcher's knowledge
d. To provide information and as a guidance for those who want to conduct further research

E. The Definition of the Terms

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

1. Ability

   Ability is the mental of physical capability, power or skill required to do something.[6] In this research, the word "ability" means the students' competence in writing recount and narrative texts.

2. Writing

   Writing is defined as an essensial form of communication because through writing we can express our feelings, our hopes, dreams, and joy as well as our fears, angers, and frustation.[7] In this research, writing is related to students' ability in writing a narrative text.

3. Recount

   Recount is kind of texts to report events, activities and experiences of someone.[8] In other words, recount is story genre to retell events for the purpose of informing or entertaining.[9]

4. Narrative

   Narrative is a kind of texts such as story or legend to entertain the readers.[10] In other words, narrative is story genre to amuse, entertain and to deal with

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[6] Hornby, A.S. *Oxford Advance Learner's Dictionary*. Great Britain. Oxford University Press. 231. 1995. p.2
[7] Jane B. Hughey, et al. *Teaching ESL Composition; Principles and Techniques*. Newbury: House publishers. 1983. p. 33
[8] Otong Setiawan Djuharie. *Mengerti Bahasa Inggris*. Bandung: CV.Yrama Widya. 2007. p. 436
[9] Rudi Hartono. *Journal of Seminar: "Genres of Text"*. Pekanbaru:Unnes. 2007. p. 6

actual or various experience in difference ways.[11] Hornby discussed that narrative is story or orderly account of events writing a composition based on his or her personal experience can be really enjoyable to write and to read.[12]

5. Text

Richard at al. said that a text is a piece of spoken or written language. A text may be considered from the point of view of its structure or its function.[13] In other words, text is the main written or printed part of a book or page, contrasted with notes, illustrations, etc.[14] Otong Said that text forms a discourse having a communicative goal.[15] In this research, "Text" is a result in writing of students during learning.

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[10] Otong Setiawan Djuharie, *Op.Cit*,. p. 436
[11] Rudi Hartono, *Op.Cit*., p. 6
[12] M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi. *The Effective Paragraph Development: the Process of Writing for Classroom Settings.* (Pekanbaru: LBSI, 2007), p.58
[13] Heidi Platt, Jack C. Richards, and John Platt. *Language Teaching and Applied Linguistics.* England: Longman Group UK Limited. 1992. p.378
[14] Hornby, A.S, *Op.Cit.,* p. 1234
[15] Otong Setiawan Djuharie, *Op.Cit*,. p. 432

CHAPTER II

REVIEWING THE LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is an essential part in our global society. Let us imagine how this world is without writing. Through writing, we can learn a lot of things from the simplest one such as how to make a glass of coffee milk until how this earth is formed, for example. In short, writing plays a significant role in our life.

The statement above is probably from the readers' point of view. To writers, on the other hand, writing can be a means of communication. Through writing, they can express their ideas, experiences, thoughts, and feeling. It is even through writing that they can communicate over long distance and period. This is in line with Ramelan's opinion *"Writing is very important as a part of man's culture because it can be used to preserve thought, ideas, and also speech sounds."*[1]

Writing has become a foremost part in people's daily life. In almost all aspects of life, writing in whatever form it be, proves to be an effective way of communication. Simple notices at shopping centers, printed media such as newspaper, magazine, etc, educational and scientific sources like books, journals, and encyclopedia, and literary works such as poem, novel, such story, and the like show us that writing in any form serves different but essential function in day-to-

[1] Ramelan. *Introduction to Linguistics*. Semarang: IKIP Semarang Press. 1994. p. 11

day activities. We can imagine how hard people carry out their duties without writing. In addition, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is badly needed in the academic context.

Writing is one of the most complicated chores around, especially doing it skillfully. Writing well is also one of the most useful crafts that can be developed and valuable to prospective employers. There are no qualified jobs in this world that do not need writing skill. Larsen as cited by McMahan and Day pointed out, *"In todays competitive market most employers place communication skills at the very top of their list of desirable employee traits".*[2] The reason for putting words on paper in the first place is to communicate, to convey ideas, information, or impressions from your mind to the minds of your readers. Writing is seldom easy because it requires precision. Considering good writing today would not necessarily have been admired a few hundred years ago when people put great stock in measured rhythm, rhetorical flourish, and elaborated words. Taste change in language, just as in dress, but luckily is not with such frequency and splash. There always remain common elements of good writing. Lucas as cited by McMahan and Day pointed out that the list of these basic principles as honesty, clarity, brevity, and variety is as follows:[3]

a. Be honest: do not try to fake your ideas

b. Be clear: do not puzzle your readers

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[2] Richard Larsen as cited in Elizabeth McMahan and Susan Day. *The Writer's Rhetoric and Handbook.* United Stated: McGlaw-Hill Book Company. 1984. p. 3

[3] *Ibid*., p. 4

c. Be brief: do not waste your readers' time

d. Seek variety: vary sentence length; work on liveliness

Lucas also mentions other attributes of effective writing: "Good humor, good sense, vitality, imagination." According to Simon and Schuster,[4] good writing does not happen overnight. It involves a process. That process will force a writer to go through the revision required to produce a polished piece of work. That process is below:

a. Prewriting

This is discovering something to express. There are several prewriting strategies that can help get going: free writing, brainstorming, clustering, mapping, etc. A writer should not edit his thoughts or limit his ideas concerned with grammar and spelling. Reid as cited by Syafi'i pointed out that prewriting as thinking before writing. A writer will strive hard to perform the product of his writing in a good performance in all aspects of writing-content, organization, vocabulary, language use, and mechanics.[5]

b. Writing a First Draft

This is beginning to develop and form his idea. Here is where the writer begins to shape his vague thoughts into more concrete ones.

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[4] Simon & Schuster. *Essay Writing Step by Step*. New York: Newsweek, Inc. 2003. p. 8

[5] Reid as cited in M. Syafi'i S. *From Paragraphs to a Research Report: a Writing of English for Academic Purposes.* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI). 2007. p. 6

c. Sharing

This is seeking out others for feedback. Whoever they are, ask them for a reaction to what writing is. The benefits of sharing ideas with others are immense.

d. Revising Into a Second Draft

This is using the feedback that has been received and the time to rewrite the essay. Though this is the time to pay more attention to grammar, but the focus is still in the meaning. If the essay as whole does not flow, no amount of perfect grammar or spelling can help.

e. Editing Into a Final Draft

This is reading the writing aloud from beginning to end. Asking someone whose opinion can be respected to read it again for comments. Does it flow? Is any explanation missing? Are there open-ended issues that need elaboration? Are there grammatical or spelling error? Take one last proofread through for stray errors before handing work in. Finally, sit back and wait for the feedback and evaluation: it's precisely from evaluation that will learn about new directions for writing. Then, welcome it!

Related to that idea above, Oshima and Hogue as cited by Syafi'i concluded that there are four main stages in the writing process: prewriting, planning, writing and revising a draft, and writing the final copy to hand it.[6]

[6] Ibid., p. 24

Jacob, et al as cited by Mercy said that there are five components of writing that writers have in writing a composition:[7]

1. Content. The writers have an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.
2. Organization. The writers have fluent expression following the ideas. Clearly stated or supported well relationship between paragraphs, logical and sequencing.
3. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes, and feelings. They can also use the appropriate words including prefix, suffix, and idiom.
4. Language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions.
5. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

From all ideas above can be concluded that writing skill as one of the productive skills by which the students produce idea and valuable information in written form as the most difficult language skill to apply among other three skills, such as reading, speaking and listening. Especially for teaching learning process, there are some efforts to eliminate difficulties in writing activities applying in some steps such as planning, drawing up syllabus, selecting material, preparing activities and evaluating the teaching process. Especially for Senior High School,

[7] Jacob, et al. as cited in Mercy. *The Correlation Between The Second Year Students' Simple Tenses Mastery And Their Ability In Writing Simple Paragraph At Senior High School 1 Kampar*. UIN Susqa Riau. 2007. p. 24

writing activities should involve sentence construction and guided writing from different types of written text.

2. The Nature of Ability

Chaplin as cited by Febry said that ability is the power to do something that can be differed from aptitude and capacity.[8] It is also synonym of expertness and talent. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully.

Randolph as cited by Mercy argued that there are some concepts relating to ability as follows:[9]

a. Intelligence

For those who have high intelligence, they will have high ability in learning process.

b. Interest

For those who study something that they are not interested, it will influence their ability to master the subject.

c. Motivation

The higher motivation that we have, the easier we learn something.

d. Health

The bad health will decrease the ability in learning something.

Bloom said that there are six characteristics of mental Activity (ability), they are:[10]

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[8] Chaplin as cited in Bambang Febry. *Students' Ability In Using Subject-Verb Agreement In Writing Simple Descriptive Paragraphs At The Second Year Of Sma N 2 Singingi,* Kuantan Singingi. UIN Susqa RIAU. 2007. p. 4

[9] Mercy. *Op.Cit*., p. 21

a. Knowledge

b. Comprehension

c. Application

d. Analysis

e. Synthesis

f. Evaluation

Based on the theories ability can be divided as the result that is gained by someone after learning the materials of subject matter within a certain period of time. This test uses oral ability means for fluency to express idea, opinion, etc. To gain the ability of learning is necessary for one to consider some factors, which can determine the ability.

Learning in different forms will face all the factors which influence the ability of learning. It will depend on where or when the learner. All of these are the learners' experiences in her learning process. Therefore, these cases will determine whether or not the learner is successful in her learning. The way of learning which are done by the learners as formulation of some factors may be as the main factor of learning ability.

3. The Nature of Writing Ability

Writing is one of important skills in English. It is categorized as a productive language skill. It is unique combination through an activity. By writing, someone can express his or her through, ideas, and feelings. Then, it also provides the information for his or her readers. So, in writing we have to give

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[10] Bloom, B. S. *Human Characteristics and School Learning*. New York: Mc. Graw Hill Book Co. 1985. p. 25

ideas, feeling, and opinions and create our own thinking to make readers understand.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

Writing is one of the communication tools. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols. Writing requires experience, interest, motivation, and practice. It requires the ideas that are organized logically, expressed clearly, and arranged attractively. So, as a writer should have the ability of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what the writer means. There are five components that should be concerned to make a good writing. They are: Content, Organization, Vocabulary, Language use, and Mechanic.

4. The Nature of Text Type

Many experts distinguish between text type and genre. Text type is still being an elusive concept which cannot yet be established explicitly in terms of

linguistic features.[11] The other experts distinguish them based on the usage. But actually, Text type and genre are almost the same. The term of each is carrying its own historical baggage, both covering the same ground.

The word genre itself comes from The French (originally Latin) word for kind or class. The term genre was first introduced in the area of English as specific purpose (ESP) in 1981, in an ESP journal article by Elaine Tarone and her colleagues on the language of scientific reports. The term genre is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer a distinctive type of the texts.

From the description above a conclusion that can be drawn is that genre has the strong relation with the text. What is text? Texts are made of words. Words are around us. When words are used to make meaning the text is created. Hartono said that text is a unit of meaning which is coherent and appropriate for its context. Text has several particular types called by "Genre". Hartono also defined genre used to refer to particular text-type, not to traditional varieties of literature.[12] It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose, so the text that we use in this research refers to Encyclopedia Britanica which said that text is a unit of connected speech or writing, especially composed of more than one sentence, that form a cohesive form.

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[11] David YW Lee. 2001. *Language Learning & Technology. Genres, Registers, Text Types, Domains, and Styles: Clarifying the Concepts and Navigating a Path Through the BNC Jungle.* Lancaster University, UK. http://llt.msu.edu/vol5num3/lee/. Retrieved on April, 28th 2010. p. 41

[12] Rudi Hartono. *Journal of seminar: "Genres of Text"*. Pekanbaru:Unnes. 2007. p. 4

There are thousands of texts around us. The text can be classified into genre through three characteristics, they are purpose of communication, organization structure and language features. The purpose of communication or social function is the reasons why we speak, write or create the text. Organization structure of the text or generic structure is the text organization or text arrangement. Language features or lexical grammar is such things as the grammar, vocabulary and connectors that we use.

Further information from Lin said that genre refers to more specific classes of texts, such as newspaper reports or recipes. Furthermore Partridge explained that genre describes types of activities such as personal letter, advertisement students' essay and the term of text type represent group of text which are similar in linguistic form such as Procedure, anecdote, description.[13] However, the term of genre in this proposal means type of the text. This term has been widely used in the recent English curriculum in Indonesia.

There are twelve genres or types of the texts that should be taught at Senior High School, they are recount, report, discussion, explanation, Exposition analytical, exposition hortatory, news item, anecdote, narrative procedure description and review.[14] Gerot & Macken as cited in Hartono divided genres as below:[15]

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[13] Paltridge, B. *Genre in the Language Learning Classroom*. Michigan, University of Michigan Press. 2001. p. 11
[14] Depdiknas. 2004. p. 37
[15] Hartono. *Op.Cit*., 2007. p. 5

TABLE 1

A Range of Story and Factual Genres

Story Genres	Factual Genres
• Narrative • News Story • Exemplum • Anecdote • Recount • Spoof	• Procedure • Explanation • Report • Exposition • Discussion • Description • Review • News Item • Commentary

In accordance with the idea above, Otong also described that there are 12 kinds of text; description, explanation, exposition, discussion, procedure, review, narrative, spoof, recount, anecdote, news item, and report.[16] Kalayo also outlined some of the distinguishing features of a number of a text types; recount, narrative, procedure, information report, explanation, and exposition.[17] In addition, genre is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes and also the level context dealing with social purpose.

5. The Nature of Recount Text

As mention above, recount as one of the story genres can be said as the simple text type because it can be about familiar and every day things or events. Siswanto said that recount is a text that tells someone's past experience in a

[16] Otong Setiawan. *Op.Cit*., p. 24

[17] Muhammad Fauzan Ansyari and Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. p. 129-132

chronological order.[18] Anderson stated that recount is a piece of text that retells past events, which is usually told in order in which they happened.[19] Getting along with Anderson's idea, Derewianka stated that *"In a Recount we reconstruct past experience. A Recount is the unfolding of a sequence of events over time. We are using language to keep the past alive and help us to interpret experience".*[20]

He further argues that in order to achieve its purpose i.e. to tell what happened, recount will move through some stages. The first stage, which is usually called orientation, is the step in which the writer presents the background information that is needed to understand the text. It is the starting point or the introduction in which the writer introduces the participants involved in the event, where and when it happened, etc. the next step is the presentation of the event in details in the order of the happening. Everything happened in the event is presented one after another in a chronological sequence. This stage is actually the main point of a recount.

As the closing, usually a personal comment regarding the event is presented. However, it is optional. So, it is up to the writer to add it or not. Beside a personal comment, a recount is usually ended by stating what finally happened. On the basis of the structure of a recount, we can at least guess what language features which are usually found in a recount. To indicate the participants involved in the text, the use of proper nouns is common. Besides, as the purpose of the text is to tell what happened, descriptive words giving details about who,

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[18] Joko Siswanto. *Let's Talk VII*. Bandung: Pakar Raya. 2005. p. 202

[19] Anderson, M. and K. Anderson. *Text Types in English 1 and 2*. South Yarra: Macmillan Education Australia pty ltd. 1997. p. 48

[20] Beverly Derewianka. *Pembelajaran Taks Recount*. Jakarta: Depdiknas. 1990. p. 14

what, when, and how the event took place are usually used. Again, referring back to the purpose of the text, i.e. telling past events, past tense must be utilized. Furthermore, words showing the order of events such as first, next, then, afterwards, finally, etc. are commonly included.

There are three different types of recount:

a. Personal Recount is recounting an experience in which the author has been directly involved.
b. Factual Recount is retelling an event or incident such as a newspaper report, or accident report
c. Imaginative recount is taking on a fictitious role and relating imaginary events, e.g. a day in the life of a pencil

Polias divided recount in four types:[21]

a. Biograghical Recount
b. Personal Recount
c. Procedural Recount
d. Historical Recount

As mention above recount text has certain typical features. They are below:

1. Social function

   The purpose of recount is to retell event for the purpose of informing or entertaining.

2. Schematic structure

[21] Polias. 2006. *Genre and Curriculum: Language and Learning.* Retrieved on October 22nd 2010

a. Orientation

Orientation is also called the setting. It sets the scene and introduces the participants. It gives information about where and when the story takes place which the main characters in the story are and what sort of people they are. We can also use the title of a recount text to get information about the setting of the story.

b. The series of Events

The series of events consists of what happened that led to character changing his/her attitude and the effects of the change in his/her attitude. The events are presented in an interesting way and arranged in chronological order, first to last.

c. Re-orientation

Re-orientation is the closing statement. Many recounts have a concluding statement talking about the author's feeling that is placed in this paragraph.

3. Language features

a. Focus on specific and usually individualized participants

b. Use of material processes

c. Circumstances of time and place

d. Use of temporal sequences

e. Use of past tense

The explanation above also is supported by Otong and Hartono.

The example of recount text:

My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali. Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Analyzing the Text

Generic Structure Analysis

a. Orientation: Introducing the participant, using first person point of view; I was on the car last week.
b. Events: Describing a series of event which happened; the car lunched to one side, telephone and electricity poles was falling down, etc.
c. Re-orientation: Stating the writer's personal note: Thanking God because nobody was seriously injured.

Language Feature Analysis

a. Using personal participant; I
b. Using chronological connectives; then, and, suddenly

c. Using linking verb; was, were

d. Using action verb; moved, left, walked, made, etc

e. Using simple past tense pattern; earthquake happened, I was on the car, my car lunched on one side, etc

5. The Nature of Narrative Text

Narratives are more sophisticated than recounts. They focus on the action of participant in confronting problem, with a complicating action that results an overall point to the story. Narrative is storytelling whether it tells a true story or fiction giving an account of one or more experiences.[22] The story makes a point or explains an idea or event that is usually personal and often autobiographical typically containing action, dialogue, elaborated details, and humors. It can be fun to read and even to write. Mahan and Day said that narrative is a story using a chronological approach; start at the beginning and stop at the end, telling events in the order in which they occur, tie ideas to real, sensory, day-to-day experience; it binds the abstract to the concrete, and help make all kinds or writing more interesting and meaningful.[23] Sofyan discussed that Narrative is a story which is connected with events based on the plot.[24] Then why the teachers use narrative text, it is because the narrative is a story of human experience, so that the students arrange easily the composition. Narrative as a story should have the element that

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[22] Simon & Schuster. *Op.Cit.* p. 139

[23] Elizabeth McMahan and Susan Day. *Op.Cit.* p. 126

[24] Sofyan, Akhmad dkk. *Mari Mengangkat Martabat Bahasa Kita Bahasa Indonesia* (Buku Pelajaran untuk SMU kelas III). Grafindo Media Pratama.1999. p. 86

can make story more interesting to the reader such as a conflict and conclusion of the story.

The basic purpose of narrative is to entertain, to gain and to hold a readers' interest. However, narratives can also be written to teach or inform, to change attitude/social opinion e.g. soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

Keraf defined those kinds of narrative:[25]

a. Expository Narrative

   Expository narrative usually tells the information about the event based on factual data. It also tells about the steps of the event to the reader. The object in expository narrative is the beginning of the first until the end; it means that the writer tells the story from the first until the end. The purpose of narrative is to make the reader's knowledge about object of story is deeply.

b. Suggestive Narrative

   Narrative suggestive is narrative that tries to give a certain purpose and tells an explicit message to readers or listener, so they fell that they are involved in the story. Different from expository narrative, suggestive narrative can be unsuitable with the factual data, because it

[25] Gorys Keraf. *Argumentasi dan Narasi*. Jakarta: PT. Gramedia. 2001. p. 136.

emphasizes the suggestive sense. So, the purpose of suggestive narrative is to increase the reader's imagination.

Referring to the explanation above, the narrative tells the story based on the humans' experience in the first until the end in giving a certain purpose and telling an explicit message to readers about object of story deeply.

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, ballads, slice of life, personal experience, biographies (depending on text structure), drama, diaries, fantasies, folk tales, historical fiction, mysteries, novels, plays, poetry, mysteries, science fiction, short stories, sitcoms, tall tales, etc.

The same as recount, narrative has also certain typical features. They are below:

1. Social function

   The purpose of narrative is to amuse, entertain and to deal with actual or various experience in different ways.

2. Features of Text
   a. Characters with defined personalities/identities
   b. Dialogue, often including tense may change to the present or the future
   c. Descriptive language is to create images in the reader's mind and enhance the story

3. Schematic Structures
    a. Orientation: introduction in which the characters, setting, and time of the story are established. Usual answers who? When? Where?
    b. Complication/crisis: Describing the rising crises in which the participants have to do with
    c. Evaluation : a stepping back to evaluate the flight
    d. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worst/ happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.
    e. Reorientation: Expressions showing if the story is finished. This is optional.
    f. Coda: Changes occurring to characters and lesson can be taken from the story.
4. Language Features
    a. Focus on specific participant
    b. Use of past tense
    c. Use of temporal conjunctions and temporal circumstances
    d. Use of material (or action) processes
    e. Use of relational and mental processes

The example of narrative text:

Cinderella

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all the housework.

One day an invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad because she wanted to go to the ball too. Her stepsisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her to get to the ball. At the ball, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

Analyzing the Text

Generic Structure Analysis

a. Orientation: introducing participants, Cinderella and her stepsisters; they lived together once time
b. Complication: describing the conflict among the participants; Cinderella wanted to come to the ball but her stepsisters did not let her go
c. Resolution: stating a problem solving, a happy ending; a fairy Godmother helped her to come to the ball

Language Feature Analysis

a. Specific participant: a girl called Cinderella
b. Process verb: did, helped, fell in love, and lived
c. Simple past tense pattern: there was a girl, she lived, an invitation came to the ball, etc

d. Temporal conjunction: then

Therefore it can be concluded that different between Narrative and Recount as follow:[26]

1. *Narrative* is a kind of text about the activities that happened in the past time. It appears about problematic experience and resolution, it purpose to amuse and sometimes give the moral education to the reader. Narrative text is very more general than short story, novel, film text, legend, tales and others that tell about the experience in the past time in which it has the conflict and resolution.
2. *Recount* is a kind of text about the activities that happened in the past time, the main purpose is just to explain or to give the information to help the reader.

Actually recount and narrative text in some ways are similar. Both are telling something in the past, so narrative and recounts usually apply Past Tense: whether Simple Past Tense, Simple Past Continuous Tense, or Past Perfect Tense. The recount and narrative tell in chronological order by using time or place. The thing that makes recount and narrative different is the structure in which they are constructed. Based on the theories above, it can be taken a conclusion that the characteristics of the two kinds of these paragraphs are as follows:

1. Recount Text
    a. Tells a story: someone's experiences in the real events

[26] Pardiyono. *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: ANDI. 2007. p. 94

b. Presents the past experiences in order time or places (series of events in detailed)
c. No conflicts inside recount text

2. Narrative Text
   a. Tells a story: often fiction in which the values are used to describe and/or to explain human behavior
   b. The series of events are not telling in detailed
   c. Introduces crises and how to solve them
   d. Contains a theme that explains the meaning of the story

From the characteristics of paragraph above, the writer analyzes that these two kinds of texts have certain difficulties. It can be said that each of them has special degree of difficulties. But if we refer to the characteristics of them, the narrative text is more sophisticated than recounts. It focuses on the action of participant in confronting problem, with a complicating action that results an overall point to the story. On the other hand, recount text is just an experience of someone, whether it is happy experience, sad experience, or frightened experience. It does not have conflict that must be solved.

6. The Nature of the Factors Influencing the Students' Writing Ability

There are many factors influencing students' ability in learning process. There are two big factors that influence students in learning process. They are as follows:

a. Internal factors include psychological aspects, such as interest, motivation, attitude, and talent

b. External factors include environmental factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration)

It is also happening in writing a text. We can indicate that writing is not easy. So, it can be concluded that there are some factors that influence students' ability in writing recount and narrative text:

a. Internal factors

1. Students' motivation. McDonald as cited in Nadia said that motivation is changing energy from someone that marks with feeling started by response toward the objective.[27] We can conclude that it causes someone to act something.
2. Students' interest. Syah as cited in Nadia said that interest is high desire toward something. It is a feeling of desire in doing something.[28]
3. Students' talent. Talent is a basic ability to do something well.[29] It can influence students' success in learning. It is special or great ability.
4. Students' attitude. Educators are learning attitude and motivation as crucial determinant of learning and deserving our direction.

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[27] McDonald as cited in Nadia Devaga. *"The Students' Ability in Writing Narrative Paragraphs and The Factors that Influence it of The Third Year Students at MAN 1 Pekanbaru"*. Pekanbaru: UIN SUSKA, Riau. 2008 p. 28

[28] *Ibid*. p. 28

[29] Hornby, A.S. *Oxford Advance Learner's Dictionary*. Great Britain. Oxford University Press. 1995. p. 422

5. Students' grammar mastery. Grammar is very important. Grammar is needed in arranging words. This case is emphasized by Brown. He stated that grammar is the system of the role governing the conventional arrangement and relationship of word in sentence.[30]
6. Students' vocabulary mastery. By having a lot of vocabularies, students can easily arrange the words from what they know in grammar. Brown said that good writer will learn to take advantage of the rich of English vocabulary that determines how clearly and accurately you can express your idea.[31]
7. Reading frequency. Reading frequency of the students will make them easy to write. Reading will enrich students' writing style. Reading experience has powerful result. It creates image for reader. It means, writing is one of the language skills that should be supported by reading. Someone who likes reading will improve his knowledge. The more we read, the more we know.
8. Practice or Time allocation in writing. Nunan stated that skilled writer will spend time for planning the task; while unskilled writers spend little time for planning and they are confused when they are starting. Then, he adds, skilled writers write quickly and fluently, spend time in reviewing what they write.[32]

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[30] Brown, H. Duoglas. *Teaching by Principle an Interactive Approach to Language Pedagogy*. New Jersey: A Paramount Communication Company Englewood Cliffs. 1994. p. 347
[31] *Ibid*., p. 326
[32] David Nunan. *Language Teaching Methodology.* New York: Prentice hall. 1991. p. 90

9. Personal experience. For students who lack of practice will be difficult to make a good writing. Horn stated for students who have little or no experience with writing, it is not good to admonish them to write clearly[33].

b. External factors

1. Teachers' role. Teacher has important role to make the students successful in learning. Teacher is technician or engineer. The teacher is relaying on what his students already know.
2. Curriculum. Curriculum is external factors that influence students' ability in writing. In nature of curriculum, its objective is the same as educational program given to students because it (curriculum) is an instrument to gain educational goal.
3. Facilities. According to the free dictionary, Facility is something designed and created to serve a particular function and to afford a particular convenience or service. Facilities are one of instrumental factors. Facilities help studying easily. There are many kinds of facilities for study, such as; library, computer, internet, laboratory, text books and the others.

B. The Relevant Research

There were many relevant researches which had relevancy to the research in writing area. Dealing with this research, the writer took some relevant researches which had been investigated by them concerning about the ability of

[33] Vivian Horn. *Composition Steps*. USA: Newbury House Publisher. 1977. p. 1

learners in writing area, and most of them got the same conclusion that the students' ability in writing was not good because of certain factors, especially in relation to the grammatical aspects and the other requirements of a good writing.

One on them is Solicha, she was conducting a research by entitled "A Descriptive Study On Students' Ability In Writing Narrative Text At The Second Year Of SMA N 1 Kartasura". This research is conducted to describe the students' ability in writing narrative text at the second year of SMA 1 Kartasura and the problems faced by the students in writing narrative text. The writer uses descriptive method to present the data. The data of the research are in the form of students' writing and also the result of interview. The data are collected by test and interview. Test is used to get description about the students' ability in writing narrative text. Interview is used to get description about the problem faced by the students in writing narrative text. The test is an essay test. In analyzing the data, the writer uses numerical devices and category system. The result of the research shows that the students' ability in writing narrative text is fair and it is shown by the result of mean score computation that is 69.575 score. It shows that there are many students have problems in writing narrative text.[34]

The other relevant research is conducted by Nurwafa, she was conducting a research to compare the students' ability in writing descriptive and narrative paragraphs at the sixth semester of the English Education Department of UIN Suska Riau. In collecting the data the researcher gave the test to sample in writing descriptive and narrative paragraphs. The data analysis technique in this research

[34] Solicha. *A Descriptive Study On Students' Ability In Writing Narrative Text At The Second Year Of SMA N 1 Kartasura.* Surakarta:Universitas Muhammadiyah Surakarta .2008

was quantitative research. The formula to answer her research, she used students test t formula. The sample of the research was 49 students or 25 % of the total population. She found that there was a significant difference in students' ability in writing two forms of paragraphs, and the data showed that the students were easier writing descriptive paragraph than narrative. [35]

The other relevant research is conducted by Oktona Waliyyani which entitled is "A Descriptive Study on The Students' Ability in Writing Recount Text at The Second Year of SMP Negeri 2 Sragen". She was graduated from Universitas Muhammadiyah Surakarta. The research is a descriptive research. The subject of this research is the second year students of SMP N 2 Sragen in 2009/2010 academic year. The objective of this research are: (1) to describe the classroom activities in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 academic year, (2) to describe the students' ability in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 academic year, and (3) to describe the problem faced by the students in writing recount text at the second year of SMP N 2 Sragen in 2009/2010 academic year.

The writer uses descriptive qualitative research. The writer gets the data of this research from event, informant, and document. An event is the activities in the classroom during the teaching writing recount text. Informants are the English teacher and the students. Documents are written materials or books related to the problem. The technique of collecting data is observation and interview of writing

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[35] Euis Nurwafa. *A Comparative Study On Students' Ability In Witing Descriptive And Narrative Paragraphs At The Sixth Semester Of The English Education Department Of Uin Suska Riau*. Pekanbaru: Tarbiyah UIN SUSKA Riau. 2007

teaching-learning process. After analyzing data, the researcher knows that (1) the classroom activities in regular class are not good, the teacher explains about the material the students did not response that the teacher explains. In the favorite class, the classroom activities are good; the teacher explains material, the students' response about the teacher explains, (2) the students' ability in writing recount text is poor, because the students get score 29-69, (3) the problem faced by the students can be seen from the lack of vocabulary, the students misunderstood in grammar, the students difficult to write the elements of recount text, the students cannot write punctuation and spelling, and the other problem was in looking for the idea.[36]

C. The Operational Concept

Operational concept is the main element to avoid misunderstanding and misinterpreting in a specific study as a concept, still operated in abstract from the research planning interpreted in to particular words in order to be easy to measure. It means that the operational concept is needed to avoid misinterpreting about the thesis content by other readers, so the main technical terms of the specials sense that exist are necessary to operate this research.

Based on the statement above, the writer concludes that there are some factors needed in operating the operational concept. In this research, the writer concludes several factors to be operated which describe operational concept. The indicators are:

1. The indicators of the students' ability in writing recount text:

[36] Oktona Waliyyani. *A Descriptive Study on The Students' Ability in Writing Recount Text at The Second Year of SMP Negeri 2 Sragen*. Surakarta: Universitas Muhammadiyah Surakarta. 2010

a. Students are able to express their idea in writing recount text
b. Students are able to use the generic structures of recount text; orientation, events, and reorientation in writing recount text
c. Students are able to use the language features of the short recount text; focus on individual participants and temporal sequence of events, use of past tense and material clauses in writing recount text
d. Students are able to write the events in writing recount text for the purpose of informing readers
e. Students are able to express their experience in the real events in writing recount text
f. Students are able to write the series of events in detail in writing recount text

2. The indicators of the students' ability in writing narrative text:
   a. Students are able to express their idea in writing narrative text
   b. Students are able to use the generic structure; orientation, evaluation, complication, resolution, and reorientation in writing narrative text
   c. Students are able to use the language features of the short narrative text; focus on specific participants, use of past tense, temporal conjunction, and material process in writing recount text
   d. Students are able to make well developed characters in writing narrative text
   e. Students are able to make a plot with a problem and resolution in writing narrative text

f. Students are able to make a theme that explains the meaning of the story in writing narrative text

g. Students are able to have a lot of vocabularies used to enrich understanding of the story in writing narrative text

h. The students are able to make sentences which play reader's emotion in writing narrative text

3. The indicators of the factors influencing students' ability in writing recount and narrative text are:

   a. Internal Factors

      1) Students' motivation in writing recount and narrative text.
      2) Students' interest in writing recount and narrative text.
      3) Students' talent in writing recount and narrative text.
      4) Students' attitude in writing recount and narrative text.
      5) Students' vocabulary mastery in writing recount and narrative text.
      6) Students' grammar mastery in writing recount and narrative text.
      7) Practice or time allocation in writing recount and narrative text.
      8) Personal experience in writing recount and narrative text.
      9) Reading capacities in writing recount and narrative text.

   b. External Factors

      1) Teachers' role in learning recount and narrative text.
      2) Facilities that are used in learning recount and narrative text.
      3) Curriculum that is used in learning recount and narrative text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the methodology of the research. It presents the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continues to techniques of the data collection and technique of the data analysis.

A. Design of the Research

The study is a descriptive quantitative research consists of one variable that is the students' ability in writing recount and narrative text at the first year of MAN I Pekanbaru.

B. The Location and the Time of the Research

This research was conducted at MAN 1 Pekanbaru, located on Jalan Bandeng No. 51 Pekanbaru. The research was conducted on Juli to August 2010.

C. The Subject and the Object of the Research

The subject of this research is the students at the first year of MAN 1 Pekanbaru that registered in 2010/2011. The object of this research is the students' ability in writing recount and narrative texts.

D. Population and Sample of the Research

The population of this research is the entire of students at the first year of MAN 1 Pekanbaru that registered in 2010/2011 with 222 students. The technique used in this research was random sampling technique. If the amount of the subject is more than 100 respondents, it is better to take about 10 – 15%, 20 – 25%, or

more. It means the writer took the sample of this research is 54 students or 25 % of the population.[1] In taking the sample, the writer used random sampling technique.

The writer took the sample by using lottery system from seven classes. There were 8 students taken as the sample of each class. The writer made piece of paper based on the number of students of each class. But there was only 1 until 8 numbers written in the piece of paper and the others were empty. The students were asked to take the piece of paper. The students who got the number were the sample of this research. The specification of the population can be seen on the table below:

TABLE II

THE NUMBERS OF FIRST YEAR STUDENTS OF MAN 1 PEKANBARU IN ACADEMIC YEAR 2009/2010

No	Class	Population			Sample
		Female	Male	Total	
1	X .1	20	13	33	8
2	X.2	21	12	33	8
3	X.3	21	12	33	8
4	X.4	20	13	33	8
5	X.5	23	10	33	8
6	X.6	20	13	33	8
7	X. Cendikia	13	11	24	6
	Amount	**138**	**84**	**222**	**54**

The sample of this research is 54 students or 25 % of the population. It is taken by using random sampling technique.

[1] Suharsimi Arikunto. *Prosedure Penelitian: Suatu Pendekatan Praktek*. Bandung: Remaja Rosdakarya. 2002. p. 134

E. The Technique of Collection the Data

In collecting the data, the writer applied the techniques as follows:

1. Test

In order to get some data that were needed to support this research, the writer used test to measure the ability of the students in writing recount and narrative texts by giving test twice.

The first test was given to know their ability in writing recount text. The students (samples) had to follow written test by choosing one of the three titles given to them to be developed in writing by using frame of recount text. And the second, the test was conducted to know their ability in producing narrative text. They were given chance to select the most interest of the three titles freely and they produced their narrative text by using frame of narrative text.

2. Questionnaire

Questionnaire is a research instrument consisting of series of questionnaire to be answered by the respondent. Questionnaire consist of multiple choice answers. This technique was used to find out the factors that influence the students' ability in writing recount and narrative texts. The writer, in this case will give statements deal with the external and internal factors that influence it. These statements in the questionnaire describe problems as a difficulty of the students writing ability. It consists of 22 items and deals with respondents opinions in answering the options as follow:

a. always

b. often

c. sometimes

d. seldom

e. never

F. The Technique of Analyzing the Data

The current research belongs to descriptive quantitative research. It was attempted to describe and interpret the data collected as objectively as possible. The data obtained were quantitatively analyzed into qualitative category. The researcher computed the frequencies of occurrence, means, and standard deviations of each item to know the students' ability in writing recount and narrative texts. The researcher also computed the range of the data to provide information about the representatively of the data. The statistical formulas employed in analyzing the data were as follows:

Rumus:

a. Mean: $Mx = \frac{\Sigma fx}{N}$

b. Standard deviation: $SD = \sqrt{\frac{\Sigma x^2}{N}}$

c. Range: R= H – L

d. Percentage (%): $P = \frac{F}{N} \times 100$

To get the data of factors that influences the students' ability in writing recount and narrative text, the writer will use the standard measurement as described as follow:

$$P = \frac{f}{N} x\,100 \quad \%$$

P= Percentage

F= Frequency

N= Number of respondents (Sudijono, 2007, p. 43)

Then, the results of percentage are categorized as follows:

a. 76% - 100% : Good

b. 56% - 75% : Fair

c. 40% - 55% : Less

d. 0% - 39% : Bad

(Suharsimi 1991, p. 195-196).

Besides using the formulation above in taking the percentage, it is needed to identify the mean for each category that absolutely has different value in every item on the questionnaire. The formulation of mean score is:

$$Mx = \frac{\sum x}{N}$$

Mx = Mean ……..

∑X = Total score

N = Number of cases

(As cited from Anas Sudijono, 2005, p. 80).

In order to make the study easier, the writer used an analyzing process by using Statistical Product and Service Solution or SPSS called statistic descriptive. SPSS is probably the most common statistical data analysis software package used in educational research and is available at most institutions of higher education. It is also quite user-friendly and does everything we need to do. To use SPSS we must have a computer or a laptop to install this program, because this program can be used is just in a computer or a laptop.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Description of the Research Instrument

This chapter discusses about the students' ability in writing recount and narrative text at the first year of MAN 1 Pekanbaru that presented and described by using tables. The data was filled and interpreted based on the writing test to know the students' ability in writing recount and narrative text and questionnaire information after each of populations was equally given the same portion of questions to know the factors influencing students' ability in writing recount and narrative text. Fifty four students were contributed on the test and questionnaires techniques. The researcher used the test and questionnaire as the techniques of collecting data.

The first test was given to know their ability in writing recount text. The students (samples) had to follow written test by choosing one of the three titles given to them to be developed in writing by using frame of recount text. And the second, the test was conducted to know their ability in producing narrative text. They were given a chance to select the most interest of the three titles freely and they wrote their narrative text by using frame of narrative text.

These factors are that influence the students' ability in writing recount and narrative text at the first year of MAN 1 Pekanbaru. The questionnaire consists of twenty two items which are divided in two part factors; internal factor and external factor which they are as follows:

1. Internal Factors
    a. Students' motivation in writing recount and narrative text.
        1) Students do writing recount and narrative task although it is very difficult task (Questionnaire items number 1)
        2) Students ask the teacher when they don't understand the lesson (Questionnaire items number 2)
    b. Students' interest in writing recount and narrative text.
        1) Students practice to write recount and narrative text (Questionnaire items number 3)
        2) Students are pleased when the teacher gives writing test (Questionnaire items number 4)
    c. Students' talent in writing recount and narrative text.
        1) Students get easy to write recount and narrative text (Questionnaire items number 5)
        2) Students can express ideas in writing recount and narrative text (Questionnaire items number 6)
    d. Students' attitude in writing recount and narrative text.
        1) Students follow the English subject (Questionnaire items number 7)
        2) Students give attention to the course during teaching and learning process (Questionnaire items number 8)
        3) Students do the task that is given by teacher (Questionnaire items number 9)

e. Students' vocabulary mastery in writing recount and narrative text.

1) Students have vocabularies to write recount and narrative text (Questionnaire items number 11)

f. Students' grammar mastery in writing recount and narrative text.

1) Students are easy in grammar when writing recount and narrative text (Questionnaire items number 10)

g. Practice or time allocation in writing recount and narrative text.

1) Students spend enough time to make recount and narrative text (Questionnaire items number 14)

h. Personal experience in writing recount and narrative text.

1) Students write my experiences (Questionnaire items number 15)

i. Reading capacities in writing recount and narrative text.

1) Students like reading recount and narrative text (Questionnaire items number 12)

2) Students read English text book (Questionnaire items number 13)

2. External Factors

a. Teacher role in learning recount and narrative text.

1) Teacher gives explanations of recount and narrative text clearly (Questionnaire items number 16)

2) Teacher gives examples of recount and narrative text (Questionnaire items number 17)
3) Students prepare some references of recount and narrative text to help them in writing recount and narrative (Questionnaire items number 18)

b. Facilities that is used in learning recount and narrative text.

1) Students use facilities that are provided in the school to help in learning English (Questionnaire items number 19)
2) Students have any tools in writing recount and narrative text. For instance; pen, pencil, book, computer, etc. (Questionnaire items number 20)

c. Curriculum that is used in learning recount and narrative text.

1) Students living environment supports in studying (Questionnaire items number 21)
2) Students have particular place to writing (Questionnaire items number 22)

B. Data Presentation of Students' Score in Writing Recount and Narrative Texts

In scoring the students' test of their writing product, the writer used the ESL Composition Profile which was quoted from Hughey et.al as cited by Reid. The Profile itself consists of five components. They are: Content, Organization,

Vocabulary, Language Used, and Mechanic (for further information see appendix 3).[1]

While the students' test was analyzed by the readers that have high professionalism in term of writing in order to get the valid and reliable score of the test result. The test will be read by two readers that have been carefully trained for the evaluation of ESL Composition Profile. It has purpose to find a reliable evaluation of the students' test. The readers should have three criteria; strong professional recommendation, successful teaching experience at the appropriate educational level, and strong academic preparation.

Dealing with the statement above, the writer in this research used two readers that are considered fully as the scorer of the students' test. The first reader was Yasir Amri, M.Pd, and the second reader was Jonri Kasdi S.Pdi. They are lecturer of language Center of UIN Suska Riau, the co-lecturer of English Education Department especially in writing and grammar subjects, and also as the trainers of several English course in Pekanbaru especially and Riau generally.

The writer describes the data both recount and narrative separately and clearly. The students' score in writing recount and narrative text can be seen in the tables of the next pages.

1. The Students' Ability in Writing Recount Text

The students' test of writing recount text below includes five aspects writing composition (Content, Organization, Vocabulary, language use,

[1] Hughey at.al as cited in Joy M. Reid. *Teaching ESL Writing*. United States of America: Prentice Hall Regents. 1993. p. 236

Mechanic). The scores of the students' writing recount text can be seen in appendix V.

In order to interpret the level of students' score of the test, the writer used the scale as follow:

TABLE III

The Classification of Students' Score

The score Level	Category
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less
0-49	Fail

The writer classifies their abilities in writing recount text as follows: the distribution of the students' ability in writing recount text is as follow: The students' ability which is categorized Very good is 2 samples or 3.71 % from total sample of the study, 22 samples are good or 40.74 %, 22 samples are enough or 40.74 %, and the last is 8 samples that are categorized less or 14.82 %. There is no fail category in this distribution of the students' ability in writing recount text. Therefore it can be concluded that the students' ability in writing recount is "enough".

2. The Students' Ability in Writing Narrative Text

The students' test of writing narrative text below also includes five aspects writing composition (Content, Organization, Vocabulary, language use, Mechanic) as writing recount text. The scores of the students' writing narrative text can be seen in appendix VI.

The writer classifies their abilities in writing narrative text are as follows: the distribution of the students' ability in writing narrative text is as follows: The students' ability which is categorized Very good is 0 % from total sample of the study, 8 samples are good or 14.82 %, 18 samples are enough or 33.34 %, and the last is 28 samples that are categorized less or 51.85 %. There is no fail category in this distribution of the students' ability in writing narrative text. Therefore it can be concluded that the students' ability in writing narrative text is "less".

3. The Students' Ability in Writing Recount and Narrative Text

Both scores of the students in writing recount and narrative text can be seen in appendix VII.

The writer concluded that students' ability in writing recount is better that writing narrative text. It can be seen from the total and the mean of all components in recount and narrative score. The total of all components in recount is 3.6574 and the mean is 0.067. While the total of all components in narrative is 3.1951 and the mean is 0.059. It can be known that the difference is clearly.

4. The Factors Influencing Students' Ability In Writing Recount and Narrative Text

The data of factors influencing of students' writing recount and narrative ability were gotten by giving questionnaires to objects of this research. Questionnaire guidance consisted of 22 questions multiple choices.

TABLE IV

***Statement**: Students Do Writing Recount and Narrative Task Although It Is Very Difficult Task*

Items	Alternative Answer	Frequency	Percentage
A	Always	5	9.3%
B	Often	8	14.8%
C	Sometimes	10	18.5%
D	Seldom	14	25.9%
E	Never	17	31.5%
TOTAL		54	

From the table above, it shows that 31.5 % of the respondents choose never, 25.9% of the respondents choose seldom, 18.5 % of respondents choose sometimes, 14.8 % of the respondents choose often and 9.3 % of the respondents choose always do writing recount and narrative task, although it is very difficult task.

TABLE V

***Statement**: Students Ask the Teacher When They don't Understand the Lesson*

Items	Alternative Answer	Frequency	Percentage
A	Always	4	7.5%
B	Often	6	14.8%
C	Sometimes	13	24%
D	Seldom	14	26%
E	Never	17	31.4%
TOTAL		54	100%

From the table above, it shows that 31.4 % of the respondents choose never, 26% of the respondents choose seldom, 24 % of respondents choose

sometimes, 14.8 % of the respondents choose often and 7.4 % of the respondents always ask the teacher when they don't understand the lesson.

TABLE VI

***Statement**: Students Practice to Write Recount and Narrative*

Items	Alternative Answer	Frequency	Percentage
A	Always	4	7.5%
B	Often	7	13%
C	Sometimes	12	22.3%
D	Seldom	15	27.7%
E	Never	16	29.5%
TOTAL		54	100%

From the table above, it shows that 29.5 % of the respondents choose never, 27.7 % of the respondents choose seldom, 22.3 % of respondents choose sometimes, 13 % of the respondents choose often and 7.5 % of the respondents always practice to write recount and narrative.

TABLE VII

***Statement**: Students are Pleased When the Teacher Gives Writing Test*

Items	Alternative Answer	Frequency	Percentage
A	Always	6	11.2%
B	Often	8	33.4%
C	Sometimes	11	20.3%
D	Seldom	13	24%
E	Never	16	30%
TOTAL		54	100%

From the table above, it shows that 33.4 % of the respondents choose often, 30% of the respondents choose never, 24 % of respondents choose seldom,

20.3 % of the respondents choose sometimes and 11.2 % of the respondents always practice to write recount and narrative.

TABLE VIII

***Statement**: Students Get Easy To Write Recount and Narrative Text*

Items	Alternative Answer	Frequency	Percentage
A	Always	3	5.6%
B	Often	9	16.7%
C	Sometimes	11	20.3%
D	Seldom	14	26%
E	Never	17	31.4%
TOTAL		54	100%

From the table above, it shows that 31.4 % of the respondents choose never, 26 % of the respondents choose seldom, 20.3 % of respondents choose sometimes, 16.7 % of the respondents choose often and 5.6 % of the respondents choose always get easy to write recount and narrative text.

TABLE IX

***Statement**: Students Can Express Ideas in Writing Recount and Narrative Text*

Items	Alternative Answer	Frequency	Percentage
A	Always	5	9,2%
B	Often	7	13%
C	Sometimes	11	20.3%
D	Seldom	12	22.3%
E	Never	19	35.1%
TOTAL		54	100%

From the table above, it shows that 35.1 % of the respondents choose never, 22.3 % of the respondents choose seldom, 20.3 % of respondents choose

sometimes, 13 % of the respondents choose often and 9.2 % of the respondents choose always can express ideas in writing recount and narrative text.

TABLE X

***Statement**: Students Follow the English Subject*

Items	Alternative Answer	Frequency	Percentage
A	Always	41	76%
B	Often	8	33.4%
C	Sometimes	3	5.6%
D	Seldom	2	3.7%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 76 % of the respondents choose always, 33.4 % of the respondents choose often, 5.6 % of the respondents choose sometimes, 3.7 % of respondents choose seldom, and no students that never follow the English subject.

TABLE XI

***Statement**: Students Give Attention to the Course during Teaching and Learning Process*

Items	Alternative Answer	Frequency	Percentage
A	Always	37	68.5%
B	Often	8	33.4%
C	Sometimes	6	11.2%
D	Seldom	3	5.6%
E	Never	0	0%
TOTAL		54	100%

From the table above, it shows that 68.5 % of the respondents choose always, 33.4 % of the respondents choose often, 11.2 % of the respondents choose

sometimes, 5.6 % of respondents choose seldom, and no students that choose never give attention to the course during teaching and learning process.

TABLE XII

***Statement**: Students Do the Task That Is Given By Teacher*

Items	Alternative Answer	Frequency	Percentage
A	Always	22	40.7%
B	Often	8	33.4%
C	Sometimes	19	35.1%
D	Seldom	2	3.7%
E	Never	3	5.6%
TOTAL		54	100%

From the table above, it shows that 40.7 % of the respondents choose always, 35.1 % of the respondents choose sometimes, 33.4 % of the respondents choose often, 5.6 % of the respondents choose never, and 3.7 % of respondents choose seldom do the task that is given by teacher.

TABLE XIII

***Statement**: Students Are Easy In Grammar When Writing Recount and Narrative*

Items	Alternative Answer	Frequency	Percentage
A	Always	4	7.4%
B	Often	9	16.7%
C	Sometimes	10	18.5%
D	Seldom	14	26%
E	Never	17	31.4%
TOTAL		54	100%

From the table above, it shows that 31.4 % of the respondents choose never, 26 % of the respondents choose seldom, 18.5 % of the respondents choose

sometimes, 16.7 % of respondents choose often, and 7.4 % of the respondents choose always easy in grammar when writing recount and narrative text.

TABLE XIV

***Statement**: Students Have Vocabularies to Write Recount and Narrative*

Items	Alternative Answer	Frequency	Percentage
A	Always	5	9.2%
B	Often	7	13%
C	Sometimes	11	20.3%
D	Seldom	14	26%
E	Never	17	31.4%
TOTAL		54	100%

From the table above, it shows that 31.4 % of the respondents choose never, 26 % of the respondents choose seldom, 20.3 % of respondents choose sometimes, 13 % of the respondents choose often and 9.2 % of the respondents choose always have vocabularies to write recount and narrative.

TABLE XV

***Statement**: Students like Reading Recount and Narrative Texts*

Items	Alternative Answer	Frequency	Percentage
A	Always	7	13%
B	Often	9	16.7%
C	Sometimes	19	35.1%
D	Seldom	11	20.3%
E	Never	8	33.4%
TOTAL		54	100%

From the table above, it shows that 35.1 % of the respondents choose sometimes, 33.4 % of the respondents choose never, 20.3 % of respondents

choose seldom, 16.7 % of the respondents choose often and 13 % of the respondents choose always like reading recount and narrative texts.

TABLE XVI

***Statement**: Students Read English Texts Book*

Items	Alternative Answer	Frequency	Percentage
A	Always	6	11.2%
B	Often	10	18.5%
C	Sometimes	17	31.4%
D	Seldom	13	24%
E	Never	8	33.4%
TOTAL		54	100%

From the table above, it shows that 33,4 % of the respondents choose never, 31.4 % of the respondents choose sometimes, 24 % of respondents choose seldom, 18.5 % of the respondents choose often and 11.2 % of the respondents choose always read English texts book.

TABLE XVII

***Statement**: Students Spend Enough Time to Make Recount and Narrative*

Items	Alternative Answer	Frequency	Percentage
A	Always	1	1.8%
B	Often	2	3.7%
C	Sometimes	13	24%
D	Seldom	17	31.4%
E	Never	21	39%
TOTAL		54	100%

From the table above, it shows that 39 % of the respondents choose never, 31.4 % of the respondents choose seldom, 24 % of respondents choose sometimes,

3.7 % of the respondents choose often and 1.8 % of the respondents choose always spend enough time to make recount and narrative text.

TABLE XVIII

***Statement**: Students Write My Experiences*

Items	Alternative Answer	Frequency	Percentage
A	Always	6	11.2%
B	Often	7	13%
C	Sometimes	14	26%
D	Seldom	19	35.1%
E	Never	8	33.4%
TOTAL		54	100%

From the table above, it shows that 35.1 % of the respondents choose seldom, 33.4 % of the respondents choose never, 26 % of respondents choose sometimes, 13 % of the respondents choose often and 11.2 % of the respondents choose always write their experiences.

TABLE XIX

***Statement**: Teacher Gives Explanations of Recount and Narrative Text Clearly*

Items	Alternative Answer	Frequency	Percentage
A	Always	11	20.3%
B	Often	29	53.7%
C	Sometimes	8	33.4%
D	Seldom	4	7.4%
E	Never	2	3.7%
TOTAL		54	100%

From the table above, it shows that 53.7 % of the respondents choose often, 33.4 % of the respondents choose sometimes, 20.3 % of respondents choose

always, 7.4 % of the respondents choose seldom and 3.7 % of the respondents choose that teacher never gives explanations of narrative text clearly.

TABLE XX

***Statement**: Teacher Gives Examples of Recount and Narrative Text*

Items	Alternative Answer	Frequency	Percentage
A	Always	12	22.3%
B	Often	27	50%
C	Sometimes	9	16.7%
D	Seldom	4	7.4%
E	Never	2	3.7%
TOTAL		54	100%

From the table above, it shows that 50 % of the respondents choose often, 22.3 % of the respondents choose always, 16.7 % of respondents choose sometimes, 7.4 % of the respondents choose seldom and 3.7 % of the respondents choose that teacher never gives examples of narrative text.

TABLE XXI

***Statement**: Students Prepare Some References of Recount and Narrative to Help Them in Writing Recount and Narrative*

Items	Alternative Answer	Frequency	Percentage
A	Always	4	7.4%
B	Often	6	11.2%
C	Sometimes	12	22.3%
D	Seldom	14	26%
E	Never	18	33.4%
TOTAL		54	100%

From the table above, it shows that 33.4 % of the respondents choose never, 26 % of the respondents choose seldom, 22.3 % of respondents choose sometimes, 11.2 % of the respondents choose often and 7.4 % of the respondents choose always prepare some references of recount and narrative to help them in writing recount and narrative text.

TABLE XXII

***Statement**: Students Use Facilities That Are Provided In the School to Help In Learning English*

Items	Alternative Answer	Frequency	Percentage
A	Always	16	30%
B	Often	20	37%
C	Sometimes	9	16.7%
D	Seldom	5	9.2%
E	Never	4	7.4%
TOTAL		54	100%

From the table above, it shows that 37 % of the respondents choose often, 30 % of the respondents choose always, 16.7 % of respondents choose sometimes, 9.2 % of the respondents choose seldom and 7.4 % of the respondents choose never use facilities that are provided in the school to help in learning English.

TABLE XXIII

***Statement**: Students Have any Tools in Writing Recount and Narrative, For Instance Pen, Pencil, Book, Computer, etc.*

Items	Alternative Answer	Frequency	Percentage
A	Always	16	30%
B	Often	19	35.1%
C	Sometimes	9	16.7%
D	Seldom	6	11.2%
E	Never	4	7.4%
TOTAL		54	100%

From the table above, it shows that 35.1 % of the respondents choose often, 30 % of the respondents choose always, 16.7 % of respondents choose sometimes, 11.2 % of the respondents choose seldom and 7.4 % of the respondents choose never have any tools in writing recount and narrative, for instance pen, pencil, book, computer, etc.

TABLE XXIV

***Statement**: Students' Living Environment Supports in Studying*

Items	Alternative Answer	Frequency	Percentage
A	Always	21	39%
B	Often	17	31.4%
C	Sometimes	7	13%
D	Seldom	8	33.4%
E	Never	1	1.8%
TOTAL		54	100%

From the table above, it shows that 39 % of the respondents choose always, 33.4 % of the respondents choose seldom, 31.4 % of the respondents

choose often, 13 % of respondents choose sometimes, 1.8 % of the respondents choose that their living environment never supports in studying.

TABLE XXV

***Statement**: Students Have Particular Place to Write Recount and Narrative*

Items	Alternative Answer	Frequency	Percentage
A	Always	4	7.4%
B	Often	3	5.6%
C	Sometimes	7	13%
D	Seldom	17	31.4%
E	Never	23	42.5%
TOTAL		54	100%

From the table above, it shows that 42.5 % of the respondents choose never, 31.4 % of the respondents choose seldom, 13 % of respondents choose sometimes, 7.4 % of the respondents choose always and 5.6 % of the respondents choose often have particular place to writing.

C. Data Analysis

To know the students' ability in writing between recount and narrative text, the data were analyzed by analyze of descriptive statistic. In this research, the writer used SPSS (Statistical Product and Service Solution) program. This program is one of computer application programs which are designed to analyze the statistical data.[2]

The steps of analyzing the data by using Student "t" technique by using SPSS are as follows:

[2] Hartono. *SPSS 16.0 Analisis Data Statistika dan Penelitian*. Yogyakarta: Pustaka Pelajar. Second Edition. 2008. p.1

1. Open new file
2. Enter the data based on the group of variable
3. Press menu analyze, then press descriptive statistics and frequencies
4. Sett Statistics, Chart, and Format in Setting Analysis based on needed
5. Press Ok

After finishing enter the data info file in SPSS program by using analyzing of descriptive statistic, the result of statistical data was found in the output and then the writer concluded the output by analyzing each of the data shown in the table output.

To analyze the output of the data is not an easy work. It needs interpretation highly in order the writer will not make an error way to deliver the result of the statistical data that is being described. We should read carefully each of the data in the output to find a final conclusion of the research well.

The output of the statistical analysis descriptive of the students' ability in writing recount and narrative text was divided into: frequencies, frequency table, and histogram. These are explanation about each item:

Interpretation Output

Frequencies Statistics

***Valid*:** N or amount of valid data in processed

***Missing*:** It means that there is empty data in variable score analyzed

***Mean*:** Quantity between two averages

***Median*:** The center point of data

***Mode*:** Score which is has the most frequency

***Standard Deviation*:** Deviation is dispute of each score or interval with the mean. If every score is more than mean, the deviation is positive, but if every score is less than mean the deviation is negative. Standard deviation is disputing all scores with the mean in each variable. The more the score, the standard deviation is heterogenic. The less the score, standard deviation is homogeny.

***Variance*:** It is used to know the level of homogeny data as standard deviation. The amount of variance is got from quadrate of standard deviation. ***Skewness*:** It is the declivity of curve.

Ratio Skewness: $\frac{\text{Skewness score}}{\text{Standard error of skewness}}$

Kurtosis: It is the sharpness or the bluntness of curve.

Ratio Kurtosis: $\frac{\text{Kurtosis score}}{\text{Standard error of kurtosis}}$

It can be interpreted as follows:

a. If ratio skewness and ratio kurtosis is less than ±2, it means that the distribution of data is normal
b. If ratio skewness and ration kurtosis is more that ±2, it means that the distribution of data is abnormal

Range: It is the difference between the highest and the lowest score of a set of data.

Minimum: It is the lowest score of each variable.

Maximum: It is the highest score of each variable.

Frequency Table

In the *Output Frequency*, there are five table columns that express data description. The first column states the variation score on variable, ranging from lowest score (minimum) to highest (maximum) or highest to lowest scores (depending on command). . *Frequency* column states the number of respondents (students) in each of the score where the total must equal the sum of all students. *Percent* is stating the percentage of each score. The total should be 100. *Valid Percent* depends on the completeness of data each variable. While the *Cumulative Percent* is calculated by adding in sequence the percentage of each cell are calculated cumulatively from the top to down, this latter figure should be numbered one hundred.

Histogram

Histogram describes each variable; there is a histogram of students' score in writing recount and students' score in writing narrative. Describe the quantitative frequency table to draw the histogram whereas visually in the form of images. Minimum and maximum values can be seen in the frequency table and histogram.

Furthermore, the information about them can be seen as follows:

1. **The Students' Ability In Writing Recount Text**

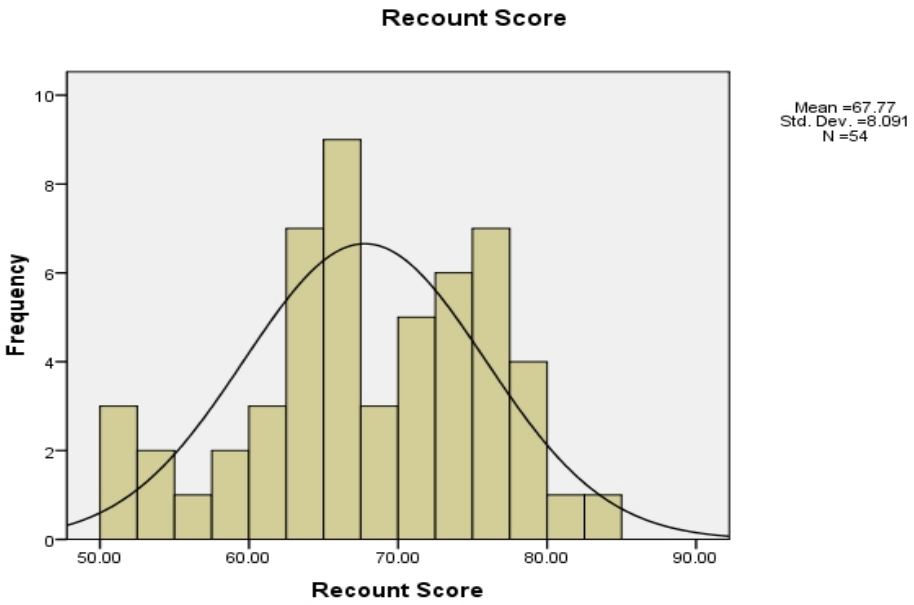
Frequencies

TABLE XXVI

Statistics

		Recount Score	**Narrative Score**
N	Valid		54
	Missing		0
Mean		67.7667	60.0944
Std. Error of Mean		1.10105	1.10213
Median		67.7500	59.2500
Mode		66.00	50.00
Std. Deviation		8.09102	8.09895
Variance		65.465	65.593
Skewness		-.372	.586
Std. Error of Skewness		.325	.325
Kurtosis		-.426	-.637
Std. Error of Kurtosis		.639	.639
Range		33.50	28.50
Minimum		50.00	50.00
Maximum		83.50	78.50
Sum		3659.40	3245.10
Percentiles	10		55.0000
	25		62.8750
	50		67.7500
	75		74.6250
	90		77.7500

Histogram



Interpretation Output

Frequencies Statistics

***Valid*: 54**

***Missing*: O** (zero)

***Mean*: 67.7667**

***Median*: 67.7500**

***Mode*: 66.00**

***Standard Deviation*: 8.09102**

***Variance*: 65.465** gotten from **8.09102 x 8.09102 (8.09102²) = 65.465**

***Skewness*:** The score is -.372 with the standard error is .325.

Ratio Skewness: $\frac{-0.372}{0.325} = 1.144$

Kurtosis: The score is -0.426 and the standard error of kurtosis is 0.639.

Ratio Kurtosis: $\frac{\textbf{-0.426}}{\textbf{0.639}} = \textbf{0.666}$

Therefore, it can be concluded that the distribution of variable data students' ability in writing recount is normal because the ratio skewness and ratio kurtosis is less than ±2 or it is on the distance between -2 and +2.

Range: 33.50

Minimum: 50.00

Maximum: 83.50

2. The Students' Ability In Writing Narrative Text

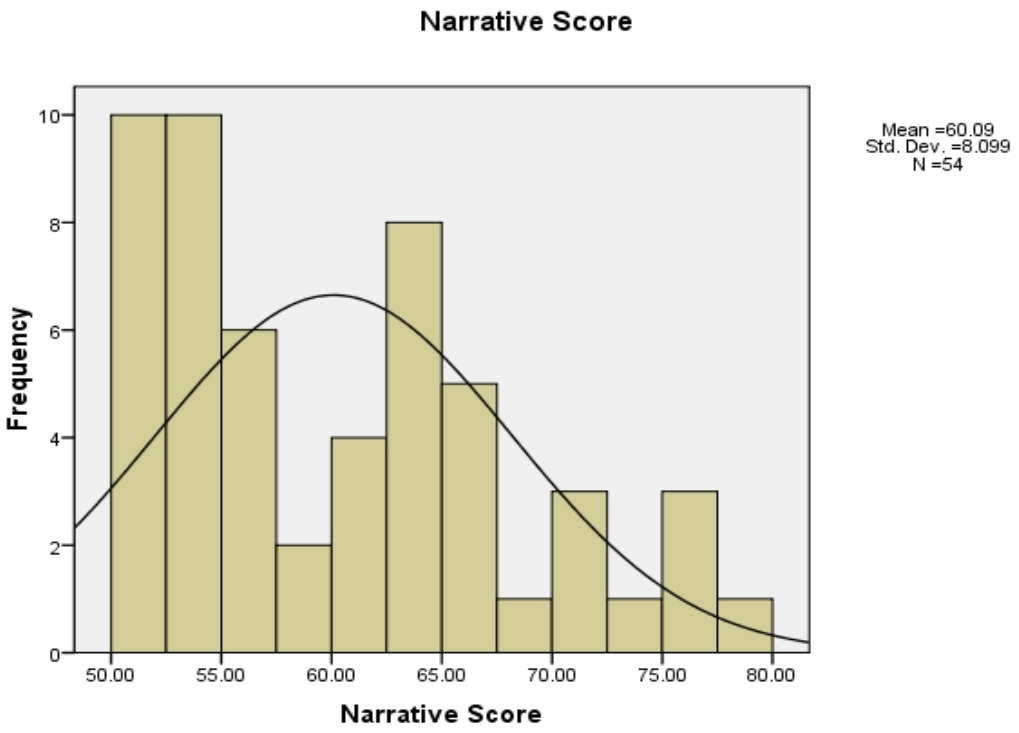
Frequencies

TABLE XXVII

Statistics

		Recount Score	Narrative Score
N	Valid		54
	Missing		0
Mean		67.7667	60.0944
Std. Error of Mean		1.10105	1.10213
Median		67.7500	59.2500
Mode		66.00	50.00
Std. Deviation		8.09102	8.09895
Variance		65.465	65.593
Skewness		-.372	.586
Std. Error of Skewness		.325	.325
Kurtosis		-.426	-.637
Std. Error of Kurtosis		.639	.639
Range		33.50	28.50
Minimum		50.00	50.00
Maximum		83.50	78.50
Sum		3659.40	3245.10
Percentiles	10		55.0000
	25		62.8750
	50		67.7500
	75		74.6250
	90		77.7500

Histogram



Interpretation Output

Frequencies Statistics

***Valid*: 54**

***Missing*: O** (zero)

***Mean*: 60.0944**

***Median*: 59.2500**

***Mode*: 50.00**

***Standard Deviation*: 8.09895**

***Variance*: 65.593** gotten from **8.09895 x 8.09895 (8.09895^2) = 65.593**

***Skewness*:** 0.325.

Ratio Skewness: **0.586 = 1.803**

0.325

Kurtosis: The score is -0.637 and the standard error of kurtosis are 0.639.

Ratio Kurtosis: **-0.637 = 0.996**

0.639

Therefore, it can be concluded that the distribution of variable data students' ability in writing narrative is normal because the ratio skewness and ratio kurtosis is less than ±2 or it is on the distance between -2 and +2.

Range: 28.50

Minimum: 50.00

Maximum: 78.50

3. The Factors Influencing Students' Ability in Writing Recount and Narrative Text

The writer will clarify the previous data as below:

TABLE XXVIII

THE RECAPITULATION ON TABLE OF THE FACTORS INFLUENCING THE STUDENTS' ABILITY IN WRITING RECOUNT AND NARRATIVE TEXT

No Of Items	Alternative Answers										Amount	
	A (5)		B (4)		C (3)		D (2)		E (1)			
	F	P	F	P	F	P	F	P	F	P	F	Mean
1	5 (25)	9.3%	8 (32)	14.8%	10 (30)	18.5%	14 (28)	25.9%	17 (17)	31.5%	54 (132)	2.44
2	4 (20)	7.5%	6 (24)	14.8%	13 (39)	24%	14 (28)	26%	17 (17)	31.4%	54 (128)	2.37
3	4 (20)	7.5 %	7 (28)	13%	12 (36)	22.3%	15 (30)	27.7%	16 (16)	29.5%	54 (130)	2.40
4	6 (30)	11.2%	8 (32)	33.4%	11 (33)	20.3%	13 (26)	24%	16 (16)	30%	54 (137)	2.53
5	3 (15)	5.6%	9 (36)	16.7%	11 (33)	20.3%	14 (28)	26%	17 (17)	31.4%	54 (129)	2.38
6	5 (25)	9.2%	7 (28)	13%	11 (33)	20.3%	12 (24)	22.3%	19 (19)	35.1%	54 (129)	2.38
7	41 (205)	76%	8 (32)	33.4%	3 (9)	5.6%	2 (4)	3.7%	0 (0)	0%	54 (250)	4.62
8	37 (185)	68 %	8 (32)	33.4%	6 (18)	11.2%	3 (6)	5.6%	0 (0)	0%	54 (241)	4.46
9	22 (110)	40.7%	8 (32)	33.4%	19 (57)	35.1%	2 (4)	3.7%	3 (3)	5.6%	54 (206)	3.81
10	4 (20)	7.4%	9 (36)	16.7%	10 (30)	18.5%	14 (28)	26%	17 (17)	31.4%	54 (131)	2.42
11	5 (25)	9.2%	7 (28)	13%	11 (33)	20.3%	14 (28)	26%	17 (17)	31.4%	54 (131)	2.42
12	7 (35)	13%	9 (36)	16.7%	19 (57)	35.1%	11 (22)	20.3%	8 (8)	33.4%	(54) 158)	2.92
13	6 (30)	11.2%	10 (40)	18.5%	17 (51)	31.4%	13 (26)	24%	8 (8)	33.4%	54 (155)	2.87
14	1 (5)	1.8%	2 (8)	3.7%	13 (39)	24%	17 (17)	31.4%	21 (21)	39%	54 (107)	1.98
15	6 (30)	11.2%	7 (28)	13%	14 (42)	26%	19 (38)	35.1%	8 (8)	33.4%	54 (146)	2.70
16	11 (55)	20.3%	29 (116)	53.7%	8 (24)	33.4%	4 (8)	7.4%	2 (2)	3.7%	54 (205)	3.79
17	12 (60)	22.3%	27 (108)	50%	9 (27)	16.7%	4 (8)	7.4%	2 (2)	3.7%	54 (205)	3.79
18	4 (20)	7.4%	6 (24)	11.2%	12 (36)	22.3%	14 (28)	26%	18 (18)	33.4%	54 (126)	2.33
19	16 (80)	30%	20 (80)	37%	9 (27)	16.7%	5 (10)	9.2%	4 (4)	7.4%	54 (201)	3.72
20	16 (80)	30%	19 (76)	35.1%	9 (27)	16.7%	6 (12)	11.2%	4 (4)	7.4%	54 (199)	3.68
21	21 (105)	39%	17 (68)	31.4%	7 (21)	13%	8 (16)	33.4%	1 (1)	1.8%	54 (211)	3.90
22	4 (20)	7.4%	3 (12)	5.6%	7 (21)	13%	17 (34)	31.4%	23 (23)	42.5%	54 (110)	2.03
Total	**233 (1200)**	**444.8**	**234 (936)**	**511.5**	**241 (723)**	**464.7**	**222 (470)**	**453.7**	**222 (222)**	**496.4**	**1.188 (3567)**	**65.94**
Mean	**5.15**	**20.21**	**4**	**23.25**	**3**	**21.12**	**2.11**	**20.62**	**1**	**22.56**	**3.00**	**2.99**

WHERE :

A.	Always	=	5
B.	Often	=	4
C.	Sometimes	=	3
D.	Seldom	=	2
E.	Never	=	1

Based on the table above, it can be concluded that the mean of factors that influence student's ability in writing recount and narrative is **2.99**. It means that it stays on position "seldom" and needed 0.01 scores anymore to reach position 3 or "sometimes" and needed 1.01 scores anymore to reach position 4 or "often". So, all of the factors or twenty two that contribute toward students' ability in writing recount and narrative text at the first year students of MAN 1 Pekanbaru seldom and nearly sometimes influence toward students' ability in writing recount and narrative text.

Based on the explanation above the factors that influence the students' ability in writing recount and narrative text are rank order in the following list:

1) Item **7 (4.62)** the students follow the English subject
2) Item **8 (4.46)** the students give attention to the course during teaching and learning process
3) Item **21 (3.90)** the students living environment supports in studying
4) Item **9 (3.81)** the students do the task that is given by teacher
5) Item **16 (3.79)** the teacher gives explanations of recount and narrative text clearly

6) Item **17 (3.79)** the teacher gives examples of recount and narrative text
7) Item **19 (3.72)** the students use facilities that are provided in the school to help in learning English
8) Item **20 (3.68)** the students have any tools in writing recount and narrative, for instance pen, pencil, book, computer, etc.

Based on the mean score of the items, it is concluded that items number 7, 8, 9, 16, 17, 19, 20 and 21 are the factors that highly influence the students' ability in writing recount and narrative text, with the item number 7 (the students follow the English subject) as the highest factor highest influences toward the students' ability in writing recount and narrative text. Conversely, items 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15, 18, and 22 are the factors that have low influence toward the students' ability in writing recount and narrative text, with item number 14 (the students spend enough time to make recount and narrative text) as the factor that have least influence toward the students' ability in writing recount and narrative text. After all, the average score **(2.99)** shows that the factors mentioned have averagely "less" influence toward the students' ability in writing recount and narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusions

Based on the research finding as presented in the previous chapter, the conclusion that can be drawn for this research are as follows:

1. After presenting the findings in the chapter IV, the writer concludes that there is difference result between students' ability in writing recount and narrative text. Students' score in writing recount is better than narrative. It can be seen from statistics of recount is Mean: 67.7667, Median: 67.7500, and Mode: 66.00. While the narrative is Mean: 60.0944, Median: 59.2500, and Mode: 50.00. It can be concluded that students' ability is writing recount is categorized "enough" or 40.74 % of 22 samples and students' ability is writing narrative is categorized "less" or 51,85 % of 28 samples.
2. For the conclusion of factors influencing writing recount and narrative ability of students at the first year of MAN 1 Pekanbaru, like research finding as presented in previous chapter, the writer concludes that there are some dominant factors influencing writing recount and narrative ability of students. The first is their attitudes in learning recount and narrative including follow the English subject diligently, give attention to the course during teaching and learning process, and always do the task that is given by teacher. The second comes from external factor such as teacher role in learning; their teachers always give explanation of recount and narrative text clearly and always give

the examples. The third is the curriculum that is used in learning; they living environment supports in studying. And the forth is the facilities providing in the school to help them in learning English and they always have any tools in writing recount and narrative text.

B. The Suggestions

From the result of the study, it can be taken some suggestion for those who have concern to this thesis. It is suggested that the result of the study can improve the students' knowledge in writing especially in form of recount and narrative texts.

This finding shows that the students who are able in writing recount text is not an evidence that they are also able in writing narrative text because only a few of them who can do it well. It means that the students have to improve their knowledge, grammatical mastery, vocabulary, and other requirements that are needed to support their writing skill of the students.

There are many problems of students' ability in writing paragraph which have not been studied. Therefore, the writer suggest that the other researcher conducting and analyzing any problem in writing more widely and comprehensively in order to find more current information and beneficial finding in Teaching and Learning as a Foreign Language (TEFL).

Based on conclusion above, there are some suggestions proposed as follows:

1. For the teacher
    a. The teacher should explain recount and narrative text and all of the things related to recount and narrative text clearly.

b. The teacher has several methods to the students in order that they are not hesitated to write the text.

c. This is the responsibility of the candidate of English teachers in the future to pay more attention on understanding writing done by the students in order that they can reach the target of the teaching.

2. For the students

a. The writer hopes that the first year students of MAN 1 Pekanbaru always improve their knowledge about narrative text and can write the text with their own words effectively.

b. The students are not hesitated or shy to express anything in a piece of paper.

c. The students are suggested to increase their ability in writing. They have to master anything related to narrative text. It is proposed to help them to write a recount text, so they can be a good writer.

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Appendix I

THE RESEARCH INTRUMENT

Instructions:

1. This test is used for a research purpose only. It is used to know how your ability is in writing recount text
2. Choose one of the most interesting titles for you among the titles below:
   a. My Unforgettable Experience
   b. My Last holiday
   c. My English experience in Junior High School
3. Make a writing in a paper have given for you
4. Thanks a lot for your kindness and attention

Good Luck...!!!

THE RESEARCH INTRUMENT

Instructions:

1. This test is used for a research purpose only. It is used to know how your ability is in writing narrative text
2. Choose one of the most interesting titles for you among the titles below:
    a. The legend of my province
    b. Cinderella
    c. A handsome prince and a beautiful princess
    d. Tell a great movie the most you like
3. Make a writing in a paper have given for you
4. Thanks a lot for your kindness and attention

Good Luck...!!!

Name :
Class :

Appendix II

Questioner

Name :

Class :

The Reference and Guidance

1. **This questionnaire is only used for the research; it doesn't influence your mark.**
2. **Please read and understand each item of these questionnaires before giving the answer.**
3. **Choose one of the alternative answers a, b, c, d or e according to your best answer**
4. **Give the cross (X) for the alternative answer that you have decided**
5. **Thank you for your cooperation to fulfil and give back this questionnaires**

---

1. I……do writing recount and narrative task, although it is very difficult task
   a. Always b. Often c. Sometimes d. Seldom e. Never
2. I……ask the teacher when I don't understand the lesson
   a. Always b. Often c. Sometimes d. Seldom e. Never
3. I……practice writing recount and narrative text
   a. Always b. Often c. Sometimes d. Seldom e. Never
4. I'm……pleased when the teacher gives writing test
   a. Always b. Often c. Sometimes d. Seldom e. Never
5. I……get easy to write recount and narrative text
   a. Always b. Often c. Sometimes d. Seldom e. Never
6. I…… can express ideas in writing recount and narrative text
   a. Always b. Often c. Sometimes d. Seldom e. Never
7. I…… follow the English subject
   a. Always b. Often c. Sometimes d. Seldom e. Never
8. I…… give attention to the course during teaching and learning process
   a. Always b. Often c. Sometimes d. Seldom e. Never

9. I……do the task that is given by teacher

a. Always b. Often c. Sometimes d. Seldom e. Never

10. I'm……easy in grammar when writing recount and narrative

a. Always b. Often c. Sometimes d. Seldom e. Never

11. I……have vocabularies to write recount and narrative

a. Always b. Often c. Sometimes d. Seldom e. Never

12. I..... like reading recount and narrative text

a. Always b. Often c. Sometimes d. Seldom e. Never

13. I…… read English texts book

a. Always b. Often c. Sometimes d. Seldom e. Never

14. I……spend enough time to make recount and narrative

a. Always b. Often c. Sometimes d. Seldom e. Never

15. I…… write my experiences

a. Always b. Often c. Sometimes d. Seldom e. Never

16. Teacher……gives explanations of recount and narrative text clearly

a. Always b. Often c. Sometimes d. Seldom e. Never

17. Teacher……gives examples of recount and narrative text

a. Always b. Often c. Sometimes d. Seldom e. Never

18. I…… prepare some references of recount and narrative to help me in writing recount and narrative

a. Always b. Often c. Sometimes d. Seldom e. Never

19. I……use facilities that are provided in the school to help in learning English
    a. Always b. Often c. Sometimes d. Seldom e. Never

20. I……have any tools in writing recount and narrative, for instance pen, pencil, book, computer, etc
    a. Always b. Often c. Sometimes d. Seldom e. Never

21. My living environment……supports in studying
    a. Always b. Often c. Sometimes d. Seldom e. Never

22. I……have particular place to writing
    a. Always b. Often c. Sometimes d. Seldom e. Never

Appendix V

The Students' Scores Result of Recount Text Writing Test

No	Name	C	O	V	L	M	Total	Criteria
01	Student 1	24	15	16	17.5	5	77.5	Good
02	Student 2	18.5	11	11.5	10	3	54	Less
03	Student 3	21.5	12.5	14.5	13.5	5	67	Enough
04	Student 4	18.5	12	12.5	12	5	60	Enough
05	Student 5	20.5	11.5	13	16.5	5	71	Good

06	Student 6	23.5	15	14.5	16.5	6	75.5	Good
07	Student 7	25	13.5	15	16	5	74.5	Good
08	Student 8	23	13	15.5	15	5	71.5	Good
09	Student 9	20.5	12.5	13	14.5	5.5	66	Enough
10	Student 10	21	11,5	13.5	12.5	4.5	63	Enough
11	Student 11	17	9	10	10.5	3.5	50	Less
12	Student 12	17.5	10	10.5	11	3	52	Less
13	Student 13	26.5	15.5	15.5	17.5	6	81	Very good
14	Student 14	20.5	11	13	13.5	5	63	Enough
15	Student 15	25.5	17	17.5	18	5.5	83.5	Very good
16	Student 16	18.5	10	11.5	12.5	3.5	56	Less
17	Student 17	17.5	9	10	10.5	4	51	Less
18	Student 18	22	13	14	12.5	5	66.5	Enough
19	Student 19	20	12	13.5	15	5	65.5	Enough
20	Student 20	21	11.5	13	13.5	4.5	63.5	Enough
21	Student 21	18.5	11	11.5	13	4	58	Less
22	Student 22	20.5	10	11.5	16	4.5	62.5	Enough
23	Student 23	21.5	12.5	14.5	17	5	70.5	Good
24	Student 24	25	13	14	15	6	73	Good
25	Student 25	24.5	16	16	17	5.5	79	Good
26	Student 26	23.5	15	16	16.5	5.5	76.5	Good
27	Student 27	25	14	15	16	6	76	Good
28	Student 28	24.5	13.5	14.5	15	5	72.5	Good
29	Student 29	20	11.5	13	15.5	4.5	64.5	Enough
30	Student 30	21	12	13.5	17	5	68.5	Enough
31	Student 31	21	11.5	13.5	15	5	66	Enough
32	Student 32	20	12	14	16	4	66	Enough
33	Student 33	21	12.5	14.5	16.5	4	68.9	Enough
34	Student 34	23.5	16	15	16.5	5.5	76.5	Good
35	Student 35	22.5	12.5	14.5	16	5	70.5	Good
36	Student 36	24	15	15.5	15	6	75.5	Good
37	Student 37	18.5	10.5	12.5	13	3	57.5	Less
38	Student 38	25	13	14	15	6	73	Good
39	Student 39	24	12.5	13.5	14	6	70	Good
40	Student 40	24	15	15	16	5.5	75.5	Good
41	Student 41	22	12	13	15	5.5	73.5	Good
42	Student 42	21	11.5	13.5	14	4.5	64.5	Enough
43	Student 43	17.5	10	10.5	11	3.5	52.5	Less
44	Student 44	21	12.5	13	14.5	5	66	Enough
45	Student 45	22	13.5	14	15	4	68.5	Enough
46	Student 46	24	15	14.5	16.5	5	75	Good

47	Student 47	21	14.5	13.5	13	4	66	Enough
48	Student 48	20	11.5	12.5	14	3.5	61.5	Enough
49	Student 49	20	11.5	13	13	5	62.5	Enough
50	Student 50	18.5	11	12	16	3.5	61	Enough
51	Student 51	23	16	15	14.5	5	73.5	Good
52	Student 52	23.5	15	16	16.5	5	76	Good
53	Student 53	24	16	16	16.5	6	78.5	Good
54	Student 54	20	12	14	16	4	66	Enough
Total		**1167**	**686.5**	**739.5**	**1080**	**256.5**	**3929.5**	
Mean		**21.61**	**12.71**	**13.69**	**20**	**4.75**	**72.76**	

Appendix VI

The Students' Scores Result of Narrative text Writing Test

No	Name	C	O	V	L	M	Total	Criteria
01	Student 1	19.5	10.5	12.5	12.5	4.5	59.5	Less
02	Student 2	17.5	10.5	12.5	12	3	55.5	Less
03	Student 3	20	13.5	12.5	13.5	5	64.5	Enough

04	Student 4	19.5	11.5	11.5	13	3.5	59	Less
05	Student 5	21	14.5	13	12	4	64.5	Enough
06	Student 6	23.5	17	15	16.5	5	77	Good
07	Student 7	24	16	15.5	17	5	78.5	Good
08	Student 8	17.5	9.5	10	10	3	50	Less
09	Student 9	24	13	15.5	14	5	71.5	Good
10	Student 10	16.5	10.5	11	12	3	53	Less
11	Student 11	22.5	12.5	12	13	14	64	Enough
12	Student 12	17.5	9.5	10	10	3	50	Less
13	Student 13	19.5	10.5	12	12	3	57	Less
14	Student 14	21.5	12.5	13	14	5	66	Enough
15	Student 15	17.5	9.5	10	11	3	51	Less
16	Student 16	18	10	11.5	12	3	54.5	Less
17	Student 17	17	11	12	12.5	3.5	56	Less
18	Student 18	19.5	11.5	11.5	13.5	4.5	60.5	Enough
19	Student 19	18	11	9.5	12	3	53.5	Less
20	Student 20	17	9.5	10	11	4	51.5	Less
21	Student 21	19	10.5	11.5	13	3	57	Less
22	Student 22	20	11.5	12.5	13.5	35	61	Enough
23	Student 23	21	11.5	13	14	3.5	63	Enough
24	Student 24	18.5	10.5	12	12.5	3	56.5	Less
25	Student 25	22	12.5	13.5	14	5	67	Enough
26	Student 26	17	10	12	10	4	53	Less
27	Student 27	18	9	11.5	11	5.5	55	Less
28	Student 28	17	11	10	10	4	52	Less
29	Student 29	16.5	10.5	12	12	3	54	Less
30	Student 30	16.5	10.5	11.5	12	3	53.5	Less
31	Student 31	17	10	10	10	3	50	Less
32	Student 32	17	9.5	10	10.5	3	50	Less
33	Student 33	22.5	13.5	14	13	4	67	Enough
34	Student 34	25	14.5	15	15	6	75.5	Good
35	Student 35	19.5	11	12	13.5	4	60	Enough
36	Student 36	21	12	12	13.5	6	64.6	Enough
37	Student 37	17	9	10	10	4	50	Less
38	Student 38	24.5	14.5	15	15	5.5	74.5	Good
39	Student 39	22.5	14.5	14	14	6	71	Good
40	Student 40	21	12	12.5	13.5	4	63	Enough
41	Student 41	17.5	8.5	10	11	3	50	Less
42	Student 42	21	11.5	12.5	13.5	5	63.5	Enough
43	Student 43	17	9	10	11	4	51	Less
44	Student 44	22	13.5	14	15	4.5	69	Enough

45	Student 45	20	11.5	15	13.5	4	64	Enough
46	Student 46	24	16	14.5	15.5	5.5	75.5	Good
47	Student 47	20.5	12.5	13.5	15	4	65.5	Enough
48	Student 48	16	10.5	11.5	12	3	53	Less
49	Student 49	16.5	10.5	11.5	12.5	3	54	Less
50	Student 50	20	12	14	13	6	65	Enough
51	Student 51	22.5	14	14.5	14	6	71	Good
52	Student 52	16.5	10.5	11.5	12	4	54.5	Less
53	Student 53	16	10	11.5	12.5	4.5	54.5	Less
54	Student 54	16	12	13.5	15	3.5	60	Enough
Total		**1049**	**624**	**662**	**689**	**234**	**3258**	
Mean		**19.42**	**11.55**	**12.25**	**12.75**	**4.33**	**60.33**	

Appendix VII

The Students' Scores in Writing Recount and Narrative Text

No Students	The Recount Text	The Narrative Text
1	77.5	59.5
2	54	55.5
3	67	64.5
4	60	59

5	71	64.5
6	75.5	77
7	74.5	78.5
8	71.5	50
9	66	71.5
10	63	53
11	50	64
12	52	50
13	81	57
14	63	66
15	83.5	51
16	56	54.5
17	51	56
18	66.5	60.5
19	65.5	53.5
20	63.5	51.5
21	58	57
22	62.5	61
23	70.5	63
24	73	56.5
25	79	67
26	76.5	53
27	76	55
28	72.5	52
29	64.5	54
30	68.5	53.5
31	66	50
32	66	50
33	68.9	67
34	76.5	75.5
35	70.5	60
36	75.5	64.6
37	57.5	50
38	73	74.5
39	70	71
40	75.5	63
41	73.5	50
42	64.5	63.5
43	52.5	51
44	66	69
45	68.5	64

46	75	75.5
47	66	65.5
48	61.5	53
49	62.5	54
50	61	65
51	73.5	71
52	76	54.5
53	78.5	54.5
54	66	60
Total	**3.6574**	**3.1951**
Mean	**0.067**	**0.059**

Appendix VIII

ESL COMPOSITION PROFIL

STUDENT DATE TOPIC

SCORE	LEVEL	CRITERIA	COMMENTS
CONTENT	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, thorough development of thesis, and relevant to assigned topic.	
	26-22	GOOD TO AVERAGE: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail	
	21-17	FAIR TO POOR: Limited knowledge of subject, little substance, inadequate development of topic	
	16-13	VERY POOR: does not show the knowledge of subject, non-substantive, not pertinent, OR not enough to evaluate	
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive	
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing	
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development	
	9-7	VERY POOR: does not communicate, no organization, OR not enough to evaluate	
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register	
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of words/idiom form, usage *but meaning not obscured*	
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form, choice, usage, *meaning confused or obscured*	
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate	
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions, few errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions	
	21-18	GOOD TO AVERAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/functions, articles, pronouns, prepositions *but meaning never obscured*	
	17-11	FAIR TO POOR: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/functions, articles, pronouns, prepositions and or fragments, deletions, *meaning confused or obscured*	
	10-5	VERY POOR: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate	
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing, *but meaning not obscured*	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, *meaning confused or obscured*	
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, OR not enough to evaluate	

TOTAL SCORE READER COMMENTS

CURRICULUM VITAE

Name : Yance Murviana

ID Number : 10614003514

Faculty : Education and Teacher Training

Department : English Education Department

Place/Date of Birth : Pekanbaru/ July, 27th 1989

Address : Jl. Duyung Gg.Gembolo 1 No. 32 Pekanbaru

Father's name : Mursalin

Mother's name : Rahmayati

Education Background

a. Elementary School : SDN 095 Karya Bhakti

b. Junior High School : MTs Muhammadiyah Karya Bhakti

c. Senior High School : MAN 1 Pekanbaru

d. University : UIN Suska Riau

Hobby : Reading, writing, watching, and travelling