

A STUDY OF CONTENT AND ORGANIZATION PRODUCED BY THE EIGHTH GRADE STUDENTS OF SMP N 1 KUDU JOMBANG IN WRITING RECOUNT TEXT

Aprilia Prastiwi

English Education Department, Language and Art Faculty, Surabaya State University.
email: liiiaprastiwi@yahoo.co.id

Esti Kurniasih

English Education Department, Language and Art Faculty, Surabaya State University.
email: estikurniasih87@yahoo.com

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kemampuan siswa kelas VIII SMPN 1 Kudu dalam menulis teks Recount khususnya pada komponen isi dan organisasi penulisannya. Untuk mendeskripsikan kemampuan siswa dalam menulis teks Recount dilakukan analisis dari hasil tulisan teks Recount siswa. Penelitian ini dirancang sebagai sebuah laporan dalam bentuk deskriptif kualitatif dengan menggunakan rubrik penilaian untuk menunjukkan level kemampuan siswa dalam menulis teks Recount khususnya pada komponen isi dan organisasi penulisannya. Hasil penelitian ini menunjukkan bahwa sebagian besar kemampuan siswa dalam menulis teks Recount berada pada level *average* atau rata-rata.

Kata Kunci: isi, organisasi penulisan, teks Recount.

Abstract

This study is conducted to describe the eighth grade students of SMPN 1 Kudu competence in writing recount text in terms of its content and organization. To describe the students' competence in writing recount text, analysis on the students' recount text composition was done. This study was designed as a report in the form of descriptive qualitative and used scoring rubrik to show the students competence level in writing Recount text in terms of its content and organization. The result of this study showed that most of the students' competence in writing Recount text is in average level.

Keywords: *content, organization, Recount composition.*

INTRODUCTION

In language learning there are four skills. They are listening, speaking, reading and writing. Heaton (1979:138) stated that among those skills, writing is very complex and difficult to teach. But, writing is one of the important skills because of four reasons. Barras (2005:11) stated that by writing, it can help us remember what we have written, observe, speak, and communicate with others. Writing is one of the ways that can be used to show our feeling and thinking.

There are several things that should be considered in writing. As Brown (2001) stated in his book, there are six aspects of writing: content, organization, discourse, syntax, vocabulary, mechanics. In other source, in writing there are four cardinal points to judge that every piece of writing is good or not. The four cardinal points in writing are content, organization, expression and mechanical accuracy (Onukwugha, 2006). Onukwugha also stated that content and organization are the most important points in writing. Content is the substance and the essence of writing. In short, content is the heart-beat of any great writing. Organization is a product of coherence and consistency. Both of two points are having relation to

make good writing. But it does not mean that expression, discourse, syntax, vocabulary, and mechanical accuracy are not important.

These days there are still many students who feel that writing is one of the skills that is difficult to learn. It can be caused from their competence in writing in terms of content, organization, expression, and also mechanical accuracy. Wiranata (2007) in his study entitled The Tenth Grade Students' Competence in Writing Narrative Text of SMAN 22 Surabaya has investigated that there are many students who cannot organize their writing well. It is caused by their less understanding of the generic structure and language features of writing narrative text. Onukwugha (2006) also stated that the students are not consistent to lead and link their idea to the next sentences. It makes their writing is not coherent. So, the content of their writing is not readable.

Concerning with this condition, the researcher will investigate the content and organization developed by the eighth grade students in writing recount text. She chooses recount text because it is one of the interesting and easy texts to learn and produce. Besides, recount text is also studied by the eighth grade students in semester two. She

further chooses the eighth grade students in SMPN Kudu because she wants to investigate how the students' competence is in writing recount text in terms of content and organization in this countryside school. Because some previous studies were conducted in school that located in big city like Surabaya and the result shows that the students' competence in that school is good. So, through this study the researcher wants to show whether the students' competence in writing in this countryside school is good or not.

Based on the reasons above, the foundations of the study are come up to the surface as the research questions. Those are:

1. How is the eighth grade students' competence in writing recount text in terms of its content?
2. How is the eighth grade students' competence in writing recount text in terms of its organization?

This study is conducted to describe the eighth grade students' competence in writing recount text in terms of its content and to describe the eighth grade students' competence in writing recount text in terms of its organization.

Everyone knows that writing is one of the productive skills which are important to learn. Barras (2005:11) stated that by writing by writing, it can help us remember what we have written, observe, speak, and communicate with others. Writing is one of the ways that can be used to show our feeling and thinking. Writing is personal act in which writers take ideas or prompts and transform them into "self initiated" topics (Hamps-Lyons in O'Malley and Pierce, 1996:136).

In writing there are some components. They are content, organization, vocabulary, language use, and mechanics. Content is the substance and the essence of writing. In short, content is the heart-beat of any good writing (onukwugha,2006). Organization is a product of coherence and consistency (Onukwugha,2006). Vocabulary is multi words units (Nunan, 2003). As Heaton (1988) stated that language use is the ability to write correct and appropriate sentences. The last is mechanics. Mechanics is ability to use correctly thos conventions peculiar to the written language.

Besides, Nunan(2003) said that there are three stages of writing. They are:

1. Pre-writing

In this stage, writers should choose the topic that they want to write. The writers should select the topic based on their interest in order to make the writers easy to write their story. Then, they should generate the topic. To make easy in generating the topic, writers can make an outline to develop their thoughts.

2. Writing

In this stage, writers need to focus on the development and organization of the ideas. They should develop the outline into a good paragraph and make it coherent. In this stage, it is important for them to avoid the larger discussion of the ideas. Nunan (2003:98) stated that writers should deal the ideas with details that they have discovered in pre-writing stage. In writing stage, their product of writing is not perfect yet, so writers need some comments or feedback from their teachers or peers for revising and editing.

3. Post-writing

In this stage, writers should revise and edit their composition. They should make good connection in grammar, mechanics, spelling, and punctuation to make their writing is understood enough for the readers. They should make sure that the content and organization are having relation as a good writing.

In this study researcher used recount text as an object of this study. Recount text is a text that tells the reader about one past story, action or activity. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Recount text uses simple past tense as the language feature, because it tells about the writer's experiences or events in the past. Recount text is one of many texts that the students like. Recount text tells about the events or experience of our life in the past. Because of it, there are many students who can write this type of text easily. They can tell about their vacation or their unforgettable moments through writing recount text to others.

There are some components of recount text. There are two components in writing. They are generic structure and language features of the text. First, generic structure is text structure of text type that will be a guideline for the writer to organize their ideas step by step. The generic structure of recount text are orientation, events, and reorientation. Orientation gives background information about who is the character in the story, what happened, when it happened, and where it happened. Events are the second part of recount text that describes series of events that happenend in the past. Reorientation is the last part in recount text. It is optional. It is a concluding paragraph that may state personal comment of the writer to the story. Second, the language features are some particular components of vocabulary, grammar or sentence structure, and expressions which are included in certain text type. The language features of recount text are using past tense, using action verbs (looked, went, played), using adjectives (small, big, beautiful), introducing personal participant (I, my sister), using

chronological connection (after that, then, first, etc.), using be (was, were), using expressions of time and location.

There are some previous studies that have similarities with this study. First, Wiranata (2007) in his study entitled *The Tenth Grade Students' Competence in Writing Narrative Text of SMAN 22 Surabaya* has investigated that there are many students who cannot organize their writing well. It is caused by their less understanding of the generic structure and language features of writing narrative text. Second, Irmawati (2011) in her study entitled *Language Features and Generic structure of Descriptive Text Written by the Tenth Grade Students of SMAN 21 Surabaya* has investigated that there are many students who cannot organize their writing well too.

To avoid repetition, the researcher chooses another text type (genre), it is recount text. In this study, the researcher will investigate more about the content and organization in writing recount text using qualitative research. She further describes the students' competence in writing recount text in terms of content and organization deeply.

METHODS

Referring to the research questions mentioned in Chapter 1, this study deals with the eighth grade students' competence in writing recount text in terms of content and organization. This study is qualitative research. The type of qualitative research is a content study. The researcher chose content study because she used analysis of written or visual material and described the characteristic of the material (Ary, Jacobs, Sorensen, 2010). She analyzed the students' compositions in recount text that have been corrected by the teacher. She further described deeply the students' competence in writing recount text in terms of its content and organization.

The objects of this study are the words, phrases, and sentences of the students' writing recount text. The subjects of this study are the eighth grade students in class VIII-C of SMPN Kudu Jombang. The researcher chose this class because this class is better condition class than the other classes at this school. The students in this class already got the material of writing recount text well.

The researcher conducted the research in class VIII-C of SMPN Kudu Jombang of 2012/2013 school year. This class consists of 16 male and 16 female students. It is located at Jalan Raya Sumberteguh-Made 108 Kudu Jombang. This school has implemented the recent curriculum, KTSP. The English class where the researcher conducted her research was held twice a week. The students already got material how to write recount text well.

The data in this study are the words, phrases, and sentences stated in the students' recount text composition. These data were used to answer research questions in Chapter 1.

The source of data is from the students' recount text composition. The teacher gave the students a task to write a recount text. The students collected the task to the teacher, while the teacher corrected and scored the task.

In conducting this research, the researcher is the key instrument of this study. She analyzed the students' writing that has been corrected by the teacher. Then she described deeply the students' competence in writing recount text in terms of its content and organization. There were some procedures to collect the data in this study. First, the researcher came to that school to meet the teacher who taught English in class VIII-C. Second, she asked for the students' composition in writing recount text that has been corrected by the teacher. Third, she copied the students' composition and gave the original back to the teacher. Fourth, she analyzed the students' writing recount text in terms of its content and organization. She analyzed the content and organization based on the adaptation of Personalizing Assessment Criteria Scoring Rubric by Pikiewicz and Sundem (2004:86).

The research instrument of this study is the researcher herself. She is the key instrument of this study. She investigated the data by observing and analyzing the students' recount text composition. To assist her in observing and analyzing the students' recount text composition, she used Personalizing Assessment Criteria Scoring Rubric by Pikiewicz and Sundem as the research instrument in this study. Pikiewicz and Sundem (2004:80) explained that there are two assessment rubrics of good writing. They are Weighted Scoring Rubric and Personalizing Assessment Criteria Scoring Rubric. The Weighted Scoring Rubric is fixed assessment rubric. So the researcher cannot change and create her scoring rubric by herself. In this study, the researcher used Personalizing Assessment Criteria Scoring Rubric because she could choose all or some elements of writing that she wanted to analyze. Here, she only analyzed the content and organization of students' recount writing text. So, she used this instrument and created the scoring rubric by herself.

After obtaining the data from the students' recount text composition, the researcher analyzed the data based on the adaptation of Scoring Rubric Template by Pikiewicz and Sundem (2004:86). There were some steps to analyze the data. First, the researcher tried to understand and comprehend the students' recount text composition in terms of its content and organization. Then she analyzed the data based on the adaptation of

Scoring Rubric Template by Pikiewicz and Sundem (2004:86). By using this Scoring Rubric Template, the researcher could use some or all adjusted assessment criteria to analyze the students' recount text composition. In this rubric, there are several points to show the students' competence whether their competences in writing recount text are good, standard or low. In this study, the researcher just analyzed the content and organization in writing recount text, so she used some adjusted assessment criteria to help her describe the students' competence in writing recount text especially in terms of its content and organization. Then she described and explained the students' competence deeply.

RESULT AND DISCUSSION

The Result of Study

This part presents the result of the eighth grade students' recount compositions in terms of content and organization. The students' compositions were categorized in three levels: good, average, and low levels. The result was shown by using the examples of students' compositions in terms of content and organization in each level.

The Content of Students' Compositions

Based on the first research question mentioned in Chapter 1, how is the eighth grade students' competence in writing recount text in terms of its content?, the researcher analyzed the students' compositions by using Personalizing Assessment Criteria Scoring Rubric. Here, the students' compositions are grouped by the levels according to the Personalizing Assessment Criteria Scoring Rubric. The levels are good, standard or average, and low. The researcher used examples of students' compositions to show the students' competence in terms of content in each level.

The Content of Students' Compositions Categorized into Good Level

There were nine students' compositions that were categorized in good level. One of them is Renny Anjarwati's composition that was used by the researcher as the example in this level.

Renny Anjarwati

Going to the Botanical Garden

Last month we went to the Botanical Garden. We walked down and boarded the bus. After we arriving at the garden, we walked down to the education centre. The third grade students went to have look around.

First, we went to the first farm and Mrs. James read us some information. Next we did sketching and then we met the fourth grade students at the education centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have a walk.

A lady took us into a special room and introduced herself. Then she explained what we were going to do. Next she took us to pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the garden. Then we reboarded the bus and returned to school.

From this example, the content is supported by vivid relevant details. The text makes the reader easy to understand. Although the structure or the grammar of the text is not good enough, the researcher can read and understand the text easily. What the writer wants to say in this text is clearly shown in this text.

The Content of Students' Compositions Categorized into Standard or Average Level

There were eighteen students' compositions that were categorized in this level. Most of them made composition with good topic but they did not give supporting sentences in details. So the content of their composition was not clear enough. The researcher used Suci Endah Laras's composition as the example in this level.

Five Guardians

Last month, my family and I went to five guardians by bus and left at 6.00 o'clock. Before going my mother attention goods for went to five guardians. My mother brought water, food, snack, book Yasin, empty bottle.

On the way we had fun, we saw look very beautiful. We ate snack. We arrived at 9.00 o'clock. After arriving we continued to mosque for wudlu and went to grave. We pray together and we ate lunch in alun-alun Tuban. After finishing we continued went home. This trip very tired. My family and I arrived home at 23.00 o'clock. I was very happy.

This example had few supporting sentences in order to describe what the writer wants to say. The writer has a good topic but she did not give details to guide the reader to understand her text. In her events, she also did not explain clearly what actually she did and where she was actually in her text. From this text the reader did not get clear story of her experience when she went to five guardians.

The Content of Students' Compositions Categorized in Low Level.

There were five students' compositions that were categorized in this level. The researcher used Duwik Anggraini's composition as the example in low level.

Duwik Anggraini

Holiday in the Zoo

Last year my parents, sister, brother and I went to the zoo. We went there for recreation. We left at 6.00 o'clock and arrived there at 8.00 o'clock. It is about a hundred kilometers to go to the zoo from my house.

There were a lot of people watching a giant snake. The snake was there for about a week. It was 15 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animal, we went home.

In this level, the researcher used this text for an example. First, the researcher was confused about the text. She guesses that the text type is description. In the first paragraph, the writer of this text made a good orientation. But in the next paragraph the writer described the biggest snake in the zoo. The writer did not write the events or activities when she was at the zoo. So, this text was categorized in low level.

The Organization of Students' Compositions

This part presents the answer of the second research question mentioned in Chapter 1, that is How is the eighth grade students' competence in writing recount text in terms of its organization? Here, the researcher analyzed the students' compositions by using Personalizing Assessment Criteria Scoring Rubric. Here, the students' compositions are grouped by the levels according to the Personalizing Assessment Criteria Scoring Rubric. The levels are good, standard or average, and low. The researcher used examples of students' compositions to show the students' competence in terms of organization in each level.

Most of the students' compositions in terms of organization were in good level. They made the orientation and events coherent enough. They made the orientation and events in chronological order.

The Organization of Students' Compositions Categorized into Good Level

There were six students' compositions that were categorized in good level. The researcher used Mochammad Sulaiman's composition as the example of this level.

Visited Indonesia

Last month was my holiday. I visited Indonesia for a high school reunion. I visited some old friends and classmates, and enjoyed eating in many fine restaurants. I bought some Batik shirts too. I went to Indonesia with my wife.

My plane arrived at 6.30 pm. The flight number was 877. My friend, Rizky met me at Adi Sucipto Airport at 6.50 pm. I brought three suitcases: two large ones and one small one. Rizky's brother accompanied him to pick me up at the airport.

Before we went home, I asked them to join me for dinner in Nikmat Restaurant. It used to be my favorite restaurant. I really like Gudeg and Gempol Plered.

Returning to Indonesia is very nice. I want to go again on my next holiday.

From the example above, the organization of this text is good. The orientation and the events are coherent. It can be seen from the time signal. In this text, each paragraph explained the events in details. The writer wrote the events in good chronological order. So the reader can understand well what the writer wants to say.

The Organization of Students' Compositions Categorized into Standard or average Level

In average level, there were twenty students' compositions. Most of students made the composition in good topic actually, but they cannot organize their writing into good chronological order.

Example

Sunthi Ambar Ayu

Last week my friend and I had holiday. We planned to go to Jatim Park. The next day we left to the Malang by Puteri Kembar bus. We left at 7.00 am. And arrived at 10.00 am.

We bought ten tickets in the ticket place. We went yo location. There we saw interesting thing and we play about three hours. After swimming we went home. We felt happy.

From the example above, the orientation and the events are coherent enough. But the events did not explain in details. The writer did not explain what she did, when she was at Jatim Park. The text is poor information and experience of the writer. The writer cannot organize the text well, so the text made the readers do not want to read the text again.

The Organization of Students' Compositions Categorized into Low Level

There were six students' compositions in this level. The example of this level is Firda Erlita's composition. There is no title for this text.

Last Sunday, there activity that is namely khotmil in my home. I got up at 430 am and chose bath.

Morning once mr. Misyono already came in my home for attention goods for khotmil and I attention a food. When mr. Misyono read the Al-Quran Jus one, advanced by my father, and advanced more by me and my sister. Gradually my friends came. They read the Al-Quran. After finish they all ate together. They ready ate to continue read the Al-Quran.

At 12.00 o'clock already finished, before going home my friends and I got to know one another on teacher new, after finished my friends went home.

After reading this text, the researcher was confused. She do not know what the writer wants to say and what the text is about. From the organization and the language, the researcher did not understand what the text is about. The text is too difficult to understand. The orientation and the events are not coherent. Besides the organization, the structure of the language was so

difficult to understand too. So it is one of the low level of the organizations in recount text.

Discussion

This part gives the discussion of each result of the research. of the eighth grade students' recount compositions that are analyzed by using Personalizing Assessment Criteria Scoring Rubric. It comprises the discussion of the students' recount compositions in terms of content and organization. In discussing those two components, the researcher refers to theory and other related literature as stated in Chapter 2 as the guidance.

The Content of Students' Compositions Categorized into Good Level

Going to the Botanical Garden

- orientation

Last month we went to the Botanical Garden. We walked down and boarded the bus. After we arriving at the garden, we walked down to the education centre. The third grade students went to have look around.

- events

First, we went to the first farm and Mrs. James read us some information. Next we did sketching and then we met the fourth grade students at the education centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have a walk.

A lady took us into a special room and introduced herself. Then she explained what we were going to do. Next she took us to pyramid terrarium. It was really interesting.

After we had finished, we met the fourth grade students outside the garden. Then we reboarded the bus and returned to school.

Based on the Personalizing Assessment Criteria, the example above is categorized in good level. The content is supported by vivid relevant details. The text makes the reader easy to understand.

According to the title and the orientation, it can be determined that the idea of this composition is that the writer wants to present her experience when she was at Botanical garden. It tells about the writer and her classmates experience and activities in Botanical Garden. The writer wrote that she and her friends looked around to education center and pyramid terrarium.

The writer wrote good orientation. The writer wrote the background information about who is the character in the story, what happened, when it happened, and where it happened. The character in this story is the writer and her friends. The story is about the writer and her friends study tour in Botanical garden last month.

In second paragraph the writer wrote the events in details. The writer explained the events clearly. The

writer wrote her activities when she was at Botanical Garden. She explained that she looked around the farm, education center, and the pyramid terrarium.

The writer used chronological connection like first, next, and then as she wrote in the text like this:

First, we went to the first farm and Mrs. James read us some information.

Then she explained what we were going to do. Next she took us to pyramid terrarium. It was really interesting.

She used it to make the researcher can read and understand the text easily, although the structure or the grammar of the text is not good enough. She also used adjectives like: interesting. In this text the writer did not write the reorientation. This text was categorized into good level because what the writer wants to say in this text is clearly shown in this text.

The Content of Students' Compositions Categorized into Average Level

Five Guardians

- orientation

Last month, my family and I went to five guardians by bus and left at 6.00 o'clock. Before going my mother attention goods for went to five guardians. My mother brought water, food, snack, book Yasin, empty bottle.

- events

On the way we had fun, we saw look very beautiful. We ate snack. We arrived at 9.00 o'clock. After arriving we continued to mosque for wudlu and went to grave. We pray together and we ate lunch in alun-alun Tuban. After finishing we continued went home. This trip very tired. My family and I arrived home at 23.00 o'clock. I was very happy.

Based on the Personalizing Assessment Criteria, the example above were categorized in average level because it shown few supporting sentences or details to describe what the writer wants to say. The writer has a good topic but she did not give details to guide the reader to understand her text.

In the first paragraph, the orientation is good enough. Through the orientation, the readers know the background information about who the character in the story is, what happened, when it happened, and where it happened. The characters of this text are the writer and her family. The time is last month. The place of the text is five guardians. The orientation and the title shown that the writer wants to tell her experience when she visited the five guardians, but she did not tell it.

In second paragraph, the reader guesses that it is the events of recount text. But, the writer did not explain clearly what actually she did and where she was actually in her text based on her title. In her title she wrote five guardians, but in the events she did not explain her experience and her activities in each guardian. The writer just wrote her activities when she wants to pray and lunch in alun-alun Tuban So, from the events, the reader did not understand what the content is about.

The composition has limited development of theme. As the researcher said before, the events of the story have few details to explain the title and the orientation. In this text the writer did not use chronological connection. But she used adjective like beautiful to express her feeling when she looked around the few in five guardians. She also introducing personal participant like we, I, my mother, and my family.

The example is in bold type

“Last month, **my family** and **I** went to five guardians by bus and left at 6.00 o'clock. Before going my mother attention goods for went to five guardians. **My mother**.....”

Besides, the writer used action verbs in the past like: saw and went. The writer did not write the reorientation in the next paragraph. She wrote her feeling or her comment of her story in the second paragraph with the events. As conclusion, the reader did not get clear story of her experience when she went to five guardians. The text has mostly relevant to the topic but lacks in detail.

The Content of Students' Compositions Categorized into Low Level

Holiday in the Zoo

- Orientation

Last year my parents, sister, brother and I went to the zoo. We went there for recreation. We left at 6.00 o'clock and arrived there at 8.00 o'clock. It is about a hundred kilometers to go to the zoo from my house.

- Events

There were a lot of people watching a giant snake. The snake was there for about a week. It was 15 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animal, we went home.

Based on the Personalizing Assessment Criteria Scoring Rubric, the example is shown that the composition was categorized in low level. The topic and the subject of the text are irrelevant. The researcher was confused about the text. She guess that the text type is description.

In the first paragraph, the writer of this text made a good orientation. The reader knows the background information about who the character in the story is, what happened, when it happened, and where it happened. The characters of the text are the writer, her parents, her brother, and her sister. She also wrote the time and the location of the story. From the text, the writer wants to tell her holiday in the zoo with her family.

Actually the events of recount text are the explanation of the writer experiences or the activities in past. In the next paragraph the writer did not explain the events, but she described the biggest snake in the zoo.

The description of the giant snake in the story

“There were a lot of people watching a giant snake. The snake was there for about a week. It was 15 meters long. I thought it was the biggest snake I had ever seen.”

The writer tells another subject that is irrelevant with the topic. The topic is holiday in the zoo but she did not tell about her experience or her activities when she was in the zoo but she described about the biggest snake in the zoo. In this text, the writer did not write the reorientation.

In conclusion, the writer was not able to develop ideas well. Besides, the writer also lose in focus so she made the readers cannot caught the idea that the writer wants to share easily.

The Organization of Students' Compositions Categorized into Good Level

Visited Indonesia

- orientation

Last month was my holiday. I visited Indonesia for a high school reunion. I visited some old friends and classmates, and enjoyed eating in many fine restaurants. I bought some Batik shirts too. I went to Indonesia with my wife.

- events

My plane arrived at 6.30 pm. The flight number was 877. My friend, Rizky met me at Adi Sucipto Airport at 6.50 pm. I brought three suitcases: two large ones and one small one. Rizky's brother accompanied him to pick me up at the airport.

Before we went home, I asked them to join me for dinner in Nikmat Restaurant. It used to be my favorite restaurant. I really like Gudeg and Gempol Plered.

- reorientation

Returning to Indonesia is very nice. I want to go again on my next holiday.

Based on Personalizing Assessment Criteria Scoring Rubric, the organization of this text is good. The

orientation and the events are coherent. In this text, each paragraph explained the events in details.

The composition is well organized. The orientation and the events of this composition have good relationship. Every paragraph have good relationship. The ideas clearly stated. This composition tells the writer experience when he visited Indonesia. The writer wrote the events in good chronological order.

“Last month was my holiday. I visited Indonesia for a high school reunion. I visited some old friends and classmates, and enjoyed eating in many fine restaurants. I bought some Batik shirts too. I went to Indonesia with my wife.”

The writer mentioned the characters of the text in first paragraph as above. The writer also mentioned the time and the place of the story. The writer visited Indonesia for a high school reunion.

The second and the third paragraph, the writer wrote his activities with his wife and old friends. They had dinner together in their favorite restaurant and bought some suitcases. There is reorientation in this text. The writer gives personal comment when he visited Indonesia. This is the reorientation of the story:

“Returning to Indonesia is very nice. I want to go again on my next holiday.”

As conclusion, the composition written by Mochammad Sulaiman was good and interesting story. Considering to the discussions about the organizational features of the composition above, the researcher decided that this composition is categorized into good level.

The Organization of Students' Compositions Categorized into Average Level

Jatim Park

- Orientation

Last week my friend and I had holiday. We planned to go to Jatim Park. The next day we left to the Malang by Puteri Kembar bus. We left at 7.00 am. And arrived at 10.00 am.

- Events

We bought ten tickets in the ticket place. We went to location. There we saw interesting thing and we play about three hours. After swimming we went home. We felt happy.

Based on Personalizing Assessment Criteria Scoring Rubric, the example above was categorized in average level. The orientation and the events are coherent enough. But the words are used in the text are not consistent. The ideas have limited support. The writer did not tell what are actually her activities and her experience

at Jatim Park. It caused some lacks of information. The events did not explain in details.

The orientation of the text is clear enough. Through the orientation, the readers know the background information about who is the character in the story, what happened, when it happened, and where it happened. The characters of the story are the writer and her friends. They went to Jatim Park last week.

The events

“We bought ten tickets in the ticket place. We went to location. There we saw interesting thing and we play about three hours. After swimming we went home. We felt happy.”

The event is too short and simple. The reader cannot catch what the writer did when she was at Jatim Park. The reader got lack information from the story. And there is not reorientation in this composition. As conclusion, the composition written by Sunthi Ambar was satisfying enough although the events are not explained in details.

The Organization of Students' Compositions Categorized into Low Level

- Orientation

Last Sunday, there activity that is namely khotmil in my home. I got up at 430 am and chose bath.

- Events

Morning once mr. Misyono already came in my home for attention goods for khotmil and I attention a food. When mr. Misyono read the Al-Quran Jus one, advanced by my father, and advanced more by me and my sister. Gradually my friends came. They read the Al-Quran. After finish they all ate together. They ready ate to continue read the Al-Quran.

At 12.00 o'clock already finished, before going home my friends and I got to know one another on teacher new, after finished my friends went home.

The composition above was categorized in low level. The orientation and the events are not coherent. The text is difficult to understand.

After reading this text, the researcher was confused. She does not know what the writer wanted to say and what the text is about. The ideas of this composition are confusing and disconnected. The grammar of the text is too difficult to understand.

The orientation is not clear. The writer mentioned the orientation too short. And the next paragraph the writer explained the activities in her home. But the activities are not clear so the reader confused and cannot understand what is actually the writer wanted to share. The writer did not use chronological connection.

The generic structure of this text is low. Paragraph one to other is not too clear. The ideas were not built one another. The grammar or the structure cannot be understood. In conclusion, this composition is categorized into low level in terms of organization.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of the data in this study, the result of the eighth grade students' recount text compositions can be concluded that:

1. The content of recount composition written by the eighth grade students of SMP Negeri 1 Kudu was categorized into average level. There were eighteen students who were categorized into average level. Their composition showed that their competence in writing recount text is good enough. They developed their idea clearly enough but they still cannot develop their idea using supporting details to make their text easy to understand.
2. The organization of recount composition written by the eighth grade students of SMP Negeri 1 Kudu was categorized into average level too. There were twenty students who were categorized into that level. The students' compositions shown that they were mostly clear in organizing the generic structure of recount text (orientation and events), but they did not explain their idea in details. The words used in the text are not consistent. So the reader is confused in finding the meaning.

Suggestion

This study proves that the eighth grade students of SMP Negeri 1 Kudu especially in VIII-C have standard result in writing recount composition in terms of content and organization. To make this study more useful in education, the researcher presents some suggestions as follows:

- a. The Teacher
 1. The teacher should give more explanation deeply about how to make recount text composition well in order to have the best writing composition.
 2. The teacher should give more attention to the students' composition errors, so the students will not make the wrong composition again.
 3. Besides, the students should give more attention when the teacher gives explanation how to make recount text composition well in order to avoid wrong composition.

4. The students should ask the teacher when they do not understand about the explanation of how to make recount text composition. So the teacher should explain again until the students understand.
- b. The Next Researcher
 1. The next researcher that may conduct the same research, I am as the researcher hope that the next researchers not only analyze the content and the organization of the text but also the generic structure of the text. It is important, because the students' compositions are lack in generic structure. Besides, the grammar is also important to be analyzed.
 2. The next researcher hopefully can conduct the research better than this.

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