

AN ANALYSIS OF THE TENTH GRADE STUDENT'S WRITING ABILITY IN RECOUNT TEXT OF SMA MUHAMMADIYAH 1 METRO ODD SEMESTER ACADEMIC YEAR 2011/2012

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Abstract: The objective of the research is to describe how the students face difficulty in writing ability, to describe what the students face difficulty in making recount text, and to describe the score of students' in analysis writing ability on recount text. This research is a qualitative descriptive research. The population of this research is the students at the tenth grade of SMA Muhammadiyah 1 Metro in 2011/2012 that consist of 223 students. The sample is 44 students. In taking sample, the researcher uses the cluster proportional random sampling. In collecting the data the researcher uses test, observation, and interview. And in analyzing the data, the researcher uses Alpha Formula.

Key words: Students' writing ability, analysis, recount text.

Every people must be using language to communicate with each people in the society. They use language to understand what they are talking about. Language makes people possible to share their mind and feeling either in spoken or written form. There are four skills in English. Those are speaking, reading and writing. In this opportunity, the writer will discuss about writing. Writing is one of the important skill should we learn. Carol (1969 : 68) states that writing is one of the means of communication used between the writer and the reader to express ideas, interest and experience in written form. Based on the statements, writing can be said that it is very important for the students, because the students can express their ideas and experience in writing form. Since writing is an important aspect in language teaching and learning, teacher should continue developing some techniques in teaching writing that can help students to improve and master their writing ability. Being a good writer the students should have ability to master the genres.

The students have many problems in learning English. The students still less learn English especially in writing. They still confuse to use the tense in recount text. Not only they use of past tense when they are writing recount text, but also they use of present tense. The teacher should give explanation about formula of past tense before the teacher asks the students to make a recount text.

In fact, the students' writing ability in recount text is still far from the objectives. The students get many problems to write in English especially in recount text.

There are many factors which can influence the students' learning ability in writing recount text :

1. Internal factors: that is the factor that comes from the student inherent condition, for instance, talent, interest, intelligent, attention, motivation, and attitude.
2. External factor: that is the factor, which comes from the outside for instance like family, school, friends, and society.

The students have difficulties in writing because they are less in vocabulary. They

are so difficult to express their ideas in recount text. They still do not know about the part of recount text clearly. Since writing is considered difficulties to be mastered by the students, the lecturer should always look for suitable techniques to be applied to the students, in order to make the students interested in learning writing. In this chance, the researcher wants to analyze about students' writing ability in recount text of the tenth grade students' writing ability in recount text, Academic Year 2011 / 2012. The researcher used qualitative descriptive method to do this research.

Table 1.1 Students Score List at The Tenth Grade of SMA Muhammadiyah 1 Metro , Academic Year 2010 / 2011

No	Score	Category	Sum	Percentage
1.	≥ 6.5	Pass	8	31 %
2.	≤ 6.4	Fail	18	69 %
	Total		∑ 26 students	100 %

Source : Test of Recount Text of English Subject of English of SMA Muhammadiyah 1 Metro

Based on the result table above, it showed that 18 students of 26 students failed in writing skill especially in writing recount text. According to the researcher pre survey data above, the researcher assumes that students have difficulties in writing. The students' writing ability is low. They do not know about the knowledge of how to make a good writing.

Based on this problem, the researcher wants to analyze the students' writing ability in recount text. Looking for some of the students' difficulties in writing recount text, the researcher gets conclusion that the students must have wide knowledge about something, like story and apply it to make paragraph especially in writing recount text, and the

students can get an important message from the text, that can make the students more enjoy in learning English.

METHODE

In this research, the researcher uses descriptive qualitative as the research design, the researcher do the test to analyze students' writing ability in recount text. The researcher uses the test to do the research first. From this instrument, the researcher wants to know about the students' writing ability in recount text. The process of this test is at the first the researcher asks the students to write recount text that consist of some parts based on the theme. The students do the task to make recount text with theme "My holiday".

The students' writing ability is as an Independent variable or the major variable. To get the description of students' difficulty in writing ability, the researcher analyzes the aspect of writing ability. They are:

- 1) Content refers to the substance of writing, the experience of the main idea (unity).
- 2) Organization refers to the logical organization of the content (coherence).
- 3) Vocabulary refers to the selection of the words those are suitable with content.
- 4) Language use refers to the use of the correct grammatical and syntactic pattern.
- 5) Mechanic refers to the use of the graphic convention of language. (H.L. Jacob et.al. : 1981-1990,15)

Recount text is as a dependent variable. To get the description of students' difficulty in making recount text, the researcher analyzes the aspect of recount text. They are :

1. **Orientation:** it is a statement which contains of topic an activities or event that will inform, there are : what,when,

who the participants and personal attitudes (what the author thinks or the what).

2. **Records of events** : It contains about the detail of information which happened. Based on the topic that is told in the orientation, that is consist of time vacation, the time of leaving and means of transport, activities during the activities, the author's comment that express personal attitudes.
3. **Re - Orientation**: It contains closure that can be author's comment or personal attitude that happens in the vacation.

(Pardiyono:2007)

Recount text is one of the texts in genre writing. It has three parts in recount text. They are orientation, records of events, and re-orientation. It has purpose to retell about the event in the past time.

Based on the explanation above for the research study of education, it can get that there are five aspects of writing ability, those are content, organization, vocabulary, language use, and mechanics. The students can be said having writing ability if they are have those aspects.

In this research the researcher uses the tenth grade students of SMA Muhammadiyah 1 Metro in . The researcher uses the students because it is appropriate with the problem background and based on the suggestion of the English teacher there. It consists of seven classes. The kind of sampling in this research is the ability of students. The students' ability from the seven classes is not homogeny, so the researcher uses the cluster proportional random sampling to get sample. Based on Arikunto's suggestion (2010), that 'if the subject or populations are more than 100 it should be taken 10%-15% or 20%-25% of the total subject as sample. In this research the sample taken from tenth grade class that the total students are 223 students.

The researcher takes 20% from each classes of the population, so the sample is 44 students. The researcher divided the 44 students into seven classes randomly.

The calculation of sample in cluster proportional random sampling in each class is shown in the table below:

Table 3.1. The Member of The Research Sample

Class	Population	Sample (20%)
X .1	28	6
X .2	26	5
X .3	31	6
X .4	33	7
X .5	32	6
X .6	36	7
X .7	37	7
Total		44

Source : Arikunto, Suharsimi : 2010

The sample of this research is 44 students above, taken with lottery the step as follow:

1. The researcher collect name list of all students in each class.
2. The researcher writes the name in small paper
3. The paper's names are rolled and put them into the jar.
4. The researcher shakes the jar then let one paper outside. The researcher does it forty four times.
5. The students whose name in the paper outside became a sample.

Based on the explanation above, to get the sample, the researcher prepare the paper and writes the name of all of the students, then the paper's name are rolled and put them into the jar, the researcher does it forty four times, the students whose name in the paper outside became a sample. In sum up, the process of collecting the sample will be done to get the sample and the concepts above will be done in the next research.

In this research there are three instrument to complete the data, they are test in the

first time, continue to the observation, and then the last is the interview, with this instrument the researcher can analyze the students' writing ability in recount text completely, if researcher need.

According to Sukardi(2000.14) "The function of the instrument is to getting the data which is needed when the researcher has collected the information step".

The researcher uses the test to do the research first. This instrument is to know the students' writing ability in recount text.

In this research, the first time the researcher asks to the students to write a recount text with theme "My Holiday", after that the researcher moves among the students to control their activities, if they have finished, they must collect it, and then the researcher corrects the result of their task of recount text. After that the researcher return their task, if there are the students get the low score, they must revise their text to be better than before, and the other students who get the higher score, help them to do it, and collect it again. It will be continued until they get the high score same with the other friend.

In the second, the researcher uses checklist in his observation, to checks the students' writing ability in recount text, the difficult part of recount text to the students. In the observation, the researcher as the observer.

The researcher does the observation of SMA Muhammadiyah 1 Metro because many problems what get in this school and the observation have been conducted for two meetings in this research. The first meeting for general observation like: ask how about students' writing ability in recount text in this school? And the second meeting for gathering information it is about the caused of students' difficulty in writing recount text.

And the third instrument is interview; the researcher uses this instrument to support

the data analyze students' writing ability as well as the cause of students' difficulty in writing, the researcher would give some question in form of interview.

Data Analysis is the process of organizing the data in order to gain regularly of the pattern and form the research. The term interpretation can be defined as a procedure of giving meaning in the result of the analytic process.

The researcher uses qualitative descriptive method in this research, according to Leedy (1974: 79) that descriptive qualitative research in which the researcher imply looks at the tendency now and describes precisely what the researcher will investigate. This research is analyzing students' writing ability in recount text. The researcher used test, observation, and all supporting documents from the English teacher of the tenth grade students of SMA Muhammadiyah 1 Metro.

Based on above statement, the researcher chooses this method, because with qualitative descriptive method makes the researcher more clear to analyze and describes all of the problems happened in students' writing ability. The researcher does the data analysis from to analyze the students' writing ability in recount text.

The researcher uses triangulation in order to make the data to be more valid. Triangulation is a manner of collecting the data by combining two or more method in order to enrich the data and to have accurate conclusion .Setiyadi (1994 : 15). The data are considered to be field notes this term refers to all the data collecting including field note, the test result, observation sheet, official documents, and other material. In this research the writer use type triangulation. In methodology triangulation, we used the some method namely test, observation, and than interview on order to get the data.

However, to know the validity of the instrument the reseacher uses T-test, the formua as follow:

the researcher used T-Test formula as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Note:

\bar{x}_1 = mean of score in upper group

\bar{x}_2 = mean of score in lower group

s_1^2 = variant score of upper group

s_2^2 = variant score of lower group

n_1 = total subject of upper group

n_2 = total subject of lower group

According to Arikunto (2006: 170) the reliability of the test can be defined as the extent of a test produces consistence result when it is administered in seminar condition. It means that the test has some average result when it is tested to different occasion and the condition is the same as before.

To know reliability of recount writing test, the researcher will employ the Alpha Formulation. According to Arikunto (2010: 239) the formula is as follow:

$$r_{11} = \left(\frac{k}{k-1} \right) \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Note :

r_{11} = reliability instrument

k = total question

$\sum \sigma_b^2$ = total variants of all items

σ_t^2 = variants total

$$\sigma_t^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Where

Note :

$\sum x^2$ = total of quadrate score

$(\sum x)^2$ = Score total

N = total respondent

The interpretation coefficient contingence standard by **Arikunto (2004 :67)** can be drawn :

Between	0,800 - 1,00	very high
Between	0, 600 - 0,800	high
Between	0,400 - 0,600	medium
Between	0,200 - 0,400	low
Between	0,00 - 0,200	very low

In the data analysis, the writer evaluated the data based on the five aspect will be score in writing recount text, such as:

1. Content refers to the substance of writing, the experience of the main idea (unity).
2. Organization refers to the logical organization of the content (coherence).
3. Vocabulary refers to the selection of the words those are suitable with content.
4. Language use refers to the use of the correct grammatical and syntactic pattern.
5. Mechanic refers to the use of the graphic convention of language.

The percentage of scoring from the writing components is derived as follow :

1. Content	:30%
2. Organization	:24%
3. Vocabulary	:20%
4. Language Use	:25%
5. Mechanics	: 5%

Below is the classification of scoring criteria adopted from H. L. Jacob et al (1981 : 90

Content

30-27 EXCELLENT TO VERY GOOD: knowledge able substantive, development of thesis or topic relevant to assign topic.

26-22 GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.

- 22-17 FAIR TO POOR: limited knowledge of subject, little substances, inadequate development of the topic.
- 16-13 VERY POOR: doesn't shoe knowledge, not pertinent, or not enough to evaluate.

Organization

- 20-18 EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated / support, well organized, logical sequencing, cohesive.
- 17-14 GOOD TO AVERAGE: somewhat copy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing.
- 13-10 FAIR TO POOR: not fluent, ideas confused or disconnect, lacks logical, sequencing and development.
- 9-7 VERY POOR: doesn't to communicate, no organization or not enough to evaluate.

Vocabulary

- 20-18 EXCELLENT TO VERY GOOD: sophisticated range, effective word or idiom choice and usage word from mastery, appropriate register.
- 17-14 GOOD TO AVERAGE: adequate range, occasional error of word or idiom choice and usage, meaning confused or obscured.
- 13-10 FAIR TO POOR: limited range, frequent error of word or idiom choice and usage, meaning confused or obscured. 9-7
- VERY POOR: essentially translation, little knowledge of vocabulary, idioms, word form or not enough to evaluate.

Language Uses

- 25-23 EXCELLENT TO VERY GOOD: effective complex construction, few errors of

- agreement, tense number, word order/function, articles, pronoun, preposition.
- 21-18 GOOD TO AVERAGE: effective but simple construction, minor problem in a simple construction, several errors of agreement, tense number, word order/function, articles, pronoun, preposition but meaning seldom obscure.
- 17-11 FAIR TO POOR: major problem in complex/ simple construction, frequent error of negation, agreement, tense number, word order/function, articles, pronoun, preposition, and/ or fragments, run-ons, deletions, meaning confused, or obscured.
- 10-5 VERY POOR: virtually not mastery of sentences construction rules, domination by errors, does not communicate, or not enough to evaluate.

Mechanics

- 5 EXCELLENT TO VERY GOOD: demonstrated mastery of conventions, few errors 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 hand writing, 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.

Based on the classification of scoring criteria by H. L. Jacob et.al.(1981-1990: 40), the researcher can be conclude that in analytic, different components or features of the students' responses are given separate scores. The scoring categories included in an analytic system should reflect instructional objectives and plan. Determining levels of performance from each category generally reflect teachers' expectations, based on past experience, of previous students' performance. Analytic scoring provided useful feedback to students and diagnostic information to teacher about specific areas of performance that are satisfactory or unsatisfactory.

FINDING

After collecting the data, the reseach was held to find out the score of students' in analysis writing ability on recount text. The reseach was conducted at the tenth grade students of SMA Muhammadiyah 1 Metro. The reseacher met Mrs. Nopa Asiska Sari,S.Pd. first as the teacher of English Subject to ask permission to conduct this research. Then, the researcher followed Mrs. Nopa Asiska Sari,S.Pd. to come in the class of English Subject for more less fourteen days in order to observe learning process of English Subject. The learning process was good and the students were able to accept the material well. In this research, the researcher used writing test as primary instrument and observation and interview to know the students' writing ability and the students' difficulties in writing recount. Then, to know whether the test item of this researcher was reliable or not, the researcher held the try out test before conducting this researcher. If the test had been valid and reliable, the test would be used as the instrument test in this research. For testing the validity of the test the rearcher took 20 students as sample and the researcher divided the students into

two groups, there were upper and lower groups. In upper group there were ten students and there were ten students also in lower group. The result of testing validity of the test showed that the score of t_h is 16,718 but the score of t table is 2,688. It means that the test was valid because the result of t_h was higher than t_{table} .

Try out was conducted in order to know the quality of the test as the instrument of this research. For testing the reliability of the instruments, the researcher took 20 students out of sample to make recount which consist 100-150 words. The time allocation for the try out was 60 minutes. it was known that the recount writing test had high reliability. It could be seen after it was consulted to the criteria reliability of Arikunto (2008). So, this test could be used in this research.

In the test, the writer asks the students to make recount text with theme "Holiday" with the scoring classification by H.L.Jacob et.al. In the process.

Table. 4.3 The Students' Writing Score

No	Score	Frequency	Percentage
1.	87 – 93	1	2%
2.	80 – 86	8	18%
3.	73 – 79	6	14%
4.	66 – 72	16	36%
5.	59 – 65	12	27%
6.	52 – 58	1	2%
Total		44	100%

Source : *Test of Recount Text of SMA Muhammadiyah 1 Metro Academic Year 2011/2012*

The researcher got the data ; 1 student (2%) score 87 – 93, 8 students (18%) get the score 80 – 86, 6 students (14%) get score 73 – 79, 16 students (36%) get score

66 – 72 , 12 students (27%) get score 59 – 65, 1 students (2%) get score 52 – 68.

From the data, the researcher can be conclude that the students still difficulty in making recount text, because the students who get the score up to 87 - 93 just 1 people and 8 people got 80 – 86 score, 73 – 79 were 6 people, 66 - 72 just 16 people, 59 – 65 were 12 people, and just 1 people who got score 52 – 58. It means that more students got the higher score then lower score.

The description of the students' difficulty in each component of writing can be seen as follow: **1) The Score of The Content Component;** There are 3 students (7%) get score 30 – 27. It is the excellent to very good in making recount text. They are good in understanding content component. There are 19 students (43%) score 26 — 22, because the students have some knowledge of subject, adequate range, mostly relevant to topic but lack detail. There are 22 students (50%) score 22 — 17, because the students have limited knowledge of subject. little substances, inadequate development of the topic in writing. There is no student get very poor score in making recount text. **2) The Score of Organization Component;**

There are 6 students (14%) score 20 — 18, because the students have fluent expression, ideas clearly stated / support, well organized, logical sequencing, cohesive. There are 35 students (80%) score 17 — 14, because the students have somewhat copy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing. There are 3 students (7%) score 13 — 10, because the students not fluent, ideas confused or disconnect, lacks logical, sequencing and development. There is no student get score 9 — 7. **3) The Score of Vocabulary Component;** There is 9 student (20%) score 20 - 18, because the students used sophisticated range, effective word or

idiom choice and usage word from mastery, appropriate register. There are 34 students (77%) score 17 — 14, because the students used adequate range, occasional error of word or idiom choice and usage, meaning confused or obscured. There are 1 student (2%) score 13 — 10, because the students have limited range, frequent error of word or idiom choice and usage, meaning confused or obscured. There is no student get score 9 — 7. **4) The Score of Language Use Component;** There is 1 student (2%) get score 25 – 23, because the student used confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, article, pronouns, preposition, meaning never obscured. There are 10 students (23%) score 21 – 18, because the students have effective but simple construction, several errors of agreement, tense number, word order / function, articles, pronoun, preposition but meaning seldom obscured. There are 33 students (75%) score 17 –11, because the students have major problem in complex / simple construction. frequent error of negation, agreement, tense number, word order / function, articles, pronoun, preposition, and fragments, run-ons, deletions, meaning confused or obscured. There is no student get score 10-5. **5) The Score of Mechanics Component;** There is no student get score 5. There are 24 students (55%) score 4, because the students have occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured. There are 18 students (41%) score 3, because the students have frequent errors of spelling, punctuation, capitalization, paragraphing poor hand writing, meaning confused or obscured. There are 2 students (5%) score 2, because the students no mastery of conventions, dominated by errors of spelling, punctuation, capitalization,

paragraphing, hand writing illegible, or not enough to evaluate.

In the observation, the researcher used two observers, the first was an English teacher in Senior High School Muhammadiyah 1 Metro, her name was Nopa Asiska Sari, S.Pd. And the second was the teacher in Star Eight Course, her name was Ni Made Widi Supatmi, S.Pd.

Based on the data of observation sheet, *the first observer* observes that: 1) There are two imperfect aspects, the first, in their vocabulary: the students have not selected the word well, and students' vocabulary mastery is low. The second in their language use, in this part many students wrong in grammatical especially the tense. 2) There are two sufficient aspects, the first in making re-orientation part in recount text, because the writer found that a lot of the students' re-orientation part was some with the other students. The second in organization part. 3) There are five perfect aspects are, writing the title of the text: they have a good diction to make a title of the story. Make orientation part of the text, make record of events part of the text, contents refers to substance of writing and than the last mechanic, the students used punctuation well in wrote a text.

And than, *the second observer*, observed that; 1) There are two imperfect aspects, the students have not selected the word well, and students' vocabulary mastery is low, same with the first observer. 2) There are two sufficient aspects, the first in making re-orientation part in recount text, because the writer found that a lot of the students' re-orientation part was some with the other students. The second in organization part. 3) There are five perfect aspects are, writing the title of the text: they have a good diction to make a title of the story. Make orientation part of the text, make record of events part of the text, contents refers to substance of writing and than the last mechanic, the

students used punctuation well in wrote a text.

The result of the interview would be explained bellow. The students are informant in this research. The researcher gives some questions to the students with face to face. There were 15 questions in the interview. In process of doing the interview, the researcher calls the students' name with one by one. After that, the researcher gives 15 questions to the students and the students answer it. After finishing all items, the researcher checked the answers of each item. To open-ended interview form, the researcher interpreted the item and then took conclusion.

The Data from Students' Responses;

Item 1: This item is concerned with response student toward English lesson. The data shows that 25 students said that they like English lesson. 11 students said that they like English lesson very much. And 8 students not so like English lesson.

Item 2: this item is about whether students' response toward teaching writing. 22 students said that they like teaching writing. 8 students said that they like teaching writing very much. And 14 students not so like teaching writing.

Item 3: This item is about how to English use in the class. 26 students said that their teacher apply English was the best. 10 students said that their teacher apply English was good. And 8 students said that their teacher is less applying English use.

Item 4: This item is about how to students' improvement understanding in recount text. The data shows that 20 students said that their improvement understanding in recount text is the best. 16 students said that their improvement in recount text is good. And 8 students said that their improvement in recount text is less.

Item 5: This item is about student's opinion toward lecturer's method in learning recount text. The data shows that 28 students said that lecturer's method in learning recount text is the best. 10 students said that lecturer's method in learning recount text is good. And 6 students said that lecturer's method in learning recount text is less good.

Item 6: This item is concerned with response's students in studying recount text. The data shows that 22 students said that studying recount text was very easy to understand. 14 students said that studying recount text was easy to understand. And 8 students said that studying recount text was difficult to understand.

Item 7: This item is about how far the students like studying recount text. The data shows that 18 students said that they very like studying recount text. 12 students said that they like studying recount text. And 14 students said that they not so like studying recount text

Item 8: This item is concerned with students' response how to identify part of recount text. The data shows that 12 students said that to identify part of recount text is very easy. 14 students said that to identify part of recount text is easy. And 18 students said that to identify part of recount text is difficult.

Item 9: This item is concerned with students' opinion whether studying the recount text is easy or not. The data shows that 20 students said that studying recount text is easiest. 10 students said that studying recount text is easy. And 14 students said that studying recount text is difficult.

Item 10: This item is about how to students' way to express their ideas in writing recount text. The data shows that 18 students said that it is easiest to express idea in writing recount text. 12 students said that it is easy to express idea

in writing recount text. And 14 students said that it is difficult to express idea in writing recount text.

Item 11: This item is about how far the students to choose good words in recount text. The data shows that 10 students said that it is easiest to choose good words in recount text. 14 students said that it is easy to choose good words in recount text. And 20 students said that it is difficult to choose good words in recount text.

Item 12: This item is about how far the teacher's way in teaching recount text. 24 students said that teacher's way in teaching recount text is the best. 14 students said that teacher's way in teaching recount text is good. And 6 students said that lecturer's way in teaching recount text is less good.

Item 13: This Item is the result of students' recount writing. 15 students said that they got the best result in recount writing. 21 students said that they got a good result in recount writing. And 8 students said that they got less score in recount text.

Item 14: This item is whether students reviewing recount text at home. 11 students said that they like reviewing recount text very much. 12 students said that they like reviewing recount text at home. And 21 students said that they do not so like reviewing recount text at home.

Item 15: This item is concerned with students' opinion toward teacher's character in teaching recount text. The data shows that 30 students said that their teacher's character in class is the best toward to the students; he always took care of the students. 8 students said that the teacher's character in teaching recount text in class is good. And 6 students said that the teacher's character was not so kind in teaching recount text.

DISCUSSION

Based on the interview given for the tenth grade students' of SMA Muhammadiyah 1 Metro. The interview was made as simple as possible to make the students able to answer easily. After knowing their problems and analysis the result of interview, below some points that could be concluded from the result of interview.

Eleven students said that they like study English so much because 25 students said that they like English lesson. But 8 students said that they less like reviewed to study English at home.

Here the researcher asked about their teacher's way and character in teaching writing. Honestly eight students admitted their teacher paid attention for teaching in the class and have a good attitude. Thirty students said that their teacher had the best applying English for teaching. And four students said that their teacher was not so kind in applying English for teaching.

Based on the data gained, it was found that the students' writing ability in recount text was good enough, because after doing the test the writer can be concluded that many students were passing from the KKM.

More of half of students could make recount text well. The researcher asked the students wrote recount text with theme " Holiday" and from the theme, they could develop their idea, their image to make a text and to make some interesting story about the theme.

In writing recount text the students are low in vocabulary use, and still wrong in grammatically especially in using past tense, but they are using present tense to write recount text, that is wrong, they must use past tense to write recount text, because the characteristic of recount is using past tense.

Based on the observation sheet about students' writing ability in recount text, the researcher could conclude that the

students had the difficulty in making re-orientation. But they had a good orientation part, because they can mention the figure and the place of the story clearly, and they had a good content. Based on the writing test and the observation above, the writer can answer the problem formulation, are:

1. The students get difficulty in choosing vocabulary and grammar. It means that they confused or obscured and limited knowledge of the subject.
2. The students get the difficulty to differently the part of recount text. It can see that they can not make a re-orientation well.
3. The students get the difficulty in making recount text, not only in choosing vocabulary and grammar, but also they get difficulty to make re-orientation well, whereas the teacher had taught them about how to arrange recount text being good.

CONCLUSION

Based on Research Objective and the analysis of the data from both test and observation, the writer sums up that:

1. The organization of the text; the students still not fluent, no organization and the confusing ideas or disconnection. And then language uses: frequent error of negation, and tense or the grammatically is wrong. The students are low in vocabulary mastery, the writer can be conclude it because, in doing the test, the students are still difficulty to translate from Indonesia into English, they have the difficulty to translate phrase, statement and common vocabulary. The students in the tenth grade of SMA Muhammadiyah 1 Metro are active students, because the students always ask to the researcher about something that they do not

understand before they do the test from the researcher.

2. The students get unsatisfactory in making re-orientation part, The students get satisfactory in making orientation part, because they can mention the figure of the story, the place and time clearly, and their content of the text is good, the development of the theme relevant and have some knowledge of the subject. The students have the difficulty to differentiate about the function of each part in recount text.
3. The students in the tenth grade of SMA Muhammadiyah 1 Metro have a good ability in recount text, because more of a half of the students has passed from the KKM. We can see from the result of writing test that there are 44 students or 100% have score up to 70 with detail such as, 1 student (2%) gets the score between 87 — 93, 8 students (18%) get the score between 80 - 86, 6 students (14%) get score between 73 — 79, 16 students (36%) get score 66 - 72, 12 students (27%) get score between 59 — 65, and 1 student (2%) get score between 52 — 68.

SUGGESTION

Based on the benefit of this research, the researcher proposes the following suggestions :

1. The education covers the teachers of English should always motivate and encourage their students to produce better writing by giving them much practice to write. The teacher should always remember that only practice makes students perfect.
2. The institution should be more pay attention to the teaching and learning process in order to make the output of

the institution can be really useful in the society after they pass from the institution.

3. The other resercher as the prospective educator should always remember that their duties are not only transferring their knowledge to the students but also as the motivator for the students.

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