

THE STUDENTS' COMPETENCE IN WRITING RECOUNT TEXT AT MAN 2 HALMAHERA UTARA

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Abstract

This study aims to determine the students' ability to write recount text, which was carried out in class X IPA1 at Madrasah Aliyah Negeri 2 North Halmahera in the 2021/2022 academic year as research subjects. This research was carried out for 1 day. This research is categorized as classroom action research. The author collaborates with an English teacher in carrying out this research. Classroom action research uses a discovery learning model. This research was conducted in only 1 cycle consisting of planning, action, observation and reflection. In obtaining the data the author uses qualitative methods, qualitative data is obtained through observation and interviews. The results showed that there were some students who did not understand changing verbs or auxiliary verbs in writing recount text. This can be seen from the results of students' writing tests in writing recount text. From the results of observations and interviews, it is known that there are some students who do not understand the change of verbs or auxiliary verbs in writing recount text.

Keywords: competence, write, teks recount

Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis recount text, yang dilaksanakan di kelas X IPA¹ di Madrasah Aliyah Negeri 2 Halmahera Utara tahun akademik 2021/2022 sebagai subjek penelitian. Penelitian ini dilaksanakan selama 1 hari. Penelitian ini dikategorikan penelitian tindakan kelas. Penulis bekerjasama dengan guru bahasa Inggris dalam melaksanakan penelitian ini. Penelitian tindakan kelas menggunakan model discovery learning. Penelitian ini dilakukan hanya 1 siklus yang terdiri dari perencanaan, tindakan, observasi dan refleksi. Dalam mendapatkan data penulis menggunakan metode kualitatif, data kualitatif didapatkan melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa ada beberapa siswa yang belum paham dalam perubahan kata kerja atau auxiliary verb dalam menulis recount text. Hal ini dapat dilihat dari hasil tes menulis siswa dalam menulis text recount. Dari hasil observasi dan wawancara diketahui bahwa ada beberapa siswa yang belum paham pada perubahan kata kerja atau auxiliary verb dalam menulis recount text.

Kata kunci: kompetensi, menulis, teks recount

INTRODUCTION

Many people around the world use English as one of the international languages to communicate with each other especially from different country since everyone need so many information about many aspects in human life such as technology, economy, social, and politics. English is a foreign language for Indonesian and they should master the four basic skills: listening, speaking, reading, and writing in learning English. As we know people use language to understand the world through listening and reading and to communicate their feeling, need, and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around us.

Another definition about writing comes from Nunan (2003: 88). He says that writing can be defined by a series of contrast: it is both a physical and a mental act, its purpose is both to express and impress and it is both a process and a product. The definition can be explained as follow: physical and mental mean that writing is physical action to pour some words or idea to some medium, while the same time our mental working to inventing ideas, thinking how to express into some words and arranging them into statements and paragraphs that able to be understood by the readers. Express and impress mean that a writer typically serves two masters, himself and his desires to express an ideas or feeling and readers. Process and product mean that a writer needs some steps of working to get a product of writing form. The writer must imagine, organize, draft, edit, read, and reread.

Writing is the communication of content for a purpose to an audience (Peha, 2010: 58). Lannon in Ha, (2011: 4) views writing as the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning- writing is a process of deliberate decision. It means that writing must convey a message with a meaning. In addition, writing is a way through which a student can express his/her ideas or thoughts on the paper.

Writing is a powerful instrument for students used to express their thoughts, feelings, and judgement about what they have read, seen, or experienced (Ontario Ministry of Education, 2005: 12). Furthermore, Harmers (2007: 323) states that we judge people as literate, in the other words, if they can read and write in certain situations and for certain purposes, some of which are more prestigious than others.

In writing paragraph, a learner should be had many vocabulary, grammar, and idea. In writing also, there are many kind of text that have to know by a learner. One of the text is recount text. Recount is a report on the memory of a related event sequence (Siahaan, 2010: 5). Its aim is either to educate the audience or to entertain. Recount is formally the sequence text that does nothing more than sequence event series. Recount contains the historical history. There is no complication among the participants in activities that are conducted in the past period and that differentiates from the narrative. Basically, a report on the experience of a sequence of correlated events is written down. Recount text usually uses the tense of the past. Recount has almost the same shape as narrative since it has a purpose to tell the action or event in the past, both recount and narrative. Recounting the differences tells the actions of events not only to provide knowledge but also to provide a moral lesson by providing a problem experience and then a problem solving can be done.

Sihombing at al. (2010: 133), simple past tense is used for a completed action that happened at one specific time in the past. The simple past tense has some function as follows:

1. The simple past tense is used to describe a completed action in the past. The action can single action: he sent a letter to you yesterday. It can be a repeated action: he made several trips to Europe in the last years of his life. It can cover a long period of time: He worked for the city for thirty years. These entire action share one characteristic-they were all complete in the past.
2. The idiomatic verb phrase used to emphasizes the idea of a repeated or habitual action in the past. He used to work in the city. He used to bite his fingernails, but he's stopped doing it.
3. Time expressions that are commonly used the simple past tense include all.

Those which indicate a definite past time, such as yesterday, expressions with last and ago and specific time reference about the past. Sihombing and Burton,(2010: 52) states that: the verbal parenthesis are the simple from the verbs.

1. Martin **visited** his uncle in Australia last week. (visit)
2. Indonesia **declared** independency on august 17,1945,(declare)
3. **I was** in this town year ago.(am)

METHOD

In this research, the researcher applied qualitative method. The subject of the study was the students at first grade who study recount text material at Madrasah Aliyah Negeri 2 Halmahera Utara in academic year 2021/2022. The sample was taken in the first grade at Madrasah Aliyah Negeri 2 Halmahera Utara consist of five students. The subject was taken by using purposive sampling. According to Arikunto (2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.

In collecting data, the researcher gave the students two topics to write recount text. The researcher gave the students sixty minutes to write a paragraph related to recount text. After the students wrote the recount text, the researcher collected the students' writing to analyzed by using content analysis. According to Setiyadi (2006: 265) content analysis is grouping of data base on categories and topics. With grouping the data in to categories or topics it will be easy for researcher to looking the content in data which have a classified by the categories. Miles and Huberman (1984) in Sugiyono (2012: 338) states that there are three components in analysis data:

- a. Data reduction, the data analyses were started in collecting data based on certain categories or topics. Those kinds of data that were still on the sheets and were given label appropriate with the categories or topics, and then the data were united into same category or topic.
- b. Data display, the data collected were arranged systematically and become more selective and simple to give the chance for the writer to draw conclusion. With data analysis processes, it was ready for the writer to present systematic data.
- c. Data collection in qualitative research, the researcher did data analysis while and after collect the data in certain period.

DISCUSSION

There are some students make mistake in word changes and auxiliary verb. The student **A** wrote *I go to talaga paca last week*. in this sentence the student **A** construct the sentence uncorectly, because the sentence is simple past. The word go is untrue. The word should be went. Due to the word go is the verb¹. The sentence in recount text always use simple past. So, the word that use in the sentence must be verb². So the sentence should be "*I **went** to talaga paca last week*."

The student **B** make mistake in the auxiliary verb. The student wrote *I am in ternate on the Ramadhan holiday a few months ago*. In this sentence the student **B** construct the sentence uncorectly, because the sentence is simple past. The auxiliary verb am untrue. The word should be Was. Due to the auxiliary verb am is the simple present. The sentence in recount text always use simple past. So the auxiliary verb that use in the sentence must be verb². So, the sentence should be *I **was** in ternate on the Ramadhan holidays a few months ago*.

The students **C** make mistake in the word changes she wrote *I arrive at school on 07;15 am yesterday*. In this sentences, the student **C** construct the sentence uncorectly, because the sentence is simple past tense. The word arrive untrue. The word should be arrived. Due to the word arrive is verb¹. The sentence in recount text always use simple past. So, the verb that use in the sentence must be verb². So the sentence should be *I **arrived** at school on 07; 15 a.m yesterday*.

The student **D** make mistake in the word changes. The student wrote *I and my parents go to tobelo last week*. In this sentences the student **D** construct the sentence uncorectly, because the sentence is simple past. The word go untrue. The word should be went. Due to the word go is verb¹. The sentence in recount text always use simple past. So the auxiliary verb that use in the sentence must be past verb. So, the sentence should be *I and my parents **went** to tobelo last week*.

The student E make mistake in the auxiliary verb. The student wrote *I am sick last week*. In this sentences, the student E construct the sentence uncorectly, because the sentence is simple past. Auxiliary verb am untrue. The word should be was. Due to the auxiliary verb am for simple present. The sentence in recount text always use simple past. So, the sentence should be *I **was** sick last week*.

So, based on the students result above that can be said that the students' competence in writing recount text especially in using simple past tense still lack. It means that students' grammatical mastery especially the word change and auxiliary verbs still confused. As we know that, simple past tense use for an activity that happen in the past but most of the students still confused in using word after subject. The word used after subject in simple past tense is the second verb or past verb. Past verb indicated that activity or action that happened in the past time. This statement also stated by Sihombing at al. (2010: 133) that simple past tense is used for a completed action that happened at one specific time in the past.

CONCLUSION

Based on the explanation above, the researcher can concluded that the students' still lack in writing recount text especially in using simple past tense. It means that first grade at MAN 2 Halmahera Utara students' still confused grammatical mastery especially the word change and auxiliary verbs in simple past tense.

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