**AN ANALYSIS OF STUDENTS’ WRITING RECOUNT TEXT BASED ON PHOTOGRAPHS: A CASE STUDY OF THE SECOND GRADE STUDENTS OF SMP NEGERI 6 KEBUMEN IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

The objective of the study is to find out the students’ difficulties or problems and their errors in writing recount text. In that research the writer used descriptive qualitative method. She used human instrument as the main instrument. Students errors identified in this study were catagories into four types, namely, omission, addition, misformation, and misordering errors. The result of the analysis showed that there were 385 errors among 30 students. The types of errors consist of 48 (41.02%) errors of omission, 36 (30.76%) errors of addition, 65 (55.55%) errors of misformation and 28 (24.56%) errors of misordering.

Keywords*:* Writing, Recount Text, Photographs

1. **BACKGROUND OF THE STUDY**

English as an International language has important role in our life and it is a determinant key of success in learning of all subject lessons. It gives students ability in foreign language to compete in global society.

In order to get perfect competency in using language, the four skills must be mustered. In addition, if one of them ignored, it will influence other skills because all of those skills are related each other. As a result, the goal of language’s competences cannot go fluently. English is used in spoken and written form. Key Hyland (2002:49) states speech or verbal communication is more highly contextualized, depends far more on a shared situation, allows less planning, involves real-time monitoring, and relies on a greater extent on a greater extent on immediate feedback. Both of them are important, but they are different.

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past that used in curriculum 2004, there for the experience of the readers themselves, such as their adventure and their day’s activities. Recount text means telling about oneself adventures or the day’s activities (Echols, 1975: 471). The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. Types of Recount Text: (1) Personal Recount; (2) Factual Recount Text; (3) Imaginative recount.

Photograph or real picture is one of visual aids that can be used in teaching and learning English. It creates the situation for learning classes and interesting. Kredler (1965:41) stated that the ultimate of writing is to give the students the opportunity to express their own ideas clearly, using pattern they have learned. Photographs are the original picture and a visual media that sure useful in process writing recount text. Photograph usually captures past events, and photograph surely can help students remember details about people, places and events. In short they can be powerful sources of text. Besides, a photograph is worth a thousand words because one picture can tell students something, even have sequences of story behind it. It is appropriate with writing recount text because recount text use to reconstruct past experiences by retelling events and incident in order in which they have occurred.

1. **RESEARCH METHODS**

In this research the writer uses qualitative descriptive text. Descriptive research is a research which is conducted to investigate a condition or other phenomenon of which the result presented in a report (Arikunto, 2010: 3). According to Sugiyono (2008: 205) qualitative research method is a research method which is used to examine the natural objects where the researcher is the key instrument, the data collection techniques of triangulation, data analysis is inductive, and the results of qualitative research emphasizes the meaning rather than the generalizations.

The subject of this research is the eighth grade students on SMP N 6 Kebumen in academic year 2012/2013. The researcher chooses the class randomly, and class VIII D, which is consisted 30 students, is chosen as the sample of this study. In this research, the writer analyzes the student’s difficulties and their errors in writing recount text. There is one variable of this research that is the students’ writing recount text based on photographs. In order to get the data related to the variable, the writer uses written test. The test focuses on writing recount text based on photographs.

The researcher will analyze the data by using surface taxonomy strategy both grammatically and vocabulary errors. It is also calculating the number of errors that are the most used by students.

Percentage of Error =

1. **FINDING AND DISCUSSIONS**

The researcher used test as the instrument of analyzing data.To collect the data, the researcher gives the test to the eighth students of SMP N 6 Kebumen in academic year 2012/2013.The researcher chooses randomly VIII D as the subject of the study. It consists of 30 students. To know the students’ difficulties in writing recount text, the writer analyzes the errors made by the students.

The data is the writing recount text based on photographs made by 30 samples. In writing their recount text, the students make different sentences based on the photographs provided. The writer gives them six photographs and the theme of the photographs is vacation at many tourism places. The students have to guess the picture first. Then, the students have to choose one of them. Moreover, the writer doesn’t give a limitation number of sentences in their writing. Consequently, the students make different number of sentences.

Furthermore, the writer analyzes each sentence and identifies the errors. To make it easy in analyzing, the writer gives a certain code to each sample. From 30 writing recount text, the students write 385 sentences. After analyzing them, the writer finds 94 sentences which have errors in them.

To know whether the error is high, fair, or low, the writer considers the criteria according to Arikunto (1987:196), which is (1) 76-100% is the highest, (2) 56-75% is high, (3) 40-55% is fair, and (4) less than 40 % is low.Based on the criteria above, the average of the students is less than 40% that is in low criteria. The percentage is about 26%.

After describing the data of students’ errors, the writer classifies each error to know what kinds of errors made by the students. Here, the writer analyzes the errors using Surface Strategy Taxonomy according to Dulay in James (1998:106). This taxonomy divides errors into four classifications. They are omission, addition, misformation, and misordering.

Every student makes different kinds of errors. His or her errors reflect his or her difficulties. Therefore, the writer should know the kinds of the students’ error before finding the students’ difficulties.

Chart 1

The Percentage of Students’ Error

From the research finding, the writer can draw conclusion that almost of the students get difficulties in writing recount text. It is proven in the table 1. It shows the students’ frequency in making errors.

In analyzing the types of error, the writer uses Surface Strategy Taxonomy. The writer analyzes each sentence and classifies its error based on the strategy. Based on chart 1, it shows that the highest frequency of students’ error is misformation. Then, the second is omission. The third is addition. And the last is misordering.

1. **CONCLUSIONS AND SUGGESTIONS**

From the discussion, the researcher concluded that the average the students’ errors is 26%. It belongs to Low Criteria, which is categorized as good. Therefore the students’ achievements who were taught writing recount text by using photographs is good and the highest frequency of students’ error is misformation that is 55.55%. Then, the second is omission that is 41.02%. The third is addition that is 30.76%. And the last is misordering that is 24.56%.

The writer offers some suggestions to be considered in improving the students` ability in writing recount text by using photograph in case of spelling and meaning:

1. The Teacher

The teacher is expected to know the suitable method of teaching. It is important because media may influence the result of students` achievement on learning. The teacher who plays a great role in teaching-learning process motivates the students in order to help the students understand the material easily. The teacher can evaluate students, how far they understand the material in each meeting.

1. The Students

The students are more active during the teaching-learning process, so it can make the students interested and motivated in learning English. Moreover, they will get a better result.

1. The Writers

This thesis writing will be one of the experiences in writing English while she has been studying in the English Department of Purworejo Muhammadiyah University.

1. The Reader

The writer believed that this thesis is far from being perfect. So the writers will accept good suggestions and constructive criticism to make this thesis perfect. The writer also hopes that the thesis will be useful and contribute some valuable thing to the writer herself and all readers in general.

1. **REFERENCES**

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