**THE STUDETNS’ ABILITY IN WRITING RECOUNT TEXT OF THE TENTH GRADE STUDENTS OF STATE SENIOR HIGH SCHOOL 4 OF PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

**By**

**Lilik Sundari**

**English Educational Study Program, Teacher Training and Educational Sciences Faculty,Muhammadiyah University of Purworejo. central java, 54111**

**E-mail: Lilik\_cute2308@yahoo.com**

**Abstract**

**In this research, the researcher takes the main problems. The main problems are : How is the students’ ability in writing recount text of the tenth grade students of state senior high school 4 of Purworejo in the academic year 2012/2013 and What errors made by the tenth grade students of state senior high school 4 of Purworejo in the academic year 2012/2013 in writing recount text. The researcher carried out on May 2013 in 4 state senior high school of Puworejo. The researcher took 32 students or 25% from the total number of tenth grade students to do the test. In analyzing data, the researcher uses descriptive analysis technique (percentage). The tool of collecting data are written test. Based on the analysis of the data, the ability of the students in writing recount text 62.5 is fair category and there are 59 errors. Based on surface strategy taxonomy, 25 items or 42.38% are omission errors, 17 items or 28.81% are addition errors, 3 items or 5.08% are misordering errors, 14 items or 23.73% are misformation errors .**

**Key words: writing, Recount text, ability, types of errors**

**Background**

Language is the channel mean of someone, who gave birth to feelings and allow people to work together. Communication is a further consequence of self-expression. As social beings that need others as partners communicate, humans use two-way communication, such as verbal and non-verbal. Writing recount text is often seen as the easiest non-fiction text type to teach, since recounts are organized chronologically, like a story. However, chronological writing is not without its pitfalls. All teachers are familiar with young writers’ accounts of school trips that deal admirably with the bus journey but omit to mention what happened later on. Some children, even in upper primary, have difficulty ordering events appropriately in more complex historical or biographical recounts. In this thesis, the researcher will explain about the students’ ability in writing recount text and error analysis made by senior high school students in writing recount text.

Related to this study discussing about ability in writing recount text of the tenth grade students of State Senior High School 4 of Purworejo in the academic year 2012/201, the researcher formulates the following research questions. First how is the students ability of writing recount text of tenth grade students of State Senior High School 4 of Purworejo in the academic year 2012/2013?. Second What errors made by the tenth grade students of State Senior High School 4 of Purworejo in the academic year 2012/2013 in writing recount text?. The researcher wants to analyze the students’ ability in writing recount text on the tenth grade students in Senior High School 4 Purworejo and analysis error made by students

**Research Method**

Sigh (2006: 99) defines “Method is a style of conducting a research work which is determined by the nature of the problem”. The purpose of research is getting result with scientific methods objectively, not subjectively. By using the descriptive method, the researcher wants to analyze the students’ ability in writing recount text of tenth Grade students of SMA N 4 Purworejo in the academic year of 2012/2013 and the type error that made students. These are the steps of computation to analyze the data: Preprare all of used in the analayze the data start from check the copletenes of data, check the instrument,making table of internal validities by giving the students score of the test, finding mean (average) of the percentage students’ ability,the criteria of the assessment of the students’ mastery, determining the level of the students in the group, Presenting the description errors, classifying those errors according to their types, percentage the each of the errors type,analysis description of data.

**RESULT FINDING & DISCUSSION**

After the test was done by the students the researcher corrects and gives score for the students’ work and then distribute the result of students test on the table bellow :

|  |  |  |  |
| --- | --- | --- | --- |
| No | Score | frequency | Total |
| 1 | 49 | 2 | 98 |
| 2 | 51 | 1 | 51 |
| 3 | 52 | 2 | 104 |
| 4 | 55 | 2 | 110 |
| 5 | 57 | 2 | 114 |
| 6 | 58 | 2 | 116 |
| 7 | 59 | 1 | 59 |
| 8 | 60 | 1 | 60 |
| 9 | 61 | 2 | 122 |
| 10 | 62 | 2 | 124 |
| 11 | 63 | 1 | 63 |
| 12 | 64 | 1 | 64 |
| 13 | 65 | 2 | 130 |
| 14 | 66 | 2 | 132 |
| 15 | 68 | 1 | 68 |
| 16 | 69 | 1 | 69 |
| 17 | 70 | 2 | 140 |
| 18 | 71 | 2 | 142 |
| 19 | 75 | 1 | 75 |
| 20 | 77 | 1 | 77 |
| 21 | 82 | 1 | 82 |
| Total | | 32 | 2000 |

=62.5

From the score above the researcher know that the students ability in writing recount text are fair category.

The distribution of Errors

|  |  |  |  |
| --- | --- | --- | --- |
| No | Subcategories | The number | |
| (...items) | (....%) |
| 1 | Omission errors | 25 | 42.38 |
| 2 | Addition errors | 17 | 28.81 |
| 3 | Misordering erros | 3 | 5.08 |
| 4 | Misinformation errors | 14 | 23.73 |
|  | Total | 59 | 100 |

It is found out that among the four categories of errors, the omission errors are the highest in number.

**Conclusion and Suggestion**

The researcher knows through the data that the students ability in writing recount text is fair category are 62.5 and there are some grammatical errors in the research. There are 59 items of errors in the students work identified by the researcher from 32 students. The researcher classified these errors into four categories; they are omission errors, addition errors, misordering errors, and misformation errors.Based on the findings, the writer would like to offer some suggestions to be considered in teaching to improve the students writing ability. (1) In teaching learning process, the teacher should explain various rules in writing recount text. (2)The teacher teaches recount text element explicitly with adequate exercises. (3) The teacher should give more exercises in applying recount text. (4) The students should have motivation to learn in writing recount text. (5)The students should have put out their laziness to do their assignment by themselves. (6)The students should ask the English teacher if the students do not understand to write recount text.

**Reference**

Arikunto, S. 2001. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta :Rineka Cipta

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*.: Rineka Cipta

Brown, H. Douglas, 2000*. Principle of Language Learning and Teaching.* New Jersey: Prentice Hall Inc.

Brown, H, Douglas, 2001*. Teaching by Principles. Pearson Longman, Second* *Edition*. New York: Prentice Hall Inc.

James, Carl.1998. Errors in Language learning and Use exploring Error Analysis. New York: Addition Wesley Logman.

Kane, Thomas S. 2000. *The Essential Guide to Writing*. Oxford University Press Inc. New York: Berkley Books.

Margono . 2009*. Metodologi Penelitian Pendidikan*. Jakarta : Rineka Cipta.

Singh, Kumar Y. 2006. *Fundamental of Reseach*. Ansari Road. Daryaganj. New Delhi. New Age International Publisher Ltd.