

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter, the writer describes the result of research on the field based on the test result as the primary data to better understand about students' ability in writing recount text, and to know what the most students' common problems in writing recount text.

1. Findings About The Students Ability In Writing Recount Text At The Tenth Grade Of MAN 2 Model Banjarmasin Academic Year 2012/2013

To know about students' problems in writing recount text, the writer conducted a test on February 1th- March 1th 2013 at tenth grade of MAN 2 Model Banjarmasin through 90 minutes to write a free recount text. From the total of the students at tenth grade the writer takes 25%, that is 90 students as the sample to enroll the test at the time.

Based on the result of writing a free recount text test of the students at the tenth grade of MAN 2 Model Banjarmasin academic year 20012/2013, it is found the data that the highest score is 95 and the lowest score is 19,5. The accumulated score is 4616,5. The test result can be seen in this following table:

Table 4. 1. The Students' Test Result in Writing Recount Text

Subject Number	Score
1.	34,5
2.	52,5
3.	46,5
4.	27
5.	31,5
6.	44
7.	50,5

Subject Number	Score
8.	42,5
9.	64,5
10.	75,5
11.	54
12.	55,5
13.	37,5
14.	60,5
15.	30,5
16.	45,5
17.	62,5
18.	62
19.	39,5
20.	78
21.	53,5
22.	51
23.	42
24.	47,5
25.	27,5
26.	48
27.	44,5
28.	40,5
29.	41,5
30.	75
31.	66
32.	64,5
33.	95
34.	95
35.	37
36.	43
37.	47,5
38.	62
39.	46
40.	33
41.	69,5
42.	19,5
43.	68
44.	62,5
45.	64,5
46.	81
47.	56,5
48.	69
49.	60
50.	65

Subject Number	Score
51.	59
52.	44,5
53.	38,5
54.	93
55.	42,5
56.	59,5
57.	82,5
58.	47,5
59.	35,5
60.	43,5
61.	26
62.	38
63.	52
64.	46
65.	23,5
66.	40
67.	58,5
68.	43
69.	34
70.	27
71.	49,5
72.	50,5
73.	43,5
74.	33,5
75.	61,5
76.	62
77.	72
78.	27
79.	80,5
80.	44
81.	47
82.	73
83.	44
84.	83
85.	50,5
86.	30,5
87.	32
88.	37,5
89.	45,5
90.	45,5

Table 4.2. The Frequency Distribution of the Students' Test Result and the Classification

No.	Score	F	%	Category
1.	1-74	80 students	88,9	Low
2.	75-84	7 students	7,7	Fair
3.	85-94	1 students	1,1	Good
4.	95-100	2 students	2,2	Excellent
	Total	90 students	100%	

From the table above, it shows that the students' ability in writing recount text based on its categories there are 80 students in low category which the percentage is (88,9%), 7 students (7,7%) get the score 75-84 (fair category), 1 student (1,1%) who get the score 85-94 (good category), and there are 2 students (2,2%) who get the score 95-100 (excellent category).

To know the students' ability in writing recount text at tenth grade of MAN 2 Model Banjarmasin academic year 2012/2013, the writer uses the mean as follows:

$$M = \frac{\sum X}{N}$$

$$M = \frac{4616,5}{90}$$

$$M = 51,29$$

Based on the data above, the total score is 4616,5 of 90 students. The mean score is 51,29 shows that the students' ability in writing recount text at tenth grade of MAN 2 Model Banjarmasin academic year 2012/2013 is categories into low category.

2. Findings about the Most Students' Common Problems In Writing Recount Text At The Tenth Grade Of MAN 2 Model Banjarmasin Academic Year 2012/2013

To know about the most students' common problems in writing recount text, the writer presented the data based on the test by writing all most students' common problems. Based on the data in attachment 10, the result of problem's percentage in format can be seen in this following table:

Table 4. 3. Students' Problems for Format

Format	Problem (%)
a. Problem in using a title.	6,67
b. Problem in title's location.	20,00
c. Problem of indented paragraph in the first line.	38,33
Total problem (%)	22,00

Example the steps scoring for format:

$$\begin{aligned} \text{a) Students' ability (\%)} &= \frac{\text{total of students' score}}{\text{max.score from each aspect of problems} \times 90} \times 100\% \\ &= \frac{168}{2 \times 90} \times 100\% = 93,33\% \end{aligned}$$

$$\text{Students' problem (\%)} = 100\% - 93,33\% = 6,67\% \text{ (item a)}$$

$$\begin{aligned} \text{b) Students' ability (\%)} &= \frac{\text{total of students' score}}{\text{max.score from each aspect of problems} \times 90} \times 100\% \\ &= \frac{72}{1 \times 90} \times 100\% = 80,00\% \end{aligned}$$

$$\text{Students' problem (\%)} = 100\% - 80,00\% = 20,00\% \text{ (item b)}$$

$$\text{c) Students' ability (\%)} = \frac{\text{total of students' score}}{\text{max.score from each aspect of problems} \times 90} \times 100\%$$

$$= \frac{111}{2 \times 90} \times 100\% = 61,67\%$$

Students' problem (%) = 100% - 61,67% = 38,33% (item c)

Total problem for format (%) :

$$\text{Students' ability (\%)} = \frac{\text{total of students' score}}{\text{max score from each aspect of problems} \times 90} \times 100\%$$

$$= \frac{351}{5 \times 90} \times 100\% = 78,00\%$$

Students' problem (%) = 100% - 78,00% = 22,00% (problem for format).

Notes : The steps in scoring for format is same, when the researcher wants to give a score for punctuation and mechanics, content, organization, and grammar and sentence structure.

Based on the table above, the writer concludes that the total percentages of students who have the problems in format is 22,00%. They are in item a is 6,67%, item b is 20,00% and item c is 38,33%.

Based on the data in attachment 10, the result of problem's percentage in punctuation and mechanics can be seen in this following table:

Table 4. 4. Students' Problems for Punctuation and Mechanics

Punctuation and Mechanics	Problem (%)
a. Problem in using a period after every sentence.	10,00
b. Problem in using capital letters	29,44
c. Problem in spelling.	18,33
d. Problem in using commas.	25,00
Total (%)	21,56

On the table above, the writer concludes that the total percentages of students who have the problems for punctuation and mechanics is 21,56%. They are in item a is 10,00%, item b is 29,44%, item c is 18,33%, and item d is 25,00%.

Based on the data in attachment 10, the result of problem's percentage in content can be seen in this following table:

Table 4. 5. Students' Problems for Content

Content	Problem (%)
a. Problem about the unfit paragraph with the assignment.	36,33
b. Problem about uninteresting content	25,78
c. Problem about care and thought.	34,83
Total (%)	32,94

On the table above, the writer concludes that the percentages of students who have the problems for content is 32,94%. They are in item a is 36,33%, item b is 25,78%, and item c is 34,83%.

Based on the data in attachment 10, the result of problem's percentage in organization can be seen in this following table:

Table 4. 6. Students' Problems for Organization

Organization	Problem (%)
a. Problem in an orientation.	32,50
b. Problem in events.	47,78
c. Problem in re-orientation.	43,78
Total	42,84

On the table above, the writer concludes that the percentages of students who have the problems for organization is 42,84%. They are in item a is 32,50%, item b is 47,78%, and item c is 43,78%.

Based on the data in attachment 10, the result of problem's percentage in grammar and sentence structure can be seen in this following table:

Table 4. 7. Students' Problems for Grammar and Sentence Structure.

Grammar and Sentence Structure	Problem (%)
Problem in grammar and sentence structure.	71,27
Total (%)	71,27

On the table above, the writer can conclude that the percentage of students' who have the problems for Grammar and Sentence Structure is 71,27%.

Based on the presentation of data above, the writer finds the percentage of each error. And then the writer conclude the most students' common problems in writing recount text at the tenth grade of MAN 2 Model Banjarmasin academic year 2012/2013. The result can be seen in this following table above:

Table 4. 8. The Most Students' Common Problems.

Students' Problems	Problem (%)
Format	22,00
Punctuation and Mechanics	21,56
Content	32,94
Organization	42,84
Grammar and Sentence Structure	71,27

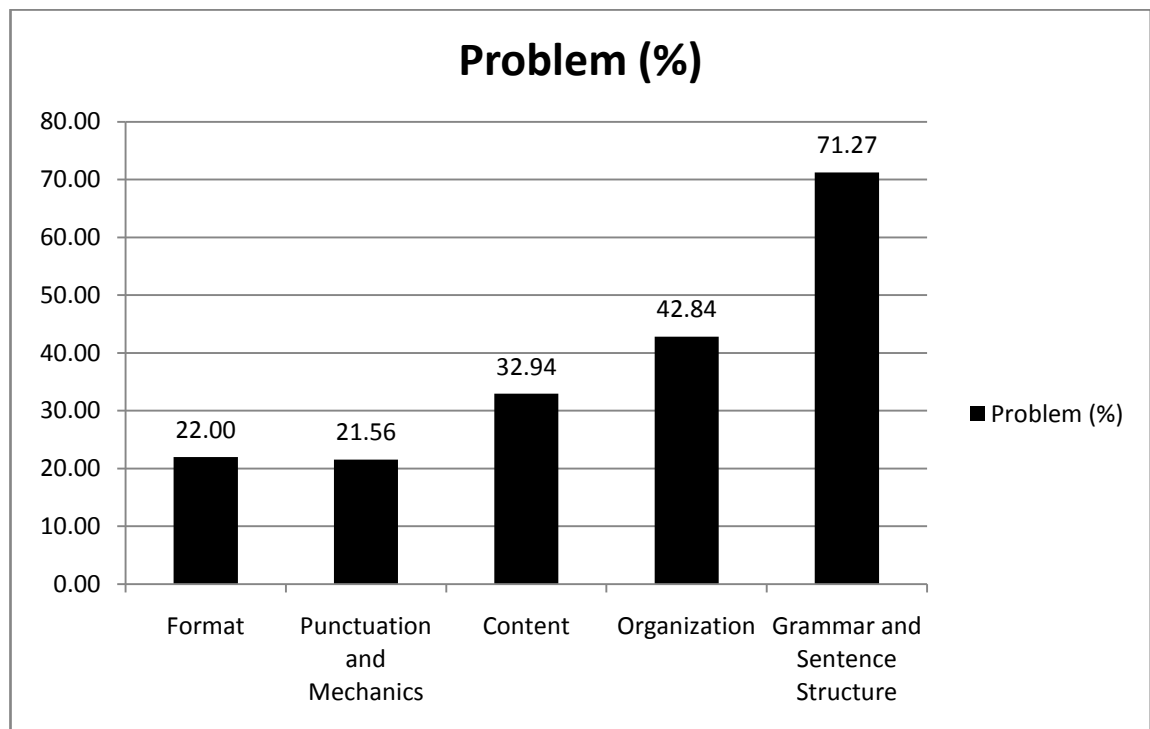


Fig. 4. 1. The Most Students' Common Problems.

Based on the presented data on the previous subchapter about the most students' common problems in writing recount text, the writer found that the most students' common problem is in grammar and sentence structure, it is shown based on the percentages for every kind of students' most common problems which the percentage of each problems are Grammar and Sentence Structure (71,27%), Organization (42,84%), Content (32,94%), Format (22,00%), and the last Punctuation and Mechanics (21,56%).

B. Discussion

After presenting the data, the writer analyzes all the obtained data to give some considerations on the research.

1. The Students' Ability in Writing Recount Text at Tenth Grade of MAN 2 Model Banjarmasin Academic Year 2012/2013

The presented data on the previous subchapter shows that there are 80 students in low category which the percentage is (88,9%), 7 students (7,7%) get the score 75-84 (fair category), 1 student (1,1%) who get the score 85-94 (good category), and there are 2 students (2,2%) who get the score 95-100 (excellent category) with the total score is 4616,5 of 90 students . The mean score is 51,29 shows that the students' ability in writing recount text at tenth grade of MAN 2 Model Banjarmasin academic year 2012/2013 is categories into low category.

2. The Most Students' Common Problems in Writing Recount Text at Tenth Grade of MAN 2 Model Banjarmasin Academic Year 2012/2013

Based on the presented data on the previous subchapter the facts describe that the students' problems in writing recount text varied. the highest percentage of problems (71,27%) encountered by the students in writing recount text, in term of grammar and sentence structure. The next trouble came out was in matter of organization (42,84%), while the following difficulties were in the part of content (32,94%), and the format (22,00%), and the last was in punctuation and mechanics (21,56%). The main problems of writing recount text faced by the students are in the area of grammar and sentence structure. The other difficulties appeared in the five problems. In detail, these problems are discussed as follows:

a. Grammar and Sentence Structure

In grammar and sentence structure almost students have the problems with the percentage (71,27%), they could not make some grammatical sentences in their writing recount text. All of the students forgot to use verb II (past tense). It

can be concludes, the mistakes happened because the students do not understand well yet about tenses that is used in the past or when they want to write recount text. For examples;

- a) *Last holiday, my friends and I **go** to Tangkisung Beach*
- b) *After that, we **come** in Citra Graha*
- c) *There, my family and I **take** a photo together*
- d) *I **play** badminton at a gym*

The correct sentences:

- a) *Last holiday, my friends and I **went** to Tangkisung Beach*
- b) *After that, we **came** in Citra Graha*
- c) *There, my family and I **took** a photo together*
- d) *I **played** badminton at a gym*

According to researcher's interview to some students, the mistakes that the students have done because of the teacher just explained the formula/structure of past tense and then gave some examples in sentence, but she did not asked them to apply it in writing text/essay. And also, the students often practice their writing so almost of them had the problems in grammar and sentence structure.

As a demonstrator, before asking the students to construct a recount text, the teacher has to explain more about feature of recount, especially language feature of recount that include of grammar and sentences structure. By doing this, it will discharge the problems itself.

b. Organization

In organization, the students also have the problems with percentage (42,84%). Organization in recount text consists of orientation, events and re-orientation. Some students could not make a good organization in their writing recount text. A good recount text should begin with orientation, and then followed by several events and the last re-orientation. But in fact, almost students did not write it well. For example;

Exciting Journey with Friends

On Saturday, after the stroll, my friend and I go to town there, Citra Graha. Me and my friends want a pictures was not long before his days of rain. There we were rained on and we want to shade it turns out we could hardly find a place shelter.

After the rain let up a bit we also left the place, and there my friend who was driving around with.....

After that they also come, me and my friends soon left again even more heavy rain my friend is very cold, because..... There, we drink hot tea and the body become warm. (there is no conclusion/re-orientation).

From the recount text above, the researcher found that the student did not make the end of his writing; also he could not make the re-orientation or conclusion well. It means that almost students still did not understand how to make a good writing, although their teacher had taught it before. They could make a long content in his writing and they had enough vocabularies but they did not pay attention of recount text's organization itself.

Another role of teacher as demonstrator is make the students to be aware of writing conventions and genre constrains in specifics types of writing, teachers have to be able to draw these features to their attention. For example, the features of construction recount. It makes the students easier to make a good organization in writing recount text.

c. Content

In content, the percentage of students who had the problems is (32,94%). In making a content the students have to make the paragraph that fits the assignment, the paragraph should interesting and used care and thought. For example;

Via's home

Yesterday, after school, I, Rafa, Dena, Fifi, and Putri. We went to do the assignment. We strongly agree that we were allowed to go Via his home. Finally, allow to go his home Via.

Our journey was very pleased, we could not wait to get home Via, and found her very much, 3 km away, along the way we were scared and prayed because the street some hall, wet, and dirty. Our journey we all nervous and worried except via the keep calm because she usually pass in that street.

Arrived Via home, we give the task each other, 3 person cooking and 3 person to do the assignment. In the afternoon, we consider to back home, that is quicker than in the first trip.

From this example, the researcher can conclude that the students did not compose their writing in recount text coherently. It means that the paragraph has

no unity. And also, the title does not fit with the content or paragraph. And then, they just write less of 150 words whereas the paragraph must at least contain of 150 words. Based on the students' interview, they seldom practice to write a paragraph so they do not know how to compose a good paragraph, especially in content. Another problem is some students did not have enough vocabulary so they could not make a long paragraph.

Teacher as motivator and provoker also plays an important role in this case. For example, giving them the words they need to start a recount text as a way of getting them going. Also, provoking them into having ideas.

d. Format

In format, just several students had the problem. It was about (22,00%). Format in writing recount text should have a title in the top of paragraph, the title is centered and the first line of each paragraph indented. We can see this examples;

a) *One day, when I and my family go to my grandmother's house in Ponorogo, Jawa Timur. My family and I went to use airplane from Banjarbaru. A long the way,* (there should be a title)

b) *My best holiday* (the title should in center)

3 months ago, I and my family gone to Jakarta and Bandung. I going with my older sister, my mom, my uncle and my uncle. In the first place,

Second place,

Finally, (the first line of each paragraph should indent)

From the examples above, the researcher found that some students still have the problem in format such as; there is no title in their writing. They were forgot to put the title. Another case is the students had put the title but the title is not centered, and the first line of each paragraph not indented.

Based on the researcher's interview, the problems in format happened because of the teacher did not explain or did not emphasize to write a paragraph with a good format, so the students did not pay attention about it.

In this case, the role of teacher is crucial. When the teacher demonstrates in making a recount text, they also have to emphasize in explaining format.

e. Punctuation and Mechanics

In punctuation and mechanics, just a little student had the problems. The percentage of students who had the problems is about (21,56%). We can take the example;

Activities in Last Sunday

Last Sunday, I was very happy Because my family and I played futsal at the field We were very happy because.....

now at 10.30, we should standby for.....

After played futsal we shake hand each other and we.....

The correct one:

Last Sunday, I was very happy. Because, my family and I played futsal at the field. We were very happy because.....

Now at 10.30, we should standby for.....

After played futsal, we shaked hand each other and we.....

From the text above, the researcher found that there are still some sentences did not use a period after every sentences, capital letter are used incorrect, and also comma. But, if we compared with the other problems, the percentage of students' problem in punctuation is the smallest. It is because of the rule in using punctuation is a little and they also have learned about it in grammar. So the students could make a paragraph with a good punctuation.

Teacher as evaluator has to evaluate for students' recount text. By doing this, the teacher can indicate where they wrote well and where they made problems in using punctuation and mechanics. And then, as feedback provider, teachers should respond positively to the students' problem. It means, the teacher will know their problems and considers how to solve it.