

CHAPTER IV DISCUSSION

4.1 General Description

After conducting research at SMA N 1 Kembang through giving the students of X A.3 Class a writing test and questionnaire, the researcher got thirty students' writings in the type of recount texts. The texts were about the students' past experiences. Then, the data were scored using Brown's rubric for rating composition task (Brown, 2004: 244). The list of the students' scores can be seen in appendix 3.

4.2 Data Description

Based on the scoring, it can be drawn logical description of the three aspects of the students' writing. They were generic structure of the text, language features of the text and social function of the text. The complete descriptions of those three aspects were in paragraphs below.

4.2.1 Students' Recount Texts Based on Generic Structure

The generic structure analysis was based on aspect number one. It was the aspect of organization of the text, including the introduction, body and conclusion of the text. Then, the students' recount texts were further analyzed. This table below was the recapitulation of the students' recount text based on generic structure:

Table 4.1

The Classification of Students' Recount Text Based on Generic Structure

No	Name	Generic Structure		
		Orientation	Event	Re-orientation
1	ALFIYATUN	Succeeded	The body of	The conclusion

		in making an effective introduction .	the arrangement of materials was good	was logical.
2	ALVINA	Introduction was scantily organized	There were severe problems with the ordering of ideas.	The conclusion was illogical.
3	ANANDITA	Introduction was scantily organized	There were severe problems with the ordering of ideas.	The conclusion was lack.
4	ANGGI	Introduction was good.	The body of the arrangement of materials was good.	The conclusion was logical.
5	ANIS	Adequate level of introduction .	The body of the arrangement of materials was good.	The conclusion was logical.
6	ARIYANA	Succeeded in making an effective introduction	The body of the arrangement of materials	The conclusion was logical.

		.	was good.	
7	ANNASTASYYA	Succeeded in making an effective introduction .	The body of the arrangement of materials was good.	The conclusion was lack.
8	DELLA	Introduction was good.	The body of essay was acceptable.	There was no re-orientation.
9	DEVI	Adequate level of introduction	The event was understandable.	The conclusion was logical.
10	DONA	Introduction was scantily organized	The body of essay was incomplete.	The conclusion was weak.
11	EKA	Introduction was good.	The body of the arrangement of materials was good.	The conclusion was logical.
12	ELEN	Introduction was good.	The arrangement of the events was understandable.	The conclusion was logical.
13	ELIYA	Adequate level of introduction	The arrangement of the	The conclusion was logical.

		.	events was understandable.	
14	ERLISA	Introduction was good.	Mediocre level of body.	The conclusion was weak.
15	FITRI	Adequate level of introduction.	The body of essay was acceptable.	The conclusion was logical.
16	HIRZA	The introduction she made was shaky.	There were severe problems with the ordering of ideas.	The conclusion was illogical.
17	INTAN	Introduction was good..	The arrangement of the events was understandable.	The conclusion was logical.
18	LENDAL	Minimally recognizable introduction.	The body of essay was incomplete.	There was no re-orientation.
19	NAILA	Introduction was good.	The arrangement of the	The conclusion was logical.

			events was understandable.	
20	NEFI	Introduction was good.	The body of the arrangement of materials was good.	The conclusion was logical.
21	NELA	Adequate level of introduction .	The body of essay was acceptable.	The conclusion was weak.
22	OKTAVIA	Introduction was good.	The body of the arrangement of materials was good.	The conclusion was good.
23	PUPUT	Adequate level of introduction	The body of the arrangement of materials was good.	There was no re-orientation.
24	ROFIQOH	Adequate level of introduction	The body of the arrangement of materials was good.	There was no re-orientation.
25	SALSALIA	Lack introduction .	There were severe problems	There was no re-orientation.

			with the ordering of ideas.	
26	SINDY	Introduction was good.	The body of the arrangement of materials was good.	The conclusion was weak.
27	WAHYU	Adequate level of introduction .	The body of essay was acceptable.	The conclusion was logical.
28	WILDA	Introduction was good.	The body was acceptable.	The conclusion was logical.
29	ZULI	Lack introduction .	The body of essay was incomplete.	The conclusion was weak.
30	VANESHA	Adequate level of introduction .	The body of the arrangement of materials was good.	The conclusion was logical.

From the analysis, it could be seen that the students' achievements in writing recount texts were divided into five levels as in Brown's rubric. Thirteen students who are in excellent level, eight students who are in good level, four students who are in adequate level, four students who are in fair level, and one student stays in the unacceptable level. The description of the students' recount texts was provided below.

The first student is Alfiyatun Nikmah. She wrote a text entitled *New Years Holiday*. The text contains the complete aspects of generic structure. The orientation, events and reorientation for recount text was found in the text. She gave appropriate title for his text. She also succeeded in making an effective introduction so the readers will easily follow his recount, and it leads to the body. The conclusion given was logical. The Second student is Alvina Damayanti. She wrote a recount text entitled *Holiday Semester 1*. The text has complete generic structure for recount text; the orientation, events and reorientation. Introduction and conclusion were scantily organized. Unfortunately, there were severe problems with the ordering of ideas. The conclusion was illogical. In short, it showed her inadequate effort at organization.

The third student is Anandita Listyanda Syachrani. Her writing entitled *New Years Holiday*. There can be found the three aspects of generic structures for recount texts. Introduction was scantily organized. There were problems with the order of ideas in body of the text. There were lack conclusion in the text. The next student is Anggi Ainiyatul Rahmawati. She wrote a text entitled *Holiday at My Granma's House Learning Farming*. The text was arranged well. It contains the generic structure for recount text. She chose appropriate title for her text, good introduction that leads the reader to the body. The conclusion given was logical.

Anis Kumala Dewi, she gave the title *New Year's Holiday Story*. She made an adequate title and introduction. The body of the arrangement of materials was good. She completed the text with three aspects of generic structure of recount text. The conclusion given was logical. The sixth student is Aryana Rahmadhani. Her writing entitled *Yogyakarta*. The text was arranged well. It contains the generic structure for recount text. She also succeeded in making an effective introduction. The body of the arrangement of materials was good so it can be outlined by the readers. She wrote logical conclusion.

The seventh student is Annastasya. His text entitled *Holiday at Grandma's House*. She gave appropriate title for his text. She also succeeded in making an effective introduction so the readers will easily follow his recount, and it leads to the body. There were lack conclusion in the text. The next student is Della Rizki Risa Saputri. Her text entitled *New Year's Holiday*. She just wrote the two aspects, they were orientation and sequence of events. However, it did not distract readers besides the re-orientation is optional in recount text. She succeeded in making a good introduction so it is easy for the readers to follow. The body of essay was acceptable.

The ninth student is Devi Charismatul Mila. She wrote a text entitled *The First Day of Holiday at Grandparents' in Home*. It contained the generic structure for recount text. She succeeded in making adequate introduction and logical conclusion. The arrangement of the events is understandable, so it is easier for the reader to outline. Moreover, the conclusion given was logical. Dona Charen Al Bania wrote a recount text entitled *Semester end Vacation*. The text includes orientation, sequence of events and re-orientation. The title, introduction and conclusion she made were mediocre or scant. The body of essay was incomplete. The conclusion was also weak.

Eka Melia Maya Safitri wrote a text entitled *My Trip in Jogjakarta*. The generic structure of recount text is achieved as it can be found orientation, sequence of events and re-orientation. The text showed that it had a good introduction. The body of the arrangement of materials was good so it can be outlined by the readers. Shortly, the conclusion was logical. The next student is Elen Alfina Afridani. She wrote a text entitled *Lebaran-Visiting Grandparents*. It can be found the orientation, sequence of events and re-orientation in the text. She chose appropriate title for her text, good introduction that leads the reader to the body. The arrangement of the events was understandable, so it is easier for the reader to outline. Moreover, the conclusion given was logical.

The next student is Eliya Wahyu Setyaningsih. She made a text entitled Year End Holiday. She completed the text with three aspects of generic structure of recount text. She succeeded in making adequate introduction and logical conclusion. The arrangement of the events was understandable. The fourteenth student is Erlisa Aprillia. Her text entitled *Vacation and Take a diploma in Depok*. The text shows that it had good introduction. She made a mediocre level of body for her text. The conclusion was weak.

The next student is Fitri Yulianingrum. She wrote a recount text entitled *My Holiday Go to Semarang*. The text had complete generic structure for recount text; the orientation, sequence of events and re-orientation were stated in the text. She succeeded in making adequate level of introduction for his text. The readers will easily catch what she meant. The body of essay was acceptable. The conclusion given was logical. The next is recount text written by Hirza Millati which entitled *Spend Holidays at Home*. The introduction she made was shaky and it had weak conclusion. There were severe problems with the ordering of ideas. She wrote illogical conclusion.

For the seventeenth student, there is Intan Khoirul Anisah with his text *Jatim Part 2*. The text was arranged well. It can be found the orientation, sequence of events and re-orientation in the text. She chose appropriate title for her text, good introduction that leads the reader to the body. The arrangement of the events is understandable, so it is easier for the reader to outline. Moreover, the conclusion given was logical. The next is a text written by Lenda Wati entitled *Holiday at Home*. She made a minimally recognizable introduction for her text. She just wrote the two aspects, they were orientation and sequence of events. The body of essay was incomplete.

The nineteenth student is Naila Septiani. She wrote a text entitled *Goes to Jepara*. It contained the generic structure for recount text. She succeeded in making adequate introduction and logical conclusion. The

text showed that it had a good introduction. The arrangement of the events is understandable, so it is easier for the reader to outline. The next student is Nefi Septina with her text entitled *My Holiday in the Jogja*. She included the text with three aspects of generic structure of recount text. The text showed that it had a good introduction. The body of the arrangement of materials was good so it can be outlined by the readers. Shortly, the conclusion was logical.

The next student is Nela Farikha. She wrote a recount text entitled *Holiday Semester 1*. She made an adequate title and introduction. The body of essay was acceptable; some ideas were not fully developed. The conclusion was weak. The next student is Oktavia Ariani Putri. She wrote a text entitled *Holiday Go to Semarang*. It can be found the orientation, sequence of events and re-orientation in the text. There was appropriate title, introduction that leads the readers and good conclusion. The body of the arrangement of materials was good so it can be outlined by the readers.

Puput Oktaviani entitled her text *Story in Home*. The generic structure of recount text is achieved as it can be found orientation and sequence of events. She succeeded in making adequate level of introduction for his text; the readers will easily catch what she meant. The arrangement of materials was good since she gave the details but she still missed some points. Rofiqoh Lailaturrohmah, she gave the title *My Holiday Just Stay at Home* in her text. She just wrote the two aspects; they were orientation and sequence of events. She made an adequate title and introduction. The body of the arrangement of materials was good and detailed.

Salsalia Nur Fatimah wrote a recount text entitled *My Holiday Last Year*. She just wrote the two aspects; they were orientation and sequence of events. There were lack introduction. Severe problems were also found in the ordering of ideas. The next student is Sindy Putri Damayanti. She gave the title *Year End Holiday at the Hospital* in her

text. It can be found orientation, sequence of events and re-orientation in the text. There was appropriate title, introduction that leads the readers. The body of the arrangement of materials was good so it can be outlined by the readers but some ideas were not fully developed. Moreover, the conclusion was weak.

Wahyu Ningsih Febriana entitled her text *Holiday New Year*. She had achieved the generic structure of recount text, orientation, events and re-orientation. She succeeded in making adequate introduction and logical conclusion. The body of essay was acceptable. The next student is Wilda Mustaidatul Fitria with her text entitled *New Year's Holiday*. She included the text with three aspects of generic structure of recount text. The text showed that it had a good introduction. The body was acceptable. The conclusion was logical.

The next student is Zuli Nisa Maulida with his text entitled *New Year's 2018 Bondo Beach* includes the three aspects of generic structure of recount text; such as orientation, events and re-orientation were met in the text. There were lack introduction. The body of essay was incomplete. The conclusion was also weak. In short, some ideas were not fully developed. The last text belongs to Vanesa Zulia Aryasafitri. She gave her text with a title *Holiday and New Year in Bali*. She succeeded in making adequate introduction so the readers will easily catch what she meant, and it also leads to the body. The arrangement of materials was good and detailed. The conclusion was also logical. She completed the text with three aspects of generic structure of recount text.

4.2.2 Students' Recount Texts Based on Language Features

The language features analysis was based on aspect number three, four, and five. In Aspect number three or grammar aspect there are three students who get excellent score, sixteen students get good score, five students get adequate score, six students get inadequate score and

no one get unacceptable score. For punctuation, spelling and mechanics aspects, there are five students get excellent score, fifteen students get good score, six students get adequate score, four students get inadequate and no students get unacceptable score. In style and quality of expression aspect, there are seven students get excellent score, thirteen students get good score, five students get adequate score, five student get inadequate and no students get unacceptable score. The complete descriptions about those three aspects were in the following paragraph below.

The first student was Alfiyatun Nikmah. Some sentences were still made in present tense. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Many grammar problems were appeared. Some sentences showed that she did not understand to make a good sentence, such as, '*...all went well and successfully made virtual...*', '*...the point is that vacation is...*' Some fragments and run-on sentences were present. There were no spelling problems but its punctuation had errors that can distract the readers. All needed capitals and indented paragraph were attained. Finally, the style of the text was fairly concise.

The second student is Alvina Damayanti. Her writing indicated that she did not understand the language features of recount text. She used present tense for her most of the sentences in her text. She focused on specific participant. There are also explicit circumstances of place. She used material process correctly. She had temporal sequences in this text. There was numerous grammar problems interfere with communication of the writer's ideas. Those grammar problems were '*...arriving at home Vanesa, we were give...*', '*...on a trip return we...*' Some grammar review of some areas clearly needed. A punctuation problem was found. She did not use capital letters to mark the beginning of the sentence. In short, the style of the text was lacks variety of structure.

The third student is Anandita Listyanda Syachrani. Some sentences were still made in present tense. Circumstances of place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Some problems in spelling were found; '*...femely...*', '*...aunty...*' etc. On the other hand, there were no problems with her punctuation. All needed capitals and indented paragraph were attained. However, some problems in grammar were still found. They were '*...I go to Jepara go to home aunty...*', '*...there is a event at home aunty material's very more...*' Some grammar review of some areas clearly needed. Moreover, her sentences were not too wordy.

The fourth student is Anggi Ainiyatul Rahmawati. Her skill in writing recount text was in the advance proficiency in English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. She understood to use past tense in making sentences. However, some problems in grammar were still found. They were '*...for the I mouth age spinach...*' but they did not distract the readers although the readers clearly aware of it. Moreover, there were no fragments and run-on. There was no problem in spelling and punctuation. All needed capitals and indented paragraph were attained. Finally, the sentences may be too wordy but had suitable registers.

The fifth student is Anis Kumala Dewi. She realized to use past tense in writing recount text but then she missed and wrote some sentences in present tense. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Many grammar problems were appeared. Those grammar problems were '*...on vacation to a relative's house...*', '*...approximately 6 hour trip...*' Some fragments and run-on sentences were present. On the other hand,

there were problems with her Spelling and punctuation, the words such as '*...hous...*', '*...arried...*', '*...twon...*', '*...finaly...*', '*...las...*' etc. There were problems with her punctuation. Moreover, her sentences were too wordy.

The sixth student is Aryana Rahmadhani. Her skill in writing recount text was in the advance proficiency in English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. She understood to use past tense in making sentences. It was found some grammar errors but they did not influence the communication. There were no fragments and run-on sentences. There was no problem in spelling and punctuation. All needed capitals and indented paragraph were attained. She applied correct vocabularies in her text. Moreover, her sentences were not too wordy and had appropriate registers.

The seventh student is Annastasya. She used past tense in making sentences but she wrote her most of the sentences with present tense. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Some problems in spelling and punctuation were found; '*...mead...*', '*...female...*' There were no fragments and run-on sentences. All needed capitals and indented paragraph were attained. She applied correct vocabularies in her text. Moreover, her sentences were not too wordy and had appropriate registers.

The eighth student is Della Rizki Risa Saputri. She realized to use past tense in writing recount text but some sentences were incorrect as she changed all the verbs into their past form. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. The ideas were getting through to the reader. Those grammar

problems appeared in '*...a day off...*', '*...mid my journey...*', '*...finished my meat home...*' Some fragments were apparent. On the other hand, there were no problems with her spelling and punctuation. All needed capitals and indented paragraph were attained. Finally, the sentences may be too wordy.

The ninth student is Devi Charismatul Mila. She used past tense to tell her story but in many sentences she still missed and used present tense for the sentences in her text. One of those grammar problems was '*...my pleasure increased because during...*', '*...I was immediately fascinated...*' Some fragments and run-on sentences were apparent. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. Temporal sequences in this text was not found. There were no spelling and punctuation errors. She used good vocabularies and registers. However, her text was too wordy.

The tenth student is Dona Charen Al Bania. Some sentences were still made in present tense. Circumstances of place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Several serious problems of grammar were found too, such as '*...yesterday during the end of semester...*' Grammar review of some area clearly needed. Some problems were found in spelling and punctuation. Her idea was poor expression.

The next student is Eka Melia Maya Safitri. Her ability in writing recount text was considered to be in advance proficiency of English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. He used past tense in making sentences but then she missed and wrote some sentences in present tense. There were no fragments and run-on sentences. A spelling problem was found. It was the word '*...wit...*' However, all needed

capitals and indented paragraph were present. The sentences were not too wordy and had appropriate registers. She used good vocabularies and registers.

The next student is Elen Alfina Afridani. From the way she wrote recount text indicated that she realized the tense used for recount text, but in many sentences she still missed and used present tense for the sentences in her text. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. The ideas were not getting through to the readers well. There were no fragments and run-on sentences. There was no problem in spelling and punctuation. All needed capitals and indented paragraph were attained. She applied correct vocabularies in her text. Moreover, her sentences were not too wordy and had appropriate registers.

The next student is Elliya Wahyu Setyaningsih. From the way she wrote recount text indicated that she realized the tense used for recount text. But some sentences were still made in present tense. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. A temporal sequence in this text was not found. There were no fragments and run-on sentences. There were no major problems in the spelling and punctuation. All needed capitals and indented paragraph were attained. She applied correct vocabularies. There were correct registers. The sentences were not too wordy. Ultimately, the style was fairly concise.

The next student is Erlisa Aprilia. Her ability in inventing recount text indicates that she had advance proficiency of English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. The sentences were made in present tense. There were no fragments and run-on sentences. There were also problems with her and punctuation, such as in her way of placing

commas. All needed capitals and indented paragraph were attained. The sentences were not too wordy.

The next student is Fitri Yulianingrum. She used present tense for her most of the sentences in her text. Her skill in writing recount text was in the advance proficiency in English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. There were also problems with her punctuation, such as in her way of placing commas. All needed capitals and indented paragraph is attained. Ultimately, the sentences were not too wordy and had correct vocabulary.

The next student is Hirza Millati. Her writing indicated that she did not understand the language features of recount text. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. There was numerous grammar problems interfere with communication of the writer's ideas. Those grammar problems were '*...usually morning run morning...*', '*...continue to bathe an continue...*' The reader could not understand what the writer was trying to say. The grammar review of some areas clearly needed. There were also problems with her spelling and punctuation, such as in her way of placing commas. In short, the style of the text was lacks variety of structure.

The next student is Intan Khoirul Anisah. Her ability in writing recount text was considered to be in advance proficiency of English grammar. The text had specific participants. She used material process correctly. Circumstances of time and place were found. She had temporal sequences in this text. She used past tense in making sentences but then she missed and wrote some sentences in present tense. The ideas were getting through to the readers. Grammar problems are apparent but they do not influence communication. The readers can

understand what she meant. Those grammar problems are '*...last holiday time visiting...*', '*...when I was at Malang was Jatim Park...*' There were no fragments and run-on sentences. There were no problems with her and punctuation. All needed capitals and indented paragraph were attained. The sentences were not too wordy.

The next student is Lenda Wati. She used present tense for her most of the sentences in her text. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Several serious problems of grammar were found too, such as '*...the activity is somewhat different because breakfast abis I went...*', '*...such is the story of my experience...*' Those sentences distract the readers. Grammar review of some areas was needed. There were punctuation errors. She used good vocabularies and registers. However, her text was lacks variety of structure.

The next student is Naila Septiani. Her text used past tense in writing recount text but still she missed often and wrote in present tense for some sentences. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Grammar problems were apparent but they do not influence communication. She used correct vocabularies. One of those grammar problems was '*...to circulate the motor to travel to get takes not along enough...*' Some fragments and run-on sentences were apparent. Some problems were found in punctuation. She applied correct vocabularies.

The next student is Nefi Septiana. From the way she wrote recount text indicated that she realized the tense used for recount text. But some sentences were still made in present tense. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Grammar problems are apparent but they do not influence

communication. The readers can understand what she meant. Those grammar problems are '*...went to home...*', '*...we to arrived...*', '*...we to instructed...*' There were no spelling problems but its punctuation had errors that can distract the readers. All needed capitals and indented paragraph were attained. She used good vocabularies and registers. The sentences were not too wordy.

The next student is Nela Farikha. Her ability in creating recount text showed that she had advance proficiency of English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. A temporal sequences in this text was not found. She had done sentences in past tense but there were some sentences which used present tense. Those grammar problems were '*...given donuts by by typical Bali...*', '*...we both said good by...*' but they did not distract the readers although the readers clearly aware of it. Moreover, there were no fragments and run-on sentences. There were problems with her punctuation. The style of the text was fairly concise.

The next student is Oktavia Ariani Putri. Her ability in writing recount text was considered to be in advance proficiency of English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. She used past tense in making sentences but she used present tense for her most of the sentences in her text. There were no spelling and punctuation errors. She applied correct vocabularies. The sentences were not too wordy and had appropriate registers. The style of the text was fairly concise.

The next student is Puput Oktaviani. Her skill in writing recount text was categorized in advance proficiency of English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. A temporal sequence in this text was not found. She used past tense in making

sentences. It was found some grammar errors but they did not influence the communication. There were no problems in the punctuation but its punctuation had errors, such as '*...meny...*' No fragments and run-on sentences were found in his text. All needed capitals and indented paragraph were attained. She applied correct vocabularies.

The next student is Rofiqoh Lailaturrohmah. Her ability in inventing recount text indicates that she had advance proficiency of English grammar. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Grammar problems are apparent but they do not influence communication. The readers can understand what she meant. As it is recount text, she had done sentences in past tense but most of the sentences used present tense. Those grammar problems are '*...morning players typically after my morning players to sleep again...*', '*...after the swep I cleaned...*' They did not distract the readers although the readers are aware of them. There were spelling and punctuation errors, such as '*...swep...*', '*...morning players...*' Some vocabulary misused.

The next student is Salsalia Nur Fatimah. She used present tense in making sentences. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Some errors in grammar were found. They were '*...holiday semester I yesterday...*', '*...there I was told order...*' They did not distract the readers too much. There were no punctuation and spelling errors. All needed capitals and indented paragraph were attained. Some vocabulary misused.

Sindy Putri Damayanti's ability in writing the text was considered to be in advance proficiency of English grammar. She used present tense in making sentences. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. A temporal sequence in this text was not found.

Grammar problems were found in her sentences, such as ‘...*I happened to be n school...*’ ‘...usually accompany by turns...’ They did not distract the readers too much. Some punctuation errors were present. She used good vocabularies. However, it may be too wordy.

Wahyu Ningsih Febriana seemed to be aware of language feature in writing a recount text. She wrote a recount text with appropriate language features. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. She realized to use past tense in writing recount text. In addition, she wrote her most of the sentences with present tense. Some grammar errors were found but they did not influence the communication. There were some problems with her punctuation, such as in her way of placing period and commas. All The sentences may be not too wordy.

The next student is Wilda Mustaidatul Fitria. She wrote a recount text with appropriate language features. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. She realized to use past tense in writing recount text but some sentences were incorrect as she changed all the verbs into their past form. Grammar problems were apparent but they do not influence communication. The readers can understand what she meant. One of those grammar problems was ‘...*I came home with the very rain...*’ Some fragments and run-on sentences were present. A spelling problem was found. It was the word ‘...*ating...*’ However, all needed capitals and indented paragraph were present. She applied correct vocabularies.

Zuli Nisa Maulida’s text showed her lack of understanding in creating good and complete sentences. Many sentences were found unreadable. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. Grammar problems were found

in her sentences and they had negative effect on communication, such as, '*...to in early 2018 me and my them...*' Those sentences distract the readers and they interfered with the communication of the writer's idea. Grammar review of some areas was needed. Spelling and punctuation errors were infrequent '*...lantuns...*', '*...firowerks...*' Some punctuation errors were present. She used good vocabularies but her text may be lack variety of structure.

The Last student is Vanesa Zulia Aryasafitri. She wrote a recount text with appropriate language features. Circumstances of time and place in the text were found. She focused on specific participant. She used material process correctly. She had temporal sequences in this text. She used past tense to tell her story but in many sentences she still missed and used present tense for the sentences in her text. No fragments and run-on sentences were apparent. There were punctuation errors, such as in her way of placing commas. All needed capitals and indented paragraph is attained. Ultimately, the sentences were not too wordy and had correct vocabulary.

4.2.3 Students' Recount Texts Based on Social Function

The social functions realized in the students' recount text could be described based on the overall result of the analysis and aspect number two. It was the aspect of logical development of ideas: content, based on Brown's rubric. Then, from the result of analysis, it could be seen that the students' ability in realizing social function was divided into five levels provided in Brown's rubric. There are eight students who are in excellent level, thirteen students who are in good level, four students who are in adequate level, and there are five students who are inadequate level.

The first student is Alfiatun Nikmah. Her sentences flowed smoothly and could be followed by the readers yet the ideas should be more developed. Moreover, she had succeeded to retell the events to the

readers. Some extraneous materials were present too. Even though, the tense used was present tense in some of her sentences but she meant to tell the past events. However, she had achieved the social function for writing recount text; that is to retell the events. The second student is Alvina Damayanti. Her text showed incomplete development of ideas. It was hurriedly written. There were no links between sentences. The flow of the sentences was not clear to the readers. However, she had succeeded in achieving the social function for writing recount text.

The third student is Anandita Listyanda Syachrani. Her text had incomplete ideas that should be developed more, but the ideas had clear organization. Her text tried to retell the story. In other word, she had achieved the social function of recount text. The fourth student is Anggi Ainiyatul Rahmawati. The text was well organized. The content was logical and clear. She had succeeded in achieving the social function for writing recount text.

The fifth student is Anis Kumala Dewi. The text was well organized. Some extraneous materials were present too. However, there were many mistakes in its sentences and they influenced the delivery of the messages of the text. The ideas were expressed rather unclearly. Most of all, she succeeded in achieving the social function for writing recount text. The sixth student is Aryana Rahmadhani. The ideas were concrete and thoroughly developed. The content was clear. Importantly, the text was retelling past events, so that means her text achieved the social function for recount text.

The seventh student is Annastasya. The development ideas were not complete or essay was somewhat off the topic. So it was hard to know what she really meant in her text. Even though, the tense used was present tense in some of her sentences but she meant to tell the past events. Meanwhile, she had achieved the social function of a recount text through his writing. The eighth student is Della Rizki Risa Saputri. The development ideas in her text were incompletely arranged, the

essay sometimes was off the topic. The biggest problem was her ability in making a good and understandable sentences and her mastery of grammar. The readers were definitely confused to read the text. Meanwhile, she attained the social function of recount text through her retelling past events.

The ninth student is Devi Charismatul Mila. The content of her text contained completely arranged ideas. The content was logical and clear, but it needs to be developed more. The text showed the details of the story. The content was acceptable but it was not well arranged, and needed to be developed more. Extraneous materials were present in the text. However, he had achieved the social function for writing recount text. The tenth student is Dona Charen Al Bania. Her text had incompletely developed ideas. The paragraphs were not divided in right way. The biggest problem was her ability in making a good and understandable sentences and her mastery of grammar. It was hurriedly written. The flow of the sentences was not clear to the readers.

The content of Eka Melia Safitri's text was assigning the topic. The ideas were concrete and well developed. There were few extraneous materials but the arrangement of materials on her text showed details. The readers will be easy to read the text. The text was well organized. Even though, the tense used was present tense in some of her sentences but she meant to tell the past events. Above all, she achieved recount text social function by retelling story in her text. The next student is Elen Alfina Afridani. The ideas were concrete and well developed. The sequence in the body was well arranged so it was easier for the readers to follow. In addition, her good mastery in grammar, the appropriate use of linking words and good punctuation made the text better. Moreover, she achieved recount text social function by retelling story in her text.

The next student is Elliya Wahyu Setyaningsih. Her text addressed the issues and he gave enough evidence on the generalization. The readers will be easy to read the text. Most of all, she succeeded in

achieving the social function for writing recount text. Erlisa Aprillia's text showed incomplete ideas. Her essay of the text addressed the issues but missed some points. His arrangement of material was logical. Importantly, the text was retelling past events, so that means her text achieved the social function for recount text.

Fitri Yulianingrum's ideas in her text were concrete and thoroughly developed. The flow of the text is good. Even though, the tense used was present tense in some of her sentences but she meant to tell the past events. She tried to tell the details. Above all, she achieved recount text social function by retelling story in her text. Hirza Millati's seemed to be in hurry when writing this text. The text had incomplete ideas and it did not reflect careful thinking. The text showed inadequate effort in the area of content. On the other hand, her grammar and writing convention were problematic. Moreover, it was really problematic to see that the text was written in present tense and there were some descriptive sentences in her text yet I think she tried to tell her story. She categorized to be able to achieve social function of recount text.

The content of Intan Khairul Anisah's text contained completely arranged ideas. In addition, her good mastery in grammar, the appropriate use of linking words and good punctuation made the text better. The flow of the text is good. She tried to tell the details. Ultimately, she had achieved recount text social function by retelling story in her text. The next student is Lenda Wati. Her text had incomplete ideas and effort at organization. The text was not well organized. It needs to be developed more. In other word, she had achieved the social function of recount text.

Naila Septiani's writing had achieved the social function for writing recount text. The content was clear, but it needs to be developed more. Most of all, she succeeded in achieving the social function for writing recount text. The next student is Nefi Septiana. The text showed the details of the story. The text was well organized. The sequence in the

body was well arranged so it was easier for the readers to follow. Ultimately, she categorized to be successful in applying social function for writing recount text.

The next student is Nela Farikha. The ideas were concrete and well developed. The flow of the text is good. She tried to tell the details. Above all, she achieved recount text social function by retelling story in her text. The next student is Oktavia Ariani Putri. Her sentences flowed smoothly and could be followed by the readers yet the ideas should be more developed. The text was well organized. The content was logical and clear. Her text tried to retell the story. In other word, she had achieved the social function of recount text.

The next student is Puput Oktaviani. The development of ideas was complete, but it needs to be developed more. The text was well organized. Most of all, she succeeded in achieving the social function for writing recount text. Rofiqoh Lailaturrohmah's ideas in her text were completely arranged. The sequence in the body was well arranged so it was easier for the readers to follow. The text was retelling past events, so that means her text achieved the social function for recount text.

The next student is Salsalia Nur Fatimah. Her text had incompletely developed ideas or the essay of the text was somewhat off the topic. She achieved recount text social function by retelling story in her text. Sindy Putri Damayanti's text contained completely arranged ideas. The flow of the text is good. She tried to tell the details. Ultimately, her text achieved the social function for recount text.

The next student is Wahyu Ningsih Febriana. The text was well organized. There were many mistakes in its sentences and they influenced the delivery of the messages of the text. The ideas were expressed rather unclearly. Most of all, she succeeded in achieving the social function for writing recount text. The next student is Wilda Mustaidatul Fitria. The ideas were concrete and thoroughly developed.

Importantly, the text was retelling past events, so that means her text achieved the social function for recount text.

The next student is Zuli Nisa Maulida. Her text contained some ideas which were not well developed. Many of them were expressed unclearly. It needs to be developed more. In other word, she had achieved the social function of recount text. The last student is Vanesha Zulia Aryasafitri. Her writing had achieved the social function for writing recount text. The text was well organized. The content was clear. The sequence in the body was well arranged so it was easier for the readers to follow.

4.3 The Students' Ability in Writing Recount Text

The students' ability in writing recount texts could be seen from the total scores which the students achieved for all aspects. The results of the analysis were based on Brown's rubric (2004: 244). Then it was classified into five levels. They were excellent, good, adequate, inadequate, and unacceptable level. The students' scores in writing recount text were presented in the following bellow:

Table 4.2
Students' Achievement Score

No	Name	Score	Level
1	ALFIYATUN NIKMAH	80	Good
2	ALVINA SAMAYANTI	40	Inadequate
3	ANANDITA LISTYANDA	64	Good
4	ANGGI AINIYATUL RAHMAWATI	91	Excellent
5	ANIS KUMALA DEWI	76	Good
6	ARIYANA RAHMADANI	95	Excellent
7	ANNASTASYA	75	Good
8	DELLA RISQI RIZA SAPUTRI	65	Good
9	DEVI CHARISMATUL MILA	83	Excellent

10	DONA CHAREN ALBANIA	30	Inadequate
11	EKA MELIA MAYA SAFITRI	91	Excellent
12	ELEN ALFINA AFRIDANI	93	Excellent
13	ELIYA WAHYU SETYANINGSIH	83	Excellent
14	ERLISA APRILLIA	77	Good
15	FITRI YULIA NINGRUM	86	Excellent
16	HIRZA MILATI	34	Inadequate
17	INTAN KHOIRUL ANISAH	87	Excellent
18	LENDA WATI	42	Inadequate
19	NAILA SEPTIANI	81	Excellent
20	NEFI SEPTIANA	75	Good
21	NELA FARIKHA	75	Good
22	OKTAVIA ARIANI PUTRI	87	Excellent
23	PUPUT OKTAVIANI	81	Excellent
24	ROFIQOH LAILATURROHMAH	75	Good
25	SALSALIA NUR FATIMAH	68	Good
26	SINDY PUTRI DAMAYANTI	82	Excellent
27	WAHYU NINGSIH FEBRIANA	80	Good
28	WILDA MUSTAIDUL FITRIA	81	Excellent
29	ZULI NISA MAULIDA	51	Adequate
30	VANESHA ZULIA ARYASAFITRI	89	Excellent

From the students' achievement level above, it can be seen that the students who got excellent levels more than other level. The scoring table could be seen at the table below:

Table 4.3
Students' Achievement Level

Score	Level	Number of Students
81-100	Excellent	14

62-80	Good	11
43-61	Adequate	1
24-42	Inadequate	4
5-23	Unacceptable	-
Total		30

4.4 The students' Difficulties in Writing Recount Text

In conducting the research, the researcher also used questionnaire to know the students' difficulties in writing recount text. The questionnaire was divided into five indicators; organization, content, grammar, punctuation, spelling and mechanics, and style and quality of expression. Each indicator was divided into 4 statements. The answer for each question was analyzed in the form of percentage.

4.4.1 Organization

The students' difficulties in writing recount text would be analyzed based on aspect of writing that proposed by Brown. First aspect was organization. From the questionnaire, there were four statements in the questionnaire which deal the organization of the text. The data shown that 15% of students answered strongly disagree, 31,6% of students answered disagree, 50,9% of students answered agree and 2,5% of students answered strongly agree. From the data, it can be seen more than 50% of students answered that they almost had problem in organization of writing.

Based on the previous discussion, it can be concluded that the students at tenth grade of SMA N 1 Kembang had some problems in organization of writing. There are many students in difficulties to choose an appropriate title. They also rarely paid attention the generic structure of recount text before making it. But also some students answered that they did not have a problem toward the organization of the text. The detail can be seen in the table below.

Table 4.4
Percentage of students answered toward their difficulties in the organization

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	a. I don't know the generic structure of recount text.	0 0,0 %	14 46,7 %	9 30 %	7 23,3 %
	b. Choose an appropriate title is very difficult.	1 3,3 %	11 36,7 %	12 40 %	6 20 %
	c. The idea was I shared was not clear.	2 6,7 %	11 36,7 %	13 43,3 %	4 13,3 %
	d. I rarely pay attention to generic structure of recount text before making it.	0 0,0 %	25 83,3 %	4 13,3 %	1 3,3 %
	Average	2,5 %	50,9 %	31,6 %	15 %

4.4.2 Content

The second aspect of writing was content. From the questionnaire, there are four statements which deal with the content. The data showed that the average of the students answered toward the content in writing. There are 2,5% of students answered strongly disagree, 20,8% of students answered disagree, 67,5% of students answered agree and 9,2% of students answered strongly agree. From the data, it can be seen more than 60% of students answered that they almost had problem in content of writing.

Based on the previous discussion, it can be concluded that the tenth grade students of SMA N 1 Kembang had some problems in content of writing. There are many students in difficulties to create a good recount text. The students have limited knowledge to develop the topic. So, the content of their writing is not clear. But also some

students answered that they did not have a problem toward the content of the text. The detail can be seen in the table below.

Table 4.5
Percentage of students answered toward their difficulties in the content

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
2	a. Content of paragraph that I had been made not really detail and clear.	2 6,7 %	22 73,3 %	4 13,3 %	2 6,7 %
	b. I had limited knowledge about the topic that had been given.	4 13,3 %	18 60 %	7 23,3 %	1 3,3 %
	c. I got difficulties in developing the topic that had been given.	5 16,7 %	24 80 %	1 3,3 %	0 0,0 %
	d. I got difficulties to express the idea in writing recount text.	0 0,0 %	17 56,7 %	13 43,3 %	0 0,0 %
	Average	9,2 %	67,5 %	20,8 %	2,5 %

4.4.3 Grammar

The third aspect of writing was grammar. From the questionnaire, there are four statements which deal with the grammar. The data showed that the average of the students answered toward the grammar in writing. There are 4,2% of students answered strongly disagree, 20% of students answered disagree, 51,7% of students answered agree and 15% of students answered strongly agree. From the data, it can be seen more than 50% of students answered that they almost had problem in grammar of writing.

Based on the previous discussion, it can be concluded that the tenth grade students of SMA N 1 Kembang had some problems in grammar of writing. There are many students in difficulties to make a good and correct sentence. Sometimes, the students did not pay attention in using tenses of recount text. But also some students answered that they did not have a problem toward the grammar of the text. The detail can be seen in the table below.

Table 4.6
Percentage of students answered toward their difficulties in the grammar

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
3	a. I don't know the tenses of recount text.	0 0,0 %	16 53,3 %	11 36,7 %	3 10 %
	b. I don't know the formula of past tense.	1 3,3 %	18 60 %	9 30 %	2 6,7 %
	c. I often make some mistakes in using action verbs in past tense form.	12 40 %	17 56,7 %	1 3,3 %	0 0,0 %
	d. I always faced problem in tense that will be used.	5 16,7 %	11 36,7 %	3 10 %	0 0,0 %
	Average	15 %	51,7	20 %	4,2 %

4.4.4 Punctuation, Spelling, and Mechanics

The fourth aspect of writing was punctuation, spelling, and mechanics. From the questionnaire, there are four statements which deal with the punctuation, spelling, and mechanics. The data showed that the average of the students answered toward the punctuation, spelling, and mechanics in writing. There are 2,5% of students answered strongly disagree, 28,3% of students answered disagree,

58,3% of students answered agree and 10,9% of students answered strongly agree. From the data, it can be seen more than 50% of students answered that they almost had problem in punctuation, spelling, and mechanics of writing.

Based on the previous discussion, it can be concluded that, the tenth grade students of SMA N 1 Kembang had some problems in punctuation, spelling, and mechanics of writing. There are many students are often did some mistake in writing a word in English. Sometimes, the students did not pay attention in using capital letter, comma and period. But also some students answered that they did not have a problem toward the punctuation, spelling, and mechanics of the text. The detail can be seen in the table below.

Table 4.7

Percentage of students answered toward their difficulties in the punctuation, spelling, and mechanics

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
4	a. Sometime I forget to give comma or full stop.	8 26,7 %	13 43,3 %	8 26,7 %	1 3,3 %
	b. Sometime I forget to use capital letter.	2 6,7 %	14 46,7 %	12 40 %	2 6,7 %
	c. I often did some mistake in spelling.	1 3,3 %	22 73,3 %	7 23,3 %	0 0,0 %
	d. I often did some mistake in writing a word in English.	2 6,7 %	21 70 %	7 23,3 %	0 0,0 %
	Average	10,9 %	58,3 %	28,3 %	2,5 %

4.4.5 Style and Quality of Expression

The fifth aspect of writing was style and quality of expression. From the questionnaire, there are four statements which deal with the

style and quality of expression. The data showed that the average of the students answered toward the style and quality of expression in writing. There are 2,5% of students answered strongly disagree, 20% of students answered disagree, 56,65% of students answered agree and 20,85% of students answered strongly agree. From the data, it can be seen more than 50% of students answered that they almost had problem in style and quality of expression of writing.

Based on the previous discussion, it can be concluded that the tenth grade students of SMA N 1 Kembang had some problems in style and quality of expression of writing. There are many students in difficulties to express the ideas because of limited vocabulary. They are also often did some mistakes in choosing some word. But also some students answered that they did not have a problem toward the style and quality of expression of the text. The detail can be seen in the table below.

Table 4.8

Percentage of students answered toward their difficulties in the style and quality of expression

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
5	a. I have problems in vocabulary.	4 13,3 %	16 53,3 %	10 33,3 %	0 0,0 %
	b. I got difficulties in expressing the ideas.	2 6,7 %	21 70 %	5 16,7 %	2 6,7 %
	c. I often did some mistakes in choosing some word.	5 16,7 %	22 73,3 %	3 10 %	0 0,0 %
	d. I always saw the dictionary when writing in English.	14 46,7 %	9 30 %	6 20 %	1 3,3 %
	Average	20,85 %	56,65 %	20 %	2,5 %

The students' difficulties in writing recount texts could be seen from the percentage of data which the students choice for all aspects of questionnaire. Then it was classified into four options. They were strongly agree, agree, disagree, and strongly disagree. Based on the questionnaire, the students had some difficulties in writing recount text.