

**THE STUDENTS' PROBLEMS
IN WRITING RECOUNT TEXT**

THESIS

Presented to the Department of Education of the State Islamic College
of Palangka Raya in Partial Fulfillment of the Requirements for the
Degree of Sarjana Pendidikan Islam



by :

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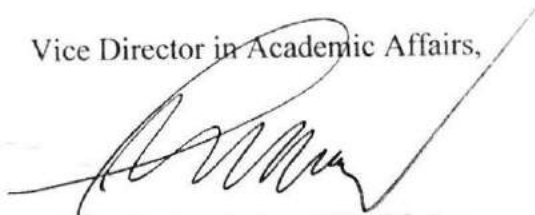
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Peace be with you and God's blessing.

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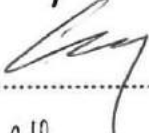
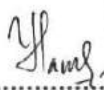
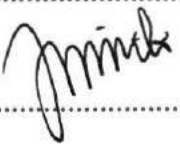
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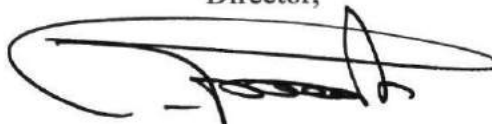
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THE STUDENTS' PROBLEMS IN WRITING RECOUNT TEXT

ABSTRACT

The principle purpose of the study is to identify some problems, as follows: (1) What problems do the students get in writing recount text? (2) Why do the students get problems in writing recount text? (3) What strategies does the English teacher do to solve the students' problems in writing recount text? Because of that, the purpose of the study are: (1) To describe the students' problems in writing recount text; (2) To know why the students get problems in writing recount text; (3) To know the strategies of the English teacher to solve the students' problems in writing recount text.

The research methodology used in this research was naturalistic research which described the real phenomenon in the field. The data collection was used in this research were as follows: observation, interview, and documentation. The subject of the study was the second year students of VIIIa class (the best class) at MTsN 2 Palangka Raya that consisted of twenty (20) students who got the lower score in writing recount text task. Furthermore, the object of the study was the problems which were faced by the students in writing recount text.

The result of the study, as follows: (1) The students' problems in writing recount text: content (insufficient and uneven), organization (uneven, sufficient and skilful), writing expression (uneven, sufficient and skilful), and grammar/mechanic (uneven, sufficient and skilful); (2) The causes influenced the students in writing recount text, as follows: intelligence, attention, interest, aptitude, motive, maturity and readiness; (3) The strategies used by the English teacher to handle the students' problems in writing recount text were as follows: the teacher explained the material more than one times, made a contest vocabulary and made discuss about the students' problems.

MASALAH SISWA DALAM MENULIS CERITA PENGALAMAN PADA MASA LALU

ABSTRAK

Tujuan utama penelitian ini adalah untuk mengidentifikasi beberapa masalah sebagai berikut: (1) Apa masalah siswa dalam menulis cerita pengalaman pada masa lalu? (2) Mengapa siswa mendapat masalah dalam menulis cerita pengalaman pada masa lalu? (3) Strategi apa yang digunakan guru bahasa Inggris untuk memecahkan kasus yang dihadapi siswa dalam menulis cerita pengalaman pada masa lalu? Karena itu, tujuan penulisan ini adalah (1) Untuk mengetahui kasus siswa dalam menulis cerita pengalaman pada masa lalu; (2) Untuk mengetahui penyebab yang mempengaruhi siswa mendapatkan masalah dalam menulis cerita pengalaman pada masa lalu; (3) Untuk mengetahui strategi yang digunakan guru bahasa Inggris untuk memecahkan masalah yang dihadapi siswa dalam menulis cerita pengalaman pada masa lalu.

Metodologi penelitian yang digunakan pada penelitian ini adalah menggunakan penelitian ilmiah yang menggambarkan kenyataan yang sebenarnya di lapangan. Pengumpulan data yang digunakan pada penelitian ini adalah observasi, wawancara, dan dokumentasi. Subjek penelitian ini adalah siswa kelas VIIa (kelas terbaik) MTsN 2 Palangka Raya yang terdiri atas 20 orang yang memperoleh nilai rendah dalam tugas harian menulis cerita pengalaman pada masa lalu dalam pelajaran bahasa Inggris.

Hasil penelitian ini menunjukkan (1) Bahwa masalah yang dihadapi siswa dalam menulis cerita pengalaman pada masa lalu adalah menentukan isi (siswa menempati nilai tidak cukup dan cukup), menyusun kata-kata (siswa menempati nilai cukup, lebih dari cukup dan mahir), menyusun kata-kata menjadi kalimat yang jelas (siswa menempati nilai cukup, lebih dari cukup dan mahir), dan tata bahasa (siswa menempati nilai cukup, lebih dari cukup dan mahir); (2) Penyebab yang mempengaruhi dalam menulis cerita pengalaman pada masa lalu adalah kecerdasan, perhatian, minat, bakat, motif, kematangan dan kesiapan; (3) Strategi yang digunakan guru bahasa Inggris untuk mengatasi kesulitan siswa dalam menulis cerita pengalaman pada masa lalu adalah menekankan dalam penjelasan, membuat kontes kosakata dan mendiskusikan masalah yang dihadapi oleh siswa.

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Praise to God the almighty, for his mercy and blessing, so that the writer can accomplish her thesis entitled " The Students' Problems in Writing Recount Text. "

First of all, in this right chance the writer would like to give her the greatest thanks to :

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2. Hj. Hamidah, M.A., as the chair of the Department of Education who has given permission to do research of this study;
3. Drs. H. Abdul Qodir, M.Pd., as the coordinator of the English Education Study Program who has given advice and suggestion to improve this study;
4. Dra. Halimah, M.Pd., and Siminto, M.Hum., as the first and second advisors for the assistance and encouragement that they provided the writing of this research project;
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The writer realizes that this thesis is still far from the perfect, therefore some constructive critical and suggestions are warmly welcome. Hopefully, may Allah SWT keeps us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, September 04th 2009

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DECLARATION OF AUTHENTICATION

In the name of God,

I myself make declaration that this thesis entitles *THE STUDENTS' PROBLEMS IN WRITING RECOUNT TEXT* is truly my own writing. If this not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis so, I am ready to be given the academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, September 2009
My Own Declaration,



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DEDICATION

This thesis is dedicated to:

*My beloved father and mother who have given me love,
affection, motivation, and pray for me.*

My beloved husband and daughter who have made me happy.

My beloved brothers and sister who gave support to me.

*My lovely Yulianti, Mariya Ulfah, Sumiati, and Hernita
are my best friend who always be beside me when
we were happy or sad, we felt it together.*

*Dina, Dian, Leha, and Rini thank you so much
because you have help me as long as I did my research.*

May Allah always be with us till the end of the word.

MOTTO

It is possible that you dislike a thing

Which is good for you,

And that you love a thing

Which is bad for you.

But God knows, I and you know not.

(AL-BAQARAH : 216)

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LIST OF ABBREVIATIONS

MTsN 2 P. Raya	: Madrasah Tsanawiyah Negeri 2 Palangka Raya
EFL	: English Foreign Language
ESL	: English Second Language
ETC	: Et Cetera
PM	: Post Meridian
AM	: Ante Meridian

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CHAPTER I INTRODUCTION

A. Background of the Study

As an international language, English is used to communicate in all over the world. It also plays an important role in Indonesia, for example as a requirement for applying a job. That is why English should have been learned not only in the written form but also the spoken one. The role of English for Indonesia is not as second language but as a foreign language. So, it is learned from elementary level of education to university.

In Indonesia, English as one of the subject that has been taught since elementary till university levels. There are four language skills that must be mastered by students, such as: listening, speaking, reading, and writing.¹ These skills have the same importance in language learning. Moreover, all of them must be supported by mastering vocabulary and structure. By mastering them, they can be easy to understand English well. Beside that, without mastering of vocabularies and structure, they are difficult to learn listening, speaking, reading, and writing.

Mastering of grammar is needed to support in every language skills. Because, grammar is the study of how a sentence is arranged. Grammar is very important aspect in the language learning process and in the language acquisition

¹ Departemen Agama RI, *Kurikulum 2004 Standar Kompetensi Madrasah Tsanawiyah*, Jakarta: Depdiknas, 2004, p. 171.

as well.² That is why grammar has a great role to the language skills acquirement.

In fact, the English grammatical structure is different from Indonesian rules.

According to National Education Departement (Depdiknas) the function of English in educational context is,

Materi pengajaran Bahasa Inggris pada jenjang MTs masih relatif bersifat umum, dalam arti belum sepenuhnya mengarah pada spesifikasi materi yang berhubungan dengan orientasi profesi. Untuk kepentingan ini digunakan sistem pengajaran General English (GE).³ (The material of theaching English at Islamic Junior High School still had a general function. It means still not focus yet toward the specification material that correlation with profesion orientation. Because, it is important so, will be used technic teaching General English).

In islamic junior school, the purpose of English are as follows: (1) To develop the English skills in oral or written forms, such as listening, speaking, reading, and writing; (2) To improve the awareness about the truth and the important of English as one of the foreign language to be the main tool in studying; (3) To develop the understanding about the mutual connection between language and culture with expand the culture insight. So, the students have cross culture insight and involve theirselves in culture varieties.⁴

Based on the statement above, the purpose of English learning in junior high school is not only to develop English skill, understand about the language and the culture but also to improve the awareness about the significance of English. So, it is hoped by learning English as foreign language, the students can improve their abilities to face the globalization era in the future.

² Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Berdasarkan Kurikulum Berbasis Kompetensi*, Jakarta : Depdiknas, 2003, p. 6.

³ Departemen Agama RI, *Kurikulum 2004 Standar Kompetensi Madrasah Tsanawiyah*, Jakarta: Depdiknas, 2004, p. 171.

⁴ *Ibid*, p. 171-172.

In this study the writer is interested in English learning process in Islamic junior high school, especially; the students' problems in writing recount text. Writing is considered as the most complicated skill, because it is not a skill that we learn naturally. Lennerberg in Brown says that "writing is culturally specific, learned behavior, we learn to write if we are members of a literate society and if only there is some one to teach".⁵

Writing is the representation of language in a textual medium through the use of sign of symbols.⁶ According to Byrne writing is commonly a difficult activity for most people, both in mother tongue and in foreign language.⁷ It is not only master grammar and vocabulary, but also she/he has to know part of classes and kinds of text. So, she/he can make simple sentences to be a paragraph.

There are two ways in writing. They are: 1) Selection of theme. Before making writing, the students can choose the theme for it. 2) Making frame of thinking. It will make the students easy to develop the text. Beside that, it must have a skill in arranging the word, selection of the word and combination of sentences into paragraph. So, these ways can help the students to think more and explore their own mind to show in writing.

The general problems that often happened in writing are grammar and vocabulary. In Indonesia, especially for beginner in study grammar is very influence in writing. For the students, writing is one of the big problems. They think it's much more different than speaking. Because, writing is not like speaking

⁵ Douglas H. Brown, *Teaching By Principles: an Interactive Approach to Language Pedagogy (second edition)*, New York: Addison Wesley Longman, 2001, p. 334.

⁶ <http://www.Writing/Robinson,2003>, p. 36.

⁷ Donn Byrne, *Teaching Writing Skill*, England: Longman, 1984, p. 3

that be pronounced directly. The other fact show that most of the student, especially, writing is not something easy to be learnt. Students do not understand fully the writing. Therefore, the writer chose the students who have studied about writing as sample in this research. The student's problem in writing can be seen in the following example:

Recount Text

Last mount I and my family went to Banjarmasin, because some one of our family gave wedding party.

Saturday, 20th sept 2008, we arrived in Banjar with savely. The next day, we celebrated the party. The party began when time of open fasting. After the party had finish we broke the fast together.

At Monday, we came back to our home with savely. Last ramadhan, I was very tired but I was very happy too.⁸

The correction

Last month, I and my family went to Banjarmasin, because our family showed the wedding party.

Saturday, 20th Sept 2008, we arrived at Banjar savely. The next day, we celebrated the party. The party began when the break fasting. We broke fasting together after the party had finished.

On Monday, we went our home savely. Last ramadhan, I was very tired but I was very happy too.

Based on the example above, the underline words must be omitted, added and changed. In the first paragraph the underline words "last mount" must be changed into "last month" because the meaning of story become different, exactly last mount story about the mountain. The structure other words must be changed into structure well. In the second paragraph the underline words "with" must be

⁸ The student answer sheet.

trown or without with become “we arrived at Banjar savelly”. The structure other words must be changed into structure well. In the third paragraph the underline words “at” must be changed into “on” because “at” adverb of time or place, for day use “on”.

Because in making recount text in written form, the students make sentence according the structure of Indonesia, it can make misunderstanding in meaning. To avoid that at least, the students should be mastered the pattern of simple sentence. The first paragaraph is orientation, the second paragraph is events and the third paragraph is reoreinttion.

The purpose of the foreign language teaching in the elementary school is to give the basic knowledge in order to get profanely of the target language.⁹ The instruction activity is emphasized on the development of basic writing recount text rather that on the grammatical pattern of the target language. Because, recount is to describe how something happened to tell story.

When teaching writing recount text, it is very important to make the student understands that learning about recount text, there are some process of ordering the events so that the idea can be organized such as: understandable and believable to the readers. The teacher uses concrete reference, such as picture or the real object. The references above will help the teacher in conducting the instructional process. So, when the students learn with pleasure and have high motivation, automatically, they will always remember the recount text that they have learned and used them applied in writing.

⁹ Departemen Pendidikan Nasional, *Panduan Pengembangan Silabus dan pengembangan RPP*, Jakarta : Depdiknas, 2006, p. 306.

Based on the background mentioned above, the writer is interested in researching about **“The Students’ Problems in Writing Recount Text (The Second Year’s Students of MTsN 2 Palangka Raya)”**.

B. Problem of the Study

There are some problems that can be found related to this research, they are:

1. What problems do the students get in writing recount text?
2. Why do the students get problems in writing recount text?
3. What strategies does the English teacher do to solve the students’ problems in writing recount text?

C. Objective of the Study

The objectives of the research related to the problems, they are:

1. To describe the students’ problems in writing recount text.
2. To know why the students get problems in writing recount text.
3. To know the strategies of the English teacher to solve the students’ problems in writing recount text.

D. Significances of the Study

In this thesis study about the students' problems in writing recount text as follows: 1) The type of the students' problems in writing recount text; 2) The causes influenced the students' problems in writing recount text; 3) the strategies of the English teacher to solve the students' problems in writing recount text.

The findings of the study are intended to give meaningful contribution to the writer, the students and the teacher as well. 1) The motivation for the writer to be more careful in using the English grammar in order that the mistakes or errors can be reduced and as to improve the knowledge in grammar. 2) The students can know their ability, their strength and weakness in order that they can improve their mastery in English grammar, especially in writing recount text. 3) To inform and to add reference for the English teacher in MTsN 2 Palangka Raya about the students' problems in writing recount text. To contribute thinking for the English teacher of MTsN 2 Palangka Raya to help in handling the students' problems in writing recount text.

E. Scope and Limitation

The concept of this study is writing. Writing is one of skills in mastering English. In this study, the writer research the students' problems in writing recount text was limited by the study to the grade of the second year students at MTsN 2 Palangka Raya.

F. Research of Methodology

1. Time and Place of the Study

The time of study needed two months begin on April – June 2009 to collect all of the data accurately and briefly. The gotten data from the real condition of MTsN 2 Palangka Raya and the students that were researched so they were reasonable and acceptable. The place of the study was at MTsN 2 Palangka Raya, Jl. Cilik Riwut Km. 7 Palangka Raya, Kalimantan Tengah 73112.

2. Method and Type of the Study

a. Method of the study

This research was qualitative designed form. This was used to know and describe the problems of the students in writing recount text. Bogdan and Taylor in Moleong defines that:

*Metode kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati.*¹⁰ (Qualitative method is as research procedure that can be observed in which the descriptive result of the data is in the form of words from people, orally or in written form in their attitudes).

b. Type of the study

This research was naturalistic research that had objective to describe phenomenon appropriate with the facts in field about the students' problems in writing recount text. The term of the naturalistic research try to explain the result

¹⁰ Lexy J. Moleong, *Metodology Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, p. 3.

of source of data naturally without hold a special treatment from the subject who is researched.¹¹ By coming to class, it would be known what have been done in the class.

3. Subject and Object of the Study

The subject of this study was the second grade students of MTsN 2 Palangka Raya. The students have been as the subject, would be taken by using purposive sampling, "purposive sampling is technique taking the source of data sample with certain deliberation".¹² In fact, person that assumed most knows whereof we intended or may be he as administrator so that would make researcher to explore object or social situation that canvassed. In which in this technique, subject is the best class (class VIIIa). In the best class the writer can know the ability and the problems of the students. So, the result in the best class can give the teacher emphasis in the worst class.

Table 1.1

Number of the Second Grade Students

At MTsN 2 Palangka Raya

No	Class	Male	Female	Total
1	VIIIa	4	16	20

The object of this study is the cause of the students' problems in writing recount text.

4. Data Collecting Procedure

¹¹ Abdul Qodir, *Summary Research Kuantitatif dan Kualitatif*, Palangka Raya, 2005, p. 19.

¹² Sugiyono, *Metode Penelitian pendidikan*, Bandung: Alfabeta, 2007, p. 300.

In this study, the result of data is important in order to prove the study itself. In line with the objective of the study was to know the achievement of the second grade. There were some techniques used by researcher in collecting the data. According to Raharjo namely: Observation, Interview, and Documentation.¹³

a. Observation

To know the place of research, the situation of school, teachers, and the number of the students which are related to this study. Sutrisno Hadi states that:

*Observasi biasa diartikan sebagai pengamatan dan pencatatan dengan atas fenomena-fenomena yang diteliti. Dalam arti luas observasi sebenarnya tidak hanya terbatas kepada pengamatan yang dilakukan baik secara langsung maupun tidak langsung.*¹⁴ (Generally, Usually observation is interpreted as observation and registration systematicly phenomenons that researched. In general meaning observation is not only limited to do observation that is done either directly also indirectly).

Then, according to Sutrisno Hadi states in Sugiyono that "*observasi adalah suatu proses yang kompleks, suatu proses yang tersusun dari pelbagai proses biologis dan psikologis*".¹⁵ (Observation is a complex process, a process that is arranged from the various of biological and psychology process). Observation that was used in this research namely participant observation. The observation was done to get the data about the student's problems in writing recount text at the second year's students of MTsN 2 Palangka Raya. Because of

¹³ Mudjia Raharjo, *Pengantar Penelitian Bahasa*, Malang: Cendikia Para Mulya, 2002, p. 56.

¹⁴ Sutrisno Hadi, *metodologi research (jilid 2)*, Yogyakarta: Andi, 2004, p. 151.

¹⁵ Sugiyono, *Metode Penelitian Pendidikan*, p. 203.

as well.² That is why grammar has a great role to the language skills acquirement.

In fact, the English grammatical structure is different from Indonesian rules.

According to National Education Departement (Depdiknas) the function of English in educational context is,

Materi pengajaran Bahasa Inggris pada jenjang MTs masih relatif bersifat umum, dalam arti belum sepenuhnya mengarah pada spesifikasi materi yang berhubungan dengan orientasi profesi. Untuk kepentingan ini digunakan sistem pengajaran General English (GE).³ (The material of theaching English at Islamic Junior High School still had a general function. It means still not focus yet toward the specification material that correlation with profesion orientation. Because, it is important so, will be used technic teaching General English).

In islamic junior school, the purpose of English are as follows: (1) To develop the English skills in oral or written forms, such as listening, speaking, reading, and writing; (2) To improve the awareness about the truth and the important of English as one of the foreign language to be the main tool in studying; (3) To develop the understanding about the mutual connection between language and culture with expand the culture insight. So, the students have cross culture insight and involve theirselves in culture varieties.⁴

Based on the statement above, the purpose of English learning in junior high school is not only to develop English skill, understand about the language and the culture but also to improve the awareness about the significance of English. So, it is hoped by learning English as foreign language, the students can improve their abilities to face the globalization era in the future.

² Departemen Pendidikan Nasional, *Pengembangan Silabus dan Sistem Penilaian Berdasarkan Kurikulum Berbasis Kompetensi*, Jakarta : Depdiknas, 2003, p. 6.

³ Departemen Agama RI, *Kurikulum 2004 Standar Kompetensi Madrasah Tsanawiyah*, Jakarta: Depdiknas, 2004, p. 171.

⁴ *Ibid*, p. 171-172.

In this study the writer is interested in English learning process in Islamic junior high school, especially; the students' problems in writing recount text. Writing is considered as the most complicated skill, because it is not a skill that we learn naturally. Lennerberg in Brown says that "writing is culturally specific, learned behavior, we learn to write if we are members of a literate society and if only there is some one to teach".⁵

Writing is the representation of language in a textual medium through the use of sign of symbols.⁶ According to Byrne writing is commonly a difficult activity for most people, both in mother tongue and in foreign language.⁷ It is not only master grammar and vocabulary, but also she/he has to know part of classes and kinds of text. So, she/he can make simple sentences to be a paragraph.

There are two ways in writing. They are: 1) Selection of theme. Before making writing, the students can choose the theme for it. 2) Making frame of thinking. It will make the students easy to develop the text. Beside that, it must have a skill in arranging the word, selection of the word and combination of sentences into paragraph. So, these ways can help the students to think more and explore their own mind to show in writing.

The general problems that often happened in writing are grammar and vocabulary. In Indonesia, especially for beginner in study grammar is very influence in writing. For the students, writing is one of the big problems. They think it's much more different than speaking. Because, writing is not like speaking

⁵ Douglas H. Brown, *Teaching By Principles: an Interactive Approach to Language Pedagogy (second edition)*, New York: Addison Wesley Longman, 2001, p. 334.

⁶ <http://www.Writing/Robinson,2003>, p. 36.

⁷ Donn Byrne, *Teaching Writing Skill*, England: Longman, 1984, p. 3

that be pronounced directly. The other fact show that most of the student, especially, writing is not something easy to be learnt. Students do not understand fully the writing. Therefore, the writer chose the students who have studied about writing as sample in this research. The student's problem in writing can be seen in the following example:

Recount Text

Last mount I and my family went to Banjarmasin, because some one of our family gave wedding party.

Saturday, 20th sept 2008, we arrived in Banjar with savelly. The next day, we celebrated the party. The party began when time of open fasting. After the party had finish we broke the fast together.

At Monday, we came back to our home with savelly. Last ramadhan, I was very tired but I was very happy too.⁸

The correction

Last month, I and my family went to Banjarmasin, because our family showed the wedding party.

Saturday, 20th Sept 2008, we arrived at Banjar savelly. The next day, we celebrated the party. The party began when the break fasting. We broke fasting together after the party had finished.

On Monday, we went our home savelly. Last ramadhan, I was very tired but I was very happy too.

Based on the example above, the underline words must be omitted, added and changed. In the first paragraph the underline words "last mount" must be changed into "last month" because the meaning of story become different, exactly last mount story about the mountain. The structure other words must be changed into structure well. In the second paragraph the underline words "with" must be

⁸ The student answer sheet.

trown or without with become “we arrived at Banjar savely”. The structure other words must be changed into structure well. In the third paragraph the underline words “at” must be changed into “on” because “at” adverb of time or place, for day use “on”.

Because in making recount text in written form, the students make sentence according the structure of Indonesia, it can make misunderstanding in meaning. To avoid that at least, the students should be mastered the pattern of simple sentence. The first paragaph is orientation, the second paragraph is events and the third paragraph is reoreinttion.

The purpose of the foreign language teaching in the elementary school is to give the basic knowledge in order to get profanely of the target language.⁹ The instruction activity is emphasized on the development of basic writing recount text rather that on the grammatical pattern of the target language. Because, recount is to describe how something happened to tell story.

When teaching writing recount text, it is very important to make the student understands that learning about recount text, there are some process of ordering the events so that the idea can be organized such as: understandable and believable to the readers. The teacher uses concrete reference, such as picture or the real object. The references above will help the teacher in conducting the instructional process. So, when the students learn with pleasure and have high motivation, automatically, they will always remember the recount text that they have learned and used them applied in writing.

⁹ Departemen Pendidikan Nasional, *Panduan Pengembangan Silabus dan pengembangan RPP*, Jakarta : Depdiknas, 2006, p. 306.

Based on the background mentioned above, the writer is interested in researching about **“The Students’ Problems in Writing Recount Text (The Second Year’s Students of MTsN 2 Palangka Raya)”**.

B. Problem of the Study

There are some problems that can be found related to this research, they are:

1. What problems do the students get in writing recount text?
2. Why do the students get problems in writing recount text?
3. What strategies does the English teacher do to solve the students’ problems in writing recount text?

C. Objective of the Study

The objectives of the research related to the problems, they are:

1. To describe the students’ problems in writing recount text.
2. To know why the students get problems in writing recount text.
3. To know the strategies of the English teacher to solve the students’ problems in writing recount text.

D. Significances of the Study

In this thesis study about the students' problems in writing recount text as follows: 1) The type of the students' problems in writing recount text; 2) The causes influenced the students' problems in writing recount text; 3) the strategies of the English teacher to solve the students' problems in writing recount text.

The findings of the study are intended to give meaningful contribution to the writer, the students and the teacher as well. 1) The motivation for the writer to be more careful in using the English grammar in order that the mistakes or errors can be reduced and as to improve the knowledge in grammar. 2) The students can know their ability, their strength and weakness in order that they can improve their mastery in English grammar, especially in writing recount text. 3) To inform and to add reference for the English teacher in MTsN 2 Palangka Raya about the students' problems in writing recount text. To contribute thinking for the English teacher of MTsN 2 Palangka Raya to help in handling the students' problems in writing recount text.

E. Scope and Limitation

The concept of this study is writing. Writing is one of skills in mastering English. In this study, the writer research the students' problems in writing recount text was limited by the study to the grade of the second year students at MTsN 2 Palangka Raya.

F. Research of Methodology

1. Time and Place of the Study

The time of study needed two months begin on April – June 2009 to collect all of the data accurately and briefly. The gotten data from the real condition of MTsN 2 Palangka Raya and the students that were researched so they were reasonable and acceptable. The place of the study was at MTsN 2 Palangka Raya, Jl. Cilik Riwut Km. 7 Palangka Raya, Kalimantan Tengah 73112.

2. Method and Type of the Study

a. Method of the study

This research was qualitative designed form. This was used to know and describe the problems of the students in writing recount text. Bogdan and Taylor in Moleong defines that:

*Metode kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati.*¹⁰ (Qualitative method is as research procedure that can be observed in which the descriptive result of the data is in the form of words from people, orally or in written form in their attitudes).

b. Type of the study

This research was naturalistic research that had objective to describe phenomenon appropriate with the facts in field about the students' problems in writing recount text. The term of the naturalistic research try to explain the result

¹⁰ Lexy J. Moleong, *Metodology Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, p. 3.

of source of data naturally without hold a special treatment from the subject who is researched.¹¹ By coming to class, it would be known what have been done in the class.

3. Subject and Object of the Study

The subject of this study was the second grade students of MTsN 2 Palangka Raya. The students have been as the subject, would be taken by using purposive sampling, "purposive sampling is technique taking the source of data sample with certain deliberation".¹² In fact, person that assumed most knows whereof we intended or may be he as administrator so that would make researcher to explore object or social situation that canvassed. In which in this technique, subject is the best class (class VIIIa). In the best class the writer can know the ability and the problems of the students. So, the result in the best class can give the teacher emphasis in the worst class.

Table 1.1

Number of the Second Grade Students

At MTsN 2 Palangka Raya

No	Class	Male	Female	Total
1	VIIIa	4	16	20

The object of this study is the cause of the students' problems in writing recount text.

4. Data Collecting Procedure

¹¹ Abdul Qodir, *Summary Research Kuantitatif dan Kualitatif*, Palangka Raya, 2005, p. 19.

¹² Sugiyono, *Metode Penelitian pendidikan*, Bandung: Alfabeta, 2007, p. 300.

In this study, the result of data is important in order to prove the study itself. In line with the objective of the study was to know the achievement of the second grade. There were some techniques used by researcher in collecting the data. According to Raharjo namely: Observation, Interview, and Documentation.¹³

a. Observation

To know the place of research, the situation of school, teachers, and the number of the students which are related to this study. Sutrisno Hadi states that:

*Observasi biasa diartikan sebagai pengamatan dan pencatatan dengan atas fenomena-fenomena yang diteliti. Dalam arti luas observasi sebenarnya tidak hanya terbatas kepada pengamatan yang dilakukan baik secara langsung maupun tidak langsung.*¹⁴ (Generally, Usually observation is interpreted as observation and registration systematicly phenomenons that researched. In general meaning observation is not only limited to do observation that is done either directly also indirectly).

Then, according to Sutrisno Hadi states in Sugiyono that “*observasi adalah suatu proses yang kompleks, suatu proses yang tersusun dari pelbagai proses biologis dan psikologis*”.¹⁵ (Observation is a complex process, a process that is arranged from the various of biological and psychology process). Observation that was used in this research namely participant observation. The observation was done to get the data about the student’s problems in writing recount text at the second year’s students of MTsN 2 Palangka Raya. Because of

¹³ Mudjia Raharjo, *Pengantar Penelitian Bahasa*, Malang: Cendikia Para Mulya, 2002, p. 56.

¹⁴ Sutrisno Hadi, *metodologi research (jilid 2)*, Yogyakarta: Andi, 2004, p. 151.

¹⁵ Sugiyono, *Metode Penelitian Pendidikan*, p. 203.

that, the writer must join with the subject of the study directly. It was done to get data that is needed to make report of result of the study.

Observation is started by general observation and further more focus to the object of the research. The aim of general observation was to get specific data, which the cases, as follow:

- 1) The research location is MTsN 2 Palangka Raya.
- 2) The research subject is the second year students at MTsN 2 Palangka Raya.
- 3) The research object is the students' problems in writing recount text.
- 4) Time, is the available time as long as researching chronological during two months.
- 5) Goal, is to know the cause of the students' problems in writing recount text.

b. Interview

This technique was done to get some additional description about the reason the student's problems in writing recount text, it can support the data needed. At least, after getting the result of interview, it be taken conclusion about the reason why the students have problems. Marzuki says that interview is a way of collecting data by asking and answering some questions which done systematically and based on research's aim.¹⁶

Then Nasution stated; "*Wawancara atau interview adalah suatu bentuk komunikasi verbal jadi semacam percakapan yang bertujuan memperoleh*

¹⁶ Marzuki, *Metodologi Riset*, Yogyakarta ; BPFE-UUI, 2003, p. 62.

informasi. Biasanya komunikasi ini dilakukan dalam keadaan saling berhadapan namun komunikasi dapat juga dilaksanakan melalui telepon."¹⁷ (Interview is a form of verbal communication as conversation that has a purpose; the purpose is to get information. Usually, it would be done by face to face, but it also can be done by telephone).

The interview technique used was structured interview. The interviewers try to develop a comfortable condition in order that respondent does not feel they are interviewed in other that they can express opinion naturally.¹⁸ The interview is done in informal condition by using notebook or tape recorder.

So, in this technique, the writer would directly interact with the students in order to get deeper information from the students' answers that are still not clear.

c. Documentation

*"Pada tehnik ini, peneliti dimungkinkan memperoleh informasi dari bermacam-macam sumber tertulis atau dokumen yang ada pada responden atau tempat, dimana responden bertempat tinggal atau melakukan kegiatan sehari-harinya."*¹⁹ (On this technique, the researcher got come information in the format written and document from where the respondents live or stay or activities places everyday).

Documentation is every written material or film.²⁰ It was used to support the data which were gotten in the field so the data were admitted the data validity.

¹⁷ Nasution, *Metode research*, Jakarta: Bumi Aksara. 2004. p.113

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: Rineka Cipta, 1993, p. 197.

¹⁹ Sukardi, *Metodologi Penelitian Pendidikan: kompetensi dan praktiknya*, p.81

²⁰ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, p. 216.

This technique was aimed at finding out the document related to the study some documents that support this study are:

- 1) The brief history of MTsN 2 Palangka Raya.
- 2) Documentation of teaching learning process in the class.
- 3) Documentation of interview was done in the school.
- 4) The result of English task.
- 5) The name of the second year students of MTsN 2 Palangka Raya that got problems in writing recount text.
- 6) The name of English teachers in MTsN 2 Palangka Raya.
- 7) Lesson Plan

5. The Endorsement of Data

There are four technique to determine the endorsement of data, namely credibility, transferability, dependability and confirmability.²¹

a. Credibility

In naturalistic research, in order to the data can be believed and fulfill terms of credibility, data must be admitted and received the truth by information source form informant of the study. To effort in order that the truth of result of the study is believed, it is support by some ways, as follow:

1) The existence of participation

This first step was done by going to the field and look the real condition in the field. The writer really knows the condition of place where the study is done,

²¹ Sugiyono, *Metode Penelitian Pendidikan*, p. 366.

makes a good relationship with the subject of the study, recognize culture of environment of the place and checks the truth information that is gotten.

2) Observation

It is done observation accurately and continually. By this way the validity of the data can be recorded well and systematically. Moreover, the writer can give description of data accurately about what is observed.

3) Triangulation

It is examine the credibility of data by examining of the data to the source of data by interview, observation and documentation. According to Wiliam Wiersma quoted by Sugiyono states that "triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures".²²

Then, according to Moleong triangulation is "*teknik pemeriksaan keabsahan data yang memanfaatkan sesuatu yang lain diluar data itu untuk keperluan pengecekan atau sebagai perbandingan terhadap data itu*".²³ (technique investigation the validity of data that uses the other things out of the data to verification need as a comparison to the data).

4) Member check

Member check is process of recheck the data that has gotten by the researcher to the informant. The objective of member check is to make information that is gotten and used in writing the report of the study suitable with what is meant by the subject of the study as respondent or informant.

²² *Ibid*, p. 372.

²³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, p. 178.

b. Transferability

Transferability relates to the questions, how far the result of the study can be applied by the other people in other context. So, it must make a report that explain clearly about content of research in order to the readers can be easy to understand the result of the study. Furthermore, this research must give description clearly about the result of the study.

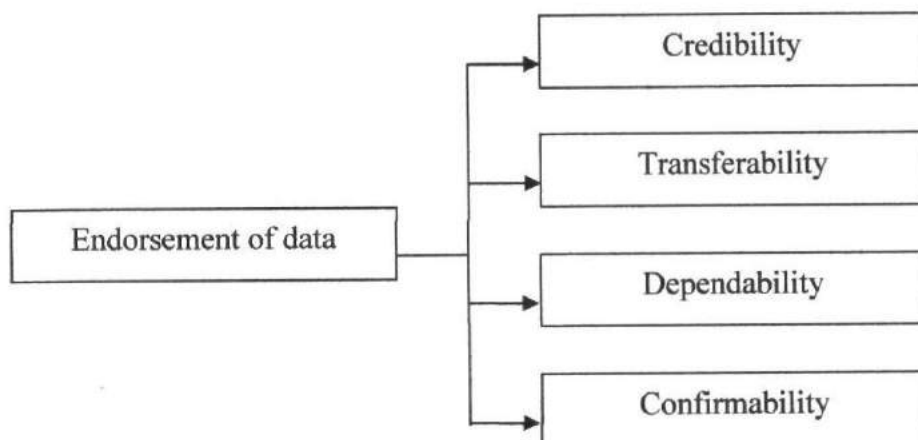
c. Dependability

Dependability examining was done by auditing all of research process to prove the data is reliable. So, the writer must be focus to the problems, go to field, determine the source of data, do data analysis, examine the endorsement of data and make conclusion of data.

d. Confirmability

The confirmability is reached by asking readiness of advisor to check the process of the study, standard of the truth of the data and the result that is gotten and used to make the report. The research is said objective if the result of study has been agreed by many people. Moreover, to examine the confirmability, it can be done by examine the result of study that is correlated by process that was done. It means, result and process must be balanced.

Based on the explaining above, it could be made a sketch of endorsement of data:



Based on the diagram above, in descriptive qualitative research, the data could be believed and fulfilled terms of the credibility, so it was supported the existence of participation, observation, triangulation, and member check. Then, the data were gotten in the field could answer the research questions. Moreover, to prove the dependability data was reliable, it has been done by auditing all of the research process. Furthermore, to examine the confirmability could be done by examining the result of study.

6. Data Analysis Procedures

According to Bogdan in Sugiyono states data analysis is the process of systematically searching and arranging the interview transcripts, field note, and other material that is accumulated to increase our own. Understanding and unable you to present what you have discovered to others.²⁴ Data analysis requires that the researcher be comfortable it also requires that the researcher be open to possibilities and see contrary or alternative explanation for the farthings also the tendency is for beginning researcher to collect much more information than they

²⁴ Sugiyono, *Metode Penelitian Pendidikan*, p. 334.

can manage or reduce to a meaningful analysis.²⁵ Miles and Huberman quoted by Abdul Qodir mention there are four technique that are used to analyze the data,²⁶ as follows:

a. Data collection

All of the data that had been collected and gotten in the field were learned. Furthermore, it is soon molded in writing form in order to be easy to understand and analyze. Furthermore, the data that were collected related to the students' problems in writing recount text by the second year students of MTsN 2 Palangka Raya.

b. Data reduction

This case is as process of selecting, choose the data that relevant of the study, focus on the data that direct to solving of problems or to answer a research. Furthermore, simplify of the data and arrange question that related to the problems of the study.

c. Data display

The writer will be giving explanation in data display. It was the result of the data reduction made in report systematically which can be understood and reasonable of the data that is gotten in the field. Data display can be done by simple explaining, draft, relation categories and flowchart. Miles and Huberman

²⁵ John Creewell, *Research Design Qualitative nad Quantitative Approach*, London, 1994, p. 153.

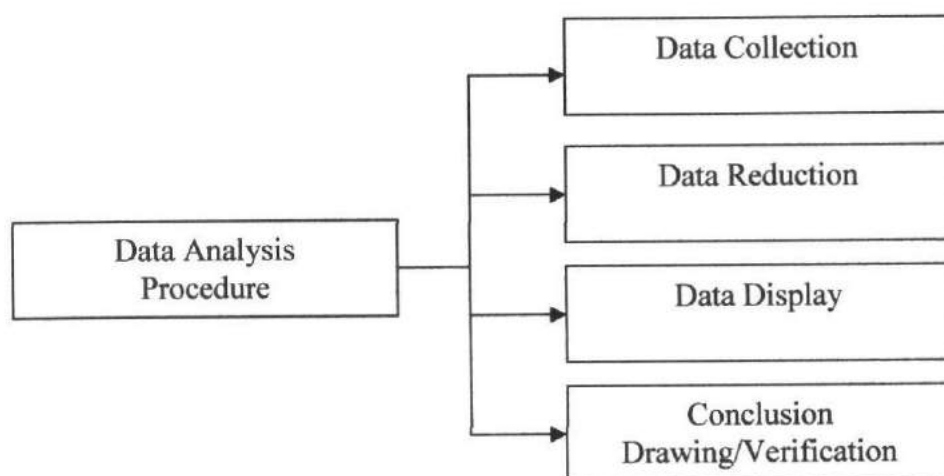
²⁶ Abdul Qodir, *Metodologi Riset Kualitatif, Pedoman Melakukan Penelitian Ilmiah*, Palangka Raya: STAIN, 1999, p. 84.

state that “the most frequent form of display data for qualitative research in the past has been narrative text”.²⁷

d. Conclusion drawing verifying

Data that have been processed such as stages above then they are concluded. After that the conclusion verified by seeing back of the data reduction, data display before, while and after collecting the data, so, conclusion that is taken does not deviate from problems of the study.

Based on the explaining above, the interactive model of analysis is as follow:



Based on the diagram above, all of the data that had been collected and gotten in the field were learned. Then, choose the data that relevant of the study to solve the problems. Furthermore, make the data in simple explanation. The last, make a conclusion by seeing back of the data reduction, data display and then, to get the credible data was supported by the validity prove.

²⁷ Sugiyono, *Metode Penelitian*, p. 341.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Studies

There were some previous studies related to this topic as follow:

1. Roxihandayani (A Study on the Implementation of the Teaching Writing Recount Text in the Eighth Grade Students of SMP Negeri 2 Jekan Raya: 2007). The result of her study as follow:
 - a) The aim of teaching writing recount text was “good”. In this case the teacher also used lesson plan in teaching writing recount text based on the curriculum, it seems cannot be achieved successfully.
 - b) The material of teaching writing recount text was “good” there was no problem actually related with the material and the materials in students’ guide book.
 - c) *The teacher taught the students without using media or any visual aids but he used textbook only. In this case, the teacher only spoke much in front top the calss and asked the students once a while. In this indicator got poor (neede much improvement).*²⁸

2. Dasimah (A Study on the Problems in Making Recount Text Faced By the Second Grade Students of SMP Muhammadiyah Palangka Raya in Academic Year 2006/2007: 2007). The result of her study as follow:
 - a) The ability level of the second grade students of SMP Muhammadiyah Palangka Raya in making recount text in terms of content is fair, in terms organization is fair, in terms of vocabulary is fair, in terms of grammar is fair, in terms of spelling is fair.
 - b) Generally, it can be concluded that the problems in making recount text occurred to all of the in dicators tested, but the highest problem happened in grammatical. Almost of the students had problems in making sentence

²⁸ Roxihandayani, *A Study on the Implementation of the Teaching Writing Recount Text in the Eighth Grade Students of SMP Negeri 2 Jekan Raya, thesis Stratum One*, Palangka Raya: UNPAR, 2007.p.56-57.

by using verbs (regular and irregular verbs), auxiliary and the time markers in the form of simple past tense.²⁹

3. Sri Mardiana Wati (Effects of Connectors in Recount Text on Reading Comprehension of the Eleventh Grade Students of SMA Negeri 2 Jekan Raya Palangka Raya:2007). The result of her study as follow:

- a) There is no significant effect of the student's gender on reading comprehension of the eleventh grade students of SMA Negeri 2Jekan Raya.
- b) There is no significant effect of connectors in recount text on reading comprehension in recount text of the eleventh grade students of SMA Negeri 2Jekan Raya.
- c) There is no interaction between connectors in recount text and students' gender on reading comprehension of the eleventh grade students of SMA Negeri 2 Jekan Raya.
- d) There were also interfering variables which may influence the result of this study:
 - 1) Student's prior knowledge.
 - 2) Student's background.
 - 3) Teacher's Educational Background.
 - 4) Level of Social Economic of the students.³⁰

From the study above the writer does about recount text too, but in this case the writer has different subject and object of the study. In this study, the writer's subject is the second grade students of MTsN 2 Palangka Raya and the object is the students' problems in writing recount text. The writer chose the second grade students as subject because the first time for students learned about writing recount text. Exactly, there were some problems faced by the students.

In this study, it looked for identify some problems, as follows: (1) the students' problems in writing recount text; (2) the causes influenced the students'

²⁹ Dasimah, *A Study on the Problems in Making Recount Text Faced by the Second Grade Students of SMP Muhammadiyah Palangka Raya in Academic 2006/2007, thesis Stratum One, Palangka Raya: UNPAR, 2007.p.45-47.*

³⁰ Sri Mardiana Wati, *Effect of Connectors in Recount Text on Reading Comprehension of the Eleventh Grade Students of SMA Negeri 2 Jekan Raya Palangka Raya, thesis Stratum One, Palangka Raya: UNPAR, 2007.p.86.*

problems in writing recount text; (3) the strategies used by the English teacher to handle the students' problems in writing recount text. It thought this study had different from the previous studies above. So, it was interest in reseaching about the students' problems in writing recount text.

B. Writing

1. The Meaning of Writing

There are a few definitions of writing, they are:

- a. According to oxford advanced learner's dictionary that writing is the activity or occupation of writing e.g. books, stories or articles.³¹
- b. According to Soenardi that writing is as the other skill of language also has sub skills or components as supporting to reach our aims. Some support which are intended namely, grammatical structure, vocabulary, content, style, and mechanics.³²

2. The Elements of Writing

There are a few elements of writing, they are:

a. Types of Writing

According to John Mc. Call quoted by Nirwanto that types of writing, they are:

1) Description

According to John Mc. Call quoted by Nirwanto that description is a kind of writing from which is used to evoke the impression produced by some aspects

³¹ Honrby, *Oxford Advanced Learner's Dictionary Of Current English*, Oxford: Oxford University Press, 1995, p. 1383.

³² M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran*, Bandung: ITB Bandung, 1996, p. 72

of a person, place, scene, or the like. The writer tries to suggest in the reader's mind a picture similar to the picture in his own mind.³³ In description paragraph, the writers are describing the way something looks like. Thus, to describe means to show what something looks like. In order to describe something accurately, a writer just look at, observe, or learn the thing carefully and closely.³⁴ For example:

“Vitun is one of the most interesting people that I have ever met,” R’Lian has ever said.

He is medium height, with short black hair. He is in his early thirties now. With his great sense of humor, he can turn boring situation into very fun. He is always neat in wearing clothes. Bright colors are his favorite. He always looks very attractive something bright.

He is always very energetic, and well known as a type of a romantic young man. In addition, he is imaginative, hardworking and also very easy going. No wonder, he has a lot of friends.³⁵

2) Exposition

According to John Mc. Call quoted by Nirwanto that exposition is a writing form in which it includes most of people read and write. Magazine, articles, newspapers, editorials and so forth. Its purpose to explain something, make a clear idea, convey a fact or related series of fact, explain a process or a method, an organization or a system.³⁶ For example:

Mirages are produced by refraction of light within a layer, or lens, of air. This layer of air, says meteorologist James H. Gordon, resists disruption, even in a fairly strong wind.

Probably the most typical mirage picture is one of a lake in a waterless desert. There may even be the appearance of waves breaking on the shore. The easiest form of mirage to study, however, is one that has been seen by millions of

³³ Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, Palangka Raya, p. 1.

³⁴ Furaidah, *Advanced Writing*, Jakarta: Pusat Penerbitan Terbuka, 2002, p. 2.1.

³⁵ Pardiyo, *Pasti Bisa!! Teaching Genre-Based Writing*, Yogyakarta : C.V. Andi Offset, 2007, p. 277.

³⁶ Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, Palangka Raya, p. 1.

people – those seeming strips of water on asphalt-surfaced highway that vanish when one approaches them.

Gordon rates Operation Long Distance as the most puzzling of mirage forms, since it nullifies a basic law of physics. The law states that the apparent size of an object diminishes as we move away from it; however, this kind of mirage will carry a picture of a ship, a town, or an island a thousand miles and set it up in the sky as big as life.³⁷

3) Argumentation

According to John Mc. Call quoted by Nirwanto that argumentation is a kind of writing form which is used to convince, to persuade the readers to adopt a certain idea, attitude, or course of action.³⁸ For example:

Moon – tracking is a new science – sport. Great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched, the game got under way in earnest. Then radio amateurs, photographers, and observers in large number began to record the orbiting or artificial satellites.

The new sport is more than a sport. It is a serious scientific venture that deserves more than casual interest. It offers opportunities to increase human knowledge. We may learn, for the first time, the true shape of the earth, explore mysteries of weather, and find out just how the sun effects life. Whatever is learned will be shared with the world. Thus, adventures opens doors of cooperation between east and west. To a world looking for lasting peace, cooperation in science offers more hope than competition in weapons.³⁹

4) Narration

According to John Mc. Call quoted by Nirwanto that narration is a writing form is used to tell a story, to give meaning an event or a series of related events. Fiction is known as plotted narration. Non-fiction may deal with events in the history, or the writer may develop significance in them by his particular treatment of the facts.⁴⁰ For example:

³⁷ Ristati, *Teaching Material Writing III*, Palangka Raya, 2007, p. 15.

³⁸ Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, Palangka Raya, p. 1.

³⁹ George E. Wishon, CS, *Let's Write English*, New York: American Book Company, 1980, p. 383.

⁴⁰ Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, Palangka Raya, p. 1.

A huge snake got in my aunt's living room, one day. It was so horrible and could be very harmful to everybody.

First, my aunt was very frightened to see the snake, but she tried to manage herself to be quiet. Unfortunately, she failed to do it. She screamed out very loudly to see the snake moving and hissing. Then, she called some neighbors for some help. After that, she ran out and in to try to chase the snake out of the room, but she failed to do so.

Some neighbors suggested using salt to chase it away. Then she went to the kitchen to get a cup of salt. Using her right hand, she spread the salt over the snake and the floor of the living room. Not long after that, the snake slowly began to move its body and through the opened door, it began to leave the room. My aunt was so relieved to see the snake leaving, the room without making any harm to anybody.⁴¹

5) Anecdote

According to Bachtiar that anecdote is a kind of text which deals with something unexpected or out of the ordinary. It usually contains some unusual or amusing incidents. The structure of this text consists of abstract, orientation, crisis, reaction, and coda. For example:

Hi, I'm Jack Baner. I'm a secret agent, but I'm here on vacation. Guess what happened to me. I almost forgot my identity.

I arrived at the airport in the afternoon. The flight was not very good, so I only had a little sleep. Nobody picked me up, so I took a taxi to the hotel. I asked the driver to take me to the hotel my agent had reserved.

At the hotel I went directly to the receptionist desk. I told her that I reserved a room. After the minute she looked at me and said that nobody had reserved under Jack Baner. And the hotel was full. I thought there was something wrong. But what could I do?

Then I went to a public phone. I called my travel agent back my country and told her about my problem. I was surprised to know that the problem was so simple. She reserved a room at this hotel under Johny Goodbye, my alias. I am a secret agent, remember?

I was so embarrassed. I shouldn't have forgotten my alias.⁴²

⁴¹ Pardiyono, *Pasti Bisa!! Teaching Genre-Based Writing*, Yogyakarta : C.V. Andi Offset, 2007, p. 100.

⁴² Bachtiar Bima Mustriana, Cicik Kurniawati, *Let's Talk Grade VIII for Junior High School*, Bandung: Pakar Raya Pustaka, 2005, p. 92-93.

6) Procedure

According to Bachtiar that procedure text is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses the simple present tense, often the imperative sentences. It also usually uses the temporal conjunctions, such as *first, second, then, next*, etc. the structure of a procedure text consists of aim/goal, materials, and steps. However, there is a procedure text that only consists of goal and followed by some steps. For example:

The Basic Operation of a Digital Camera

You need:

- a) A digital camera
- b) An object (a friend/classmate or something interesting you can find around the classroom or school yard)

Follow the steps below to take pictures.

- a) Hold up the camera and center the object in the LCD.
- b) Move closer or use the zoom control for the result you want.
- c) When you're ready to take the picture, hold the shutter halfway. It is very important, so the camera sets the focus, shutter speed, and various other calculations. This may take a few seconds.
- d) A light should appear that lets you know the camera is set to go.

Press shutter all the way down LCD and use the view finder when there is extreme sunlight or to conserve battery life. The glare from the LCD does not work well with bright light.⁴³

7) Report

According to Bachtiar that report is to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment. It focuses on generic participants. The structure of the report text consists of general clarification and description. For example:

⁴³ Bachtiar Bima Mustriana, Andreas Winardi and Siti Nurmalina S, *Let's Talk Grade IX for Junior High School*, Bandung: Pakar Raya Pustaka, 2005, p. 83.

Some supermarkets are enormous these days.

Supermarkets come with aisles of different kinds of food and products. For example, you can find fifteen to twenty different kinds of cheese in the dairy section. You can find many different brands of toilet tissue in the paper product section. The frozen food section has everything from cans of frozen apple juice to bags of mixed vegetables and frozen pizza.

Many supermarkets also have a big health care products aisle. This section is like a small drugstore, with different brands of medicines, shampoos, toothpastes, and other health care items.

Some supermarkets even sell something else, such as magazines, books, shoes, underwear, gardening tools, and other household products. Here you can also use your card in money machines to take money out of your bank.

Shoppers in many supermarkets can buy snacks and cold drinks from vending machines. In some places, tired and hungry shoppers can sit down and enjoy a fresh cup of coffee and a donut at a supermarket snack bar or coffee shop. Supermarkets with their variety of products and service are more popular today.⁴⁴

8) Recount

There are some definitions of a recount text that are expressed in different ways by different experts. According to Blogger that recount is a text which retells events or experiences in the past.⁴⁵ Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. Meanwhile, Bima, Winardi and Nurmalina state that recount begins with an orientation. It's giving the readers the background information needed to understand about the text. (i.e. who was involved, where it happened, and when it happened). Then, the recount unfolds with a series of events (ordered in a chronological sequence). At various stages there may be some personal comment on the incident. We call it re-orientation.⁴⁶

⁴⁴ *Ibid*, p. 114-115.

⁴⁵ <http://www.understandingext.blogspot.com,2007>

⁴⁶ Bachtiar Bima Mustriana, Andreas Winardi and Siti Nurmalina S, *Let's Talk Grade IX for Junior High School*, Bandung: Pakar Raya Pustaka, 2005, p. 227.

Based explanation above, the writer can conclude that a recount text tell the reader what happened. It usually focuses on a person's past experience, so is usually uses the word I and We. For instance, a visit to a farm, my experience, etc.

Generic Structure of Recount

- a) Orientation : introducing the participants, place and time
- b) Events : describing series of event that happened in the past
- c) Reorientation : it is optional. Stating personal comment of the writer to the story.⁴⁷ In addition, recount text is a biographical text. For example:

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy. Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guided. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.⁴⁸

The kinds of recount

- a) Personal recount
 - It consist of an activity where the writer or speaker involved directly. When writing personal recount uses:
 - (1) The first person pronouns.
 - (2) Personal responses to the events can be included, particularly at the end.
 - (3) Detail are often chosen to add interest or humor.⁴⁹
- b) Factual recount
 - It consists about the notes of event, this text has characteristics as following:
 - (1) Use of third person pronouns (he, she, it, they).
 - (2) Details are usually selected to help the reader reconstruct the activity or incident accurately.
 - (3) Sometimes the ending describes the outcome of the activity.

⁴⁷ Bachtiar Bima Mustriana, Cicik Kurniawati, *Let's Talk Grade VIII for Junior High School*, p. 173.

⁴⁸ *Ibid*, p. 173.

⁴⁹ Departemen Pendidikan Nasional, *Kurikulum 2004: Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*, Jakarta : Depdiknas, 2003, p. 37.

- (4) Mention of person feelings is probably not appropriate.
- (5) Details of time, place and manner may need to be precisely information.
- (6) The passive voice may be used.
- (7) It may be appropriate to include explanation and justifications.⁵⁰
- c) Imaginative recount
 - Writing on imaginary role and giving details of events. There are characteristics of this text as follow:
 - (1) Usually written in the first person.
 - (2) It may be appropriate to include person reactions.⁵¹

The characteristics of recount text

- a) Specific participant.
- b) Use of simple past tense.
- c) Use material proceses.
- d) Use of linking items to do with time/time sequence (on Wednesday, then, at the same time, next, later, before).
- e) Details irrelevant to the purpose of the text should be avoided.⁵²

The explanations above as follow:

- (1) Specific participants

It means that all of which relate to particular person (Mrs. Budy, our cat).

- (2) The simple past tense

The readers use the simple past tense to tell a story about an action tht happened in the past. You should be learned it tense. There are irregular and regular verbs. Irregular verbs are not ended with -ed like the regular verbs.

- (3) Process of making recount text

- (a) The students prepare what are the information is needed according the theme or the topic.
- (b) The students provide the setting and introduce participants in orientations.
- (c) The students determine the events that occurred and in what sequence.
- (d) Make summaries the events in reorientation.
- (e) Arrange all information to making draft 1.
- (f) Analyze draft 1 especially in structure of text, vocabulary, grammar, conjunction, spelling and punctuation.
- (g) Rewrite or final draft in right form and structure.

⁵⁰ *Ibid*, p. 37.

⁵¹ *Ibid*, p. 38.

⁵² *Ibid*, p. 37.

b. Paragraph

According to Furaidah that paragraph is a group of related sentences which develops one main idea or one main topic.⁵³ A paragraph can be as short as one sentences or as long as ten sentence.

In a paragraph, the sentences should be related to one another and it discuss of the topic or main idea of the paragraph. All of the sentences in a paragraph are related because each sentence adds something about the same idea. The length of a paragraph varies and depends on the complexity or simplicity of idea that is discussed in the paragraph. A complex idea may need a long discussion, this a longer paragraph. Paragraph should be long enough to develop the main idea or topic clearly.⁵⁴

A paragraph has five major elements, they are:

1) The topic of paragraph

The first element of paragraph is topic (main idea), every paragraph has a topic. Topic is the kind of information in the paragraph, all the sentences in a paragraph that tell about one thing. The topic of paragraph is like the subject of a sentence. Furaidah defines that the topic of paragraph is what the paragraph is about.⁵⁵ It is the "Thing" the paragraph discusses. For example of the topic in paragraph:

Water is necessary, without water, soil is worthless and crops are poor. However, too much water can be dangerous. Flood can be very harmful and destructive. They are also wasteful. Natural resources are precious and limited. Careful use of water and other resources is important.⁵⁶

⁵³ Furaidah, *Advanced Writing*, p. 1.17.

⁵⁴ *Ibid*, p. 1.

⁵⁵ *Ibid*, p. 1-2.

⁵⁶ George E. Wishon, CS, *Let's Write English*, p. 68.

From the example of paragraph about that be a topic is “water”. The word of “water” almost appeared in all sentences of the paragraph. The paragraph tell about one thing that is “water”, because the paragraph discusses about “water”.

2) The topic of sentence

The second element of paragraph is topic sentence. Reid quoted by Nirwanto defines that the topic sentence is the idea stated in general form in one sentence.⁵⁷ Every good paragraph has a topic sentence, which clearly states the main idea or topic of paragraph. A topic sentence is the most important sentence in a paragraph. It briefly tells what the paragraph is going to discuss.⁵⁸ Therefore, from the topic sentence the reader and the writer can get a helpful guide. It guides the writer to consider what information he/she needs to include and exclude in the paragraph. Otherwise, it helps the reader to find what the paragraph discuss and more easy to comprehend it.

A topic sentence is usually the most general statement of the paragraph but must be specific enough so that the idea stated in the topic sentence can be adequately covered in the paragraph. Therefore, a topic sentence can contains both a topic and controlling idea. The controlling idea is the main point, opinion that a writer has about the topic of the paragraph. Example of the topic sentence in paragraph:

Human being have certain general needs, scholars find the subject of needs fascinating. Everyone, they say, is very aware of his or her material needs: food, clothing, and shelter. Long ago, however people discovered their need for nonmaterial things. They need love. They also need self-expression, recognition,

⁵⁷ Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p. 9.

⁵⁸ Furaidah, *Advanced Writing*, p. 1.

recreation, and religion. These have been the basic needs of human beings throughout the ages. People generally satisfy their needs. They spend a lot of time and energy in their efforts to do this.⁵⁹

From the example of paragraph above that be as topic sentence in the first sentence, that is "Human beings have certain general needs". This sentence can come at beginning or at the end of a paragraph. The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea.

According to Robert A Butler quoted by Nirwanto, in understanding the topic sentence, there are three important points to be considered:

- a) A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.
- b) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
- c) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does no give any specific details.⁶⁰

3) The support

Supporting sentence develops the topic sentence by giving specific details about the topic. For example of supporting sentence in paragraph:

I find academic life endlessly facilitating. I find the classing stimulating, most of the profess ors interesting, the reading and studying satisfying. The students there delightful.⁶¹

From the example of paragraph above, that be as a supporting sentence is the second and the third because it develop from the topic sentence.

⁵⁹ George E. Wishon, CS, *Let's Write English*, p. 64.

⁶⁰ Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p. 9.

⁶¹ George E. Wishon, CS, *Let's Write English*, p. 66.

4) Unity

According to Alice Oshima quoted by Nirwanto, “uni” is the Latin prefix meaning one. This mean, that in each paragraph, only one main idea is discussed. If he or she starts to discuss an idea, he or she may star a new paragraph.⁶² For example:

Pilots are the primary cause of many aircraft accidents. Ignoring their responsibilities, may pilots fail to perform their duties efficiently, and tragedy has too often been the needless result. History record that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controllers who where in a position to warn them about impending disasters. Sometimes pilots are overtired, and they neglect to take the precautions necessary to avoid accidents. They may even be taking drugs which slow down their physical reaction. Perhaps most startling is the fact that every year one or two air traffic accidents are caused by students pilots who attempt journeys beyond their capabilities and end up producing catastrophes which destroy life and property.⁶³

5) Coherence

Another important component of paragraph is coherency. According to David Yerkes quoted by Nirwanto said Co- is a Latin prefix that means “together” or “with”. The verb cohere means “stick together” or “unified”.⁶⁴ According to Carino quoted by Nirwanto said that coherency usually refers to logic and ideas. In order to have coherency in a paragraph, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must logical and smooth. There must be no sudden jumps. For a paragraph to be coherent, first it must has unity.⁶⁵

A paragraph can be incoherent even when the principle for ordering the ideas is logical. Sometimes, as students are writing, they remember something that

⁶² Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p. 11.

⁶³ Furaidah, *Advanced Writing*, p. 1.14.

⁶⁴ Rahmadi Nirwanto, *An Enrichment Material for Writing IV*, p. 12.

⁶⁵ *Ibid*, p. 12.

they wanted to say earlier. And include it as they write. Unfortunately, this sentence often ends up out of place. Study the following paragraph, in which one or more sentences are out of order:

Although Grants Pass, Oregon, is a fairly small town, it offers much to amuse summer visitors. They can go rafting down the Rogue River. They can go swimming in the Applegate River. Lots of people go hunting for wild berries that grow along the roadsides. Campers will find lovely campgrounds that are clean. There are several nice hotels. Tourists can browse through a number of interesting shops in town, such as antique stores. One fun activity is shopping at the open market where local folks sell produce grown in their gardens. Grants Pass has a lot of places to eat, ranging from a low-calorie dessert place to lovely restaurants. Some of these restaurants offer good food and gorgeous views. One store to visit is the shop that sells items made from Oregon's beautiful myrtlewood. Fishing in the area is also a popular activity. Water sports are by far the main attraction. As you can see, Grants Pass offers a lot of to do in the summer. If you want to give your family a nice, wholesome vacation, try visiting Grants Pass.⁶⁶

C. Theoretical Background of Indicators to Be Measured In Writing Skill

According to Djiwandono that quoted by Qodarsih that there are some elements that must be taught of in the writing achievement, they are:

1) Content

According to Djiwandono that quoted by Qodarsih in said that indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measured in term of content.

⁶⁶ Regina L. Smalley, CS, *Refining Composition Skills: fifth edition*, The United States of America: Heinle & Heinle Publishers, 2000, p. 30-31.

2) Organization

According to Djiwandono that quoted by Qodarsih said that states the students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

3) Vocabulary

According to Djiwandono that quoted by Qodarsih said that it calls this term of measuring vocabulary. The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

4) Grammar

According to Djiwandono that quoted by Qodarsih said that the sentences constructed and word assembled in paragraph writing should be understandable and unambiguous. Beside that, it should fulfill the grammatical requirement. Therefore, this matter belongs, to the terms of grammar.

5) Spelling/ Mechanic

According to Djiwandono that quoted by Qodarsih said that clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill.⁶⁷

⁶⁷ M. Soenardi Djiwandono, *Tes Bahasa Dalam Pengajaran*, Bandung: ITB Bandung, 1996, p. 128-129.

Table 2.1
Scoring Guide for Paragraph Writing

Component	Score	Level	indicator
Content	6	Excellent	Develop and shapes information with well-chosen details across the paragraph.
	5	Skillful	Develop and shapes information with well-chosen details in part the paragraph.
	4	Sufficient	Develop and shapes information with some details.
	3	Uneven	Present some clear information, but is list like, undevelop, or repetitive, or offer no more than a well-written beginning.
	2	Insufficient	Presents fragmented information or may be very repetitive or may be very undevelop.
	1	Unsatisfactory	Attempts to responds to prompt, but provides little or no clear information may only paraphrase the prompt.
Organization	6	Excellent	It's well organized with strong transitions.
	5	Skillful	It's clearly organized but lack some transitions and have lapses in continuity.
	4	Sufficient	The paragraph is organized with ideas what were generally related but has few or no transitions.
	3	Uneven	It's unevenly organized, the paragraph may be disjointed.
	2	Insufficient	It's very disorganized ideas are weekly connected or the response is too brief to detect organization.
	1	Unsatisfactory	Has no clear organization or consist of a single statement.
Writing Expression	6	Excellent	Sustain variety in sentence structure and exhibits good word choice.
	5	Skillful	Exhibits some variety in sentence structure and some good word choices.
	4	Sufficient	Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.
	3	Uneven	Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.
	2	Insufficient	Little control over sentence boundaries and sentence structure but sentences and word choice may often be incorrect.
	1	Unsatisfactory	Little or not control over sentence boundaries and sentence structure but sentence and word choice may often be incorrect in much of all of the response.
Grammar and	6	Excellent	Errors in grammar, spelling and punctuation are few and do not interfere

Mechanics	5	Skillful	with understanding. Error in grammar, spelling and punctuation are few and do not interfere with understanding.
	4	Sufficient	Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.
	3	Uneven	Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.
	2	Insufficient	Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding in much of the response.
	1	Unsatisfactory	Many errors in grammar such as tenses inconsistency, lack of the subject-verb agreement- spelling and punctuation severely interfere with understanding. ⁶⁸

In giving the score to the students, it was used the writing band scale, as follow:

Table 2.2
Writing Band Scales

A	80-100	It is well organized. The message is completely comprehensible. Arguments are relevant and related to writer's view. Main ideas and effective supporting ideas are clearly stated. The language is clear, smooth and interesting and is consistently accurate, showing a full command of complex structure. There are no major errors of vocabulary, spelling, punctuation, or grammar.
B	67-79	It is well organized and highly comprehensible. Arguments are quite relevant in relation to writer's view. Main ideas and effective supporting ideas are almost clearly stated. There is a clear message with only minor loss of detail and little need for correction of vocabulary, spelling, punctuation, or grammar. The language is clear and interesting.
C	55-66	It is rather well organized. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas are rather clear. The message is almost clear but with some loss of detail. Many corrections of vocabulary, spelling, punctuation or grammar are needed.
D	41-54	Its organization and message are rather difficult to be followed. Arguments are only slightly relevant and relation to writer's view. Main ideas and supporting ideas rather trouble the readers. The language is rather unclear and has frequent errors of vocabulary,

⁶⁸ Sabarun, *Paragraph Writing (Writing II TBI 526.2)*, Palangka Raya: STAIN, 2008, p. 56.

		spelling, punctuation or grammar.
E	40 or less	Its organization and message are rather difficult to be followed. Arguments are not relevant or not related to writer's view. Main ideas and supporting ideas are not clearly stated. The language is not clear and has frequent, serious errors of vocabulary, spelling, punctuation or grammar. ⁶⁹

D. Some Problems in English Foreign or Second Language

Problems in foreign language are not only made by the student that study second language but also made by the student who study the first language. According to Jerry that problems some EFL/ESL teachers face include the following:

The "teaching the less-proficient writer" problem. Some students use ineffective writing strategies, and the teacher is faced with showing these students how to write.

The "I can't write English" problem. Some students have negative attitudes about writing or lack confidence in themselves as writers. The teachers is faced with changing their attitudes and building confidence.

The "teacher response" problem. Students do not always understand or pay attention to the content of the teacher response to their written work. Teachers need to explore different ways for students to get feedback on their writing.⁷⁰ Linguistic expert, language instruction, and language teacher same opinion that problems in language that annoy instruction aim achievement.

⁶⁹ Susanto. Leo Cs, *English for Academic Purpose: Essay Writing*, Andy: Yogyakarta, 2007.

⁷⁰ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, United State of America: The University of Michigan Press, 2000, p. 235.

E. The Causes Influenced the Students in Studying

According to Slameto, there were the pshychological factors that influenced the students in studying,⁷¹ they were:

1. Intelligence

Intelligence gave the big influences to study progressing. It mean, the students had the high intelligence level would be success than the students have the low intelligence level. Howover, the students who had the high intelligence level had not been sure to success in studying. It was caused because study was the complex process that had many factors influenced it than intelligence was one of the factors between the other factors.

2. Attention

To guarantee the result of study, the students might have more attention to the lessons that wee learned. If the material teachings were not to be the students attention so they could cause the students to be lazy in studying.

3. Interest

According to Hilgard via Slameto, *Interest is persisting tendency to pay attention to and some activities or content.* Interest influenced in studying because if the material teachings that were learned did not appropriate with the students interest so they could give the bad effect to the result of the study.

⁷¹ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, Jakarta: Rineka Cipta, 2003, p. 54.

4. Aptitude

According to Slameto, *Aptitude is the capacity to learn*. The material teachings that were learned might be appropriate with the students aptitude because they could give the good effect to the result of the study. Finally, the students were become diligent in studying.

5. Motive

James Drever gave definition about motive, *motive is an effective conative factor which operates in determining the direction of an individual's behaviour toward an end or goal, consciously apprehended or unconsciously*. Motive had been correlated with the purpose that would be reached. Motive was called activator in studying. Moreover, by existing of motive could support the students to focus in teaching learning process.

6. Maturity

According to Slameto, *Marurity is a level in growing which all part of body has been ready to do the new skill*. It meand, the students might be health. So they could be easy to receive the material teachings that were given. Furthermore, the maturity was needed as determining of the readiness.⁷²

7. Readiness

According to Slameto, *Readiness is preparadness to respond or react in studying*. The readiness of students could give the positive effect in studying because by existing of students readiness could be easy to receive the material teachings.

⁷² Wasty Soemanto, *Psikologi Pendidikan*, Jakarta: Rineka Cipta, 1998, p. 198.

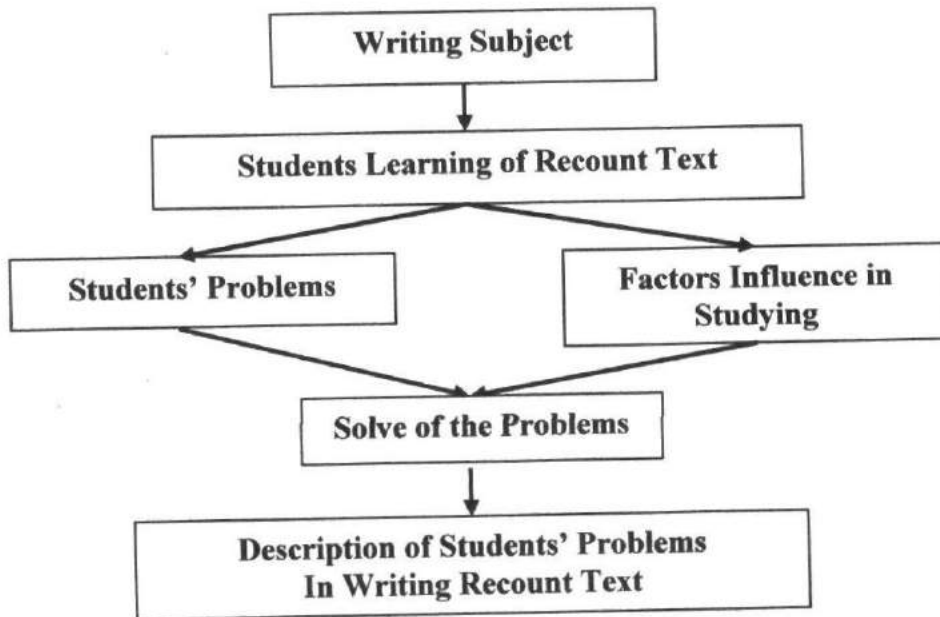
F. Frame of Thinking

Recount text subject has been taught in class VIII in MTsN 2 Palangka Raya. It was a part of writing skill. Sometimes, the students have some problems in learning recount text.

The problems in learning English, especially in writing recount text were influenced by internal and external factors. Internal factor could arise from psyche aspect. In psychically, it could be physic, ears, and eyes. In psychology aspect, it could be intelligence, attitude, interest, talent and motivation and external factors could arise from families, teachers, friends and society. In non-social environment, it could arise from home, school supporting equipment and nature.

The solution were offered to the teacher in handling problems were faced by students in writing recount text could be done by explaining the material, making a contest vocabulary and making discuss in about the students' problems. Furthermore, if the treatment was fail so treatment might be repeated again until the students could go out from the problem faced. So, it will give the description of the student's problems in learning recount text.

Based on the consideration above, it could be made a frame of thinking, as follow:



CHAPTER III

RESULT OF THE STUDY AND DISCUSSION

A. The Students' Problems in Writing Recount Text

The second grade students of MTsN 2 Palangka Raya who had learned writing recount text. They had gotten many problems in writing recount text that had been taught by the teacher.⁷³ Some students were fail in understanding of writing English text because of they did not know how to write well. In addition, the result of skill in writing had made a level low students.

Based on the observation to the classes (since 20 April until 07 May 2009), the writer had known some students who had lowest score in writing recount text and it was found some information about the problems of the study. The writer also had asked suggestion from SR as the teacher to determine and get the score list and worksheet of each student to be information of this study.

After getting the subjects of the study, the writer looked for information about the students. In this case, it used the students' task to get more information how the students' problems in writing recount text and how to know the types of students' problems in writing recount text. There were some problems from the second year students of MTsN 2 Palangka Raya gave answers about their problems in English subject, are:

⁷³ Based on dicussion with Mrs. Siti Rusdiana, S.Pd in Palangka Raya on 11th may 2009 at 08:00 WIB.

1. The Types of the Students' Problems in Writing Recount Text

The problems of the students in writing recount text, as follows:

a) Content

According to Djiwandono that quoted by Qodarsih in said that indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decade and formulate main idea and supporting main idea into the paragraph are measured in term of content. In the second years students of MTsN 2 Palangka Raya there were 3 students obtained insufficient category and 17 students obtained uneven category.

b) Organization

According to Djiwandono that quoted by Qodarsih said that states the students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers. In the second years students of MTsN 2 Palangka Raya there were 7 students obtained uneven category and 9 students obtained sufficient category.

c) Writing Expression

According to Djiwandono that quoted by Qodarsih said that it calls this term of measuring vocabulary. The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed. In the second years students of MTsN 2 Palangka Raya there were 5 students obtained uneven category and 14 students obtained sufficient category.

d) Grammar/Spelling/Mechanic

According to Djiwandono that quoted by Qodarsih said that the sentences constructed and word assembled in paragraph writing should be understandable and unambiguous. Beside that, it should fulfill the grammatical requirement. Therefore, this matter belongs, to the terms of grammar. According to Djiwandono that quoted by Qodarsih said that clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill. In the second years students of MTsN 2 Palangka Raya there were 6 students obtained uneven category and 10 students obtained sufficient category.

2. The Analysis of the Students' Task in Writing Recount Text

Table 3.1
The Analysis of the Students' Task
in Writing Recount Text

No.	The Students' Task	Indicator
a.	<p>ANK</p> <p>Last month I school holiday. I and my family spent holiday to my grand mother house at Banjar Masin. I there more visited to house my family. When I there, I often to meet with my friend farmer. We every day played together in house my grand mother. I very happy there together my friend.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning.</p> <p>Organization: (sufficient) The paragraph is organized with ideas what were generally related but has few or no transitions.</p> <p>Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
b.	<p>ADW</p>	<p>Content: (uneven) Present some clear</p>

	<p>Last week, I with my family went to Banjarmasin city. We went to visited my brother and my family. My brother school in university on Banjarmasin city.</p> <p>There, I went to Duta Mall. I bough a school bag in Gramedia shop. After bough a school bag, I came back to home.</p>	<p>information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (sufficient) The paragraph is organized with ideas what were generally related but has few or no transitions.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p> <p>Grammar/mechanic: (sufficient) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
c.	<p>AWH</p> <p>I last year begin intimate with someone who sister prepare in Rental Rania's. at that moment to talk bout film asia. I was after to visit information that to be boyband who snappish in south korea. I seldom story with she because she older from me. And I now already to believe who as believe who as my sister.</p>	<p>Content: (insufficient) Presents fragmented information or may be very repetitive or may be very undeveloped.</p> <p>Organization: (uneven) Is unevenly organized, the paragraph may be disjointed.</p> <p>Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.</p> <p>Grammar/mechanic: (sufficient) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
d.	<p>CRJ</p> <p>Yesterday, my friend visited my home. I very happy because I didn't forlame to meet. I already prepared snack and cool drank. I and my friend telle experince in the new school. Didn't felt day already afternoon and my friend came back soon.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (uneven) Is unevenly organized, the paragraph may be disjointed.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>

e.	<p>EAP At 1st January 2009, I and my family went to Kum-Kum. They motor cycles to kum-Kum and we went at in the morning. At finish, I, my sister and my brother saw of animals, such as monkey, bird, rabbit, crocodile, etc. I saw too the beautiful plant. After that back to home we feel very happy and lunch.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well. Organization: (uneven) Is unevenly organized, the paragraph may be disjointed. Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices. Grammar/mechanic: (sufficient) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
f.	<p>FRN Last week, I went to Banjarmasin city. I visited family on Banjarmasin city I went to Ramayana. There I buy T-shirt and hat for my cousin. After from Ramayana, I went to tangkisung beack. There was so many visitors. After from there, I wen to house. Because, tomorrow I came in school.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well. Organization: (sufficient) The paragraph is organized with ideas what were generally related but has few or no transitions. Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices. Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
g.	<p>IPN I last week went to market together my mother for shooping. In the market I much to buy thing I a like among other things bag, T-shirt, etc. in the market also with price yet cheap. I more like shooping to market with mall.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well. Organization: (uneven) Is unevenly organized, the paragraph may be disjointed. Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried. Grammar/mechanic: (sufficient) Errors in grammar such as tenses inconsistency, lack of subject-verb</p>

		agreement- spelling and punctuation interfere with understanding.
h.	<p>MSI</p> <p>At 1 January 2009 I went to Taman Gaul together Eni, Yeti, Annisa, Ayu and Ghani. We wore motor cycle. We went to "Taman Gaul" at 02.00 PM o'clock.</p> <p>Till after, we break in pondok. There in we take walk. And then we went to bough ate and drank. After that back to pondok. We looked verry beautifull.</p> <p>After that we back to home at 04.00 PM and very happy.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (uneven) Is unevenly organized, the paragraph may be disjointed.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
i.	<p>NDK</p> <p>Last week, I went to grandfather's home. I went together my mother. I fished together my mother. I was very happy because got big fish. I and friend ate fish that I got.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (sufficient) The paragraph is organized with ideas what were generally related but has few or no transitions.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p> <p>Grammar/mechanic: (skillful) Error in grammar, spelling and punctuation are few and do not interfere with understanding.</p>
j.	<p>NPD</p> <p>Last mount I and my family went to Banjarmasin, because some one of our family gave wedding party.</p> <p>Saturday, 20th sept 2008, we arrived in Banjar with savely. The next day, we celebrated the party. The party began when time of open fasting. After the party had finish we broke the fast together.</p> <p>At Monday, we came back to our home with savely. Last ramadhan, I was very tired but I was very happy too.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (skillful) It's clearly organized but lack some transitions and have lapses in continuity.</p> <p>Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses</p>

		inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.
k.	<p>NRE</p> <p>In moment new year 2009 yesterday, I went to "Taman Gaul". I went together my friends to oriven motor cycle. We went at hour 11 am. Moment arrive in "Taman Gaul" we direct look for place for rest, but all place rest full. So we must to stand, cause sting exhausted we soon went to for place fishing, but I no can fish one even. After that we direct went to place parking for taken motor cycle and after that we back to home with feeling happy.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (uneven) Is unevenly organized, the paragraph may be disjointed.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p> <p>Grammar/mechanic: (skillful) Error in grammar, spelling and punctuation are few and do not interfere with understanding.</p>
l.	<p>NLI</p> <p>At night time I went in the market. I birthday. We bough doll for sister. After shopping, we eat ice cream. We went to house at 10 o'clock.</p>	<p>Content: (insufficient) Presents fragmented information or may be very repetitive or may be very undeveloped.</p> <p>Organization: (uneven) Is unevenly organized, the paragraph may be disjointed.</p> <p>Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
m.	<p>NHD</p> <p>Last holiday, I and my family tour Tangkiling hill. I went together father, mother and brother. There, I saw variety animal example crocodile, eagle, monkey and porcupine. Then, we visited Tahai lake. There, cold and comfortable. I bought some snack. After feeling content, we to go home and with feeling happy.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (sufficient) The paragraph is organized with ideas what were generally related but has few or no transitions.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p> <p>Grammar/mechanic: (sufficient) Errors in grammar such as tenses</p>

		inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.
n.	<p>RSN</p> <p>Last year I with family go to Yogyakarta for present married my sister. Journey go to there very tired because from here nothing flyed to Yogyakarta so that our must go to Banjarmasin first. From here we transit to Surabaya I with my family go to Yogyakarta by ride. When I arrived there I'am very tired and I'am sleeping. In order at a celebrate I'am not tired.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (sufficient) The paragraph is organized with ideas what were generally related but has few or no transitions.</p> <p>Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
o.	<p>LHD</p> <p>Last week I visited to "Monument Borobudur" in Central Java. There I very happy because there many thinks. I visited it with my family. After visited Monument Borobudur, I visited to "Tangkuban Perahu" in West Java. Then I live on uncle's house. After week ago I went to home. I many to get experience after I visited to "Monument Borobudur" and "Tangkuban Perahu".</p>	<p>Content: (insufficient) Presents fragmented information or may be very repetitive or may be very undeveloped.</p> <p>Organization: (uneven) Is unevenly organized, the paragraph may be disjointed.</p> <p>Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>
p.	<p>LAM</p> <p>One day at holiday, we holiday to Banjarmasin in grandmother home. We bough ticket bus. We drove bus. After that in Banjarmasin. We drove taxi go grandmother home. After that we break.</p> <p>In at morning we go to "Matahari" for of back to home. After that we back to grandmother home. Because we to have back to home in Palangka Raya.</p> <p>We drove taxi for till in bus. After that till home we to bath so that body fresh.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well.</p> <p>Organization: (sufficient) The paragraph is organized with ideas what were generally related but has few or no transitions.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p>

	To day I very happy.	Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.
q.	SRR In Sunday. I and my parents went to Rawa Rofi. Rawa Rofi is a place very cool. There are we can saw a Kahayan river. After we take a walk, we break while breakfast. Then, we back at home at 12.00 o'clock.	Content: (insufficient) Presents fragmented information or may be very repetitive or may be very undeveloped. Organization: (uneven) Is unevenly organized, the paragraph may be disjoined. Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices. Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.
r.	SRH At Sunday, 31-12-2000 is new yers. I and my frien went to take a walk in "Bundaran". After that, we went take a walk, and saw much people in walk. After that, we went saw concert "seventine". We went home at 22.00 o'clock. We very happy.	Content: (insufficient) Presents fragmented information or may be very repetitive or may be very undeveloped. Organization: (uneven) Is unevenly organized, the paragraph may be disjoined. Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices. Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.
s.	SRF At that time I went at the "Kum-kum". I went to till at "Kum-Kum" use taxi. After to till at "Kum-Kum" we to see animals. At "Kum-Kum" we to played. After that we to "Kampung Lauk". At "Kampung Lauk" we to eat. After it we go to home with ride in taxi.	Content: (insufficient) Presents fragmented information or may be very repetitive or may be very undeveloped. Organization: (uneven) Is unevenly organized, the paragraph may be disjoined. Writing Expression: (uneven) Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices. Grammar/Mechanic: (Insufficient) Errors in grammar such as tenses

		inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding in much of the response.
t.	<p>SMD</p> <p>Last night I went to café together with my family. Because my mother birthday. We eat burger and some chicken. After I have some “choco toy” ice cream. After diner we saw concert music. Finally we went to home 22.00 o'clock.</p>	<p>Content: (uneven) Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning.</p> <p>Organization: (uneven) Is unevenly organized, the paragraph may be disjointed.</p> <p>Writing Expression: (sufficient) Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried.</p> <p>Grammar/Mechanic: (uneven) Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p>

Based on the students' task above we can see the students' problems in writing recount text. The problems made by the students such as structure and vocabulary. In making recount text is not easy job for the second year students of junior school, since there is grammatical difference between Indonesian and English. Writing cannot be done effectively, because the students had problems and they often made errors. For example, the error often occurs in constructing sentences, the students sometimes make sentences based on the grammatical of Indonesia, so it creates misunderstanding in meaning.

Table 3.2
The Score of Students Writing in Recount Text

No	Name	Content	Organization	Writing Expression	Grammar/Mechanic	Score	Level
1.	ANK	3	4	3	3	78	Good
2.	ADW	3	4	4	4	90	Excellent
3.	AWH	2	3	3	4	72	Good
4.	CRJ	3	3	4	3	78	Good

5.	EAP	3	3	3	4	78	Good
6.	FRN	3	4	3	3	78	Good
7.	IPN	3	3	4	4	84	Excellent
8.	MSI	3	3	4	3	84	Excellent
9.	NDK	3	4	4	5	90	Excellent
10.	NPD	3	5	3	3	84	Excellent
11.	NRE	3	3	4	5	90	Excellent
12.	NLI	2	3	3	3	66	Enough
13.	NHD	3	4	4	4	90	Excellent
14.	RSN	3	4	3	3	78	Good
15.	LHD	2	3	3	3	66	Enough
16.	LAM	3	4	4	3	84	Excellent
17.	SRR	3	5	4	4	66	Enough
18.	SRH	3	4	3	4	66	Enough
19.	SRF	2	3	3	2	60	Enough
20.	SMD	3	3	4	3	78	Good

Based on the score of students above the students had different score that come in writing recount text. The distribution score of content above can be presented in the following figure:

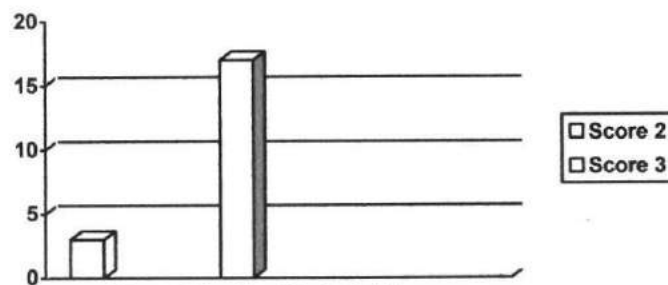
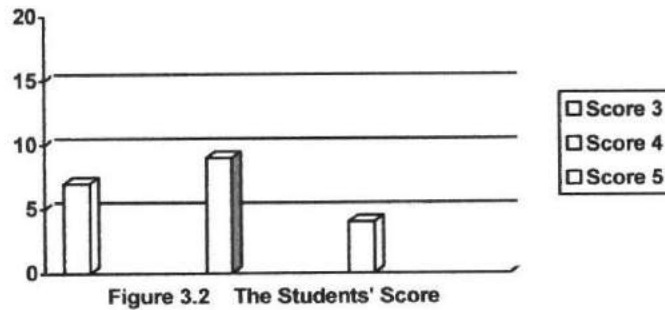


Figure 3.1 The Students' Score

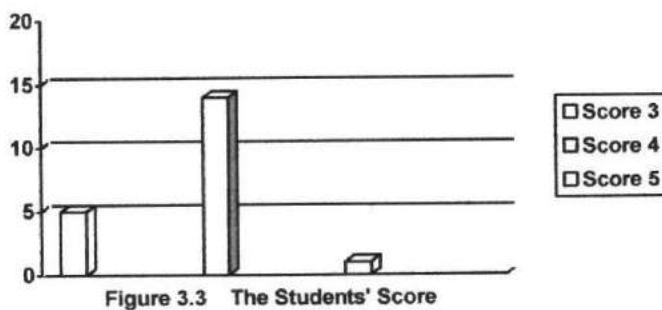
It can be known from the graph above about the scores of students. In term of content 3 students obtained 2 (insufficient) this score was classified as insufficient category, the students presents fragmented information or may be very repetitive or may be very undeveloped. 17 students obtained 3 (uneven) this score was classified as uneven category, the students present some clear information, but was list like, undeveloped, or repetitive, or offer no more than a well-written beginning.

The distribution score of organization above can be presented in the following figure:



It can be known from the graph above about the scores of students. In term of organization 7 students obtained 3 (uneven) this score was classified as uneven category, the students was evenly organized, the paragraph may be disjointed. 9 students obtained 4 (sufficient) this score was classified as sufficient category, the paragraph was organized with ideas what were generally related but has few or no transitions. 4 students obtained 5 (skilful) this score was classified as skilful category, is clearly organized but lack some transitions and have lapses in continuity.

The distribution score of writing expression above can be presented in the following figure:



It can be known from the graph above about the scores of students. In term of writing expression 5 students obtained 3 (uneven) this score is classified as uneven category, the student exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices. 14 students obtained 4 (sufficient) this score was classified as sufficient category, the students exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried. 1 student obtained 5 (skilful) this score was classified as skilful category, the student exhibits some variety in sentence structure and some good word choices.

The distribution score of grammar and mechanic above can be presented in the following figure:

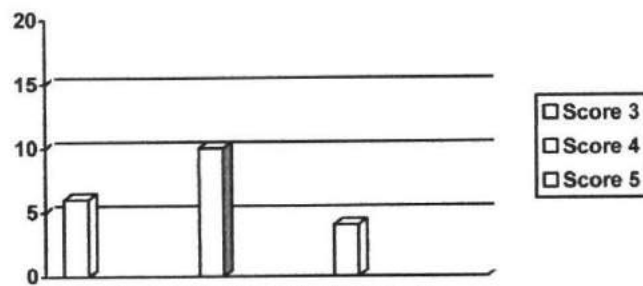


Figure 3.4 The Students' Score

It can be known from the graph above about the scores of students. In term of grammar and mechanic 6 students obtained 3 (uneven) this score is classified as uneven category, the students errors in grammar such as tenses inconsistency, lack of subject-verb agreement spelling and punctuation interfere with understanding. 10 students obtained 4 (sufficient) this score was classified as sufficient category, errors in grammar such as tenses inconsistency, lack of subject-verb agreement-spelling and punctuation interfere with understanding. 4 students obtained 5

(skilful) this score was classified as skilful category, error in grammar, spelling and punctuation are few and do not interfere with understanding.

B. The Causes Influenced the Students Got Problems in Writing Recount Text

1. Intelligence

Intelligence gave the big influences to study progressing. It meant, the students had the high intelligence level would be success than the students had the low intelligence level. Therefore, to know the intelligence level of the second year students of MTsN 2 Palangka Raya so it was done by giving some questions about writing recount text. Furthermore, the score of the second year students of MTsN 2 Palangka Raya when they answered the questions related to the writing recount text while interview, as follow:

Table 3.3
The Intelligence of the Students

No	Name	Score of the students in class VIIIa
1	ANK	20
2	ADW	60
3	AWH	60
4	CRJ	40
5	EAP	40
6	FRN	40
7	IPN	40
8	MSI	20
9	NDK	20
10	NPD	60
11	NRE	20
12	NLI	60
13	NHD	20
14	RSN	40
15	LHD	40
16	LAM	60
17	SRR	20
18	SRH	20

19	SRF	40
20	SMD	20

Based on their answers could be made a bar figure to show the students problems clearly in writing recount text, as follows:

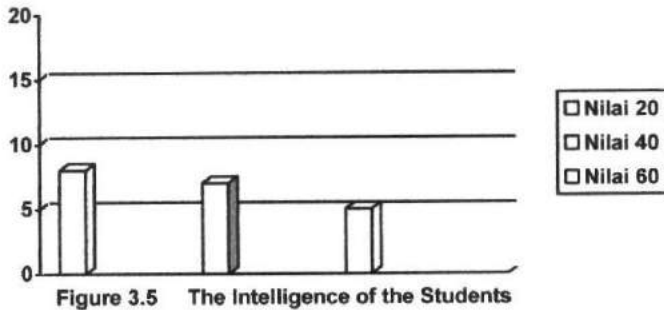


Figure 3.5 The Intelligence of the Students

Based on the score list students when they were given some questions while interview related to the writing recount text. Only 5 (five) students got the standard score, it was 60. It proved that the intelligence level of the second year students of MTsN 2 Palangka Raya about writing recount text could be said the low intelligence so they had many problems in writing recount text.

2. Attention

To guarantee the good result in studying, the students might have more attention to the lesson that were learned. Moreover, if the material teaching did not become the students attention could cause the students to be lazy in studying. Based on observation done on 18th April – 7th May 2009 in class VIIa showed some students did not take attention when the teacher explained the teaching materials in the front of class. There were activities which they did when English teacher explained the material teaching learning in the front of class, as follow:

Table 3.4

The Attention of the Students

No.	Name	Answers
1	ANK	Take attention and ask if not understand
2	ADW	Take attention and taking a note for the important one
3	AWH	Take attention to make understand fully
4	CRJ	Take attention the teacher explaining
5	EAP	Take attention and taking a note for the important one
6	FRN	Take attention the teacher explaining
7	IPN	Take attention the teacher explaining
8	MSI	Take attention and ask if not understand
9	NDK	Take attention and taking a note for the important one
10	NPD	Take attention the teacher explaining
11	NRE	Take attention the teacher explaining
12	NLI	Take attention the teacher explaining
13	NHD	Take attention the teacher explaining
14	RSN	Take attention the teacher explaining
15	LHD	Take attention and ask if not understand
16	LAM	Take attention but often chatting with friends
17	SRR	Listen the teacher explaining
18	SRH	Take attention and taking a note for the important one
19	SRF	Take attention the teacher explaining
20	SMD	Take attention the teacher explaining

Based on their answers could be made a bar figure to show the students problems clearly in writing recount text, as follows

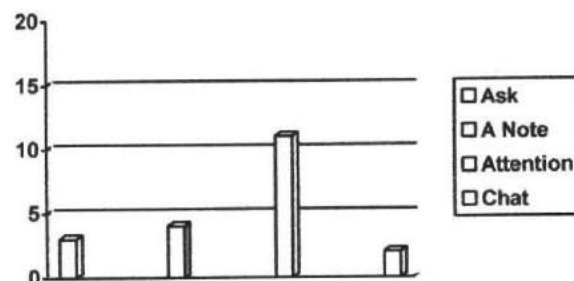


Figure 3.6 The Attention of the Students

Based on observation and interview to the students could be concluded that the attention of students in material teachings were less. Therefore, they got difficulties to understand the material teachings which were explained by the

teacher so it caused they failed to get the high score when they were given some questions while interview about writing recount text.

3. Interest and Aptitude

Interest and aptitude influenced the studying. It meant, if the material teachings that were learned did not appropriate with the interest and aptitude of the students would give the bad effect to the result of the study. Moreover, if the material teachings that were learned appropriate with the interest and aptitude of the students so they could give the good effect to the result of the study. Based on the statements above, so to know the interest and aptitude of the students could be done by two ways, they are:

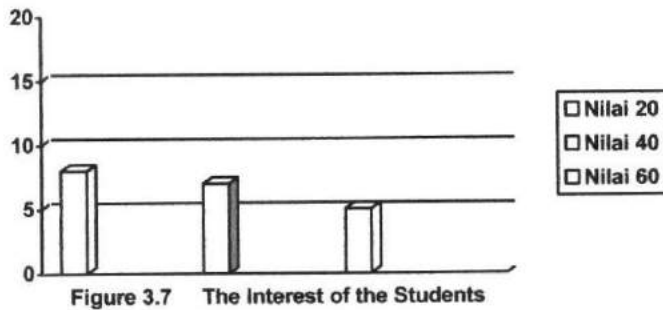
- a) By looking the score list of students when they answered some questions related to writing recount text while interview, as follow:

Table 3.5
The Interest of the Students

No.	Name	Score of the students in class VIIIa
1	ANK	20
2	ADW	60
3	AWH	60
4	CRJ	40
5	EAP	40
6	FRN	40
7	IPN	40
8	MSI	20
9	NDK	20
10	NPD	60
11	NRE	20
12	NLI	60
13	NHD	20
14	RSN	40
15	LHD	40
16	LAM	60
17	SRR	20
18	SRH	20
19	SRF	40

20	SMD	20
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Based on their answers could be made a bar figure to show the students problems clearly in writing recount text, as follows

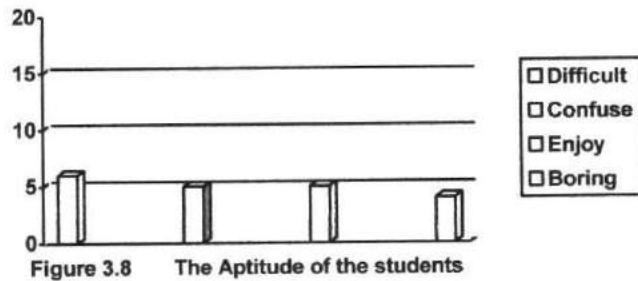


- b) Asked their opinions about English subject that they learned in the school, as follow:

Table 3.6
The Aptitude of the Students

No.	Name	Answers
1	ANK	Difficult
2	ADW	A fun subject
3	AWH	A fun subject
4	CRJ	Difficult
5	EAP	Difficult
6	FRN	A fun subject but sometimes make confuse
7	IPN	A fun subject but sometimes make resentful
8	MSI	A fun subject but sometimes make confuse
9	NDK	A fun subject
10	NPD	A fun subject but it depends on the teacher
11	NRE	A fun subject but sometimes difficult
12	NLI	A fun subject
13	NHD	A fun subject but sometimes it's boring
14	RSN	Difficult
15	LHD	Difficult
16	LAM	A fun subject
17	SRR	It depends on the teacher
18	SRH	A fun subject but sometimes it's boring
19	SRF	It depends on the teacher
20	SMD	A fun subject but sometimes it's boring

Based on their answers could be made a bar figure to show the students problems clearly in writing recount text, as follows:



By looking the score list when they given some questions related to writing recount text, most of the students got the lower score <60. It fact supported by their opinions said that English subject was the difficult subject. So, they could be concluded that the students did not have interest and aptitude to learn writing recount text especially and English subject generally.

4. Motive

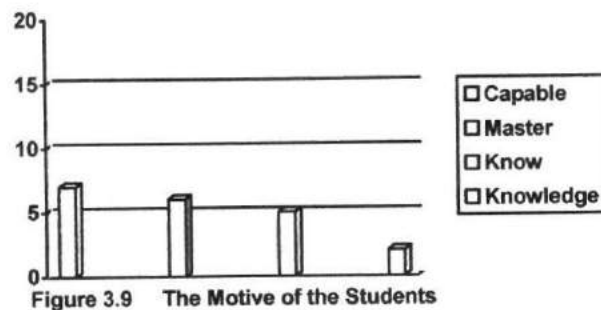
Motive was called the activator in studying. Moreover, by existing of motive could support the students to focus in English teaching learning process. Furthermore, to know the motive of students were done interview with the students directly about their motive in learning English. The motive of the second year students of MTsN 2 Palangka Raya in learning English, as follow:

Table 3.7
The Motive of the Students

No.	Name	Motive
1	ANK	To be capable in using English
2	ADW	To master English
3	AWH	To master about English
4	CRJ	To know more about international language
5	EAP	To be capable in using English
6	FRN	To be capable in using English
7	IPN	To be the English spokesman

8	MSI	To know more about English
9	NDK	To be capable in using English
10	NPD	To be capable in using English
11	NRE	To be master in using English
12	NLI	To be capable in using English
13	NHD	To be master in using English
14	RSN	To know more about English
15	LHD	To know more about English
16	LAM	To be capable in using English
17	SRR	To get the knowledge
18	SRH	To be master in using English
19	SRF	To know more about international language
20	SMD	To get the knowledge

Based on their answers could be made a bar figure to show the students problems clearly in writing recount text, as follows:



Based on interview above, it could be concluded that the motive of the second year students of MTsN 2 Palangka Raya learned English subject to master English. But, they did not learn more deeply about English. It proved when they were given some questions related to writing recount text, most of them could not answer those questions correctly. Moreover, they did not understand the sentences if the sentences used English.

5. Maturity

Maturity was a level in growing which all of part of bodies had been ready to do the new skills. It mean, the students might be health in receive the new

material teachings and skills would be given by the teacher. Based on observation in VIIIa class, all of the students had the healthy bodies well, such as ears, eyes, hands, feet etc in good condition so they were easy to focus in English teaching learning process.

6. Readiness

Readiness was preparedness to respond or react on studying. Moreover, the readiness of the students could give the positive effect in studying because by existing of readiness, the students would be easy to receive the lessons that would be given by the teacher. There were two ways done in the field to know the readiness of the second year students of MTsN 2 Palangka Raya in learning English exactly in writing recount text.

- a) Observation directly to the class. It done to know the students activities before the English teaching learning process started. Based on observation in VIIIa class in MTsN 2 Palangka Raya that before the teacher came to the class, the students made noise and playing with their friends.
- b) By investigating the equipment studying that the students bought to school, such as note book, pen, handbook (English Book) and dictionary.

Based on observation and investigating the equipment studying. Basically, the studying equipments of students were good, such as note book, pen, and English book that were completed. But, for the English dictionary, only a few students bought it when the English subject whereas it was very important for the students to learn English exactly in writing recount text.

C. The Strategies of the English Teacher to Solve the Students' Problems in Writing Recount Text

The writer used interview to get more information about the solve of the teacher in the students' problems. The problems faced by the students in writing English that obstacle for the teacher continue to other material. Usually, the teacher treats her students and explained the material once more to measure the students' achievement in writing. The results of the interview could be seen as follows:

1. For the first time, if I taught about writing previously I explained how to write it first. Maybe, if it is about recount. How a text about recount make it and than I explain it and than I ask them to write down. I mean they have to exercise it and than try and if there is mistake "I ask them, what's the problems? And than I explain it again and ask them to write it once more like that.
2. If they did not have big of vocabulary, I asked them to memories some of vocabularies that is state in the book or I make a contest in the class like vocabulary contest. That is to make done to improve their vocabularies.
3. Usually in the book at the second grade there is no grammar or structure state it in the book. So, it just glance. So, I have to explain it detail about the grammar or structure it self.
4. Actually, I take a glance at their work one by one. So, I know if they feel a shy to ask. So, I discuss about the mistake "just discuss".

5. Yes, so much change like for first time they can make a paper the writing like procedure text or the kinds like that. So, after I explain they can make it and then also the students who less about vocabulary after the contest, they had improve little by little.⁷⁴

For the students' problems faced by the second years students of MTsN 2 Palangka Raya. Usually for first time if the material about recount text, the teacher explained how to make a text about recount. After that the teacher asked them to write it and if there was mistake/problem, actually the teacher explained once more about material and asked them to write down again.

The students that had difficult to choose the words in writing English and they had less vocabularies. Actually, the teacher asked them to memories some of vocabulary state in the hand book. The other solve of the teacher like made a contest vocabulary. The contests vocabulary made students confident and improve their own ability, especially in vocabulary.

For the students that not confident to asked the teacher about their problems in their task. Actually, the teacher had other solve it. Each teacher knows about their students, so, when the students in feel not confident and down, the teacher made a discussion. The problems faced the students was collected by the teacher and then the teacher explained it in detail. The teacher said the solution of the problems were different in order to make the students ability to be better.

⁷⁴ The result of interview with Mrs Siti Rusdiana in Palangka Raya on 11th may 2009 at 08:00 WIB.

CHAPTER IV

CLOSING

A. Conclusions

Based on observation and interview to the second year students of MTsN 2 Palangka Raya

1. There were some main problems that faced by the students got problems in writing recount text, as follows: content, organization, writing expression and grammar/mechanic.
2. The factors influenced the students in writing recount text so they had problems in writing recount text, as follows: intelligence, attention, interest, aptitude, motive, maturity and readiness.
3. The strategies used the English teacher to solve the cases faced by the students in writing recount text, as follow: the teacher explained the material more than one time, made a contest vocabulary and made discuss about the students' problems.

B. Suggestion

There are some suggestions offered to the English teacher and MTsN 2 Palangka Raya by the writer, as follow:

1. The teacher must give spirit to the students to be diligent in studying English.
2. The teacher needs to increase her abilities in teaching so the students can understand the lessons well. It can be done by studying how to teach well.

3. The English teacher must give some vocabularies to the students to be memorized by the students at home.
4. The teacher must use the teaching media to invite the students' interest and in learning English.

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Appendix 1

THE BRIEF OF MTSN 2 PALANGKA RAYA

Pada tahun 1995 dibangunlah MTsN 2 yang pada waktu itu masih menjadi bagian dari MTsN Palangka Raya, hingga akhirnya pada tahun 1997 berdasarkan Surat Keputusan Menteri Agama RI Nomor: 107 Tahun 1997 nomor urut 102 tanggal 17 Maret 1997, maka MTsN Palangka Raya Filial di Palangka Raya, Jl. Cilik Riwut Km. 7 Kel. Palangka Kec. Pahandut Kodya Palangka Raya berubah menjadi MTsN 2 Palangka Raya.

Seiring dengan diakuinya MTsN 2 Palangka Raya berdiri sendiri dengan Nomor Statistik Madrasah: 21.162.71.01.002, maka sarana dan prasarana dari tahun ke tahun selalu bertambah, baik jumlah ruang belajarnya maupun sarana dan prasarana penunjang lainnya, sehingga pada saat ini terdapat 18 ruang belajar, 1 ruang perpustakaan, 3 ruang laboratorium, 1 ruang aula, 1 ruang kesenian/keterampilan, ruang UKS/PMR, ruang pramuka, ruang BK, ruang komite, ruang guru, ruang kepala, ruang TU, serta sarana dan prasarana olah raga.

Visi MTsN 2 Palangka Raya

*KUALITAS DAN UNGGUL YANG DIDASARI
IMTAQ DAN IPTEK*

Misi MTsN 2 Palangka Raya

*DISIPLIN, BERILMU, TRAMPIL, AGAMIS
DAN PELAYANAN PRIMA
(DITRAPEL)*

Appendix 2**THE NAME OF ENGLISH TEACHERS
IN MTsN 2 PALANGKA RAYA**

NAME	IN CLASS
1. Yunika Pratiwi, S.Pd.	1
2. Ninuk Oktaviani	1
3. Siti Rusdiana, S.Pd.	2
4. Isna Indriati, S.Pd.	3

Appendix 3**THE NAME OF STUDENTS AS SUBJECT**

CODE	NAME
1. ANK	: Alfee Noor Kholifah
2. ADW	: Amalia Desy W.
3. AWH	: Ayu Winarsih
4. CRJ	: Cindy Rizki Julita
5. EAP	: Eka Apriliana
6. FRN	: Fredy Rahmawan
7. IPN	: Ima Putri Nurdian J.
8. MSI	: Muhammad Supriadi
9. NDK	: Nidya Karina
10. NPD	: Normalita Pradina
11. NRE	: Nuraeni Ekawati
12. NLI	: Nurliani
13. NHD	: Nurhidayah
14. RSN	: Restu Septianingsih
15. LHD	: Laila Hidayah
16. LAM	: Leti Ayu Megiani
17. SRR	: Sigit Rahmat Rizaldi
18. SRH	: Suci Rahmah
19. SRF	: Syahrifane
20. SMD	: Siti Mawardah

Appendix 4**THE RESULT OF ENGLISH TASK**

NAME	SCORE
1. Alfee Noor Kholifah	: 78
2. Amalia Desy W.	: 90
3. Ayu Winarsih	: 72
4. Cindy Rizki Julita	: 78
5. Eka Apriliana	: 78
6. Fredy Rahmawan	: 78
7. Ima Putri Nurdian J.	: 84
8. Muhammad Supriadi	: 84
9. Nidya Karina	: 90
10. Normalita Pradina	: 84
11. Nuraeni Ekawati	: 90
12. Nurliani	: 66
13. Nurhidayah	: 90
14. Restu Septianingsih	: 78
15. Laila Hidayah	: 66
16. Leti Ayu Megiani	: 84
17. Sigit Rahmat Rizaldi	: 66
18. Suci Rahmah	: 66
19. Syahrifane	: 60
20. Siti Mawardah	: 78

Appendix 5**PERTANYAAN UNTUK SISWA**

1. Bagaimana pendapat kamu terhadap pelajaran Bahasa Inggris?
2. Apa alasan kamu belajar Bahasa Inggris?
3. Apa tujuan kamu belajar Bahasa Inggris?
4. Apa yang kamu lakukan sebelum proses belajar mengajar dilaksanakan?
5. Apa yang kamu lakukan ketika proses belajar mengajar dilaksanakan?
6. Apa yang kamu lakukan setelah proses belajar mengajar dilaksanakan?
7. Apakah kamu mempunyai buku paket sebagai pegangan kamu belajar?
8. Apa yang dimaksud dengan menulis teks recount?
9. Apakah setelah belajar menulis teks recount kamu langsung bisa membuatnya?
10. Apabila kamu mempunyai kesalahan dalam menulis setelah tugas kamu dikoreksi, apakah kamu menanyakan kembali kesalahanmu itu? Mengapa?
11. Masalah apa saja yang kamu hadapi dalam menulis teks recount?
 - a. Menentukan topic atau main idea (content)
 - b. Menentukan kata-kata atau kalimat yang mendukung paragraf tersebut (organization)
 - c. Menggabungkan kalimat dalam satu paragraf (writing expression)
 - d. Menjadikan paragraf tersebut saling mendukung dengan paragraf selanjutnya (mechanic/spelling)

Appendix 6**PERTANYAAN UNTUK GURU**

1. How do you do to solve the students' problems, such as:
 - a. Content
 - b. Organization
 - c. Writing Expression
 - d. Mechanic/Spelling
2. According to you after you treat your students, is there a changing with their ability?

Appendix 7

PHOTOS WHEN TEACHING LEARNING PROCESS



Appendix 8

PHOTOS WHEN INTERVIEW WAS DONE IN THE SCHOOL



Appendix 9

**PHOTOS WHEN THE TEACHER
MADE A CONTEST VOCABULARY**



Appendix 10

LESSON PLAN
(LP)

Name of School : MTsN-2 Palangkaraya
 Subject : English
 Aspect / Skill : Writing
 Topic : Recount Text
 Kelas / semester : VIII-A/ II
 Day / Date : Thursday / February 04th, 2009
 Alokasi Waktu : 2 X 45 Minutes
 Competency Standard : Communicating orally and written by using varieties language fluently and accurately in interactional or short monologue in the narrative, descriptive and simple recount text.

I. Basic Competence : Expressing the various interpersonal meaning ideational on interactional text and orally monologue especially text in narrative, descriptive and simple recount text.

II. Indikator : The students are be able to write a simple recount text.

III. Material :

Tittle	Diving in Bunaken Island
Orientation	Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.
Event 1	Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.
Event 2	Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to idetentify.
Re-orientation	In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

IV. Teaching Learning Activity :

a. Pre-Activity

1. Greeting.
2. Teacher calls the student's name.
3. Teacher gives motivation and instruction to the student.

b. Core Activity

1. Introduction the material.
2. The teacher explains about the material.
3. The teacher teaches the material to the student.
4. The teacher explains about the Total Physical Response.
5. The teacher gives some examples to do the instruction.
6. The teacher gives opportunity to ask about the material.
7. The teacher gives the instruction (material) to every student.

c. Close Activity

1. The teacher gives more explanation about material that has just been taught.
2. The teacher made the conclusion about the material.
3. Closing.

V. Sumber Belajar : 1. Let's Talk English Book for SMP & MTs Class VIII

VI. Media : Whiteboard and boardmaker

VII. Metode : Communicative Approach

Appendix 11

THE RESULT OF INTERVIEW

a. Name : ANK

- 1) Bahasa Inggris itu sulit untuk di pahami karena tulisan dan bacaannya berbeda, salah satu hurufnya apabila salah maka artinya berbeda dan yang sering membingungkan adalah struktur kalimatnya.
- 2) Karena kewajiban sebagai seorang siswa dan karena keinginan untuk bisa berbahasa Inggris dengan lancar.
- 3) Bisa berbahasa Inggris dengan lancar tanpa terputus-putus.
- 4) Belajar materi apa yang akan di pelajari.
- 5) Memperhatikan saat guru sedang menerangkan materi.
- 6) Belajar lagi apa yang sudah dipelajari bersama dan apa yang belum kita mengerti bisa ditanyakan saat pelajaran itu.
- 7) Punya, karena kalau kita tidak mempunyai buku kita akan susah untuk memahami pelajaran tersebut.
- 8) Menulis teks recount adalah menceritakan kejadian, peristiwa yang terjadi pada masa lampau (yang sudah lalu).
- 9) Insya Allah, karena bisa atau tidak kita harus mencoba untuk menguji sejauh mana kemampuan kita.
- 10) Mengerti.
- 11) Menyusun kalimat sesuai struktur kalimatnya dan kosa katanya dalam bahasa Inggris.
- 12) Karena tidak hafal kosa kata di dalam bahasa Inggris.
- 13) Tidak tahu.
- 14) Tidak percaya diri karena takut salah.
- 15) Tidak, karena sudah jelas diterangkan apa yang salah dan tidak.⁷⁵

b. Name : ADW

- 1) Bahasa Inggris merupakan pelajaran yang menyenangkan dan asyik.
- 2) Karena bahasa Inggris merupakan bahasa Universal di dunia.
- 3) Untuk menguasai bahasa Inggris.
- 4) Berdoa dan mempelajari di rumah pelajaran yang di pelajari di sekolah.
- 5) Mendengarkan dan menyimak penjelasan guru serta mencatat hal-hal penting.
- 6) Merapikan buku dan memasukkannya ke dalam tas atau ke bawah meja.
- 7) Punya.
- 8) Menulis cerita yang telah lampau.
- 9) Pada awalnya tidak tetapi setelah djelaskan kembali saya bias membuatnya.

⁷⁵ Result of interview with ANK in Palangka Raya on 20th april 2009 at 08:40 WIB

- 10) Mengerti dan memahami.
- 11) Pemilihan kata.
- 12) Karena takut kata yang diambil salah, karena jika salah memilih kata maka artinya juga akan kurang tepat.
- 13) Tidak.
- 14) Terkadang.
- 15) Menanyakan kembali agar mengetahui kesalahan tersebut dan agar tidak kembali mengulangi kesalahan yang dilakukan.⁷⁶

c. Name : AWH

- 1) Pelajaran itu menyenangkan.
- 2) Karena dari kecil saya suka bahasa Inggris dan ingin mengetahui bahasa Inggris.
- 3) Ingin menguasai bahasa Inggris.
- 4) Membuka buku sejenak untuk mempelajarinya.
- 5) Memperhatikan pelajaran tersebut agar lebih mengerti.
- 6) Menutup buku paket lalu membuka buku catatan sejenak untuk mengingat.
- 7) Iya.
- 8) Menceritakan masa lampau.
- 9) Kadang masih bingung untuk membuatnya.
- 10) Iya.
- 11) Lupa to be yang di pakai dan kadang lupa susunannya.
- 12) Karena lupa dan kurang konsentrasi.
- 13) Tahu.
- 14) Tidak selalu, kadang-kadang sering tidak percaya diri.
- 15) Tidak selalu atau jarang, soalnya kalau sudah tahu tidak lagi ditanyakan tapi kalau benar-benar tidak tahu maka akan ditanyakan.⁷⁷

d. Name : CRJ

- 1) Menurut saya pelajaran bahasa Inggris itu menyenangkan tetapi agak sulit.
- 2) Karena ingin menguasai pelajaran bahasa Inggris.
- 3) Untuk memperdalam bahasa Internasional.
- 4) Berdoa
- 5) Memperhatikan penjelasan guru.
- 6) Membuka kembali buku catatan untuk lebih memahami.
- 7) Iya.
- 8) Menulis cerita masa lampau.
- 9) Tidak.
- 10) Mengerti.
- 11) Penulisan dalam kalimat dan keteraturan menentukan rumus kalimat.
- 12) Karena kadang-kadang lupa.

⁷⁶ Result of interview with ADW in Palangka Raya on 7th may 2009 at 09:30 WIB

⁷⁷ Result of interview with AWH in Palangka Raya on 6th may 2009 at 09:35 WIB

- 13) Kurang tahu.
- 14) Kadang-kadang tergantung tugas yang diberikan.
- 15) Iya, karena agar saya lebih mengerti.⁷⁸

e. Name : EAP

- 1) Pelajarannya menyenangkan, tapi agak susah di pahami dan sebagian kata-kata dan kalimatnya tidak mengerti.
- 2) Saya belajar bahasa Inggris karena ingin mengetahui dan mempelajarinya serta dapat pandai berbahasa Inggris.
- 3) Tujuannya agar saya dapat mengetahui apa-apa saja aspek atau isi-isi yang ada dalam bahasa Inggris dan bisa berbahasa Inggris dengan lancar, baik dan tidak terbata-bata.
- 4) Berdoa dan membaca-baca buku bahasa Inggris.
- 5) Mendengarkan apa yang sedang ibu jelaskan dan menulis penjelasan yang saya anggap penting.
- 6) Memasukkan buku yang telah dipelajari kedalam tas.
- 7) Punya.
- 8) Menulis cerita lampau atau masa lampau yang telah terjadi dantelah dialami.
- 9) Belum terlalu bisa.
- 10) Iya sedikit.
- 11) Mencari kata-kata yang cocok untuk diletakkan ke dalam teks recount.
- 12) Karena saya kurang dapat mengetahui kata-kata bahasa Inggris yang baik dan benar.
- 13) Tahu.
- 14) Iya.
- 15) Tidak, karena ibu guru menjelaskan kembali kesalahan-kesalahan yang ada.⁷⁹

f. Name : FRN

- 1) Menyenangkan dan membingungkan.
- 2) Kewajiban.
- 3) Supaya lebih bisa berbahasa Inggris.
- 4) Mempersiapkan buku dan memberi salam.
- 5) Memperhatikan dengan baik.
- 6) Menyimpan buku ke dalam tas.
- 7) Punya.
- 8) Menulis cerita masa lampau atau lalu.
- 9) Tidak.
- 10) Setengah-setengah.
- 11) Tutar bahasanya, panulisan dan tenses.

⁷⁸ Result of interview with CRJ in Palangka Raya on 7th may 2009 at 09:45 WIB

⁷⁹ Result of interview with EAP in Palangka Raya on 20th april 2009 at 09:00 WIB

- 12) Karena membingungkan dan kurang paham.
- 13) Setengah-setengah.
- 14) Tidak.
- 15) Tidak, karena sudah mengerti letak kesalahannya.⁸⁰

g. Name : IPN

- 1) Pelajaran bahasa Inggris menyenangkan, asyik walaupun kadang-kadang tidak mengerti artinya tapi terkadang pelajaran bahasa Inggris itu menyebalkan.
- 2) Karena ingin pintar berbicara bahasa Inggris dan bisa menguasainya.
- 3) Karena saya ingin menjadi juru bicara bahasa Inggris.
- 4) Mempersiapkan buku-buku bahasa Inggris.
- 5) Memperhatikan pelajaran dengan baik.
- 6) Membereskan buku-buku.
- 7) Punya.
- 8) Menulis cerita masa lampau.
- 9) Tidak, saya tidak langsung bisa membuatnya karena masih berfikir-fikir.
- 10) Ya, saya mengerti.
- 11) Membuat dalam bahasa Inggris dan susunan kalimatnya yang membingungkan.
- 12) Saya juga kurang tahu.
- 13) Tidak, saya belum mengetahui strategi dalam menulis.
- 14) Terkadang ya, terkadang tidak.
- 15) Ya, karena ingin mengetahui di mana letak kesalahannya.⁸¹

h. Name : MSI

- 1) Menyenangkan dan membingungkan.
- 2) Kewajiban.
- 3) Agar lebih tahu apa itu bahasa Inggris.
- 4) Menyiapkan buku pelajaran dan kamus.
- 5) Mendengarkan ibu guru mengajar dan selalu bertanya apabila ada yang tidak tahu.
- 6) Menyimpan buku ke tas.
- 7) Punya.
- 8) Menulis cerita kita yang pernah kita lakukan atau menulis cerita lampau.
- 9) Tidak.
- 10) Kadang-kadang.
- 11) Penulisan, pengartikan dan tenses.
- 12) Karena kurang bisa dan mengerti.
- 13) Tidak.
- 14) Kadang-kadang.

⁸⁰ Result of interview with FRN in Palangka Raya on 18th april 2009 at 12:00 WIB

⁸¹ Result of interview with IPN in Palangka Raya on 20th april 2009 at 08:20 WIB

15) Tidak, karena pasrah atas nilai tersebut.⁸²

i. Name : NDK

- 1) Pelajaran bahasa Inggris itu sangat menyenangkan untuk dipelajari karena saya mendapatkan pelajaran dengan banyak kosa kata dan tidak terlalu susah dipelajari.
- 2) Karena saya ingin mengetahui pelajaran bahasa Inggris lebih banyak lagi dan agar saya mempunyai wawasan luas tentang bahasa Inggris.
- 3) Agar saya bisa berbicara bahasa Inggris lebih baik lagi.
- 4) Sebelum proses belajar mengajar dilakukan saya berdoa dan membaca sedikit materi yang akan di pelajari.
- 5) Mendengarkan, menghormati dan menghargai guru yang sedang menjelaskan pelajaran di depan kelas serta mencatat materi yang saya anggap penting.
- 6) Yang saya lakukan setelah proses belajar mengajar yaitu mempelajari sedikit materi yang sudah disampaikan.
- 7) Iya, karena selain belajar bahasa Inggris di sekolah, saya juga ingin belajar bahasa Inggris di rumah.
- 8) Menceritakan kejadian atau peristiwa yang telah lampau atau terjadi.
- 9) Tidak, karena saya bingung dengan kosa kata yang akan saya gunakan dan saya juga harus banyak belajar tentang teks recount.
- 10) Ya.
- 11) Menentukan kosa kata dan menyusun kalimat.
- 12) Karena saya bingung menentukan dan menyusun kosa kata.
- 13) Tidak, karena saya belum banyak mengetahui strategi dalam menulis.
- 14) Saya merasa tidak yakin dalam menulis bahasa Inggris karena saya takut penulisannya salah.
- 15) Kadang-kadang, karena apabila saya rasa sudah jelas saya tidak menanyakan. Kalau saya rasa tidak jelas, saya menanyakan letak kesalahan saya dimana agar bisa mengoreksi kesalahan saya.⁸³

j. Name : NPD

- 1) Pelajarannya menyenangkan, asyik tapi tergantung gurunya kalau gurunya suka marah pelajarannya jadi tidak menyenangkan tapi malah membosankan.
- 2) Saya belajar bahasa Inggris karena ingin lebih pandai berbicara memakai bahasa Inggris.
- 3) Agar pandai berbahasa Inggris.
- 4) Berdoa dan menyiapkan buku mata pelajaran.
- 5) Mendengarkan pelajaran yang sedang diterangkan.
- 6) Menyimpan buku ke dalam tas.
- 7) Punya.

⁸² Result of interview with MSI in Palangka Raya on 18th april 2009 at 12:40 WIB

⁸³ Result of interview with NDK in Palangka Raya on 21th april 2009 at 09:45 WIB

- 8) Menulis cerita lampau yang telah terjadi.
- 9) Bisa, tapi harus masih dibimbing.
- 10) Awalnya mengerti tapi lama-lama lupa.
- 11) Susah menyusun kosa kata supaya benar.
- 12) Karena kalau menyusun kosa katanya salah kemungkinan pengertiannya berbeda.
- 13) Tahu.
- 14) Ya, saya sering merasa tidak yakin ketika menulis dalam bahasa Inggris.
- 15) Tidak, karena saya sudah mengetahui letak kesalahan saya.⁸⁴

k. Name :NRE

- 1) kadang-kadang menyenangkan dan kadang-kadang agak sulit.
- 2) Karena diwajibkan dan ingin memahami pelajarannya.
- 3) Agar dapat menguasai dalam bahasa Inggris.
- 4) Berdoa dan mempelajari dulu sebelum pelajaran dimulai.
- 5) Memperhatikan guru pada saat menjelaskan dan mencatat apabila di suruh mencatat.
- 6) Mempersiapkan pelajaran selanjutnya.
- 7) Ya.
- 8) Menulis cerita tentang diri kita dan orang lain yang sudah berlalu (lampau).
- 9) Belum, harus mempelajarinya lagi.
- 10) Mengerti tapi tidak sepenuhnya.
- 11) Bingung menulis dan membedakan kata lampau.
- 12) Karena susah dibedakan dan bila salah menulis mungkin salah juga pengertiannya.
- 13) Tidak tahu.
- 14) Ya, merasa tidak yakin.
- 15) Tidak, karena saya bingung atas kesalahan yang diberikan.⁸⁵

l. Name : NLI

- 1) Sangat menyenangkan dan tidak terlalu susah.
- 2) Karena saya ingin mengetahui tentang bahasa Inggris dan termasuk pelajaran sekolah.
- 3) Agar dapat berbicara dalam bahasa Inggris.
- 4) Berdoa.
- 5) Memperhatikan guru yang sedang menjelaskan materi.
- 6) Belajar pelajaran yang selanjutnya.
- 7) Ya, karena saya perlu untuk dipelajari di rumah selain belajar di sekolah.
- 8) Menceritakan kejadian atau peristiwa lampau yang pernah di alami.
- 9) Tidak, karena saya harus banyak belajar lagi mengenai membuat recount.
- 10) Ya.

⁸⁴ Result of interview with NPD in Palangka Raya on 21th april 2009 at 10:00 WIB

⁸⁵ Result of interview with NRE in Palangka Raya on 21th april 2009 at 09:30 WIB

- 11) Menyusun kata-kata.
- 12) Karena hal itu sangat susah dan saya hanya bisa sedikit.
- 13) Tidak.
- 14) Saya merasa tidak yakin, karena saya tidak yakin kata-kata yang saya buat belum benar.
- 15) Ya, karena saya dapat membetulkan pekerjaan yang salah.⁸⁶

m. Name : NHD

- 1) Pendapat saya tentang bahasa Inggris, bahasa Inggris itu menyenangkan tapi kadang-kadang membosankan.
- 2) Karena saya diwajibkan belajar bahasa Inggris dan pelajaran itu sudah menjadi bahasa Internasional.
- 3) Agar dapat menguasai bahasa Inggris baik dari segi berbicara maupun dari segi membaca.
- 4) Berdoa.
- 5) Menyimpan buku dan menyiapkan buku untuk pelajaran selanjutnya.
- 6) Memperhatikan dan mendengarkan ketika guru menjelaskan.
- 7) Ya.
- 8) Menulis teks recount yaitu menulis kejadian yang sudah lampau.
- 9) Tidak.
- 10) Tidak terlalu mengerti.
- 11) Cara menyusun kalimat yang tepat menggunakan bahasa Inggris.
- 12) Karena saya tidak bisa.
- 13) Tidak, karena saya tidak pernah tahu.
- 14) Tidak yakin.
- 15) Tidak, karena sudah di beri tahu.⁸⁷

n. Name : RSN

- 1) Menurut saya pelajaran bahasa Inggris adalah pelajaran yang sukar tetapi perlu di pelajari.
- 2) Agar dapat mengetahui seluk beluk pelajaran bahasa Inggris.
- 3) Untuk memahami semua pelajaran bahasa Inggris.
- 4) Mempersiapkan diri dan buku pelajaran sebelum pelajaran dimulai.
- 5) Memperhatikan penjelasan guru dan mengikuti pelajaran dengan baik.
- 6) Menyimpan dan membereskan buku-buku.
- 7) Ya.
- 8) Menulis atau menceritakan tentang kejadian masa lampau.
- 9) Tidak.
- 10) Tidak terlalu mengerti.
- 11) Susah dalam menyusun kalimat.
- 12) Karena memang sukar bagi saya untuk memahaminya.

⁸⁶ Result of interview with NLI in Palangka Raya on 23rd april 2009 at 09:40 WIB

⁸⁷ Result of interview with NHD in Palangka Raya on 22nd april 2009 at 09:50 WIB

- 13) Tidak.
- 14) Saya selalu tidak yakin ketika menulis dalam bahasa Inggris.
- 15) Ya kadang-kadang, karena itu penting guna mengetahui di mana letak kesalahan kita.⁸⁸

o. Name : LHD

- 1) Pendapat saya bahasa Inggris merupakan pelajaran yang perlu dipelajari karena dengan mempelajari bahasa Inggris kita pasti dapat berkomunikasi dengan mudah tapi bahasa Inggris juga merupakan pelajaran yang sulit.
- 2) Agar kita tidak kebingungan ketika berbicara dalam bahasa Inggris selain itu juga dapat membuka wawasan.
- 3) Agar dapat memahami dan mengerti bahasa Inggris dan dapat mempraktikkannya dengan baik dan benar.
- 4) Berdoa, mempersiapkan diri dan menyiapkan buku-buku yang akan di pelajari.
- 5) Mendengarkan dan memperhatikan penjelasan bapak atau ibu guru dan bertanya kalau ada pelajaran yang sulit dipahami.
- 6) Menyimpan buku dengan baik supaya kalau ingin mempelajari kembali mudah di cari.
- 7) Ya.
- 8) Yaitu menulis tentang kejadian atau menulis pengalaman masa lalu.
- 9) Tidak.
- 10) Tidak terlalu mengerti.
- 11) Masalahnya susah dalam menulis kalimat-kalimat yang ingin di tulis.
- 12) Karena saya kurang belajar.
- 13) Tidak.
- 14) Saya merasa tidak yakin.
- 15) Ya, karena kalau misalnya ulangan ada soal itu keluar kita bisa tahu jawaban yang benar dan kita bisa belajar lagi dari kesalahan kita tersebut.⁸⁹

p. Name : LAM

- 1) Pelajaran bahasa Inggris itu menyenangkan.
- 2) Agar dapat lebih memahami bahasa Inggris.
- 3) Ingin lancar berbahasa Inggris.
- 4) Doa.
- 5) Memperhatikan dan seringkali bercanda dengan teman serta mencatat hal penting.
- 6) Menyimpan buku.
- 7) Punya.
- 8) Teks recount adalah cerita lampau yang diceritakan kembali.

⁸⁸ Result of interview with RSN in Palangka Raya on 24th april 2009 at 09:45 WIB

⁸⁹ Result of interview with LHD in Palangka Raya on 22nd april 2009 at 09:35 WIB

- 9) Terkadang.
- 10) Iya.
- 11) Pemilihan kata.
- 12) Karena sulit mengubah ke dalam bahasa Indonesia.
- 13) Tidak.
- 14) Terkadang.
- 15) Menanyakan kembali agar tidak kesulitan dalam belajar bahasa Inggris.⁹⁰

q. Name : SRR

- 1) Tergantung gurunya.
- 2) Ingin berbicara dengan orang bule.
- 3) Agar mendapat pengetahuan.
- 4) Menyapu.
- 5) Mendengarkan.
- 6) Menyimpulkan pelajaran dari ibu guru.
- 7) Punya walaupun kadang-kadang tertinggal.
- 8) Menceritakan sesuatu yang lampau.
- 9) Tergantung guru yang mengajarkan.
- 10) Kadang ya kadang tidak.
- 11) Menyusun kata.
- 12) Karena kurang mengerti.
- 13) Tidak, karena tidak diajarkan.
- 14) Tidak, karena bila salah takut dimarahi.
- 15) Tidak.⁹¹

r. Name : SRH

- 1) kadang-kadang menyenangkan.
- 2) Karena diwajibkan dan harus pula dipahami.
- 3) Agar dapat menguasai dalam berbahasa Inggris dan jelas apa pengertiannya.
- 4) Berdoa dan mempelajari sebelum guru masuk keruangan.
- 5) Memperhatikan guru yang sedang berbicara di depan atau bila perlu catat yang penting-penting saja ketika guru menjelaskan.
- 6) Merapikan buku-buku pada tempatnya dan disimpan dengan benar, dan melanjutkan pelajaran selanjutnya.
- 7) Ya.
- 8) Bercerita tentang masa lampau dari diri kita sendiri dan orang lain.
- 9) Tidak, tapi harus di pahami lagi.
- 10) Mengerti tapi tidak semua penjelasan.
- 11) Bingung menulis, membedakan dan berbicara menggunakan bahasa Inggris.

⁹⁰ Result of interview with LAM in Palangka Raya on 6th may 2009 at 09:50 WIB

⁹¹ Result of interview with SRR in Palangka Raya on 18th april 2009 at 12:20 WIB

- 12) Karena salah menulis dan mungkin juga pengertiannya berbeda.
- 13) Tidak tahu.
- 14) Tidak yakin.
- 15) Tidak, karena saya bingung atas kesalahan yang diberikan kepada saya.⁹²

s. Name : SRF

- 1) Tergantung gurunya
- 2) Ingin tahu saja.
- 3) Ingin mengetahui bahasa Internasional.
- 4) Berdoa.
- 5) Memperhatikan.
- 6) Menyimpan buku ke tas.
- 7) Ya.
- 8) Menceritakan sesuatu atau seseorang.
- 9) Ya.
- 10) Kadang ya kadang tidak.
- 11) Menyusun kata.
- 12) Karena kurang bisa.
- 13) Tidak.
- 14) Ya, saya takut dan tidak yakin.
- 15) Tidak, karena pasrah akan nilai tersebut.⁹³

t. Name : SMD

- 1) Kadang-kadang menyenangkan.
- 2) Agar dapat mengerti dan dapat berbicara bahasa Inggris.
- 3) Untuk menambah pengetahuan tentang cara berbicara menggunakan bahasa Inggris dan dapat memahami bahasa Inggris.
- 4) Membuka buku bahasa Inggris dan mempelajarinya.
- 5) Memperhatikan guru menjelaskan.
- 6) Membuka kembali buku bahasa Inggris dan mengulang pelajaran yang telah diajarkan.
- 7) Ya.
- 8) Menulis cerita masa lampau atau cerita yang telah terjadi.
- 9) Tidak.
- 10) Kurang mengerti.
- 11) Susah menyusun kata-katanya.
- 12) Karena dalam bahasa Inggris kata-katanya kadang ada kata yang kita letakkan didepan kata sebelumnya ternyata harus diletakkan di belakang dan sebaliknya.
- 13) Tidak.
- 14) Ya.

⁹² Result of interview with SHR in Palangka Raya on 25th may 2009 at 09:30 WIB

⁹³ Result of interview with SRF in Palangka Raya on 20th april 2009 at 08:00 WIB

15) Tidak, karena sebelum ditanyakan pasti guru bahasa Inggris telah menjelaskannya.⁹⁴

⁹⁴ Result of interview with SMD in Palangka Raya on 23rd april 2009 at 09:55 WIB

Appendix 12

THE STUDENTS' WRITING PRODUCT

Name : ANK

Score : 78

Level : Good

School Holiday

Last month I ^{had} School Holiday. I and my family spent
 holiday to my grand mother's house at Banjarmasin.
~~# there,~~ ~~more~~ I visited ~~to~~ house my family's house
~~when I~~ there, I often to meet with my friend
 former. We every day played together in house my
 grand mother's. I ^{was} very happy there together my friend

Name : ADW
Score : 90
Level : Excellent

Last week, I with my family went to Banjarmasin City. We went to visit my brother and my family. My Brother school in university on Banjarmasin City.
study

There, I went to Duta Mall. I bought a school bag in Gramedia Shop. After bought a school bag, I came back to home.

Name : AWH

Score : 72

Level : Good

I last year, ^I begin ^{1/2 to} intimate with someone who sister
prepare in Rental Rania's. ~~at~~ that moment ~~to~~ talk about film Asia.
I was after to visit information that to be boyfriend who snappish
in south korea. I seldom story with she because she older from me.
And I now already to believe who as mysister.

Name : CRJ
 Score : 78
 Level : Good

Recount

Yesterday, My friend visited my home. I ^{was} very
 Happy because I didn't forlame to meet. I
 already prepared snack and cool drink. I and
 my friend ^{told about} ~~experince~~ experince in the new school.
 (didn't felt ^{day} already afternoon) and my friend
 came back soon.

Name : EAP
Score : 78
Level : Good

Holiday to kum-kum

At 1st January 2009, I and my family went to kum-kum. ~~They~~ motor cycles to kum-kum and we went at in the morning.

At finish, I, my sister and my brother saw of animals, such as monkey, bird, rabbit, crocodile, etc. I saw too the beautiful plant.

After that ~~back~~ to home we feel very happy and lunch.

Name : FRN
 Score : 78
 Level : Good

English Language RECOUNT TEXT

Last week, I went to Banjarmasin city. I visited family on Banjarmasin city on Banjarmasin city I went to Ramayana. there I Buy T-shirt, and hat for my cousin. After from Ramayana, I went to tangkisung beach. there was so many visitor ~~or~~ After from there, I wen to house. Because, Tomorrow I came in school.

Name : IPN
Score : 84
Level : Excellent

I last week went to market together my mother for shopping. In the market I much to buy thing I a like. Among other things bag, T-shirt, ect. In the market also with price yet cheap. I more like shopping to market with mall.

Name : MSI
Score : 84
Level : Excellent

At ^{1st} January 2009 I ~~was~~ went to Taman Gaul together Eni, Yeti, Annisa, Ayu and Ghani. We wore motor cycle. We went to "Taman Gaul" at 02.00 PM a'clock. ~~It is a park~~

Till after, we break in pondok. There in we take walk. And then we went to bought ate and ~~be~~ drank. After that back to pondok. We looked verry ~~best~~ beautifull.

After that we back to home at 07.00 PM and verry happy.

Name : NDK
Score : 90
Level : Excellent

Nidya K.

My Holiday

Last month I and my family went to Banjarmasin, because some one of our family gave wedding party. Saturday, 20th sept 2008, we arrived in Banjar with safely. The next day, we celebrated the party. The party began when time of open fasting. After the party had finish we broke the fast together. At monday, we came back to our home with safely. Last Ramadhan, I was very tired but I was very happy too.

Name : NPD

Score : 84

Level : Excellent

Recount text

Last week, I went to grandfather's home. I went together my mother. I ~~was~~ fished together my mother. I was very happy because I got big fish. Landr... ate fish that I got.

Name : NRE
Score : 90
Level : Excellent

Holiday In "taman gaul"

In moment new year 2009 Yesterday, I went to "Taman gaul". I went together my friends to driven motor cycle. we went at Hour 11 am. moment arrive in "Taman gaul" we direct look for Place for rest, but all place ~~rest~~ ^{rest} full. so we must to stand. cause ^{SEKING} exhausted we soon went ~~for~~ ^{to} look for food. after finished eat we went to for Place fishing, but I no can fish one even. after that we Direct went to place parking for taken motor cycle and after that we back to home with feeling happy.

Name : NLI

Score : 66

Level : Enough

At night time I went in the market. I birthday. We
bought doll for sister. After shopping, we eat ice cream.
We went to house at 10 o'clock.

Name : NHD
 Score : 90
 Level : Excellent

Recount

Last holiday, I and my family ^{Tour} ^{had} tour to Tangkiling hill. I went together father, mother, and brother. There, I saw variety animal, Example crocodile, eagle, monkey, and porcupine. Then, we visited Tahai lake. There ~~the weather is~~ ^{the weather is} cold and comfortable. I bought some snack. After feeling content, we Went to go home, and with feeling happy. feeling

Name : RSN
Score : 78
Level : Good

Go to Yogyakarta

Last year I with family go to Yogyakarta for present married my sister. Journey go to there very tired because from here nothing flied to Yogyakarta so that our must go to Banjarmasin first. From here we transit to Surabaya I with family go to Yogyakarta by ride. When I arrived there I'am very tired and I'am sleeping. In order at a celebrate I'am not tired.

Name : LHD

Score : 66

Level : Enough

Last week I visited to ~~Borobudur~~ "Monumen Borobudur" in central java. There I very happy because there many think's. I visited it with my family. after visited ^{history} monument Borobudur, I visited to "Tangkuban Perahu" in West java. Then I live on uncle's House. after week ago I go ~~Wen~~ to home. I many ^{to get} experience after I visited to "Monument Borobudur" and "Tangkuban Perahu".

Name : LAM
Score : 84
Level : Excellent

Go to Banjarmasin

One day at holiday, we holiday to Banjarmasin in grandmother's home. We bought ticket bus. We drove bus.

After that in Banjarmasin, we drove taxi go grandmother home. after that we break, in ^{the} At morning we go to "Matshari" for of back to home. after that we back to grandmother home. because we to have back to home in Palangka Raya.

We drove taxi for till in bus. After that till home we to both so that ~~body~~ fresh. to day ! Very happy.

Name : SRR
Score : 66
Level : Enough

Went to "Rawa Rofi"

In Sunday, I ^{was} and My ~~Friend~~ ^{Parents} went to Rawa Rofi. Rawa Rofi is a place very cool. There are we can saw a Kahayan River. After we take a walk, we ~~can~~ break while break past. Then, we back at home at 12.00 o'clock.

Name : SRH
Score : 66
Level : Enough

Take A Walk

At Sunday, 31-12-2000 is new yers.
I and my frien, Went to take a walk in
"Bundaran"

After that, we went take a walk,
and saw much people in walk.

After that, we went saw concert
"Seventine".

^{are} We went home at 22.00 O'clock:
We very happy.

Name : SRF
Score : 60
Level : Enough

Go to "Kum - kum"

At that time I went at the "Kum - kum", I went to till at "Kum - kum" use taxi. After to till at "Kum - kum" we to see Animals. At "Kum - kum" we to played. After that we to "Kampung Lauk". At "Kampung Lauk" we to eat. After eat we go to home with ride in taxi.

Name : SMD
Score : 78
Level : Good

Happy Birthday

Last night I went to cafe together with my family. Because my mother birthday. We eat burger and some chicken. After I have some "choco toy" ice cream. After diner we saw concert music. Finally we went to home 22.00 O'clock.



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15.1/PP.00.009/ 256/2008

Palangka Raya, 29 Februari 2008

Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Kepada
Yth. Sdr. **Erniati**
NIM. 04011200155

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

“Errors in Question Tags Made by the Students of MAN of Palangka Raya”

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Dra. Halimah, M.Pd sebagai Pembimbing I
2. Siminto, M.Hum sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

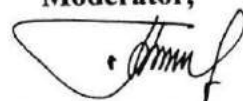
1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Dra. Halimah, M.Pd sebagai Pembimbing I
3. Yth. Siminto, M.Hum sebagai Pembimbing II



CORRECTION NOTE

- Name/SRN** : Ernlati / 040 112 0155
- Title** : Recount text problems faced by the students in the students' writing English (The second year students of MTsN 2 Palangka Raya)
- Consultants** : I. Dra. Halimah, M.Pd
II. Simunto, M.Hum
- Examiner** : Sabarun, M.Pd
1. Find more information of writing problems might be .
 2. page = 9 on Documentation in H's points must be fixed again.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.

Palangka Raya, February 14, 2009
Moderator,



(.....
Ummi . S. S. Pd)



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 18 /PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :


Nama : ERNIATI
NIM : 040 112 0155
Jurusan / Prodi : TARBIYAH/TBI
Judul Proposal : "RECOUNT TEXT PROBLEMS FACED BY THE STUDENTS IN THE STUDENT'S WRITING ENGLISH." (The Second Year's Students Of MTsN-2 Palangka Raya)

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 4 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **Hj.APNI RANTI,M.Hum** Moderator : **UMMI SHALIAH,S.PdI** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

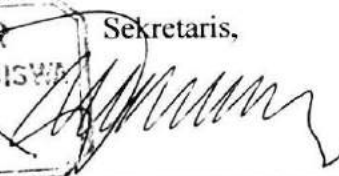
Palangka Raya, 13 Maret 2009

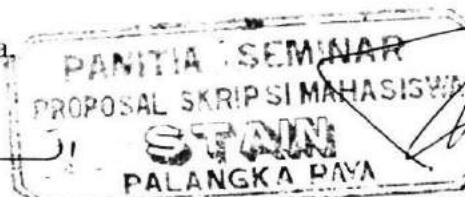
PANITIA

Ketua,


ASMAWATI,M.Pd
NIP. 150 311 460

Sekretaris,


HARLES ANWAR,M.Si
NIP.150 292 523





CATATAN HASIL SEMINAR

Penyaji / NIM : Erniati / 040 112 0155
Jurusan / Prodi : Tarbiyah / TBI
Judul : Recount text problems faced by
the students in the student's
writing English
(The second year's students of
MTsN 2 P. Raya)

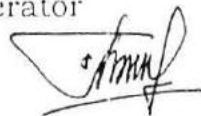
Pananggap Utama : Hg. Apri Ranti, M. Hum
Pembimbing : 1. Dra. Halimah, M. Pd
2. Siminto, M. Hum

CATATAN PERBAIKAN :

- Consider to change your subject of the study.
- Consider to change your research into Quantitative because you use descriptive method.
- Write down the characteristics for the subject of the study if you want to use Purposive Sampling
- In Collecting data Procedures, add the test instrument if you want to find the error.

- 1. Find more information about research methodology related to your proposal design.
- 2. Ommite the words " by the student's " in your title of your proposal design.
- 3. Error theory or matterial in Chapter II ~~am~~ must be ommited.

Palangka Raya, 04 Maret 2009
Moderator



Ummi Shalihah, S.Pd
NIP.



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 31 Maret 2009

Nomor : Stt.15.8/TL.00/ 84/ /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala Kantor Departemen Agama
Kota Palangka Raya
di -
PALANGKA RAYA

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

N a m a : Erniati
N I M : 040120155
Jurusan/Prodi : Tarbiyah / TBI.
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : MTsN 2 Palangka Raya
Judul Skripsi : " THE STUDENT'S PROBLEM IN WRITING
RECOUNT TEXT (THE SECOND YEAR'S
STUDENTS OF MTsN 2 PALANGKA RAYA ")
Metode : Observasi, Interview dan Dokumentasi
Waktu Pelaksanaan : 2 (Dua) bulan, terhitung sejak tanggal 1 April s/d 1
Junii 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Pembantu Ketua I

H. BAKAR HM, M.Ag.
NIP. 150 213 517.

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala Sekolah MTsN 2 Palangka Raya
3. Arsip.



DEPARTEMEN AGAMA
KANTOR KOTA PALANGKARAYA
Jalan AIS Nasution PO Box 40 ☎ (0536) 3221968 Palangka Raya 73111

REKOMENDASI

Nomor : Kd.15.06 /4/ PP.00.9/ 652 / 2009

Berdasarkan surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya nomor : Sti.15.8/TL.00/841/2009 tanggal 31 Maret 2009 perihal mohon ijin observasi / penelitian, dengan ini Kepala Kantor Departemen Agama Kota Palangka Raya memberikan rekomendasi kepada :

Nama : **Erniati**
NIM : 040120155
Jurusan / Prodi : Tarbiyah / TBI
Jenjang : Strata - 1 (S-1)
Lokasi Penelitian : MTsN 2 Palangka Raya
Judul Skripsi : *The Student's Problem in Writing Recount Text (The Second Year's Students or MTsN 2 Palangka Raya*
Metode : Observasi, interview, dan dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 3 April s.d. 3 Juni 2009

Untuk mengadakan Penelitian dengan ketentuan :

1. Segera melaporkan diri kepada Kepala Madrasah yang bersangkutan
2. Selama melaksanakan Penelitian tidak mengganggu Proses Belajar Mengajar (PBM)
3. Setelah selesai melaksanakan Penelitian agar melaporkan hasilnya secara tertulis ke Kantor Departemen Agama Kota Palangka Raya Cq. Kasi Mapendais.

Demikian rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di: Palangka Raya
Pada Tanggal : 3 April 2009



Drs. H. Masrani Arsyad
NIP. 195201011980001225 552

Tembusan :

1. Kakanwil Depag Prop. Kalteng Up. Kabid Mapendais di Palangka Raya;
2. Ketua STAIN Palangka Raya di Palangka Raya;
3. Kepala MTsN 2 Palangka Raya di Palangka Raya.



**DEPARTEMEN AGAMA
MADRASAH TSANAWIYAH NEGERI 2**

Jalan Tjilik Riwut Km. 7 Telpon (0536) 3231075
PALANGKA RAYA 73112

SURAT KETERANGAN

Nomor : Mts.15.06.02/TL.00/ 373 /2009

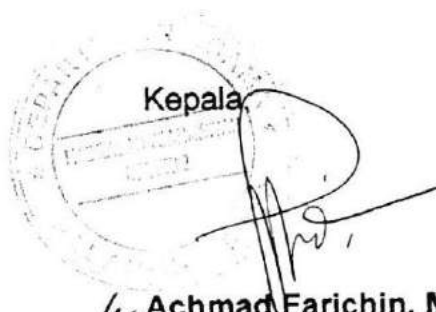
Palangka Raya, 05 Juni 2009

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 2 Palangka Raya dengan ini menerangkan bahwa :

Nama : Erniati
NiM : 040120155
Jurusan : Tarbiyah
Program Studi : Tadris (Pendidikan) Bahasa Inggris
Jenjang : Strata – 1 (S1)

Telah melaksanakan penelitian dalam rangka pembuatan Skripsi dengan judul "*The student's Probiem in Writing Recount Text (The Second Year's Students or MTsN 2 Palangka Raya*" dari tanggal 03 April s/d 03 Juni 2009.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dapat digunakan sebagaimana mestinya.


Kepala
w Achmad Farichin, M.Pd
NIP. 19711225 199802 1 001

Tembusan :

1. Kandepag Kota Palangka Raya di Palangka Raya
2. Ketua STAIN Palangka Raya di Palangka Raya



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447, 3226356, 2321438 Fax 3222105 Palangka Raya 73112

BERITA ACARA
CATATAN HASIL MUNAQASAH
NO. /Tar-STAIN/ /20.09

Pada hari ini Jumat Tanggal 09 Bulan Oktober tahun

Dua Ribu dua telah Menunaqasakan Skripsi:

Nama Mahasiswa : Elviani

Tempat/Tgl. Lahir : P. Raya 21, JUNI 1985

Jurusan/Prodi/NIM : TBI

Catatan Hasil Munaqasah:

NO	CATATAN
1.	The significance of the Honor : What is the practically significance of the Honor?
2.	Definition of the concept : Verify in your text.
3.	An analysis of the Honor's text you have to divide the problems one only.
4.	The main problem of that text is to describe about the context, organization, writer's expertise, grammar.

Perbaikan Skripsi : 15 hari

- Penguji :
- Dahin, M.A.
 - Subarna, M.Pd.
 - Dr. H. H. H. H., M.Pd.
 - Simas

Palangka Raya, 09 - Oktober - 2009
Sekretaris Sidang,

NIP.

CURRICULUM VITAE

A. The Writer's Identify

1. Name : Erniati
2. Place and Date of Birth : Palangka Raya, June 21st 1985
3. Sex : Female
4. Address : Rajawali VII street
Yudistira II Blok B No. 6 Palangka Raya
5. Educational Background :
 - a. TK : RA Al-Muslimun
 - b. SD : SDN Langkai 4 Palangka Raya
 - c. SLTP : MTsN 2 Palangka Raya
 - d. SLTA : SMKN 2 Palangka Raya
6. Hobbies : Read and Sport

B. The Family's Identify

1. Husband : Supiani, S.Ag.
2. Daughter : Ayu Fitriani
3. Father : Achmad Basuni
4. Mother : Hairiah
5. Brothers : Roni Fadly and Nasrullah Tajudin
6. Sister : Mutiah

