

**DEVELOPMENT OF GRADE 10-12 STUDENTS' ABILITY TO
WRITE RECOUNT TEXT AT SMA NEGERI 2 PERBAUNGAN**

A THESIS

*Submitted to the English and Literature Department in Partial Fulfilment of the
Requirements for the Degree of Sarjana Pendidikan*

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**ENGLISH AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERISTY OF MEDAN**

2022

DECLARATION

I hereby declare the thesis entitled “Development of Grade 10-12 Students’ Ability to Write Recount Text at SMA Negeri 2 Perbaungan” is completely my own work and has not been previously submitted for assessment. I admit that I have quoted some statements from several sources and those are properly acknowledged in the text.

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ABSTRACT

Anjani, Tri. 2163121047. Development of Grade 10-12 Students' Ability to Write Recount Text at SMA Negeri 2 Perbaungan. A Thesis: English Department. Faculty of Languages and Arts. State University of Medan. 2021.

The aims of this study were to describe the development of grade 10-12 students' ability in writing recount text and to explain the reason why they write the way they do. A descriptive qualitative design was used in this study. The data and source of data were grade 10-12 students' recount text at SMA Negeri 2 Perbaungan. The data were collected by using written task and interview. The data were analysed through data reduction, data display, and drawing conclusion. The result showed that (1) Grade 10 students' ability in writing recount text had not developed well yet, meanwhile most of grade 11 students' ability had well developed, and grade 12 students' ability in writing recount text had completely developed. (2) The reasons why students' ability developed the way it did were: a) all students from each grade were motivated to write recount text, however, grade 10 students still did not know much about how to write recount text, b) grade 11 students were influenced by peers who also liked to write recount text, c) grade 12 students had some experiences in writing recount text, therefore they were quite familiar with the process of writing recount text.

Keywords: Learning Writing, Recount Text, Students' Ability Development



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The researcher realizes that her Thesis is still far from being perfect, therefore she warmly welcomes any constructive suggestions that will improve the quality of this Thesis. She hopes that this Thesis would be beneficial for further research, particularly in the field of English language teaching.

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The Researcher

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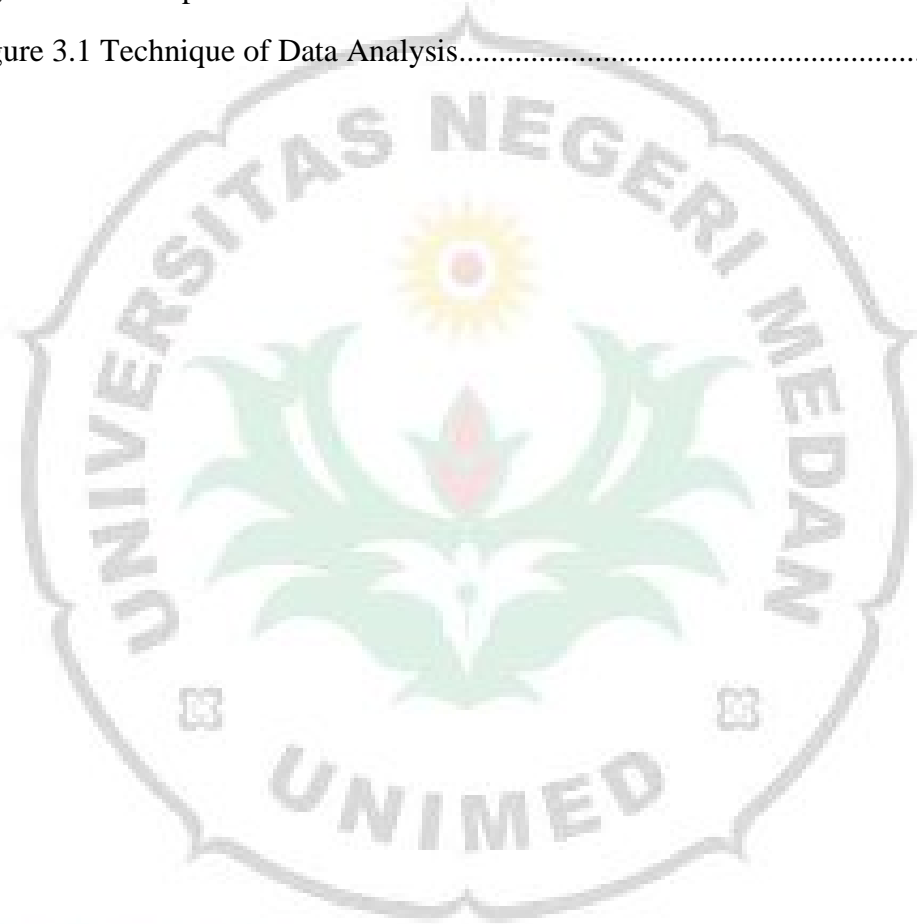
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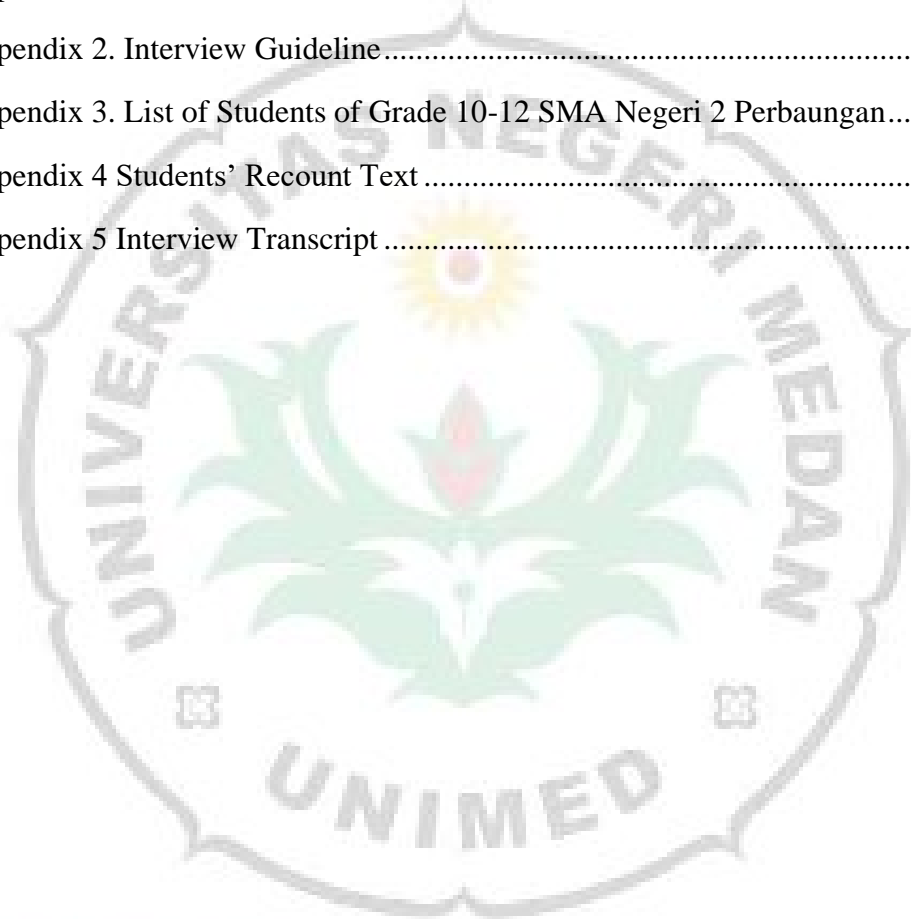
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is an important aspect that can be used as a tool to get information, to share knowledge, and transmit message. Language can also be used to express feelings, purposes, ideas, and opinions in written or oral form.

In learning English, four skills should be mastered by learners. One of them is writing skill. Writing itself can be defined as a process of transferring ideas or thoughts into the written form. Peha (2010) states that writing is the communication of content for a purpose to an audience. Agustiniingsih (2009) says that writing activity involves the process of expressing ideas and feelings into a word, word into sentence, and sentences into paragraph and requires someone to think deeply on how to express them coherently. Furthermore, Nunan (1989) in Sibarani (2019) states that writing is a cognitive activity which requires the learners to have controls over various things such as generating ideas, translate them, and expressing them in appropriate words so that it meets the goal of the writing.

Writing as one of four important skills in learning English, has to be mastered because it can help students to think critically and deeply. By learning writing, the

students will get the chance to share their idea and express their thoughts with everyone through a written form. Writing also has some importance, such as a means of reinforcing language that has been taught, encourage students to focus on accurate language use, and useful as preparation for some other activity (Harmer: 2004).

In order to know students' ability in writing, students usually are asked to write a text. Texts are determined by social contexts to make it is possible to be identified and to determine social elements in the structure and grammar of individual texts. To produce a text, they need to know what kind of text that they are going to write. To determine the text, they need genre. Genre itself can be defined as a classification of real-life, everyday texts. Genres are classified based on their social purpose and identified according to the steps they have to attain their purpose (Knapp: 2005). One of the most widely known genres in writing is narrating, including recount.

Recount, as one example of genre narrating is a text which usually used to tell about past events, experiences, and achievements in a logical sequence (Davies: 2008). Recounts can be either purely informative, or aim to both inform and entertain.

At first, children listen to stories told by adults and when they grow older, they will start to actively participating and producing their own stories. As they start the year of schooling, narrating is also used as a genre for evaluating children's abilities to re-tell, summarize, paraphrase, or present the knowledge that they have

learned (Kao:2015). Recounts are often a child's first experience at writing down their own ideas. It can help students to develop their oral and literacy skill. Writing recounts will also help students to develop the ability to structure language and language skill such as using verb tense, linking sentences, and sequencing skill.

Related to the cognitive concern in writing, the development of writing ability is different for each individual. As children grow older, their stories also show higher complexity. Peterson and Jesso (2008) in Kao (2015), through experiencing some events around them and through listening to stories told by adults, children have developed an understanding about how to organize and describe an event. As children start telling their own experience, they also learn to follow the pattern to present their personal events with a complete structure.

Nippold (2014) conducted a study to examine the use of abstract nouns and metacognitive verbs in the narrative writing of school-age children and adolescents. The finding showed that older students could write longer essays marked by greater use of abstract nouns and metacognitive verbs and greater syntactic complexity than did the younger students. The finding was consistent with past research in persuasive writing (Nippold, War-Lonergan and Fanning, 2005).

However, the study that was conducted by Sibarani and Aziz at MAN 2 Model Medan in 2019 showed different results of students' development in writing exposition text. The finding showed that the grades 10, 11, and 12 students had not

acquired the text structure of exposition text as it could be seen that they did not write argument and conclusion paragraph clearly. The development of text structure could not be identified because the argument and conclusion did not signal any logical relationship with the thesis statement. Meanwhile, the development of lexicogrammar written from grades 10, 11, and 12 could be seen as there was the use of temporal connectives in grades 11 and 12 students' writing. In conclusion, the study found that students' development in writing exposition text had not achieved the expectation yet.

Furthermore, from the study that was conducted by Luthfiyati, Latief, and Suharmanto from Pendidikan Bahasa Inggris-Universitas Negeri Malang in 2015, showed another different result of students' development in writing narrative text. The overall finding showed that students at SMA N 2 Lamongan, grade 11 achieved better than grade 10 and grade 12.

Thus, this research will seek to analyse and describe the development of recount text writing ability by 10, 11 and 12 grade students at SMA Negeri 2 Perbaungan, and the higher grade students are expected to write recount text better than the lower grade students. This research will be different from those three studies above because this research will focus on analysing students' development in writing recount text, on the aspect of structure and grammatical features.

B. The Problems of the Study

Based on the background of the problem above, the problem of the study was formulated as follows:

1. How does the ability of grades 10, 11 and 12 to write recount text develop at SMA Negeri 2 Perbaungan look like?
2. Why does the ability develop the way it does?

C. The Objective of the Study

The objectives of this study are to analyse and describe the development of students' recount text writing of grades 10, 11 and 12 at SMA Negeri 2 Perbaungan, and why does the ability develop the way it does.

D. The Scope of the Study

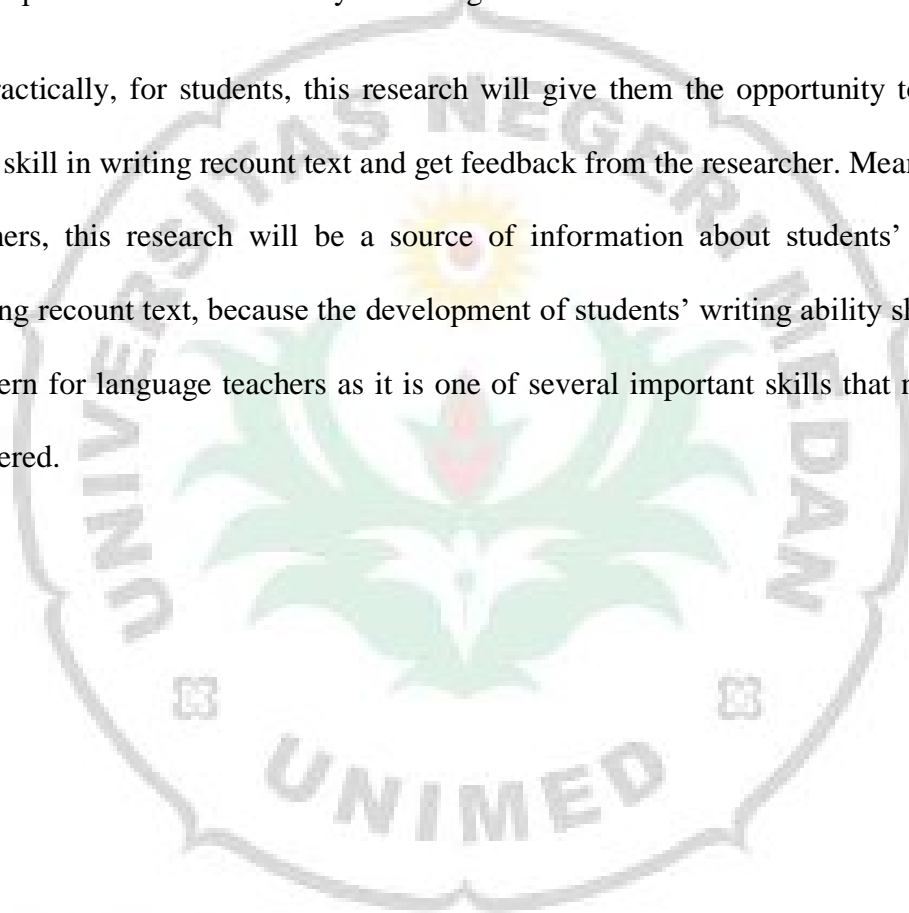
In collecting the data for this study, the researcher will only focus on analysing students' development in writing personal recount text about past experience.

E. The Significance of the Study

The findings of this study are expected to give advantageous contribution, theoretically and practically.

1. Theoretically, the findings of this study will enrich the awareness of the development of students' ability in writing recount text.

2. Practically, for students, this research will give them the opportunity to perform their skill in writing recount text and get feedback from the researcher. Meanwhile for teachers, this research will be a source of information about students' ability in writing recount text, because the development of students' writing ability should be a concern for language teachers as it is one of several important skills that need to be mastered.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In conducting a research, some theories are needed to explain some concepts related to the research itself. The following theories below will lead to a better analysis and it helps limiting the scope of problems related to the study.

1. Writing

a. The Definition of Writing

Rivers (1981) says that writing is a process of conveying message or expressing original ideas into language.

Bryne (1988) as stated in Za'in (2017) says that writing is an act of farming symbols making marks on flat surface or some kind that need to be arranged according to convention to form a word, and then to form a sentence.

Furthermore, Elbow (1973) in Brown (2001) also says that writing is a two-step process; figuring out the meaning and putting the meaning into language.

Nura (2003) says that writing is not only symbolizing spoken language, but also a person's way to express their selves and to adapt with the society. Readers are hopefully will understand the writer's mind through writing.

According to some definitions stated above, it can be concluded that writing is a complex process of conveying ideas and is a reflection of someone's way of thinking, in the form of sentences. Aside from conveying message, writing also has some other importance, as proposed by Harmer (2004):

1. Writing encourages students to focus on accurate language use

Writing can be a good way to help students develop their language skill when they write down what they think and express their ideas with the accurate language.

2. Writing is often used as a means of reinforcing language that has been taught

In learning writing, students usually are asked to write sentences using recently learnt grammar to see whether they have understood about it or not.

3. Writing is also used in question and answer question

In teaching writing, the teacher usually gives the students question about their understanding or about the previous materials. The students will prepare first and write down their answer before reporting in front of the classroom.

4. Writing is not often-bound in the way conversation

Being able to use more time to think in writing activities than in speaking activities, students can express what they have in their mind more freely.

Miller (2006) in Yulianawati (2018) states that there are ten purposes of writing; to understand experience, to report information, to explain information, to evaluate something, to analyse images, to analyse texts, to persuade others, to inspire others, to amuse others, and to experiment with form.

b. Writing Skill

Writing skill may refer to the ability to express ideas, thoughts, or feelings in the form of written text to convey message. Having a good skill in writing will make people be able to communicate or deliver message clearly and easily to others.

Brown (2001) as quoted in Hikmah (2014) there are five indicators of writing skill:

- a. The pupils are able to organize the development of ideas and information well.
- b. The pupils are able to choose words correctly (vocabulary).
- c. The pupils are able to use the complex grammar (syntax).
- d. The pupils are able to write using correct spelling, punctuation, and capitalization (mechanic).

e. The pupils are able to produce writing with the control of content.

In order to know how good students' skill in writing is, an evaluation is needed to measure it. Two types of scoring which is used to measure students' writing ability are; Analytic scoring which requires separate score for each of a number of aspect of task, meanwhile holistic scoring which involves assignment of a single to a piece of writing on the basis of an overall test performance (Hughes: 2002).

Slameto (1995) concluded some factors that have influence over students' achievement in writing:

a. Internal Factors

An internal factor is some factors which come from within individual selves such as:

1. Interest

Interest is a persistent tendency to do an activity. Interest is very influential on students' writing skills, because if the subject matter and the material studied are not in accordance with students' interests, students will not be able to develop their writing skills well.

2. Skill

Skill is a person's ability to learn. This ability will develop if students have practiced. Skill can affect a child's writing ability, because if a child is gifted in writing, he will be more active in developing his writing skills and be able to do various writing tasks well.

3. Motivation

Motivation plays a role that encourages a person to carry out certain activities in order to achieve a goal. In the learning process, attention must be paid to what can encourage a child to be motivated in developing various skills they have.

b. External Factors

External factors are factors that come from outside the individual or the environment around students.

1. Family

Parental education, economic status, words and parental guidance affect a child's writing skills. The role of the family is very important, the family must familiarize the child to always learn and develop the skills he has after he gets knowledge at school.

2. Environment

If a child lives in an environment consisting of educated people and good morals, a comfortable atmosphere, good traffic conditions, and a good climate, it can affect the achievement of learning goals because the child will be comfortable in learning.

3. School

Teacher and peers at school also have a role in students' achievement in writing. Good guidance from the teachers will help students' to build their skill in writing. If a child has some peers that can write well, it is also possible to be a motivation for them to write as well.

c. Problem in Writing

Problem in writing can be defined as things which are difficult to understand in writing process. According to Kim as stated in in Za'in (2017), the types of problem in writing are contents, which refers to the idea of writing, organization that refers to the coherence of the idea, language that refers to the use of the grammatical features correctly, vocabulary that refers to the use of suitable words to be written, and lastly, mechanic that refers to the use of capitalization, spelling, and punctuation.

Huwari and Fadi (2013) said that students' problems in writing are caused by some reasons such as grammatical weakness which refers to the lack ability of

students to write a paragraph without a lot of grammatical mistakes, knowledge and understanding which refers to students misunderstanding about writing process and writing ideas that appropriate with the topic, less practice that means students do not write regularly, therefore they cannot improve their writing skill and lastly, educational background which refers to how teacher's way of explaining the material in the teaching and learning process that can affect students' skill in writing.

d. The Steps of Writing

Zemach and Rumisek in Nurmallasari (2013) and quoted in Waruwu (2018) provide six steps of writing process, they are:

1. Choosing a topic

Before students start to write, the teachers give them a specific assignment or some ideas of what they should write about.

2. Gathering ideas

When the students already have a topic, they need to think about what they should write related to the given topic.

3. Organizing

Students will decide which ideas that they want to write and which ideas they should put first, next and the last paragraph.

4. Writing

Students will write the paragraph from start to finish and use notes about ideas and organization.

5. Reviewing structure and content

Students must check their writing. They should see whether there are some places can be added with more information or is there is any unnecessary information that should be removed

6. Rewriting

Students need to revise structure and content of idea from step five to write the next and make improvements. Next, students must read the text again to check the spelling and grammar and think about the words that have been chosen to use. Lastly, students need to check the errors which have been corrected in step five and six and make any other change they want to make.

Meanwhile, Hedge (2005) divides the process of writing into four steps:

1. Pre-writing

Before starting, learners should decide what they want to write. When planning, students have to think about three main aspects; the purpose of their writing, the readers which they are writing for, and the structure of the content.

2. Drafting

Writers should organize their ideas to produce an outline and then, arranges supporting sentences which develop the main idea into a good paragraph. The writers should be aware that effective paragraph contains good topic sentences which introduce what the topic is about and the purpose of the paragraph.

3. Revising and Editing

Revising is a part of the writing which means assessing what has already been written and is a source of learning to correct the mistakes. In this stage, the writers receive comment, suggestion and revision from the advisor after the writing has been completed.

4. Final Versions

In this last stage, the writers have edited, making the changes they consider to be necessary, and then produce their final version.

e. Genre in Writing

Genre itself can be defined as a classification of real-life, everyday texts. Genres are classified based on their social purpose and identified according to the steps they have to attain their purpose (Knapp:2005).

Pardiyono (2002) in Ropanen (2018) defined genre as a type functions as frame of reference to produce a text effectively. Every genre has a number of features

which make it different from each other. Genre has a specific purpose, structure and specific linguistic features.

Furthermore, Hyland (2002) states that genre means how text is organised so that the reader recognizes its social function. This genre has a stage, social purpose and goal oriented. According to Hyland, there are some genres in writing. They are: recount, narrative, procedure, description, report, explanation, and exposition. The writer should know about the generic structure and the purpose of each text in order to maximize the use of each text in communication or in writing genre based on writing.

Weaver (1947) in Vela (2011) says that there is a traditional division of writing into forms of discourse. They are:

1. Exposition

Exposition is the form of discourse used in giving information, making explanation, interpreting meaning that includes editorial, essays, informative and instructional material and has a purpose to make the reader understand.

2. Description

Description is the form of discourse used in creating sensory impression to create a visual image of people, place, even the time or seasons.

3. Narration

Narration is a form of discourse which presents an event tells what happened according to natural time sequence.

4. Argumentation

Argumentation is distinguished from the other three forms of discourse in that its function to prove. It related to expression and is often combined with an argumentation is used to make a case to prove a statement or propositions.

2. Recount Text

a. The Definition of Recount Text

Davies (2000) as stated in Yulianawati (2018), says that recount is a text which usually used to tell about past events, experiences, and achievements in a logical sequence. Recounts can be either purely informative, or aim to both inform and entertain.

According to Anderson & Anderson (2003), recount text retells past events, which is usually in the order of which something that happened. In writing a recount text, students must retell the events or experiences which they already got in the past in a logical sequence (Nafisah & Kurniawan, 2007) in Husna & Muktaizim (2019).

Similarly, Hyland (2004) in Musabbihin (2017) says that recount is a kind of text to retell event for the purpose of informing or entertaining. Its social purpose is to

reconstruct past experience by retelling the real context in original sequence. It must be arranged systemically of events that occurred in the past.

b. Types of Recount Text

Recount text refers to the text that tells a story that has happened in the past, it can be in the form of personal letters, diary, history, biography, and the similar. (Depdiknas, 2004).

Derewinka (1990) divided recount text into three:

1. Personal Recount

Recount that retelling of an activity that the writer has been personally involved

2. Factual Recount

Recount that retelling the particular of an accident.

3. Imaginative Recount

Recount that retelling imaginary role and giving imaginative events.

c. The Structure of Recount Text

According to Lancashire Council (2008) in Husna (2019), a recount text has generic structure consists of orientation, events and reorientation.

1. Orientation

Recount begins with telling about the background information which is needed to be understood by readers such as who was involved, what happened, where the event happened, and the time of event.

2. Events

Event is the main activities that happened in the story of the text. The sequence of events stage is more complex. In writing a recount text, events are ordered in a chronological sequence.

3. Reorientation

Reorientation is a closing step of statement that includes elaboration. Several recount texts also have a concluding paragraph where the writer could give the personal comment or statement.

d. Grammatical Features of Recount Text

Za'in (2017) composes grammatical features of recount text as listed below:

1. Use of specific participant: *the writer, a sister, my father*
2. Use of the past tense: *Last summer, I spent my time with my family on vacation*
3. Use of temporal conjunction: *After, before, during, first, next, then*

4. Adverbs: *slowly, immediately*

5. Topic: *last holiday, unforgettable experience*

Table 2.1 Example of Recount Text:

Organization	Text
Title	A Trip to Borobudur Temple
Orientation	<p>Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.</p>
Events	<p>After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the</p>

	<p>temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.</p>
Re-orientation	<p>We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.</p>

<https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html>

3. The Development in Students' Writing Ability

The cognitive development of a child goes alongside with his writing ability as writing itself requires cognitive process such as planning, translating, and reviewing as proposed by Hayes and Flower (1981).

Schnittke (2014) in Sibarani (2019) states that a child's writing keeps developing throughout several stages such as:

(1) Preparatory stage (3 to 7 years old)

At this stage, children reach phonetic awareness and they are able to combine sounds into letters. They start developing the basic motor skills to write.

(2) Consolidation stage (up to 9 years old)

At this stage, the child has mastered the mechanics of writing and is able to write anything they say or hear.

(3) Differentiation stage (up to 14 years old)

They are able to distinguish between spoken and written language.

(4) Integration stage (14 years old and over)

At this stage, the children are skilled enough to anticipate the reader's interpretation of the text.

4. The Development in Writing Recount Text Ability

Peterson and Jesso (2008) in Kao (2015), through experiencing some events around them and through listening to stories told by adults, children have developed an understanding about how to organize and describe an event. They can engage listeners in a personal experience by telling when and where the events took place and organize the events in a sequence that the listeners can understand. As children start telling their own experience, they also learn to follow the pattern to present their personal events with a complete structure.

As children grow older, their stories also show higher complexity. Kao (2015) quoted some findings related to the development of students' recount writing ability; at the age of four, a child is able to express causal relationships of events (Kemper

and Edwards 1986). At the age of five, children are able to retell events using temporal sequence (Berman 1988), explain motifs and goals of the events (Trabasso et al. 1992), and even present the intension and mental status of characters in their stories (Benson 1997). At the age of six, children are able to tell a complete story with clear background information of time, location, and characters (McCabe and Rollins 1994). At the age of seven, most children's narrative skills have been fully developed, which enable them to further socialize with peers or adults verbally (Wolf 1985).

Karmiloff-Smith (1981, 1985) suggested a three-stage model to describe the overall recount development of children.

(1) First stage (>6)

The first stage is identified by prevailing deictic use of pronouns and the organization that cannot be observed.

(2) Second stage (6-7)

At the second stage, children have presented characters and events. In addition, an overall organization can be observed at this stage.

(3) Third stage (8-9)

At the last stage, overall text structure becomes more organized and details are usually supplied in the stories. This is the final stage of children's narrative

development, because similar referencing strategies have been observed among adult storytellers.

Having had more life experience interacting with people in social life, older students have probably acquired a larger store of memories from which to draw on as they write stories that are expected to be about something funny, sad, or scary that happened to them and a friend. Older students also have had more experience with the writing process itself and therefore have had more opportunities to build automaticity and fluency and to receive feedback from teacher.

B. Relevant Studies

Similar study had been done by Kao, *Narrative Development of School Children: Studies from Multilingual Families in Taiwan*. The study was conducted using qualitative method with 229 subjects from grades 1, 2, 4, and 6 at elementary school level. The finding showed that the children made significantly different amounts of discourse units in their oral and in their written narratives. The children made significantly longer narratives from grade 1 to grade 2 and from grade 2 to grade 4. After grade 4, their narrative quantity did not change significantly. Thus, grade 4 could be a critical stage in terms of the children's progress in discourse quantity.

Another study related to the development of students' writing ability is a study of exposition text which was conducted by Sibarani and Aziz at MAN 2 Model Medan in 2019. The finding shows that the grade 10, 11, and 12 students had not

acquired the text structure of exposition text as it could be seen that they did not write argument and conclusion paragraph clearly in their writing. The development of text structure could not be identified since the argument and conclusion did not signal any logical relationship with the thesis statement. Meanwhile, the development of lexicogrammar written from grade 10, 11, and 12 could be seen as there was the use of temporal connectives existed in grade 11 and 12 students' writing. In other words, the study found that students' development in writing exposition text had not achieved the expectation yet.

Moreover, from the study that was conducted by Luthfiyati, Latief, and Suharmanto from Pendidikan Bahasa Inggris-Universitas Negeri Malang in 2015, shows different result of students' development in writing narrative text. The overall finding shows that students at SMA N 2 Lamongan, grade 11 achieved better than grade 10 and grade 12. The students made mistakes in expressing moral value, in expressing content, in using organization, grammar, and vocabulary. The number of mistakes in expressing moral value, content, in using grammar, and in using vocabulary tends to decrease from grade 10 to grade 11, but then increase from grade 11 to grade 12.

C. Conceptual Framework

Writing as an important skill in learning English should be mastered by students. Writing as reinforcement of language that has been taught, will measure

students' understanding and mastering of the language. In order to know whether students have already mastering the language or not, they often are asked to write in the form of text based on certain genre. One of the widely known genres in writing is narrating, including recount text. Recount text mainly tells about past experience or stories. At first, children listen to stories told by adults, but soon their role shifts from receiving to actively participating and producing as they grow older. Their writing ability is also influenced by their cognitive development. Thus, the older they get the better their writing should be.

This research will seek to analyse how is the development of students' ability in writing recount text related to their past experience and the reason of why they write the way they do. The study will be conducted in SMA Negeri 2 Perbaungan with students from grade 10 to 12 as participants.



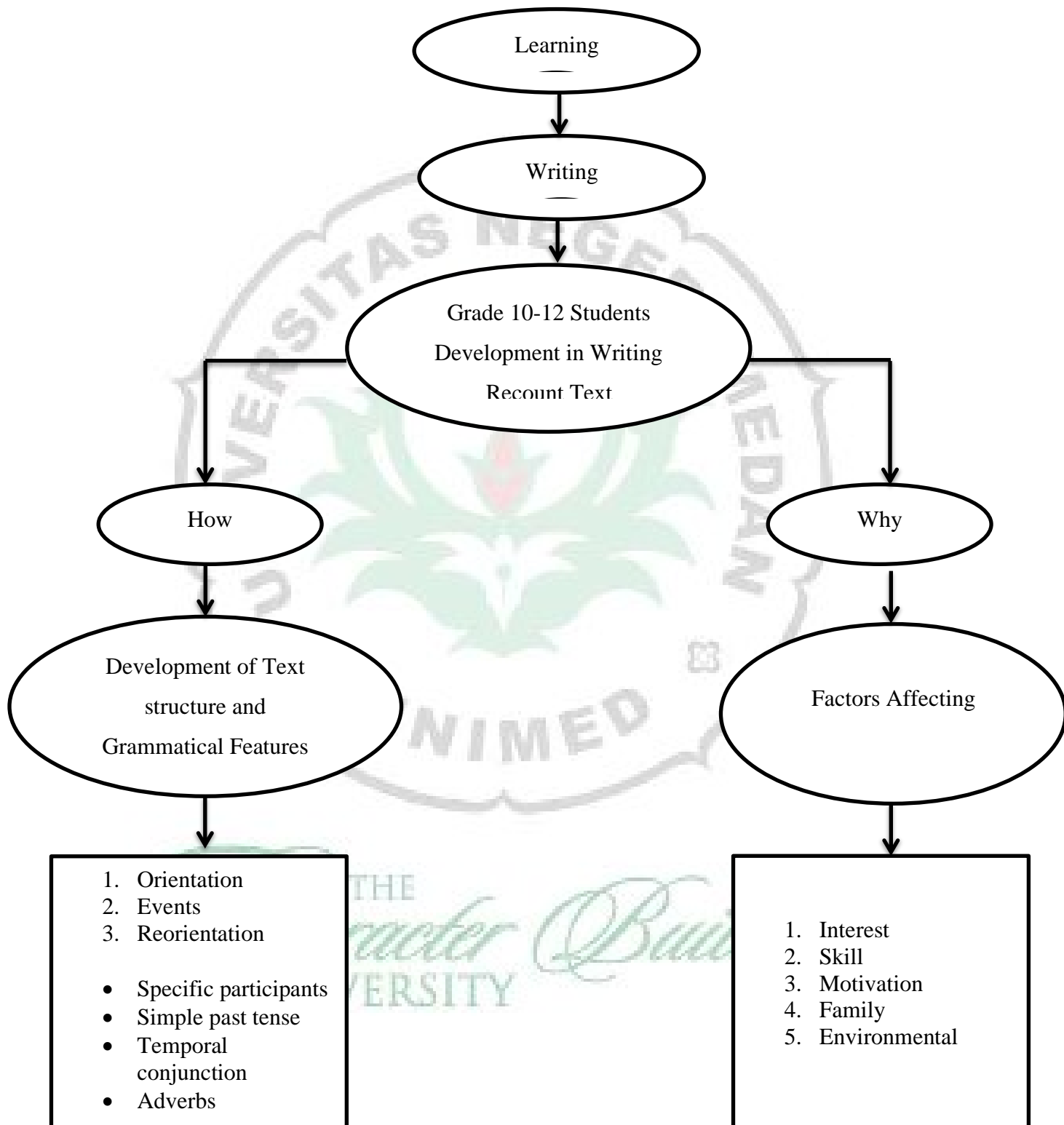


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about the method that was used in conducting the research, they are research design, data and source of data, instrument of collecting the data, the technique of data analysis and the procedure of the research.

A. Research Design

This research used descriptive qualitative method which is aimed at getting depth understanding of certain phenomenon (Sibarani: 2019). Qualitative research has natural setting as the direct source of data without any influence from others (Sugiyono: 2013). In this research, the researcher described the students' writing ability in terms of their paragraph development in writing recount text about their past experience.

Cross-sectional design was used in this research. The cross-sectional design is a study which observes the variables, whether they are cases, individuals, or documents, at the same time and has the advantages of allowing the direct observation by the researcher of the phenomena to be investigated in a short time.

B. Data and Sources of Data

The term data refers to the rough materials, are both evidence and clues researcher gathered carefully from the field they are studying. Data are the particulars that form the basis of analysis, include materials such as interview transcript, participant observation field notes, diaries, photograph, official documents, and newspaper articles (Bogdan & Biklen, 2007).

The subjects of this research were the students of SMA Negeri 2 Perbaungan located at Jl. Cempaka No.25, Perbaungan, Serdang Bedagai. The population of this study included grade 10, 11, and 12 students from 2021/2022 academic year consisted of science and social study programme. Total 10 students of each grade were taken as the sample of this research.

C. Instruments of Collecting the Data

Instrument is a tool used to collect data to make the work easier and get better result (Arikunto: 2006). Some ways to collect the data are questionnaire, observation, field notes, test, and interview. In this research, the data was collected using test and interview.

D. The Technique Data Collection

Sugiyono (2013) stated that collecting data is the first step to do in doing research, because the main purpose of the research is to get the data.

1. Document Analysis

In this research, the documentation technique was used to get data from the participants. Sugiyono (2008) says that documentation can be written and picture by someone that can be used to obtain information. The written form of documentation can be categorized as personal documents, official documents, and popular culture documents.

Personal documents refer to any first-person narrative that describes an individual's actions, experiences, and beliefs. It usually has been written by the subject themselves before discovered and solicited by researcher. However, on occasion researcher do ask subject to write for them or get others to help them produce such materials (Bogdan & Biklen, 2007). An advantage of soliciting compositions is that the researcher can have some hand in directing the subject' focus and thereby get a number of people to write on a single event or topic.

Thus, to get the subjects' recount writing development, students were asked to write a personal recount text related to their past experience. They could write a story about something sad, funny, or scary that happened to them.

2. Interview

Interview refers to the way to help get the supporting data through face to face conversation between interviewer and interviewee. Interview is a technique designed to elicit a vivid pictures of participants' perspective on the research topic (Natasha: 2005).

The researcher interviewed the students to know why they write the way they did to find out the reason behind their ability development in writing recount text. The interview questions were adapted from Yuliana (2014) as follows:

Table 3.1 Interview Guideline for Students

Components of Interview	Number of Item
To know students' motivation and interest in writing recount text	1
To know students' skill in writing recount text	2
To know the external factors that influenced students' writing	3

E. The Technique of Data Analysis

This study was described using words rather than numbers. Theoretically, students' development in recount text writing can be seen from their acquisition of text structure and language features of recount text.

The data was analysed by using three concurrent flows by Miles *et.al* (2014) that consisted of data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full body of written-up field notes, interview transcripts or documents. Data condensation means the process of compressing the data in order to make it clearer. In this stage, the researcher analysed whether the students had mention each part of recount text structure and language features or not to answer the first research problem and the data from interview about students' reason behind their writing development would answer the second research problem.

2. Data Display

Data display is a process of transforming the data into simple sentence, narrative, or table. Looking at displays help the researcher to understand what was happening and to do something, either analyze further or take action based on that understanding. In this stage, the researcher showed students' recount text in the form of table to see their writings' development.

The results of interview were described based on the factors affecting students' development in writing recount text.

3. Conclusion drawing/verification

From the start of data collection, the researcher interpreted what things mean by noting the result of the data. Drawing and verifying conclusions was written based on the data shown in data display and it was the findings of the study.

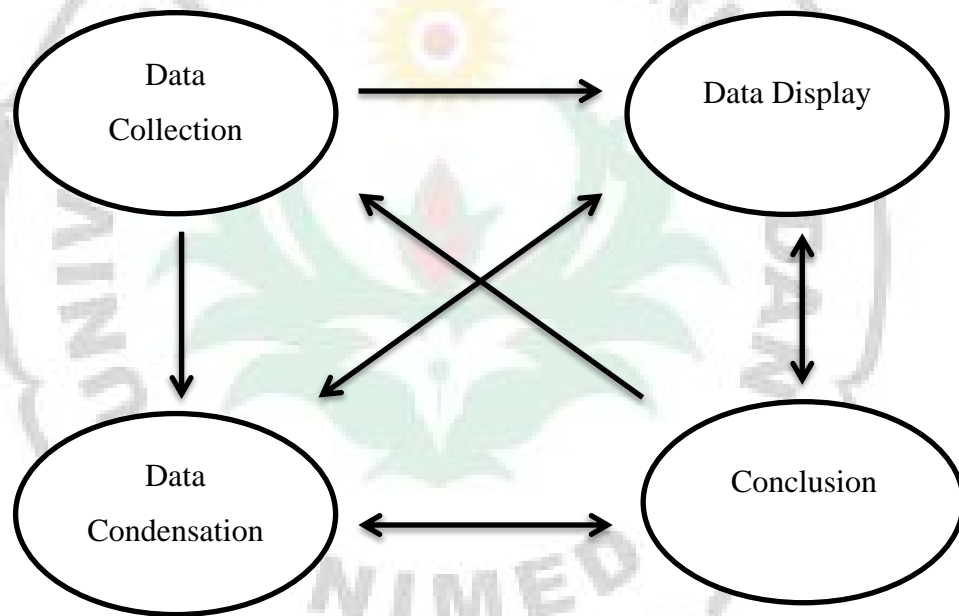


Figure 3.1 Technique of Data Analysis

F. The Procedure of the Study

Procedure in research elaborates steps that will be done in doing the research such as follows:

1. Pre-research

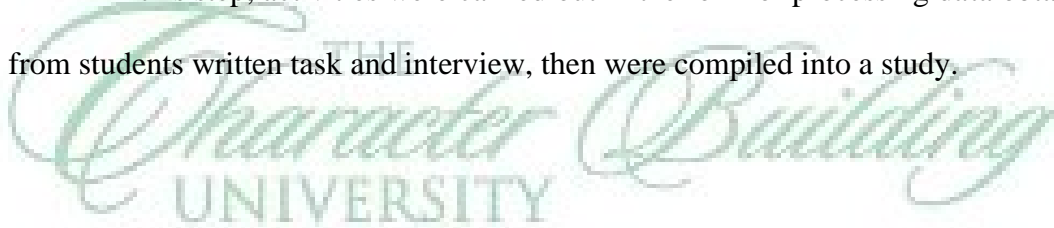
This is the initial step conducted by researcher with consideration of field research ethics through the step of drafting research proposals including data collection, data presentation, data reduction, drawing conclusions and preparing research equipment. In this stage the researcher is expected to be able to understand the background of the research with solid self-preparations for entry into the research field.

2. Research Field

In this step, the researcher explored and collected data to make an analysis of data about students' development in writing recount text. The first data was taken by written task. After that, to know the reason they do as the way they do, it was taken through interview. After intensive data collection, the data were then collected and compiled.

3. Data Analysis

In this step, activities were carried out in the form of processing data obtained from students written task and interview, then were compiled into a study.



CHAPTER IV

DATA ANALYSIS, FINDINGS AND DISCUSSION

This chapter presented and discussed the findings of the research to answer two research problems. They were the descriptions of how grade 10-12 students' ability development in writing recount text and the reason why the students did it the way they did at SMA Negeri 2 Perbaungan.

A. Data Analysis

1. The Data

The data in this research were students' written task consisted of grade 10-12 students' recount text and the reason why they did the way they did at SMA Negeri 2 Perbaungan. There were 10 students of each grade 10, 11, and 12. The data were taken on Monday, September 13th 2021 through 60 minutes.

2. Data Analysis

Having collected the data, the researcher analysed the data that consisted of students' writing and interview about recount text using three concurrent flows by Miles that consisted of data condensation, data display, and conclusion drawing/verification. Theoretically, students' development in recount text writing can be seen from their completed text structure and language features of recount text.

Lancashire Council (2008) in Husna (2019) mentions that the structure of recount text consists of orientation, events, and reorientation. Meanwhile the language features includes use of specific participant, use of the past tense, use of temporal conjunction and adverbs (Za'in: 2017).

a. The Development of Grade 10-12 Students' Ability in Writing Recount Text

1) The of Orientation Paragraph by Grade 10, 11, and 12 Students

Recount begins with telling about the background information which is needed to be understood by readers such as who was involved, what happened, where the event happened, and the time of event. (Council: 2008). The development of orientation paragraph made by students of grade 10, 11, and 12 could be seen in this following table.

Table 4.1 The Development of Orientation Paragraph by Grade 10, 11 and 12 Students

Orientation Paragraph		
Grade 10	Grade 11	Grade 12
I was on vacation at the beach with my family.	Last year, at the end of year, my family and I spent our holiday in Lampung.	One year ago, I went to mount Merapi. It was my first time going on a hike to the mountain. I did it with my friends.

Based on the table above, all students from each grade had mentioned the criteria that could be said as orientation such as who the specific participants in the stories were and the location took place.

Grade 10: *I was on vacation at the beach with my family.*

Grade 11: *Last year, at the end of year, my family and I spent our holiday in Lampung.*

Grade 12: *One year ago, I went to mount Merapi. It was my first time going on a hike to the mountain. I did it with my friends.*

Grade 10 students' writing was considered as orientation because it told about whom the participants in their stories were, *I went on vacation with my brother* and also where their experience took place, which was at the Lake Toba.

The 11th grade students' writing also considered as orientation because it mentioned who the specific participants in the stories were and the location took place which was in Lampung.

The 12th grade students' writing was also labelled as orientation because it conducted the specific participants and the location took place. But, the difference was that the 12th grade students could provide additional information about their orientation that was *it was my first time going on hike to the mountain.*

2) The Development of Events Paragraph by Grade 10, 11, and 12 Students

Event is the main activities that happened in the story of the text. The sequence of events stage is more complex. In writing a recount text, events are ordered in a chronological sequence (Council: 2008). The development of events made by students of grade 10, 11, and 12 could be seen in this following table.

Table 4.2 The Development of Events Paragraph by Grade 10, 11 and 12 Students

Events Paragraph		
Grade 10	Grade 11	Grade 12
My family and I bathed on the beach very happy while laughing. We saw a fish washed up on the beach stranded by the waves and I put it back into the sea.	When we arrived at the Tanjung Setia beach on the first day, we were surprised to see the beautiful view of the beach. After having a quick dip in the water, we bought some snacks. The next day, we visited Labuan Jakung beach and we were amazed by the high wave in this beach.	We started our hike at 8 pm. It was pitched black and we only use our flashlight to find the hiking trail. I'm not worried because my friends are professional climbers. I just followed their instructions. We hiked slowly and after 7 hours of travelling up the mountain, we finally arrive at the top of the mountain at 3 am. Turns out we weren't alone there. There were many people who have reached the top of the mountain before we came. We waited for the sunrise while cooking food and also making hot drinks.

		We also sang together, exchanged stories, and got to know new people who were there.
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Based on the table above, it can be concluded that students from all grade had mentioned events paragraph. Unfortunately, the event which was described by grade 10 did not use much of chronological order. They just listed what they did so that the flow of the events could not be seen clearly.

Meanwhile, for grade 11 students' writings, the events had been arranged in a good chronological order. The student in the data used the *first day, after having a quick dip in the water, the next day*, to tell the flow of the activities and even added information about their feelings during the events to share such as, *we were surprised to see the beautiful beach view, and we were amazed by the high waves.*

The same thing was also found in grade 12, the students explained the events using chronological order well. For example, student using time to start the event, *We started our hike at 8 pm*, and was continued by some additional information about the surrounding and situation, *It was pitched black*, and was continued by the flow of the events, *We hiked slowly and after 7 hours of travelling up the mountain, we finally arrive at the top of the mountain at 3 am*, then what they did when they reached the top of the mountain (cooking and drinking hot drinks and, exchanged stories) while waiting for the sunrise.

3) The Development of Re-orientation by Grade 10, 11, and 12 Students

Reorientation is a closing step of statement that includes elaboration. Several recount texts also have a concluding paragraph. In this concluding paragraph, the writer could give the personal comment or statement (Council: 2008). The development of re-orientation paragraph made by students of grade 10, 11, and 12 could be seen in this following table.

Table 4.3 The Development of Re-orientation by Grade 10, 11 and 12 Students

Re-orientation Paragraph		
Grade 10	Grade 11	Grade 12
-	The third day, we decided to go home. When we finally made it back home, we were both exhausted and so happy to travel to such an amazing beach.	Going down the mountain is not as difficult as climbing. We just need a little energy and time but we have to do it carefully. However, it was the most memorable experience I've had so far.

Based on the table above, it could be seen that only grade 11 and 12 students who mentioned re-orientation paragraph. Most of grade 10 students' writing ended at the end of the event without any additional closing statements or personal comments. Meanwhile, grade 11 had written reorientation paragraph as well as grade 12 students

who had completed their writings with reorientation paragraph as could be seen below:

Grade 11: *The third day, we decided to go home. When we finally made it back home, we were both exhausted and so happy to travel to such an amazing beach.*

Based on the data above, it can be concluded that grade 11 students could write a reorientation section that was the comment about their feelings after the vacation was ended, *we were both exhausted and so happy.*

Grade 12: *Going down the mountain is not as difficult as climbing. We just need a little energy and time but we have to do it carefully. However, it was the most memorable experience I've had so far.*

Similar results were also found in grade 12 students' writings, which included personal comments on the experiences they had while on vacation to a place, *it was the most memorable experience I've had so far.*

According to the data above, the researcher found all of students of each grade had acquired the ability to write orientation and events in their recount text. However, most of grade 10 students could not write the last structure of recount text, which was reorientation paragraph. In contrast, students of grade 11 had written reorientation paragraph followed by students of grade 12.

The result of students' development in writing recount text in the aspect of text structure could be seen in the table below:

Table 4.4 Development of Grade 10-12 Students' Ability to Write Recount Text

Grade	Text Structure		
	Orientation	Events	Reorientation
10	√	√	—
11	√	√	√
12	√	√	√

4) The Development of Grammatical Features of Recount Text by Grade 10, 11, and 12 Students

Theoretically, the grammatical features of recount text is characterized by the use of specific participant, use of the past tense, use of temporal conjunction, adverbs (Za'in:2017).

Practically, the grammatical features of recount text development done by the grade 10, 11, and 12 students was variously used and displayed in these following tables.

**Table 4.5 The Development of Grammatical Features of Recount Text by
Grade 10 Students**

No.	Clauses	F	Grammatical Features
1.	<u>I</u> was on vacation	10	Specific Participants
2.	We <u>saw</u> a fish.	43	Simple Past Tense
3.	After that, we grilled fish.	13	Temporal Conjunction
4.	We <u>immediately</u> took pictures.	11	Adverbs/Adverbial Phrases
Total		77	

Based on the table above, it could be seen that the acquisition of grammatical features by the 10th grade students was mostly found in the use of simple past tense and all of them had mentioned specific participants, followed by the use of few adverbs and temporal conjunctions.

**Table 4.6 The Development of Grammatical Features of Recount Text by
Grade 11 Students**

No.	Clauses	F	Grammatical Features
1.	<u>My family and I</u> spent our holiday in Lampung.	10	Specific Participants
2.	We <u>bought</u> some snacks.	68	Simple Past Tense

3.	The next day , we visited Labuan Jakung beach and we were amazed by the high wave in this beach	23	Temporal Conjunction
4.	We went there at night .	16	Adverbs/Adverbial Phrases
Total		117	

Based on the table above, it could be concluded that all students had mentioned specific participants and there was an increase in the use of simple past tense and temporal conjunction in grade 11th students' writings. The next one was followed by the use of adverbs.

Table 4.7 The Development of Grammatical Features of Recount Text by Grade 12 Students

No.	Clauses	F	Grammatical Features
1.	One year ago, I went to mount Merapi	10	Specific Participants
2.	My parents rented a hunt to take a rest.	82	Simple Past Tense
3.	After that we were having breakfast and sleep.	31	Temporal Conjunction
4.	We just need a little energy and	19	Adverbs/Adverbial Phrases

	time but we have to do it <u>carefully</u> .	
Total		142

Based on the table above, it could be seen that all students had mentioned specific participants and there was high increase in the use of simple past tense in the grade 12 students' writing, as well as the use of temporal conjunction and adverbs compared to the grade 10 and grade 11 students. Grade 12 students could use the correct tense in their writings more often than grade 10 and 12 students and could also arranged their stories using more temporal conjunction.

According to the data above, the researcher found that all students from each grade had mentioned the specific participants in their writing. The grammatical features in grade 10 students' writing was mostly found in the use simple past tense followed by the use of adverbs and few of temporal conjunction. However, the number of grammatical features in grade 11 students had increased than grade 10th. Simultaneously, the grammatical features found in grade 12 students' writing had exceeded those in the grade below them. The result of students' development in writing recount text in the aspect of grammatical features could be seen in the table below:

Table 4.8 The Development of Grammatical Features by Grade 10-12**Students**

Grade	Grammatical Features				Total
	Specific Participants	Simple Past Tense	Temporal Conjunction	Adverbs	
10	10	43	13	11	77
11	10	68	23	16	117
12	10	82	31	19	142

b. The Reason of Why Students' Ability Develop the Way It Does

The researcher did an interview to know some reasons behind the students' writing development. The interview consisted of three questions. The first question related to students' motivation and interest in writing recount text. The next question related to students' skill in writing recount followed by the third question about whether there was any support from students' environment that had influence on their writing or not.

The result of the interview could be seen below:

1. What is your motivation in writing recount text?**Grade 10**

DR : *"Saya ingin menceritakan kepada teman-teman atau keluarga tentang pengalaman liburan saya walaupun cuma bisa nulis sedikit, kak."* (I want to tell my friends and family about Holiday experience even though I cannot write much)

AF : *“Saya mau membagikan cerita pengalaman saya tapi nggak pala paham sekali untuk menceritakan dengan tulisan, kak.”* (I want to share my experience but I cannot really do it through writing)

AK : *“Saya memiliki pengalaman yang pernah saya alami saat saya pergi berlibur bersama keluarga saya dan ingin menuliskannya.”* (I have an experience when I went on vacation with my family and I want to write it)

Based on the interview above, it could be concluded that grade 10th students was motivated to share their story with family and friends even though they could only write a short paragraph and did not really understand how to write it.

Grade 11

SNA : *“Saya pikir menyenangkan jika dapat membagikan pengalaman saya.”* (I think it would be fun if I could share my experience)

NBP : *“Karena senang rasanya mengingat kembali pengalaman pribadi dan ingin menulisnya. Teman-teman saya pun banyak yang gemar menulis pengalaman pribadi mereka. Jadi saya juga ingin menulis juga.”* (Because it is good to remember my experience and I want to write it. I have a lot of friends that like to write their experience too so that I want to write it as well)

SNH : *“Saya ingin mengulang cerita tentang pengalaman saya kembali.”* (I want to retell about my experience)

Based on the interview above, it could be concluded that grade 11th students were motivated to share their stories because it was fun. Another reason was because they were influenced by their friends who also liked to write stories about personal experience.

Grade 12

RE : *“Hal yang memotivasi saya yaitu, dengan menuliskan pengalaman pribadi, saya dapat menghibur pembaca dan meningkatkan penulisan dan saya juga gemar menulis.”* (Something that motivates me to write about my experience is, I can amuse readers, improving my skill in writing and I also like to write)

LFY : *“Motivasi saya yaitu ingin membagikan pengalaman berharga saya tentu saja. Selain itu, saya juga antusias untuk menulis recount text tentang pengalaman pribadi saya sebagai wujud mengulang materi yang pernah dipelajari.”* (My motivation is to share my precious experience of course. Not only that, I’m really enthusiastic to write recount text about my personal experience to brush up the material that I have learnt)

HD : *“Saya ingin membagikan pengalaman yang pernah saya alami sebelumnya.”* (I want to share my experience that I had before)

Based on the interview with grade 12th students, it could be concluded that they were also motivated to write recount text because they wanted to make the readers feel content and enhanced their skill in writing. Another student answered that by writing recount text, they wanted to brush up the lesson that had been learnt before.

2. Do you have any difficulties in writing recount text? Please explain carefully!

Grade 10

DR : *“Tidak terlalu sulit, karena setiap orang memiliki pengalaman pribadi walaupun pengalaman itu ada senangnya ada sedihnya.”* (It wasn’t that difficult because everyone must have experience even though it could be bad experience or nice experience)

AF : *“Sulit kali karena nggak paham gimana mau nulisnya, kak. Udah banyak lupa juga pengalamannya.”* (It was very difficult because I don’t understand how to write it and I have forgotten most of my experience)

AK : *“Tidak terlalu sulit karena setiap orang dan setiap manusia pasti memiliki pengalaman pribadi.”* (It wasn’t difficult because everyone and even every human must be have personal experience)

Based on the interview above, one of grade 10th students had difficulty in writing recount text because he did not know much about how to write a recount text and also had already forgotten about his experience.

Grade 11

SNA : *“Tidak terlalu sulit, kak. Cuma ada beberapa hal yang lupa dari kejadiannya.”* (It wasn’t that difficult but I have forgotten some of the events)

NBP : *“Nggak sulit, karena semua pengalaman pribadi saya akan saya ingat sampai kapanpun.”* (It wasn’t difficult because I will remember all of my memories forever)

SNH : *“Sedikit sulit karena sedikit lupa akan kejadian itu.”* (It’s a little difficult because I have a bit forgotten about the event)

Based on the interview above, it could be concluded that grade 11th students did not have many difficulties in writing recount text. However, the problem that they faced when writing recount was forgotten events.

Grade 12

RE : *“Tidak sulit sih, kak, karena tinggal menceritakan pengalaman kita dalam recount text.”* (It wasn't that difficult because I just have to write my experience with recount text)

LFY : *“Saya rasa tidak sulit, kak. Tapi tadi sempat lupa generic structure dan unsur kebahasaannya karena udah lama nggak nulis recount text.”* (I don't think it's difficult. But I have little problem in remembering the generic structure and language features of recount text because it's been a long time since the last time I wrote recount text)

HD : *“Tidak sulit karena berdasarkan pengalaman pribadi.”* (It's not difficult because it is based on personal experience)

Based on the interview above, grade 12th student was having in remembering the structure and grammatical features of recount text due to lack of practice.

3. Does your teacher use media to teach recount text?

Grade 10

DR ; *“Nggak ada, kak.”* (There's none)

AF : *“Nggak ada sih, kak.”* (There's none)

AK : *“Tidak ada, kak.”* (There's none)

Based on the interview above, it could be concluded that there was no media used by teacher in teaching recount text to trigger students' interest in writing recount text.

Grade 11

SNA : *“Tidak ada.”* (There’s none)

NBP : *“Nggak ada, kak.”* (There’s none)

SNH : *“Ngaak ada, kak.”* (There’s none)

The same result was found in the interview with grade 11th students. There was no media used in teaching recount text by teacher.

Grade 12

RE : *“Nggak ada, kak. Tapi dulu pas masih di sekolah SMP sering disuruh buat karangan tentang pengalaman. Makanya saya bisa nulis ini sekarang.”* (There’s none, but when I was in Junior High School, my teacher used to make me write an essay about personal experience. So that’s why I can write recount text now)

LFY : *“Nggak ada pakai media apa-apa, kak. Cuma ngasih materi terus disuruh buat contoh karangan sendiri.”* (My teacher did not use any media. We just been taught about recount text and then we had to produce our own recount text)

HD : *“Pas SMA nggak ada, kak. Tapi dulu pas SMP pernah disuruh buat diary tentang pengalaman harian gitu.”* (There’s none, but when I was in Senior High school, my teacher made me write my daily experience in a diary book)

The result of interview with grade 12th students showed that there was also no media used by teacher in teaching recount text. However, their teacher from Junior High School had made them write an essay about personal experience. Therefore, the student was now quite familiar with recount text.

B. Findings

The research findings answered the research problem that was formulated before. The data were presented based on students' written task and interview with the informants. In this section, the researcher presented the description of how grade 10-12 students' ability develop in writing recount text and the reason why the students write the way they did. After analysing the data, the researcher found the findings as follow:

1. The Development of Grade 10-12 Students' Ability in Writing Recount Text

Theoretically, students' development in recount text writing can be seen from their completed text structure and language features of recount text. Lancashire Council (2008) in Husna (2019) mentions that the structure of recount text consists of orientation, events, and reorientation. Based on the data displayed above, it could be concluded that:

1. Grade 10 students had stated orientation paragraph, most of the students' writing had developed in the aspect of events even though the flow of the events had not written well yet, but the last structure of recount text which is reorientation paragraph had not developed yet in students' writing. Grade 10 students' writings ended in events without any closing statements.

2. Grade 11 students had stated orientation paragraph. Their writing had fully developed as well in the aspect of events paragraph, and continued by reorientation paragraph.

3. Grade 12 students' writings had fully developed since they were able to write orientation paragraph, events, and included reorientation paragraph as the closing statement of their writings.

The language features of recount text included use of specific participant, use of the past tense, use of temporal and conjunction and adverbs (Za'in: 2017). Based on the data displayed above, it could be concluded that there was development in the use of grammatical features in grade 10, 11, and 12 students' writings such as:

1. The use of simple past tense which increased from grade 10 students' writing (43) to grade 11 students' writing (68) and grade 12 students writing (82).

2. The use of temporal conjunction which increased from grade 10 students' writing (13) to grade 11 students' writing (23) and grade 12 students' writing (31).

3. The use of adverbs from which increased grade 10 students' writing (11) to grade 11 students' writing (16) and grade 12 students' writing (19).

2. The Reason Why Students' Ability Develops the Way It Does

From the results of interviews conducted by the researcher, it could be concluded that grade 10 students was motivated to share their story with family and friends even though they could only write a short paragraph. Grade 10 students had difficulty in writing recount text because they did not know much about how to write a recount text and also had already forgotten about that experience and also there was no media used by teacher in teaching recount text that possibly could help them develop their skill in writing recount text.

Meanwhile grade 11 students were motivated to share their stories because it was fun. Another reason was because they were influenced by their friends who also liked to write stories about personal experience. Grade 11 students did not have many difficulties in writing recount text as proven by their completed text structure and the use of more grammatical features than grade below them. However, the problem that they faced when writing recount text was that they had already forgotten some of their experience. In addition, there was no media used by teacher in teaching recount text.

Based on the interview with grade 12 students, it could be concluded that they were also motivated to write recount text because they wanted to make the readers feel content and enhanced their skill in writing. Another student answered that by writing recount text, they wanted to brush up the lesson that had been learnt before.

Grade 12 students' writings were longer and more complex as proven by their completed text structure and the use of more grammatical features than two grades below them. Grade 12 students only had difficulty in remembering the structure of recount text due to lack of practice. There was also no media used by teacher in teaching recount text. However, their teacher from Junior High School had made them write an essay about personal experience. Therefore, the student was now quite familiar with recount text.

Even though grade 10 and 11 students shared some similar problems in writing recount text which was in the aspect of forgotten memories about their past experience, their production of the text was different because grade 10 students was only motivated in writing recount text without further understanding about how to write it correctly. In contrast, not only grade 11 students were motivated in sharing their experience with others, they were also influenced by their friends who liked to write stories about personal experience that helped them to increase their skill in writing and it was proven by producing longer recount text. Similar result was found in grade 12 students that were motivated to share their stories, and they also had some experience in writing recount text before so that they could produce even longer recount text than two grades below them.

C. Discussion

Writing can be defined as a process of transferring ideas or thoughts into the written form. Writing as one of four important skills in learning English, has to be mastered by students because writing can help them to think critically and deeply. In order to determine students' ability in writing, they usually are asked to write a text based on a certain genre, one of them is narrating including recount.

At first, children listen to stories told by adults and when they grow older, they will start to actively participating and producing their own stories. As they start the year of schooling, narrating is also used as a genre for evaluating children's abilities to re-tell, summarize, paraphrase, or present the knowledge that they have learned.

As children grow older, their stories also show higher complexity. This is related to their cognitive development. Children at the age of 14 years old and over are skilled enough to anticipate the reader's interpretation of the text (Schnittke: 2014). For 8- to 9 year olds, referencing becomes flexible whereas overall text structure becomes more organized and details are usually supplied in the stories (Karmiloff-Smith: 1981, 1985). Older students, having had more life experience interacting with peers in social situations, have probably acquired a larger store of memories from which to draw on as they produce stories that are expected to be about something funny, sad, or scary that happened to them and a friend. Older students

also have had more experience with the writing process itself and therefore have had more opportunities to build automaticity and fluency and to receive feedback from teacher.

Aside from cognitive development, students' development in writing is also influenced by some factors, namely internal factors such as interest, skill, motivation, and external factors such as family and environmental.

The analysis of data revealed that the development of students' ability in writing recount text at SMA Negeri 2 Perbaungan increased from grade 10, 11, and 12. The higher grade students' writing was longer and more complex in the aspect of completed text structure and the use of more grammatical features of recount text.

All students of each grade had stated orientation paragraph. From the results of interviews conducted the researcher, grade 10 students was motivated to share their story with family and friends even though they could only write a short paragraph. Meanwhile grade 11 students were motivated to share their stories because it was fun and they were influenced by their friends who also liked to write stories about personal experience. Grade 12 students were also motivated to write recount text because they wanted to make the readers feel content and enhanced their skill in writing, and that by writing recount text, they wanted to brush up the lesson that had been learnt before.

The second structure of recount text, which is events, had not developed well yet by grade 10 students, and most of them did not include reorientation paragraph as the closing statements of their writing. The use of grammatical features such as simple past tense, temporal conjunction, and adverbs was also still low. From the interview, students said it was because they did not know much about how to write recount text. Their understanding about recount text was low and they also have problems in grammar and there was no media used by teacher in teaching recount text that possibly could help them develop their skill in writing recount text.

All students of grade 11 students' writing had developed in the events and had included reorientation paragraph as the closing statements of their writings. The use of simple past tense, temporal conjunction, and adverbs in their writings was also increased compared to grade 10 students' writing. From the interview, students said that they did not have many difficulties in writing recount text and they were influenced by their friends who also liked to write stories about personal experience even though there was no media used by teacher in teaching recount text.

Grade 12 students' writings were longer and more complex as proven by their completed text structure and the use of more grammatical features than two grades below them. The use of grammatical features of recount text increased compared to those grades below them. From the interview, students said that they were having little trouble in remembering the structure of recount text due to lack of practice. There was also no media used by teacher in teaching recount text. However, their

teacher from Junior High School had made them write an essay about personal experience. Therefore, the student was now quite familiar with recount text.



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CHAPTER V

CONSLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the analysis, the conclusions were stated as follow:

1. The development of grade 10 students' ability in writing recount text had not fully developed yet because they only included orientation paragraph, events, but did not write reorientation paragraph as the closing statement of their writing and the use of grammatical feature of recount text was still low. The development of grade 11 students' ability in writing recount text had fully developed because they could complete their recount text with reorientation paragraph, events, and included reorientation paragraph as the closing statement of their writing. The use grammatical features in their writing had also increased compared to grade 10. The development of grade 12 students' ability in writing recount text had fully developed because they could write a complete recount text with orientation paragraph, events, and included reorientation paragraph as the closing statement. The use of grammatical features in their writing had also increased compared to those grades below them, therefore their stories was longer than grade 10 and grade 11 students.

2. The reason why grade 10 students' ability developed the way it did was, even though grade 10 students was motivated to share their story with family and friends, they could only write a short paragraph. They did not know how to write their stories with proper grammar and there was no media used by teacher in teaching recount text that possibly could help them develop their skill in writing recount text. The reason why grade 11 students' ability developed the way it did was, they students were motivated to share their stories because it was fun and they were influenced by their friends who also liked to write stories about personal experience. The students said that they did not have many difficulties in writing recount text and they were influenced by their friends who also liked to write stories about personal experience even though there was no media used by teacher in teaching recount text. The reason why grade 12 students' ability developed the way it did was, they were motivated to write recount text because they wanted to make the readers feel content and enhanced their skill in writing, and that by writing recount text, they wanted to brush up the lesson that had been learnt before. Students said that they had difficulty in remembering the structure of recount text due to lack of practice. There was also no media used by teacher in teaching recount text. However, their teacher from Junior High School had made them write an essay about personal experience. Therefore, the student was now quite familiar with recount text.

B. Suggestions

In relation of conclusions, suggestions were offered as follow:

1. Teachers are expected to keep an eye on students' development in writing especially recount text by telling them to write some journals about their experience in order to make students familiar with the process of expressing their idea and feelings in the written form. Evaluating their ability in writing recount text will also help their development in writing recount text.
2. Students are expected to practice more in writing recount text in order to express their feelings and to enhance their skill in writing, especially in writing about personal experience.



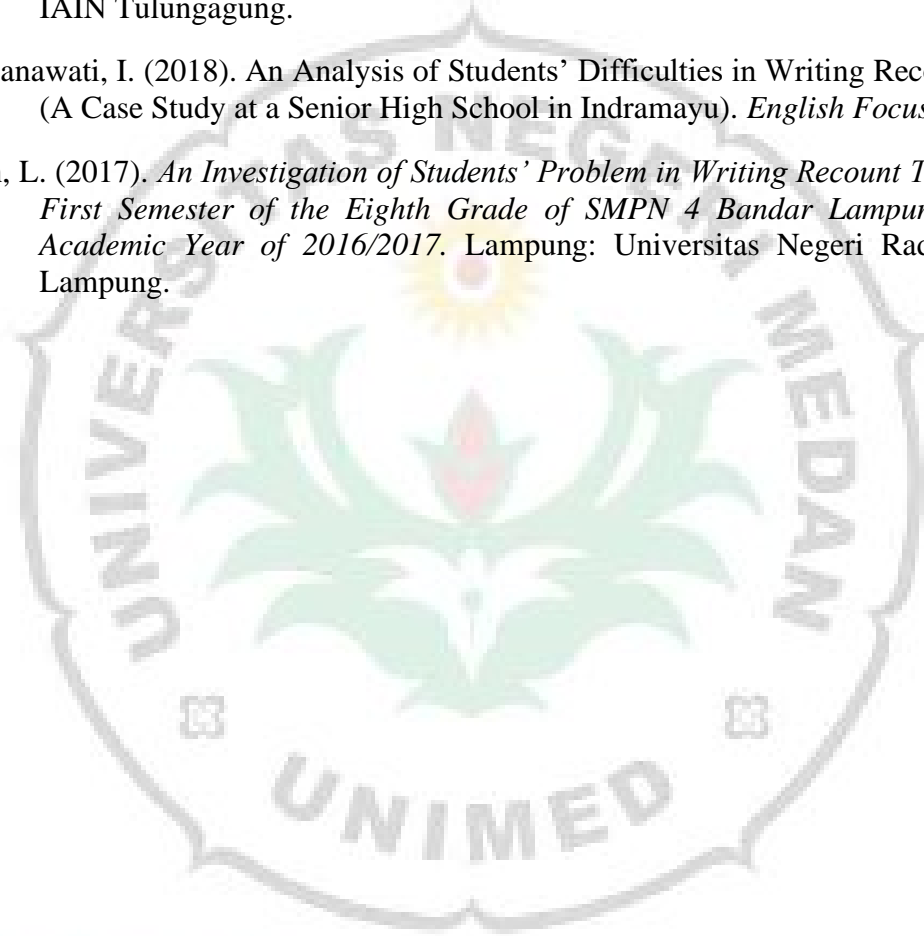
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APPENDIX 1

RESEAECH INSTRUMENT

Recount Text

Personal Experience (Holiday)

Nama :

Kelas :

Asal Sekolah :

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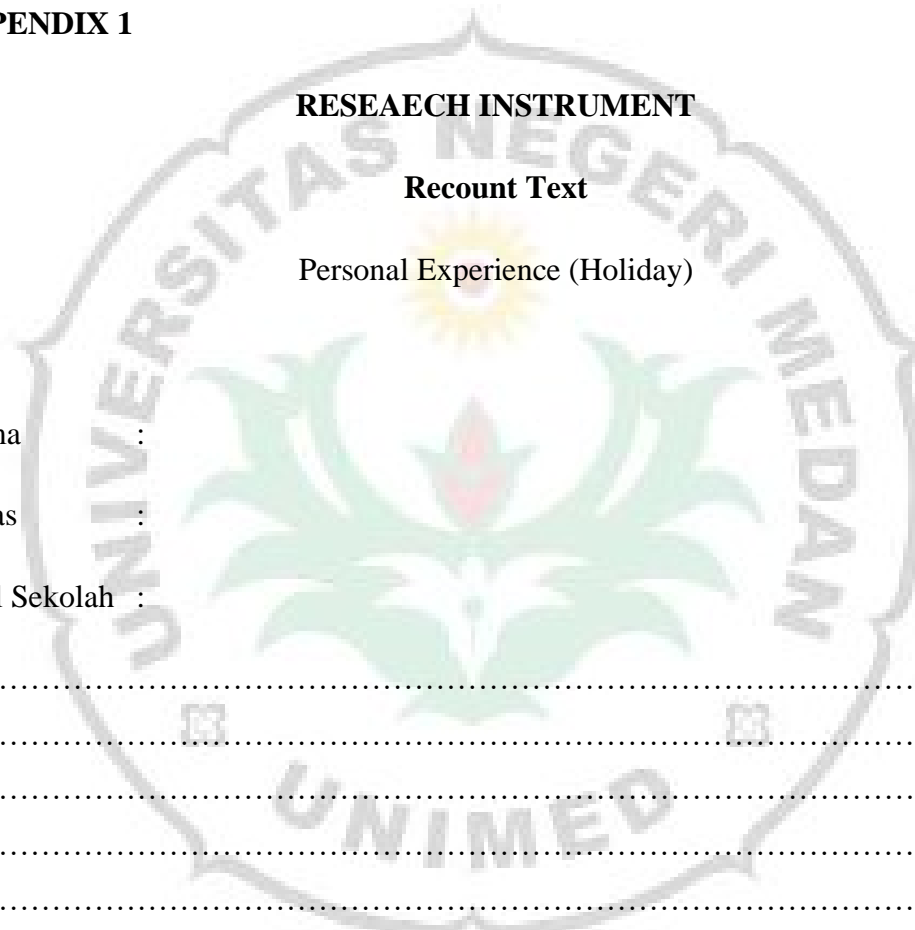
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APPENDIX 2**INTERVIEW GUIDELINE**

1. What is your motivation in writing Recount Text?
2. Do you have any difficulties in writing Recount Text?
3. Does your teacher use media to teach Recount Text?

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APPENDIX 3

LIST OF GRADE 10-12 STUDENTS SMA NEGERI 2 PERBAUNGAN

GRADE 10		
NO.	NAME	CODE
1.	Abdiyan Fahmi	AF
2.	Adam Khalifatullah	AK
3.	Bintang Hafizh Hidayat	BHH
4.	Diva Ramadhana	DR
5.	Fadhillah Siregar	FS
6.	Ikrar Syahril	IS
7.	Kinara Ihrom	KI
8.	Madia Rangkuti	MR
9.	Nur Hidayah Naimah	NHN
10.	Vini Alvionita	VA
GRADE 11		
NO.	NAME	CODE
1.	Ardiansyah	AR
2.	Ade Irma	AI
3.	Desi Permata Sari	DPS
4.	Ghaitsa Zahura Lubis	GZL
5.	Karimah	KA
6.	Lili Triana Dewi	LTD
7.	Nayla Bianda Putri	NBP
8.	Naura Andini	NA
9.	Sinta Nur Amalia	SNA
10.	Siti Nafasa Hilmaliya	ZK
GRADE 12		
NO.	NAME	CODE
1.	Asri Hariandi	AH
2.	Annisa Fadhillah	AF
3.	Della Oktaviolin	DO
4.	Febi Amanda Purba	FAP
5.	Hafidz Daniel	HD
6.	Hafiza Safirti	HS
7.	Laila Fitri Yanti	LFY
8.	Ratu Emanda	RE
9.	Sarani Dahlan	SD
10.	Wafa Hanif Purba	WHP

APPENDIX 4

STUDENTS' RECOUNT TEXT

Recount Text

Personal Experience (Holiday)

Nama : Mhd. Abdiyan Ganmi nur Ekri

Kelas : X IIS²

Asal Sekolah : SMAN 2 PERBAUNCIAN

Vacation to lake toba, I ^{past tense} was on vacation before there was covid 19 because when the corona came I never went on vacation or went out of town.

I ^{past tense} went on vacation with my brother and rode a motorbike when I was on the road I was scared because my brother brought a speeding train I already knew the road was winding but it's okay there I felt happy even though I was in a state of fear we we. And ^{conjunction} after ^{conjunction} outkiving

at lake toba we bath immediately took pictures "and after taking pictures" we immediately looked for a bath and there we were ~~not~~ very cold

And we're in Parapat it's not even 2 days at most it's only for 1 day because when we go to Parapat it's before dawn, it's like yes I don't

remember remembering the time so we went ^{at} night and go home to take a shower and ^{24/4/20} go to bed

Recount Text

Personal Experience (Holiday)

Nama : M. ADAM KHALIFATULLAH
Kelas : X MIPA 3
Asal Sekolah : SMAN 2 PERBAUHAN

a vacation to the beach

this holiday started when my sister graduated from college, when after graduation we decided to celebrate it on the beach we enjoyed the beautiful scenery what else at that time nothing stopped us from doing ~~the~~ activities, we celebrated happiness on the beach we grilled fish, got on the beach, it's not big... but it's fun because it's complete with a simple ~~family~~ family but the ~~the~~ experience is very meaningful.

Recount Text

Personal Experience (Holiday)

Nama : DIVA RAMADHANA M
Kelas : X MIA I
Asal Sekolah : SMAN 2 Perbangsan

hi, I'm Diva ramadhana, I want to tell you a little experience about me when I was on a vacation at the beach with my family. My family and I bathed on the beach very happily while laughing at the beach. We saw a fish washed up on the beach and I took when I was on the beach. I saw a fish that was stranded by the waves, then I took the fish and I put it back into the sea. After getting call like pop noodles so it wouldn't be too cold.

~~It's very interesting~~

Recount Text

Personal Experience (Holiday)

Nama : SINTA NUR AMALIH
 Kelas : IX-IPS-2
 Asal Sekolah : SMA NEGERI 2 perbangsan

Vacation to the Beach

(last year) at the end of the year, my life and I family to spend our holiday at Tanjung Setta beach.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cool and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while on the hard, damp part of the sand. The next day we visited Labuan Luring beach. There, we were amazed to see the high wave owned by this beach, because it was so high that no body was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach.

Recount Text

Personal Experience (Holiday)

Nama : Siti Nurasa Hilmaliya

Kelas : XI MIA 1

Asal Sekolah : SMA NEGERI 2 PERBAUNGAN

"Vacation to Pariban"

When the long holiday arrives, my family and my brothers and sisters go on vacation to Pariban. By riding 3 cars. at that time we got there at night. we want to bathe in sukur water in the morning, so we looked for a place of refuge to spend the night waiting for dawn to come.

Dawn has arrived, we rushed to take a bath in the sukur-water, after bathing, we also eat what we have brought from home. after eating, we rushed to get into the car.

Because it was still late, we didn't want to go home right away, we spent time going to Gundaling, in Gundaling ~~ke~~ ~~depat~~ we can see mount sinabung, in Gundaling we can also ride horses, night came, we rushed to go home and look for a place to eat, we had a bit of a traffic jam. It was tiring but my holiday was meaningful.

Recount Text

Personal Experience (Holiday)

Nama : Nayla Bianda Putri
 Kelas : XI-MIA 1
 Asal Sekolah : SMA Negeri 2 Perbangsan

"MY BEAUTIFUL HOLIDAY"

Hi, my name is Nayla Bianda Putri, usually I'm called Nayla, I'm sitting in class ~~X~~ X, here I will tell you about my ~~expre~~ experiences while on vacation in Jakarta, Cirebon, and Yogyakarta.

When I was in 5 grade, my father ^{past tense} took me on vacation to Jakarta, not just a vacation there my father also worked. My father took me and also my uncle and grandfather, if you take a vacation who doesn't want to try what else if we have never been out of town before, we will be happy, the first time I set foot in the city of Jakarta I felt very happy.

My family in Jakarta is very nice to me, they always take me around Jakarta, what else do I like, the monas the high and very beautiful monas, a busy place and nice people, don't forget to also buy souvenirs for my family and friends. After going to monas, they took me to the Pancasila gate monument or crocodile pit, I saw all the stories of generals who fought the PKI, how about the torture and crimes of the PKI, I was sad to see the stories of those who fought the PKI for the sake of the Indonesia state. Invited to Cirebon by my family.

After arriving in Cirebon my family took me shopping at a clothing figure called Husmi boutique. In that character everything was batik not only clothes with batik, the floor ^{is} also ceramic batik.

After touring Cirebon, my family took me to Yogyakarta, when I got there my family took me to Malioboro, there I shopped for bags and sandals not forgetting also souvenirs. After going to Malioboro my family took me to the Borobudur temple, there are very beautiful many foreign people who visit there, I circle Borobudur from above I saw a very good view, and I also took pictures with outsiders, it was a very, very beautiful experience, I will never forget it, if there is another chance I will vacation there again.

That's all the story of my holiday experience, thank you.

Recount Text

Personal Experience (Holiday)

Nama : Mhd Hafiz Daniel
 Kelas : XII-Mia 1
 Asal Sekolah : SMA Negeri 2 Perbaungan

My holiday experience had a bad impression and little best impression. I have been gone to my mountain sites. Oh, I forget about introducing. My name is Hafiz, until now I still exist on scout organization. It's my experience in 2019, 2 years ago.

In December 2019, me and my scout legion went to Sibolangit. I mean Bumi Perkemahan Sibolangit. That moment, there's 2 school organizations it's PMP and Pramuka. When we went to Sibolangit, there's 1 main event that's "Pelantikan" or other people say "Military Training in Organization".

The event started when we were sleep at 01.00 o'clock, we get some punishment but it's for studied. And this time is so tired for all member and finished in 04.00 o'clock.

After that, we were breakfast and prayer and of course, go to mattress and sleep. In 10.00 o'clock, we already to want to Air Terjun Loknya and it's first time in my life to saw waterfall. My holiday experience had a bad impression and little best impression.

Recount Text

Personal Experience (Holiday)

Nama : RATU EMANDA
 Kelas : XII IPS¹
 Asal Sekolah : SMA NEGERI 2 PERBAUNGAN

^{adverb} A few months ago, I went to Cermin beach with my family. ^{Past tense} The trip there took about 1 ~~hour~~ hours. We left from Pematang saronam at 10.00 using a car and we arrived about 11.00 o'clock.

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It was very cool and sunny on the beach. The water on the beach was very calm. I just played the white sand and built a sand castle. I didn't forget to take selfie with a beautiful beach background.

^{adverb} At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

I go to the beach, I don't shower I just see the beach view. Not felt, the day had began in the evening. We hurried to go home.

Recount Text

Personal Experience (Holiday)

Nama : Laila Fitri Santi

Kelas : XII IPS²

Asal Sekolah : SMAN 2 Perbaungan

^{only} One year ago, I ^{past tense} want to moun merapi. It was my first time going on a hike to the mountain. I did it with my friends.

^{conjunction} We started our hike at 8pm. It was pitch black and we only used our flashlights to find the hiking trail.

I'm not worried because my friends are professional climbers. I just follow their instructions.

We hiked slowly and enjoyed our time there.

^{conjunction} After 7 hours of traveling up the mountain, we finally arrived at the top of the mountain. The clock show 3 in the morning.

Turns out we weren't alone. There were many people who had reached the top of the mountain before we came.

We waited for the sun to rise while cooking food and also making hot drinks to restore our energi. We also

sang together, exchanged stories, and got to know new people who were there. ^{conjunction} After enjoying the sunrise, we had to

hurry home. Going down the mountain is not as difficult as climbing. We just need a little energi and time but we

have to do it carefully. However, it was the most memorable experience I've had so far.

APPENDIX 5**INTERVIEW TRANSCRIPT**

Name : Diva Ramadhana

Grade : X MIA 1

1. Apa motivasimu dalam menulis recount text?

Jawab : Saya ingin menceritakan kepada teman-teman atau keluarga tentang pengalaman liburan saya walaupun cuma bisa nulis sedikit, kak

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Tidak terlalu sulit, karena setiap orang memiliki pengalaman pribadi walaupun pengalaman itu ada senangnya ada sedihnya.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Nggak ada, kak.

INTERVIEW TRANSCRIPT

Name : Arif Fahrizi

Grade : X IIS 2

1. Apa motivasimu dalam menulis recount text?

Jawab : Saya mau membagikan cerita pengalaman saya tapi nggak pala paham sekali untuk menceritakan dengan tulisan, kak.

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Sulit kali karena nggak paham gimana mau nulisnya, kak. Udah banyak lupa juga pengalamannya.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Nggak ada sih, kak.



INTERVIEW TRANSCRIPT

Name : Adam Khalifatullah

Grade : X MIA 3

1. Apa motivasimu dalam menulis recount text?

Jawab : Saya memiliki pengalaman yang pernah saya alami saat saya pergi berlibur bersama keluarga saya dan ingin menuliskannya.

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Tidak terlalu sulit karena setiap orang dan setiap manusia pasti memiliki pengalaman pribadi.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Tidak ada, kak.



INTERVIEW TRANSCRIPT

Name : Sinta Nur Amalia

Grade : XI IIS 2

1. Apa motivasimu dalam menulis recount text?

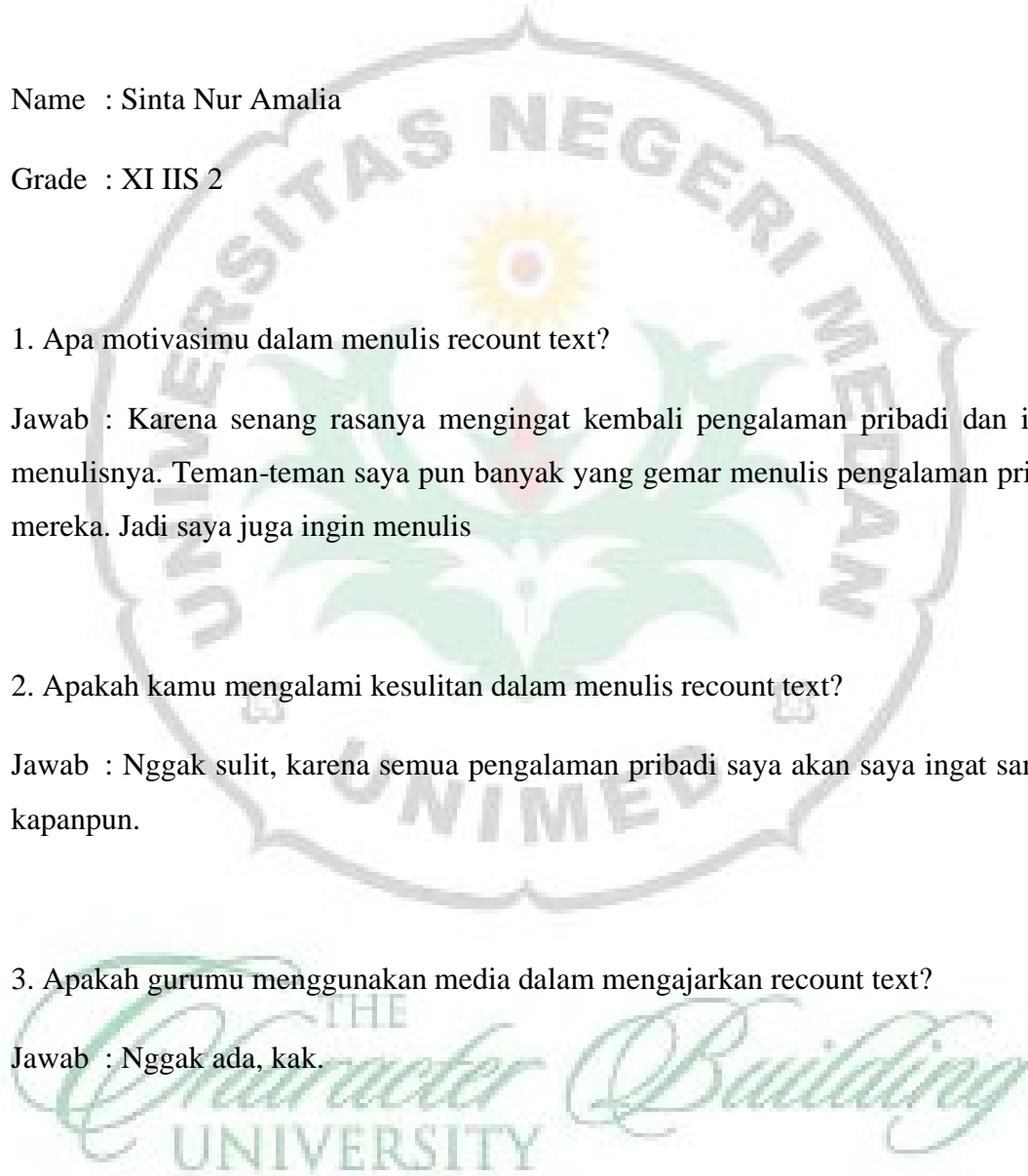
Jawab : Karena senang rasanya mengingat kembali pengalaman pribadi dan ingin menulisnya. Teman-teman saya pun banyak yang gemar menulis pengalaman pribadi mereka. Jadi saya juga ingin menulis

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Nggak sulit, karena semua pengalaman pribadi saya akan saya ingat sampai kapanpun.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Nggak ada, kak.



INTERVIEW TRANSCRIPT

Name : Nayla Bianda Putri

Grade : XI MIA 1

1. Apa motivasimu dalam menulis recount text?

Jawab : Saya pikir menyenangkan jika dapat membagikan pengalaman saya.

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Tidak terlalu sulit, kak. Cuma ada beberapa hal yang lupa dari kejadiannya.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Tidak ada.



INTERVIEW TRANSCRIPT

Name : Siti Nafasa Hilmaliya

Grade : XI MIA 1

1. Apa motivasimu dalam menulis recount text?

Jawab : Saya ingin mengulang cerita tentang pengalaman saya kembali.

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Sedikit sulit karena sedikit lupa akan kejadian itu.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Nggak ada, kak.



INTERVIEW TRANSCRIPT

Name : Laila Fitri Yanti

Grade : XII IIS 1

1. Apa motivasimu dalam menulis recount text?

Jawab : Motivasi saya yaitu ingin membagikan pengalaman berharga saya tentu saja. Selain itu, saya juga antusias untuk menulis recount text tentang pengalaman pribadi saya sebagai wujud mengulang materi yang pernah dipelajari.

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Saya rasa tidak sulit, kak. Tapi tadi sempat lupa generic structure dan unsur kebahasaannya karena udah lama nggak nulis recount text.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Nggak ada pakai media apa-apa, kak. Cuma ngasih materi terus disuruh buat contoh karangan sendiri.

INTERVIEW TRANSCRIPT

Name : Ratu Emanda

Grade : XII IIS 1

1. Apa motivasimu dalam menulis recount text?

Jawab : Hal yang memotivasi saya yaitu, dengan menuliskan pengalaman pribadi, saya dapat menghibur pembaca dan meningkatkan penulisan dan saya juga gemar menulis

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Tidak sulit sih, kak, karena tinggal menceritakan pengalaman kita dalam recount text.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Nggak ada, kak. Tapi dulu pas masih di sekolah SMP sering disuruh buat karangan tentang pengalaman. Makanya saya bisa nulis ini sekarang.

INTERVIEW TRANSCRIPT

Name : Hafiz Daniel

Grade : X MIA 1

1. Apa motivasimu dalam menulis recount text?

Jawab : Saya ingin membagikan pengalaman yang pernah saya alami sebelumnya.

2. Apakah kamu mengalami kesulitan dalam menulis recount text?

Jawab : Tidak terlalu sulit karena berdasarkan pengalaman pribadi.

3. Apakah gurumu menggunakan media dalam mengajarkan recount text?

Jawab : Pas SMA nggak ada, kak. Tapi dulu pas SMP pernah disuruh buat diary tentang pengalaman harian gitu.

THE
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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Jalan Willem Iskandar Psr.V - Kotak Pos No.1589 - Medan 20221

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Laman : <http://fbs.unimed.ac.id> E-mail fbs@unimed.ac.id

SURAT TUGAS

Nomor: 498/UN33.2.6/KM/2021

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Nama : Dr. Masitowarni Siregar, M.Ed..
NIP : 19671102 199303 2 001

Sebagai Dosen Pembimbing Skripsi menggantikan Pembimbing Skripsi yang lama yaitu:

1. Nama : Dr. Masitowarni Siregar, M.Ed.
NIP : 19671102 199303 2 001
2. Nama : Prof. Dr. Berlin Sibarani, M.Pd
NIP : 19570615 198203 1 005

Dari mahasiswa tersebut di bawah ini:

Nama : Tri Anjani
NIM : 2163121047
Alamat : Jl. Juang 45 Percut Sei Tuan
Telepon : 85262822797
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris

Demikian surat tugas ini diperbuat untuk dilaksanakan sebaik-baiknya.

Diketahui Oleh:
Ketua Jurusan
Bahasa dan Sastra Inggris

Anggraini Thesisia Saragih, S.Pd., M.Hum.
NIP. 19801111 200812 2 003

Medan, 12 Maret 2021
Ketua Prodi
Pendidikan Bahasa Inggris

Nora Ronita Dewi, S.Pd., S.S., M.Hum.
NIP. 19800522 200812 2 003



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PENGESAHAN JUDUL SKRIPSI

Skripsi yang telah ditetapkan atas nama:

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NIM : 2163121047
Program Studi : Pendidikan Bahasa Inggris-S1
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni
Semester : IX (Sembilan)
Judul : Development of Grade 10-12 Students' Writing Recount Text at SMA
Negeri 2 Perbaungan

Medan 7 April 2020
Mahasiswa Ybs,

Tri Anjani
NIM: 2163121047

Disetujui,
Dosen Pembimbing I

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Dosen Pembimbing II

Prof. Dr. Berlin Sibarani, M.Pd
NIP. 19570615 198203 1 005

Diketahui,
Ketua Jurusan Bahasa dan Sastra Inggris

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NIP. 19801111 200812 2 003



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PENGESAHAN PERUBAHAN JUDUL SKRIPSI

Judul skripsi yang telah ditetapkan atas nama:

Nama : Tri Anjani
NIM : 2163121047
Program Studi : Pendidikan Bahasa Inggris-S1
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni
Semester : X (Sepuluh)
Judul Lama Skripsi : Development of Grade 10-12 Students' Writing Recount Text at SMA Negeri 2 Perbaungan
Judul Baru Skripsi : Development of Grade 10-12 Students' Ability to Write Recount Text at SMA Negeri 2 Perbaungan

Medan, 9 Juni 2021

Disetujui,
Dosen Pembimbing Skripsi

Dr. Masitowarni Siregar, M.Ed
NIP. 19671102 199303 2 001

Mahasiswa Ybs,

Tri Anjani
NIM: 2163121047

Diketahui,
Ketua Jurusan Bahasa dan Sastra Inggris

Anggraini Thesisia Saragih, S.Pd., M.Hum
NIP. 19801111 200812 2 003



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Telepon (061) 6623942
Laman : <http://fbs.unimed.ac.id> E-mail fbs@unimed.ac.id

Nomor : 3306/UN33.2.1/PL / 2021
Hal : Permohonan Izin Penelitian

13 Agustus 2021

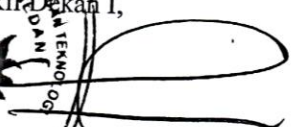
Yth. Kepala Dinas Pendidikan Provinsi Sumatera Utara
Jl. Teuku Cik Di Tiro No 1-D, Medan

Bersama ini dengan hormat kami mohon kesediaan Saudara untuk mengizinkan mahasiswa:

nama : Tri Anjani
NIM : 2163121047
jurusan/program studi : Bahasa dan Sastra Inggris/Pendidikan Bahasa Inggris
melaksanakan penelitian di SMA Negeri 2 Perbaungan.

Perlu kami beritahukan bahwa penelitian tersebut dilaksanakan dalam rangka memenuhi persyaratan penulisan skripsi dengan judul **"Development of Grade 10-12 Students' Ability to Write Recount Text at SMA Negeri 2 Perbaungan"**.

Demikian kami sampaikan, atas izin dan kerjasamanya diucapkan terima kasih.

Dekan
Wakil Dekan I,

Drs Wahyu Tri Atmojo, M.Hum.
NIP. 19680708 199303 1 002

Tembusan:

1. Kepala SMA Negeri 2 Perbaungan
2. Ketua Jurusan / Sekretaris Jurusan
3. Ketua Program Studi
4. Dosen Pembimbing Skripsi



PEMERINTAH PROVINSI SUMATERA UTARA⁰¹
DINAS PENDIDIKAN
SMA NEGERI 2 PERBAUNGAN

Alamat : Jl. Cempaka No. 25 Kec. Perbaungan, 20986 Telp. (061) 7991842

SURAT KETERANGAN

Nomor : 421.3/079SMAN2.P/IX/2021

Saya yang bertanda tangan dibawah ini :

Nama : JULIARTONO, S.Pd
NIP : 19680207 199412 1 005
Jabatan : Kepala Sekolah

Menerangkan bahwa mahasiswa/i yang tersebut dibawah ini


Nama : TRI ANJANI
NIM : 2163121047
Jurusan : Bahasa dan Sastra Inggris
Jenjang : S-1
Fakultas : Bahasa dan Seni UNIMED

Adalah benar mahasiswa yang namanya telah tersebut diatas telah melaksanakan penelitian di SMA Negeri 2 Perbaungan dengan judul "*Development of grade 10-12 students ability to write recount text at SMA Negeri 2 Perbaungan*".

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Atas perhatiannya kami ucapkan terima kasih.

Perbaungan, 13 September 2021
Kepala SMA Negeri 2 Perbaungan



JULIARTONO, S.Pd
NIP. 19680207 199412 1 005



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN**

Jalan Teuku Cik Ditiro No. 1-D Telepon (061) 4537828, Fax (061) 4537828
Website : <http://www.disdik.sumutprov.go.id> E-mail : disdiksu@sumutprov.go.id
M E D A N

Medan, 31 Agustus 2021

Nomor : 071/6201/Subbag Umum/VIII/2021 Kepada Yth :
Sifat : Biasa Kepala SMA Negeri 2 Perbaungan
Lampiran : - di-
Hal : Izin Penelitian Tempat

Menindaklanjuti surat Wakil Dekan I Fakultas Bahasa dan Seni Universitas Negeri Medan Nomor : 3306/UN33.2.1/PL/2021 tanggal 13 Agustus 2021 tentang Izin Penelitian, dengan ini kami sampaikan bahwa pada prinsipnya kami memberikan izin kepada Mahasiswa/i dibawah ini :

Nama : **TRI ANJANI**
NIM : 2163121047
Jurusan : Bahasa dan Sastra Inggris
Program Studi : Pendidikan Bahasa Inggris
Tujuan : SMA Negeri 2 Perbaungan
Judul Penelitian : Development of Grade 10-12 Students' Ability to Write Recount Text at SMA Negeri 2 Perbaungan.

Adapun ketentuan untuk melaksanakan penelitian dimaksud adalah sebagai berikut:

1. **Tidak mengganggu** proses belajar mengajar di sekolah;
2. **Tidak membebankan biaya apapun** kepada Sekolah dan Siswa;
3. Setelah selesai melaksanakan penelitian, diharapkan melaporkan hasil penelitian tersebut kepada Dinas Pendidikan Provinsi Sumatera Utara c.q Kepala Bidang Pembinaan Sekolah Menengah Atas.

Demikian disampaikan atas perhatian dan kerjasama yang baik diucapkan terima kasih.


KEPALA DINAS PENDIDIKAN
PROVINSI SUMATERA UTARA

Prof. Drs. SYAIFUDDIN, M.A., Ph.D.
PEMBINA UTAMA MUDA
NIP.19650909 199403 1 004

Tembusan :

1. Gubernur Sumatera Utara up. Sekdaprovsu (sebagai laporan)
2. Wakil Dekan I Fak. Bahasa dan Seni UNIMED
3. Kepala Cabang Dinas Pendidikan Kab/Kota
4. Yang bersangkutan
5. Arsip



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI MEDAN
FAKULTAS BAHASA DAN SENI

Jalan Willem Iskandar Psr.V - Kotak Pos No.1589 - Medan 20221
Telepon (061) 6623942

Laman : <http://fbs.unimed.ac.id> E-mail fbs@unimed.ac.id

Nomor: 1995 /UN33.2.6/LL/2021
Hal : Ujian Skripsi

03 Nopember 2021

Yth. 1. Dr. Masitowarni Siregar, M.Ed (Pembimbing Skripsi)
2. Prof. Dr. Berlin Sibarani, M.Pd (Penguji)
3. Prof. Dr. Sumarsih, M.Pd (Penguji)
4. Indra Hartoyo, S.Pd.,M.Hum (Penguji)
5. Khairunnisa Batubara, M.Hum. (Saksi)

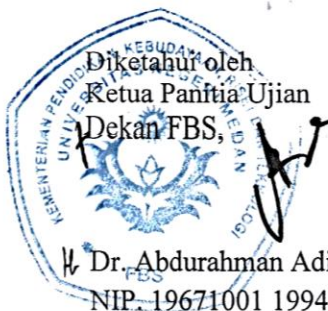
Dengan hormat, bersama ini kami undang Saudara agar hadir pada pelaksanaan ujian mempertahankan skripsi mahasiswa:

Nama : Tri Anjani
NIM : 2163121047
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Judul Skripsi : Development of Grade 10-12 Students' Ability to Write Recount Text at SMA Negeri 2 Perbaungan

yang dilaksanakan pada :

Hari/ Tanggal : Selasa/09 Nopember 2021
Pukul : 09.00 WIB - selesai
Tempat : Online.

Demikian undangan ini kami sampaikan. Atas perhatian dan kerjasama yang baik, kami ucapkan terima kasih.



Dr. Abdurahman Adisaputera, M.Hum.
NIP. 19671001 199402 1 001

Sekretaris Panitia Ujian

Indra Hartoyo, S.Pd., M.Hum.
NIP. 19741030 200604 1 006

NB:

- Pembimbing Skripsi Wajib Hadir saat Pembukaan Sidang pada Pukul 08.45 WIB
- Pakaian Pembimbing Skripsi dan Penguji (Pria) :
 1. Pakaian rapi memakai dasi, atau
 2. Batik

Tembusan :

1. Dekan FBS Unimed
2. Wakil Dekan I FBS
3. Wakil Dekan II FBS

BIOGRAPHY

The writer's name is Tri Anjani. She was born on September 9th 1997, in Lidah Tanah. People usually call her Anjani. She is the youngest child of Mr. Ismulianto and Mrs. Waginem. She has one older brother, Wandu Nurjaman and one older sister, Ismuliani.

Her formal education started in 2004-2010 at SD Negeri 101950 Lidah Tanah, Perbaungan. From 2010-2013, she continued her study at SMP Negeri 3 Perbaungan. Then, she went to senior high school level at SMA Negeri 2 Perbaungan started from 2013-2016. After finishing the senior high school level, she studied on English Education Study Program at State University of Medan and got her Sarjana Pendidikan in 2021.

Medan, Januari 2022

The Writer,

Tri Anjani

