Students Ability in Constructing Paragraph of Recount Text

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ABSTRACT

Writing skills is one type of language skills which should be controlled by the student. The students must be familiar with English especially to writing skill which write about their experience at the past time or to write recount text. For this reason, the researcher intended to investigate the students' ability in constructing paragraph of recount text. The objective of this research is to measure students' ability in constructing paragraphs and find out the causes of error made by the students. The design of this research is quantitative decriptive to measure students ability in constructing paragraphs at recount text. The population was students Madrasah Aliyah Negeri Model Sorong Grade XII. The technique of collecting data, the students were assigned to write the paragraphs in personal recount text based on their experiences in 60 minutes so the students decided the theme by themselves. The result of this research shows that 10 students score 43,4 % in good, then the students category of average was 9 students (39,1 %), and the students category of excellent was 4 students (17,1 %). The writer concluded that the students ability in constructing paragraph was average.

Key word : Constructing Paragraph, Recount Text

INTRODUCTION

Writing skills is one type of language skills which should be controlled by the student. Many experts have posited the notion write. Abbas (2006) states writing skills is the ability to express ideas, opinions, and feelings to another party through written language. The accuracy of the disclosure of the idea must be supported with precision the language used, vocabulary and grammatical and spelling usage. Tarin (2008) state is writing skills are one productive language skills and expressive used to communicate indirectly and not face to face with the other party.

In a written communication of at least involved four elements: (1) the author as a messenger, (2) the content of posts or messages, (3) the channel or medium of writing and , (4) the reader as the recipient of the message. Gie (2002) states writing skills are skills in the making of letters, numbers, names, a sign language anything

with a stationery on a particular page. Whereas is a whole series of events making up a person in express ideas and convey through written language to reading public to understand.

A paragraph is piece of the written text. It contains several sentences. Paragraph has its own area. In other words, the idea of one paragraph is different from the idea of another paragraph. Here, setudents need more skill to be able to construct paragraphs. The first paragraph is called the beginning and it also called introductory paragraph. The second parts is called body. It contains several supporting sentences.

For this reason, students must be familiar with English especially to writing skill which write about their experience at the past time or to write recount text. It cannot be denied that acquiring a foreign language is more difficult than mastering the native language. The interference of the first language is considered as one of the error sources in foreign language learning.

Every good paragraph has a topic sentence, which clearly states the topic and the controlling idea of the paragraph. It is usually (but not always) the first sentence in the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is helpful guide to both the writer and the reader. The writer can see what information to include (and what information to exclude). The reader can see what the paragraph is going to be about and is, therefore, better prepared to understand it. Therefore, the purpose of this research is to find out the students ability in constructing paragraph in recount text.

LITERATURE REVIEW

Previous Related Study

Pahlavi (2013) has investigated about the ability of writing paragraph description of audiovisual media students by students in class X SMA Negeri 1 Babalan academic year 2012/2013. This study aims to describe students' skills in writing especially by developing paragraph description of audiovisual media. The method used in this research was descriptive qualitative method.

Yunianto (2014) investigated about improving students' writing abilities in writing a recount text by using journal writing. The data were obtained by interviewing the students of class VIII A of SMP N 4 Sleman, holding discussions with the English teacher and a collaborator, and doing class observations and documentation in the teaching and learning process. The results show that there is significant improvement of the students who learn writing a recount text by using journal writing. It is proved by the mean score of the recount text writings in the post-test (2.11), which is higher than that in the pre-test (1.28). These achievements prove that the implementation of journal writing can improve the students' writing abilities in a recount text significantly.

Measty (2016) investigated the students ability in using generic structure and language to make sentences in every paragraph in recount text. Participants of this research focus on three English Teachers who teach at nine classes with MIPA and IS programs. The researcher give interview to the participants about the steps of process tasks given that give by each teacher based on indicator. Observation data and interview show that, participants do some procedures with consistent, then avoid some procedure based consider students skill in completing the task. So, this process tasks given were helped the participants to know learn students achievement and give independent activity.

Writing Skills

According to Linse (2006) writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Linse, 2006) It means that firstly the researchershould have ideas and then express them into a text that can be understood by the readers.According to Harmer (2004) writing process is the stages a writer goes through in order to produce something in its final written form. So, after a writer writes something, it will produce a product such as letters, essays, novels, texts, paragraphs, reports, etc.

Diana (2007)writing as seen as a skill that was essentially learned, not taught, and the teacher"s role was to be non-directive, facilitating writing through an encouraging and cooperative environment with minimal interference. The one important outcome of improved writing is students" ability to use it as a tool for understanding and analyzing subject-matter information (Graham & Perin, 2007). Writing is very important used to understand any information in everyday life. To create a good writing, a writer has to pay attention in all components of writing, for example the topic sentences, supporting sentences, coherence, cohesion, unity, and completeness of the paragraph.

Recount Text

As stated by Anderson & Ketty (1997) recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Watkins (2005) states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject. Based on the definition of recount above, it can be concluding that recount as a piece of text that reconstruct past events which they happened in order and related in a particular relation. Based on Anderson & Ketty (1997) the students have to know how to construct and what language features in a recount.

According to Ngabut (2003) in order to be able to construct a recount text effectively, the students should know well the steps that should be followed. There are six steps of how to write a recount text effectively. The steps are: (1) prepare what information required based on the theme or the topic, (2) provide the setting and introduce participants in orientation, (3) determine the events that occur based on its sequences, (4) summarize the events in reorientation, (5) arrange all

information to make first draft, and (6) analyze the first draft especially in structure of text, vocabulary and grammar conjunction, spelling and punctuation. From the description before, it can be concluded that recount has three elements.

METHOD

Design and Samples

This research used quantitative descriptive method of research that is intended to explain or describe a situation. It is a pure research is research that exploring students' ability in cunstructing paragraphs of recount text at MAN Model Sorong. The research sample is grade XII IPA 1 with the number of students that consist of 5 males and 18 females.

Instrument and Procedure
The data of study were collected by using written test. The written test is used to explore the students' ability in constructing paragraphs of recount text. The test was used to make paragraph recount text about their experience in the past or past activities based on their opinion, it contains at least two paragraph, instructing the students to write recount text not more than two hundred words. The students also were asked to use conjuction in their recount text and they were asked to write it in 60 minutes in the class.

Data Analysis
In analyzing the data, the researcher used writing assessment. To classifying the data the researcher used the table of category and the scores range in writing based on the following table:

Table 1.Score Range in Writing Skill

No	Category	Score range
1	Excellent	85 -100
2	Good	70–84
3	Average	56–69
4	Poor	50–55
5	Very poor	00–49

(Sopia, 2006)

To find out the percentage of each category, the formula below is used:

$$\text{Percentage } (\%) = \frac{n}{N} \times 100\%$$

n = number of students on each category
N = Number of samples

After calculating the frequency of error, the writer identified the most frequent error and least error made by student. The last is analyzing the data about factor or causes of error in constructing paragraph of recount text.
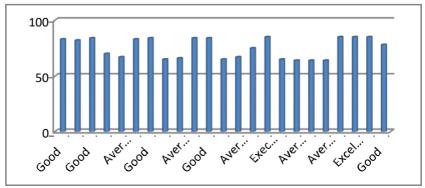
RESULT AND DISCUSSION

The test is to make paragraph recount text about their experience in the past or past activities based on their opinion, instructing the students to write recount text not more two hundred words, the students also identified the student error by focusing to develop topic sentence in constructing paragraph of recount text. word asked to use conjuction in their recount text make it during 60 minutes in the class. The result of the test were collected then, the writer computed and analyzed step by step to describe the result clearly. In this study, the writer just analyzes the developed of the topic sentence in constructing paragraph of recount text. The writer uses the students' test to collect the data. The test was the form of written test. The writer

Table 2
The result of Categories and Score Range of Students Writing

No	Students	Category	Score range
1	SS 1	Good	83
2	SS 2	Good	82
3	SS 3	Good	84
4	SS 4	Good	70
5	SS 5	Average	67
6	SS 6	Good	83
7	SS 7	Good	84
8	SS 8	Average	65
9	SS 9	Average	66
10	SS 10	Good	84
11	SS 11	Good	84
12	SS 12	Average	65
13	SS 13	Average	67
14	SS 14	Good	75
15	SS 15	Excellent	85
16	SS 16	Average	65
17	SS 17	Average	64
18	SS 18	Average	64
19	SS 19	Average	64
20	SS 20	Excellent	85
21	SS 21	Excellent	85
22	SS 22	Excellent	85
23	SS 23	Good	78

Chart 1. The graphics the score range of students

Based on the table and the chart above, there were found four students had category excellent, 10 students had category good, and nine students had average.

Table 3.
Total precentage of students category

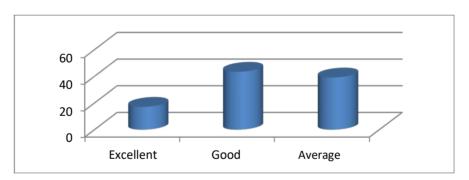| No	Category	Precentage (%) $= \dfrac{\quad}{\quad} \times 100$
1	Excellent	17,1 %
2	Good	43,4 %
3	Average	39,1 %
4	Poor	-
5	Very poor	-
	Total	100 %

Chart 2. The graphic of category of students

The highest category of good was 10 students (43,4 %), then the students category of average was nine students (39,1 %), and the students category of excellent was four students (17,1 %). The writer concluded that the students ability in constructing paragraph was average.

Students Ability in Constructing Paragraph

Based on the score of the test was did by student, the writer found four students had category excellent, 10 students had category good, and nine students had category average. After total percentage of students category, there were found that 43, 4 % had category of good, 39,1 % had category of average, and 17,1 % had category of

excellent. The writer concluded that the students abilty in constructing paragraph was average.

Identifying Causes or Factor of The Students Error and Solutions by The Third Grade Students Madrasah Aliyah Negeri (MAN) Model Sorong. After analyzing the findings data the category and then classify them on aech category. The writer obtain classification findings to the four of error caused, namely translation, first lanuage or mother tangue, modality, and over generalization. The four kinds of the cause of error will be describe and disscusssed below:

a. Translation

The students made English sentences into their first language sentences into their first language sentenes or idiomatic expression into the target language word by word. This is probably the most common cause of error.
Sample of error:
The student's work: *Bandung city for my family* is favorite place for holiday. (incorrect)
For my family, Bandung city is favorite place for holiday. (correct)
The student's work: *My families holiday in Bandung City for* three days. (incorrect)
During holiday, my family stayed at Bandung City for three days. (correct)

Based on the students errors above, the research conclude this erros types caused by factor are reflected students errors in translation type. The students produced or performed their English writing test by using their first language.

b. First Language Interference

First language or mother tangue language commonly refer to as the language ego. It is the proccess of learning. The English language that connect two aspect: first language and second language so it would be counter. This is also probably the most common cause of error. When someone try to learn of new habits, so the old ones will interference the new habits. This cause of error is called first language factor reflected.
Sample of error:
The student's work: They *invite* me to go to the beach with them. (incorrect)
They *invited* me to go the beach with them. (correct)

The student's work: I *go* to the *field Hocky* Ied to pray. (incorrect)
I *went* to *Hocky field* to pray Ied. (correct)

After my mother arrived in Java, she *call* us. (incorrect)
My mother *called* us when she arrived in Java. (correct)

The conclusion is that factor reflected the students make errors is first language interfernces or mother tangue because they mean that in perform their ability into English is some meaning, some structure, some rule, and some way with their mother tangue or their first language.

c. Over Generalization

This theory explains where the students who are studying linguistic elements. They do provide general conclusions and overall simultaneously, whereas, for example in grammar rule there are many things that will change according to the position and function. The writer concluded that the cause of this type occur due to the influence of students' understanding of specific language patterns are generalized. *Sample of error :*
The student's work : we _were_ went to the Pasir Putih by motors. (incorrect)
we went to Pasir Putih by motors. (correct)

The student's work: _I am very excited to be spending_ all my favorite food. (incorrect)
I was very excited to eat all my favorite food. (correct)

d. Modality

Production and perception: spelling, prononciations to the target language.
sample of error:

The student's work : we just sit and _wact_ the beautiful ocean   (incorrect)
 we just sat and _watched_ the beautiful ocean (correct)

The student's work : one day I _want_ to the market (incorrect)
One day I _went_ to market (correct)

The ability of students in constructing paragraphs was category of good was 10 students (43,4 %), then the students category of average was nine students (39,1 %), and the students category of excellent was four students (17,1 %). The writer concluded that the students ability in constructing paragraph was average. Some factors influence students' errors are translation, first language interference, over generalization and modality. Here, the writer did not include the result of the questionaire instrument, because in this research focused of the study to analyze the students assignment in constructing paragraphs based on their opinion in the form of recount text .

CONCLUSION

Based on the research in Madrasah Aliyah Negeri (MAN) Model Sorong, the writer make the conclussion which is containing the summary of the result of the research. After finding the data, the writer found four students had category excellent, 10 students were categoried into good, and nine students were in average.The factor or causes of error made by studentswere of four kinds: translation, first language or mother tangue, over generalization, and modality. To overcome this problems, the solutions are the students must familiar with the grammar. By the grammar skill is the ability to construct paragraph and the students have to master the important of

the sentence structure especially in writing. So the students can understand how to make paragraph in recount text.

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