

## **Exploring Student's Ability in Applying Writing Mechanism in Recount Text**

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### **ABSTRACT**

This study is carried out with the purposed that after gives the test by recount text. The students are hoped can be able to increase their ability in applying writing mechanism. This study is non-experimental research. Non-experimental is used as the mean in collecting the data. The population of this study was the students at the Third Grade of MAN Model Sorong in the years 2014/2015, by the number were 180 students. The sample of this study was the students of XII IPA I by the number were 23 students. The writer used only one test and non-experimental design in this study. The result of study was presented into tables and had explained by percentage. In analysing data, the writer used table of category and score range in writing based on Sahidu. The result of this study showed that there were 11 students in excellent category (47,8%), 7 students in good category (30,4%), 4 students in average category (17.3%) and the last in poor category 1 student (4,34%). The mean from 23 students, there are 11 students almost writing perfectly in using the 6 elements in punctuation and capital letters. The writer concluded that ability of the students in XII IPA I in MAN MODEL Sorong was used capital letters and punctuation good enough.

**Key words:** Punctuation,

### **INTRODUCTION**

Writing is one example of communication. With writing skill students can tell about their opinion, idea, feeling, experience and many others on paper. People often forget to apply writing mechanism to their writing when composing emails or in short message. But students must know about mechanism in writing. In this case, the students make mistake or error in applying writing mechanism on recount text. The students make error, when they are want to write their experiences in the past but they not write with punctuation or applying writing mechanism clearly. That is the reason for the writer want to analysis the students' error in applying writing mechanism and the writer will involve all case in applying writing mechanism.

## LITERATURE REVIEW

### Previous of Study

*Dessy Wanarni, 2012* previously also investigate about mechanism in punctuation. On her research “*Ability in Using Punctuation on Description of Student in SMA 13 Tangerang*”, she’s examine student’s ability in description essay. And her can find out the ability of student in using punctuation.

Ahmad Azhar (2013) did the research about “*The Ability of Students in Using Punctuation On Writing Official letter of Students at Mts. Tajhis Diniyah Bengkalis*”. In this research Ahmad Azhar also investigate about punctuation. To detect about students ability in using punctuation, he gave a test to write official letters. This research is purpose to know about the ability of students in using punctuation.

After the earlier research above, the writer want to explain about this research. In this research, the writer investigate about punctuation too. The writer will do the research in MAN Model Sorong on Jln. Basuki Rahmat No. 40 Kota Sorong. And the writer chooses XII class as the sample. The writer using quantitative descriptive as the research design.

## METHOD

### Design

In research design, the writer wanted to explain this research into non-experimental because this research did not apply the treatment or without treatment. That was intended to explain or describe the students ability in using punctuation and capital letters, there was no treatment applied in this study.

### Analysis Data

To know about the score of students ability, writer apply the table of category and the scores range in writing based on Sophia, 2006, p.23)

Table 1. Table of Category and Score Range in Writing based on Sophia

No	Category	Score range
1	Exelent	85 - 100
2	Good	70 – 84
3	Average	56 – 69

4	Poor	50–55
5	Very poor	00–49

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

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

**n** = number of students on each category

**N** = Number of samples

## RESULT AND DISCUSSION

### Result

Table 3. Table of category and the score range result of students

No	Names	Category	Score Range
1	A	Good	70
2	B	Good	75
3	C	Good	84
4	D	Average	65
5	E	Average	60
6	F	Exelent	85
7	G	Exelent	85
8	H	Exelent	90
9	I	Exelent	85
10	J	Good	70
11	K	Good	70
12	L	Good	70
13	M	Poor	55
14	N	Exelent	90
15	O	Average	60
16	P	Exelent	85
17	Q	Exelent	85
18	R	Average	65
19	S	Exelent	85

20	T	Good	75
21	U	Exelent	85
22	V	Exelent	90
23	W	Exelent	85

To find out the percentage of each category, the writer indicated the result with the formula below :

**Excelent category**

In excelent category, students could achieve the score range of 85–100.

Tabel 3. Tabel score range in exelent category

No	Names	Score Range
1	E	85
2	G	85
3	H	100
4	I	85
5	N	90
6	P	85
7	Q	85
8	U	85
9	V	90
10	W	85
11	S	100

$$11 \times 100\% = 47.8\%$$

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In this category, there are 11 students had high value because the student in above almost writing perfectly in using the 6 elements in punctuation n capitalization. And percentage of exelent category was 47.8%.

**Good category**

In good category, students could achieve the score range 70 - 84.

Table 4. Table score range in good category

No	Names	Score Range
1	A	70
2	B	75

3	C	84
4	J	70
5	K	70
6	L	70
7	T	75

$$7 \times 100\% = 30.4\%$$

23

In good category, there are 7 students who dicvored enough value in applying writing mechanism and the percentage in this category is 30,4%.

**Average category**

In average category, students could achieve the score range 60 – 69.

Table 5. Table score range in average category

No	Names	Score Range
1	D	65
2	E	60
3	O	60
4	R	65

$$\frac{4}{23} \times 100\% = 17.3\%$$

In average category, there are 4 students who discored enough value in applying writing mechanism and the percentage in this category was 17.3%.

**Poor category**

In poor category, students had a low value in this study. The score range in poor category was 50 – 55.

Table 6. Table score range in poor category

No	Names	Score Range
1	M	55

$$1 \times 100\% = 4.34\%$$

In this category, there are only one students who made many error in her text. And the percentage is 4.34%.

After the writer calculated the total error in each category above of error that student made in using punctuation and capitalization and the result:

Table 7. Table of total percentage

Category	Total students	Percentage (%)
Excelent	11	47.8%
Good	7	30.4%
Average	4	17.3%
Poor	1	4.34%
Very Poor	-	
<b>Total</b>	23	99.84%

In table above explain about total percentage of all category in students ability in used punctuation and capitalization in recount text. In excelent category 47.8%, good category 30,4%, average category 17,3%, poor category 4,34%. And the total of percentage from each category was 99,84%. From the result, the writer concluded that the student of XII IPA 1 in MAN MODEL SORONG classified clever because they were good in writing and know about using the 6 elements of punctuation and capitalization.

### Discussion of Result

We can saw in table above explain about total percentage of all category in students ability in using punctuation and capitalization in recount text. In excelent category 47.8 any 11 students, good category 30.4% any 7 students, average category 17.3% any 4, poor category 4.34% any 1 students. And the total of percentage from each category is 99.84%.

The result of the students in used 6 elements of punctuation and capital letters, the writer calculated total error and the result is:

- 1) Fullstop (.)  
Total students error in used fullstop in their sentences is 14 students from 23 students or 60.86%
- 2) Comma (,)  
Total students error in used fullstop in their sentences is 11 students from 23 students or 47.82%
- 3) Colon (:)

Total students error in used fullstop in their sentences is 9 students from 23 students or 39.13%

4) Question (?)

Total students error in used fullstop in their sentences is 6 students from 23 students or 20.08%

5) Exclamation (!)

Total students error in used fullstop in their sentences is 3 students from 23 students or 13.04%

6) Quotation marks ( "...") & ('...')

Total students error in used fullstop in their sentences is 3 students from 23 students or 13.04%

7) Capital Letters

Total students error in used fullstop in their sentences is 18 students from 23 students or 78.26%

In this case, students often ignored in using the punctuation and capital letters. The teacher can examine students with gave the attractive topic in writing. More and more gave an exercise for students, so the teacher can improved their ability not only in applying writing mechanism, but can increase vocabulary too. That it can be the good solution for students and the teacher too in increase the students' ability.

## CONCLUSION

From the result, the writer concluded that the student of XII IPA 1 in MAN MODEL SORONG as the sample classified into clever because the student's ability generally good enough in applying writing mechanism in recount text.

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