UNDERGRADUATE THESIS

AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF MTS MA`ARIF NU 5 SEKAMPUNG

By:

MAR`ATUS SOLEHAH
Student Number: 1601070030

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION STUDY PROGRAM
STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1444 H / 2023 M

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**AN ANALYSIS ON THE STUDENTS' ABILITY
IN WRITING RECOUNT TEXT
AT THE EIGHTH GRADE OF MTS MA`ARIF NU 5
SEKAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
Mar`atus Solehah
Student Number: 1601070030

Tarbiyah and Teacher Training Faculty
English Education Study Program

Sponsor: Dr. Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1444 H / 2023 M**

APPROVAL PAGE

Title	: AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTS MA'ARIF NU 5 SEKAMPUNG
Name	: Mar'atus Solehah
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Faculty	: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Munaqosyahin Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) of Metro.

Dosen Pembimbing
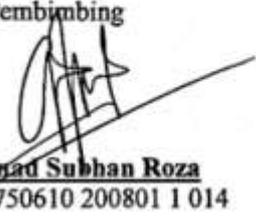
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Metro,   June 2023
The Head of English Education Department

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NOTIFICATION LETTER

Number   :

Appendix   : 1 (one) Bundle

Matter   : In order to hold the Munaqosyah of Mar'atus Solehah

To:

The Honorable the Head of Tarbiyah Department

Of State Institute for Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

    We have given guidance and enough improvement to thesis script which is written by:

Name   : Mar'atus Solehah

Students Number : 1601070030

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education Department

Title   : AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTS MA'ARIF NU 5 SEKAMPUNG

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

Dosen Pembimbing

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NOTA DINAS

Nomor   :
Lampiran   : 1 (Satu) Berkas
Perihal   : Pengajuan Munaqosyah Saudari Mar'atus Solehah

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
di_

       Metro
Assalamu'alaikum Wr.Wb

       Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang telah disusun oleh :

Nama   : Mar'atus Solehah
NPM   : 1601070030
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Yang berjudul : AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTS MA'ARIF NU 5 SEKAMPUNG

Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Mengetahui   Metro, Juni 2023
Ketua Jurusan TBI   Dosen Pembimbing

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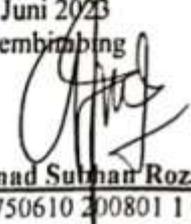
RATIFICATION PAGE

No. B - 4079/In.28-1/D/PP.00.9/07/2023

An Undergraduate thesis entitled: AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF MTS MA'ARIF NU 5 SEKAMPUNG. Written by: Mar'atus Solehah, Student Number 1601070030, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday June 27, 2023, at 10:00–12:00 a.m

BOARD OF EXAMINERS:

Chairperson	: Dr. Ahmad Subhan Roza, M.Pd	(...........................)
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AN ANALYSIS ON THE STUDENTS' ABILITY
IN WRITING RECOUNT TEXT
AT THE EIGHTH GRADE OF MTS MA`ARIF NU 5
SEKAMPUNG

ABSTRACT
By:
MAR`ATUS SOLEHAH

This undergraduate thesis research focused on the students' ability in writing recount text at the eighth grade of MTs MA`ARIF NU 5 SEKAMPUNG. This research was to know the students' ability in writing recount text. Then, the researcher analyzed how the result of students' ability in writing recount text.

The characteristic of this research was descriptive qualitative. The data collection technique used interview and documentation. Furthermore, the researcher used Donal Ary model namely familiarizing and organizing, coding and reducing, interpreting and representing the data. The data was gathered from the students of MTs MA`ARIF NU 5 SEKAMPUNG. The researcher took 8 students from 26 students.

The result of research data shown that subject in writing recount text was used in the text. Characteristics of recount text was written based on its generic structure by the students. The students also wrote tense used in the text. Then, the students wrote conjunction generally. So, the sentences would be easy sentence.

Keywords: students' ability, writing, recount text

ANALISIS KEMAMPUAN SISWA
DALAM MENULIS TEKS RECOUNT
DI KELAS DELAPAN MTS MA`ARIF NU 5 SEKAMPUNG

ABSTRAK
Oleh:
MAR`ATUS SOLEHAH

Penelitian skripsi ini fokus pada kemampuan siswa dalam menulis teks recount pada kelas delapan di MTs MA`ARIF NU 5 SEKAMPUNG. Penelitian ini untuk mengetahui kemampuan siswa dalam menulis teks recount. Peniliti menganalisis bagaimana hasil kemampuan siswa dalam menulis teks recount.

Karakteristik dari penelitian ini adalah kualitatif deskriptif. Teknik pengumpulan data didalam penelitian ini menggunakan wawancara dan dokumentasi. Selanjutnya, peneliti menggunakan model *Donald Ary* yaitu, pengenalan dan pengorganisiran, pengkodean dan pengurangan, dan penginterpretasian dan penggambaran. Data ini dikumpulkan dari siswa-siswa MTs MA`ARIF NU 5 SEKAMPUNG. Peneliti mengambil 8 siswa dari 26 siswa.

Hasil data penelitian menunjukkan bahwa pokok-pokok dalam menulis teks recount digunakan oleh siswa didalam teksnya. Karakteristik dari teks narasi ditulis berdasarkan susunan umumnya *(generic structure)* oleh siswa. Siswa juga menulis penggunaan *tense* didalam teks. Kemudian, siswa menulis kata penghubung *(konjungsi)* secara umum. Jadi, kalimatnya akan menjadi kalimat yang mudah.

Kata kunci: kemampuan siswa, menulis, teks recount

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

Name	: Mar'atus Solehah
NPM	: 1601070030
Study Program	: English Education Department
Faculty	: Tarbiyah and Teacher Training

States that this undergraduate thesis is originality the result of the researcher's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 06 June 2023
The researcher

Mar'atus Solehah
NPM : 1601070030

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ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Mar'atus Solehah

NPM   : 1601070030

Program Studi   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah asli hasil penelitian saya

kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam

daftar pustaka.

Metro, 06 Juni 2023
Yang Menyatakan,

Mar'atus Solehah
NPM. 1601070030

MOTTO

<div dir="rtl">

...حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيل

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"Allah is Sufficient for us and (He is) the best Disposer of affairs." (Q.S. Ali-

Imron(3):173)

Do the best and pray, because Allah is always with us.

DEDICATION PAGE

"I highly dedicate this undergraduate thesis to my beloved parents, family and all whom I love."

ACKNOWLEDGEMENT

Praise to Allah who has created human in the best vessel and has given His blessing to all mankind all over the world without any exception. Shalawat and Salam must be the best words conveyed to Prophet Muhammad, peace be upon him, who becomes an inspiration for all people to live as Moslems.

This undergraduate thesis is presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program, entitled: "An Analysis On The Students' Ability In Writing Recount Text At The Eighth Grade Of MTs Ma'Arif Nu 5 Sekampung".

The researcher would like to express his gratitude to the principle of IAIN Jurai Siwo Metro; Prof. Dr. Hj. Siti Nurjanah, M.Ag., to the principle of English Education Department; Andianto, M.Pd to sponsor; Dr. Ahmad Subhan Roza, M.Pd, who have sincerely guided the researcher to accomplish this undergraduate thesis in time. The researcher also does not forget to appreciate all helps and supports from the lecturers of English Education Study Program, Staff of Tarbiyah Department, and all of the scholars and element in IAIN Jurai Siwo Metro.

Finally, the researcher realizes that this undergraduate thesis is nearly imperfect. At last, he hopes that the result of the research will give significant contribution in teaching learning of English language when she becomes a teacher.

Metro, 27 June 2023
The researcher,

Mar'atus Solehah
St. ID 1601070030

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CHAPTER I

INTRODUCTION

A. Background of Research

In learning process, students get some skills related to the proficiency of students. There are four basic skills that can be mastered by students. They are listening, speaking, reading and writing as a paramount importance. Listening and reading are receptive skills while speaking and writing are productive skills that very important for students to learn. Speaking and writing are frequently used to convey the ideas in communicating with other, they can be mastering an English subject well.

Writing is an activity of thinking and expressing of what one's feeling, wished and envisioned. Moreover, writing is not only for communicating to each other but also for expressing ideas. People can communicate with others without speaking directly but expressing their feeling through written text. Someone must have a good capability to construct and deliver their writing in grammatical and structural rules in the language.

Writing is caused that the students can share informations, ideas, experiences in the written text. So that, the students can develop an information with their knowledge. The students can find a problem solving to make a draft which a cause and to cope with the problems. So, it can be concluded that writing is one of the important aspect for the students to

learn English since it is one of the productive skills that is frequently used to convey ideas (to communicate with other) besides speaking. Writing consists of various kinds such as: description, exposition, argumentation, narrative, and recount. Every kind has different forms, tenses, and purposes.

The various kinds of writing, the researcher focused on recount text. Recount is a text that focuss in spesific participant. Whereas, recount text is kind of the text to retell the story that past events. Recount text is also an imaginative story to entertain peoples. It has as meaningful sequence of events told in words. The sequence always involves a structure time. In recount text, each student should understand about generic structure. The components should be in recount text because it is the main characteristic. If students write a recount text based on the generic structure, it means that students can understand about recount text.

Based on the pre-survey the researcher observed on the students' ability in writing recount text. The researcher looked the students result in writing recount text. The researcher was interested to analyze on the students' ability in writing recount text. The students wrote recount text firstly. In the text, the students determine where they put generic structure of narrative text, like orientation, event, re-orientation. The students had usually difficult to put generic structure in the text. Then, the students used past tense in the text because they understood what tense used in writing recount text. The students also used conjunction in their writing. As we

know, each sentence must be coherent in order that easy to be understood by listener/reader. Because one of purposes of recount text is to entertain peoples. The researcher hopes that the research has positive contribution in knowing students English. It can be as a measurement of students understanding about the concept of recount text.

The researcher would like to display an example of writing recount text at the eighth grade of MTs MA`ARIF NU 5 SEKAMPUNG which contains cretaria in writing recount text. Here is an example:

MY BAD EXPERIENCE

When I **was** child, I **had** a bad experience. My mother **ordered** to me at small shop. It **was** cloudy.

Oneday, I helped my mother to buy some eggs for lunch. I **walked** alone because my brother *and* my sister **were not** in the house. I **walked** *and* I **passed** some houses quietly. I **looked** some dogs *ran* so fast *but* I **stumbled** *because* the stone. *Then,* the dogs **opened** their eyes and **started** bark *and* **persued** me. I **was** shocked *and* I **ran** fastly *but* the dogs **were** faster than me. My shoes **was** bit by a dog. *Then,* I **fell**. Because, I **was** afraid then **ran** again and **climbed** the tree. Luckily, the dogs **could not climb** on the tree. *Then,* I **screamed** *and* **hoped** someone came to help me there.

Lastly, the dog's master **came** to me. The dog **changed** to be tame *because* of the master. *Then,* I **went** down *and* **bought** some eggs for lunch. *After that,* I **came** back to my house happily.

The text above, italic style is to show conjunction in the text. Then, bold style is to show pattern of past tense. Based on the text that written by SAP, the researcher analyzed based on the subject in writing recount text. From the text above, SAP wrote the text based on the characteristic of

narrative text, it is generic structure. There are title, orientation, event, reorientation.

The first paragraph, it is an orientation because she explained *who, where and when* in the text. In the sentences, *"When I was child, I had a bad experience. My mother ordered to me at small shop."* It was meant that *"who"* in the text is *"I"*, *"where"* in the text is *"small shop", "when"* in the text is *"when she was child".* It meant that this story happened when she was child, maybe 6, 7, 8 years old. The second paragraph, she explained event from the story. When she went to small shop, she met the dogs. The dogs chased her. She was scare then she climbed on the tree. She hoped there is someone to help her there. It meant that she felt scare on the street when she met the dogs. Those are the sentences *"I was shocked and I ran fastly but the dogs were faster than me. ... I ran again and climbed on the tree."* It is event because there is a problem on the street when she would buy some eggs at small shop. The last paragraph, she explained after the dog's master came to her she could buy some eggs. It is re-orientation because in the sentences, *"Lastly, the dog's master came to me. The dogs changed to be tame because of the master."* It meant that she could buy some eggs like her mother ordered after the dogs went away. She also wrote ending on the last paragraph to, she said *"I came back to my house happily."* It meant that she was not worry to come back her house because the dogs were gone. So, she could go to her house peacefully.

SAP wrote recount text with past tense used. From the text above she wrote past tense (it is about used verb two). Examples: The first paragraph she wrote *"was, had* and *ordered"*. *Was* is verb two from *is* (tobe), *had* is verb two from *has/have*, and *ordered* is verb two from *order* (regular verb). The second paragraph, she wrote *"walked, passed, looked, opened, ran etc"*. *Walked* is verb two from *walk* (regular verb), *passed* is verb two from *pass* (regular verb), *looked* is verb two from *look* (regular verb), *opened* is verb two from *open* (regular verb), *ran* is verb two from *run* (irregular verb). The last paragraph, she wrote *"came, changed, went, bought"*. *Came* is the verb two from *come* (irregular verb), *changed* is verb two from *change* (regular verb), *went* is verb two from *go* (irregular verb), *bought* is verb two from *buy* (irregular verb).

SAP also wrote several conjunction in the text. The first paragraph she wrote *"when"* is conjunction namely temporal relation because this conjuction shows the time order of event. The second paragraph, she wrote *"and, but, then, etc"*. *And* is additive relation because it connects or adds the ideas between two nouns or two verbs. *But* is adversative relation because it shows the contrast between two clauses and it is connected by *but* as its conjuction. The first clause *I was shocked and I ran fastly* and the second one is *the dogs were faster than me. Then* is causal relation because *then* is also used to connect two clauses which shows the cause and the effect. It explained that *"The dog changed to be tame because of the master. Then, I went down and bought some eggs for lunch."*

So, the researcher was interested to analyze on the students' ability in writing recount text especially for the eighth grade with the paper entitled "An Analysis on the Students' Ability In Writing Recount Text at The Eighth Grade of MTs Ma`arif NU 5 Sekampung".

B. Focus of Research

1. Problem Limitation

Limitation is very useful for the researcher to determine the problems that will be analyzed. In this research, the researcher only focuses on "analyzing on the students' ability in writing recount text at the eighth grade of MTs Ma`arif NU 5 Sekampung.

2. Problem Formulation

Based on background of research, the researcher formulates such as "How is the students' ability in writing recount text at the eighth grade of MTs Ma`arif NU 5 Sekampung."

C. Objective and Benefits of Research

1. Objective of Research

Based on the problems formulation above, objective of research is "To analyze how the students' ability in writing recount text at the eighth grade of MTs Ma`arif NU 5 Sekampung."

2. Benefits of Research

This research is expected to be helpful to give good information to. Specifically, it is expected to have to benefits as follows:

1) For the English teacher

The result will give advantages for the English teacher to increase in teaching English writing.

2) For the students

The researcher hopes the students will be able to increase students ability in writing recount text.

3) For the further researchers

This result can be used as a reference of our experience in teaching and learning process and also as a consideration for other researchers to conduct further research.

D. Prior Research

The first prior research was from Afifatul Millah by the title "An error Analysis On Use Of Simple Past Tense In Students Recount Text (A study at the tenth grade of MA NU Banat Kudus)''. Students of MA NU Banat should be able to use simple past tense. However, most students still face difficulties in understanding and correctly using written narratives. Therefore, this research aims to analyze student errors when writing recounting texts by using simple past tense based on the surface strategy classification method. This research is based on descriptive qualitative analysis. The subject of the study is the first semester of the student MAN NU Banat Kudus, and the sample is the X IPA. When collecting data, researchers used writing tasks.

From the result, it could be seen that errors made by students were 56 omissions, 9 additions, 79 misinformations, and 3 misorderings. From

the frequency of each error type, misinformation was the error which was most frequently produced by the students. It took 54% of the total errors. Moreover, 38% errors fell into omission and 6% errors fell into addition; whereas, for misordering, it only took 2%. These errors came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and applied it incompletely (intralingual) and sometimes they could be found similar to those made by children learning the target language as their first language.[1]

Secondly, on the research about undergraduated thesis by Wahyuni, Mochtar Marhum, Muhsin from English Language Teaching Society entitled "Analyzing Errors Made by the Grade VIII Students in SMP 2 Parigi in Writing Recount Text", the objective of this research was to identify and to analyze kinds of grammatical errors made by the eighth grade students in their recount text and also to find out the reasons why the errors occurred. The design of this research was descriptive research design. The population of this research was the eighth grade students of SMP Negeri 2 Parigi and the number of the sample was 28 students.[2]

The last prior research in undergraduated thesis by Doni Ramli from Teacher Training and Education Faculty Tanjungpura University Pontianak entitled "An Analysis on Students' Errors in Writing Recount

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[1] Afifatul Millah, "*An Error Ananlysis on the use of simple past tense in students' recount text writing (A study at the tenth grade of MA NU Banat Kudus)",* (Semarang : UIN Walisongo, 2016)

[2] Wahyuni, et. al, "*Analyzing Errors Made by the Grade VIII Students in SMP 2 Parigi in Writing Recount Text",* (Parigi: English Language Teaching Society (ELTS)), 2014

Text", the writer conducted research on Tenth Grade Student of SMAN 1 Siantan. The writer wanted to know the students ability in writing recount text by asking the students to write their past experiences. Writing recount text is one of writing skills that should be acquired by the students.[3]

Based on the above research, there are similarites and differences between the previous research and this research. The similarity between the previous research and this research is equally analyzing about recount text. While the differences in the previous researchis equally analyzing an error on the use simple past tense in writing recount text and this research the researcher focuses to analyzes the students ability in writing recount text especially for the eighth grade with the paper entitled " An Analysis on the Students' Ability in Writing Recount Text at the Eighth Grade of Mts Ma'arif NU 5 Sekampung.

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[3] Doni Ramli, *"An Analysis on Students' Errors in Writing Recount Text",* (Pontianak: Teacher Training and Education Faculty Tanjungpura University), 2013

CHAPTER II
THEORETICAL REVIEW

A. Concept of Writing

1. Definition of Writing

Writing is the skill of a writer to communicate information to a reader or group of readers. Her or his skill is also realized by his or her ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind to her or his readers (s) effectively. Furthermore, writing is often helpful like a preparation in other activity, especially when the students write as an opening to discussion activities. This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.[4] Writing is called a process because it is not just one step. Writer spends lots of time thinking before they start writing. Because the purpose of writing is to communicate ideas, so the first step to be a good writing is to have strong, clear ideas to convey.[5] So, writing is the skill of the writer to get an information by many processes in order that the readers can understand what the writer writes.

Writing is a complex activity which starts with decisions about how much information and what type of information a text should

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[4] Jeremy Harmer, *How to Teach Writing*, (England: Longman Pearson Education Limited, 2004), p. 33.

[5] International and Pan-American Copyright Conventions, *Eighth Grade Reading Comprehension And Writing Skills*, (New York: Learning Express, LLC, 2009), p. 227.

have, progresses to organizing the information and finally to decisions about how everything will be linguistically expressed.[6] Writing is a dynamic manifestation of creative and critical thinking skills. Writer expresses real or imagined sensory experiences.[7] So, writing is an activity of creative and critical thinking to express the writer's experiences.

Major theme in pedagogical research on writing is the basic organization process of writing. Result of the written product are thinking, drafting and revising. The compositional nature of writing has to produce writing pedagogy that focuses student to bring in ideas, how to control them coherently, how to function discourse markers and rhetorical convention to locate them cohesively to be written text, how to repair text for really meaning, how to correct text for suitable grammar, and how to result a final product.[8] So, writing is the basic organization that focuses on students to bring in ideas, how to make cohesive and suitable grammar to be a good writing.

Writing is a process that can be learned and used; it is not, like height, a product of the genres about which little or nothing can be done. Increased proficiency in the process will not in itself make a great writer, but it can make a much better one. So, writing is skill for

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[6] Gert Rijlaarsdam, *et. al*, *Effective Learning And Teaching Of Writing A Handbook Of Writing In Education 2nd Edition,* (Boston: Kluwer Academic Publishers, 2005), p. 163.
[7] Anne Hanson, *Brain Friendly-Strategies For Developing Students Writing Skills 2nd Edition*, (California: Corwin Press, 2009), p. 22.
[8] H. Douglas Brown, *Teaching by Principle 2nd Edition*, (London: Longman, 2000), p. 335.

someone to increase their skill an event and another someone can understand what they write well.

When we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define. The act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation— interact with the listeners and adapt as we go along. For this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardised. If the goal of the English teacher is to enable students to produce fluent, accurate and appropriate written English, there are a number of aspects which need to be considered. These are:[9]

a. Mechanical problems with the script of English;

b. Problems of accuracy of English grammar and lexis;

c. Problems of relating the style of writing to the demands of a particular situation;

d. Problems of developing comfort in expressing what needs to be said.

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[9] Geoffrey Broughton, *et. al*, *Teaching English As A Foreign Language*, (London and New York: University of London Institute of Education), p. 116.

Based on the statements above, the researcher concludes that writing is one of skill in written form to get some informations to the readers. In writing, we can transfer the informations to others. Writing is also an ability to write correct and appropriate sentences, but also an ability to think creatively including all information which is not necessary. By using writing, we can share our ideas, feeling or anything that exist in our mind. It can be a good writing if readers understand easily what the writer writes. So, a writer has skill to write well and a writer know how to make cohesive and suitable grammar to be a good writing.

2. **Elements of Writing**

Elements of writing are the various skills that are needed for most types of academic writing.[10] There are:

a. Purpose

Purpose is talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve. A well-written essay should have a specific purpose or goal. There are three main purposes for writing — to express yourself, to inform your reader, and to persuade your reader.[11]

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[10] Stephen Bailey, *Academic Writing: A Handbook For International Students 2nd Edition*, (London And New York: Taylor & Francis e-Library, 2006), p. 65.
[11] Kathleen T. McWhorter, *Succesfull Collage Writing: Skills, Strategies And Learning Styles 4th Edition,* (USA: Bedford/St. Martin's, 2010), p. 82.

b. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writer knows who their audience is before they start writing. Good writer keeps their audience in mind as they write every sentence in their paragraph/text.

c. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writer explains their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific of language. The first requirement of a good sentence is that it be clear. Most failures in clarity come from three sources: (1) from such errors as misleading word order, confused pronoun reference, omission of necessary words, and inadequate punctuation, (2) from vogue diction, (3) from over-involved sentence structure.[12]

d. Unity

Unity in paragraph is internal consistency. Anything that does not further the purpose of paragraph destroys its unity. Unity also means that all the sentences are related to the topic sentence

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[12] James M. McCrimmon, *Writing With A Purpose*, p. 118.

and its controlling idea. Good writer stays on topic by making sure that each supporting sentence relates to the topic sentence.[13]

e. Coherence

Coherence means sticking together. A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are: logical order, repition of key words, use transitional words and phrases.[14]

3. Process of Writing

Process of writing is learning how to write by writing. This emphasizes on writing instruction focuses on the process of creating writing rather than the product. Writing is used for a wide variety of purposes, it is produces in many different forms. All of cases it is suggested that the process has four main elements, there are: [15]

a. Planning

Before starting to write or type, they try and dicide what it is they are going to say. For some writers this may involve making detailed noted. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. The first stage

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[13] *Ibid*, p. 84.
[14] *Ibid*, p. 92.
[15] Jeremy Harmer, *How To Teach Writing,* (England: Pearson Education Limited, 2004) p. 4-5.

in the writing process is planning. Planning is any orderly procedure which is used to bring about a desired result. There are three main issues when starting a planning. Firstly, they have considered the purpose of their writing, because it will affect what kind of text that will be produced, the language that will be used and the information that will be included. Secondly, the writer has to think of the audience who read their writing. Thirdly, the writer has to consider the content structure of their writing. What the best way is to arrange the fact, idea, or argument which has been decided to include.

b. Drafting

Drafting is a row of strategies designed to compose and develop a sustained piece of writing procedure to conclude whether the information you discover while planning can be established into a successful piece of or not. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.[16] It means that drafting is a process to get information through outline. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

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[16] H. Douglas Brown, *Teaching By Principles 2ⁿᵈ Edition*, p. 348.

c. Editing (Reflecting and Revising)

The writer needs to read the draft which they produced. Perhaps the order of the information is not clear probably the ambiguous and confused text has been written. Eventually, the writer has asked the reader to comment and suggest and reflecting and revising. So, the writer revises his writing to make appropriate revisions.

Revising is a prosedure for improving or correcting a work in progress. As the third and final in writing process, revising is a series of strategies design to re-examine and re-evaluate the choices that have created of piece of writing. In revising, the writer tries to make certain that readers can understand the messages. The writer should check whether the logic of ideas is presented smoothy or not. Revision is a thinking process that occurs any time you are working on a writing project.[17]

d. Final version

The writer produces the final version when he has edited his draft, making the changes they think to be necessary. It is considerably different from both the original plan and the first draft because it has been changed in the editing process. It becomes the final version that will be read by the audience.

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[17] Jean Wyrick, *Steps To Writing Well With Additional Readings 8th Edition,* (USA: Wadsworth Cengage Learning, 2004), p. 95.

All of good writer goes through several steps of revision because they want to make their writing the best it can be. At this point, they consider what they have written, get feedback from others, and make changes.[18]

Writing consists of three major processes:[19]

a. Planning

Planning process consists of generating, organizing and goal-setting subprocess. The function of planning process is to take information from the task environment and from long-term memory and to use it to set goals and establish a writing plan to guide the production of a text that will meet those goals.

b. Translating

Translating process acts under the guidance of the writing plan to produce language corresponding to information in the writer's memory.

c. Reviewing

The function of reviewing process consist of which reading and editing subprocess, is to improve the quality of the text produced by the translating process. It does thus by detecting and correcting weaknesses in their text with respect to language conventions and accuracy of meaning, and by evaluating the extent to which the text accomplishes the writer's goals.

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[18] H. Douglas Brown. *Teaching By Principles 2nd Edition*, p. 353.
[19] Lee W. Greg & Erwin R. Steinberg, *Cognitive Process In Writing*, (New Jersey: Lawrence Erlbaum Associates Inc, 1980), p. 12-13.

4. Types of Writing

There are four types of writing as follows:

a. Description

In writing, description can be regarded as a text. Writer attempts the picture out an image to the readers is descriptive text. Whatever the image is, it can be used. Not only it is a real image such as a person, animal, or plan but also an abstract image such as opinion, idea, love, hate and belief. In this case as a product of writing, the text functions to reflect what is being described to the readers. Description reproduced the way things look, smell, taste, feel, or sound such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time (days, times of day or seosons). It may be used also to describe more than the outward appearance of people that can tell about their traits of characters or personality.

b. Narrative

Narrative in composition has been widely known as a text. This paragraph is to recount an event to the readers. Form of narrative it can be conserving biographies, autobiographies, historical event, instructions and process. It functions to recount what is being narrated to the readers as a product of writing.

c. Argumentation

Argumentation means supporting one side or the other of the controversial topic. This method is to make a general statement and support it or something to lead logically to general conclusion by a series of facts.

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. argumentation is used to make a case or to prove od disprove a statement or proposition. Study the following paragraph. They are basically exposition, but they use argumentation.

d. Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used a part from narrattive, it stands alone as an essay. Used alone in narrative, exposition may be developed in a number of ways.

e. Recount

Recount provides information about what happened, when it happened, where it happened, and the people involved. It has social functions and can replay events to inform or entertain readers. The restatement also focuses on the individual participant, the use of the past tense, the use of the chronological

sequence of events, and the use of material (or action) terms.

B. Concept of Recount text

1. Definition of Recount Text

Recount is the most common type of non-fiction writing and includes regular 'news' or diary writing; accounts of outings and holiday activities; 'true stories' of events in history or R.E.; and accurate reporting of classroom activities in science or other curriculum areas.[20] According to Peter Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.[21] Language is organized as cohesive units that are produced, exchanged, or received as text. Any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film, and soon, are called text.[22]

Recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past. It means that the students are expected to be able to write their past experience by learning recount.

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[20] Sue Palmer, *How To Teach Writing Across The Curriculum*, (London: Routledge, 2011), p. 42.
[21] Peter Knapp & Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching And Assesing Writing,* (Australia: University of South Wales Press Ltd, 2005), p. 223.
[22] Rika Dartiana, "Journal of English Language Teaching", *STAIN Jurai Siwo Metro,* Vol. 50 No 1, p. 57

A text stands alone as an act of communication as far as a speech and writing are concerned.[23] Any meaning-producing events which can be in the form of a book, a film, an advertisement, a phone conversation and so on are called text. A text can also be seen in two points of view; a thing in itself which can be recorded, analyzed and discusses; and also the outcome of a process of an occasion that is socially produced.[24] Texts are always created in a context. While individually created texts, texts are created as social subject particularly in a social environment. In short, Text is always related to a social environment and to other texts. Texts are never completely individual or original.[25]

One of the texts types used in research is recount text. A recount text is a text that story a particular person, place, and things. It means that recount text is able to provide the factual information. The purpose of recount writing is to share with the reader some object, person, scene, activity, or mood that the writer experienced. In addition to informing and interesting other, story adds to the enjoyment of life.

Recount text can be presented as a writer or spoken texts, in a recount text, the writer as authority informs something to the unknown readers or listener.

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[23] Peter Knapp and Megan Watkins, *Genre, Texts, Grammar: Technologies for Teaching and Mastering Writing*, (Australia: University of New South Wales Press Ltd, 2005), p. 30.
[24] *Ibid.*, p. 14
[25] *Ibid.*, p. 19

2. Kinds of Recount Text

There are three kinds of recount text, those are :

a. Personal recount

a personal recount text usually retells an experience in which the writer was personally involved. It list and describes past event experiences by retelling event. It present the events chronological (in order in which they happened). The purpose of personal recount text is to inform or to entertain the reader.

b. Procedural recount

a procedural recount records events such as a science experiment or a cooking experience. The purpose of procedural recount text is to inform listeners or readers.

c. Biographical recount

The purpose of biographical recount is to inform the reader by retelling past events and achievements in a person's life. A biographical recount uses specific names of the people involve in the biography.[26]

Based on kinds of recount text above the researcher conclude that kinds of recount text divided into three kind those are personal recount, procedural recount, biographichal recount, and a personal recount text itself usually retells an experience in which the writer was personally involved and a procedural recount records events such as a

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[26] Lia Maretnowati. *The Effectiveness of pre reading activities Questioning and vewing pictures in student's comprehension*. Jakarta: Departement of English education,2014.p.13

science experiment or a cooking experience, and The purpose of biographical recount itself is to inform the reader by retelling past events and achievements in a person's life.

3. **Characteristics of Recount Text**

Structure of recount text is the framework that holds the story together and gives it shape. It has been analysed and described in differents ways. Steps for constructing a recount are:

a. Orientation

Orientation is background information answering who, why, when, where. Recount text begins by telling the reader who was involved, what happened, where this events, took place and when it happened.[27] In orientation it is mentioned some events which is also stated the participants, place, or time information in that story.

b. Events

Event is the main important activities or events that occurred in that story of text. The function is to give more explanation of the orientation.[28] This parts introduces series of events trip which is happened the story in the past. Tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

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[27] Clary Sada *"improving students recount text writing by using picture series*., p. 3
[28] Puji astuti. "*Improving students ability in writing recount text through picture sequences"*department of English education.2011.p.14

c. Re-orientation

Re-orientation is a conclusion of the story. Some recounts have a concluding pharagraph; however, this is not always necessary. It is the part how the story goes back to the beginning point and sometimes the author also gives the comments or his opinions about the event happened. Re-orientation is optional and closure of events. It is the last part of the text. It consists of the summarizing of events and also the ending of the story.[29]

4. Language Feature of Recount Text

Language features of narrative text are:

a. Using simple past tense

The main verb are in the simple past tense, like: *closed, locked, double-locked, took off, put on, sat down*. There are verbs that carry the story along and recount the events that happen one after the other.

b. Using conjunction

The succession of events in time is reinforced by using of adverb, like: *thus, then*, and by enjoying clauses together with *and*. The sequence of event is mirrored by the sequence of clauses, and as readers we understand these follow one another in time.

Recount text usually begins with a description of time. Then spesific participant, character in the story is that there are spesific use

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[29] *Ibid*. P.14

of adjective (Adj) to clarify the noun (N) for example, use past tense sentence patterns simple sentence is used for telling the events that happened in the past them. Conjunction that is often used is *when, then, suddenly, next, etc* to connect with one another groove to trace and easy to follow.

CHAPTER III

RESEARCH METHOD

A. Characteristic and Type of Research

This research conducted the appropriate method intended. There are several research methods that would like to apply in a research. The characteristic of the research is chosen based on its purpose. Therefore, the characteristic of this research is descriptive qualitative because the research is describing the problems and analyzing them. This research was analyzing the students' ability in writing recount text. It was surely more suitable for using qualitative. Qualitative research is suited to address a research problem in which you do not know the variables and need to explore. A qualitative research is needed to explore this phenomenon from the perspective of distance education students. In other word, using sign language in such courses is complex and may not have been examined in the prior literature.[30]

Type of this qualitative research is a case study. Traditionally, the case study has been associated with qualitative methods of analysis. In selecting studies, those that have become touchtones in methodological discussions of the case study method; and those that provide diversity in topic, method of case selection, method of analysis, theory, or disciplinary

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[30] John W. Creswell., *Educational Research Methodology 4ᵗʰ Edition,* (Boston: Pearson Education, 2011), p. 16.

background.[31] A case study is an in-depth of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection.[32] The case (s) were bounded by time and activity and the researcher collected detail information using a variety of data collection procedures over a sustained period of time. In this research, the researcher conducted in-depth research to analyze on the students' ability in writing recount text at the eighth grade of MTs MA`ARIF NU 5 SEKAMPUNG. Then, the researcher made an interpretation from the data that would be collected. So, the researcher concluded that case study helped to understand a complex issue or object that could extend research. In this research of case study was students' ability in writing recount text.

B. Data Source

This research was conducted of MTs MA`ARIF NU 5 SEKAMPUNG to collect the accurate data of this research, the researcher needed accurate data source as well. There are two types of the data source namely primary source and secondary source. The primary source of research (information directly from the teacher or situation under the research) is interview and documentation. The secondary source of research (secondhand accounts of the people or situation written by the others) is everything that is related to this study that can support this

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[31] John Gerring, *Case Study Research: Principles And Practices,* (USA: Cambridge University Press, 2007), p. 11.
[32] John W. Creswell., *Educational Research Methodology 4th Edition,* (Boston: Pearson Education, 2011), p. 465.

research. Common examples of secondary sources are histoty books, articles in encyclopedias, and review of research.[33]

The researcher chose eight students at the eighth grade of MTs MA`ARIF NU 5 SEKAMPUNG as participants. The researcher chose them because they were able to write recount text. The researcher investigated some questions and analyzed their writing recount text result in primary source.

C. Data Collection Technique

Therefore, the data would be gained through several techniques as follows:

1. Interview

    Interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis.[34]

    In this step, the researcher conducted interview to the students. The researcher conducted interview about the students' ability in writing recount text.

2. Documentation

    The term documentation refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts.

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[33] Donald Ary *et, al., Introduction To Research In Education 8th Edition,* (USA: Wadsworth, Cengage Learning, 2006), p. 467.

[34] John W. Creswell., *Educational Research Methodology 4th Edition, (*Boston: Pearson Education, 2011),, p. 217.

Document may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture such as books, films, and videos. [35]

Documentation is the instrument to collect some informations in the form of written source or documenter such as book, encyclopedia, daily note, etc. Data needs had been already written. The research gathered the written data from archive of the school. The researcher recorded the students' name at the eighth grade of MTs MA`ARIF NU 5 SEKAMPUNG and took the data about description of research area included profiles of MTs MA`ARIF NU 5 SEKAMPUNG.

D. **Data Analysis Technique**

Data analysis is the most complex and odd phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the writer confronts massive amounts of field notes, interview transcripts, audio recordings, video data, refl actions, or information from documents, all of which must be examined and interpreted. The data analysis technique of the present study in the following ways:[36]

1. Familiarizing and organizing

In analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Initially, the writer must become familiar with the data through reading and rereading

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[35] Donald Ary *et, al., Introduction To Research In Education 8th Edition,* (USA: Wadsworth, Cengage Learning, 2006)*,* p. 442.
  [36] *Ibid,* p. 481-491.

notes and transcipts, viewing and reviewing videotapes, and listening repeatedly to audiotapes.

In the first step of analyzing, the researcher read through all the data in order to be familiar with the data. After that, the researcher made transcription of the students' interview and documentation. Then, the researcher organized or arranged the data into different types depending on the sources of information.

2. Coding and reducing

After familiarizing and organizing the data, the next step is analyzing with coding process. This is the core of qualitative analyzes and includes the identification of categories and themes and their refinement. In this stage, the researcher classified the data according to the categories of data sources. After all the data were coded and classified, the researcher might reduce the data that was not related to the present study.

3. Interpreting and representing

This is the final stage of analyzing the data. Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Meanwhile, representation involves how the data are presented. It involves reflecting the words and acts of the study's participant then generalized the data to make interpretation. After making interpretation, the researcher represented the result in a form of table, figure, diagram, or narrative.

CHAPTER IV
RESULT AND DISCUSSION

A. Research Setting

1. The History of MTs Ma'arif NU 5 Sekampung

MTs Ma'arif NU 5 Sekampung is Islamic Junior High School in Sekampung is located Jl. Kampus Ma'arif Sumbergede 56 A, Sekampung. East Lampung. The school was established on January, 1st 1968. It was founded by leading figures of Islam who was very concerned with the Islam religion in the future, especially in Sekampung.

Since MTs Ma'arif NU 5 Sekampung was established, it has been led by the following principles:

Table 1
The Principles of MTs Ma'arif NU 5 Sekampung

No	Name of Principles	Period e
1	Umar Ma'ruf	1968 – 1972
2	Dinas Suryono	1973 – 1975
3	M. Mundir, BA	1976 – 1977
4	Drs. M. Rodjan	1978 – 1992
5	Drs. Hi. A. Mudjab. KH.	1993 – 1995
6	Drs. Abdul Djalal	1996 – 2010
7	Drs.Hi.Wasito	2010 – 2015
8	Hi.Subandi,S.Pd.	2015 – now

a. The Quantity of Students at MTs Ma'arif NU 5 Sekampung

There are 401 students of MTs Ma'arif Nu 5 Sekampung. Each grade consist of six classes. The seventh grade concist of 124 students, the eight grade consists of 125 students, and the ninth grade consists of 152 students. The quantities of the students at MTs Ma'arif NU 5 Sekampung that could be identified as follows:

Table 2

The Students Quantity of MTs Ma'arif NU 5 Sekampung

No	Class	Sex		Amount
		Male	**Female**	
1	VII	32	92	124
2	VIII	34	91	125
3	IX	37	115	152
Amout				401

b. Vision and Missions of MTs Ma'arif NU 5 Sekampung

1. The vision of the school:

Islamic Quality education, populist and democratic and able to complete.

2. The missions of the school:

a. Developing the implementation of education both in the school environment and nationally.

b. Developing system of education that is expected to foster a critical awareness of students' attitudes and behavior in an Islamic way.

c. Placing students as subjects of knowledge and self development through the development of all its intelligence.

d. Creating and growing carely toward society cares.

e. Developing the curriculum based environment.

B. Analysis on The Students' Ability In Writing Recount Text

1. Result of test

After analyzing the data of students' recount writing, the researcher knew some abilities on the students' in writing recount text. There are characteristics/generic srtucture, tense used and conjunction in writing recount text.

a. Characteristics/generic structure

Characteristics/generic structure is one of keyword to write story. Recount text have generic structure to write the story in order that the reader/listener understand easily. There are, *title, orientation, event, re-orientation.* It is written by the story chronologically. Here, the students wrote recount text based on the characteristics/generic structure:

Table 3

Table of the Characteristic/Generic structure of Recount Text

Name Code	Generic Structure	Sentence Sample
AS	Title	My Old Story
	Orientation	When I was in Elementary School, I had a story. It was happened at school after sport course.
	Event	At the moment, I and my friends climbed on the tree. ... I fell down

Name Code	Generic Structure	Sentence Sample
		and then my friends derided me. But, I cried because of them. ... They reported to the teacher. My teacher came to help me. So, my teacher asked me to come home.
	Re-orientation	My mother was shocked why I cried. Then, my teacher explained that I fell down the tree. The day after tomorrow, I back to go to school. ... I meet them and I said thankful.
AZA	Title	Bad moment
	Orientation	One year ago, my class came in a new student. It was class 7.
	Event	... oneday, we went school by motorcycle. But, we fell in the ditch. Our uniform was dirty. I felt to come back home. ... My mother was angry with me.
	Re-orientation	I was so regret. My mother said "I was not carefully to go to school. Finally, I remainded the material of school.
CDED	Title	Rainy Day
	Orientation	Oneday, I went to school at 06.30 o'clock a.m. it was Wednesday.
	Event	After that, I arrived in the school, rain fell down. In the class, we studied so cold because rain. Time of break, I went to canteen to buy snacks. ... I came back to the class to study again until class finished.
	Re-orientation	Finally, I came back to my house by bicycle. ... After that, I permitted to my mother because I want to play with my friends again. So, I played with my friends in Hera's house.
FCL	Title	New Experience
	Orientation	Three days ago, I bought kitchen utensils. I bought it at market closed.
	Event	... After I bought it, I was tired. So that, I sat an rest area at market. I

Name Code	Generic Structure	Sentence Sample
		had in trouble to bring it. Suddenly, someone helped me to bring groceries.
	Re-orientation	Finally, I came back home and gave it to my mother. Then, I told with her that something happened in the market. My mother was smile with me.
MRH	Title	Eating Meatball
	Orientation	Yesterday, my mother went to the market. I followed her.
	Event	I help my mother to bring it. After finish, my mother invited me to eat meatball. And then, my mother ordered 2 cups of meatball.
	Re-orientation	After that, I and my mother came back home. I was full. So, I slept well.
NF	Title	Beautiful Beach
	Orientation	Long time ago, I went to beautiful beach namely clara beach. I came with my family.
	Event	I looked white sand so beautiful. ... I and my family enjoyed it. ... Then, we came back to the beach to play water.
	Re-orientation	Finally, I and my family prepared to come back home. I was very happy. It was my beautiful holiday to.
NSA	Title	I and Fred's Family
	Orientation	Two months ago, I and Fred's family went to sariringgung beach.
	Event	... I look view there and then I played banana boat. I also swam on the sea. I and Fred's family ate under tree. The day was so cool. It was so wonderful.
	Re-orientation	Finally, I and Fred's family came back home. I felt so happy. ... So, I looked view in the car.
RJ	Title	Nice Day
	Orientation	Oneday, I and my family went to

Name Code	Generic Structure	Sentence Sample
		mutun beach to holiday. I was no see the beach long time.
	Event	It was the first time to my young brother to visit the beach. ... He enjoyed the trip to the beach. In the beach, he run to the sea. He swim very long and I follow him.
	Re-orientation	Finally, I and my family came back home. In the car, my young brother slept well. ... I was happy because all of my family follow to the mutun beach.

From the table above, the researcher analyzed the application of generic structure, as follows:

1) *Orientation: When I was in Elementary School, I had a story. It was happened at school after sport course.*

   The sentences above contains orientation, is about who, where and when in the story. There are *"who"* in the text is *"I"*, *"where"* in the text is *"at school"* and *"when"* in the text is *"Elementary school"* (it meant that the story happened when she was in Elementary school).

   Event: At the moment, I and my friends climbed on the tree. ... I fell down and then my friends derided me. But, I cried because of them. ... They reported to the teacher. My teacher came to help me. So, my teacher asked me to come home.

   The sentences above contains event, it is content in the story that happened. In the second paragraph, she explained that she

had bad experience in the school. She fell down on the tree and cried. Then, her friend reported to the teacher. The teacher came and ordered to her to come back home. After that, his teacher gave her some times to free.

Re-orientation: My mother was shocked why I cried. Then, my teacher explained that I fell down the tree. The day after tomorrow, I back to go to school. ... I meet them and I said thankful.

The sentences above contains reorientation in the text. In the last paragraph, he explained that her mother was shocked. Then, her teacher told what happened to her. After that, she got free some days then she came back to go to school. She met her teacher and her friends to say thankful and did daily activity in the school.

2) *Orientation: One years ago, my class came in a new student. It was class 7.*

The sentences above contains orientation, is who, where and when in the story. There are *"who"* in the text is *"I"*, *"where"* in the text is *"my class"* (it meant in the school), *"when"* in the text is *"one years ago"* (it meant the story that happened when he was class 7 because now he is class 8).

Event: ... oneday, we went school by motorcycle. But, we fell in the ditch. Our uniform was dirty. I felt to come back home. ... My mother was angry with me.

The sentences above contains event, is the content in the story happened. In the second paragraph, he explained that he had bad moment with his friends. When they went to go to school, they fell in the ditch. So, they were not come to the school because their uniform was dirty. He came back home but his mother was angry.

Re-orientation: I was so regret. My mother said "I was not carefully to go to school. Finally, I remainded the material of school.

The sentences above contains reorientation in the text that explained closing end ending in the story. In the last paragraph, he explained that he was so regret what he did so that he could not go to school. So, he remainded the material of school.

3) *Orientation: Oneday, I went to school at 06.30 o'clock a.m. it was Wednesday.*

The sentences above contains orientation, it explains that who, where and when the story was happened. There are *"who"* in the text is *"I and my friends"*, *"where"* in the text is *"in the school"*, *"when"* in the text is *"at 6.30 a.m on Wednesday"* (it meant that happened oneday on Wednesday at 6.30 a.m).

Event: After that I arrived in the school, rain fell down. In the class, we studied so cold because rain. Time of break, I went to canteen to buy snacks. ... I came back to the class to study again until class finished.

The sentences above contains event in the story because she told about the problem happened in the class when rain was falling down. And, they did daily activity in the school until class finished although rain was falling down.

Re-orientation: Finally, I came back to my house by bicycle. ... After that, I permitted to my mother because I want to play with my friends again. So, I played with my friends in Hera's house.

The sentences above contains the reorientation because she explained that she came back to her house. Then, she went again to play with her friends. Finally, she played in Hera's house.

4) *Orientation: Three days ago, I bought kitchen utensils. I bought it at market closed.*

The sentences above contains orientation. There are who, where and when in the text. There are *"who"* in the text is *"I"*, *"where"* in the text is *"at market"* and "when" in the text is *"three days ago"*.

Event: ... After I bought it, I was tired. So that, I sat an rest area at market. I had in trouble to bring it. Suddenly, someone helped me to bring groceries.

The sentences above contains event, is content in the story. In the second paragraph, he explained that he had in trouble to bring it. Then, he was helped by someone. He said thankful to him because he could bring groceries easily.

Re-orientation: Finally, I came back home and gave it to my mother. Then, I told with her that something happened in the market. My mother was smile with me.

The sentences above contains reorientation in the text. In the last paragraph, he explained that he could bring kitchen utensils easily because he was helped by someone. Then, he told with his mother. Happily, his mother was smile with him. It meant that "It was good attitude".

5) *Orientation: Yesterday, my mother went to market. I followed her.*

The sentences above contains orientation. There are who, where and when in the text. *"who"* in the text is *"my mother and I"*, *"where"* in the text is *"at market"*, and *"when"* in the text is *"tomorrow"* (it meant the day after today).

Event: I help my mother to bring it. After finish, my mother invited me to eat meatball. And then, my mother ordered 2 cups of meatball.

The sentences above contains event, is content in the text. In the second paragraph, he explained that he helped his mother to bring groceries. And then, his mother invited him to buy meatball as thankful to him. Then, he and his mother bought and enjoyed the food until finished.

Re-orientation: After that, I and my mother came back home. I was full. So, I slept well.

The sentences above contains reorientation. In the last paragraph, he explained that he came back home after they bought groceries and ate meatball. And then, he slept well because he was full. It is reorientation he explained what he did after he came back home.

6) *Orientation: Long time ago, I went to beautiful beach namely clara beach. I came with my family.*

The sentences above contains orientation that explained about keyword in orientation. There are who, where, and when in the text. In the first paragraph, she explained that *"who"* in the text is *"I and my family"*, *"where"* in the text is *"clara beach"*, and *"when"* in the text is *"long time ago"* (it meant story that happened old years ago.)

Event: I looked white sand so beautiful. ... I and my family enjoyed it. ... Then, we came back to the beach to play water.

The sentences above contains event, is content in the story. In the second paragraph, she explained that she enjoyed view in the beach. She looked white sand and played water. She also ate all of the foods there. She really enjoyed activity in the beach.

Re-orientation: Finally, I and my family prepared to come back home. I was very happy. It was my beautiful holiday to.

The sentences above contains reorientation because she explained closing and ending in the story. She explained that they came back home. Then, she felt happy. And also, it was to be a beautiful holiday because she enjoyed it.

7) *Orientation: Two months ago, I and Fred's family went to sariringgung beach.*

The sentences above contains orientation, there are who, where and when in the text. *"who"* in the text is *"I and Fred's family", "where"* in the text is *"sariringgung beach"* and *"when"* in the text is *"two months ago"*.

Event: ... I look view there and then I played banana boat. I also swam on the sea. I and Fred's family ate under tree. The day was so cool. It was so wonderful.

The sentences above contains event that is content in the story. In the second paragraph, he explained that he and Fred's family enjoyed all situation of beach. It was explained that he played banana boat then he swam on the sea after that he and his family ate under tree.

Re-orientation: Finally, I and Fred's family came back home. I felt so happy. ... So, I looked view in the car.

The sentences above contains reorientation directly. In the last paragraph, he explained that she was so happy. He looked view in the car. It meant that she enjoyed holiday.

8) *Orientation: Oneday, I and my family went to mutun beach to holiday. I was no see the beach long time.*

The sentences above contains orientation, is about who, where and when in the story. There are *"who"* in the text is *"I and my family", "where"* in the text is *"mutun beach"* and *"when"* in the text is *"oneday-no see the beach long time"* (it meant that holiday was been happened before but it was past time).

Event: It was the first time to my young brother to visit the beach. ... He enjoyed the trip to the beach. In the beach, he run to the sea. He swim very long and I follow him.

The sentences above contains event, is content in the story. In the second paragraph, she explained that her young brother enjoyed to the beach because it was the first time for him to

come the beach. In the beach, her young brother ran to the sea
and swam there. So, she followed him. And then, she and her
young brother played together.

Re-orientation: Finally, I and my family came back home. In
the car, my young brother slept well. ... I was happy because all
of my family follow to the mutun beach.

The sentences above contains reorientation in the story. In the
last paragraph, she explained that she was happy about her trip
to the beach because all of her family followed to the beach
especially her young brother.

b. Tense used in writing recount text

Tense is form in the sentence based on time in events. In
recount text, it used past tense form. The pattern of past tense is S
+ V2 or S + was/were. Here, the students wrote recount text based
on tense used, as follows:

Table 4
Table of the tense used

Name Code	Word of Past Tense	Sentence Sample
AS	Studied, had,	After we **studied** sport course, we **had** time to rest.
	Was shocked, cried, explained, fell	My mother **was shocked** why I **cried**. Then, my teacher **explained** that I **fell** down the tree.
AZA	Came, was	One years ago, my class **came** in a new student. It **was** class 7.
	Said, was not	I **was** so regret. My mother **said** "I **was not** carefully to go to school".
CDED	Went	Oneday, I **went** to school at 06.30

		o'clock.
	Arrived, fell	After that, I **arrived** in the school, rain **fell** down.
FCL	Bought	Three days ago, I **bought** kitchen utensils.
	Came, gave, told	Finally, I **came** back home and **gave** it to my mother. Then, I **told** with my mother that something happened in the market.
MRH	Bought, help	My mother **bought** some snacks, eggs, noodle, etc. I **help** to bring it.
	Ordered	And then, my mother **ordered** 2 cups of meatball.
NF	Looked, visited	I **looked** white sand so beautiful. Many people **visited** to enjoy its holiday.
NSA	Drove, brought	I and Fred's family **drove** by car. I **brought** foods for lunch and some snacks.
	Played, swam	And then, I **played** banana boat. I also **swam** on the sea.
RJ	Enjoyed	He **enjoyed** the trip to the beach.
	Sleep, was	In the car, my young brother **sleep** well. He **was** tired.

From the table above, the researcher analyzed tense used in the text, as follows:

1) *After we studied sport course, we had time to rest. ... My mother was shocked why I cried. Then, my teacher explained that I fell down the tree.*

The sentences above, she wrote *"studied"* is verb two from *"study"* (regular verb), *"had"* is verb two from *"have/has"* (as modal verb), *"was shocked"* is verb two from *"is shocked"* (it is past tense used in passive sentence), *"cried"* is verb two from *"cry"* (regular verb), *"expalined"* is verb two from

"explain" (regular verb), *"fell"* is verb two from *"fall"* (irregular verb).

2) *One years ago, my class came in a new student. It was class 7. ... I was so regret. My mother said "I was not carefully to go to school".*

The sentences above, he wrote came *"was"* is verb two from *"is"* (tobe), *"said"* is verb two from *"say"* (regular verb), *"was not"* is verb two from *"is not"* (it is tobe to negative sentence).

3) *Oneday, I went to school at 06.30 o'clock. ... After that, I arrived in the school, rain fell down.*

The sentences above, she used past tense. It meant that he wrote the sentence based on the pattern of past tense. She wrote *"went"* is verb two from *"go"* (irregular verb), *"arrived"* is verb two from *"arrive"* (regular verb).

4) *Three days ago, I bought kitchen utensils. ... Finally, I came back home and gave it to my mother. Then, I told with my mother that something happened in the market.*

The sentences above, he wrote *"bought"* is verb two from *"buy"* (irregular verb), *"came"* is verb two from *"come"* (irregular verb), *"gave"* is verb two from *"give"* (irregular verb), *"told"* is verb two from *"tell"* (irregular verb).

5) *My mother bought some snacks, eggs, noodle, etc. I help to bring it. And then, my mother ordered 2 cups of meatball.*

The sentences above, he wrote *"help"* is verb base (he did not use verb two in the sentence. Properly, he wrote *"helped"*. So, he did mistake.), *"ordered"* is verb two from *"order"* (regular verb).

6) *I looked white sand so beautiful. Many people visited to enjoy its holiday.*

The sentences above, she used past tense. She wrote *"looked"* is verb two from *"look"* (regular verb), *"visited"* is verb two from *"visit"* (regular verb).

7) *I and Fred's family drove by car. I brought foods for lunch and some snacks. ... And then, I played banana boat. I also swam on the sea.*

The sentences above, he wrote *"drove"* is verb two from *"drive"* (irregular verb), *"brought"* is verb two from *"bring"* (irregular verb), *"played"* is verb two from *"play"* (regular verb), *"swam"* is verb two from *"swim"* (irregular verb).

8) *He enjoyed the trip to the beach. ... In the car, my young brother sleep well. He was tired.*

The sentences above, she wrote *"enjoyed"* is ver two from *"enjoy"* (regular verb), *"sleep"* is verb base (she did not use

verb two in the sentence. Properly, she wrote *"slept"*. So, she did mistake).

c. Conjunction in Writing Recount Text

Conjunction connects two or more sentences, clauses or parts of clauses. Conjunction is the semantic system to speakers relate clauses in term of additive, adversative, causal and temporal relation. The simple form of additive relation is expressed by *and, or, furthermore, similarly, in addition, nor, or else, alternatively, that is, thus, likewise, in other words*, the connectives link units of semantic similarity.

Then, the simple form of adversative relation is expressed by *but, however, on the other hand, nevertheless, yet, though, only, instead, on the contrary, rather, at least, either case*.

Then, the simple form of causal relation is expressed by *so, consequently, for this reason, then, therefore, with this in mind, for, because, it follows, arising out of this, to this end, under the circumstances*.

Then, the simple form of temporal relation is expressed by t*hen, after that, an hour later, finally, at last, next, just then, before that, in the end, a first/originally/formerly, at once, soon, next time, meanwhile, until then, up to now, from now on.*

Table 5
Table of the Conjunction

Name Code	Conjunction	Sentence Sample
AS	When	*When* I was in Elementary school, I had a story.
	But	*But,* I cried because of them.
	Then, and	*Then,* my friends feared *and* they run so fast.
AZA	Because	She and I went to school together *because* she was my new neighbour.
	But	*But*, we fell in the ditch.
CDED	After that	*After that,* I arrived in the school, rain fell down.
	So	*So,* I played with my friends in Hera's house.
FCL	Finally	*Finally,* I came back home and gave it to my mother.
	After	*After* I bought it, I was tired.
MRH	And then	*And then,* my mother ordered 2 cups of meatball.
	So	*So,* I slept well.
NF	Long time ago	*Long time ago,* I went to beautiful beach namely Clara beach.
	Finally, and	*Finally,* I *and* my family prepared to come back home.
NSA	Two months ago	*Two months ago,* I and Fred's family went to sariringgung beach.
	Finally, and	Finally, I *and* Fred's family came back home.
RJ	Because	*Because* I was no see the beach long time.
	And	He swim very long *and* I follow him

The table above is the sample sentences to show students' ability in

conjunction of recount text, as follows:

1) *When I was in Elementary school, I had a story. ... But, I cried because of them. Then, my friends feared and they run so fast.*

   The sentences above, there is conjunction. They are *when, but, then* and *and.* *"when"* is temporal relation because temporal relation because *it* shows the time order of event. It explained that *"In elementary school, she had a story. It meant she was child".* *"but"* is adversative relation because *it* is also used to connect two clauses as the above clause is shown. It explained that *"she cried because her friends derided her".* *"then"* is causal relation because *it* is also used to connect two clauses. It explained that *"she cried so that her friends feared and they run so fast".* *"and"* is additive relation because *and* is to connect more than two different verbs. It explained that *"feared was first verb and then ran was second verb".* It was explained in the sentence above.

2) *She and I went to school together because she was my new neighbour. ... But, we fell in the ditch.*

   The sentences above, there is conjunction. They are *because* and *but.* *"because"* is causal relation because *it* is used to connect two clauses which show the cause and effect. It explained that *"her friend was new neighbour so her and her friend went to school together".* *"but"* is adversative relation because *it* is also used to connect two clauses. It explained that

"when they went to school by motorcycle, they fell in the ditch".

3) *The day was cloudy* <u>but</u> *I still went to school. ... <u>After that,</u> I arrived in the school, rain fell down. ... <u>So,</u> I played with my friends in Hera's house.*

The sentences above, there is conjunction. They are but, *after that* and *so*. *"after that"* is temporal relation because *it* shows the time order of event. It explained that *"rain fell down after he arrived in the school." "so"* is causal relation because *it* is also used to connect two clauses which show the cause and effect. It explained that *"after he permitted to his mother to play with his friends, he could play in Hera's house".*

4) *... <u>Finally,</u> I came back home and gave it to my mother. <u>Then,</u> I told with her that something happened in the market.*

The sentences above, there is conjunction in the sentences. They are *finally* and *after*. *"finally"* is temporal relation because *it* is modify the sentence that shows the time series of the activity. It explained *"after he bought it, he came back home". "after"* is temporal relation because *it* is modify the sentence that shows the time series of the activity. It explained that *"he felt tired after he bought vegetable oil, eggs, fish, vegetables and drink".*

5) *And then, my mother ordered 2 cups of meatball. ... So, I slept*
   well.

   The sentences above, there is conjunction. They are *and then*,
   and *so* in the sentences. *"and then"* is temporal relation
   because *it* shows the time order of event. It explained that
   "after his mother invited to eat meatball, his mother ordered
   it". *"so"* is causal relation because *so* is also used to connect
   two clauses which show the cause and effect. It explained that
   "he was full so he could sleep well".

6) *Long time ago, I went to beautiful beach namely Clara beach.*
   ... Finally, I and my family prepared to come back home.

   The sentences above, there is conjunction. They are *long time*
   ago, finally and *and* in the sentences. *"long time ago"* is
   temporal relation because *it* is the used conjunction for the
   above sentence which shows series of time. It explained that
   "she told her story that she came in clara beach but it was
   happened in the past". *"finally"* is temporal relation because *it*
   is the used conjunction for the above sentence which shows the
   final activity after some series of activities. It explained that
   "after she and her family enjoyed in ther beautiful beach, they
   prepared to come back home", *"and"* is additive relation
   because *it* is to connect more than two different nouns. It

explained that *"I was first noun and then my family was second noun".* It was explained in the sentence.

7) <u>*Two months ago, I and Fred's Family went to sariringgung beach ...*</u> <u>Finally,</u> *I <u>and</u> Fred's family came back home.*

The sentences above, there is conjunction in the sentences. They are *two months ago, finally,* and *and. "two months ago"* is temporal relation because *it* shows the time order of event. It explained that *"they went to the beach, it was happened in the past". "and"* is additive relation because *it* is to connect more than two different nouns. It explained that *"I was first noun and then Fred's family was second noun".* It was explained in the sentence.

8) *<u>Because</u> I was no see the beach long time. ... He swim very long <u>and</u> I follow him.*

The sentences above, there is conjunction. They are *because, finally* and *and* in the sentences. *"because"* is causal relation because *it* is used to connect two clauses which show the cause and effect. It explained that *"she ever went to mutun beach before." "and"* is additive relation because it is to connect two clauses in the sentence. It explained that *"first clause is he swim very long, second clause is I follow him".*

2. Result of Interview

   This interview was conducted on Wednesday, June 6 2023 in the class.

   Interview I

   The researcher   : Do you like writing? Why?

   AS   : Yes, I do. Because writing is easy. I can write anything what I want to write.

   The researcher   : What are difficulties do you usually find in writing?

   AS   : Low in vocabularies and no ideas.

   The researcher   : Do you know recount text?

   AS   : Yes, I do.

   The researcher   : Do you ever writing in recount text?

   AS   : Yes, I do.

   The researcher   : Do you like recount text?

   AS   : Yes, I do.

   The researcher   : Do you ever writing dairy?

   AS   : Yes, I do.

   The researcher   : What do you think about recount text?

   AS   : Recount text is retell the story that past event.

   The researcher   : What are generic structure of recount text do you know?

   AS   : Title, orientation, event, reorientation

The researcher	: What is tense do you use in writing text?
AS	: Past tense
The researcher	: What do you know about conjunction in writing recount text?
AS	: After that, so and finally.

Interview II

The researcher	: Do you like writing? Why?
AZA	: Yes, I do. Because I like writing.
The researcher	: What are difficulties do you usually find in writing?
AZA	: Have no ideas.
The researcher	: Do you know recount text?
AZA	: Yes, I do.
The researcher	: Do you ever writing in recount text?
AZA	: Yes, I do.
The researcher	: Do you like recount text?
AZA	: Yes, I do.
The researcher	: Do you ever writing dairy?
AZA	: Yes, I do.
The researcher	: What do you think about recount text?
AZA	: Recount text is my favorite writing. I enjoyed writing recount text.

The researcher	: What are generic structure of recount text do you know?
AZA	: Title, orientation, event, reorientation
The researcher	: What is tense do you use in writing text?
AZA	: Past tense
The researcher	: What do you know about conjunction in writing recount text?
AZA	: Finally, so, then, etc.

Interview III

The researcher	: Do you like writing? Why?
CDED	: Yes, I do. Because writing is something from my life.
The researcher	: What are difficulties do you usually find in writing?
CDED	: Low vocabularies.
The researcher	: Do you know recount text?
CDED	: Yes, I do.
The researcher	: Do you ever writing in recount text?
CDED	: Yes, I do.
The researcher	: Do you like recount text?
CDED	: Yes, I do.
The researcher	: Do you ever writing dairy?
CDED	: Yes, I do.

The researcher   : What do you think about recount text?

CDED   : recount text is I can write my story whatever that happened in my life.

The researcher   : What are generic structure of recount text do you know?

CDED   : Title, orientation, event, reorientation

The researcher   : What is tense do you use in writing text?

CDED   : Past tense

The researcher   : What do you know about conjunction in writing recount text?

CDED   : So that, after, before

Interview IV

The researcher   : Do you like writing? Why?

FCL   : No, I do not. Because I do not like writing.

The researcher   : What are difficulties do you usually find in writing?

FCL   : Low in vocabularies and do not have ideas.

The researcher   : Do you know recount text?

FCL   : Yes, I do.

The researcher   : Do you ever writing in recount text?

FCL   : Yes, I do.

The researcher   : Do you like recount text?

FCL   : No, I do not.

The researcher	: Do you ever writing dairy?
FCL	: No, I do not.
The researcher	: What do you think about recount text?
FCL	: Recount text is text to tell the story
The researcher	: What are generic structure of recount text do you know?
FCL	: Title, orientation, event, reorientation
The researcher	: What is tense do you use in writing recount text?
FCL	: Past tense
The researcher	: What do you know about conjunction in writing recount text?
FCL	: finally, so

Interview V

The researcher	: Do you like writing? Why?
MRH	: No, I do not. Because writing is not easy. I also low in vocabularies without dictionary.
The researcher	: What are difficulties do you usually find in writing?
MRH	: Low in vocabularies
The researcher	: Do you know recount text?
MRH	: Yes, I do.
The researcher	: Do you ever writing in recount text?
MRH	: Yes, I do.

The researcher : Do you like recount text?

MRH : No, I do not.

The researcher : Do you ever writing dairy?

MRH : No, I do not.

The researcher : What do you think about recount text?

MRH : Recount text is not simple text.

The researcher : What are generic structure of recount text do you know?

MRH : Title, orientation, event, and reorientation

The researcher : What is tense do you use in writing text?

MRH : Past tense

The researcher : What do you know about conjunction in writing recount text?

MRH : After, then and finally.

Interview VI

The researcher : Do you like writing? Why?

NF : No, I do not. Because writing is not easy. I have no ideas.

The researcher : What are difficulties do you usually find in writing?

NF : Have no ideas and forget something to told.

The researcher : Do you know recount text?

NF : Yes, I do.

The researcher : Do you ever writing in recount text?

NF : Yes, I do.

The researcher : Do you like recount text?

NF : No, I do not.

The researcher : Do you ever writing dairy?

NF : Yes, I do.

The researcher : What do you think about recount text?

NF : Title, orientation, event, reorientation

The researcher : What are generic structure of recount text do you know?

NF : I do not know

The researcher : What is tense do you use in writing text?

NF : Past tense

The researcher : What do you know about conjunction in writing recount text?

NF : Finally, after, before, that

Interview VII

The researcher : Do you like writing? Why?

NSA : No, I do not. Because writing is difficult.

The researcher : What are difficulties do you usually find in writing?

NSA : Low in vocabularies, have no ideas to writing

The researcher	: Do you know recount text?
NSA	: Yes, I do.
The researcher	: Do you ever writing in recount text?
NSA	: No, I do not.
The researcher	: Do you like recount text?
NSA	: No, I do not.
The researcher	: Do you ever writing dairy?
NSA	: No, I do not.
The researcher	: What do you think about recount text?
NSA	: Recount text is difficult.
The researcher	: What are generic structure of recount text do you know?
NSA	: Orientation, event, and reorientation
The researcher	: What is tense do you use in writing text?
NSA	: Past tense
The researcher	: What do you know about conjunction in writing recount text?
NSA	: After, then, so and finally.
Interview VIII	
The researcher	: Do you like writing? Why?
RJ	: No, I do not. Because writing difficult.
The researcher	: What are difficulties do you usually find in writing?

RJ	: Low in vocabularies and nothing ideas my mind.
The researcher	: Do you know recount text?
RJ	: Yes, I do.
The researcher	: Do you ever writing in recount text?
RJ	: Yes, I do.
The researcher	: Do you like recount text?
RJ	: No, I do not.
The researcher	: Do you ever writing dairy?
RJ	: Yes, I do.
The researcher	: What do you think about recount text?
RJ	: I do not know
The researcher	: What are generic structure of recount text do you know?
RJ	: Title, orientation, event, reorientation.
The researcher	: What is tense do you use in writing text?
RJ	: Past tense
The researcher	: What do you know about conjunction in writing recount text?
RJ	: Because, finally etc.

C. Discussion

This research was conducted at the eighth grade of MTS. MA`ARIF NU 5 SEKAMPUNG, it mean that the result of this research limited only on the students in that place and time. Analysis and references

of the research is about students' ability in writing recount text. In writing recount text, there is characteristics/generic structure that must be understood deeply by the students. They are, orientation, event, re-orientation. Writing recount text uses past tense to write the story. The students also uses conjunction to connect the words or clauses.

In addition, from the result of research data analysis the researcher knew students' ability that commonly written in their text, is about generic structure, tense used and conjunction. The students wrote the text based on their ability. In analyzing the data, the researcher could know students' ability in their texts. The students could write generic structure in their text. The students wrote tense used based on pattern of past tense. But, some students wrote mistake in writing verb of recount text. The students also wrote conjunction in the text. In conjunction, they wrote variety of conjunction. There are additive, adversative, causal and temporal relation. The students wrote all varieties of conjunction in writing recount text. Generally, the students understood how to write recount text although they still had mistakes in their writing. It can be seen from the result of test and interview that had done by the students.

Based on the result of interview of students' ability had been analyzed, the researcher had known that students still difficult to write about recount text. It was shown in their interview, like: they had lack of vocabularies and had no ideas to write something. Additionally, they were not like recount text.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis in gathering this research on students' ability in writing recount text at the eighth grade of MTs. MA`ARIF NU 5 SEKAMPUNG, as follows:

1. In writing recount text, the students understand about characteristics/generic structure, such as: orientation, event, reorientation. They wrote all of items in generic structure. They also used past tense in the text. Although, there is some students did mistake in writing recount text. Then, they wrote conjunction was general, like: *then, after, after that, so and finally.* They rarely wrote other conjunction more.

2. In addition, in interview they explained that they were lack of vocabularies, had no ideas, and confused when they started writing. Indirectly, it was problem when they wrote recount text. Because, in their work sheet they wrote some words repeatly.

B. Suggestion

1. For the English teacher

The teacher should support and pratice on the students in writing recount text in order to the students could increase their writing especially recount text.

2. For the students

   The students should develop their understanding about writing recount text to increase their ability in learning English. So, they can write recount text be better than before.

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Appendix 1.

Research questions:

1. Do you like writing? Why?

2. What are difficulties do you usually find in writing?

3. Do you know recount text?

4. Do you ever writing recount text?

5. Do you like recount text?

6. Do you ever writing diary?

7. What do you think about recount text?

8. What are characteristics/generic structure of recount text do you know?

9. What is tense do you use in writitng recount text?

10. What do you know conjunction in writing recount text?

Appendix 2.

<div align="center">Test</div>

Name   :

Class   :

Date   :

DIRECTIONS!

    A. Write down recount text based on your experience!

    B. Write the text based on the generic structure/characteristics, tense and

        temporal conjunction of recount text!

    C. Choose one of theme below:

        1. Holiday

        2. Journey

        3. At market

        4. At school

Appendix 3.

Appendix 4.

Test

Name   : Ahmad Zaka Asrori

Class   : 8A

Date   : Selasa / 6 juni 2023

DIRECTIONS!

A. Write down narrative text based on your experience!
B. Write the text based on the generic structure/characteristics, tense and temporal conjunction of narrative text!
C. Choose one of theme below:
   1. Holiday
   2. Journey
   3. At market
   4. At school

Bad Moment

One year ago, my class came in a ~~new~~ new student. It was class 7.

One day, we ~~went~~ went school by motorcycle. But, We Fell in the ditch. Our uniform was ~~dirty~~ dirty. I Felt to come back home. My mother was angry with me.

I was so regret. My mother ~~said~~ said "I was not ~~carefully~~ care fully to go to school. Finally, I remainded the material of school.

Test

Name   : Alfiyatuz Salekha

Class   : VIII A

Date   : Senin . 06-06 . 2023 .

DIRECTIONS!

  A. Write down narrative text based on your experience!
  B. Write the text based on the generic structure/characteristics, tense and temporal conjunction of narrative text!
  C. Choose one of theme below:
     1. Holiday
     2. Journey
     3. At market
     4. At school

My Old Story

When I was in Elementary School, I had a Story. It was happened at school after Sport course. At the Moment, I and my Friendy Climbed on the tree. I Fell down and then my Friends derided me. But I cried because of them. They reported to the teacher. my teacher came to help me. So, My teacher Asked me to come home.

My mother was Shocked why I cried. Then my teacher explained that I fell down the tree. the day after tomorrow, I back to go to the School. I meet them and I said to thank Fue.

Test

Name : CHINTYA DINIE EKA DAYANA

Class : 8A

Date : Hari Selasa /6 - juni - 2023

DIRECTIONS!

A. Write down narrative text based on your experience!
B. Write the text based on the generic structure/characteristics, tense and temporal conjunction of narrative text!
C. Choose one of theme below:
1. Holiday
2. Journey
3. At market
4. At school

Tema : At school

※ Rainy Day ※

Oneday, I went to school at 06.30 o'clock a.m. It was Wandnesday.

After that, I arrived in the school, rain fell down. In the class, We studied so cold because rain. Time of break, I went to canteen to buy snacks. I came back to the class to study again until class finished.

Finally, I came back to my house by bicycle. After that, I permitted to my mother because I want to play with my friends again. So, I played with my friends in Hera's house.

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Nomor   : B-4772/In.28.1/J/TL.00/11/2021
Lampiran   : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Ahmad Subhan Roza (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	Maràtus Solehah
NPM	:	1601070030
Semester	:	11 (Sebelas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTS. MA'ARIF NU 5 SEKAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb

Metro, 26 November 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tadiyah.metrouniv.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1749/In.28.1/J/TL.00/07/2020
Lampiran : -
Perihal   : **IZIN PRA-SURVEY**

Kepada Yth.,
MTs Ma'arif NU 5 Sekampung
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	MAR'ATUS SOLEHAH
NPM	:	1601070030
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF MTs MA'ARIF NU 5 SEKAMPUNG.

untuk melakukan *pra-survey* di SMA NEGERI 1 METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 01 Juli 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR
MTs MA'ARIF NU 5 SEKAMPUNG

STATUS TERAKREDITASI A, NOMOR : 1857/BAN-SM/SK/2022
NSM / NPSN : 121218070029 / 10816804
Alamat : Jl.Kampus Sumbergede 56 A Sekampung Lampung Timur Kode Pos 34182
0857-89668247 | 0821-75160425 |0813-73034410
kkmmtsmaarifnu5sekampung@ymail.com
Mts Ma'arif NU 5 Sekampung

NOMOR : B-153/MTs.08.07.316/PP.00.5/III/2020

Yang Bertanda Tangan dibawah ini

Nama : **Hi. SUBANDI, S.Pd.**

Jabatan : Kepala MTs Ma'arif NU 5 Sekampung Lampung Timur

Dengan ini menerangkan bahwa :

Nama : **MAR'ATUS SOLEHAH**

NPM : 1601070030

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan – IAIN METRO

Diberikan izin untuk melakukan Prasurvey atau penelitian di MTs. Ma'arif NU 5 Sekampung Kabupaten Lampung Timur pada Semester Genap TP.2020/2021untuk menyelesaikan Tugas Skripsi dengan judul :

"AN ANALYSIS ON THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTs MA'ARIF NU 5 SEKAMPUNG"

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya

Wallahulmuwaffiq Ila Aqwamith Thariiq

Sekampung, 08 Juni 2023
Kepala MTs Ma'arif NU 5
Sekampung

HI.SUBANDI, S.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507, Faksimili (0725) 47296. Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah_iain@metrouniv.ac.id

Nomor   : B-2944/In.28/D.1/TL.00/06/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth .,
KEPALA MTS MA'ARIF NU 5
SEKAMPUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2945/In.28/D.1/TL.01/06/2023, tanggal 06 Juni 2023 atas nama saudara:

Nama	:	**Mar'atus Solehah**
NPM	:	1601070030
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MA'ARIF NU 5 SEKAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTS MA'ARIF NU 5 SEKAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 Juni 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

LEMBAGA PENDIDIKAN MA'ARIF NU PCNU LAMPUNG TIMUR
MTs MA'ARIF NU 5 SEKAMPUNG
STATUS TERAKREDITASI A. NOMOR : 1857/BAN-SM/SK/2022
NSM / NPSN : 121218070029 / 10816804
Alamat : Jl.Kampus Sumbergede 56 A Sekampung Lampung Timur Kode Pos 34182
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kkmmtsmaarifnu5sekampung@ymail.com
Mts Ma'arif NU 5 Sekampung

NOMOR : B- 166/MTs.08.07.316/PP.00.5/III/2023

Yang Bertanda Tangan dibawah ini

Nama   : Hi. SUBANDI, S.Pd.

Jabatan   : Kepala MTs Ma'arif NU 5 Sekampung Lampung Timur

Dengan ini menerangkan bahwa :

Nama   : MAR'ATUS SOLEHAH

NPM   : 1601070030

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan – IAIN METRO

Mahasiswa tersebut benar-benar melaksanakan kegiatan research/survey di MTs. Ma'arif NU 5 Sekampung Kabupaten Lampung Timur pada Semester Genap TP.2022/2023 untuk menyelesaikan Tugas Skripsi dengan judul :

"AN ANALYSIS ON THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTs MA'ARIF NU 5 SEKAMPUNG"

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya

Wallahulmuwaffiq Ila Aqwamith Thariiq

Sekampung, 08 Juni 2023
Kepala MTs Ma'arif NU 5
Sekampung

HI.SUBANDI, S.Pd

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SURAT TUGAS
Nomor: B-2945/In.28/D.1/TL.01/06/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam
Negeri Metro, menugaskan kepada saudara:

Nama	:	**Mar'atus Solehah**
NPM	:	1601070030
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS MA'ARIF NU 5 SEKAMPUNG, guna
mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas
Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON
THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT AT THE
EIGHTH GRADE OF MTS MA'ARIF NU 5 SEKAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan
selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon
bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di Pada : Metro
Tanggal : 06 Juni 2023

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
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Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: MAR'ATUS SOLEHAH
NPM	: 1601070030
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1601070030

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

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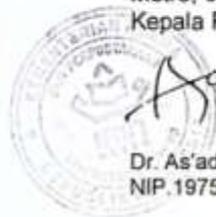
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Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama	: Mar'atus Solehah
NPM	: 1601070030
Jurusan	: Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 19 Juni 2023
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

AN ANALYSIS ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT THE EIGHTH GRADE OF MTS MA`ARIF NU 5 SEKAMPUNG

by Mar`atus Solehah 1601070030

UNDERGRADUATE THESIS

**AN ANALYSIS ON THE STUDENTS' ABILITY
IN WRITING NARRATIVE TEXT
AT THE EIGHTH GRADE OF MTS MA`ARIF NU 5
SEKAMPUNG**

By:

MAR`ATUS SOLEHAH
Student Number: 1601070030

IAIN
M E T R O

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT
THE STATE INSTITUTE FOR ISLAMIC STUDIES
IAIN OF METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mar'atus Solehah   Jurusan : TBI
NPM : 1601070030   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin, 16.11.2020		✓	1. Memperbaiki judul dan BAB 1 2. Merubah research question agar sesuai 3. Menambahkan teori pada BAB 2 4. Menambahkan metode untuk data colection technique	
2	Senin, 23.11.2020		✓	1. Memperbaiki poin-poin pada BAB 1	
3	Senin, 30.11.2020		✓	1. Memperbaiki research question agar sesuai	
4	Senin, 6.12.2020		✓	1. ACC BAB 1,2,3	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Mar'atus Solehah   Program Studi : TBI
NPM : 1601070030   Semester   : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu 17/5 23		Acc Instruments	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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IAIN METRO

Nama : Mar'atus Solehah   Program Studi : TBI
NPM : 1601070030   Semester   : XIV

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 31/5 23		Revisi description of Research setting	
2	Senin 5/6 23		- Revisi bab IV, V - Revisi abstrak	
3	Rabu 7/6 23		Revisi bab V	
4	Kamis 8/6 23			

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE

The researcher's name is Mar`atus Solehah. She was born in Sidodadi, 25th March 1998. The third daughter of the couple from Mr. Samsudin and Mrs. Siti Jaenab. The researcher has one brother and one sister, named Muhammad Hasbulloh and Mukaromah. Currently the researcher lives in the village of Sidodadi, Kec. Sekampung Kab. East Lampung. The researcher when elementary school was taken at SDN 2 SIDODADI and finished in 2010. Then she continued in Junior High School at SMPN 1 BATANGHARI and graduated in 2013. Meanwhile, Senior High School was taken at SMAN 1 BATANGHARI, and completed in 2016. Then in 2016 the researcher continued her education at IAIN METRO by majoring in English education program.