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Ability in Writing the English Recount Text by the First Grade Students of SMA Swasta Beringin Kupang

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Abstrak

Penelitian ini berjudul "Kemampuan Menulis Teks Cerita Ulang Bahasa Inggris oleh Siswa Kelas XI SMA Swasta Beringin Kupang Tahun Ajaran 2023/2024". Penelitian ini bertujuan untuk mengetahui tingkat kemampuan dan mengidentifikasi kesulitan siswa kelas X SMA Swasta Beringin Kupang dalam menulis teks recount bahasa Inggris. Dalam penelitian ini, penulis menggunakan metode kualitatif deskriptif. Metode ini digunakan untuk mendeskripsikan tingkat kemampuan dan kesulitan siswa kelas satu SMA Swasta Beringin Kupang dalam menulis teks recount bahasa Inggris. Populasi dari penelitian ini adalah siswa kelas satu SMA Swasta Beringin Kupang yang terdiri dari 30 siswa dan penulis mengambil semua populasi sebagai sampel. Sampel dari penelitian ini adalah 30 siswa. Hasil penelitian menunjukkan bahwa tingkat kemampuan siswa kelas satu SMA Swasta Beringin Kupang pada tahun ajaran 2023/2024 dalam menulis *recount* teks dalam bahasa Inggris termasuk ke dalam tingkat yang cukup. Hal ini dibuktikan dengan persentase tingkat kemampuan yang cukup sebesar 63,33% yang lebih tinggi dari yang lain.

Kata kunci: kemampuan, menulis, menceritakan kembali, teks bahasa Inggris.

Abstract

This study entitled "The Ability in Writing the English Recount Text by the First Grade Students of SMA Swasta Beringin Kupang in the school year 2023/2024". It was conducted to know the ability level and to identify the difficulties of the first grade students of SMA Swasta Beringin Kupang in writing the English recount text. In this research, the writer used descriptive qualitative method. It was used to describe the ability level and the difficulties of the first grade students of SMA Swasta Beringin Kupang in writing the English recount text. The population of this study was the first grade students of SMA Swasta Beringin Kupang that consist of 30 students and the writer took all of population as the sample. The sample of this study was 30 students. The result shows that the ability level of the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 in writing the English recount text was included into fair level. It was proved by the percentage of the fair level was 63, 33 % which higher than the others.

Keywords: ability, writing, recount, English text.

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INTRODUCTION

As the basic of communication in the society, language plays an important role in our everyday life. The role of language shows that people are easy to build up the interaction one another. It is normally that men are the only creature that uses words intentionally and habitually. They use words to tell someone about something to express their intentions and feelings to communicate with others. As human being, the writer cannot avoid communicating with other people in daily life. There are many languages in the world and English is at present considered as one of the leading languages of the world. It is used as the international language and it has an important role in the world. English is very important for assisting students to enroll to higher education to cope with globalization demands, high technology development, and to establish international communication. Considering the reality of the importance of English as a global language in the world, as English learners we must be able to express our ideas correctly, clearly and effectively.

Basically, there are two elements in the way to learn English. Those elements are language skills and language sub skills. A language skill which is the main skills consists of the sequence of the four skills, namely: listening, speaking, reading and writing. All of the skills are close related with vocabulary, grammar and pronunciation which is called the language sub skills. For English study program, writing is a common subject to be taught that aims at training the students to write. In academic writing, students of English Educational Study program are often required to write an essay in which they react to something they have read. Writing is still important to be taught. It has traditionally occupied a place in most English language syllabuses. In the sense that, writing remains the common way of examining students' performance in English. Consequently, ability to write remains a key to examine success. Actually, most of the students eager to develop their writing ability when they are asked to do this always interesting. Most of them fell difficult to put suitable words into good sentences, good sentences into a good paragraph, and a good paragraph into good

piece of writing. These difficulties are also influenced by the stereotype that writing is difficult. They think that writing is more difficult than speaking.

In writing, the students need to develop a logical structure of writing, vice versa in speaking the students' does not need to do so. There is a close relation between writing and reading. They cannot be separated from each other. A student can compose a good piece of writing if they have more vocabulary by reading books. The vocabulary they master will help them to compose a good and logic piece of writing. In addition to that Clearly *et. al* (in Karus, 2004:57) Say that reading and writing are important for learning which take place in every academic discipline. They also said that writing is thinking. Writing act is a thinking act. Writing is one of the most organized ways to create meaning and is effective method that can be used to monitor thinking process.

Referring to the fact above, the writer is really interested in investigating the ability of the first grade students of SMA Swasta Beringin Kupang in writing a simple recount text under the title: "The Ability in Writing the English Recount Text by the First Grade of SMA Swasta Beringin Kupang in the School Year 2023/2024". This research was conducted to answer the following problems: (1). To what extent are the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 able to write an English recount text?., (2). What are the difficulties faced by the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 in writing English recount Text?. Furthermore, the aims of this writing are: (1). To find out the ability level of the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 in writing English recount text., (2). To identify the difficulties faced by the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 in writing English recount text.

REVIEW OF RELATED LITERATURE

Concept of Writing

Clearly, et al (in Karus, 2004:57) stated that reading and writing are important for

learning which take place in every academic discipline. They also said that writing is thinking. Writing act is a thinking act. Writing is one of the most organized ways to create meaning and is effective method that can be used to monitor thinking process. This statement is true since a writer needs to choose appropriate language, diction, tenses, and determine the main idea of a topic. In addition; the writer also needs to organize information effectively. Meanwhile, Sommer (in Solay 2005:4) defines writing as discovery procedure, which relies heavily on the power of revision clarify and refine that discovery.

Therefore, in order to get those things, the writer needs to have more experiences and read more books. As stated by clearly and Linn (in Karus, 2004:58), there is correlation between reading widely and correctly with heaving a good writing. This means that the more a writer read a lot of books, the more they can use language or words correctly and rightly in their writing.

Basically, the relation between reading and writing is a relation between the writer and the reader. it means that one's writing should be read many times in order to improve step by step to produce a good writing (Tarigan in Karus 2004:58). A good writing also can be obtained through continual practice so that one' can think logical and systematically to put the ideas into writing.

Types of Writing

Narrative Writing

According to Collard, et al (1980:38) say that a narrative is a story. Therefore, it is important to be selective to our choice of the events to bring out the points that to wish to show. We should concentrate on a limited choice of aspect to write about, but give enough detail to suggest a fuller picture wherever we can. A good narrative writing will consider character, place, and feelings or emotions.

Example:

The morning after Miss Sullivan came to Helen Keller's house; she led Helen into her room and gave her a doll. When Helen had played with therefore a little while, Miss Sullivan slowly spelled into her the word d-o-l-

l.Helen was at once interested in this finger play, and she tried to imitate it. When she finally succeeded in making a letters correctly, she was flushed with childish pleasure and pride. Running down the stairs to her mother, she helped up her hand and made the letter for doll. She didn't know that she was spelling a word or ever the word existed. She was simply making her finger go in monkey like imitation. In the days that followed, she learned to spell a great many words in this uncomprehending way. But, Miss Sullivan had to be with her several weeks before Helen understood that everything had a name. (Adopted from Wishon and Burks, 1980:221)

Descriptive Writing

A descriptive tries to describe something in details. The descriptions give sense impression, taste, smell and look of things. It helps that reader through his/her imagination to visualize as scene or a person to understand a sensation or an emotion. Furthermore, Wishon, et al (1980:128) say that a good description requires careful observation and organization. Good description usually has three important qualities. Firstly, dominant impression that usually serves as the topic sentence of the paragraph. Secondly, mood that is a feeling that goes beyond measurable physical appearances. Thirdly, development has some logical plan of development.

Example:

a. Description of place

In the valley of Rociada, the biggest rivers run south from high hills, and then turn though the east. Where it turns is the village of Rociada. Each village has about twenty adobe houses, a church, a store and a dance hall, build around a center square Since addible is not pointed, the villages look like the earth around them. (Taken from Wishon and Burks 1980:130)

b. Description of person

Abraham Lincoln was a strong man, both physically and mentally. He was thin but weight 81 kilos. He was physically powerful and he could lift over 180 kilos easy. His mind and body work steadily and he never seemed to tire mentally or physically. He was not handsome by any means, nor was ugly.

He was very plain looking and plain acting. although, his physical appearances and dress made him common looking, his actions and decision were anything but common. (Taken from Wishon and Burks, 1980:131)

Argumentative Writing

Argumentation means supporting one side or the other of a controversial topic (Wishon et al, 1980:147). They added that argumentative writing is also designed to convince or to persuade the reader to follow the writer's point of view. Its method is to make a general statement and to support it. An argument depends for its effectiveness on logical reasoning and concrete support for stated facts. The bases of useful argumentation are straight thinking and a logical method of establishing proof.

Oshima et al (1990:71) stay that a paragraph is made to three kinds of sentences that develop the writer 'main idea, opinion, or feeling about a subject. Those sentences are the topic sentences, supporting sentences, and the concluding sentences.

1. The topic sentence
2. The supporting sentence
3. The concluding sentence
4. Final Comment

Expository Writing

Collard and Clinch (in word and sense, 1980:40) said that, the idea in writing an expository writing is it reveal or disclose some situation of series of experiences that the relevant to the topic that has been set. This may take the form of being personal where the object is to expose the meaning of the topic for others to be able to see it and understand what it is about. So, in this writing, the writer should try to expose or to show what is written in the topic in detail, so that reader understands the topic well.

Persuasive Writing

The term persuasion refers to the process of convincing either oneself of others of truth or desirability of something. It embraces those elements of an argumentative which may convince a person to think or to do something (Collard et al, 1980:72).

According to Keraf (2000:118-119), in persuasive writing, the writers do not take a forcing form to convince the readers or the people who receives the persuasion. The persuasion always has a purpose to change others' mind, so that, there are able to receive and do it like what the writer wants them to do.

Principles of Good writing

Serrano at all (1971:59) decided certain principles in writing composition. These principles are unity and coherence. Unity means oneness of ideas or simple ness of effect. It calls for relevance of ideas in a sentence, in paragraph, or in the composition. While coherence is the sticking of ideas together through the transitional connective (conjunctions).

Moreover, Hartfield (1985:28) pointed out the one way to achieve coherence in the composition or writing, that is, by using transitional devices. The transitional devices are:

1. Using a word that indicates time such as: first, next, then, before, after, afterwards, meanwhile, in the mean time, eventually, until, finally, and today.
2. Using a word that shows the relationship between idea such as: and, also, because, since, therefore, besides, moreover, similarly, and unless.
3. Using a word that repeats a word used earlier
4. Using a word that shows an opposite point of view, such as: but, however, while, although, on the other hand, and in contrast
5. using a synonym for a word used earlier
6. Using a pronoun refers to a word used earlier

On the other hand, Diano (1985:35) added that one important principle point that is called emphasis. It defined as the giving of special stress of accent to the most important word or sentence or paragraph. She clarifies several ways to show emphasis. Such way can be mentioned are as follows:

1. Proportion: This is the giving of an enough space to the most important idea.
2. Positions : There are two emphatic positions in a sentence, in a paragraph or in a report, they are the beginning and the ending.

3. Repetition: An idea, therefore, may be repeated several times in a composition.
4. Use of some punctuation marks like the exclamation point, quotation mark, etc.
5. Use of capital letter: The writers place the most important idea in a phrase, a sentence or clause and capitalize all the letter in every word.
6. Use of italics : The paragraph which are written in bold, Printed letter, can certainly call attention to italicized portion.

Meanwhile, Mills et al (1985:15) express five basic principles of a good writing. Those principles are described as follows:

1. Always have in mind a specific reader, real or imaginary, when we are writing a report.
2. Before we start to write, always decide what the exact purpose of our report.
3. Use language that is correct and familiar.
4. At the beginning and end of every section of our report check our writing according to these principles: first, we tell our reader what we are going to tell them; secondly, we tell them what should be told.
5. Make our report attractive to look at.

Steps of Writing

Serano et al (1971:92) classified the six steps to writing of the composition. The mentioned as follows: the first is selecting a subject; the second is imitating a subject; the third is organizing the composition; the fourth is writing an outline; the fifth is writing the composition and the last is revising.

In addition, Horowitz (1986:30) describes that the students can practice the constituent skills of academic information processing which can be represented in the following way:

1. Selecting relevant data from source
This essential point for the first skill is that in general, only a small amount of the data contained in one source is useful for any given task. The task involves multiple sources; their data may complement, overlap, or even contradict each other.
2. Recognizing data in response to a question
This study provided evidence that foreign student often lack the ability of to

reorganize data in a way which is appropriate to writing task at hand.

3. Encoding data into academic English
There are no short cuts for teaching the encoding of data into academic English for nor does this take place in isolation from the previous steps.

Broughton, et al (1981:70) in contrast, stated when we say writing, we mean primarily the carefully guided marks on paper that we assist our students in making unless we are teaching a course in creative or advanced composition. They furthermore declared the small steps should be considered to teach writing progressively.

1. The mechanics of writing (punctuation, capitalization and spelling).
2. Letter writing, formal and informal (greetings endings and other mechanics).
3. Practical, functional writing needed for note the taking, outlining and summarizing.
4. The organization and expression of an idea which will convey its desired meaning and permit the reader to understand the message.
5. The differences between speaking and writing, between informal or more formal, style of writing and between modes of discourse.

Aspect of Writing

We can write grammatically correct sentence and present fascinating materials but if our remarks are disorganized, seem unrelated to each other, and do not contribute to our main point, our reader will be confused and will misunderstand us. Therefore, Cohen (1991:11) pointed out the three essentials of effective writing. They are mechanical correctness (standard grammar, spelling, punctuation, and general form), content (something to say), and organization as structure for presenting the content; organization is the most important of all.

Meanwhile, Serano at al (1971:98) pointed out the more specific types of organization. They are namely:

1. Natural Order
2. Chronological Order
3. Logical Order

In contrast, Rebecca (1977:85) pointed out to aspects of writing skill. According to her those aspects comprise the acquisition of new

vocabulary and grammatical structures. Besides; she also provided the traditional test to be evaluated and its implication to handle them.

- a. The translation test.
- b. Dictation

Text

Texts are pieces of spoken or written language created for a particular purpose. When we speak or write, we create texts. When we listen, read or view text, we interpret them for meaning. A good piece of text requires the creator to make the right choices from the language system; choices about words, sentences, processes, and features. These choices will reflect our purpose and our context.

The purposes of a text might be to persuade or inform or a combination of both. The context is influenced by our culture (beliefs, attitudes, values) and situation (what is happening, who is involved and whether we are speaking or writing).

There are two main categories of text: literary and factual. Literary text, such as aboriginal dreaming stories, movies scripts, plays, novels, song lyrics and soap operas, appeal to our imagination and emotions. Factual text such as advertisements, announcements, recipes, reports and internet websites, present information and ideas in order to show, to tell or persuade us.

Recount Text

Anderson, et al (1998:12) defined a recount as a piece of a text that retells past events or experiences in the past. Its purpose is to provide the audience with a description occurred and when it occurred. Further they explain that recount text includes:

- a. Eyewitness accounts
- b. Newspaper reports
- c. Letters
- d. Conversations
- e. Television interviews
- f. Speeches

Features of Recount

1. Constructing a recount
A recount text usually has three main sections. The first paragraph give ground information about who, what, where, and when. This is followed by a series of

paragraphs that retell the event in order in which they happened. Some recounts have a concluding paragraph even this is not always necessary.

2. Grammatical features of a recount
 - a. proper nouns to identify those involved in the text
 - b. descriptive words to give details about who, what, when, where, and how.
 - c. The use of the past tense to retell the events
 - d. Words that show the order of the events (for example. First, next, then)

RESEARCH METHOD

This research was conducted to answer the following problems: (1). To what extent are the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 able to write an English recount text?., (2). What are the difficulties faced by the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 in writing English recount Text?. Furthermore, the aims of this writing are: (1). To find out the ability level of the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 in writing English recount text., (2). To identify the difficulties faced by the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 in writing English recount text.

FINDING AND DISCUSSION

Finding

In this part, the writer presents the data which she took from the result of the test which has been joined by 30 students of the first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024. The result of the test can be classified into the individual score of students, the mean of each level, the percentage of each student's level and the items' difficulty level.

▪ The Individual Score of Students

In this part, the writer presented the table of the individual score of students in writing an English recount text. It could be

calculated by using formula as; the score of criteria gained by the students were divided by the total score of criteria, and then multiplied by one hundred. For example: The score of the student No. 1, he got 48 of the score of criteria from 60 of the total score of criteria. So, it can be calculated as follows:

$$S = \frac{48}{60} \times 100 = 80$$

Table
The Individual Score for the Whole

Test

No	Score	Level			
		Poor	Fair	Good	Excellent
1	80				✓
2	75			✓	
3	75			✓	
4	75			✓	
5	75			✓	
6	65		✓		
7	65		✓		
8	65		✓		
9	65		✓		
10	65		✓		
11	60		✓		
12	60		✓		
13	60		✓		
14	60		✓		
15	60		✓		
16	60		✓		
17	60		✓		
18	60		✓		
19	60		✓		
20	60		✓		
21	60		✓		
22	60		✓		
23	60		✓		
24	60		✓		
25	50	✓			
26	50	✓			
26	45	✓			
28	45	✓			
29	40	✓			
30	35	✓			

Based on the table above, it shows that there were one student who included excellent level, 4 students who included good level, 19 students were included at fair level and there were 6 students who included at poor level. The highest score (80) that was achieved by 1 student and the lowest score (35) was achieved by 1 student. So, the writer can conclude that the ability of the first grade students of SMA Swasta Beringin Kupang in writing of an English recount text were included into fair

level, because the total individual score of good level is the highest (1165).

The Percentage of Each Level

In this part, the writer presented the percentage of the students' ability in writing an English recount text. It can be obtained by counting the total number of students in each level and divided by the total number of students who join the test, then multiplied one hundred. Therefore, the percentage of each student's level is calculated by using the following formula:

$$X = \frac{Y}{N} \times 100\%$$

X = the percentage

Y = total number of students in the level

N = total number of students who join the test.

There are four levels of category which are measured, namely; poor level, good level, fair level and excellent level.

A. Poor Level

For measuring the percentage of poor level, the total number of the students of poor level was 6 and the total number of the students who join the test was 30. So, it can be calculated as follow:

$$X = \frac{Y}{N} \times 100 \%$$

$$X = \frac{6}{30} \times 100 \%$$

$$X = 20 \%$$

The percentage of poor level was 20%

B. Fair Level

For measuring the percentage of fair level, the total number of the students of fair level was 19 and the total number of the students who

join the test was 30. So, it can be calculated as follow:

$$X = \frac{Y}{N} \times 100 \%$$

$$X = \frac{19}{30} \times 100 \%$$

$$X = 63,33 \%$$

The percentage of fair level was 63,33%

C. Good Level

For measuring the percentage of good level, the total number of the students of good level was 4 and the total number of the students who join the test is 30. So, it can be calculated as follow:

$$X = \frac{Y}{N} \times 100 \%$$

$$X = \frac{4}{30} \times 100 \%$$

$$X = 13,33 \%$$

The percentage of fair level was 13,33%

D. Excellent Level

For measuring the percentage of excellent level, the total number of the students of excellent level was 1 and the total number of the students who join the test was 30. So, it can be calculated as follow:

$$X = \frac{Y}{N} \times 100 \%$$

$$X = \frac{1}{30} \times 100 \%$$

$$X = 3,33 \%$$

The percentage of excellent level was 3,33%

Based on the calculation of all level of percentage, the writer can say that there were 6 students who were included into the poor level. 19 students who were included into fair level, 4 students who were included into the good level and there were

one students who were included into the excellent level. From the percentage, it proved that the first grade students of SMA Swasta Beringin Kupang in academic year 2023/2024 were included into fair level, because the percentage of fair level was the highest (73,33%).

The Item's

Number of Items	Students Answer per Criteria																			
	Content					Organization					Grammar					Mechanism				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Orientation	16	10	4	-	-	16	10	4	-	-	18	2	10	-	-	16	4	5	5	-
Events	18	9	2	1	-	13	7	6	4	-	20	6	3	1	-	8	10	10	2	-
Re-orientation	12	12	6	-	-	10	12	6	2	-	21	7	2	-	-	10	12	6	2	-
TOTAL	46	31	14	1	0	39	29	16	8	0	59	15	15	1	0	34	26	21	9	0

Difficulty Level

Based on the table above, it shown that there were no students who achieved point 5 of each criteria which were measured. The criteria of grammar and content were considered as difficult criteria because of the total number of students were highly in choosing low score. In this case, it was proven by the low score of grammar was 59 and the low score of content was 46 which were the highest. It was followed by the criteria of organization and mechanics.

DISCUSSION

In this part, the writer gave the drawing about the students' difficulties in writing an English recount text. The difficulties faced by the students are explained as follows.

The data analysis was related to four criteria such as, the content, organization, mechanics of writing, and grammar. Content deals with the appropriateness of students' writing information in the paragraph. It means that the students should give clear and appropriate information in their own paragraph, of writing. Whereas organization of writing deals with structure of student's writing. It means that the students' writing should have a topic sentence, supporting sentence

and concluding sentence. Mechanics of writing deal with punctuation, capitalization, and use of apostrophes in students' writing. It means that the writer paid attention on the using of commas, capital letter, and use apostrophes in students' writing. Grammar deals with inaccurate spelling, inappropriate sentence structure, and inappropriate word choice, inappropriate tense and accurate conjunction.

By looking at the table in findings, it showed that there were 2 number of criteria who considered as the difficulty item, namely: the criteria of grammar and content. However, the criteria of grammar were the highest. It was about 59 of the total lower score.

Therefore, based on the data shown, the writer can say the most of the ability of the first grade students of SMA Swasta Beringin Kupang in academic year 2023/2024 did not writing yet the English recount text because most of them had vocabulary limitation so extreme as to make comprehension virtually impossible.

CONCLUSIONS

In this section, the writer presents some conclusions and suggestions relating to this writing based on the finding in this research.

Conclusions

Based on the data analysis, the writer drew the conclusions of this writing as follows:

1. The ability of the first grade students of SMA Swasta Beringin Kupang in academic year 2023/2024 in writing the English recount text were included at fair level. It was proved by the the percentage of fair level was 63,33% which higher than the others.
2. Based on the students' item difficulty, it showed that there were 2 number of criteria who considered as the difficulty item, namely: the criteria of grammar and content. However, the criteria of grammar were the highest. It was because most of them had vocabulary

limitation so extreme as to make comprehension virtually impossible.

Suggestions

By looking at all of this writing and result of the research, the writer presented some suggestion, as follows:

1. To the English teachers of SMA Swasta Beringin Kupang:
 - a. The teacher should give more practice to improve the students ability in writing the English recount text,
 - b. It is advisable to train the students with more practices in writing class; for example make the students to be familiar with writing journals, make variety of teaching (forming either individually or pair work assignment), etc.
 - c. The teacher should teach the students on how to use appropriate mechanics (spelling, punctuation and capitalization),
2. To the Students
 - a. The first grade students of SMA Swasta Beringin Kupang in the school year 2023/2024 have to study hard in order to increase their vocabulary. It was the one way to comprehend the English text in order to write the English recount text,
 - b. The students need to read more books in order to have pre-knowledge about the topic of writing.

The students should be more familiar to the way to write paragraph by considering the following aspects such as: content, organization, mechanics and grammar.

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