

**AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY  
IN WRITING PERSONAL RECOUNT TEXT AT  
SMA PERTIWI 1 PADANG**

**THESIS**



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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY  
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*Submitted to Fulfill One of Requirement for Getting S-1 Degree at English  
Department the Faculty of Teacher Training and Education Bung Hatta  
University*



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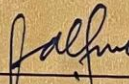
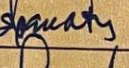
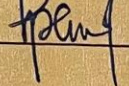
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Dengan ini saya menyatakan bahwa skripsi yang berjudul "An Analysis of the Tenth Grade Students' Ability in Writing Personal Recount Text at SMA Pertiwi 1 Padang", adalah benar hasil karya sendiri. Sepanjang sepengetahuan saya, dalam skripsi ini tidak terdapat karya atau pendapat yang ditulis atau diterbitkan oleh orang lain kecuali sebagai acuan dengan mengikuti ketentuan penulisan karya ilmiah yang sudah ditetapkan.

Demikian surat pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Padang, 22 September 2025

Saya yang menyatakan,



Rodiyah Joan Afriliyani

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Padang, 30 August 2025  
The Researcher

A handwritten signature in black ink, consisting of a series of vertical and diagonal strokes, followed by a horizontal line and a small flourish.

Rodiyah Joan Afriliyani

## ABSTRACT

Afriliyani, R.J. (2025) *“An Analysis of the Tenth Grade Students’ Ability in Writing Personal Recount Text at SMA Pertiwi 1 Padang”*.

Advisor: Dr. Joni Alfino, S.Pd, M.Pd

This research aimed to describe the tenth grade students’ ability in writing personal recount text at SMA Pertiwi 1 Padang. The focus was on six aspects: orientation, chronological events, re-orientation, language features, vocabulary, and mechanics. The research design was descriptive. The population consisted of 36 students, namely class X E3, but only 30 were taken as the sample because 6 students were absent due to illness. The sample was chosen through cluster random sampling. The instrument was a writing test, and its reliability was ensured using the inter-rater technique with a coefficient of 0.84, indicating high reliability.

In general, the results showed that students’ ability in writing personal recount text was high, with 87% categorized at this level. However, the findings varied across different aspects. Students’ ability in orientation was low, as 60% failed to include sufficient information about who, where, when, and why. In writing chronological events, the ability was high, with 87% of students presenting events in a logical order. The re-orientation aspect was also high, with 70% successfully giving conclusions or opinions. Language features, especially the use of simple past tense, were problematic, as 53% of students showed low ability. Vocabulary use was very strong, with 100% categorized as high, and mechanics were also high, with 67% demonstrating correct use of punctuation, capitalization, and spelling. It can be concluded that the tenth grade students’ overall ability in writing personal recount text was generally high.

Nevertheless, weaknesses were found in orientation and language features, which require more serious attention in the learning process. Teachers are suggested to focus more on guiding students to construct complete orientations by practicing who, where, when, and why. They should also train students to use the correct simple past tense and apply writing mechanics properly through feedback and exercises. For students, it is suggested to practice writing more frequently, especially in orientation and grammar, as well as to read more examples of personal recount texts to improve their knowledge of structure and language features. Future researchers are advised to investigate further the causes of students’ low performance in orientation and compare the results with other studies.

***Keywords: writing ability, personal recount text, orientation, language features, vocabulary, mechanics***

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## **CHAPTER I INTRODUCTION**

In this chapter, the writer discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of key terms.

### **1.1 The Background of the Problem**

English is an international language that students must learn, because it has an important role in the improvement of technology and literature. It is acceptable around of the world. English, as the foreign language in Indonesia, has been taught from junior high school to college. Indonesian students as a part of international society absolutely need it. They need it as a means of future communication in both spoken and written (Vanesa and Setiawati, 2021:58-59).

Learning English covers four skills: listening, speaking, reading, and writing. Writing is a good way to improve English. Warda & Wijaya (2019:16-24) state that writing is one of the most important skills to learn in English. Writing is a creative activity that involves conveying ideas in written language, such as telling, persuading, or entertaining manner. Content, organization, grammar, vocabulary, and mechanics are all parts of writing.

Writing is a complicated skill that needs to be mastered in many contexts of life. According to Wildayati (2021:9), writing is a complicated activity that needs full of concentration and knowledge about what we are going to write. Writing is considered difficult by many students since writing needs more precision for occurrence in spelling, grammar, and suitable expression. However, writing can be

learned by everybody practicing and perusing a part of books to get motivation in writing.

Writing is not only a skill that the students need to learn in language learning, it is also an activity that is useful for students. Harmer (1998:79) states several importances of writing formulated in the importance of teaching writing. They are reinforcement, language development, learning styles, and writing as a skill.

The importance of writing as reinforcement can be that some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. The students often find it useful to write sentences using new language shortly after they have studied it.

Using writing for language development can reflect that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

Writing can be used as a learning style because it actively engages students in the learning process, fosters critical thinking and reflection, enhances communication skills, and allows for the personalization and integration of knowledge, ultimately leading to a deeper understanding and retention of the material.

Writing has been taught at SMA Pertiwi 1 Padang. In this skill, students learned various text types, such as descriptive text, recount text, procedure text,

expository text, and narrative text (English syllabus at SMA Pertiwi 1 Padang). Recount text is a text that retells event or events in the past. Husna & Multazim (2019:52) state that recount text is a piece of writing that recounts a past event. Recount text can be classified into three as stated by Permatasari (2016:14); personal, imaginative, and factual. The tenth grade students of SMA Pertiwi 1 Padang have learnt personal recount, factual recount, and imaginative recount.

Personal recount texts usually involve emotional experiences, such as happiness, sadness, or surprise, because students are writing about events they have personally gone through. This type of text allows students to express what they felt and thought during those experiences. As a result, writing personal recounts can help students connect more deeply with their own emotions and develop their ability to reflect on personal events. This connection not only improves their writing skills, but also supports emotional awareness and self-expression.

Based on the author's observations during the teaching practicum conducted at SMA Pertiwi 1 Padang on July 29<sup>th</sup>, 2024. It was revealed that tenth grade students experienced with an assignment to write a personal recount text as part of the English curriculum. In the prior observation, it was also found that many students did not understand how to write recount texts well. This was reflected from the fact when the teacher asked the students to write a recount text based on their own vacation experience. Many students still had problems how to write the generic structure (orientation, event, and re-orientation) and language features of recount text. They also had difficulty in writing recount text with appropriate vocabulary, the correct mechanic of writing (punctuation, spelling, and capitalization), and determining the kinds of recount text.

From the reasons above, the researcher was interested in conducting a research entitled "An Analysis of the Tenth Grade Students' Ability in Writing Personal Recount Text at SMA Pertiwi 1 Padang". She wants to describe scientifically the students' ability in writing personal recount text.

## **1.2 The Identification of the Problem**

Based on the background of the problem above, there might be some problems in writing recount texts. First, students did not understand how to write the orientation. Second, they did not understand how to write the event. Third, they did not understand how to write the re-orientation. Fourth, they did not understand how to use the language features of the recount text. Language features cover the use of the simple past tense. Fifth, they did not understand how to use appropriate vocabulary. Sixth, they did not understand how to use the correct mechanics that cover the use of spelling, punctuation, and capitalization.

The last one was that they cannot determine the kinds of recount text which is used by the teachers in teaching writing recount text. It was because they only know about the recount text, not the kind of it. There are 3 kinds of recount text such as Personal Recount, Imaginative Recount, and Factual Recount.

## **1.3 The Limitation of the Problem**

In this research, the researcher limited the study to the students' ability in writing personal recount texts based on the orientation, event, re-orientation, to use the language features, appropriate vocabulary, and the correct mechanics. The kind of recount text used by the researcher at SMA Pertiwi 1 Padang was Personal Recount Text. The reason why the researcher chose personal recount text was that it was able to provide a more personalized and detailed view of students'

experiences. On the other hand, personal recount texts tend to be more emotional and can make students feel connected to their feelings and thoughts. This research was conducted on the tenth grade students of SMA Pertiwi 1 Padang.

#### **1.4 The Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problem as follows: "How is the ability of the tenth grade students in writing personal recount text at SMA Pertiwi 1 Padang?"

#### **1.5 The Research Questions**

Based on the formulation of the problem above, the researcher has six research questions to be answered as follows:

1. How is the tenth grade students' ability in writing orientation of personal recount text at SMA Pertiwi 1 Padang?
2. How is the tenth grade students' ability in writing event of personal recount text at SMA Pertiwi 1 Padang?
3. How is the tenth grade students' ability in writing re-orientation of personal recount text at SMA Pertiwi 1 Padang?
4. How is the tenth grade students' ability in using the language features on personal recount text at SMA Pertiwi 1 Padang?
5. How is the tenth grade students' ability in using appropriate vocabulary on personal recount text at SMA Pertiwi 1 Padang?
6. How is the tenth grade students' ability in using the correct mechanics on personal recount text at SMA Pertiwi 1 Padang?

## **1.6 The Purposes of Research**

In general, this research aimed to describe the 10<sup>th</sup>-grade student's ability in writing personal recount text. Specifically, the purposes of this research are:

1. To describe the tenth grade students' ability in writing orientation of personal recount text at SMA Pertiwi 1 Padang.
2. To describe the tenth grade students' ability in writing event of personal recount text at SMA Pertiwi 1 Padang.
3. To describe the tenth grade students' ability in writing re-orientation of personal recount text at SMA Pertiwi 1 Padang.
4. To describe the tenth grade students' ability in using the language features on personal recount text at SMA Pertiwi 1 Padang.
5. To describe the tenth grade students' ability in using appropriate vocabulary on personal recount text at SMA Pertiwi 1 Padang.
6. To describe the tenth grade students' ability in using the correct mechanics on personal recount text at SMA Pertiwi 1 Padang.

## **1.7 The Significance of Research**

The results of this research are expected to be helpful for teachers, students, the researcher, and future studies. For teachers, the research provides information about how well students can write recount texts. It is hoped that these findings can help English teachers improve their teaching methods for writing recount texts. For students, the results can make them more aware of their writing skills in recount texts, allowing them to improve. For the researcher, this study helps increase knowledge about conducting research. Finally, for future research, the findings may serve as a reference and contribute to other studies.

### **1.8 The Definition of Key Terms**

To avoid misunderstanding of the key terms used in this research, the researcher defined them as follows:

1. Recount Text refers to the text that retells something that happened in the past written by tenth grade students of SMA Pertiwi 1 Padang.
2. Writing Ability refers to the tenth grade student's ability in writing recount text at SMA Pertiwi 1 Padang.
3. Generic Structure is the structure which builds the entire of the recount text namely orientation, events, and reorientation written by tenth grade students of SMA Pertiwi 1 Padang.
4. Orientation is a part of a recount text that tells about introduction written by tenth grade students of SMA Pertiwi 1 Padang.
5. Event is a part of recount text that tells about series of event written by tenth grade students of SMA Pertiwi 1 Padang.
6. Re-orientation is a part of recount text that tells about conclusion written by tenth grade students of SMA Pertiwi 1 Padang.
7. Language feature is an aspect of writing which deals with grammar, especially in the use of simple past tense and the use of chronological connections written by tenth grade students of SMA Pertiwi 1 Padang.