

## AN ANALYSIS OF STUDENTS' ABILITY IN WRITING RECOUNT TEXT IN SMA JOSEPH KHATULISTIWA

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**Abstract:** *The research was carried out due to students having low ability in writing. The research aim was to describe students' ability in writing recount text and students' errors in using language features in writing recount text. This research used qualitative research. Data were collected using documentation techniques. Data collection tools are documents. The average of students' ability in content aspect is 35%, organization aspect is 23%, vocabulary aspect is 17%, grammar aspect is 20% and mechanic's aspect is 5%. The number of students' errors in writing recount text is 79 items. The omission error was 35 (44%), addition error was 13 (17%), misformation was 23 (29%) and misordering was 8 (10%). It was concluded the most mastered ability of students in writing recount text was content aspect and the lowest was in mechanic's aspect. The type of students' errors in using language features was omission and the lowest in misordering.*

**Keywords:** *analysis, recount text, writing*

### INTRODUCTION

Writing is a means of communication between the writer and the reader to express ideas, interests, and experiences in writing. On the other hand, it can be said that the letter is very important to the students since the students can express their ideas and experiences in writing. Even though the writing is an important

aspect of language teaching and learning, teachers should continue developing some writing techniques to help students improve and master their writing skills. Writing is a hard painting that needs lots of time for it now not only generates and organizes the thoughts but also must translate the thoughts into comprehensible writing by using grammatical guidelines

effectively. It takes a method that desires loads of practice to be excellent writing.

The students have many problems in learning English. The students still learn English, especially in writing. Writing is the utmost tough skill because it takes much vocabulary to write paragraphs, but it is also grammatically correct to be understandable among other writing rules. The students are expected to be able to write recount text. The students need to study recount text because recount text is one of the text genres in writing. This text is written to inform the reader or human beings approximately something that happened in the past. It can be experiences and events. In reality, there are nevertheless many students who have difficulty in writing.

When conducting pre-observations in SMA Joseph Khatulistiwa, especially in class 10th, some problems made it difficult for students to learn and understand English lessons. The writer observed that the students' competency in writing English is low. According to the English teacher of SMA Joseph Khatulistiwa, the problem faced by all

students in this class is a lack of vocabulary. The teacher said that the student's skills in writing are poor. One of the commonplace problems students face in SMA Joseph Khatulistiwa is after exploring their thoughts in written form like writing genres. Unusual place problems arise in the writing genre in at least five aspects; they are problems in content, organization, vocabulary, grammar, and mechanics.

From the explanation above, it can be concluded that the learning genre is complicated for students because it has complex language rules. The writer selected the recount text based on the syllabus in this study. The students are requested to write down a recount text. They write about their past experiences by retelling events that occurred to students. It can also draw, motivate, inform, and entertain students.

This research using qualitative which offer statistics on the English students' ability to write recount text in SMA Joseph Khatulistiwa. In addition, it can help students to know their ability to write recount text. The English teacher can improve students' ability to write recount text. This

research also has positive implications and treasured information, particularly for folks interested in getting to know English and who want to do the same research.

Based on the reason above, it can be said that a number of the students are nonetheless having problems in writing a recount text. Looking for a number of the students' problems in writing recount text, the writer analyzes the students' ability to write recount text. Thus, this study is entitled *An Analysis of Tenth Grade Students' Ability in Writing Recount Text in SMA Joseph Khatulistiwa in The Academic Year 2021/2022*.

## **REVIEW OF LITERATURE**

### **Previous Research Findings**

Several studies were taken that are relevant to this research. The title is an analysis of students' ability in writing recount text at tenth grade in SMA Joseph Khatulistiwa in the academic year 2021/2022. The details of the explanation is as follows:

The first, previous research was conducted by Andayani (2013) at tenth grade of State Senior High School (SMAN) Arjasa Jember. The research aims to know students' ability in

writing recount text and also to find out students' problem in writing the text. In their descriptive quantitative research, they used writing tests and interview to collect the data. The result of the test was scored by two raters. Based on the test, they found that student's ability in writing recount text was poor. It can be seen from the students' writing score given by rater one (the writer) was 16 students (42%) were categorized poor and rater two (the teacher) was 12 students (32%) were categorized poorly. Besides, they got some problems such as organization, grammar, vocabulary, mechanics, content, and organization. The result of this research is expected to give feedback for the English teacher to provide some writing exercises and emphasize the use of tenses. For the students, they should practice writing recount text frequently.

The second, research was conducted by Yendra, et al (2016) with the title *Analysis of Students' Ability to Write Recount Text By Considering Generic Structures at SMAN 2 Sijunjung West Sumatra*. The research objective was to determine and determine the ability of

students in writing generic structures and language in making sentences in each paragraph in the recount text.

In collecting research data, students were asked to write a personal recount text by considering the structure of the text. In conclusion, all students wrote recount text which had no clear meaning such as little mention of the goal in orientation, little information about who, where, and when.

Students also state unclear background information about brief events in orientation.

The third, previous research was conducted by Rismawati (2017) with the title the Analysis of Students' Ability in Writing Recount Text (Case Research in First Class Informatics Vocational High School Safinatunnajah Kamasan).

This research investigated students' writing skills in recount text especially it is written in the title namely the Analysis of Students' Writing Ability Experience Text. The qualitative research was used. The data was collected through writing test recount text. Research result was the student's ability in writing recount text was low.

## **RELATED THEORIES**

### **Definition of Error and Mistake**

Brown (2007) gives more explanation about errors are produced by way of the rookies who did not apprehend the idea of language. An error takes place the opportunity of recurrence cannot be decreased completely with punishment and all efforts of the teacher should be made to comprehend the correct response (Keshavarz, 2012).

Learners who make errors cannot accurate the errors with the aid of themselves. In the meantime, a mistake refers to an overall performance mistake that is both a random bet and a "slip," in that it's far a failure to utilize a regarded device correctly. It means overall performance errors have been known as mistakes. Errors are made with the aid of the newcomers (consisting of native or overseas freshmen) who can't carry out their performance in language.

In this case, every now and then we realize that we are doing a mistake. The students who make mistakes are able to apprehend or accurate their errors overall performance. The mistake is an error that students make

due to the fact they sense something approximately themselves including exhaustion, pleasure, confusion, and hassle which can be in feel, so make them did no longer consciousness. Those mistakes may be corrected with the aid of themselves.

There are approaches to differentiate between error and mistake. The first is to test the consistency of the learner's performance. If every now and then makes use of the right form and every now and then it is wrong, it's miles known as a mistake. However, if the students continually use it incorrectly, its miles known as an error.

The second manner is to invite the students to try and accurate their very own deviant utterances. Where is not able to, the deviations are mistakes, in which he's successful, they're mistakes.

### **Type of error**

According to Dulay in Evayani (2013) within the second language book, he classifies error into 4 sorts; error primarily based within the linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. In this study, the writer uses the surface

strategy taxonomy to analyze student errors, because the surface strategy taxonomy allows in finding errors made with the aid of students by using focusing on the error aspect itself.

The surface strategy taxonomy additionally emphasizes the analysis of a way to exchange the surface structure in a sentence. In this regard, grammatical errors are carefully related to students' capacity to compose spoof texts.

### **Concept of Surface Strategy Taxonomy**

The surface strategy taxonomy is a classification system that works based on the way in which a student's incorrect version differs from the expected target version.

In addition, Dulay in Evayani (2013) states the surface strategy taxonomy focuses on how the surface structure is changed: Learners can omit necessary items in a sentence or add unnecessary ones; Errors can occur because they made the wrong item or ordered it wrong.

Error classification can provide a clear picture of the cognitive processes underlying the learner's reconstruction of a new or learned language using a surface strategy taxonomy. It

additionally makes us aware that students' errors end result from their lively way of the usage of brief principles to supply the target language. Errors can be categorized into four types: omission, addition, misformation, and misordering.

### **Writing: Definition**

Writing is one of the most critical abilities that students want to master. There are a few abilities in English which include listening, speaking, reading, and writing. In this era, English is one of the maximum essential worldwide languages to learn. Related to Brown (2015) states writing is a device of composing and commonly requires pretty some drafts in advance than an effective product is made, making sure that students are led carefully through the right degrees withinside the writing device. It means writing is crucial in our existence and as a communicative act that transmits information and connects human beings. We can talk with different human beings with the aid of using the use of the English language. It will make it clean to communicate with other humans if we may want to grasp the English language. Writing is primarily a mental activity, but it is

reliant on physical tools. Writing skills has has a function to assist college students in growing their English.

In addition, Harmer (2007) states writing is used as an aide-memoire or practice device to assist students in practicing and working with the language they were analyzing. It means the significance of writing differs from teaching situations. In some cases, it shares the identical know-how with other skills wherein college students write approximately their mastering about writing. Writing sports can be finished by way of students to grow their English. Writing should emerge as acquainted in college students' each day lifestyles due to the fact they write to complete many responsibilities in their studies. Writing sporting events can help students to enhance their writing capabilities.

According to Sokolik in Nunan (2005), writing is a mixture of process and product. It means the intellectual activity of finding ideas and thinking about the way to express them into a statement and paragraphs that will be clear to understand by the reader. Writing is a totally complicated process. The students write otherwise

at specific instances, depending on who our readers are and underneath what conditions. This is, you will write a specific subject matter, to a specific reader, with a selected cause in mind using the correct language which you pick for the occasion.

For students, writing is commonly considered the maximum difficult skill to acquire. It is due to the fact writing wishes greater elements no longer only grammatical and vocabulary but greater. As Westwood (2008) writing may be extraordinarily disturbing for students as it calls upon many experiential, cognitive, linguistic, affective, and psycho-motor reminiscences and capabilities. There are motives to anticipate that the wide variety of college students who've difficulty studying is more than the variety of students who've trouble studying with understanding. It is able to be concluded that writing is a complicated experience that every student has distinct problems doing. This ability is greater tough than the other abilities. Thinking about the definition above, the writer concludes that writing is a complicated pastime that desires know-how approximately what we're going to write. However,

the students can research writing through working towards and reading lots to get inspiration. The students are predicted with a purpose to convey their ideas, emotions, dreams, and understanding with the aid of writing.

### **Aspect of writing**

In writing, several elements need to be taken into consideration. According to Mastropieri & Scruggs in Westwood (2004), provide some useful thought on aspects of written paintings that should be appraised. They are content, organization, vocabulary, grammar, and mechanics. In the assessment of writing, there are factors to be assessed. Inline with Sunyoto (2017), the elements of writing which ought to be assessed are content, enterprise, vocabulary, grammar, and mechanics

### **Recount text**

A piece of text that retells an occasion or occasions within the past, generally within the order wherein they happened is called recount text based on Anderson in Mahfuza (2021). Its reason is to give the target market an idea of what happened and even as it was occurring. A recount is a reconstruction of a few matters that befell outdoor. A recount remembers

and reconstructs activities, experiences, and achievements from the beyond in a logical order. a few recounts may be simply informative, whilst others are meant to be informative and pleasing. Recount text is commonly used to tell approximately a person's revel in or communicate approximately something that occurs in the past.

Recount text has two factors: The first is a generic structure. Generic structure of recount text the primary is orientation. Orientation gives all the critical data that befell within the past to allow the goal market to apprehend the text. To make certain the orientation is one of a kind and thorough, use the five x w system (who, what, while, where, why). And the second one is activities.

Possibilities are normally ordered chronologically, however, college students should be endorsed to test with flashbacks or set up activities so as of significance. The remaining is the re-orientation or end of the story. This very last segment concludes the recount through summarizing effects and results, comparing the topics' significance, or offering non-public

remarks or evaluations based on Davies in Yulianawati (2018).

The second, language features inside the recount text. the primary language capabilities used in the recount are nouns, movement verbs, conjunctions, time conjunctions, adverbs, and adjectives. Consistent with Keir in Yulianawati (2018) states the language function within the recount text uses phrases like "I" or "we".

Use of the passive voice. Use of abstract words. It additionally uses conjunctions, timing hyperlinks, and adverbial terms to attach events and construct subject matter records. in the recount text the usage of descriptive language. Which characterizes the usage of beyond worrying.

## **RESEARCH METHODOLOGY**

In this research, an effort was made to collect data using a research method. Qualitative research is to understand and explore central phenomena, not to develop consensus the opinion of the person you are studying (Creswell, 2014. Gay & Mills (2019) mention that qualitative research is the collection, analysis, and comprehensive narrative interpretation



and visual (i.e., non-numeric) data to gain insight be an interesting phenomenon.

According to Cohen et al. (2007) qualitative and quantitative data, the essential requirement is that the sample is representative of the population from which it is drawn, sample is the population. This research was conducted in SMA Joseph Khatulistiwa. Therefore, in this research, the writer used a sample of 10th IIS in SMA Joseph Khatulistiwa in the 2021/2022 academic year. There are two classes for tenth grade, they are social class (IIS) and science class (MIA). The subject of this research was tenth grade students, who are made up of 12 students, 4 males and 8 females.

To collect the data, several methods were used. A documentation was used as the technique of data collection. According to Kawulich (2005), a major deliberation in a research study is to conduct the research in an ethical manner and to let the subject or people know that the purpose of the observation is to monitor their activities. The document was used as a research instrument. According to Koshy (2005), data collection methods are also referred to as methods of instrumentation.

To produce accurate data, the writer processed the data using analysis techniques. Based on the Burns (2010: 104-105), the process of

qualitative data analysis consists of five stages, they are assembling, coding, comparing, building interpretations and reporting the outcomes.

## **RESEARCH FINDING AND DISCUSSION**

### **Finding/Result**

In this research, the writer presented the data of the student writing products in five aspects, they were content, organization, vocabulary, grammar, and mechanics. The writer analyzed the students by using the scoring rubric that contained five aspects of writing text. The writer also analyzes students' errors in the use of language features in writing recount text.

First, the students' ability in the aspect of content (C). In content aspect, the ability of content in writing students belongs to the excellent category. There are 50% of students or 5 students who got the category in excellent. Some students (4 students) or 40% of students who got good average category. In fair to poor criteria, there were 10% of students or 1 student who got a score in this criterion. In the aspect of content, the students' ability is classified as

excellent, most students were able to make ideas in sentences based on category of writing. The writer presented the score that each student got in the table below.

Table 1. The Students' Ability in the Aspect of Content

Aspect	Score	The number of students (%)
Content (30%)	4 (excellent)	50%
	3 (good average)	40%
	2 (fair to poor)	10%
	1 (very poor)	0%

Second, the students' ability in the aspect of organization (O). In organization aspect, students' ability of organizing writing is included in good average category. There were 50% of students or 5 students who got in good average category. Some students (3 students) or 30% of students scored in the excellent category. In fair to poor criteria, there are 20% of students or 2 students who got low in this criteria. In the aspect of organization, the students' ability is classified as excellent, because the students were able to describe well generic structure in writing recount text. The score was presented that each student got in the table below.

Table 2. The Students' Ability in the Aspect of Organization

Aspect	Score	The number of students (%)
Organization (20%)	4 (excellent)	50%
	3 (good average)	30%
	2 (fair to poor)	20%
	1 (very poor)	0%

Third, the students' ability in the aspect of vocabulary (V). In vocabulary aspect, students' ability of vocabulary included in good average and fair to poor category. There were 50% of students or 5 students who got in good average category. Some students (5 students) or 50% of students got in the fair to poor category. In the aspect of vocabulary, the students' ability included in these two aspects. The writer presented the score that each student got in the table below.

Table 3. The Students' Ability in the Aspect of Vocabulary

Aspect	Score	The number of students (%)
Vocabulary (20%)	4 (excellent)	0%
	3 (good average)	50%
	2 (fair to poor)	50%
	1 (very poor)	0%

Fourth, the students' ability in the aspect of grammar (G). In grammar aspect was still low. Most of the students got in fair to poor category, because of that the students' ability in the grammar aspect was included in the fair to poor category. In good average category, there were only 3 students or 30% of students who got in this criterion. Most of the students (7 students) or 70% of students got in fair to poor category. The students had difficulty in using tenses correctly,

they did not know the structure of using tenses in a recount text sentence because they lack knowledge about tenses. Sometimes, the students used the simple present in their sentences.

The writer presented the score that each student got in the table below.

Table 4. The Students' Ability in the Aspect of Grammar

Aspect	Score	The number of students (%)
Grammar (25%)	4 (excellent)	0%
	3 (good average)	30%
	2 (fair to poor)	70%
	1 (very poor)	0%

Fifth, the students' ability in the aspect of mechanics (M). In mechanics aspect, students' ability in the aspect of mechanics is good average. Most of the students scored in the good average category, therefore students' ability in the mechanics aspect were included in the good average category. In the good average category, there are only 6 students or 60% of students who score in this criterion.

There were 4 students or 40% got in fair to poor category. The writer presented the score that each student got in the table below.

Table 5. The Students' Ability in the Aspect of Mechanics

Aspect	Score	The number of students (%)
Mechanics (5%)	4 (excellent)	0%
	3 (good average)	60%
	2 (fair to poor)	40%
	1 (very poor)	0%

The students' ability in every aspect defined into five categories. First category was excellent who got score 4, second was good average who got score 3, third was fair to poor who got score 2 and the last was very poor who got score 1. In the aspect of content, the ability of content in writing students was 35%. The students mastered the content aspect compared to other aspects.

The organization aspect of students' ability in writing recount text was 23%. In the organization aspect, the students were able to describe sentences in a paragraph well.

In the vocabulary aspect, students' ability of vocabulary was 17%. In vocabulary aspect, students' ability could be said good average because they could occupy two categories at once, they were good average and fair to poor. The students were able to choose effective words even though there are a few errors in the use of vocabulary and word forms,

but so far the students' ability in this aspect was quite good. In the grammar aspect, the students' ability was 20%. In this aspect, the ability of students could be said to be lacking because students did not understand the use of tenses well. The students experience a lot of errors; fair control of the structure. The students' ability in the grammar aspect was low. The students' ability in the aspect of mechanics was 5%.

The students' ability in this aspect was a good average. the students were able to write quite well even though they have a few errors in spelling, punctuation, use of capital letters, and paragraphs. It could be concluded that students' ability in aspects of grammar and mechanics was still lack than the other aspects. The writer presented the data of students' ability in five aspects in chart below.

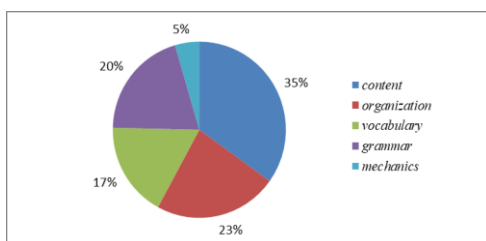


Chart 1. Summary of Students' Ability in Five Aspects

The students' errors in the use of language features in writing recount text. The writer found that there were

79 total errors, based on the surface strategy taxonomy. The writer divides student errors into four classifications, they are omission, addition, misordering, misformation. The writer presented the data of students' errors in the use of language features in writing recount text in table below.

Table 6. The students' errors in the use of language features in writing recount text

Type of errors	The number of students errors
Omission	35 errors (44%)
Addision	13 errors (17%)
Misformation	23 errors (29%)
Misordering	8 errors (10%)
Total errors	79 errors

The writer presented the summary of students' errors in the use of language features. Based on this summary, the writer analyzed and identified the data based on surface strategy taxonomy; omission, addition, misinformation, and misordering. The percentage of these errors could be seen in the following chart below.

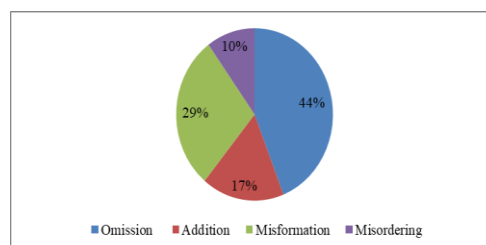


Chart 2. The Students' Errors in Writing Recount Text in Using Surface Strategy Taxonomy

Based on the data in chart 2 the students' errors in writing recount text in using surface strategy taxonomy, the total number of errors was 79

items. The students got 35 or 44% error items in omission. Error made by students that occurs because students do not place the desired morpheme in the sentence. There were 17% or 13 of the students who got error items in addition.

This type of error is the opposite of the previous error. The character of the error can also be understood with the help of the use of the presence of items, which should no longer appear in a well-formed utterance. This error usually appears in the later stages of second language acquisition, when the learner has acquired some of the rules of the target language.

In misformation, there were 23 or 29% of the students who got error items. The use of the wrong form of morpheme or structure in a sentence. In this error, the student gave something even though it was wrong. There were three types of errors contained in misformation, namely regularization errors, archi form, and alternating.

The first was a regularization error. An error characterized by students who failed to choose or to select the right word form. The example was singular-plural. The

second, archi-forms were described as the choice of one member of a class of forms to represent others in the class. The third, alternating forms. Its miles described as pretty unfastened alternation of diverse participants of a category with each different. The last, there were 10% or 8 of the students' who got error items in misordering. Misplacement of a morpheme or a group of morphemes in an utterance is the person who made the mistake.

Findings shown, there were elements to be assessed Abduh (2017: 35), elements of writing which have to be assessed are content, organization, vocabulary, grammar, and mechanics. It can be concluded that the most mastered ability of students in writing recount text is on the content aspect. The lowest ability in writing recount text on aspects of grammar and mechanics.

The students' errors in the use of language features in writing recount text based on surface strategy taxonomy; omission, addition, misinformation, and misordering. It can be concluded that the most errors made by students in using language features are errors in omission and misformation.

## Discussion

Findings shown, there were elements to be assessed. Abduh (2017: 35), elements of writing which have to be assessed are content, organization, vocabulary, grammar, and mechanics. We could be seen that the content aspect occupies the top rank of the other 4 aspects in students' writing abilities. The ability of students' writing content is included in the excellent category. The average ability of students in writing recount text on the content aspect was 35%. The students are able to describe all ideas in sentences that are relevant to the topic. All sentences contain many supporting details related to the main idea. Because content is one of the important aspects in writing that must be considered by students when they are writing. That is, included in the content is developing ideas through experiences, illustrations, facts, opinions, cause and effect, comparisons and providing clear information related to the topic of writing. To have good content in writing, writers need to write clearly by supplementing their explanations with additional information to make readers understand more about the

author's ideas. In the aspect of content, students' abilities are classified as excellent, most students are able to make ideas in sentences based on writing categories.

In the organization aspect, students' ability to write recount texts is in the excellent category. The average ability of students is 23%. In the organization aspect, students are able to describe sentences in paragraphs well. The sentences are neatly arranged and perfectly coherent, the composition contains the general structure of a complete recount text, they are orientation, events, and reiteration. The organization aspect refers back to the form of a piece of writing. Organization structures need to follow a pattern, such as chronological order, comparison, or some other logical pattern. In terms of genre text, organization is also called generic structure. Writing vocabulary is all the phrases that can be used in writing. Many written words do not commonly appear in speech, writers generally use a limited set of words when communicating. In writing, vocabulary offers word choice. This statement explains that students need to pay attention to the words they use

when they write because each word can represent a different meaning.

In the vocabulary aspect, vocabulary skills are in the good category. In the vocabulary aspect, the average vocabulary ability of students is 17%. In terms of vocabulary, students' abilities can be said to be on average good because they can occupy two categories at once, namely good average and fair to poor. Students are able to choose effective words although sometimes there are slight errors in the use of vocabulary and word forms, but so far the students' abilities in this aspect are quite good. students can choose words that are appropriate to the existing context. explain well the meaning of each sentence into a paragraph.

In the aspect of grammar, students' ability is 20%. the ability of students in this aspect is categorized as fair to poor. Students' abilities can be said to be lacking because students do not understand the use of tenses well. Students must pay attention to the rules of writing grammar.

Grammatical writing makes it easy for readers to understand what the author means. In measuring writing ability, a teacher tests the

sensitivity to grammatical patterns according to the genre of writing in this case using past tense. The grammatical feature to describe the tense that is often used in recount text is the past tense. The students' ability in the grammar aspect was still low.

The students' ability in the mechanics aspect was 5%. This aspect occupies the lowest position. It meant that students had difficulty in the aspect of mechanics.

The ability of students in this aspect was lacking. Students had difficulty with some spelling errors, punctuation, use of capital letters, and paragraphs. Because mechanics emphasizes the use of the graphical conventions of the language. It refers to the appearance of words, how they are spelled or arranged on paper.

Mechanics in this study refers to the correct use of punctuation, spelling, and capitalization so that the reader can recognize what the author means. It can be concluded that the most mastered ability of students in writing recount text is on the content aspect. the lowest ability in writing recount text on aspects of grammar and mechanics

The students' error in writing recount text in using the surface strategy taxonomy, the number of errors was 79 items. Students got 35 or 44% error items in omission. Errors made by students that occur because students do not place the desired morpheme in the sentence. The missing morphemes are content morphemes and grammatical morphemes. The morpheme in is very important in a sentence according to the simple past tense structure. There were 17% or 13 students who got additional error items. The character of the error can also be understood with the help of the use of the presence of items, which should no longer appear in well-formed speech. This error usually appears in the later stages of second language acquisition, when the learner has acquired some of the target language rules such as double marking, regularization, and simple addition.

In misformation, there were 23 or 29% of students who got error items. Using the wrong form of morpheme or structure in a sentence. In this error, the students gave something even though it was wrong. There were three types of errors

contained in misformation, namely regularization errors, archi form, and alternating. Regularization errors were characterized by students who failed to choose or choose the right word form. An example was singular-plural. Archi-forms were described as the choice of one member of the forms class to represent another in the class. The alternating form was described as a fairly independent alternation of the various participants of a category with each being different. Finally, there were 10% or 8 students who got error items in misordering. Misplacement of a morpheme or a group of morphemes in an utterance is a person who makes a mistake. It can be concluded that the most errors made by students in using language features are errors in omission and misformation.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

The problem of this research was the students' ability in writing was low. There were several factors that caused the low ability of students in writing which has been explained by the English teacher at the school. The purpose of this study was to describe students' ability in writing recount



texts and to find out students' mistakes in using language features in writing recount texts in tenth grade at Joseph Khatulistiwa High School. This study showed that almost all students at Joseph Khatulistiwa High School could write a recount text that includes all five aspects. The students had difficulty in mechanics and grammar aspects compared to the other three aspects. The students were still confused in the use of tense and mechanics in writing recount text. The score shows that students still have many errors in writing in these 2 aspects. Mastery of grammar using the simple present tense in past events. Students found it difficult to make sentences and wrote the correct spelling words.

Lack of vocabulary made them write a lot of repetitive words in their writing. The students also had some errors in language features in writing recount text. There were four types of errors found in the data, they were: omission, addition, misformation, misordering. There were a number of student errors contained in the omission. Students were less careful in writing recount text. Therefore, students should be more careful when

writing. The second error position was misformation. Most of the students often used wrong and correct grammar. Students often used simple gifts which got error item in ordering error. Therefore, students must pay attention to the structure of the recount text.

### **SUGGESTION**

Based on the result of this research, the following suggestions are offered to be considered: For English teacher should be more creative in teaching methods to improve vocabulary, for example the TPR method to memorize a lot of vocabulary. Teachers are advised to apply new techniques in teaching recount text to improve students' vocabulary to produce good writing. Teachers must be more eclectic in election appropriate methods, techniques, and models in teaching English so that students are more interested in participating in learning. For students, it is recommended to improve doing exercises on vocabulary to improve their writing skills.

Students should also read books, magazines or whatever. after reading, they have to write down the new

vocabulary they have found, then develop it into a sentence. students must be active in the teaching and learning process and practice more in

class. The students have to improve their vocabulary with diverse activities individually and in groups.

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