

# CHAPTER 1

## INTRODUCTION

### A. Background of study

Language plays a great part in this life. Language is a system of communication through which consists of a set sounds and written symbol which are used by the people of a particular country for talking or writing.<sup>1</sup> Language is primarily speech and writing is a means to preserve it.

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all over the world. This language is mother tongue of nearly 320 million people and another 200 million people use it as second language. So it is very useful to establish international relation for communication purpose and for the exchange of views with different countries of the world. It is also referred to as Global English, World English, Common English, or General English. Sometimes these terms refer simply to the array of varieties of English spoken throughout the world.

The development of International English often centers around academic and scientific communities, where formal English usage is prevalent, and creative use of the language is at a minimum. This formal

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<sup>1</sup>M.F. Patel and Praveen M. Jain. *English Language Teaching : Methods, Tools and Techniques*. (Jaipur: Sunrise Publishers and Distributors, 2008), 27-28.

International English allows entry into Western culture as whole and Western cultural values in general.<sup>2</sup>

English is one of the foreign languages taught in Indonesia. It has become more important than any other foreign languages to learn at schools or universities. It can be proved that English is studied by the students of elementary school, junior high school, senior high school, and university who are expected to master English which is an international language in order to be able to respond to the globalization era.<sup>3</sup>

To master a language include English, people have to master all of language skill orally and written. Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it (Mary Spratt, 2005: 26). Writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronoun, as well as commas and other marks of punctuation.

Writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently

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<sup>2</sup> Jain. *English Language Teaching*. P. 6-9.

<sup>3</sup>Eulis Rahmawati, *Teaching English to Young Learners*. (Serang : Madani Press, 2012), p. 1.

according to the needs of each group of students. Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.

Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It has been suggested that writing is hailed a service activity for most students rather than an end in itself; the teacher will find that the problem 'how much writing?' soon solves itself. The type of writing in which the students are engaged will became more sophisticated as they acquire greater facility in the exercise of the other skills.<sup>4</sup>

Writing is a process of exploring ideas through written form. Exploring ideas refer to the ability in exposing topic and sharing opinion. In exploring ideas, the students deliver their statements to become the writing product. In writing English, there are several genres of text should be learned by the students such as descriptive, narrative, report, and recount, all of the genres have different social function.<sup>5</sup>

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<sup>4</sup> Jain. *English Language Teaching*. 126-127

<sup>5</sup>Wahyuni Pela Sari, Sri Imelwaty, Dona Alicia, "Students' Problems In The Process Of Writing Recount Text", (English Education Program, STKIP PGRI Sumatera Barat), p. 1.

Students in learning writing subject have an opportunity to be a writer, but many of them still ignored it because they thought it was the hardest skill. Every students have trouble in learning writing, especially with many complicated component processes. Writing can be a great tool to help students know more about how they think. In short writing is a complex skill that must be mastered by students. In short writing is a complex skill that must be mastered by students<sup>6</sup> In other words even writing skill difficult, it can be an interesting activity by following the process of writing that must be understood by students.

Students who carry out writing subject especially in the process of writing, they written certainly better than students who ignored it. We can see the different among their comprehension in writing skill through their written product.

According to statement above, the researcher will focus to analyze the students' process in writing skill especially in writing recount text. The process of writing must be carried out by students to make their written better. When students did not know and ignored the process of writing, their written will not perfect and some error will be found in it. From this research, the researcher hopes to students to know, understand, and apply the process of writing in producing recount text.

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<sup>6</sup>Nada Raudhotul Muthoharoh and Anita, "Using feedback in teaching writing descriptive text", *Loquen : English Studies Journal*, Vol. XI, No.1, (June, 2018), 42.

## **B. Identification of the Problem**

The identification of the problem in this research are :

1. Fourth semester students of English Education Department often ignore the process of writing.
2. Fourth semester students of English Education Department have difficulties in writing recount text.
3. Fourth semester students of English Education Department still confused to distinguish between the process of writing and language features of recount text.

## **C. The Limitation of Study**

The researcher limits the study about “Students’ Writing Process in Producing Recount Text”. The limitation is based on some reasons, one of them is because of the limitedness of time. In this paper, the writer focused to study about the process of writing for student in producing recount text to four student of English Education Department.

## **D. Research Questions**

In line with the title of this problem and the background of the study, three research questions are formulated as follows:

1. Do students of fourth semester of English Education Department know the theory of writing process?

2. What are the problems of writing for the students of English Education Department in producing recount text?
3. What are the processes that students do in applying the theory of writing process in producing a recount text?

#### **E. Objective of The Study**

The objective of the study in this research are as follows:

1. To know about students' awareness to the theory of writing.
2. To analyze the students' problems in writing process especially in producing a recount text.
3. To analyze the students' process in writing especially in producing a recount text.

#### **F. The Significant of Study**

The result of this research is to provide the information in detail about how do students write a recount text ? By knowing the students' background knowledge in the process of writing especially in writing a recount text, the lecturer would know how far the students' ability in writing a recount text?

The result of this research also will be useful for students to study from the basic theory of writing recount text. By knowing the students ability and weakness in writing recount text, the students will be able to know what are the processes of writing did by them.

For the writer, the result of this research will give new knowledge about the process of writing in producing a recount text did by students. The last research is for the other researchers who would like to conduct the same issue of this research can find out the additional information and references through reading this research.

### **G. Previous Study**

1. Students' problems in the process of writing recount text by Wahyuni Pela Sari, Sri Imelwaty, Dona Alicia :English Education Program, STKIP PGRI West Sumatera, Jl. Gunung Pangilun, Padang, Sumatera barat.<sup>7</sup>

The aim of this research was to find out the problems which encountered by students in the process of writing recount text. The type of this research was qualitative research using phenomenology design. Purposive sampling was employed in selecting the participant research. The finding from order the data shows that in the process of writing recount that includes pre-writing, writing, editing, revising, and publishing, the student have diverse problems. Pre writing, in this process the problems faced by students include: Vocabulary, Student's concentration, and Student's creativity. Writing, in here the problems often faced by students include: Vocabulary, Timing, and Grammar.

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<sup>7</sup> Alicia, "Students' Problems In The Process Of Writing Recount Text".

Editing, in this process the problems found are: Carelessness and vocabulary. Revising, students' problem here in: Timing and Student's motivation. Publishing, in this process the problems found are: Student's self-confidence and lack of teacher's motivation. From these problems it can be concluded that the problems encountered by students not only from within the students themselves but also the influence from outside aspects.

This research told about the problem faced by students in the writing process of recount text while my research, the writer will focus on a student's writing process of recount text. The student must write about their personal experience by using recount text.

2. Increasing students' ability in writing a recount text by Nursidah, Albert Rufinus, Clarry Sada: English Education Study Program, FKIP Tanjungpura University Pontianak.<sup>8</sup>

The purpose of the study is to know the students' improvement writing personal recount text by using personal experiences in students' journal for the eighth grade students of SMPN 2 Sungai Pinyuh in academic year 2013/2014. The form of this research is classroom action research. The technique used for collecting data is written test. In the research the writer also applied field notes. The field notes were used to take notes about

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<sup>8</sup> Nursidah, Albert Rufinus, Clarry Sada, "Increasing students' ability in writing a recount text" (English Education Study Program FKIP Tanjungpura University, Pontianak, 2013).



teaching learning activities which related to the used of students' journal in writing recount text.

This research told about students' ability in writing recount text while my research only analyze the processes reached by a student in writing recount text to know how far student carry out the process of writing recount text.

3. Using Writing Process and Product Features to Assess Writing Quality and Explore How Those Features Relate to Other Literacy Tasks by Paul Deane : English Testing Service, Princeton, New Jersey.<sup>9</sup>

This research explores automated methods for measuring features of student writing and determining their relationship to writing quality and other features of literacy, such as reading test scores. In particular, it uses the *e-rater* automatic essay scoring system to measure *product* features (measurable traits of the final written text) and features extracted from keystroke logs to measure process features (measurable features of the writing process).

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<sup>9</sup> Paul Deane, "Using Writing Process and Product Features to Assess Writing Quality and Explore How Those Features Relate to Other Literacy Tasks", (English Testing Service, Princeton, New Jersey, 2014)

This research used *e-rater* automatic essay scoring system to measure the product of writing, while my research not to measure the product but just focus to analyze the process.

Comparing previous studies above with my research is: *The first previous study* told about the problem faced by students in the writing process of recount text while my research, the writer will focus on a student's writing process of recount text. The student must write about their personal experience by using recount text. *The second previous study* told about students' ability in writing recount text while my research only analyze the processes reached by a student in writing recount text to know how far student carry out the process of writing recount text. *The third previous study* explained about measuring features of student writing and determining their relationship to writing quality and other features of literacy using *e-rater* automatic essay scoring system to measure *product* features (measurable traits of the final written text) and features extracted from keystroke logs to measure process features (measurable features of the writing process) while my research just focus to analyze the students process in writing recount text.

## **H. The organization of Writing**

The researcher will arrange five chapters and each chapter has some points to explain the chapter.

**Chapter 1 is Introduction.** This chapter has some contents; these are background of the study, statement of the problem, objective of the study, the significant of the study, the limitation of the study, and the organization of writing.

**Chapter 2 is Theoretical Frameworks.** This chapter consists of the theories from some experts who have conducted the research related to this research. In this chapter will explain about definition of writing, process of writing, types of writing, and process in writing recount text.

**Chapter 3 is Research Methodology.** This chapter consists of of the research method, the site and time of study, population and sample, the technique of data collecting, and technique of data analysis.

**Chapter 4 is the result of the study (research finding) and discussion,** it consists of research finding and discussion.

**Chapter 5 is conclusion and suggestion,** it consists of conclusion of the research and suggestion for reader.

## CHAPTER II

### THEORETICAL FRAMEWORKS

#### A. Writing

##### 1. Definition of Writing

There are two categories of language skills, namely receptive skills and productive skills. Receptive skills are the skills to understand the message being heard and read, while the productive skills are those that produce messages or ideas through spoken and written text. Writing includes into productive skill. The productive skill process begins with a semantic encoding, which is the stage for the preparation of ideas, then the grammatical decode of conceptualization in grammatical units and semantic decode, namely the understanding of the concepts of ideas. Both skills are basic in obtaining language especially in English.<sup>10</sup> Both of categories in language skill are very important to support our daily life.

Writing is one of language skill. It was said as a hardest language skill between the other skills because it hard to be mastered, learned and taught. People who has mastered writing will be known by public. As Allah SWT promised in holly Al - Qur'an about writing :

نَ وَالْقَلَمِ ۖ وَمَا يَسْطُرُونَ ۝

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<sup>10</sup> Andi Tenri Ampa and Hidayah Qurais, "Needs Analysis of the English Writing Skill as the Base to Design the Learning Materials", (SHS Web of Conferences **42**, 00050 , Makassar , 2018). P. 1

*Nun.* By the pen and what they write (QS. Al Qalam : 1)<sup>11</sup>

As Harmer (2004) stated “writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities, they can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.”<sup>12</sup> From Harmer statement, researcher defines that writing is an activity that cannot be done suddenly and instantly because it needs more time to think and arrange the words well.

Zainurrahman (2011) revealed that the writing as a speaking activity, never finished and complete discussed, due to the complexity and variety of the concept and its application. This is one of the reasons why writing skill is put to the sequence of the four skills that must be mastered by every student in learning the language.<sup>13</sup> From this statement, writing and speaking have similarity that never finished and complete discussed.

There seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All quite different. but they’re all writing. They all have the basic aim of getting ideas from one brain into another.

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<sup>11</sup> Shehnaz Shaikh, *The Glorious Quran word – for word Translation to facilitate learning of Quranic Arabic* ( New Delhi : Al-Huda Publication, 2007), p. 797

<sup>12</sup> Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), 31.

<sup>13</sup> Rahmat Sonjaya, “Improving students’ writing report text through mind mapping technique, *Loquen : English Studies Journal*, Vol.8, No.1, (January-June, 2015), 4.

There are some purposes of writing, and each of them has different function. As for the purpose of writing according to Harmer are: writing to entertain, writing to inform and writing to persuade.<sup>14</sup>

a. Writing to entertain

Think what it's like to be a reader—you can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve your emotions, too, by creating feelings of suspense. Writing that involves emotions can also be reflective and contemplative.

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a 'true story' for added effect.

b. Writing to inform

These kinds of writing can also be 'entertaining' in the sense that they're a good read. But entertaining the reader isn't their main purpose—that's just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

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<sup>14</sup> Kate Grenville. *Writing from Start to Finish: A Six-Step Guide*. (Griffin Press : Sydney, 2001). P. 1

### c. Writing to persuade

This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

### 2. Process of Writing

Writing has more than one step. The writing process has steps or procedures which must be carried out by the learners. In writing the student must follow some processes to create a good writing. These processes can help them to write based on the ideas flow.

According to Richards and Renandya (2005) The process writing as a classroom activity incorporates the four basic writing stages planning, drafting (writing), revising (redrafting) and editing and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing (Richard: 2005).<sup>15</sup>

Grenville (2001) explains steps in writing process. The steps are getting ideas, choosing ideas, outlining, drafting, revising and editing.

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<sup>15</sup> Ila Amalia, "Fostering Students' Writing Skill Through Peer Feedback Activity: A Case Study at Uin Smh Banten", *Loquen : English Studies Journal*, Volume XI , Number 01, (June, 2018). P.5

According to Raimes (1993) mentions, there are; ‘writing for learning (with prewriting, drafts, revisions, and editing).<sup>16</sup>

From some statements above, the process of writing could be explained as prewriting, choosing ideas, outlining, drafting, revising and editing.

#### a. Prewriting

Prewriting is the critical first step in creating a successful essay. It also could be called as getting ideas, it means how the students can get the idea to write something. Ideas come from a lot of places, but the one place they never, ever come from is a sheet of blank paper. It means that getting ideas is the first step in writing process. Whether you are handed a topic, must come up with one on your own, or writing under constraint, taking the time to focus and shape your thoughts will result in better final product. There are five strategies of prewriting; free writing, Brainstorming or listing, concept mapping/webbing, Taking stock with the 5 WS, reading a good writing.<sup>17</sup> People write started with good idea and it based on their background knowledge, so when people’s written great its mean they have a lot of background knowledge.

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<sup>16</sup> David Nunan, *Second Language Teaching & Learning* (Boston: Newbury House Teacher Development) p. 273

<sup>17</sup> Lauren Starkey, *How to write Great Essays* (New York: Learning Express, 2014),p. 2-6.



## b. Choosing Ideas

The next step after getting ideas is choosing ideas. In choosing ideas the focus on looking for idea and assess the idea into the topic. In this step the writer chose the potential idea that can be developed into sentences. In other words writer has to select the best idea when ideas that gotten by writer more than one.

## c. Outlining

After choosing an idea, the next step is outlining. An outline is a list of all the ideas that are going to be developed into sentences. In order to make an outline, one needs to know basically she or he is going to say or what the theme is.<sup>18</sup> An outline also makes writer easier in developing sentences because the basic words that will be expressed in a written was mentioned before.

## d. Writing a first draft ( Drafting)

A draft is an early version of a piece of writing. Most of us cannot compare anything well at the first try. We must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better result. For drafting, the best advice is: keep going and don't worry about small mistakes. A draft is not the end product; it

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<sup>18</sup>Sada. "Increasing students' ability in writing a recount text". P. 2

is tentative and imperfect.<sup>19</sup> Then to get the best result in writing, a draft must be done further because it could be a basic of success in writing result.

#### e. Revising

Revising means rewriting a paper, building on what has already been done, in order to make it stronger. There are three stages to the revising process: Revising content, Revising sentences, Editing<sup>20</sup>. Sometime, revising could be rewrite and rebuild all of content because the mistakes too much.

#### f. Editing

Reflecting and revising are often help by other readers (or editors) who comment and make suggestion. Another reader's reaction to a piece writing will help the author to make appropriate revision.<sup>21</sup> Need help to others to be an editor for making the result of writing perfect.

### 3. Types of Writing

Beside has definition and process, writing also has some types. The type of writing is a distinction between one and others. It also based on the content and the audience who would like to read a written. Some types of writing according to Mark Anderson and Kathy Anderson in their book *Text Types* are: literary (narrative, poetic and dramatic) and factual (recount,

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<sup>19</sup> Thomas S. Kane, *The oxford Essential Guide to Writing* (New York: Berkley Books, 2000), 35.

<sup>20</sup> John Langan, *College Writing Skills with Reading* ( New York : McGraw-Hill, 2015), 33

<sup>21</sup> Harmer, *How to teach Writing* , 5.

response, explanation, discussion, information report, exposition and procedure).<sup>22</sup>

#### a. Literary

Literary texts include Aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap operas.

There are three main text types in this category:

##### 1) Narrative

Narrative text tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions and camera angles can also be used to help communicate meaning.

##### 2) Poetic

Poetic text types express feelings and impressions of life.

##### 3) Dramatic

Dramatic text types use acting to communicate ideas and experiences. Drama can be spoken or written.

#### b. Factual

Factual text include advertisements, announcements, internet web sites, current affairs shows, debates, recipes, reports and instructions. They present

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<sup>22</sup> Mark Anderson and Kathy Anderson, *Text Types in English*, Macmillan, p.1–122

information or ideas and aim to show, tell or persuade the audience. The main text types in this category are:

1) Recount

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

2) Response

The response text type is a person's response or action to another text (a book, film, play, poem and so on). It gives a description of the work and judgment.

3) Explanation

The explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of explanation is to tell each step of the process (the how) and to give reasons (the why).

4) Discussion

The discussion text type gives the for and against, the positive and negative, or the good points and the bad points. The purpose of a discussion is to present to the audience different opinions on a topic and, at the end, your opinion.

### 5) Information report

Information report is a piece of text that presents information about a subject. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities.

### 6) Exposition

Exposition is a piece of a text that presents one side of an issue. The purpose of an exposition text is to persuade the reader or listener by presenting one side an argument.

### 7) Procedure

Procedure is a piece of text that give us instructions for doing something. The purpose of a procedure text type is to explain how something can be done.

## **B. Process in Writing Recount Text**

### 1. Definition of Recount Text

Recount text is one of the text genres that the students learn. According to Geoff Barton Recounts are reports told in chronological order. Pupils need familiarity with the genre in order to write effective recounts of their own.<sup>23</sup> As for Joko Priyana stated a recount text is a text that tells us about a part of experience. A recount text has an orientation, a series of

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<sup>23</sup> Geoff Barton, *Grammar Survival : A Teacher Toolkit Second Edition* (London & New York : Routledge Taylor and Francis Group, 2010) 10

events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events. In the text, you will find words and phrases used to start, connect a sentence with the next one, and end your composition.<sup>24</sup> in brief of those statement the text explaining past experiences that arranged by chronological order defined as recount text.

Other definition of recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.<sup>25</sup> A recount text has aim to inform and describe the events happened in the past.

This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened.<sup>26</sup> When students write a recount text, they certainly call their background knowledge in the past because a brain is like hard disk and when we need information in the past we recall it straightly.

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<sup>24</sup> Joko Priyana, Arnys Rhayu Iriyanti, Virga Renitasari, *Interlanguage : English for Senior High School Students X* (Pusat Perbuuan Departemen Pendidikan Nasional, 2008)

<sup>25</sup> Mark Anderson and Kathy Anderson, *Text Types in English*. P. 48

<sup>26</sup>Doni Ramli, “An Analysis on Students’ Errors in Writing Recount Text”,(Prodi Bahasa Inggris, FKIP Universitas Tanjungpura)

Writing a recount text include into imaginative writing. The aim of a piece of imaginative writing is to entertain the reader, so that it means trying to think of entertaining ideas.<sup>27</sup> Therefore writing a recount text needs creativity because of course, all writing requires some imagination and creativity.

## 2. The Generic Structure of Recount Text

The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

- a. A first paragraph that gives background information about who, what, where and when (called orientation)
- b. A series of paragraphs that retell the events in the order in which they happened
- c. A concluding paragraph (not always necessary)

## 3. The Language Features of Recount Text

The language features usually found in a recount are:

- 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 events (for example, first, next, then).<sup>1</sup>

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<sup>27</sup> Grenville. *Writing from Start to Finish*. P. 14

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Method

In this research, the researcher will use qualitative research in students writing process in producing recount text. Based on C. R Kothari (2004) in research Methodology definition of qualitative research is concerned with qualitative phenomenon, phenomena relating to or involving quality or kind, investigating the reasons for human behavior. Qualitative is also especially important in the behavioral sciences where the aim is to discover the underlying motivates of human behavior. Through such research can analyze the various factors which motivate people to behave in a particular manner or which make people like or dislike particular thing.<sup>28</sup>

To support this study, the researcher used a case study method to answer the question of a general topic from this research about. Many definition of case study according to expert : The study of the speech, writing or language use of one person, either at one point in time or over a period of time, e.g. the language acquisition of a child over a period of one year (Richards, Platt, and Weber : 1985). “The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and

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<sup>28</sup> C. R. Kothari, *Research Methodology Methods & Techniques*, (New Delhi : New Age International, 2004), 3.



heuristic, and rely heavily on inductive reasoning in handling multiple data sources’’.<sup>29</sup>

According to Kothari, case study is essentially an intensive investigation of the particular unit under consideration. The object of the case study method is to locate the factors that account for the behavior-patterns of the given unit as an integrated totality.<sup>30</sup>

According to Rajit, a case study can design based on the assumption that case being studied is a typical of cases of certain type and therefore a single case can provide insight into the events and situations prevalent in a group from where the case has been draw. In this design your attempt is not to select a random sample but a case that can provide you with as much information as possible to understand the case in its totality.<sup>31</sup>

From the definition of some experts, the researcher defined that qualitative method is a method that use systematic collection, organization and interpretation of textual information that achieve generate comprehensive description of processes, mechanism, or setting and characterize participant perspective and experiences.

In brief, the case study method is a form of qualitative analysis where observe and investigate of an individual or situational is done; efforts are

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<sup>29</sup> David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992), 76 – 77.

<sup>30</sup> Kothari, *Research Methodology & Technique & second Revised Edition*. P.113

<sup>31</sup> Rajit Kumar, *Research Methodology a step-by-step guide for beginners* (SAGE Publications: London, 2011), 102.

made to study each and every aspect of the concerning unit in minute details and the form case data generalizations and inferences are drawn.

### **B. The Site and Time of Study**

This research will be conducted on fourth semester students of English Education Department, The State Islamic University Sultan Maulana Hasanuddin Banten in academic year 2018/2019. This research will be conducted before they face their holiday after examination.

### **C. Subject of The Research**

The Subject in this research is students of fourth semester of English Education Department. There are five classes in fourth semester but the researcher will take only four classes because one class (class E) has different lecturer in writing subject. Because analyzing all students too large the researcher will take only a student from each class for becoming a subject in analysis of writing process in producing recount text. Then the subjects in this research are four students of English Education Department at fourth semester.

### **D. The Technique of Data Collecting**

The Researcher will use primer data that got from sample or respondent directly. Therefore the researcher will use observation, test and interview.

## 1. Observation

Observation is data collecting technique through observing this systematically towards phenomena that to be researched. In this case, the researcher observes or monitors the condition of class while learning process in the writing subject. The researcher conducts the observation directly to four classes of English Education Department to know the condition of students' learning in writing subject.

## 2. Test

According to Brown (2003) "Test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain."<sup>32</sup> The researcher will gives a task paper to four students and ask them to write the topic on it related to recount text. Test is one of important instrument in this research.

In this test, the researcher will use free composition. Free Composition is the composition in which the learners express their ideas freely and without controlling. The language is not used in control manner by the learners. According situation the learners prepare their composition freely. This type of composition develops the ability of "learning through insight". In beginning they need the guidance of teacher but later they use it independently. It is called

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<sup>32</sup> H. Douglas Brown, *Language Assessment : Principles and Classroom Practice Classroom Practice* (New York: Longman.Com,2003), 3.

free composition because at this stage the learners are free to choose their structure and vocabulary and express their own thoughts and ideas on a given topic.<sup>33</sup> Even this test used is free composition but there are limits to do it such as the words use minimal 300 words and the topic of it is about personal experience.

### 3. Interview

To support data analysis from the test, the researcher will use an interview to respondents who did a test to make sure what was they did in producing a recount text. Through interview, the researcher will get more information and find the result about students' writing process in producing recount text.

The interview will be used in this research is structural interview. In a structural interview researcher prepared questions. This is similar to the telephone survey in that researcher prepare a questionnaire in advance and simply read the ordered questions to your participants. An advantage of this structured interview is that all participants are asked the same questions in the same order. This eliminates fluctuations in the data that result from differences in when and how questions are asked. Responses from a structured interview are

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<sup>33</sup>. Jain. *English Language Teaching*, 130.

therefore easier to summarize and analyze.<sup>34</sup> The researcher provides eight structural questions to interview all respondents for getting more information to be analyzed.

### **E. The Technique of Data Analyzing**

In this research, the researcher will use Descriptive Analysis. Sugiono (2013) state Descriptive formulation of Problem is one of formulation problem that guide the researcher to explore and photograph a social situation that will be researched clearly, widely, and deeply.<sup>35</sup> The state above supported by Khotari (2004) “Descriptive analysis is largely the study of distributions one variable. This study provides us with profiles of companies, work groups, persons and other subjects on any of multiple of characteristics such as size. Composition, efficiency, preferences, etc.”<sup>36</sup>

To make easier analysis, the researcher will use color coding. Color coding applied to distinguish all of process in writing including to distinguish generic structure and language features are there in recount text.

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<sup>34</sup> Kenneth s Bordens, Bruce B. Abbott. *Research Design and Methods: A Process Approach: Eight Edition* (America : M.C Grawhill, 2011), 272.

<sup>35</sup> Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, (Bandung : Alfabeta, 2013), 290.

<sup>36</sup> Kothari, *Research Methodology methods & Techniques*, 130.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Research Finding**

This chapter describes the result of the data collection to answer the research question in chapter 1. The researcher got the data from observation, test and the interview all of students as respondents.

To get data, the researcher took the data from semester four students of English Education Department, The State Islamic University Sultan Maulana Hasanuddin Banten. There are five classes in semester four, each class taken one student to be a sample except class E because it has different lecturer. This research used a qualitative descriptive method. The data of this research was gained from observation, test and interview.

##### **1. The Data Description of Observation**

From the observation, the researcher found that students' participation in learning writing subject was very good. Most of students paid attention fully to the lecturer when she was explained the material in learning process. After giving the material, students were asked to practice writing. When the students practice writing, they used their thought and expressed what are on their mind. From this phenomena, the researcher more interested to know the process that students do in practicing writing activity.

## 2. The Data Description of Writing Test Assessment

The researcher has assessed the students writing and has calculated the number of each assessment. The rubric of assessment that he used is the assessment of Harmer style. To make easier the interpretation of data, firstly, he draws the result of calculation into table and converting them into percentages. Then, he makes a pie chart based on the result. After that, he interprets the data after processing the result. This table below is the recapitulation of the writing assessment of recount text.

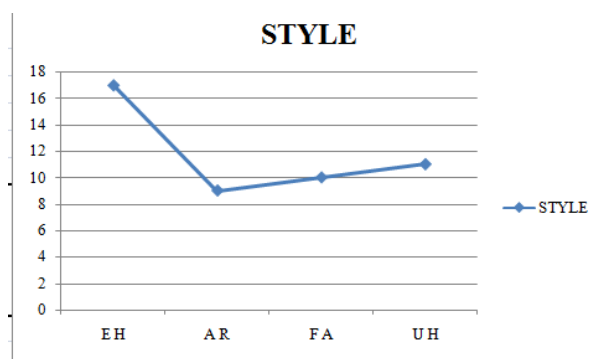
**Table 4.1**  
**Students' Writing Assessment**

NO	NAME	ASSESSMENT CRITERIA					TOTAL	AVERAGE
		ORGANIZATION	CONTENT	GRAMMAR	PUNCTUATION	STYLE		
1	E H	16	17	17	13	17	80	16
2	A R	20	16	10	13	9	68	13.6
3	F A	11	13	12	12	10	58	11.6
4	U H	12	15	18	16	11	72	14.4
	Total	59	61	57	54	47	278	13.9
	Percentage of Assessment Criteria	21%	22%	21%	19%	17%	100%	

Based on the table above the researcher will be describe the result of students' writing assessment from the lowest criteria until the highest

criteria. The lowest criteria in writing assessment is style and the highest criteria is content. The explanation as follows :

**Figure 4.1**  
**Style Criteria**



### 1. Style and Expression

This criteria is the lowest assessment made by students. In this criteria there are five categories as follows:

- a) Precise vocabulary usage, use parallel structure, concise and register good (the score of this criteria is started from 20-18).
- b) Attempts variety good vocabulary not wordy, register OK, style very concise (the score of this criteria is started from 17-15).
- c) Some vocabulary misused lack awareness of register may be too wordy (the score of this criteria is started from 14-12).
- d) Poor expression of ideas, problems in vocabularies, lack variety of structure (the score of this criteria is started from 11-6).

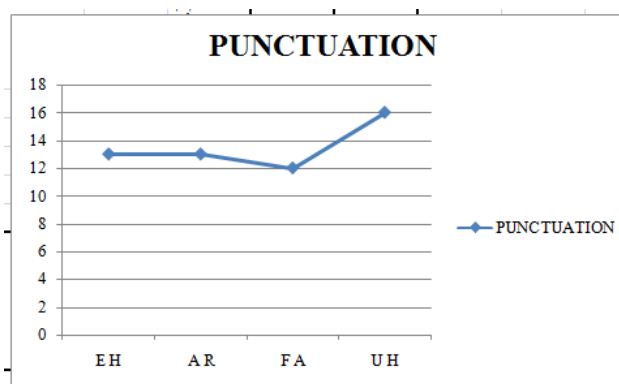


- e) Inappropriate use of vocabulary, no concepts of register of sentence variety (the score of this criteria is started from 5-1).

There is no student who got perfect score in style category, the highest score of it is 17 and it included into the second category, student who got the highest score is EH. The other students included into the fourth category, there are UH got the score 11, FA got the score 10 and AR got the score 9. The example of the style criteria is “**Adzan**” that should be “**call to prayer**” and “**Jum’at**” that should be “**Friday**”

**Figure 4.2**

### **Punctuation Criteria**



## **2. Punctuation and mechanics**

In punctuation and mechanics criteria there are five categories of students' assessment as follows:

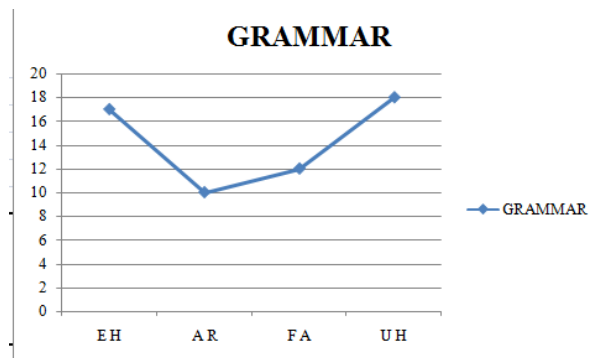
- a) Correct uses of English writing convention, left and right margin, all needed capitals, paragraph indented, punctuations and spellings are very neat (the score of this criteria is started from 20-18).
- b) Some problems with writing conventions of punctuations, occasional spelling errors, left margin correct, paper is neat and legible (the score of this criteria is started from 17-15).
- c) Uses general writing conventions but has errors, spelling problems, distract readers, punctuation errors interfere with ideas (the score of this criteria is started from 14-12).
- d) Serious problems with format of paper, part of essay not legible, errors in sentence punctuation, unacceptable to educated the readers (the score of this criteria is started from 11-6).
- e) Complete disregards for English writing conventions, paper illegible, obvious capital missing, no margin, severe grammar problem (the score of this criteria is started from 5-1).

There is no student who got perfect score in punctuation category, the highest score of it is 16 and it included into the second category, student who got the highest score is UH. The other students included into the third category, there are EH and

AR got the score 13, and FA got the score 12. The example of the punctuation criteria is “**I’am**” that should be “**I’m or I am**”.

**Figure 4.3**

### **Grammar Criteria**



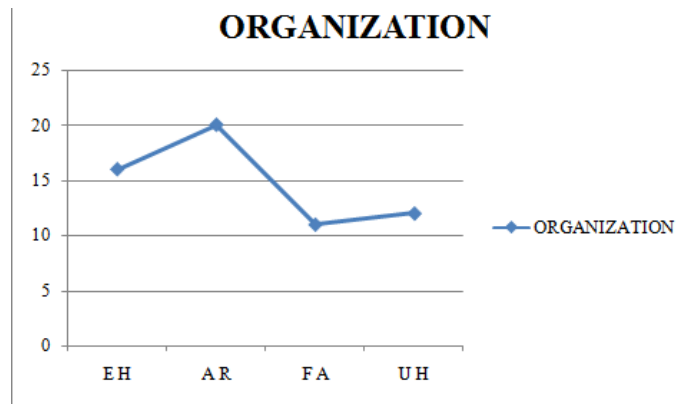
### 3. Grammar

In this criteria there are five categories of students' assessment as follow:

- a) Native like –fluency in English grammar. Correct use of relative clauses, prepositions modals, articles, verbs forms and tense sequencing no fragments or run on sentences (the score of this criteria is started from 20-18).
- b) Advanced proficiency in English grammar, some grammar problems do not influence communications although the reader is aware of them no fragment or run on sentences (the score of this criteria is started from 17-15).

- c) Ideas are getting through the reader but grammar problems are apparent and have a negative effect on communication, run on sentence or fragment presents (the score of this criteria is started from 14-12),
- d) Numerous serious grammar problems interfere greatly with the message, reader cannot understand what the writer was trying to say (the score of this criteria is started from 11-6).
- e) Severe grammar problems interfere greatly with the message, reader cannot understand, what the writer was trying to say (the score of this criteria is started from 5-1).

There is no student who got perfect score in style category, the highest score of it is 18 and it included into the first category, student who got the highest score is UH. The other students included into the fourth category, there are EH got the score 17, FA got the score 12 and AR got the score 10. The example of the grammar criteria is “**there was so many**” that should be “**there were so many**” and “**three month**” that should be “**three months**”.

**Figure 4.4****Organization Criteria****4. Organization**

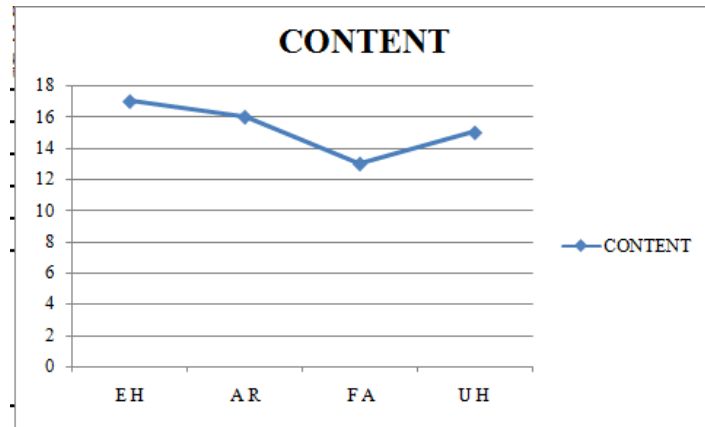
In this criteria there are five categories of students' assessment such as:

- a) Appropriate title effective introductory paragraph, topic is stated lead to the body, transitional expressions used arrangement of materials shows plan (could be outlined by the reader) supporting evidence given for generalization, conclusion logical and complete (the score of this criteria is started from 20-18).
- b) Organization adequate title introduction, body and conclusion,. Body of essay is acceptable but some evidence is lacking, some ideas aren't fully develop sequence is logical but transitional expression may be missed (the score of this criteria is started from 17-15).

- c) Mediocre or scant introduction or conclusion, problem with the orders of idea in the body, the generalization may be not fully supported by the evidence given problems of organization interfere (the score of this criteria is started from 14-12).
- d) Minimally recognizable introduction organization can barely be seen. Severe problems with ordering of ideas lack of supporting evidence, conclusion weak or illogical, inadequate effort at (the score of this criteria is started from 11-6).
- e) Absence of introduction r conclusion no apparent organization of body severe lack of supporting evidence writer has not made any effort to organize the composition (the score of this criteria is started from 5-1).

There is a student who got perfect score (20) in organization category, it was gotten by AR. There is EH who included into second category and got score 16. In the third category there is UH who got score 12. And the last FA got score 11 and included into the fourth category. The example of this criteria is the students did not use the elaborated idea such as the title is **“very tired month”** but in discussion about **“daily activities”**.

**Figure 4.5**  
**Content Criteria**



## 5. Content

This criteria is the highest score of student's assessment. In this criteria there are five categories as follows:

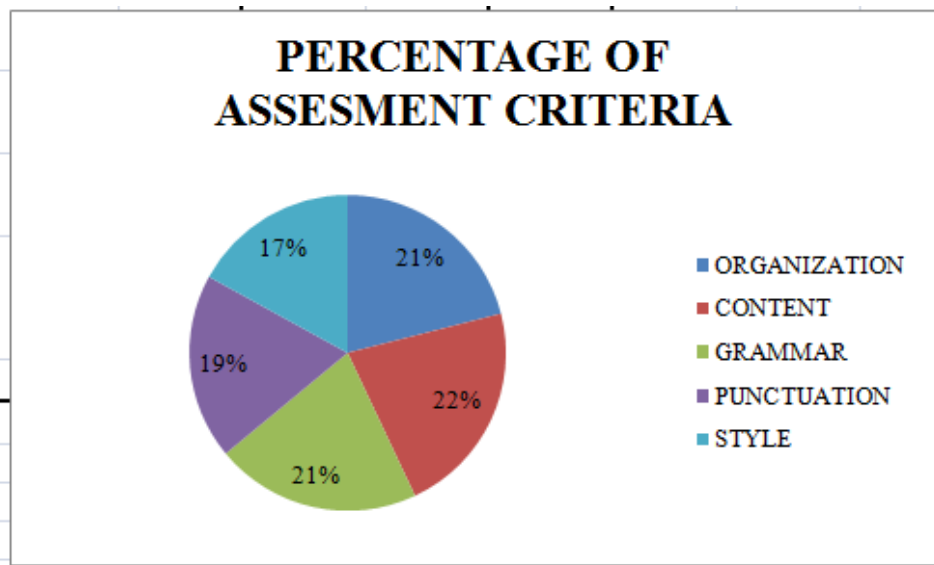
- a) Essay addresses the assigned topic, the ideas are concrete and thoroughly developed, no extraneous materials, essay reflects thought (the score of this criteria is started from 20-18),
- b) Essay addresses the issues but misses some points, ideas could be more fully developed some extraneous materials are present (the score of this criteria is started from 17-15).
- c) development of ideas not complete or essay is somewhat off the topic, paragraph aren't divided exactly right (the score of this criteria is started from 14-12),

- d) Ideas incomplete, essay does not reflect careful thinking or was hurried, inadequate effort in area of thinking (the score of this criteria is started from 11-6).
- e) Essay is completely inadequate and does not reflect college level work, no apparent effort to consider the topic carefully (the score of this criteria is started from 5-1).

There is no student who got perfect score in content category, the highest score of it is 17 and it included into the second category, student who got the highest score is EH. The other students who included into the second category also are AR who got the score 16 and UH who got the score 15. There is a student who included into the third category it was FA got the score 13. The example of the content criteria is paragraph aren't divided exactly right.

The recapitulation of students' writing assessment is converted into a pie chart. The pie chart covers the lowest until the highest rank as follow:



**Figure 4.6****The Percentage of Writing Assessment**

The recapitulation of students' writing assessment will be converted into a pie chart. The pie chart covers the lowest until the highest rank as follow:

The pie chart above shows the assessment criteria that students have done in producing writing. The researcher would like to elaborate the result of the pie chart above started the lowest rank of students' writing assessment until the highest.

The number of style criteria is 47 with the percentage 17%. The number of punctuation criteria is 54 with the percentage 19%. The number of grammar criteria is 57 with percentage 21%. The number of organization

criteria is 59 with percentage 21%. And the number of content criteria is 61 with percentage 22%.

### **3. The Result of Interview**

The interview was conducted after collecting the students' writing recount text task. The researcher holds the interview with all respondents, he will look for more information about the students' writing process in producing a recount text. The researcher holds interview with all respondents in different time. The first respondent who interviewed by the researcher was AR on Tuesday, 25<sup>th</sup> of June 2019 at 10.50 am until 11.10 AM in central library of UIN SMH BANTEN. The second respondent who interviewed by the researcher was EH on Thursday, 11<sup>st</sup> of July 2019 at 10.50 AM until 11.10 AM in front of class room AIII5. The third respondent who interviewed by the researcher was UH on Thursday, 11<sup>st</sup> of July 2019 at 01.25 PM until 01.50 PM in UH's home stay in Andamui. And the last respondent who interviewed by the researcher was FA on Wednesday, 17<sup>th</sup> of July 2019 at 02.00 PM until 02.30 PM in his home.

The conversation between the researcher and the respondents during the interview:

1. *The Researcher*: Do you like writing?

- *AR* : Actually I like writing such as writing short stories, fiction.
- *EH* : I prefer listening than writing because writing requires a lot of thought.
- *UH* : Yes I do, I like writing poems and quotes even using Indonesian language.
- *FA* : Yes, I do, I usually write a diary, more specific to personal experience, there is already written about my experience but not yet published because I still not yet become success man.

2. *The Researcher*: Do you like writing subject? Why?

- *AR* : Because I like writing even using indonesian language, so when there was a writing subject I was attracted to it. I also like writing subject because by learning writing subject I can know how to write a good introduction, how to write that can make the audience interested.
- *EH* : Whether I like it or not, in writing subject it depends on the teaching of the lecturer. Alhamdulillah in this 4<sup>th</sup> semester,

I like writing subject because the lecturer explained the material in great detail so that it was easy to understand.

- *UH* : Yes I do. I like writing subject because I can practice my writing skills and I can also know a lot of new vocabulary.
- *FA* : Yes I do. But I have to learn with a lecturer who can deliver material in a light and easy to understand language, because when I was in high school I wasn't used to speaking English

3. *The Researcher* : Do you find any problems while doing a writing task?

- *AR* : Yes I find. The problem I encountered while writing was in the opening section, sometimes I liked to wonder how to make a good and correct opening. Then if there is a story from the middle to the end, I just continue it.
- *EH* : Yes I find. The first problem is vocabulary, because I feel that my vocabulary is still lacking. The second problem is grammar, I still confused when I explain something, for example yesterday I visited the tomb of Wali Songo, so when I explained about Wali Songo using recount or not?
- *UH* : No, I don't. I don't find problem when I write it, but

sometime vocabulary become one of obstacles.

- *FA* : Yes ,I do. my problem in writing English is the lack of vocabulary insight and also the way how to write the good correct writing.

4. *The Researcher*: Do you know the theory about the process of writing?

- *AR* : Yes, I do, but sometimes when writing not all processes are used.
- *EH* : Yes, I do, but I still don't understand. What I do know is that in a written there must be an introduction, content and conclusions.
- *UH* : Yes, I do. The most theory that I know is finding a problem and developing ideas.
- *FA*: Yes, I do. Once, during semester 3. What I learned from theory of writing was that before writing must have ideas, after that there were supporting details, then there was a closing statement.

5. *The Researcher*: How do you apply the theory of writing process while you do a writing task?

- *AR* : Because I don't like doing things twice, when I write I use free writing in pre writing.

- *EH* : I did not implement the process because i still confused how to implement it.
- *UH* : What I applied in yesterday's writing was pre writing, and revising.
- *FA* : I still confused how to apply the theory of writing process.

6. *The Researcher*: Have you ever studied about recount text?

- *AR* : Yes, I have ever studied recount text since high school
- *EH* : I have ever studied it in senior high school, but in campus the material was never taught.
- *UH* : Yes, I have, since senior high school also I have ever studied.
- *FA* : no, I have not. . I Have also learned about personal experiences in Indonesian language lessons.

7. *The Researcher*: What do you understand about it??

- *AR*: Usually as far as I know the recount text is a story of experiences that have taken place like a vacation.
- *EH* : What I understand is that the recount text must use verb 2 and there are two types of recount text.
- *UH* : We retell past experiences aimed to entertain or give information.

- *FA* : What I understand from recount text is free writing.

8. *The Researcher* : Do you find problems or difficulties in writing a recount text?

- *AR* : My difficulty in writing recount text is in grammatical, because recount text discusses the past so I still like to be confused between verb 1 and 2.
- *EH* : similar with the question before that my problems are lack of vocabulary mastery and grammatical knowledge.
- *UH* : Still confused the placement of stories in paragraphs. Does this one or that first? Vocabulary that uses verb 2 is also still a problem in writing.
- *FA* : Yes, I found,. I confused from where to start and also my other problem is from vocabulary too.

9. *The Researcher* : Do you apply the theory of writing process in producing a recount text?

- *AR* : Yes, I apply the theory of writing process, but not all of them are used. The writing process part that is used is only pre writing, choosing idea and revising .
- *EH* : Yes, pre writing and revision are implemented. For brainstorming, I use free writing.
- *UH* : Yes, I applied. I applied free writing and choosing

ideas.

- *FA* : Because I don't know the process of writing, I don't know whether I apply or not.

## **B. Discussion**

In this section, the researcher discussed the result of test and interview. The researcher used qualitative approach in analyzing the results. Based on findings, the research used test instrument to help researcher to find concrete and clear data. The discussion of the result of finding will describe as follows:

### **a. The Data Analysis of Writing Assessment**

Based on analyzing the product of student writing, the researcher found that students still ignore the process of writing, it seems from the product of writing that they produced. As for the result of their product in writing a recount text has described in the table above. From the assessment above the researcher found that the order of students' writing assessment from the smallest score to the highest score is style, punctuation, grammar, organization and content.

Style is the hardest criteria in writing assessment of students writing product, it seems from the result that style got the lowest score. Actually when the students know the purpose of their writing, they will never think



that style is difficult. If the students' purpose of writing is mainly setting out to entertain, they need to ask what style will be most entertaining for this particular piece. If the students' purpose of writing is setting out to persuade, they need to ask what style will be most persuasive. If the students' purpose of writing is setting out to inform, they need to ask what style will be best to convey information. So, work out what piece of writing is trying to do, then choose the best style for that purpose and write in it.

Punctuation and mechanic also still become problem in their writing product, it became the second problem based on the result of their writing assessment. The mistakes that they made in punctuation and mechanic criteria is such as placement of coma, spelling error etc.

Grammar becomes one of problem in their writing. They did not edit their writing so that the grammatical error still found in their product of writing. If they do editing process, their grammatical error may be would not found in their writing product.

Organization of students' product of writing good because they have ever studied about writing a recount text and also they understood the language features and generic structure that must be there in a recount text.

The content is the criteria that got the highest score. All students wrote the content appropriate with the topic that researcher gave. The content

addresses the assigned topic, the ideas are concrete and thoroughly developed.

**b. The Data Analysis of Students' Writing Process**

From the result of the researcher's interview when the researcher does an interview with four students of fourth semester of English Education Department about their opinion about their process of writing as one important aspect to get the best result in producing a written especially in writing recount text. Because the students must write a recount text and they have done their written, the students said that have ever learn about the process of writing but they still not comprehend about it. In fact, they have misunderstanding between process of writing and language features of recount text.

The result of students' answer will be categorized briefly as follow:

**Table 4.2**  
**Result of students' answer in interview**

Questions	Respondents	Answer
Q1	1. AR	YES
	2. EH	NO
	3. UH	YES
	4. FA	YES
Q2	1. AR	YES
	2. EH	YES
	3. UH	YES
	4. FA	YES
Q3	1. AR	YES
	2. EH	YES
	3. UH	NO
	4. FA	YES

Q4	1. AR 2. EH 3. UH 4. FA	YES YES YES YES
Q5	1. AR  2. EH 3. UH 4. FA	Using free writing in pre writing Pre writing Pre writing and revising Pre writing
Q6	1. AR 2. EH 3. UH 4. FA	YES YES YES YES
Q7	1. AR 2. EH 3. UH 4. FA	Story of experiences Must use verb 2 Retell past experience Free writing
Q8	1. AR 2. EH 3. UH 4. FA	YES YES YES YES
Q9	1. AR 2. EH 3. UH 4. FA	YES YES YES YES

Actually without students' aware they applied the process of writing.

As for the process they done in producing a recount text are: pre writing, choosing ideas and revising. And the process they did not do in producing a recount text is: outlining, drafting and editing.

In pre writing step, all students used free writing technique. They do not know the other technique, so that they thought that free writing is the easiest technique and it could accelerate the process of writing and could

save the time, their opinion appropriate with the statement of Peter Elbow that Free writing is the easiest way to get words on paper and the best all-around practice in writing that he know.<sup>37</sup> He also added that the goal of free writing is n the process, not the product. As for the best way in pre writing according to Kate Grenville in her entitled book *writing from the start to finish* is making a list (listing). She told “Making a list (or ‘brainstorming’ or ‘think-tanking’) is the best way I know to get started with a piece of writing. Your mind can flit around the topic quickly. You don’t have to write a list in sentences, so you do not get bogged down trying to think of the right words. You can just write anything that comes to mind”.<sup>38</sup> In addition, both of statements are good to be guide for students in producing a writing task depend on their interest.

The other process of writing that students have done is choosing ideas. Because writing a recount text included into imaginative writing and has to entertain the readers, the students engage their feeling when they determine the best idea that they will be describe in the text. In students’ writing product the researcher assumed that students used their feeling in choosing the best idea. Kate Grenville stated “Imaginative writing has to entertain your readers. That means it’s got to engage their feelings—sadness

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<sup>37</sup> Peter Elbow, *Writing With Power : Techniques for Mastering The Writing Process Second Edition*, New York : Oxford University Press. P. 13

<sup>38</sup> Kate Grenville. *Writing from Start to Finish*. P. 11

or excitement or amusement. It can also mean you arouse their desire to know what happens next—they're caught up in a story or plot. Imaginative writing cannot happen in a vacuum—it has to happen in a specific place to specific characters. Descriptions of any of these will be part of what makes the piece entertain the reader".<sup>39</sup> The students used their feelings in producing recount text because the content of their writing told their experiences from the sadness, excitement, amusement until happiness.

The last process that students' done is revising. They revised their product of writing using steps in revising, there are cutting, moving and adding. The steps are based on Kate Grenville statement in the way of revising imaginative writing.<sup>40</sup>

Actually there are steps in quick revising to accelerate the process of writing according to experts. According to Kate Grenville There are two quite different things you have to do when revising, it's tempting to try to do them both at the same time, but it's quicker in the long run to do them one by one; The first thing is to find the problems; The second thing is to fix them.<sup>41</sup> As for according to Peter Elbow that the point of quick revising is to turn out

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<sup>39</sup>Kate Grenville. *Writing from Start to Finish*. P. 50

<sup>40</sup> Kate Grenville. *Writing from Start to Finish*. P. 140

<sup>41</sup> Kate Grenville. *Writing from Start to Finish*. P. 137

a clean, clear, professional final draft without taking as much time as you would need for major rethinking and reorganizing.<sup>42</sup>

Finally, the researcher concluded that students do the process of writing such as pre writing, choosing ideas and revising although they did not aware to the process of writing. Even they still not comprehend the theory of writing process, their writing was very good.

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<sup>42</sup> Peter Elbow, *Writing With Power*. P. 32

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **A. Conclusions**

Based on the result of data analysis, the researcher concluded that:

1. Writing is a skill which needs a process and practice. Writing has more than one step. The writing process has steps or procedures which must be carried out by the learners. The steps in writing process are prewriting, getting ideas, choosing ideas, outlining, drafting, revising and editing. Students of English Education Department know the theory of writing process because they have learnt in writing subject since they sit on the first semester.
2. The students have ever learnt about the process of writing but they still not comprehend about it deeply. In fact, they have misunderstanding between process of writing and language features of recount text.
3. The process of writing that applied by students in producing a recount text without their awareness are : pre writing, choosing ideas and revising.

#### **B. Suggestion**

In this section, the researcher tries to give some suggestions as follows:

1. For the Lecturer

- a. Improving students comprehension about the process of writing will make the students more interested and make quality of students' writing good.
- b. The techniques in teaching writing should be able to promote the students' ability in arranging and relating the ideas, choosing the words and using the tenses.
- c. Giving more exercise to the students is quite important to control the students' progress in writing ability.

2. For the Students

- a. The students must improve their writing skill competence and learning achievement.
- b. The students must know the theory of writing process deeply.
- c. The students must follow the process of writing to make the writing product perfect.

3. For the next Researcher

- a. Finding some issues for research of writing ability suitable with the condition of a recent students.
- b. Developing the result of research that have done by the researcher before.



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