

An Analysis Of Students' Ability In Writing Generic Structure Of Recount Text

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Abstrak

Dalam pelajaran bahasa Inggris, kemampuan menulis menjadi salah satu tantangan bagi siswa. Menganalisis kemampuan siswa adalah kunci untuk mengembangkan metode yang efektif, terutama dalam menulis recount text berdasarkan generic structure-nya. Oleh karena itu, tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa dalam menulis recount text berdasarkan generic structure-nya. Penelitian ini menggunakan metode deskriptif dengan desain kuantitatif. Pada penelitian ini peneliti juga menggunakan cluster random sampling pada 2 kelas yang mana kelas tersebut adalah kelas X DPIB 1 dan DPIB 2. Kemudian peneliti memilih salah satu dari dua kelas tersebut yaitu kelas X DPIB 1 yang berjumlah 25 siswa. Data dikumpulkan melalui tes menulis. Sebagai kesimpulan, hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki kemampuan menulis yang moderat, dengan skor 56% pada komponen menulis. Meskipun mereka tampil baik pada bagian orientasi, mereka kesulitan pada bagian kejadian, kekurangan detail dan urutan yang tepat. Secara keseluruhan, kemampuan mereka dalam menulis recount text berdasarkan generic structure tergolong baik, dengan skor 3.28.

Keywords: Kemampuan Menulis, Struktur Teks Naratif, Penelitian Kuantitatif.

Abstract

In English lessons, writing ability is one of the challenges for students. Analyzing students' abilities is the key to developing effective methods, especially in writing recount texts based on their generic structure. Therefore, the purpose of this study is to analyze students' abilities in writing recount texts based on their generic structure. This study uses a descriptive method with a quantitative design. In this study, the researcher also used cluster random sampling in two classes, namely class X DPIB 1 and DPIB 2. Then the researcher chose one of the two classes, namely class X DPIB 1, which consisted of 25 students. Data were collected through a writing test. In conclusion, the results of the study showed that most students had moderate writing abilities, with a score of 56% in the writing component. Although they performed well in the orientation section, they struggled in the event section, lacking details and proper sequence. Overall, their ability in writing recount texts based on generic structure was classified as good, with a score of 3.28.

Keywords: Writing Ability, Recount Text Structure, Quantitative Research

INTRODUCTION

Writing is a fundamental skill that allows individuals to express thoughts, communicate ideas, and share information across various contexts. Whether crafting a personal narrative, composing an academic essay, or creating a professional report, writing serves as a powerful tool for organization and clarity. It involves not just the act of putting words on paper, but also the careful consideration of structure, style, and purpose to effectively convey a message. Mastering the art of writing can enhance one's ability to persuade, inform, and entertain, making it an essential skill in both personal and professional realms.

According to Langan, (2020) writing is a process of expressing one's thoughts, ideas, and arguments in a coherent and logical way. Langan emphasizes that writing in English

requires the ability to organize ideas effectively and express them in a manner that is both clear and engaging.

Furthermore, Gusti, (2022) states that writing is not just an activity motor but also involves a person's mentality. Writing is one of the media to communicate. Through writing, a person can convey his meanings, ideas, thoughts and feelings through a series of written words. Writing is an ability that can be learned and needs to be trained, because it is a skill that will be more skilled when you practice often.

In addition, (Nunan, 2020) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and to arrange the ideas into statement and paragraph that will be clear to a reader. It indicates that the students are expected to explore the ideas and arranging into a good paragraph.

Based on the experience of teaching practice in SMKN 5 Padang, there were several problems faced by the students. The first problem was related to the student's lack of vocabulary. They did not know what words they have to use in writing. The lack of vocabulary caused the students to use the same words in different context.

Second problem, students had difficulty in organizing ideas. Students did not fully understand the concept of good structured in writing and also having difficulty in making related and aligned writing and can explore foreign language skills (Marzona et al., 2023). This lead to confusion and irregularity in students writing.

Third problem was correct grammatical usage. Lack of understanding regarding the rules of structure that should be used in sentences. S tudents had difficulty in understanding verb 2 and the difference between regular and irregular verbs used in past tense.

Forth problem was content. Students had difficulty in making content. One of the reasons was being lazy to think about what interesting content to include in the writing. Students did not like to think about difficult things so students lack knowledge about creating good content in writing.

The last problem was mechanic. Students did not understand spelling and punctuation in a paragraph and also had difficulty in using effective sentences and appropriate writing techniques to convey an idea. So, it was difficult to understand and the writing was unreadable.

RESEARCH METHOD

This type of research is descriptive research. The descriptive method can be interpreted as a problem-solving procedure investigated by describing the state of the subject or object in the study can be people, institutions, society and others that at the present moment are based on facts that appear or what they are.

RESULT AND DISCUSSION

The researcher analyzes the ability of tenth-grade students at SMK Negeri 5 Padang to write the generic structure of recount texts based on the findings. Data was collected from a writing test conducted with class X DPIB 1. defines writing as the process of generating ideas, expressing them clearly, and organizing them into structured paragraphs. This suggests that students should explore and organize their ideas effectively. According to Nurgiantoro (2001: 306), writing consists of five components: content, organization, mechanics, grammar, and vocabulary.

The data obtained from the worksheets of students in class X DPIB 1 at SMK Negeri 5 Padang regarding their ability to writing recount texts based on the five components of writing, 28% of the students scored in the excellent category which indicates very strong writing abilities. The findings of this research align with the theory of Susan C. Weigle (2002). Weigle suggests that students who excel in writing can effectively integrate content, organization, grammar, vocabulary, and mechanics in a coherent manner. This holistic approach is important in categorizing students as excellent writers.

The students which got scored 24% in the very good category suggesting good writing ability with a few areas that could be improved. According to Leki, (2021) in her book "Writing Research Across Borders" stated that students at a "very good" level have a solid understanding of writing conventions but may still face challenges with more complex structures or vocabulary. These challenges are often areas where further improvement can elevate their writing to an "excellent" level.

The students scored 12% in the average category, which shows that their writing abilities are adequate but still have potential for improvement. Hyland, (2020), in *Second Language Writing*, explains that students with adequate writing skills, like those in the average category, still have room to develop. They may need further practice in areas such as fluency, structure, and argumentation. Hyland emphasizes that with continued exposure to writing tasks, students can improve their writing skills.

The students scored 8% in the Poor category, it means that they faced challenges in organizing the recount text according to the appropriate conventions. Raimes, (2020), in her book *Teaching Writing: A Practical Guide*, explains that students who score in the poor category often struggle with both structuring their ideas clearly and following the expected writing conventions. She highlights that such students typically have difficulty organizing their thoughts logically, leading to confusion and challenges in conveying their message. These issues often arise due to limited experience with formal writing structures, which are crucial for producing coherent and well-organized recount texts.

Lastly, 28% of students were in the very poor category, indicating significant difficulty in writing recount texts with correct structure and language use. (Hedge, 2020) states that students in this category struggle with basic language skills and writing structure. They also find it challenging to organize their ideas clearly, leading to incoherent texts. Hedge emphasizes that writing instruction should focus on fundamental skills such as clarity, coherence, and cohesion to help students overcome these difficulties.

Additionally, the researcher also analyzed the difficulties experienced by the students of class X DPIB 1 at SMK Negeri 5 Padang in writing recount texts based on its generic structure. The data obtained from the student worksheets revealed both strengths and weaknesses in the students' ability to write recount texts, particularly when examining their performance across the three key sections: orientation, events, and re-orientation.

The majority of students demonstrated good ability in writing the orientation section, with clear introductions that included important information such as who, when, where, and why. This suggests that students understand how to set up the context of the recount, which is simpler compared to other sections. Swales, (2020) explains that the orientation is easier because it only involves stating facts about who, when, and where, allowing students to effectively start a recount text.

However, challenges were found in the events section, where students struggled to organize activities in a clear and logical order. Many provided vague descriptions without proper sequencing or sufficient detail, such as mentioning activities without explaining their

duration. These issues suggest a need for more practice with sequence markers and elaborating on events. Hasan, (2021) in *Cohesion in English* stress the importance of cohesive devices like time markers and sequencing words to maintain cohesion in recount texts and help the reader follow the sequence of events.

The re-orientation section also showed areas for improvement. While many students completed this part, some only provided simple conclusions without deeper thoughts or personal feelings. For example, some wrote that they were tired but happy, which did not add much personal reflection. The re-orientation is important because it gives a meaningful ending to the story. emphasizes that a good conclusion should be more than just a summary of events and allow students to express their feelings or lessons learned, making the recount more engaging and meaningful for the reader.

The research found that students' writing ability in recount texts is moderate. Some students excelled, but many struggled with event organization and providing deeper reflection. This aligns with Putri, (2022) study, which showed that 58% of X-grade students at SMK Negeri 1 Medan had a moderate ability in writing recount texts. While they could write a clear orientation, they had difficulty adding detail and organizing events coherently.

CONCLUSION

The researcher has conducted a study on the students' ability in writing the generic structure of recount texts at the tenth grade of SMK Negeri 5 Padang, specifically in class X DPIB 1 as follows:

1. Generally, the students' ability in writing generic structure of recount text based on the components of writing at SMK Negeri 5 Padang was moderate. It was proved by the data that 14 students (56%) had moderate abilities.
2. The students demonstrated good ability in writing the generic structure of recount texts, with a total score of 3.28 (3.74 for orientation, 2.88 for events, and 3.24 for re-orientation). While the orientation was written clearly and engagingly, many students struggled with the events section, offering vague descriptions and improper sequencing. Only a few students faced difficulties in the re-orientation, where their conclusions lacked reflection.

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