

AN ANALYSIS OF THE ELEVENTH GRADE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT SMA SENTOSA BHAKTI BATURAJA

Neti Lastri

Pendidikan Bahasa Inggris FKIP Universitas Baturaja

Email: netilastri123@gmail.com

Abstract

The problem of this research was concerned on the eleventh grade students' ability in writing recount text at SMA Sentosa Bhakti Baturaja. This study used descriptive method. The population of this study was the eleventh grade of SMA Sentosa Bhakti Baturaja. The writer used simple random sampling as the technique of taking the sample; the total of the sample was 82 students. The writer used writing test in collecting the data. Based on finding, the result of the students' mean score was in fair level. It could be seen that students' ability in writing recount text to the eleventh grade students of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 was fair. Based on the result of questionnaire, the eleventh grade students' ability in writing recount text of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 were influenced 26% by the students' motivation, 25% by the time given in writing, 24% by practicing in writing, and 25% by teachers' feedback in teaching and learning process. So, among the fourth factors the factors which influence the eleventh grade students' ability in writing recount text were the students' motivation, students' adequate time in writing, students' practice in writing, and teachers' feedback in teaching writing.

Keywords: *ability, writing, recount text*

INTRODUCTION

Writing is one of the important skills in learning English among listening, speaking, and reading. Dwivedi and Chakravarthy (2015, p. 3) said that writing is a form of communication where the writer has normally someone other than himself or herself to whom she intends to communicate. If the writers cannot convey the message, then there will be no communication. As a skill in English, writing has become an important skill for future life because it is required in various aspects such as science, technology, and others (Roza, et al., 2011, p. 1). Writing in general is the least lovable skill to the rural students and this can be contributed to the fact that successful learning of the writing skill depends on the success learners have with the learning of other skills. Normal teaching programs adopt the natural order of listening, speaking, reading and writing in their teaching schedule. Even though writing comes as the last skill, it can't be neglected and needs a lot of attention from the teacher and the student because it is necessary in daily academic life. Students are expected to learn how to be good writers, Dwivedi and Chakravarthy (2015, p. 1).

Writing is quietly frequently more formal than speech. Formality refers to prescribes forms that certain written messages must adhere to. According to Brown (2004, p. 335) writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in act, a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Written products are often the result of thinking drafting and revising procedures that requires specialized skills, skills that none every speaker developed naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them, coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clear meaning, how to edit text or appropriate grammar, and how to produce a final product.

Paragraph is a group of sentences which develop one topic and consist of one main idea, several supporting sentences and concluding sentences. As it is stated by Oshima (2007) that paragraph is a group of related sentences that develop one main idea, and the paragraph should consist of three structural parts: a topic sentence, supporting sentences and concluding sentence. It can be conclude that in a paragraph there is only one topic that the writer wants the reader to know. It consists of related sentences that lead to the topic. In a paragraph there is also detailed information which gives enough explanation about topic.

The most of the students might think writing as a difficult skill, especially in writing recount text. Students were still confused in writing in a good content, grammar, vocabulary, etc. Sometimes writing makes the students bored. Writing seemed as boring activity because the students must thinking and discussion. The students have to be extra to think until their ideas performed and start to writing.

LITERATURE REVIEW

1. Concept of Ability

According to Brown (2004, p. 12) ability is defined as the capacity of the individuals to perform various tasks in a specific learning. Ability means the competency which can be done by the students covering, cognition, psychomotor, and affection. Competency standard for English subject is a competence that students should have as a result of learning English competence can be defined as person's ability to do something.

Ability is measured in the term of constitutional different between individual when other factors are ruled out, method for which are suggested. Ability is competence based on natural skill, training, or other qualification (Raynal, 2005). Ability means the competency which can be done by the students covering, cognition, psychomotor, and affection.

Based on the concepts explained above, the writer conclude that ability is natural skill, the capacity or power to do something that performed to reach the best quality, such as competence, intellectual and talent, mental, financial, or legal power.

2. Concept of Writing

Writing is one of the four language skills which is important to learn. Writing provides a very good means of foxing vocabulary, spelling, and sentence pattern. That is why writing is an essential feature of learning a language. As a process to get product, writing is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation.

Based on the statement given, it can be assumed that writing is one skill of the relevant activity which is essential of learning a language. In addition, writing should be organized effectively and include aspects such as diction, grammar, punctuation, and organization. It means that writing should be communicated clearly so the readers can comprehend it.

According to Richards and Renandya (2012, p. 303) states that writing was the most difficult skill for L2 learner to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Writing was known as one of the four language major skill in English. The ability of writing may increase knowledge because it might be gave contribution to anyone who is writing composition.

Harmer (2012, p. 330) writing-for-learning is the kind of writing we do to help students learn language or to test them on that language. Thus, if we say *Write three sentences using the 'going to'future*, our aim is not to train students to write, but rather to help them remember the *going to* future. The same is true when we get them to write (say for a test) four sentences about what they wish

about the present and the past. The roles of the teacher Although the teacher needs to deploy some or all of the usual roles when students are asked to write, the ones that are especially important are as follows:

- a. Motivator: one of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible

for maximum benefit. This may require special and prolonged effort on our part for longer process-writing sequences. Where students are involved in a creative writing activity, it is usually the case that some find it easier to generate ideas than others. During a poetry activity, for example, we may need to suggest lines to those who cannot think of anything, or at least prompt them with our own ideas.

- b. Resource: especially during more extended writing tasks, we should be ready to supply information and language where necessary. We need to tell students that we are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students or students working in pairs or groups to complete a writing task. Feedback provider: giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction, teachers will choose what and how much to focus on, based on what students need at this particular stage of their studies and on the tasks they have undertaken.

From the explanation above, the writer concludes that writing is a complex process that allows that writers to explore their thought, ideas, experiences, and to made them visible and concern. Writing was an activity where the language user put the information such as communicative act, a way of sharing observation, thought, or ideas with ourselves and others which is always possible to review and revise.

According to Richard and Renandya (2012, p. 315-319), there are some steps of writing proses:

- a. Planning (Pre-Writing)

Pre-writing is any activity in the classroom that that encourages students to write. It stimulates thought for getting started. In fact, it moves students away from to face a blank page toward generating tentative ideas and gathering information for writing.

- b. Drafting

Once sufficient ideas are gathered at planning stage, the first attempt at writing-that is drafting my proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write

for different audiences, among whom are peers, other classmates, pen-friends and family members.

c. Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's *quick initial reaction* to students' draft. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise.

d. Revising

When students revise, they review their text on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e. . editing). It is done to improve global content and the organization of ideas so the writer's intent is made clearer to the reader.

e. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stage.

f. Evaluating

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistics (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be affective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned.

g. Post-Writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud,

transforming texts for stage performances, or merely displaying texts on notice-boards. The post-writing stage is a platform for recognizing students' work as important and worth while. It may be used as a motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.

3. Concept of Sentence

A sentence expresses a complete thought or idea and contains a subject and a predicate (a verb). According to Oshima & Hogue (2007, p. 11) a sentence is a group of words that (a) contains at least one subject and one verb and (b) expresses a complete thought. There are four kinds of sentence in English: simple sentences, compound sentences, complex sentences and compound-complex sentences. A sentence has three requirements: 1) a subject 2) a verb 3) a complete thought and can stand on its own.

Example:

Timothy repaired the machine.

Subject verb

Deka slept alone in her house yesterday

Subject verb

The sentence above makes a complete thought. It states something about Timothy. In addition according to Simon (2014:1) every sentence must pass three tests before you can call it complete.

a. Find the verb.

Every sentence must have a verb. Verbs express action or link information to the subject.

Example:

- 1) The happy calculus students shouted and laughed in the cafeteria.
- 2) Dr. Ribley had curved the grades on their midterm exam.
- 3) Other students were upset at the noise.

b. Find the subject.

If there is an action verb in the sentence, the subject is whoever or whatever is doing that action. If, on the other hand, there is a linking verb, such as am, is, are, was, or were, the subject is usually whoever or whatever comes before the verb.

Example:

- 1) The refrigerator hummed in the kitchen. [What was humming? The fridge!]
- 2) The coffee maker was annoyed. [What was annoyed? The coffee maker!]

c. Find the complete thought.

Between every capital letter and end mark, you must find a complete thought. A subordinate clause, for example, has both a subject and a verb. However, the clause also begins with a subordinate conjunction such as because, if, or since; or a relative pronoun such as who, which, or that; or a relative adverb such as when, where, or why. These opening words keep the subject and verb from expressing a complete thought.

Example:

- 1) Jim studied in the Sweet Shop for his chemistry quiz. (Independent Clause, the thought is complete)
- 2) When Jim studied in the Sweet Shop for his chemistry quiz . . . (Dependent Clause) (What happened when he studied? The thought is incomplete.)

In addition Rozakis, (2013, p. 35) a sentence must contain both a subject and a verb. The subject identifies who or what is performing an action and the verb identifies the action being performed. A complete sentence may contain additional information or details in the main part of the sentence (the independent clause, which can stand “independently,” or by itself) or in a supplemental part (the dependent clause, which “depends” on another part of the sentence for its meaning and cannot stand alone). Sentences can vary in length from a few words to many lines of text, so length is not a reliable indicator of a complete sentence.

Examples

- 1) I am. [This sentence contains a subject (I) and a verb (am)].
- 2) Music and art inspire and educate. [This sentence contains a compound subject (music and art) and two verbs (inspire and educate)].
- 3) The large house, which was believed to be haunted, had been abandoned for many years. [This sentence contains a subject (the large house) and a verb (had been). It also contains a dependent clause (which was believed to be haunted) that describes the subject but which cannot stand by itself.]

4. Concept of Recount Text

Recount is a kind of text which retells the action happened in the past. According to Knap and Watkins (2005, p. 223) recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events. Recount almost has the same form as narrative because both recount and narrative have a function to

retell the activity or event in the past. The difference is recount tells event for giving information to the readers while narrative is not only giving information, but also giving a moral lesson by presenting a problematic experience and will be ended by a problem solving.

Recounts (or accounts as they are sometimes called) are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform. Like all text types, variants of recounts can occur and they can be combined with other text types. For example, newspaper 'reports' on an event often consist of a recount of the event plus elements of explanation or other text types. According to Peterson (2010, p. 10) there are three types of recounts: A personal recount is where the author is recounting an experience that they were involved in directly , A factual recount can be used to retell a particular incident or event, such as an accident or newspaper report, and An imaginative recount is the retell of an imaginary event through the eyes of a fiction character, such as, the day in the life of Shrek.

a. Social Function of Recount Text

Social function also can be called as purpose. Social function is the important part in writing genre. Gerot and Wignell (2011, p. 194) state that the social function of recount is to retell events for the purpose of informing or entertaining. Moreover, Peterson (2010, p. 10) States that the social purpose of recount is "tell what happened". It means that the social function of recount is to retell past experience by retelling events in original sequence. Recount 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 happened and when it happened.

Based on the description above the writer concludes that the social function of recount is to retell past experience by retelling events in original sequence. It retells past events, usually in the order in which they happened to give the audience a description of what happened and when it happened.

b. Generic Structures of Recount Text

According to Peterson (2010, p. 11) the generic structures of recount are:

1) Orientation

The first stage, which is usually called orientation, is the step in which the writer presents the background information that is needed to understand the text. It is the starting point or the introduction in which the writer introduces the participants involved in the event, where and when it happened, etc.

2) Events

The second step is the presentation of the event in details in the order of the happening. Everything happened in the event is presented one after another in a chronological sequence. This stage is actually the main point of a recount.

3) Reorientation

As the closing, usually a personal comment regarding the event is presented. However, it is optional. So, it is up to the writer to add it or not. Beside a personal comment, a recount is usually ended by stating what finally happened. On the basis of the structure of a recount, we can at least guess what language features which are usually found in a recount. To indicate the participants involved in the text, the use of proper nouns is common. Besides, as the purpose of the text is to tell what happened, descriptive words giving details about who, what, when, and how the event took place are usually used. Again, referring back to the purpose of the text, i.e. telling past events, past tense must be utilized. Furthermore, words showing the order of events such as first, next, then, afterwards, finally, etc. are commonly included.

c. Grammatical Features of Recount Text

According to Peterson (2010, p. 11) the grammatical features of a recount include:

1) Use of nouns and pronouns to identify people, animals, or things involved.

A noun is a word that names a person, place, thing, or idea, while a pronoun is a word used in place of a noun or another pronoun.

Example :

- My family and **I** went to the National Zoo and Aquarium yesterday

Pronoun

Noun

- They were so cute and playful. At lunchtime Dad decided to cook bbq

Pronoun

Noun

2) Use of action verbs to refer to events.

Verbs are words that name an action or describe a state of being. A verb is a word that shows action (runs, hits, slides) or state of being (is, are, was, were, am, and so on).

Example :

- My family and I went to the National Zoo and Aquarium yesterday

Action Verb

- They were so cute and playful. At lunchtime Dad decided to cook bbq

Action Verb

3) Use of past tense to locate events in relation to speaker's or writer's time.

The simple past tense is used to talk about actions, events or situations which happened in the past and are now finished. The past simple is often used with adverbials to tell when something happened.

Examples:

I listened to the radio yesterday morning.

They went to the cinema last night.

4) Use of conjunctions and time connectives to sequence the events.

A conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences. Conjunctions connect words or groups of words and show how the words are related.

Example:

After we entered the zoo, we went straight to the enclosure for the Snow Cubs.

5) Use of adverbs and adverbial phrases to indicate place and time.

Adverbs need to be placed where the reader can clearly understand the meaning intended. Adverbs are a bit more flexible, however. Both single - word and multiple - word adverb phrases can generally be placed either before or after the words they modify. In the examples below, the adverbs are underlined and the words they modify are in italics.

For example:

Yesterday, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals.

6) Use of adjectives to describe nouns.

Adjective describes a noun or pronoun answers the questions what kind, which one, how many, and how much.

Example:

we drove straight home.

there was a great big line

METHOD OF THE RESEARCH

The method that used in this study was analysis descriptive method carried by data that which were found through library's research as the base of theoretic and field research. In field research, the writer collected and researches immediately to the location of research in order to find the data needed in this research. As well, they are analyzed by quantitative and presentation. Descriptive method is a scientific method which involved observing and discribing the behaviour of a subject without influencing it is any way. Arikunto (2010, p. 131) said that descriptive method is a research that that is based on the collection and the analysis on numerical data such as accurately as possible.

1. Technique for Collecting the Data

To collect the data in this study, the writer used test and questionnaire. They were as follows :

1. Test

The writer gave written test to the students to write a recount text based on the topics given.

2. Questionnaire

The type of questionnaire was close ended questions, which is consisted of 20 questions. The specification of the questionnaire was presented on the table 3 below:

Table 3
The Specification of Questionnaire

Objective	Indicators	Number of Item	Type of Answer
To know the factors that influence the students' writing descriptive text	1. To find out Lack of learners' motivation	1-5 6-10	Yes / No
	2. To know Inadequate time	11-15 16-20	
	3. To know Teacher's feed back		
	4. To find out Lack		

	of practice		
Total		20	

5. Technique for Analyzing the Data

In order to analyze the data obtained from writing test, the researcher evaluated the students' paragraphs to find out the students' ability in writing procedure paragraph that are: content, organization, vocabulary & mechanic, and grammar and correct or accurate copy of writing. In analyzing the data obtained from test, the writer used two raters to check the students' writing. The first rater was the English teacher at SMA Sentosa Bhakti baturaja in academic year 2018/2019 and the second rater was the writer. The scale of writing assessment that was adopted from Wiegler (2004). To analyze the students' result of questionnaire the writer counted the total answer of students in giving yes/ no answer and tabulate it. To get the percentage of the students' answer the writer used the following formula:

$$P = \frac{f}{N} \times 100\%$$

(Sudijono, 2008)

Where:

P = the result of percentage

f = the total of answer yes / no for each factor

N = the total of answer yes / no for all factors

FINDINGS

1. The Result of Students' Writing Test of Recount Text

The writer gave a writing test on 11th August 2018 for 82 students. From the result of the analyses, it was found the score of writing recount text. The mean of the score of writing recount text test was 66.08 (see appendix 2). Therefore, it was required to present the students' score distribution as being shown in the following table.

Table 9

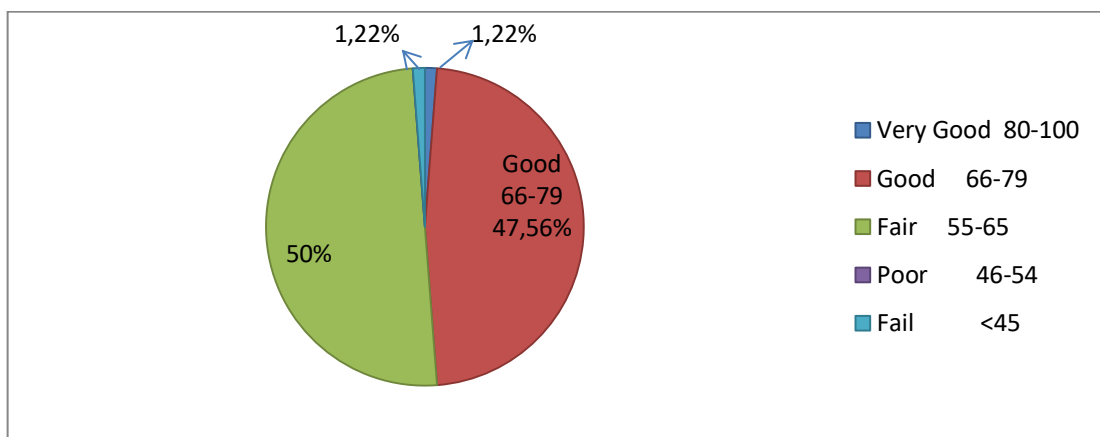
The Students' Score Distribution of Writing Test

No	Score Range	Score criteria	Frequency	Percentage %
1	80-100	Very Good	1	1.22
2	66-79	Good	39	47.56
3	55-65	Fair	41	50.00
4	46-54	Poor	0	0.00
5	< 45	Fail	1	1.22
Total			82	100%

The table above showed that there were 1 students (1.22) gained score 80-100 in level very good, 39 students (47.56%) who gained score 66-79 in level good, 41 students (50%) who gained score 56-65 in level fair, no students (0%) who gained score 46-55 in level poor and 1 students (1.22%) got score ≤ 45 in level fail. The result of students' percentage score could be seen on the following chart:

Chart 1

Students' Score Distribution of Recount Text



From the chart above, it could be seen that students' ability in writing recount text to the tenth grade students at SMA Sentosa Bhakti Baturaja in academic year 2018/2019 average was fair category.

2. The Result of Students' Questionnaire

Based on the description above, most of the eleventh grade students of SMA Sentosa Bhakti Baturajain academic year 2018/2019 gave "No" answer for each statement, it mean that it meant that most of the eleventh grade students of SMA Sentosa Bhakti Baturajain academic year 2018/2019 gave positive response of each statements given. So the writer could be concluded that the eleventh grade students of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 did not lack of motivation in writing recount text, they had adequate time in writing recount text, they did no lack of practice in writing recount text, and the teacher of SMA Sentosa Bhakti Baturajain academic year 2018/2019 gave feedback on the teaching and learning process especially in teaching writing recount text. The distribution of students' percentage of questionnaire was presented on the table 10.

Table 10
The Distribution of Percentage of Questionnaire

No	Factors	Frequency		Percentage	
		Yes	No	Yes	No
1	Lack of learner's motivation	68	342	20.48	26.15
2	Inadequate time	84	326	25.30	24.92
3	Lack of practice	94	316	28.31	24.16
4	Teacher Feedback	86	324	25.90	24.77
Total		332	1308	100	100

The table above showed that from the factor of lack of learner's motivation there were 68 (20.48%) answered "Yes", and there were 342 (26.15%) answered "No", it meant that most of the eleventh grade students of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 gave positive response of the statements given, so the writer concluded that the eleventh grade students of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 had good motivation in writing recount text.

From the factor of in adequate time there were 84 (25.30%) answered "Yes", and there were 326 (24.92%) answered "No", it meant that most of the eleventh grade students of SMA

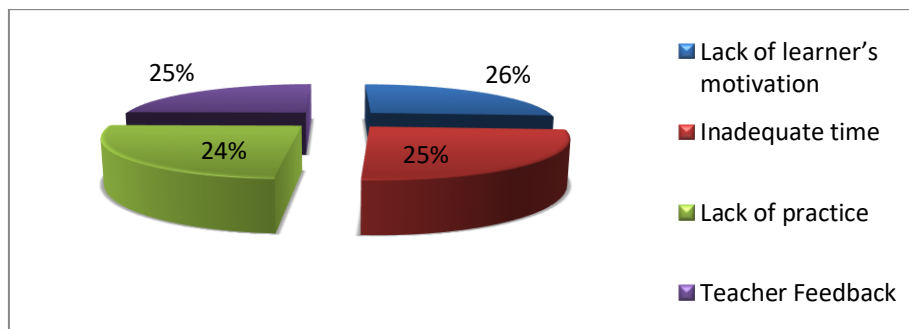
Sentosa Bhakti Baturaja in academic year 2018/2019 gave positive response of the statements given, so the writer concluded that of the eleventh grade students of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 had adequate time in writing recount text.

From the factor of lack of practice there were 94 (28.31%) answered “Yes”, and there were 316 (24.14%) answered “No”, so the writer concluded that the eleventh grade students of SMA Sentosa Bhakti Baturajain academic year 2018/2019 had low practice in writing recount text.

From the factor of teacher’s feedback there there were 86 (25.90%) answered “Yes”, and there were 324 (24.75%) answered “No”, it meant that the teacher of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 could not gave feedback on the teaching and learning process especially in teaching writing recount text. Based on the writer analyses among the fourth factors, the writer concluded that the factors which influence the eleventh grade students’ ability in writing recount text were the students’ motivation.

Chart 2

Students’ Percentage Distribution of the Questionnaire



Based on the chart 2 the writer interpreted that the eleventh grade students’ ability in writing recount text of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 were influenced 26% by the students’ motivation, 25% by the time given in writing, 24% by practicing in writing, and 25% by teachers’ feedback in teaching and lerning process.

CONCLUSION

Based on the findings, the result of the students’ mean score was in fair level. It could be seen that students’ ability in writing recount text to the eleventh grade students of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 was fair.

Based on the result of questionnaire, the eleventh grade students’ ability in writing recount text of SMA Sentosa Bhakti Baturaja in academic year 2018/2019 were influenced

26% by the students' motivation, 25% by the time given in writing, 24% by practicing in writing, and 25% by teachers' feedback in teaching and learning process. So, among the fourth factors the factors which influence the eleventh grade students' ability in writing recount text were the students' motivation, students' adequate time in writing, students' practice in writing, and teachers' feedback in teaching writing.

REFERENCES

- Alfaki, M.I. (2015). University students' English writing problems: Diagnosis and remedy. retrieved from www.eajournals.org
- Arikunto, S. (2010). *Prosedur penelitian: suatu pendekatan praktik*. Jakarta: Rineka cipta
- Brown, H. D. (2004). *Language assessment principles and classroom practices*. White Plains, NY: Pearson Education.
- Bradley, K. (2023). Writing Problems and Strategies: An Investigative Study in the Omani School and University Context Retrieved from (<http://4h.interactyx.com/pages/course/portal.aspx?courseid=6>.)
- Branch, P. (2013). Process writing approach in teaching writing descriptive texts: Prewriting. Retrieved from <http://teachingenglish.wordpress.com>
- Cohen, L., et.al. (2005). *Research method in education (5^{ed})*. New York, NY: Routledge Falmer.
- Dwivedi and Chakravarty. (2015). Problems encountered by rural students in writing English role of English teacher – some solutions. Retrieved from <http://englisheducationjournal.com>.
- Gerot, L, & Wignell, P. (2011). *Making sense of functional grammar*. Sydney: Antipodean Educational Enterprises
- Feri, P. (2015). The Students' Ability In Writing Recount And Procedure Text To The Tenth Grade Students of SMA Negeri 6 OKU. Unpublished Thesis of Baturaja University
- Fridah, M. (2012). *Sampling technique*. New York: Prantihall
- Harmer, J. (2012). *The Practice of English language teaching*: Longman: Person Education Limited.
- Hedge, T. (2011). *Writing*. Oxford: Oxford University Press.
- Knap, P & Watkins, M. (2005). *Genre text grammar*. Australia: University of New South wales
- Linse, C. (2005). *Practical English language teaching young learners*. New York: Taylor and Francis Group.

- Oshima, A. and Hogue, A. (2007). *Introduction to academic writing*. NY: Pearson education, inc.
- Peterson. (2010). *Teaching reading and writing*. United Kingdom: Rowman and Littlefield Education.
- Roza. (2011). The strategy in teaching reading. *English education journal (eej)*, 7(2), 219-232, april 2016. Retrieved from http://englishjournal/cooperative_language_learning, 7(2), 219-232).
- Richards, J. C. and Renandya, W. A. (2012). *Methodology in language teaching: an anthology of current practice*. United States of America: Cambridge University Press.
- Rozakis, L. (2013) *English grammar for the utterly confused*. N Y:Mcgrow-Hill
- Raynal, (2005). Concept of ability. Retrieved from [http:// www.ijllalw.org](http://www.ijllalw.org).
- Simon, L. (2014). *A Comprehensive grammar of the english language*. Edinburgh: Pearson Education Limited
- Weigle, S.C.2004. *Assessing Writing*, Cambridge: Cambridge University Press.