



STUDENT'S WRITING ABILITY IN RECOUNT TEXT AT THE TENTH GRADE OF SMKS PERBANKAN YARIS DURI

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ABSTRACT

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The purpose of this study was to determine the student's writing ability in recount text at the tenth grade of SMKS Perbankan Yaris Duri. This research is a used quantitative approach and is also designed using descriptive methods. The population in this research is the tenth grade of SMKS Perbankan Yaris is which consists of 20 students' in the academic year of 2020/2021. In this research, the test is to write students' experience on holiday to measure students' writing skills in recount text. There is a topic provided the students developed it into a short recount text composition. The writer held one phase of the test in one day. This phase is a test for validating the instrument of the research. The result of the analysis showed that out of 20 samples there were 5 samples with a category score as Good (B) or with a percentage of 25% and 15 samples category as Excellent (A) or with a percentage of 75%. From the result of the research that the writer did, answer the question of the formulation of the problem "How is student's writing ability in recount text at the tenth grade of SMKS Perbankan Yaris Duri academic year 2020/2021? It could be concluded, that the student's writing ability in recount text at the tenth grade of SMKS Perbankan Yaris Duri showed excellent result.

Introduction

English is a tool for oral and written communication. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce spoken and written text which is manifested in four language skills, namely

listening, speaking, reading, and writing. English is the language of globalization, internal communication, commerce and trade, tourism, the media, and culture, which means English in international languages is used by every person as a tool for communicating with people from other countries (Seidlhofer, 2001). That is why English is very important to learn for every person in this world. Therefore, as a tool of international communication, English becomes one of the languages that must be learned by students and also includes the subject in school, especially in junior and senior high school. English is a foreign language in Indonesian and is constituted as a formal international language. So English is obligated in Indonesian education to make the students compete in the international world. English has been introduced to learners since elementary school.

Based on the curriculum, there are four skills of English that should be taught: speaking, listening, reading, and writing. From the four skills of English which should be taught, the writer focuses on writing. Writing is the most difficult skill to be taught and to be learned by students. Writing is a means of communication when the students cannot express themselves with speech. Therefore, writing is one of the activities for the students to express their ideas and feelings in the form of written language. The students should master grammar, have a good vocabulary, have an idea, and have to know about the features of the text itself. In fact, in language study, students will not always use correct English. They will make mistakes, too, when writing or speaking more freely.

There are many kinds of writing text that should be learned at vocation high school. They are narrative, descriptive, expository, persuasive, and recount. In this research, the writer was focused on recounting text. A recount text is a text story whose purpose is to amuse or entertain the reader with actual or imaginary experiences in different ways, recount text always deals with some problems which lead to retelling the story that happens in the past such as the adventure camping, going to a picnic. Explain that recount is a piece of text that retells past events, usually in the order in which they happened (Andreson, Qamarin Qomar, A. H. 2017).

In gathering data to discover the real circumstances of college students, the writer performed a casual interview with the English teacher Ms. Fitra Dewi at the SMKS Perbankan Yaris Duri on Saturday, October 23, 2021. Numerous questions had been asked to the teacher (English Teacher). There are some phenomena based on some questions. First, the question is about the extent of writing capability. The teacher said that some students' writing ability were still low. The second question is about the factors that make it difficult to write, especially in writing recount text. The teacher said that the difficulty faced by students is the lack of vocabulary. The interview that has been done writer concluded that the low of student's score because of the difficulties of the student's to express ideas in writing. It took them along time to find out the idea to write. In addition, once they got ideas for their writing, the students were still struggling in putting these ideas in reasonable, coherence, and cohesive. Problems still occurred in terms of grammar, vocabularies and punctuation. All these problems are mentioned as

the component of writing, as Heaton 1988 states that writing components are the elements used in measuring a writing test; content, organization, vocabulary, language use and mechanics.

The first problem is that it was difficult to arrange the words to be sent. By writing the students are expected to be able to develop students' ideas and thoughts related to the topic being discussed. In fact, some students face difficulties in arranging the words to be sentences and developing them into systematic and logical paragraphs. When the teacher instructs the students to write, they need so much time to develop the topic. They are usually confused about what they have to write due to lack of prior knowledge. The second problem is that some students lack vocabulary. Writing is a productive skill which allows the students to produce meaningful words, phrases, and sentences in written form. To produce those, the students should pay attention to their vocabulary because it is important in writing. Students can be categorized as a good writer if they can use varieties of vocabulary in his or her writing. Unfortunately, some students have low vocabulary mastery to support their writing skill. This problem causes the difficulties to convey the information clearly and resulting in many ambiguities in the sentences they made. The purpose of this study was to determine the student's writing ability in recount text at the tenth grade of SMKS Perbankan Yaris Duri.

Based on the interview, the writer concludes that some of the students' writing ability is still low. Some students are still lacking vocabulary. As a result, the writer wants to know the student's writing ability in recount text. The writer did the study entitled "Student's writing ability in Recount Text at the Tenth Grade of SMKS Perbankan Yaris Duri".

A. Writing

Writing is not just writing without knowing the meaning of its contents. In writing there must be a writing strategy, so that it can be good writing. Writing in a foreign language is difficult. This presupposes mastery of a number of language areas such as spelling, grammar, and vocabulary, as well as skills such handwriting and punctuation. That's why writing needs to be creative, communicative, and fun. So students can write creative ideas using the right strategy in the process of writing. In writing, there are some steps of action in it, such as involving ideas and then transferring them into words, and reviewing until satisfied to be read and express the writer's idea exactly.

According to Nunan (1991), states that there are three stages of writing. They are pre-writing, writing, and post-writing.

1) Pre-Writing

Writing process usually begins with some forms of prewriting activity in which learners work together in groups to generate ideas about a particular topic. This includes sharing the free writing topic, brainstorming, making a list or simply reflecting on an experience. Generating the topic is usually the hardest part in this stage. According to Nunan (2003), brainstorming, word napping, and quick

writing can be a help for the writer to solve this part because by doing them, he can develop his thoughts before doing the next part-planning and organizing the writing in the form of an outline. There are several techniques, one of them is listing. Listing is one of the techniques in writing, it will make it easy to write a paragraph. Someone can write what they thought.

2) Writing

In this stage, the writer should deal with the ideas with details that he has discovered in the prewriting stage. This stage also includes the process of drafting in which he should develop the outline into a good paragraph and make it coherent. Here, the writer needs to focus on the development and organization of the ideas more than the development of perfect grammar, punctuation or spelling (Nunan, 2003). It means that at this stage, there is only a rough draft that is not perfect yet, so that it is the best time for him to receive some comments or feedback from his teacher or his peers for revising and editing.

3) Post-Writing

In this stage, the writer may add several ideas that he thinks necessary for his writing, revise, and edit his composition. The most important thing for him to do at this stage is to make connections in grammar, mechanics, spelling, and punctuation to make sure that this writing is completely understood both content and organization. Writing is a process of revising and successful writers know that revision is not only correcting errors or activity confined to the very end to the writing process, but also an activity in which the writers make changes throughout the composing process-adding, deleting, substituting, and rearranging materials in their text to make the meaning clear to their readers. From the explanation above, the process of writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization. In producing writing students need to focus 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 clearer meaning, how to edit text for appropriate grammar, and how to produce a final product. This means that it is not a simple and an easy task for the teachers to improve their students' ability in writing.

According to Harmer (2004), the process of writing has four main elements, following:

1) Planning

The writers have to think about the three main issues. Firstly, they have to consider the purposes of writing products since this influences (among other things), not only the type of the text that would produce, but also the language they would be used and the

information that has already been chosen. Secondly, they have to think of the audiences who would read, and the choice of language. Thirdly, writers have to consider the content structure of the piece, the best way to sequence the facts, ideas or arguments which they already have decided to include.

2) Drafting

The draft is the first version of a piece of writing, this step 'go' at a text which is often done on the assumption that it would be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. Write the paragraph or essay from start to finish. Use notes about ideas and organization. In this step, after choosing the topic and listing the ideas and the information, organizing it to write a paragraph.

3) Editing (Reflecting and Revising)

Once writers have produced their draft, then, usually they read it through what they have written to see where it works and where it doesn't. Reflecting and revising are often steps which are helped by the orders or editors who comment and make suggestions.

Review structure and content. Checking paragraphs, reading of writing, if any correction in the writing, revising the structure and content of the text. In writing not all are correct. If someone writes a paragraph there are corrections about structure and content in the paragraph.

4) Final Version

The writers have edited their draft, making the change which they consider to be necessary, and produce their final version. This might look considerably different from both the original plan and the first draft because it has changed in the editing process. In this case, read the paragraph first to find the problem in the text. Before revising, there are some that need to be considered include: grant writing within two spaces in order to facilitate the change or add something. Discover the matter appropriately.

The process paradigm in Fowler, H. R., Aaroon, J. E., & McArthur, M (2007), is based on the following assumptions:

- 1) Writing consists of a variety of activities including *developing* (exploring, gathering, focusing, organizing); *drafting* (finding and expressing meaning, establishing relationships); and *revising* (rethinking, rewriting, editing, proofreading).

- 2) The activities that make up the writing process are recursive, not fixed in order. For example, revising often includes the discovery of fresh insights, and the drafting of one part of a paper may occur at the same time the writer is gathering materials for another part.
- 3) Writing often is a process of discovering ideas, arriving at knowledge of the self, and selecting effective ways to present concepts and information.
- 4) Knowledge of the conventions of expression and of stylistic options is an important part of the writer's repertoire, but a premature striving for correctness and for grace and clarity often can impede the free flow of ideas and the discovery of appropriate form. Thus, activities such as editing and proofreading, which pay considerable attention to style, grammar, and mechanics, are generally best left until relatively late in the composing of an essay.
- 5) Skilled writers (in contrast to unskilled writers) are characterized by the range of strategies they know and employ in developing, drafting, and revising – strategies that can be both taught and learned.
- 6) Effective writing is the product of interaction among the four elements of the writing situation: author, subject, language, and audience.

Based on the explanation above, it can be concluded that the process of writing can be divided into developing, drafting, revising. By having a good process in writing, you can be sure that someone will produce a good writing. Process of writing is needed to make good writing.

B. Purposes of Writing

Writing is used every day. Everyone can write every day from the students, executives, managers to journalists. Writing is putting thought on paper. But, everyone has a goal or purpose respectively in writing, including: to inform, to entertain, keep relationships, make the document an event, and express feelings or experiences.

C. Evaluation of Writing

In evaluating the students' writing score, the writer using use scoring blueprint. For the dependent variable, namely students' writing recount text, the researcher provides a test to students. They are asked to write a recount text with one of the themes. (Hughey et al, in Yoskavia, S. 2016):

- 1) Content. It requires the students to think creatively in developing the ideas, connect every sentence, and paragraph cohesively. Content refers to substance.
- 2) Organization. It requires the students to organize the text well. The ideas should be stated clearly, well organized, logically sequence and cohesive. Organization refers to the logical organization of the recount text.
- 3) Vocabulary. It requires the students to write the text by using the appropriate word and the use of vocabulary should be sophisticated range and effective idiom. Vocabulary refers to the selection of words there are suitable with the content.
- 4) Language use/ grammatical features. It requires the students to use the correct sentence structure, few errors of agreement, and the order of articles. Language use refers to the use of the correct grammatical.
- 5) Mechanics. It requires the students' ability to master convention, spelling, punctuation, capitalization, etc. mechanic refers to the use graphic conventional the language.

Table 1: The Blueprint of Writing Skill

Variable	Indicator	Score
Writing	Content	13 - 30
	Organization	7 - 20
	Vocabulary	7 - 20
	Language Use/ Grammatical Features	5 - 25
	Mechanics	2-5

D. Recount Text

Recount text is text that tells about what has happened in a sequence of events. "Recount is a kind of text that tells the event or experience in the past" (Emilia in Tamie, L. Y., 2021). It means that recount text is a text that tells the reader about one story based on the experiences of someone and past time.

There may be Re-orientation at the end which summarizes the event. “The purpose of recount text is to give the audience a description of what occurred and when it occurred”.

Recount is a text that retells events or experiences in the past (Astrid in Ningrum, V. 2013) its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about what has been proved.

Recount text is written to retell events with the purpose of either information or entertaining their audience or orders (or both). The students are expected to express their ideas about the experience or last events focused to inform the readers (Coogan in Siswati, F., et al, 2014). Recount text is one of the text types that must be mastered by the learners in senior high school. The recount text is taught firstly in second grade. Thus, the students have to know the purpose of the text, organizational structure of the text types and the language feature that can be used in the recount text.

Recount text is a reconstruction of something which happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of events is then described in some sort of order, or instance a time order (Djuharie in Ramli, D., et al, 2013).

Based on those descriptions about recount text, researchers can conclude that recount text is a text that is included as one of many kinds of English text that has the purpose to entertain the readers where the text contains some logical sequence that happened in the past. And also, recount text is the text which retells about events or experiences in the past. It explores the informative facts for the past experiences, or writing about past events or a piece of text that retells past events, usually in the order in which they happened. The aim of the text is to retell the past event or to tell someone’s experience in chronological order.

This generic structure of a recount text consist of three parts; they are the setting or orientation, events, and conclusion (Ramli D., et al, 2013):

- 1) The setting or orientation is the background information answering who, when, where, and why. It is also where you give an outline of what you are writing about.
- 2) Events are where the students write about the things that happened and are identified and described in chronological order. And,

- 3) The conclusion expresses a personal opinion regarding the events described.

The generic structure of recount text are: orientation, record, reorientation. The orientation begins by telling the reader who was involved, what happened, where this event took place and when it happened. The record is described in some sort of order. The representation is a summary of events. In addition, the generic structure of recount text are; an orientation providing information about who, where, and when a record of events, usually recounted in chronological order, personal comments and/or evaluative remarks interspersed throughout the record of events, a reorientation which rounds off the sequence of events (Martin, J. R ., 1992).

There are several previous studies conducted by several researchers to determine the level of students' vocabulary mastery in writing recount text. The first is Nunung Sri Andayani and Made, she did her research at describing students' ability in writing recount text. Writing a good text in English as a foreign language is a problem. The difficulties in writing a text in English is due the fact that English is not their mother tongue. In senior high school at SMAN Arjasana Jember, there were many problems in writing such as: organization, grammar, vocabulary, mechanics, content, and organization. However, there haven't been any records telling/showing exactly the students' ability in writing coving those aspects. There, the research on the students' ability in writing recount text was conducted in attempt to records students' writing ability with the hope that it can shed light on the problems of writing recount text in future.

The second research was done by Dina Maryana. The objective this research was to investigate the effect of genre based approach on students' writing ability of recount text. This study was conducted through quasi experimental design. The population were the total of 52 second year students of SMAN 05 Bengkulu Tengah IPS1 as experimental class and IPS2 as control class. The experimental class was taught by using genre based approach and the control class was taught by using the conventional approach. The instrument was a written test of a recount text. Before analyzing the data by using T-test, a normality and homogeneity test were conducted, then scored by using assessment rubric of Heaton (1988). The result showed that there was significant effect of genre based approach on students writing ability of recount text. The effects were on content, organization, vocabulary, language use, and mechanics.

The third research was done by Yaman Suryaman, students find problem dealing with language skill and language components, most students in Indonesia consider English as a difficult subject which make them frustrated. Writing is one of the four language skills that play a very important role in second language learning. Writing skill is more complex and difficult to teach, requiring the mater not only the grammatical and theoretically devices but also the conceptual. One

of the equipment aids that can be used in learning writing is a diary. The main objective of this study is to find out whether writing diary improves students' writing skill or not. In this research, the researcher used the quantitative method, with classroom action research design. The population of this study was all students of class 8A that consisted of 30 students. Observation, interview, and test as the instruments of this research. The researcher compared the achievement of pre-test to identify the effectiveness of using diary writing.

The fourth research was done Rochyani Lestyanawati, The students of EFL Classroom sometimes find difficulty in writing. The student's difficulty in writing caused by the gap between the students' L1 and L2 and the lack of supported information related to the source of idea for writing. Teaching media are to solve the problems especially in writing. This study is aimed at using films, especially the characters, as media in improving students' ability in writing recount. The subject of the study were 30 numbers of 10th graders of vocational school students. The findings showed that the average of the pre-test and post-test scores were 67.53 and 83.63. The improvement calculation was found 0.496 which was categorized as medium. The calculation of applying the t-test was on rejection area of H_0 , showed that the post-test was better than the pre-test. According to the data analysis, the writer concludes that the strategy by using films is applicable since it helps students to solve their problem in writing recount. The media enable the students to actively engage to the learning process and improve their ability in writing for they give them the idea of writing recount.

The indicator contain in writing ability in recount text of student's are as follows:

1. To identify content in writing recount text
2. To identify organization in writing recount text
3. To identify vocabulary in writing recount text
4. To identify language use in writing recount text
5. To identify mechanics in writing recount text

Method

The writer used a quantitative approach and also will be designed by using descriptive research design. Quantitative approach are used to describe current conditions, investigate relationships, and study cause-effect phenomena. Through this approach, researchers did research on tenth grade students in writing recount text. Then, researchers collected the data to analyze and describe the students' writing ability in recount text. Quantitative research methods can be interpreted as research methods on a particular population or sample, data collection using research instruments, qualitative/statistical data analysis, with the aim of testing the established hypothesis. According Fraenkel (2009), descriptive research is a research design that try to describe a

phenomenon subject or area accurately and factually”. Gay (2012), descriptive study determines and describes the way thing are. There are descriptive research phenomena in the form of forms, activities, characteristics, changes, relationships, similarities and differences between phenomena with others. This study tries to student’s writing ability in recount text at the tenth of SMKS Perbankan Yaris Duri.

The research was conducted in August 2022 of SMKS Perbankan Yaris Duri. It is located at Jl. Asrama Tribrata, Pematang Pudu, Kec. Mandau, Kabupaten Bengkalis, Riau 28784. Population is a very important element in conducting research. According to Fraenkel, J. R (2011), Population is the larger group to which one hopes to apply the results. The population in this research is at the tenth grade of SMKS Perbankan Yaris which consists of 20 students’ in the academic year of 2020/2021.

Sample is the group of participants in a study selected from the target population from which the research generalizes to the target population (Ceswell, 2008). In this study, the writer took the students of class at the tenth SMKS Perbankan Yaris Duri. In one class there are 4 majors, as follows:

Table 2: Sample

No	Major	Total
1	Perbankan	6
2	Akuntansi	3
3	MultiMedia	5
4	Teknis Bisnis Sepeda Motor	6
Total		20 Students

In selecting the sample, the writer uses a saturated sample. Saturated sampling is a sampling technique, if all numbers of the population are used as samples. This is often done when the population is relatively small. Less than 30 people, this term is a census, where all numbers of the population are sampled.

Instrument of research is a tool facility which is used by the researcher in collecting data so that the process is easier, better, more careful, complete and systematic. To carry out the research, there are some ways of collecting the data. To collect the data, the writer needs an instrument. Some kinds of instruments are test, questionnaire, interview, observation, rating scale and documentation. In this research, the writer chooses tests to

conduct the data. So, the instruments that use are as follow: Test is a series of questions or exercises and the other instruments which are used to measure skill, intelligent knowledge, comprehension or talent which is had by an individual or group. This test is an essay with a specific topic. Then, the scoring criteria based on the aspect of writing is content, organization, language, vocabulary, mechanics.

Finding and Discussion

This result of the study that has been conducted by the writer in August 2022. In addition, the writer also presents the discussion on the results. For data collection, the writing came directly to the school to get the data that was the purpose of this research. Students are asked to write recount text. The time allotted to complete the test is 20 minutes. To determine the of student's writing ability in writing recount text at the tenth grade of SMKS Perbankan Yaris – Duri. The result of the test of student's writing ability in recount text, it is known that the results of the analysis showed that out of 20 samples there were 5 samples with a category score was Good (B) or with a percentage of 25% and 15 samples categorized as Excellent (A) or with a percentage of 75%.

Conclusion

From 20 students as a research sample at the tenth grade of SMKS Perbankan Yaris Duri known the highest score was 90 and the lowest score was 70. The sum was 1599 and the average score of vocabulary mastery is 79.95. So, the student's writing ability in recount text at the Tenth Grade of SMKS Perbankan Yaris Duri shows excellent results.

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