

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter provided the results or finding of the research from writing test that the writer gave to the respondents in class IX of junior high school 1 sintoga. The analysis of collected data was carried out to describe the students' skill in writing recount, descriptive, and narrative text at class IX of Junior High school 1 Sintoga. The analysis of collected data was carried out to describe the students' skill in writing descriptive ,recount, and narrative text at class IX of Junior High School 1 Sintoga. The research itself was conducted on August, 13 th until October 13 th 2017. This subtitle the description of the data analysis related to:

1. Students' Mastery on Writing Skill

The data got from writing test analyze the data: writer used the indicator and criteria of scoring writing based on jacob. The writer assesses the writing result based on five component of writing, they are: content, organization, vocabulary, language use, and mechanics. The table below show the result of the writing test that writer gave to the students.

Table 4.1
The Analysis of writing skill Based on Components

Num	Component of writing	Students	Sum	Result	Category
1	Content	30	54.99	18.33	Fair
2	Organization		35.59	11.86	Fair
3	Vocabulary		34.26	11.42	Fair
4	Language Use		39.12	13.04	Fair
5	Mechanic		8.36	2.78	Fair
			172.32	57.43	
Result				11,48	

Based on the table above, it can be seen that students mastery in writing skill can be explained as follows:

a. Content

Students mastery in content of writing can be categorized fair

b. Organization

Students mastery in organization of writing can be categorized fair

c. Vocabulary

Students mastery in vocabulary of writing can be categorized fair

d. Language Use

Students mastery in language use of writing can be categorized fair

e. Mechanics

Students mastery in mechanics use of writing can be categorized

Below is the description from the table above about the students' writing test. Based on criteria of scoring writing that proposed by Jacob.

a. Students' Content Mastery on Writing

Someone can be said good writing of content if they can express the content of the text knowledgeable: substantive: thorough development of thesis and relevant to assign. It was found that for content is 18.33 which indicated in average the students' mastery in content is average. It means that the students can make the recount paragraph, but they just have limited knowledge about the subject and mostly relevant to topic but lack of detail. Students' mastery in content divide into 3 scoring categorize, which are good score, fair score and poor score. The idea score for content mastery is 90 point where the content of the text knowledge, substantive, through development of thesis, and relevant to assigned topic. The table below showed the percentage of the students' mastery in content.

Table 4.2
Students Content Mastery on Writing

Score	Frequency			%	Categorize
	Recount	Descriptive	Procedure		
25-30	-	-	-	-	Good
20-24	16	11	7	37.76 %	Fair
15-19	14	19	23	62.21 %	Poor

From the table above, it can be seen that 62.21% of students got poor score in content mastery. It means that those students can write a poor where they can construction genre text that relevant to the topic they have chosen. Meanwhile 37.76% of students got fair score in content last one is mastery. It indicates that those students have a little knowledge about the topic to build good texts. It means that those students did not show the knowledge about the topic they chose. They cannot construct an acceptable paragraph.

b. Students' Organization Mastery on Writing

The characteristics on good writing of organization if they can make organization well organize: logical sequencing, ideas clearly stated, fluent expression and cohesive. The mean of organization score is 11.86. It means that the students' skill in organization mastery is fair. Organization mastery related to how the students express their idea, give the logical sequencing, how they give supporting details to their main idea, etc. The table below showed the percentage of students' mastery in organization.

Table 4.3
Students' Organization Mastery on Writing

Score	Frequency			%	Categorize
	Recount	Descriptive	Procedure		
19.23	-	-	-	-	Good
14-18	18	5	2	27.77 %	Fair
9-13	12	25	28	72.21 %	Poor

From the table above, it can be seen that 27.77% got fair score in organization mastery. It indicates that those students cannot express their ideas well. It makes the paragraph they have written hard to understand by others because the ideas were confused and disconnected. The rest one is 72.21% students in poor score. It means that writing the paragraph, those students cannot organize the paragraph. Their writing did not communicate at all. The reader cannot catch the idea because there is no organization in the paragraph.

c. Students' Vocabulary Mastery on Writing

Someone can be said good writing of vocabulary if they have effective word/idiom choice and usage, appropriate register. In the table 4.1, the mean score of vocabulary of the students is 3,82. It means that the students' skill in mastery vocabulary is fair. Vocabulary mastery related to how the students chose an effective word or idiom and used it in the text they write. The table below showed the students' mastery in vocabulary.

Table 4.4
Students' Vocabulary Mastery on Writing

Score	Frequency			%	Categorize
	Recount	Descriptive	Procedure		
16-20	2	-	-	2.22 %	Good
11-15	14	17	7	42.2 %	Fair
6-10	4	13	23	44.13 %	Poor

From the table above, it can be seen that 2.22% of students got good score in vocabulary mastery. It means that those students can write the text with a good spelling, lack of mistake in the word choices and can use the word appropriately. It also means that the reader can catch the meaning that the writer wants to convey. Meanwhile, 42.2% of students got fair score in vocabulary mastery. It indicates that those students made occasional error of words, idiom, and sometimes the reader hard to catch what the writer wants to tell. The last one is 44.13% of students in poor score. It means that in writing the paragraph, students made frequent error in word choices, usage and finally made the meaning obscured.

d. Students' Language Use Mastery on Writing

The characteristic in good writing of language use if they use effective complex constructions, few errors of agreement, tenses, number, word order, article, pronouns, prepositions. From the table 4.1, the mean score for language use mastery is 13.04, which indicates that the students' mastery in language use.

Table 4.5
Students' Language Use Mastery on Writing

Score	Frequency			%	Categorize
	Recount	Descriptive	Procedure		
20-24	-	-	-	-	Good
15-19	23	9	3	38.88 %	Fair
10-14	7	21	27	61.1 %	Poor

From the table above, it can be seen that 38.88% of students got fair score in language use mastery. It indicates that those students made major problem in simple construction, made frequent error of articles, pronoun, preposition, or the use of tenses and 61.1% of students in poor score. It means that writing the paragraph, student did not mastery the sentence construction rules, dominated by error in tenses, pronoun, preposition or article.

e. Students' Mechanics on Writing

Mechanics related to students' ability to write the correct spelling, punctuations, and capitalization. The function of this component is show the ability of students convey the meaning to the reader. In the table 4.1, the average score for mechanics was 2.78. it means that the students' mastery of mechanics is poor. The table below showed the percentage of students' mechanics mastery.

Table 4.6
Students' Mechanics Mastery on Writing

Score	Frequency			%	Categorize
	Recount	Descriptive	Procedure		
4	4	5	-	9.99 %	good
3	22	15	16	58.87 %	Fair
2	4	10	14	31.1 %	poor

From the table above, it can be seen that 9.99% of studentd got good score in mechanics mastery. It means that those students can write the

text with a good spelling, lack of mistake in the word choices and can use the word appropriately. It also means that the reader can catch the meaning that the writer wants to convey. Meanwhile, 58.87% of students got fair score in mechanics mastery. It indicates that those students made occasional error of spelling, punctuations, capitalizations, paragraphing, poor handwriting, and the meaning they want to convey to the reader is confused or obscured. The last is 31.1% of students in poor score. It means that in writing the paragraph, the students writing dominated by error spelling punctuation and capitalization.

From the analysis above, we can found, what the component of writing skill that haven't mastered by students of class IX in writing a genre text. The students haven't mastered in mechanic component, it means students get trouble in editing the paragraph, the students writing dominated error spelling, punctuation and capitalization, in edition, the teacher seldom pays attention about this problem, because the mechanic is micro component in writing, but have important role when someone do it.

2. Students' Mastery on Writing Genre Texts Based on Genre Types at class IX of Junior High School 1 Sintoga

In this part, the writer assesses the writing result based on genre texts, the below shows the result of the writing test that writer gave to the students:

Table 4.7
Students' Level Mastery on Genre Texts

Num	Score	Frequency			%	Level
		Recount	descriptive	narrative		
1	85-94	-	-	-	-	Very good
2	75-84	8	2	6	17.76 %	Good
3	65-74	14	17	11	46.65 %	Fair
4	55-64	6	11	11	25.98 %	Poor
5	45-54	2	-	2	4.44 %	Very poor

From the table, we can see 82.67% of students fail writing test about genre texts, and 17.33% of students got good score in writing test. For more detail, the writer would give explanation for each genre.

a. Recount Text at Class Nine at SMP 1 Sintoga

Based on the data got from the writing test, 8% of students success reach Minimum Achievement Criteria (MAC) specified by school that is 90 point, and 92% of students have problem about make a good recount text. It can be prove following this table below.

Table 4.8
Students' Level Mastery on Recount Text

No	Score	No.of Students	%	Level
1	85-94	-	-	Very Good
2	75-84	8	26.66 %	Good
3	65-74	14	46.66 %	Fair
4	55-64	6	20 %	Poor
5	45-54	2	6.66 %	Very Poor

b. Descriptive Text at Class Nine at SMP 1 Sintoga

Based on the data got from the writing test, 20% of success reach Minimum Achievement Criteria (MAC) specified by school that is 90 point, and 80% of students have problem about make a good Descriptive text. It can be prove following this table below.

Table 4.9
Students' Level Mastery on Descriptive Text

No	Score	No.of Students	%	Level
1	85-94	-	-	Very Good
2	75-84	2	6.66 %	Good
3	65-74	17	56.66 %	Fair
4	55-64	11	36.66 %	Poor
5	45-54	-	-	Very Poor

c. Narrative Text at Class Nine at SMP 1 Sintoga

Based on data got from the writing test, 24% of students success reach Minimum Achievement Criteria (MAC) specified by school that is 90 points, and 76% of students have problem about make good narrative text. It can be prove following this table below.

Table 4.10
Students' Level Mastery on Narrative Text

No	Score	No.of Students	%	Level
1	85-94	-	-	Very Good
2	75-84	6	20 %	Good
3	65-74	11	36.66 %	Fair
4	55-64	11	36.66 %	Poor
5	45-54	2	6.66 %	Very Poor

From the analysis above, we can found what type of genre texts (recount, descriptive, narrative) that hasn't mastered by syudents' of class IX at Junior High School 1 Sintoga in writing genre texts. The students haven't mastered in recount text, because 92% of students cannot reach Minimum Achivement Criteria (MAC) specified by school that is 90 point.

3. Students' Mastery on Writing Genre Texts Based on Generic Structure of Genre Texts at class IX of Junior High School 1 Sintoga

In this part,writer assesses the writing result based on structure of genre texts, they are:

a. Generic Structure of Descriptive Text

In the following sub chapter, the researcher present the description of the students' skill in writing the generic structure of the descriptiove text criteria. To analyze the data, reseacrhер used the indicator and criteria of scoring writing descriptive text, such as identification and description.

The table below shows the result of the writing test that researcher gave to the students.

Table 4.12
Analysis of Students' Generic Structure of Descriptive

Num. Of students	The Generic Structure of Descriptive texts	
	Identification	description
Sum	73	58
Mean	2.43	1.93
Rating of Qualification	Good	Fair

The table above, tell that maximal score each criteria of generic structure of descriptive text is 4. From the table, it can be seen score identification of generic structure is 2.43, it mean that the rating of qualification is good. Meanwhile, description the mean score is 1.93, it mean that the rating of qualification is fair.

b. Generic Structure of Recount Text

There are three generic structure of recount text. Those are orientation, series of event, reorientation. To analyze the data, writer used the indicator and criteria of scoring writing based on the combination of several criteria of characteristics of good orientation, good series of events good reorientation which were cited from several experts explained in chapter two.

The researcher analyzed a good orientation should fulfill the criteria. There should introduce participants of events, show time and place when the event took place, identify what, how or why the event happens clearly. A good series of events should fulfill some criteria. The series of events should be written in chronological order, written in complete sentence, information or entertaining for readers (or both) and should not be added with irrelevant details to the topic of the text. For reorientation, the students must fulfill there criteria. It should be in a complete sentence, not state new

events, should have at least one or more adjectives, and fourth it personal opinion.

The table below shows the result of the writing test that writer gave to the students.

Table 4.11
Analysis of Students' Generic Structure of Recount

Num. Of students	The Generic Structure of Descriptive texts		
	Orientation	Series of Event	Reorientation
Sum	59	52	65
Mean	1.96	1.73	2.16
Rating of Qualification	Fair	Fair	Good

The table above, tell that maximal score each criteria of generic structure of recount text is 4. From the table, it can be seen score orientation of generic structure is 1.96, it means that the rating of qualification is fair. Meanwhile, series of event the mean score is 1.73, it means that the rating of qualification is fair. And the last, reorientation the mean score is 2.16. it means that rating of qualification is good.

c. Generic Structure of Narrative text

In the following sub chapter, the researcher presents the description of the students' skill in writing the generic structures of the narrative text criteria. To analyze the data, researcher used the indicator and criteria of scoring writing narrative text, such as goal material, and steps.

The table below shows the result of the writing test that researcher gave to the students.

Table 4.13
Analysis of Students' Generic Structure of Narrative Texts

Num. Of students	The Generic Structure of Narrative texts				
	Orientat ion	Complicati on	Resolutio n	Reorientati on	Evalua tion
Sum	69	83	65	77	70
Mean	2.3	2.76	2.16	2.56	2.33
Rating of Qualific ation	Fair	Fair	Fair	Fair	Fair

From the table above, it can be seen score of generic structure narrative of *orientation* text mean is 2,3.the maximal score each criteria of generic structure of narrative text is 4. It mean the rating of qualification *fair*. Generic structure narrative of *complication* text mean is 2,76. It mean the rating of qualification *fair*. Generic structure narrative of *resolution* text mean is 2,16. It mean the rating of qualification *fair*. structure narrative of *reorientation* text mean is 2,56. It mean the rating of qualification *fair*. structure narrative of *evaluation* text mean is 2,33. It mean the rating of qualification *fair*.

B. Discussion

After collecting the writing result, the researcher analyzed the written text by using five components of writing that stated Jacob in Ghanbari (2012), they are: content, organization, vocabulary, language use, mechanics and by using generic

structure of genre texts, they are: orientation, series of events, reorientation for recount texts. Then, identification and description for descriptive texts. After that, goal, material and step for narrative texts.

After obtaining the data written genre texts and based on findings of the research, it can be said that the students' writing skill in genre texts was still unexpected. Data showed that the mean score of the students' skill on writing genre texts based on component were almost half students' had problem in writing genre texts.

Based on the analysis of students' writing component, the students' have also have some problem in mastery of mechanics. It indicates that those students made occasional error of spelling, punctuations, capitalization, paragraphing, poor handwriting, and the meaning they want to convey to the reader is confused or obscured.

This result relevant with several researcher was conduct by Tiara Gustini (2007), a students of UNP in her research, found that students' ability in using mechanics was moderate. She state "Students had mistake in using echanics in writing descriptive text, such as using punctuation, spelling and capitalization because they did not appropriately use point, coma and capitalization".

In addition, Fitri Purnama Sari (2007) state "The students did not really master in content, vocabulary, and grammar of writing aspect. However, based on the questionnaire that researcher gives to the students, some students still have some problems in writing recount text but the students did not faced the problem

in content of writing. The students only have problems in grammar and mechanic”.

The next step, the researcher analyzed the written text by using three types of genre, namely: recount, descriptive and narrative text. Data showed that the mean score of the students' skill on writing genre texts based on types of genre were the students haven't mastered in recount text, because students cannot reach Minimum Achievement Criteria (MAC) specified by school.

This result supporting by Fitri Purnama Sari in her research found that the students have some problems in writing recount text. In addition, the researcher analyzed the written text by using generic structure of genre texts. There are three generic structure of recount text. Those are orientation, series of event, reorientation. From the finding research above the students' generic structure is mostly mastered is Reorientation. Meanwhile, orientation is mostly not mastered. But, for series of event, the students had haven't mastered.

Bagus Candra Sadewa (2006) a student of University of Surabaya, based on the result of his research, he state “most of students have been able to write recount text, especially the generic structures of recount text. But, some of them were not able to apply it well. They tended to make error. The errors that have been made by them are in the orientation and events part. In the orientation part, there are students who did not give the information of the place of the story (where) and the time (when). Then in the events part, there are students who

wrote their story unchronologically. It makes the reader difficult to understand about their story”.

Then, the researcher presents the description of the students' skill in writing the generic structures of the descriptive text criteria such as identification and description. From the finding research above the students' generic structure is mostly mastered is identification. Meanwhile, description is mostly not mastered. Tiara Gustini (2010) state “In general, the ability of the second grade students at SMP Pertiwi I Padang in writing identification and description of descriptive text was moderate”.

Based on the result of this research, the researcher purposes some recommendation for English teacher to find out the best way in teaching about genre texts. The teacher needs to give explanation and lead the students to comprehend about the important that should appear in generic structure of genre texts and component of writing.

In summary, the ability in writing genre texts of the students at class IX of Junior High School 1 Sintoga has fair achievement for descriptive and narrative text, and poor achievement for recount text.