

**AN ANALYSIS OF THE STUDENT'S ABILITIES IN USING  
PART OF SPEECH IN WRITING A RECOUNT TEXT**

**A Thesis**

*Submitted to the S1 English Language Education Study Program,  
Faculty of Tarbiyah and Teacher Training, Palopo State Islamic  
Institute in Fulfillment of the Requirements for a Bachelor's Degree in  
English Language Education*



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FACULTY OF TARBIYAH AND TEACHER TRENING STATE  
ISLAMIC INSTITUTE OF PALOPO**

**2024**

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**2024**

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If later this statement is not true, I am willing to accept administrative sanctions the act, them the academic degree that I have achieved can be revoked.

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Palopo. 04 September 2024



Regards

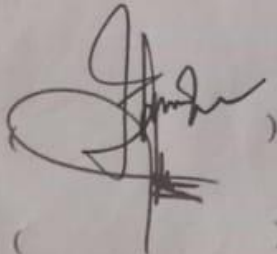


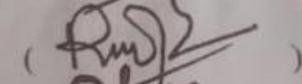

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## THESIS APPROVAL

This thesis entitled "An Analysis of the Students Abilities in Using Part of Speech in Writing a Recount Text at SMAN 04 Palopo," which is written by Dwi Bahyudi A.S, Registration Number 2002020083, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on thursday, August 8th, 2024 and coincided with Safar 3th 1446H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 19<sup>th</sup> August 2024

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## **LIST OF CONTENTS**

<b>FOREWORD.....</b>	
<b>TABLE OF CONTENTS.....</b>	
<b>ABSTRACT .....</b>	
<b>CHAPTER I INTRODUCTION</b>	
A.    Background .....	1
B.    Some Identification of problems .....	3
C.    Research Questions .....	4
D.    Research Scope .....	4
E.    Research objectives .....	5
F.    Research Significance .....	5
G.    Definition of Terms .....	6
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>7</b>
A.    Review Of Previous Research.....	7
B.    Several Idea Related.....	10
C.    Conceptual Framework .....	26
<b>CHAPTER III RESEARCH METHODS.....</b>	<b>27</b>
A.    Research methods.....	27
B.    Time and location of research .....	27
C.    Research Participants .....	27
D.    Research instrument .....	28
E.    Data collection technique .....	29
F.    Data Analysis Technique .....	30
<b>CHAPTER IV RESULTS AND DISCUSSION .....</b>	<b>33</b>
<b>CHAPTER V CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>49</b>
<b>BIBLIOGRAPHY .....</b>	<b>51</b>

## **ABSTRACT**

**DWI BAHYUDI A.S.** *An Analysis Of The Student's Abilities In Using Part Of Speech In Writing A Recount Text* Supervised by Prof. Dr. H. Rustan S., M.Hum and Andi Tenrisanna Syam, S.Pd., M.Pd.

This research discusses the analysis of students' ability to use parts of speech in writing recount texts in the fourth semester at SMAN 04 Palopo. The aim of this research is to determine students' ability and understanding of using parts of speech in writing recount text. In this research, researchers applied descriptive quantitative research methods to collect and present the data obtained. The researcher used a written test in the form of a recount text based on the experiences of each class XI IPA 1 student who was the subject of the research. The population of this study were students of class the research data was analyzed statistically to find the percentage of abilities possessed by students. Based on the results of the analysis, students' use and writing of parts of speech in recount texts showed errors in each type of part of speech in their writing. In the use of parts of speech, there were two errors in the use of nouns, 25 errors in the use of verbs, one error in the use of adjectives, ten errors in the use of adverbs, six errors in the use of deep prepositions, four errors in the use of conjunctions, 11 errors in the use of determiners and there are no errors in the use of exclamation marks. So it can be concluded that the most difficult type of part of speech for students in writing recount text is the use of verbs. Because there are as many as 25 meaningful errors, these errors occur more often than other types of words.

**Key Words :** *Part Of Speech, Writing, Recount Teks.*



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Writing is an effort to describe, describe, or express thoughts, ideas, and feelings through written symbols, which are used as a communication activity. Writing is the most challenging language skill compared to the other three language skills, namely listening, speaking, and reading, because it requires ability and knowledge.

Oshima and Hogue stated that writing is not easy because it takes time to study and practice to develop this writing skill<sup>1</sup>. In learning English language, writing has diverse text forms, such as descriptive text, recount text, narrative text, explanation text, recount text, report text, news item text, and review text.

In this study, researchers focused on discussing students' abilities to use parts of speech in writing one type of text. One that became competence base in learning English language at the high school level is students expected to have the ability to write text writing. Writing recount text becomes a vital ability for students to tell back incidents or events they have experienced in the form of writing.

Learning about the categories of function and form of words in English is studied in the parts of speech material. Parts of speech are the primary material that needs to be known in learning English because they discuss the form of words and the role and function of words in sentences. In general, parts of speech include eight categories of word classes, including verbs, adjectives, pronouns, prepositions, nouns, conjunctions, and interjections.

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<sup>1</sup>Alice Oshima and Ann Hogue, *Writing Academic English*, no.3, (New York: Addison Wesley Longman, 1999) p . 3

Herring said it is essential to study parts of speech to understand the types of word forms and appreciate how and why we put words together to form sentences<sup>2</sup>.

With an understanding of form and function words, students can more easily choose words that represent thought or feeling. Please write it down in text type, including recount text that uses simple past tense.

SMAN 04 Palopo must be the suitable school-level intermediate above using the 2013 curriculum and lesson. Language English becomes the wrong one-eye lesson that students must learn. In learning English in class XI, various language skills are studied, including the ability to write English texts. Through learning to write, students are expected to be able to express their ideas or feelings through writing using appropriate linguistic rules, and the minimum passing criteria score (KKM) for writing lessons at this school is 80. One of the forms of Writing studied by class XI students at SMAN 4 Palopo is recounting text. With the ability to write recount text, students can produce various papers in the form of stories, histories, diaries, scientific reports, news, or write down historical events. As the essential capital for students, to produce good recount text writing, they must first master understanding the role and function of each type of word in the part of speech.

Based on the results of the initial study and survey of class 2 students at SMAN 4 Palopo, researchers found several problems with students' part-of-speech abilities in writing their recount texts, including some students need more vocabulary to write a recount text, Some students have a vocabulary but don't know the parts of speech, Students need help to place parts of speech according to their role and function in the structure of writing recount text sentences. Students need help composing and organizing content using parts of speech in their recount texts.

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<sup>2</sup>Herring, Riri M, *Analysis of students' writing abilities on parts of speech in descriptive texts at Assalam Naga Beralih Tiris Islamic High School*. (RIAU: UIN SUSKA, 2020) p. 15

Based on the results of these observations, further analysis needs to be carried out to find solutions to the difficulties experienced by students. The researcher feels it is essential to carry out a more in-depth analysis regarding students' mastery of parts of speech in writing their recount texts. Therefore, in this research, the researchers raised the title of *analyzing students' abilities in using parts of speech in writing their recount texts at SMAN 4 Palopo*.

Some researchers have done research related to the discussion about the ability of students to analyze parts of speech. One of the results of the study, namely by Riri Mardhatillah (2020), *Analysis of the Ability Write Students in Part of Speech*, especially nouns (common noun and proper noun), verbs (verb transitive and intransitive), adjectives (adjective collective and adjective compound) and adverbs (adverb frequency and description method) in the Descriptive Text. The study's findings show percentages from eight items in the Parts of Speech section: ordinary, proper noun, verb transitive, and adverbs from split frequency to a reasonable level. Temporarily, the verb intransitive, collective, adjective compounds, and adverbs' methods are broken down into an alarming story. Based on the percentage of the eight most difficult parts of speech items, it is an adverb with the correct rate of 0% and the incorrect percentage of 100%.

The level of Student's understanding of parts of speech is the main factor in their difficulty in writing recount text. Vocabulary and the use of parts of speech according to their role and function in the sentence structure of recount text are a must for students to understand so that they do not experience difficulties when writing.

## **B. Some Identification of problems**

Based on the background of the problem and several observation results from previous research studies that found several issues, the researchers identified the problems as follows:

1. Students have a vocabulary but do not know the parts of speech
2. students can know the parts of speech but do not understand their role and function
3. Students need help correctly placing parts of speech in the recount text's sentence structure.
4. Students have difficulty organizing sentence content using parts of speech in recount text

### **C. Research Questions**

Based on the setting back and identification problem above, there are problems faced by students regarding the ability to use parts of speech in writing their recount texts, so the solution is to find that:

1. What the students have a good understanding of the use of parts of speech in writing recount text?
2. What is the students' ability to use parts of speech in writing a recount text according to their role and function?
3. What part of speech is the most difficult for students to use in writing a recount text?

### **D. Research Scope**

Based on problem identification, researchers need to limit the problems discussed in this research. Due to limited time and opportunities, researchers only examined some aspects of writing in English. Therefore, this research only analyzes students' ability to use eight parts of speech, namely nouns, adjectives, pronouns, conjunctions, verbs, prepositions, adverbs, and explanatory words in recount text.

The population sampled in this research were 23 students in class XI IPA.1 and 24 students in IPA 2 at SMAN 04 Palopo.

### **E. Research objectives**

Based on the problems raised, the objectives of this research are:

1. To find out students' understanding of the use of parts of speech in writing a text.
2. To determine students' ability to use parts of speech in writing a recount text according to their role, function and form.
3. To find out the use of the most difficult part of speech for students in writing a recount text.

### **F. Research Significance**

In connection with the research objectives above, the significance of this research is:

- a. When conducting and compiling research results, research will benefit other researchers, especially as reference material and literature.
- b. This research is expected to provide benefits and positively contribute to teachers and students learning English, especially at SMAN 4 Palopo, to evaluate and improve students' abilities in parts of speech in writing recount texts.
- c. Apart from that, it is also hoped that the results of this research findings can be used as a source of positive and valuable information for people involved in teaching and learning English.
- d. The findings of this research can be used as learning material for students to understand their abilities in parts of speech and overcome the difficulties they experience so that they can create recount texts quickly and accurately.
- e. In the end, the findings from this research provide practical and theoretical information for the development of English language teaching.

## G. Definition of Terms

### 1. Analysis

The analysis involves activity elaboration, investigation, and parsing to something matter to disclose the actual situation. According to Komaruddin (2001), analysis is an activity that uses a method to elaborate on the whole from components to understand the characteristics, relationships, and functions of each, which are integrated into one whole<sup>3</sup>.

### 2. Ability

Ability is a person or group's skill and capability in carrying out and completing a related activity.

### 3. Parts of speech

Parts of speech are labelling type, class, or Categories based on their role and function in the One sentences, which are in the form of verbs, nouns, adjectives, adverbs, and so on.

### 4. Recount text

Recount text is one type of text in English with characteristics that tell incidents or events that have occurred or passed, as well as Using simple past tense in composing and writing the sentence.

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<sup>3</sup>Komaruddin, Zakky, penegertian analisis meneurut para ahli <https://www.zonarekerjaan.com/pengertian-analysis-menrut-para-ahli-dan-cepat-umum/>, Accessed 2 October 2023.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review Of Previous Research**

Several researchers have done studies related to the analysis of the ability of students to use parts of speech. Following are several studies Previously related:

1. Yuni Istiqomah (2021) did a study titled "Influence Mastery Vocabulary and Grammar to Ability Write Language Recount Text English." In the purposeful research to know how to influence mastery of vocabulary and grammar in writing recount text, Istiqomah used a survey method with type descriptive correlational for put forward. There is no influence. Good knowledge of language and grammar as the independent variable and the ability to write a recount as a dependent variable for students. Based on the results of data analysis and discussion, Yuni Istiqomah has three exciting conclusions:
  - a) Mastery of vocabulary and grammar significantly influences writing recount text in English for State Middle School students in East Jakarta.
  - b) Regardless of grammar mastery, vocabulary mastery significantly influences the ability to write recount text.
  - c) Regardless of mastery of vocabulary, mastery of grammar significantly influences writing recount text students. <sup>4</sup>

Research conducted by Yuni Istiqomah has described its difference with research conducted by researcher This. The difference is that Yuni Istiqomah's Study discusses the influence of mastery of vocabulary meaning. The Student's vocabulary is good in separate ways and simultaneously with mastering grammar to write recount

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<sup>4</sup>Yuni Istiqomah, and Hasbullah, "Influence Mastery of Vocabulary and Grammar Ability Writing English Recount Texts," (Jakarta, English Language Program Indraprastha University PGRI, 2021), Pg.32

text. Meanwhile, researchers focused on analyzing capabilities mastery of parts of speech that categorize words according to types, roles, and functions to the ability to write recount text students, which means no limited influence ownership or just vocabulary. With such meaning, a researcher has guaranteed that mastery of vocabulary and grammar significantly influences the ability to write recount text for students.

2. Lavenie Yuanda Tamie (2022), "Student's vocabulary and tenses mastery in correlation with writing recount text ability at junior high school level" Aims For know is in ability write recount text own correlation with mastery students' vocabulary and tenses in a way simultaneously and consistently separately. A study with descriptive quantitative by Lavenie Yuanda Tamie used as many as 55 students in two classes with 28 people as the sample. The stratified random proportional sampling technique used formula correlation multiple to analyze the collected data through tests. The study's conclusions say that students can quickly, well, and precisely recount text when they master good vocabulary and tenses.<sup>5</sup>

Research conducted by Lavenie Yuanda Tamie is similar to research done by researchers. The similarities lie in the discussion about the ability to write recount text student-related mastery of vocabulary regardless of knowledge of part of speech. The difference is that researchers focused on analyzing the ability to write recount text student-related mastery of parts of speech, which include type, function role, and placement in the structure of descriptive recount sentences.

3. Iradatul Hasanah (2022), An Analysis of madrasah aliyah students' ability in writing recount text. Research by Iradatul Hashanah focuses on five aspects: grammar, mechanics, vocabulary, organization, and

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<sup>5</sup> Lavenie Yuanda Tamie, and Juni Hartiwi, "Student Vocabulary And Tenses Mastery Correlation With Writing Recount Teks Ability At Junior High School Level," (Jurnal Lingual Cendekia, 2020), Vol.18.



fluency. The study aims to know students' ability in class X MAN 4 Pekanbaru City to write recount text. Test writing has become a technique used in data collection. The study results concluded that students in class X MAN 4 Pekanbaru wrote relatively good recount text; their average score was 62.75. They need to train more to write recount text <sup>6</sup>.

Research carried out by Iradatul Hasanah described similarities and differences with what is done by researcher This. The resemblance is that analysis to ability write recount text student through their writing. However, the difference is that Iradatul Hasanah's Study of the ability to write covers five aspects: grammar, vocabulary, mechanics, organization, and fluency. In contrast, the writer focused on mastering students' parts of speech in recounting text writing.

4. Riri Mardhatillah (2020) analyzed students' ability to use parts of speech in text descriptions. They are at M.A. Assalam Islamic Senior High School Naga Switch Kampar Regency drain Water. Study This aim is to know the capable students' parts of speech in written text and identify the most difficult parts of speech for Students in written text. Study This uses four types of parts of speech: nouns, verbs, adjectives, and adverbs. Data is collected using tests when writing descriptive text. The findings show the percentage of thing nouns \_ ordinary, proper nouns, verb transitive, and adverbs, from split frequencies into the excellent level. Temporarily, it is an intransitive verb, adjective collective, adjective compounds, and adverbs method broken down into a lousy story.

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<sup>6</sup> Iradatul Hashanah, "An Analysis of madrasah aliyah students' ability in writing recount text at MAN 4 Pekanbaru," *Takuana: (journal education, science, and humanities* 2022) Vol. 1, No. 1.

Based on the percentage from eight items of the most challenging parts of speech is an adverb with the correct ratio is 0% and the incorrect rate is 100% <sup>7</sup>.

Research conducted by Riri Mardatillah as explained on own similarities and differences with research conducted by researchers This. The equation analyzes the ability of students to master parts of speech. A temporary difference is Riri Mardatillah examines authorship text descriptive students, whereas Peneti does analysis against writing recount text students.

Based on the results of several related studies above, a conclusion can be drawn that mastery of vocabulary, grammar, mechanics, organization and fluency has a big influence on students' level of ability in writing a text. Understanding of the form, type, function or meaning of words is classified in parts of speech material.

## **B. Several Idea Related**

A study requires a theory to set some draft or terms used in the survey. Words and concepts used in the study this is:

### **1. The definition of writing skills**

Writing is one of the skills in the language being studied in the lesson, English, as well as listening, speaking, and reading. Writing is generally an activity that ponders ideas, thoughts, opinions, or feelings as a form of information delivery. Additionally, writing can immortalize a filled mind or emotion and express it in written symbols in shapes, numbers, pictures, letters, or words. There are various tools For writing, like form pencils, pens, paints, machine typing, and

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<sup>7</sup> Riri Mardhatillah, *Analysis Ability Write Students on Parts of Speech in Their Descriptive Texts at M.A. Assalam Islamic Senior High School Naga Switch Water Tiris Kampar Regency*. Thesis (Riau: Faculty of Education and Teacher Training, Sultan Syarif Kasim State Islamic University, 2020) p. 56.

computers. Writing can be formed on a flat medium, paper, wall, or computer screen.

Related to understanding writing, many experts have different perceptions of the definition of writing. According to Brown, Writing is an asking system. Writing is a system for expressing the ideas above paper, for turning an idea into a phrase and conveying it in coherent form and organization.<sup>8</sup> Boardman and Frydenberg define sustainable things as starting from the process of thinking, organizing, considering back, and recognize<sup>9</sup>. It means activity writing, which is the process of communicating something based on the background knowledge possessed by the writer and organizing his ability to become a good sentence. Besides that, according to Pradiyono, Writing is not just pouring information, messages, or profound ideas into correct sentences in a way that is grammatical, informational, or packed into One form of text that society user conveniently approves. Language about several inherent criteria to him: (1) purpose, (2) structure rhetoric, (3) realization use of his language<sup>10</sup>.

Based on the definition of writing, according to several experts, researchers can conclude that writing is an activity and process of coherently contemplating ideas, ideas, or information into something organized form and making it one of the forms of communication. Specifically, writing activities are separate from the academic world. For students, writing becomes a significant activity in the learning process because, with writing, students can copy and save lessons learned from teachers at school and know it when they return to the house. Meanwhile, for teachers, writing is a medium for measuring,

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<sup>8</sup>Brown, *Principle evaluation language and practice class*. (California: the University of California, San Francisco, Longman, 2003)

<sup>9</sup>Boardman, Cynthia. A, and Frydenberg, Jia. *Writing to communicate: paragraph and essay*. (San Francisco: University of California , Longman 2002)

<sup>10</sup>.Pardiyono, *Certainly you can! Teaching GenreBased Writing*. (Yogyakarta: Andi offset 2007)

seeing, evaluating, testing, and developing knowledge and insight possessed by students.

## 2. Writing purpose

Write to be one skill with a diverse language objective. With writing possible, we stimulate thinking and managing processes, existing information, and images under natural awareness. You can write to help. We organize ideas coherently so that they are easy for us or anyone else to understand.

Related to the objective of writing, according to Ur (1991), objective writing, in principle, is expressing ideas and content thoughts and ideas conveying a message to the reader. This means that accurate writing is about expressing ideas to the reader.<sup>11</sup> Meanwhile, according to Diestch, they wrote their objective in a general and specific way. The general purpose is to give information, persuading, revealing, and entertaining. Whereas dreams specifically involve responding to needs particular to the writer.<sup>12</sup>

Explanation about objective writing McMahan said that paper is used for some objectives, including disclosing feelings and thoughts of the writer, entertaining readers through written material, and convincing readers about opinions, concepts, and ideas held by the writer.<sup>13</sup>

According to Miller, share ten points of objective from writing, which are as follows:<sup>14</sup>

a) Write to understand the experience.

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<sup>11</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*. London: Cambridge University Press, 2003.

<sup>12</sup> BM Diesch, *Reasoning and Writing Well*, Third Edition. New York: McGraw-Hill Companies, Inc. 2003.

<sup>13</sup> McMahan, *Literature and the Writing Process*. (New Jersey: Prentice Hall, 1990) p. 8.

<sup>14</sup> RK Miller, *Motives for Writing*, 5th Edition. New York: McGraw-Hill Companies, 2006.

- b) Write to deliver information.
- c) Write to explain the information.
- d) Write to evaluate something.
- e) Write to analyze the incident.
- f) Write to analyze text.
- g) Write to persuade others.
- h) Write to give inspiration.
- i) Write to entertain the reader.
- j) Write for do-it, experimenter.

Based on several opinions about objective writing, researchers can interesting conclusion that an accurate report refers to the reasons the writer wrote that he put forward good form by pouring out ideas, thoughts, and feelings in the form of a language through written media to give information, entertain, and convince the reader.

Besides all that, determining objective writing became an essential part of the author's early identification. In other words, writers must determine the objective main before writing; they must give attention to accurate writing because it can influence the language that will \_ be chosen and how to use it. When the purpose has been determined, the author can know the needed information, how to arrange it, and develop it inside a written sentence. Understanding objective writing can help organize ideas in Writing and still write on the path per rule authorship.

### 3. Writing component

According to Heaton, there are five components important in write that are:

#### a) Content

Content or fill is the substance of the writing or the ideas expressed based on the writer's knowledge, feelings, and experiences. You can also interpret that fill as a whole matter or statement related to one presented by the author in an integrated, mutually related, and connected way because that fill must be transparent for readers to understand the message delivered and receive information from him.

#### b) Organization

Refers to serving a series of ideas or ideas delivered in a written way. In activities, they were writing matters. This is very necessary to pay attention to the content or the information you want provided. Inmutual Writing is sustainable and makes it easier for readers to interpret the message.

#### c) Grammar

Grammar is a pattern or rule that refers to forming, combining, and grouping sentences to form correct paragraphs and writing. Grammar skills in writing communication can help get the message across quickly.

#### d) Vocabulary

Vocabulary is a list of words that, if connected between one with others, will disclose something meaning. Vocabulary refers to terms used to express ideas, thoughts, notions, or feelings in writing. In writing, vocabulary is the primary capital for stringing results, opinions, or emotions to become one unity of complete information. The more lots vocabulary is owned, the more accessible it is for the writer to choose words that suit and feel more harmonious for disclosing thoughts in the written form.

#### e) Mechanics

In writing, at least two mechanics are sign read and capitalize. Punctuation refers to various symbols or signs that have meaning, function, and role in the sentences that clarify the meaning of the writing. Capitalization uses letter capital in system writing, like showing beginning sentences, names of people, places, titles, families, days, months, titles, positions, etc. Capitalization aims to show the reader the importance of differences in words.

#### 4. Writing process

In producing writing, someone goes through the writing process gradually. Activity writing generally needs some process stages: prewriting, drafting, revising, editing, and publishing.

##### a) Prewriting

Stages prewriting, though often ignored, is critical. Set this down before the writer pours any ideas you want to be written. Steps: First, this writer will collect thoughts, choose a topic, consider purpose, form, and audience, and generate and organize ideas for writing. Apart from that, in stages, the writer will determine the objective report so that they can know the direction to go and choose the form of presentation of the information that will be made.

##### b) Write

The next step is the writing process. The result of prewriting that collects and groups related ideas with the topic made as a base or becomes a guide for a start write a paragraph in a form written draft<sup>15</sup>. While Writing, remember for

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<sup>15</sup>Blanchard, Karen, and Christine Root. *Ready Writing*. (New York: Pearson Education, Inc., 2003 ) p. 12

- Start with a stated topic idea and include several supportive sentence ideas.
- Add a topic that becomes a sentence explainer or affirmer for the sentence main.
- Use word signals to help the reader understand how ideas are connected in the paragraph.

#### c) Revise

The next step is to revise the draft that has been written, and almost no Possibly produced perfect writing on trial First, so that needs revision. Revision is stage repair to the written draft that has been reported previously. Stages This is done with reading, going back, and analyzing. To find possible drafts that are not clear, ambiguous, confusing, or incorrect and inadequate in their use of words. In stages, This writer Can enrich and fill in the text by adding new sentences To support an idea or delete some misguided sentences that are not relevant to the topic of discussion.<sup>16</sup>

#### d) Editing

Editing is part of writing that is done to check and correct. No content, composition, grammar, spelling, or mechanical errors exist. After finding an error, the author will repair it so you can write and read optimally. This means editing is how to fix writing arrangements, correct use, and adequately place words.

#### e) Publishing

After improving writing through editing, it is stage publishing at the end of the stage. Publishing It means publishing and sharing it with the reader. Two forms of writing publications are soft files and complex files. Soft files in the form of publication are carried out through internet technology so that they can be accessed by

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<sup>16</sup>Jeremy Hammer, *How to Teach Write*. (U.K.: Pearson Education Ltd, 2004)



whom? Just via the website link provided. Meanwhile, the problematic file is published through print media, such as books, magazines, and newspapers, and then spread to the readers.

## 5. Type of Writing

Writing has various forms and types of text based on its unique characteristics, good form content, purpose, etc., and the method of preparation of the sentences is different. According to Scientific (2017), various written texts include narrative, descriptive, recount, expository, and argumentative.<sup>17</sup>

### a) Narrative

Narrative text is one type of text in the English Language that loads a story or ordered event that occurred in the century and then, in a way, orders and connects. Generally, narrative text is an imaginative essay, like fairy tales, myths, legends, short stories, or modified stories like biography, history, and story inspiration. The narrative text aims to provide information and entertain readers with the incidents interestingly and coherently.

### b) Descriptive

The description is one of the types of texts in the English Language that tries to describe something that matters to the reader in a detailed and comprehensive way. Describe nature, shape, smell, taste, or voice from something matter through the order of words in the writing. It is appropriate with results, observation, and senses that you have a writer.

The descriptions usually have three essential qualities: impression dominance, dominance supported by specific details,

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<sup>17</sup> S.H. Scientifically, *Improving Ability Student Writing Descriptive Text Through the Four Square Writing Method*. ( Department of English Education, 2017), p . 85-86

atmosphere, and recognition with clear and logical development (Wishon and Burks 1980: 128-129).

#### c) Recount

Recount text is one of the types of texts in the English lesson language that tells the story of a return incident or incident that occurred in the century in chronological order. The structure of the recount text is three, viz orientation in the form of introduction, a sequence containing events network story in a way order time as well as pouring reorientation summary and ending from the whole story. The difference between recounted text and narrative text is that it is not naturally fictional or imaginative because it contains an experienced person, and recounted text has no conflict in the writing structure.

#### d) Expository

An Expository is a type containing text information or explanation about a topic. Particular ones are presented concisely, concisely, and accurately. This text is written promptly, but rows of facts happen in the field. Exposition text is scientific and natural, where information will be delivered entirely with corner-accompanied view argumentation. We often meet in magazines, newspapers, online media, announcements, articles, and essays, for example, text exposition.

#### e) Argumentative

Argument text is used to convince and persuade. The goal is to submit a draft, view it as a supporter, or deny a particular proposition. Close argument text connection with text exposition supports something the author wants facts to prove.

#### 6. Part Of Speech Concept

A sentence is built from vocabulary connected to grammatical rules in conveying or showing information. Vocabulary and grammar are closely related to building clear and easy-to-understand sentence structures.

Vocabulary is the primary material, while grammar is the rule for preparing correct and appropriate sentence structures. Apart from the relationship between vocabulary and grammar, every word in building a sentence structure has its form, function, and meaning in the grammatical system. In English grammar, it is grouped into eight or called the eight parts of speech. According to Roziqin, the term part of speech in a sentence shows the function of a word; therefore, a good sentence writer must master parts of speech.<sup>18</sup> Chakravarty stated that a word in a sentence can act as one of the eight parts of

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<sup>18</sup> B. Roziqin, *Joss English in 30 Days*. ( Jogjakarta: DIVA Press, 2013)

speech, which can be a noun, adjective, preposition, pronoun, adverb, verb, interjection, or conjunction <sup>19</sup>.

Parts of speech	Function	Example words
NOUNS	Naming people, place, things and ideas/concepts	<ul style="list-style-type: none"> <li>The <b>lion</b> runs very fast.</li> <li>My brother goes to <b>school</b> every morning.</li> </ul>
VERB	Expressing physical action or state	<ul style="list-style-type: none"> <li>I <b>see</b> a tree.</li> <li>We can <b>go</b> to school.</li> </ul>
ADJECTIVES	Describing Nouns and Pronouns	<ul style="list-style-type: none"> <li>I have a <b>big</b> car</li> <li>They are <b>clever</b></li> </ul>
ADVERB	<b>Table 1. Parts of Speech</b> Modifying Verb, Adjective and Adverb	<ul style="list-style-type: none"> <li>He walked <b>fast</b></li> <li>He works <b>too</b> hard.</li> </ul>
PREPOSITION	Showing the relationship between word and phrase	<ul style="list-style-type: none"> <li>I heard the news <b>from</b> my sister.</li> </ul>
CONJUNCTION	Joining words, phrases, and clauses	<ul style="list-style-type: none"> <li>Vira <b>and</b> Risna are students.</li> </ul>

<sup>19</sup> A. Chakravarty, *Grammar & Usage For Better Writing*. (America: Amsco, 2004).

DETERMINER	Giving meaning restrictions to an object	<ul style="list-style-type: none"><li>• Can you give me <b>the</b> book, please?</li><li>• I believe <b>any</b> child can do it!</li></ul>
INTERJECTION	Express feelings or thoughts that feel or appear suddenly, such as surprise, joy, pain, surprise, and so on.	<ul style="list-style-type: none"><li>• <b>Arrgh</b>, I have many mistakes.</li><li>• <b>Eew</b>, what is it?</li></ul>

In learning to write English for students, mastering the parts of speech is intended so that students can choose the correct use of words in constructing a sentence. A sentence will be structured correctly if the words included are placed correctly so that a reasonable sentence is formed, easy to understand, and comprehended by the reader.<sup>20</sup>

## 7. Text Recount

### a. Definition of recount text

In English learning, recount text is a text that retells an event in the past, usually in the order in which it occurred. According to Anderson, a recount is a text characterized by retelling a past event to provide an overview of what happened and when the event occurred.<sup>21</sup> Because it tells about past events, the form of time (tenses) used in composing the sentences is the past tense. Apart from that, adverbial phrases are also used, usually called descriptions of place and time. In some *cases* of writing recount text, to show the sequence of events being told, sometimes you need to use *connection adverbs*, for example, *first, the second, next, last, finally*, and so on.

Knap and Watkins say that recount is a sequential text that provides many benefits, more than ordering events chronologically; this type of text is also the most straightforward narrative genre.<sup>22</sup> We can see examples of the written form of recount text in letters, newspaper reports, news, conversations, speeches, interviews, and eyewitness reports.

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<sup>20</sup> Drs Syamsul, Drs. Rudi, *English grammar: English grammar*. (Bryan Publisher, 2014) p.38

<sup>21</sup> Mark Anderson and Katy Anderson, *Text Types in English 2*, (South Yarra: Macmillan. 1997) p. 48.

<sup>22</sup> P. Knapp, M. Watkins, "*Genre, Text, Grammar: Technology For teaching and assessing write*," (Sydney: University of New South Wales Press, 2005).

b. Purpose of recount text

The purpose of recount text is to retell and describe past experiences in the order in which they occurred, as well as to provide information and entertain readers.

Students writing recount texts can train their memory by pouring out the contents of their thoughts according to the sequence of events and trying to identify a topic or information that is important and interesting to read.

c. Types of recount text

According to the 2011 Kaleen U.C. Middle School writing guidebook, recount text is classified into three categories: factual recount, personal recount, and imaginative recount.<sup>23</sup>

1. A factual recount tells or contains a list of records of certain factual events, such as scientific reports, police reports, eyewitnesses, newspaper reports, scientific experiences, and historical events.
2. A personal recount is a type of recount text that contains or tells the author's personal experience. This means that the author is directly involved in a past event and retells it through writing to provide information and entertain readers.
3. An imaginative recount is a recount text that contains stories or information originating from the author's imagination in a precise time sequence.

d. Generic structure of recount text

In creating and composing a compelling recount text, standards are needed that are used by the writer in compiling a good recount text. Recount text has several essential characteristics that writers need to pay attention to, namely the generic structure of recount

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<sup>23</sup> University of Canberra, *U.C. High School Kaleen writing handbook*, (Canberra: University of Canberra, 2011), Pg.26.

text, which consists of orientation, sequence of events, and reorientation.<sup>24</sup>.

1. Orientation is an introduction that tells who is involved (characters), when, where, and why the event occurred. Orientation provides the reader with background information that needs to be understood in the text, which will then be explained in more detail regarding the events.
2. A series of events is the content or core of the text that contains a series of events in a story according to time sequence.
3. Reorientation is the final part of the text that tells or contains a summary and conclusion of the entire storyline and reveals the event's ending. Apart from that, in this section, the author sometimes conveys impressions and messages to the reader.

e. Linguistic characteristics in recount text

There are several language characteristics in recount text<sup>25</sup>:

- 1) Use simple past tense
- 2) Using specific participants
- 3) Using personal participants
- 4) Using action verbs
- 5) Using linking verbs
- 6) Using chronological connection
- 7) Using conjunction
- 8) Using adverbs
- 9) Using adverbial phrase
- 10) Using time connectives and sequence connectives

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<sup>24</sup>Lancashire County Council, "*Primary Framework Support for Writing, non-fiction.*" (Lancashire County Council, 2008), pg.6-7

<sup>25</sup>Intan Aulia Husnunnis, "Recount Text: Definition, Structure, Types, and Examples," website: (<https://www.english-academy.id/blog/pengertian-recount-text>, 2023), accessed October 17, 2023.



f. Example of recount text

The following is an example of a factual form of recount text in a news story.

**Chantika Prilia**

Chantika Prilia, a student at Insan Madani IT Middle School, was selected as the female reading ambassador for Palopo City through a competition held by the Palopo City Library Service at the Merdeka Convention Hall (MCH) building for four days starting from 20-24 September 2023.

Before being selected, Chantika went through quarantine for two days with other participants from their respective school delegations. The quarantine in question is where the participants receive or obtain some materials from the organizers and test and evaluate the literacy insights that the participants have.

The following day after quarantine, each participant showed their talents in front of the audience and other participants. The participant who gets the most points from the jury is declared to have passed the grand final round.

Next was the grand final round, where Chantika and several other participants who passed this round were tested, and their literacy insight was measured by giving several oral and written questions.

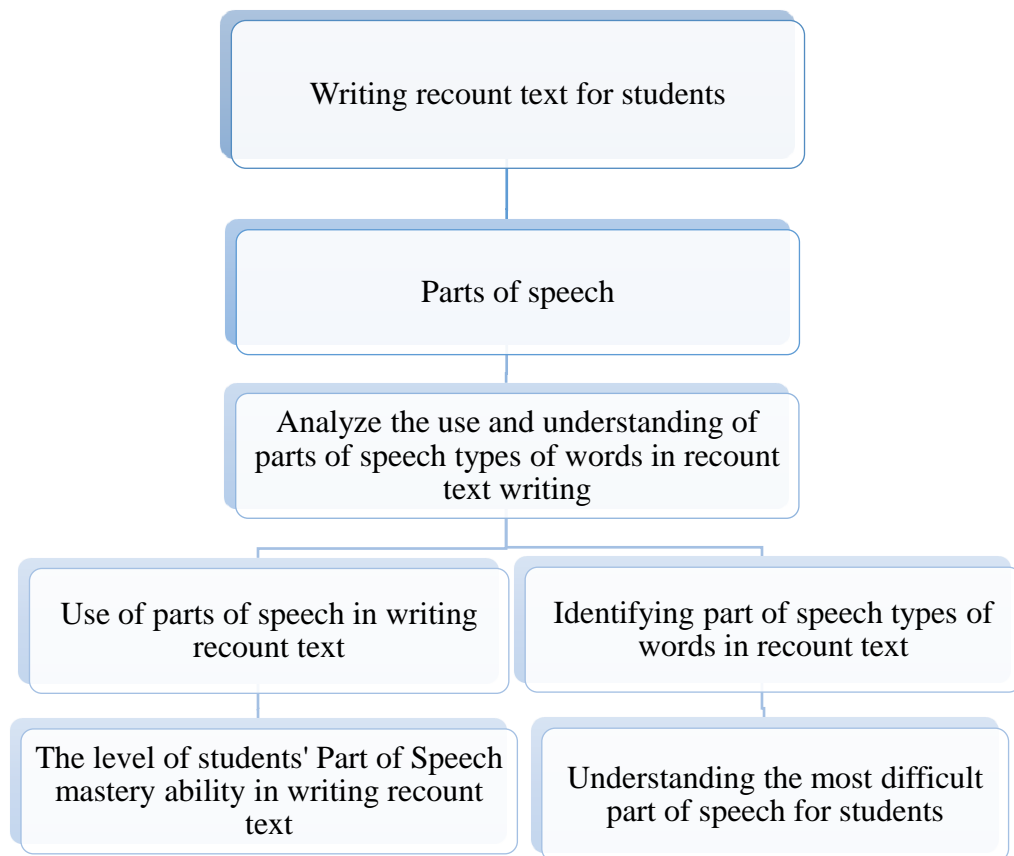
After the jury combines the results of the assessments of all participants, the winner of the reading ambassador selection event or competition is announced. Overtaking the other grand final participants, Chantika came out on top and was named the women's reading ambassador for Palopo for 2023-2024.

At the end of the activity, Chantika conveyed her impressions of the competition, "This competition is very inspiring because it is an effort to improve reading among teenagers, especially in the city of Palopo," she explained.

He also said he would try to perform his duties as a female reading ambassador for Palopo by inviting all teenagers, especially students, to increase their reading literacy activities.

### C. Conceptual Framework

Conceptual Framework are concepts used to show and explain the form of a framework or process in research to analyze students' ability to use parts of speech in writing recount texts that they create. Buangin said that operational concepts are needed to limit the indicators that researchers want when conducting research.<sup>26</sup>



**Picture 1.2 Conceptual Framework**

<sup>26</sup> MB Bungin, *Methodology Study Social & Economic*, (Jakarta: Kencana, 2013), p.76.

## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. Research methods**

This research will provide a statistical picture of students' abilities in using parts of speech in their recount text writing at SMAN 4 Palopo.

Therefore, this research uses quantitative methods with descriptive characteristics to reveal information on research results. Through quantitative methods, researchers describe events and happenings that are the center of attention without giving special treatment to these events. Quantitative methods become a research approach that aims to collect numerical knowledge or knowledge that can be measured. The knowledge collection methods used in quantitative research are surveys, experiments and statistical analysis. Quantitative research is carried out to identify, measure and analyze the relationship between certain variables.

Descriptive quantitative research methods seek to provide a universal description, compare, differentiate, classify, analyze, interpret, show, or summarize data constructively. This descriptive method aims to provide a clear, accurate, and systematic description based on occurring facts or phenomena. This research consists of one variable: students' part of speech abilities in their recount text writing.

#### **B. Time and location of research**

This research was carried out from October to November 2023, and the research location was at SMAN 4 Palopo.

#### **C. Research Participants**

##### **1. Research Population**

The research population is the total number of research objects, whether in the form of events, members, participants, people, etc. At SMAN 4 Palopo, each class level is divided into two departments:

science and social studies. The class XI level consists of 4 classes, two science classes, and two social studies classes. So, the researcher only took the population for this study, namely class XI of SMAN 4 Palopo, majoring in science, namely science 1.

In class XI, IPA 1 consists of 10 student's man male and 13 female students for a total of 23 students.

## 2. Research Sample

In the research, 47 students were selected as a sample. Study This uses a total sampling technique because the whole population is used as a sample. Using an overpopulation as a sample intended for research can get more data and expand the withdrawal conclusion to the object of the study.

## D. Research instrument

According to Singh, qualitative research consists of survey tests, questionnaires, and interviews.<sup>27</sup> Researchers used written tests as research instruments to obtain data for this research.

Research tests are a series of tests carried out on an individual to obtain primary responses so that a numerical score can be given. The purpose of conducting a test is to measure a person's knowledge, ability, or performance in doing something.

The type of test used by researchers in this research is a written test. The written test topic is an experience or event students choose as a sample of what they want to write about. To know the ability to use parts of speech, especially pronouns, verbs, nouns, adverbs, and conjunctions in the recount texts they create.

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<sup>27</sup> Y.K. Singh. *Basic Methodology Research and Statistics*. (New Delhi: One World 2016) .

### E. Data collection technique

Researchers collect data through research written test instruments for research subjects. The data collection techniques used are as follows:

They need to do a writing test to analyze students' part-of-speech abilities in recounting text and writing. Writing tests are done to see the ability of Students in a way individuals use parts of speech in writing recount text. As for the steps in the usage test, write this:

- a). Student make a written recount text with the theme and experience their personality. In recount writing, the text uses parts of speech, especially pronouns, verbs, and conjunctions.
- b). Researchers collected the results of students' written recount texts and provided an assessment of the Student's ability to use each type of part of speech.
- c). Every use of part of speech in writing recount text students will be analyzed using the average score formula and determine the percentage level of difficulty in mastering each type of part of speech word.
- d). In every use of parts of speech, especially pronouns, verbs, and conjunctions in recount text writing, the Student will analyze the formula and find what type of speech is the most difficult for the Student.

The form of assessment of students' ability to write recount text is depicted in the table below:

**Table 3.1 Assessment Of Student**

No.	Score	Categories
1.	90-100	Very good
2.	80-89	Good
3.	70-79	Enough
4.	50-69	Less

(adapted from David P. Haris)<sup>28</sup>

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<sup>28</sup> P. David Haris, *Testing English as A Second Language*, New York: Georgetown University, 1961).

## F. Data Analysis Technique

In analyzing the data, researchers used descriptive statistics to obtain concrete and measurable information to reveal facts about students' abilities in using eight types of speech and to find out which parts of speech are the most difficult for students in writing recount text.

To find results from this information, researchers used several formulas as follows:

1. To find a general picture of individual students' abilities in using each type of part of speech, namely using the following formula:

$$X = \frac{S}{N}$$

Where :

X = Total average score

S = Total score

N = Lost of data

2. To determine the ability of students used as research samples in using Parts of Speech, researchers need to formulate a total score using the following formula:

$$M = \frac{\sum fx}{N}$$

Where:

M = Average main score

N = Total students

$\sum fx$  = total score obtained

3. To find the most challenging part of speech, a percentage of Student's ability to use each part of speech in the recount text they created was carried out.

Data analysis was analyzed using a formula according to Sudjiono (2004) and classification according to Bratcher and Ryan (2004, p.115):

$$P = F_N \times 100\%$$

Where :

P = Frequency

N = Number of items

100% = Constant Value

**Table 3.2 Percentage Of Students Regarding  
Part Of Speech Aspects**

<b>Persentase</b>	<b>Kategori</b>	<b>Keterangan</b>
90-100%	Very good	Native fluency in English grammar use of correct forms of Nouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Determiner, and Interjections, as well as tense order with no fragments on run-on sentences
80-89%	Good	Advanced proficiency in English grammar Some grammatical problems do not affect communication, even if the reader is aware of them, with no fragments or run-on sentences.
70-79%	Enough	Ideas get through to the reader, but grammatical problems are evident and hurt communication within sentences or fragments.
60-69%	Less	Many serious grammatical problems interfere with the author's conveyance of ideas. Grammar review in some areas is necessary for sentences that are difficult to read.
50-59%	Failure	Severe grammatical problems seriously interfere with the message readers can't understand. What does the author want to convey? Unintelligible sentences are stricter.



## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **A. Finding**

Findings research is displayed to describe the results of the analyzed data. Research results include results observation at the beginning, interviews with the language teacher in English class IX, and results analysis test writing for a student.

##### **1. Observation result**

The researcher made in depth observations by asking questions to two language teachers in English classes with the same ten questions about the learning process of teaching English in class XI Science 1. From the results of the interviews, both teachers and researchers found that the answers and opinions were similar.

Results of the observation of both teachers reveal that studying writing in English is very important and helpful for students. Besides training students to ponder their minds, writing also teaches students to choose to use the right words and combine them with grammar rules and the correct structure. Both teachers believe mastery of vocabulary and comprehension of Correct and appropriate grammatical structures greatly influence students' production of an article.

Based on responsibility, all XI IPA 1 students have a related ability to understand the use of parts of speech in creating recount text. No, I Can say both good and bad with a 50/50 percentage. Memorizing Insufficient vocabulary and understanding the structure of correct text becomes difficult for primary students. The most challenging part of speech for students is a verb. KKM's standard value in learning writing is equal to 80, which is only achieved by about 50% of all existing students in class XI Science 1.

##### **2. The result of students' test**

Test results for writing recount text were analyzed to find the category ability of students in writing recount text and find the most challenging type of part of speech for the students.

a. Ability to write recount text student

Data collection and processing are done by gathering grades and result scores by writing recount text to students. Sourced research results from written recount text students categorized by the score obtained. The ability to write recount text student wholly can seen in the following table:

**Table 4.1 frequency and percentage of students' ability**

No	Criteria	Scorer	frequency	Percentage
1	Excellent	90-100	1	4.76%
2	Good	75-89	8	38.09%
3	Fair	65-74	10	47.61%
4	Poor	50-64	2	9.52%
5	Very poor	0-49	0	0%

From Table One, we can see one Student's ability to write recount text with excellent criteria (4.76%), eight students with good ability (38.09%), ten students with ability enough (47.61%), and two students with Insufficient ability (9.52%). Sample average score A total of 21 students can write recount text that meets the criteria Enough until Good.

Ability to write recount text student reviewed based on five assessment aspects, including content, organization, vocabulary, grammar, and mechanics. Following is a description of the results of the study about the ability of students based on the fifth aspect of writing recount text.

**Table 4.2**  
**Students' ability to write recount text from the content aspect**

No	Criteria	Scorer	Frequency	Percentage
1.	Excellent	27-30	1	4.76%
2.	Good	22-26	11	52.38%
3.	Fair	17-21	9	42.85%
4.	Poor	13-16	0	0%

The table above shows the percentage of students who can write recount text from aspect fill. Where one person has excellent ability (4.76), 11 students have good ability (52.38%), and nine students have sufficient ability (42.85%). Total value ability student writes recount text from aspect contents 457. To find the average value, the researcher used the formulation as follows.

$$M = \frac{\sum fx}{n}$$

$$M = \frac{457}{20}$$

$$M = 21.7$$

The average student score seen from aspect fill is 21.7, which means it is in capability with the category Enough until Good.

No	Criteria	Scorer	Frequency	Percentage
1	Excellent	18-20	4	19.04%
2	Good	14-17	14	66.66%

3	Fair	10-13	3	14.28%
4	Poor	7-9	0	0%

**Table 4.3**  
**Students' ability to write recount text from an organization aspect**

The table above shows the percentage of the ability of students to write recount text from aspect organization, showing four students own excellent ability (19.04%), 14 students own good ability (66.66 %), and three students' ability with sufficient category (14.28 %). The total value ability of students in writing recount text from aspect organization is 343 (100%). To find the average ability of students, researchers use the formulation as follows.

$$M = \frac{\sum fx}{n}$$

$$M = \frac{343}{21}$$

$$M = 16.3$$

The average student score in writing recount text from aspect organization is 16.3, which means he is capable of the criteria.

**Table 4.4**  
**Students' ability to write recount text from an vocabulary aspect**

No	Criteria	Scorer	Frequency	Percentage
1	Excellent	18-20	0	0%
2	Good	14-17	10	47.61%
3	Fair	10-13	11	52.38%
4	Poor	7-9	0	0%

The table above shows the percentage of students' ability to write recount text reviewed from aspect vocabulary, showing ten students' ability with good criteria (47.61%) and 11 students' ability with sufficient criteria

(52.38). The total value ability of students in writing recount text from aspect vocabulary is 297. To find the average ability of students, researchers

use  
the

No	Criteria	Scorer	Frequency	Percentage
1	Excellent	5	0	0%
2	Good	4	12	57.14%
3	Fair	3	9	42.85%
4	Poor	2	0	0%

following formulation.

$$M = \frac{\sum fx}{n}$$

$$M = \frac{297}{21}$$

$$M = 14.1$$

The average student score in writing recount text from aspect vocabulary is 14.1, which means it is in capability with criteria Good.

**Table 4.5**  
**Students' ability to write recount text from aspect grammar**

The table above shows the percentage of ability students to write recount text from aspect grammar, showing one Student's ability with excellent criteria (4.76%), nine students' ability with good criteria (42.85%), and 11 students' ability with sufficient category (52.38%). The total value ability of students in writing recount text from aspect vocabulary is 381. To find the average ability of students, researchers use the formulation as follows.

$$M = \frac{\sum fx}{n}$$

$$M = \frac{381}{21}$$

$$M = 18.1$$

The average student score in writing recount text from aspect grammar is 18.1, which means it is in capability with criteria Good.

**Table 4.6**  
**Students' ability to write recount text from the mechanical aspect**

The table above shows the percentage of students' ability to write recount text from aspect mechanics, which shows 12 students' ability with good criteria (57.14%) and nine students' ability with sufficient criteria (42.85 %). The total value ability of students in writing recount text from aspect vocabulary is 75. To find the average ability students, researchers use formulation as follows

$$M = \frac{\sum fx}{n}$$

$$M = \frac{75}{21}$$

$$M = 3.57$$

No	Criteria	Scorer	Frequency	Percentage
1	Excellent	22-25	1	4.76%
2	Good	18-21	9	42.85%
3	Fair	Nov-17	11	52.38%
4	Poor	05-Oct	0	0%

The average student score in writing recount text from aspect mechanics is 3.57, which means it can have sufficient criteria until Good.

Name	Ability					Total	Criteria
	C	O	V	G	M		
Afh	20	17	12	15	4	68	Enough

Acad	26	18	17	21	4	86	Good
<b>Table 4.7 Frequency and Percentage Values of Students' Writing Ability</b>							
A.M	17	15	13	17	3	65	Enough
Bpr	22	17	14	18	4	75	Good
Crs	30	20	15	24	4	93	Very Good
Dsn	21	13	13	18	4	69	Enough
Jhk	26	17	17	21	4	85	Good
M.F.	22	17	13	17	3	72	Enough
M.A.	17	13	13	17	3	63	Not Enough
Nra	25	17	15	20	4	81	Good
Nr	21	15	13	18	3	70	Enough
Na	26	18	15	20	3	82	Good
Rm	26	13	15	15	4	73	Enough
Rj	26	17	13	17	4	77	Good
Sp	21	17	13	17	3	71	Enough
Vp	22	19	17	21	4	83	Good
M.G.	25	16	13	17	3	74	Enough
AAP	21	17	13	17	3	71	Enough
Rdp	17	16	12	15	3	63	Not Enough
Far	21	14	14	15	4	68	Enough
Total	<b>457</b>	<b>343</b>	<b>297</b>	<b>381</b>	<b>75</b>	<b>1574</b>	

Based on the study's results, students were asked to write recount text reviews from aspect content, organization, vocabulary, grammar, and mechanics in a way that had their value, 1574. To determine the average ability possessed by students, researchers use the following formulation.

$$M = \frac{\sum fx}{n}$$



$$M = \frac{1574}{21}$$

$$M = 74.95$$

The average student score in writing recount text from the fifth aspect is 74.59, which means it is in percentage ability with sufficient criteria until Good.

b. The hardest part of speech for a student

Find the type part of speech kept lit for a student by analyzing percentage error writing and using parts of speech in students' recount writing.

Following are results analysis error Use and Writing of parts of speech in recount text writing student.

**Table 4.8 Students' Writing and Using Part of Speech**

STUDENT	Wrong Part Of Speech							
	N	V	ADJ	ADV	P	C	D	I
Afh	0	1	0	1	0	0	0	0

Acđ	0	1	0	1	0	1	0	0
Azk	0	0	0	1	0	0	0	0
A.m	0	1	0	0	0	0	0	0
Bpr	1	3	1	1	0	0	1	0
Crs	0	1	0	0	1	0	0	0
Dsn	0	2	0	1	0	0	0	0
Jhk	0	1	0	0	0	0	2	0
M.f	0	1	0	1	0	0	0	0
M.a	0	2	0	0	1	0	1	0
Nra	0	0	0	1	0	0	1	0
Nr	0	2	0	0	0	0	1	0
Na	0	1	0	1	1	0	0	0
Rm	1	2	0	0	0	0	0	0
Rj	0	1	0	1	0	0	0	0
Sp	0	1	0	0	1	2	0	0
Vp	0	0	0	1	1	1	0	0
M.g	0	2	0	0	0	0	0	0
Aap	0	1	0	0	0	0	4	0
Rdp	0	0	0	0	0	0	0	0
Far	0	2	0	0	1	0	1	0
Total	<b>2</b>	<b>25</b>	<b>1</b>	<b>10</b>	<b>6</b>	<b>4</b>	<b>11</b>	<b>0</b>

Based on the table results analysis, students' use and writing of parts of speech in the recount text show errors in each type of part of speech that exists in their writing.

In use, part of speech contained two incorrect noun words, 25 errors in verb usage, one error in the use of adjectives, ten errors in the use of adverbs, six errors in deep use of prepositions, four errors in the use of conjunctions, 11 errors in the use of determiners and not exists error in the use of exclamations.

No	Initials	Sentence	Revisions	Type
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So that can concluded the type of parts of speech students continue to have difficulty with in writing recount text is the use of verbs. Because there are as many as 25 meaningful errors, the mistakes happen more often compared to other parts of speech.

1	Afh	<ul style="list-style-type: none"> <li>• It seems Jhosua</li> <li>• I were taking swimming scores</li> </ul>	<ul style="list-style-type: none"> <li>• It seemed Jhosua</li> <li>• I was taking swimming scores</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Adv</li> </ul>
2	Acd	<ul style="list-style-type: none"> <li>• He started</li> <li>• Nause ous and finally vomited</li> </ul>	<ul style="list-style-type: none"> <li>• So he started</li> <li>• Nause out and finally vomited</li> </ul>	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Adv</li> </ul>
3	Azk	<ul style="list-style-type: none"> <li>• Traveling for away is something</li> </ul>	<ul style="list-style-type: none"> <li>• Traveling away is something</li> </ul>	<ul style="list-style-type: none"> <li>• Prep</li> </ul>
4	Am	<ul style="list-style-type: none"> <li>• We want to find a comfortable seat</li> </ul>	<ul style="list-style-type: none"> <li>• We do want to find a comfortable seat</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> </ul>
5	Bpr	<ul style="list-style-type: none"> <li>• I don't</li> <li>• Just stay at home</li> <li>• That's all my activities</li> <li>• I didn't have to worried</li> <li>• You can relax</li> <li>• Sleep until afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• I didn't</li> <li>• I just stayed at home</li> <li>• All my activities</li> <li>• I didn't have to worry</li> <li>• I can relax</li> <li>• Sleep until the afternoon</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Verb</li> <li>• Adj</li> <li>• Verb</li> <li>• Noun</li> <li>• Determine</li> </ul>
6	Crs	<ul style="list-style-type: none"> <li>• We cook some turkey</li> <li>• Of the Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• We cooked some Turkey dishes</li> <li>• For Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Prep</li> </ul>
7	Dsn	<ul style="list-style-type: none"> <li>• A horror film</li> <li>• I look at my girlfriends</li> <li>• Shock to see the jumpscare</li> </ul>	<ul style="list-style-type: none"> <li>• A horror film</li> <li>• I saw my girlfriends</li> <li>• Shocked to see the jumpscare</li> </ul>	<ul style="list-style-type: none"> <li>• Adv</li> <li>• Verb</li> <li>• Verb</li> </ul>
8	Jhk	<ul style="list-style-type: none"> <li>• With special shampoo</li> <li>• So that flea</li> <li>• A very pleaset</li> </ul>	<ul style="list-style-type: none"> <li>• With a special shampoo</li> <li>• So those fleas</li> <li>• A very pleasant</li> </ul>	<ul style="list-style-type: none"> <li>• Determine</li> <li>• Determiner</li> <li>• Verb</li> </ul>
9	Mf	<ul style="list-style-type: none"> <li>• We prepare fishing</li> <li>• A few 2 days ago</li> </ul>	<ul style="list-style-type: none"> <li>• We prepared fishing</li> <li>• A few two days ago</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Adv</li> </ul>
10	Ma	<ul style="list-style-type: none"> <li>• August 17 th</li> <li>• I arrive a little late</li> <li>• I arrived a little late</li> <li>• Nia always walks together</li> </ul>	<ul style="list-style-type: none"> <li>• On August 17 th</li> <li>• I arrived a little late</li> <li>• A little</li> <li>• Nia always walked together</li> </ul>	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Verb</li> <li>• Determine</li> <li>• Verb</li> </ul>
11	Nra	<ul style="list-style-type: none"> <li>• Our journey took 2</li> <li>• For us to rest</li> </ul>	<ul style="list-style-type: none"> <li>• Our journey took two</li> <li>• For us to rest</li> </ul>	<ul style="list-style-type: none"> <li>• Adv</li> <li>• Determine</li> </ul>

12	Nr	<ul style="list-style-type: none"> <li>• I am late coming</li> <li>• After I was ask</li> <li>• Security</li> </ul>	<ul style="list-style-type: none"> <li>• I was late coming</li> <li>• After I was asked</li> <li>• The security</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Verb</li> <li>• Determine</li> </ul>
13	Na	<ul style="list-style-type: none"> <li>• First stage</li> <li>• We make decoration</li> <li>• A few minutes later</li> </ul>	<ul style="list-style-type: none"> <li>• In the first stage</li> <li>• We made decorations</li> <li>• A few minutes later</li> </ul>	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Verb</li> <li>• Adv</li> </ul>
14	Rm	<ul style="list-style-type: none"> <li>• I decide to sleep</li> <li>• When I arrive</li> <li>• Of the city of Makassar</li> </ul>	<ul style="list-style-type: none"> <li>• I decided to sleep</li> <li>• When I arrived</li> <li>• Of Makassar</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Verb</li> <li>• Noun</li> </ul>
15	Rj	<ul style="list-style-type: none"> <li>• We are greeted</li> <li>• And finally</li> </ul>	<ul style="list-style-type: none"> <li>• We were greeted</li> <li>• Finally</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Adv</li> </ul>
16	Sp	<ul style="list-style-type: none"> <li>• Her birthday in the Pancasila</li> <li>• To be there who also</li> <li>• There the arrival</li> </ul>	<ul style="list-style-type: none"> <li>• Her birthday at the Pancasila</li> <li>• To be there and also</li> <li>• There also arrival</li> </ul>	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Conj</li> <li>• Adv</li> </ul>
17	Vp	<ul style="list-style-type: none"> <li>• I was 9th</li> <li>• We were announce</li> <li>• About 3 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• I was in 9th</li> <li>• We were announced</li> <li>• About three weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Prep</li> <li>• Verb</li> <li>• Adv</li> </ul>
18	Mg	<ul style="list-style-type: none"> <li>• I go to the forest</li> <li>• The problem is that three pig</li> </ul>	<ul style="list-style-type: none"> <li>• I went to the forest</li> <li>• The problem was that three pig</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Verb</li> </ul>
19	Aap	<ul style="list-style-type: none"> <li>• Help king</li> <li>• Demon king</li> <li>• Light shining on us</li> <li>• We were and have the strongest</li> <li>• In magical</li> </ul>	<ul style="list-style-type: none"> <li>• Help the king</li> <li>• The demon king</li> <li>• Light shining on the us</li> <li>• And had the strongest</li> <li>• In a magical</li> </ul>	<ul style="list-style-type: none"> <li>• Determine</li> <li>• Determine</li> <li>• Determine</li> <li>• Verb</li> <li>• Determine</li> </ul>
20	Rdp			
21	Far	<ul style="list-style-type: none"> <li>• I wake up late</li> <li>• But I don't</li> <li>• It was my bad experience</li> </ul>	<ul style="list-style-type: none"> <li>• I woke up late</li> <li>• But I didn't</li> <li>• It was my bad experience</li> </ul>	<ul style="list-style-type: none"> <li>• Verb</li> <li>• Verb</li> <li>• Determine</li> </ul>

## **B. Discussion**

### **1. Difficulty student**

After carrying out the recount text writing test, the Student's ability to write recount text is known. Based on the research results, students' ability to write recount text is fair to good. In writing recount text, students experience and face various difficulties using parts of speech, including:

- a. According to Siti Nurfidoh and Evi Kareviati, 2021, there are various causes of difficulties that students experience in writing recount texts, including the first factor is a lack of interest in learning English. The second factor is their low understanding of the generic structure of recount texts, the next factor is their poor use of grammar, and another factor is their low motivation in writing.
- b. According to Allieni Harris, Mohammad Ansyar, and Desmawati Radjab (2014), interlanguage transfer is the first cause of students experiencing difficulties in writing English texts. Transferring between languages is one of the essential factors that make it difficult for students to write their ideas because the characteristics of Indonesian are very different from those of English.
- c. The next difficulty students have in writing recount text is intralingual transfer. Students make many mistakes in choosing the correct action verbs, linking verbs, pronouns, and the proper use of simple past tense. Due to a lack of grammar, students cannot write their stories in a good form.
- d. Kadek Budi Astrin (2022) The causes are weaknesses in grammar, knowledge, and understanding and lack of writing practice carried out by students. And educational background.

## 2. Use of parts of speech

The analysis of eight uses of parts of speech in recount text writing shows more frequent errors in the use of verbs than in other parts of speech, namely, 22 errors in usage. Determiner is a type of part of speech in which there are no errors in its use in students' written recount texts.

Using the word in recount text writing is the most challenging part of speech for class XI IPA 1 students who were the sample in the research, and the use of determiners is the easiest for students in writing recount text.

## 3. Teacher efforts in the enhancement of the ability to write Student

Increasing the ability of students to use parts of speech is not essential, regardless of the role of an influential teacher. There are various possible efforts implemented and carried out by teachers among themselves that are:

- a. English teachers can ask students to practice their writing skills by writing at least one paragraph for each activity over one day.
- b. Form students into several groups and give them a project assignment to find examples of recount texts, then ask them to identify sentences that use the past tense.
- c. To increase ability in aspects of strict language, the teacher can make an effort by emphasizing material related to the use of linguistic features in context. It is hoped that teachers can provide several exercises that focus on compiling language components and using them appropriately in texts to reduce students' difficulties in writing texts.
- d. To increase vocabulary, teachers can give assignments to students in the form of memorizing various words based on their types on a regular and controlled basis.
- e. It is also recommended that teachers be able to find and apply techniques in teaching writing. Techniques in teaching writing must be able to improve students' abilities in compiling and connecting ideas, choosing words, and using tenses.

- f. Providing more practice to students is quite essential to control students' progress in writing skills, especially in developing generic structures and linguistic characteristics.
- g. Teachers can also provide feedback on students' writing to improve their writing skills.
- h. Teachers should make learning English more fun and engaging to motivate students to learn English and be enthusiastic about learning to write.
- i. Teachers must also focus on how to teach grammar because many students are still confused about how to make simple present tense. Students are also confused about how to express their ideas in words, which becomes an obstacle in writing.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

Deep research There are three conclusions made by researchers. First, the strategies and learning model teachers apply in the class are crucial to improving, honing, and increasing students' abilities, especially in English learning. In learning English, lots of practice helps with discussing English. It is Good for Writing, listening, reading, Writing, and speaking. Dynamic learning models, using learning media and multiple practices in learning English, will push spirit learning and the abilities of English language students.

Second, related to facility facilities and infrastructure supporting achieving a more advanced learning process is an important thing to notice. In support of learning English in more classes, effective use of technology like the provision of a projector, computer, and availability of network Internet access will make it straightforward and effective results from the learning process.

Third, it relates to interest, motivation, and cheering students to follow the learning process. Intention to learn is the first thing students do during the learning process in the classroom, followed by carefully or not diverting focus attention mind besides the material learning taught by the teacher. Related motivation is sometimes needed for students as energy is positive to arouse and encourage curiosity in dir students. Besides that, the Spirit teaches us to follow the learning process. It requires the seriousness and curiosity that students see during the learning process when teaching takes place.

Fourth, the results study the ability of students to write recount text. Research results show that in the research sample, the students in class XI IPA 1, as many as 21 people can write a recount text reviewing the five aspects (content, organization, vocabulary, grammar, and mechanics) in the criteria Enough until Good. Whereas related to the most challenging parts of speech (verbs, nouns,

adjectives, adverbs, conjunctions, prepositions, interjections, and articles) or occurs most often mistake its use writing recount text by students is a verb.

## **B. Suggestion**

### **1. For Student**

Support results in good learning, as well as the needed intention and enthusiasm to study diligently and actively. To increase their ability in writing recount text, students hug more multiply vocabulary words and understand grammatical structure. Improving the ability to write requires lots of practice. Writing because of the matter will help students discover and know new vocabulary and understand grammatical structure more easily.

### **2. For teachers**

Research results give teachers an understanding of the way natural abilities possessed by their students and become material reflections of the learning process. That required lots of practice to increase my skills. Discuss English; students are good at speaking, listening, reading, and especially writing. Learning is also a necessary natural method dynamic and possibly good interaction between students and teachers. Method dynamic learning makes enthusiasm and motivation Study students better. At the same time, interactive learning in class allows students to give their opinions and possibly makes it easier to understand learning.

### **3. For researchers,**

Researchers can use this research as material or a source regarding aspects of students' abilities in writing recount texts and as input for solving students' writing problems.

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# A P P E N D I C E S











## CURRICULUM VITAE



DWI BAHYUDI AS she was born on January 02th 2001 in Lamasi village. Her father's name is Abadi Suarni and her mother's name is Asma Najamuddin. I have five brother and not sister. I am the second child in her family. I am finished my study in elementary School (SDN 434 Buntu-Batu) and graduate in 2013. Afterward, and I continued my study in Junior High School (SMPN 01 Noling) and graduate in 2016. After that, I continued my study in Senior High School (SMA 05 Luwu Timur) and graduate in 2019. Finally, I am continued my study in State Isla mic Institute of Palopo (IAIN PALOPO) and took English Departement study program. I finished study in 2024. In the end of her study in IAIN Palopo, I composed a thesis entitled "*An Analysis Of The Student's Abilities In Using Part Of Speech In Writing A Recount Text at SMAN 04 Palopo*".