

STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT TENTH GRADE STUDENTS

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ABSTRACT

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The aims of this study were to investigate the difficulties faced in writing recount text and to find out the reason the causes of students' difficulties in writing recount text. The study was used a descriptive qualitative design. The data were collected by document analysis, interview and questionnaire. Analyzing the data by using descriptive qualitative. The participants involved in this study was the tenth grade students at SMA Swasta Muhammadiyah 7 Serbalawan. The result showed that (1) the learners got difficulties in the content (20,98%), organization (25,23%), vocabulary (22,57%), and past tense (31,20%). (2) the reason of the students got difficulties in writing recount text 1) grammatical weakness, 2) lack of vocabulary, 3) less practicing in writing recount text, 4) knowledge and understanding, 5) educational background.

Keyword: recount text, students' difficulties, writing text

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I. INTRODUCTION

A. Background of the Study

Writing is a way of producing language and expressing an idea, a feeling, and an opinion. (Harmer, 2004) stated that writing is a skill focused on the production of language, and the ability to write requires and an intellectual level or level of expression. Writing is a process that is already being taught in schools and universities. Writing plays an important role, and is the most difficult for students in the language learning process, as this skill must be mastered. Brown (2001) supports the statement that writing is a thought process. Writing could be planned and given with an unlimited number of revisions before it is released. The students ought to be capable of assume to talk in English each orally and in written form. Writing in educational putting has been taken into consideration greater tough than different skills, and the students experience that this ability wishes greater concentration questioning skills and gaining knowledge of in a protracted time

In senior high school learn various functional texts, such as description, recount, narrative, procedural, and report. The types of these texts would introduce to students the social functions, the generic structures of each text, and the language feature characteristics of the types. From the presentation, the students will know and understand the differences between one to another text. In this way, they can understand how to write the text by themselves in the correct order of the generic structure, and how to correctly use the language features of the text. However, this study focuses on the writing recount text.

Recount text is a story of something that happened in the past. There is the sequence of events that unfolds over time, and the purpose is to tell what happened. A recount text can begin by telling the reader who was involved, what happened where the event took place, and when it happened. (Seaton 2007) stated that the sequence of events should be described in some sort of order, for example, in chronological order. Recount text reconstructs experience. Knapp and Watkins (2005) stated that recount is a text that tells an event in sequence.

Based on the observation, the researcher got several problems related to the writing skill find. When a teacher asks the students to write a recount text, they cannot make a good sentence. They have a lack of vocabulary knowledge. Therefore, they are confused in using tense to create a sentence and cannot organize the words into

good sentences. Students still have difficulties write recount text based on generic structure include orientation, event, and re-orientation. And they still have difficulty expressing their idea in writing recount text.

This study conducted on tenth grade students at SMA Swasta Muhammadiyah 7 Serbalawan to get document analysis, to interview the students, and to give questionnaire for the students. Therefore, this study is primarily intended to analyze the students' difficulties in writing recount text and to explain the reasons why the students get difficulties in writing recount text

II. REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Writing is one of the most important skills for everyone to learn. In language there are not listening, reading, and speaking but also writing skills. In writing activities can express ideas to arrange words, sentences, and phrase so that become a good writing.

Nunan (2003) stated that writing is both a physical and a mental activity. At its most basic level, it is physical activity that involves typing words or an email message on a computer. At some point, writers must think about how to express and organize them in statements and paragraphs that are clear to the reader. Kay(2004), states that writing is a very complex process that involves different brain mechanics and certain skills. The author must take steps to formulate ideas, organize and classify items in logistical order, select vocabulary, check grammar for correctness, spell words correctly, put punctuation marks, and write legibly. Meanwhile, Lyon (2004) argued that writing is a very complex problem-solving process that strongly reflects the declarative knowledge, procedural knowledge, and conditional knowledge of the author that encompasses all neuropsychological networks, personality factors, and other conditions (including teacher-student relationships, Number of writing lessons, and teacher's knowledge of the writing process).

1.1 The Purpose of Writing

Diestch(2016) states that the general purpose of writing is to inform, persuade, reveal, and entertain. The main purpose of writing is to provide information to the reader in writing. However, the author must convey the information from the article clearly so that the reader can easily understand it.

1.2 Process of Writing

Harmer (2004) stated that there are four elements in the writing process.

1. Planning

An experienced writer plans what to write, before starting to write, they think and try and then decide on an idea that will be poured into the writing, but there is also a writer who makes detailed notes. There are three main problems in planning writing. First, what is the purpose of writing. Second, think about the audience they are writing to. Third, the content of the article must have a structure

2. Drafting

Drafting is a basic concept before starting to write that can summarize some ideas.

3. Editing (reflecting and revising)

Reflecting and revision is the process of improving the results of our writing that we can get from suggestions or comments from readers, so that writers can improve their writing for the better.

4. Final version

The final version, before the written work is sent or published, the author can compile and re-edit the article, so that readers can easily understand the article and get clear information.

2. Recount Text

Recount text is a text that tells events or activities in the past that aims to provide information and entertain. Anderson & Anderson (2003) state that a recount text is a text that retells events that happened in the past in sequence. In a recount text, the students must retell events or experiences that occurred in the past sequentially (Nafisah & Kurniawan, 2007). While, Knapp & Watkins (2005) stated that recount texts are the simplest type of texts, because recount text is a text that focuses on a detailed sequence of events.

2.1 Generic Structure of Recount Text

Lancashire Council (2008) stated that, a generic structure of recount text there are orientation, events and reorientation and generic structure has social functions. The explanations for this are explained below:

a. Orientation

The recount begins by letting the reader know who was involved, what happened, the place and time of the event. Orientation gives the reader the background information necessary to understand the text, and would recognize the setting and context of the text.

b. Events

The event is the main activity that has occurred in the history of the text. When writing a text that is recounted, the events are arranged chronologically. Sometimes additional details are added to provide information to the reader

c. Reorientation

Reorientation is the closing paragraph of the recount text that summarizes the conclusion of the story.

2.2 Language Feature of Recount

A recount text has linguistic characteristics or, in the use of English, they are language feature. This claim is supported by Saragih, Silalahi & Pardede (2014), they state that in the recount text the characteristics of language are used to identify something like animals and people, the use of verbs in the past refers to the events. past tense to locate events related to the time of the experience, use conjunctions and tense connectors to make the event sequential, use adverb and adverbial phrases to indicate place and time, and use an adjective to describe nouns.

3. Students' Writing Difficulties

The cause of writing is a complex process, there are some problems that can be encountered when writing. Heong et al. (2013) stated that the students' difficulty in writing lies in expressing their ideas. Kirani (2008) stated that there are four common writing problems, they are: 1) content is the substance of the writing and the experience of the main idea (unit). It is identified by viewing the set of topics. 2) organization refers to the logical organization of the content (coherence). 3) vocabulary is about choosing words that fit the content. 4) grammar refers to the use of correct grammatical forms and syntactic patterns. It is identified by constructing a well-formed sentence.

Students are not able to translate their ideas when they have to put them into practice. It is supported by the study of Bitchener and Basturkmen (2006). They found that students were unable to organize their ideas and arguments using appropriate writing styles and then clearly express their thoughts in English. The students difficulties can be caused by some factor, Graham & Harris (2006) stated that writing difficulties may in large part, be the result of three factors, they are : 1) lack of proficiency in the text production skills that is frequent errors in spelling, the use of upper and lower case, and punctuation. The amount of attention that has to be expended on lower-level skills is thought to interfere with higher order skills of planning and the generation of content. 2) Lack of knowledge relating to the subject content of the script to be written. 3) Lack of effective strategies in planning or revising text

In short, the difficulty in writing is not only developing the ideas, but also how to make the ideas understandable (Richards and Renandya, 2002). This means that if students want to convey their ideas, they must think about how to organize their ideas well so as not to confuse readers. Writing skills are considered to be the most difficult skills to master in the language. Nunan(1999) stated, in terms of writing skill, producing a coherent, fluent, extended piece of writing is probably the most difficult to do in language. In the same line, Heaton (1989) stated that that writing skills are complex and, at times, difficult to teach, which requires mastery not only of grammatical and rhetorical means, but also of conceptual and judgment elements.

Furthermore, Ericson (1999) mentions when discussing the concept of difficulties in writing that words are spelled with corrected spelling. Besides, Asmervik, Ogden and Rygvold (1999) they describe the writing difficulties as a difficulty for the student within writing. Then, Koutsoftas and Gray (2012) the students have difficulties in dealing with the areas of productivity, complexity and grammar. This study focuses on the difficulty that students have in writing a recount text. When learning to write recount, many students make some mistakes and have difficulty building and developing their imaginations (Lorch, 1984). Most students hate learning to write because it is boring and difficult to learn to writing (Sugiyono, 2010). This means that while writing a recount text, students will have a hard time organizing their ideas.

III. RESEARCH METHODOLOGY

This study was conducted at SMA Swasta Muhammadiyah 7 Serbalawan in the tenth grade students. This study used descriptive qualitative research, this study dealt with the students' difficulties in writing recount text and the causes of students difficulties in writing recount text. By using descriptive qualitative, this study analyzed the students writing task and the reason students get difficulties in writing recount text. The data of the study was a text about the difficulty that students have in writing recount text at tenth grade students. The data were obtained from students' writing tasks. The subsidiary data such as the students answer in interview session and questionnaires.

IV. DISCUSSION

1. Students' Difficulty in Writing Recount Text

The data of this study were obtained from students writing tasks to investigate the students' difficulty in writing recount text. The data were analyzed based on kirani's theory about students difficulties in writing The data of students' writing were obtained by scoring students' writing product about student's experience or student's holiday story and analyzing that measured based on some aspects, those are content, organization, vocabulary, and past tense.

After scoring the result of students' writing recount text, then this study analyzed the results of the writing product, from the results of the analysis found the most difficulties in the students' writing recount text are the generic structure of recount text, and grammatical error students still had difficulty in making content, organization and vocabulary, but the most difficulties which faced by the students are in using past tense. The result of the analysis can be seen in the tables below:

Table 4.1
Students' Difficulties in Writing Recount Text

Item of Difficulties	Average	Percentages (%)
Content	15.8	20,98
Organization	19	25,23
Vocabulary	17	22,57
Past tense	23.5	31,20
Total	75,3	99,98

Last month, my family decide to take a vacation. We take a vacation to Berastagi. We rode a horse to get around and we bought souvenirs. After that we go to pick orange and strawberry we had a great holiday. Eventhough it was a short time

From the text above, in the orientation text the sentences referred to a background of information about subject, place, and time. In the event, the student was lack of understanding in creating good and complete sentences. The student wrote a series of events in the told chronologically, but in the re-orientation, a student wrote good conclusion. After that, based on the tense it was found that there were some inappropriate words in the sentences such as using present tense “**decide, take and go**”. Meanwhile, in recount text used past tense. Therefore the words should be changed into “**decided, took and went**”.

2. The Reason Why the Students Have Difficulty in Writing Recount Text

Based on interview to the students and give questionnaire for the students to know the reason of students difficulties in writing recount text. The data were analyzed based on theory of Graham and Harris about the students causes in writing. The causes of the students’ difficulty could be seen as follow: 1) The ability of the students to write recount text was sufficient, the student's difficulty to develop their ideas due to the lack of practicing and vocabulary mastery even though some students got a score under KKM. 2)the students still had difficulty in using past tense and the diction for arranging the sentences and the students had poor vocabulary so they could feel difficult to write a recount text. 3) the students had difficulty in content in writing recount text almost 80%, the students wrote very limited information in the text so that the paragraph had no unity. 4) The students got difficulty in the organization of recount text. Some students often wrote recount text lack of explanation about the event and they forgot to write the conclusion in the last paragraph. 5) The students were lack of vocabulary. 6) The students did not pay attention to make a good sentence and inaccurate use of grammar in recount text such as in using the past tense, the students still used the present tense in the chronology of recount text.

Table 4.2 Students Questionnaire

No	Questions	Answer	N	F	P (%)
1.	Do you have difficulty in grammar use of recount text?	YES	62	42	67
		NO	62	20	32
2.	Do you know about grammar use in recount text?	YES	62	16	25
		NO	62	46	74

3.	Do you understand about recount text?	YES	62	18	29
		NO	62	44	70
4.	Do you have difficulty in understanding recount text?	YES	62	50	80
		NO	62	12	19

Table 4.2 Students Questionnaire

5.	Is that necessary having knowledge and experience in writing recount text?	YES	62	55	88
		NO	62	7	11
6.	Do you have enough knowledge to write recount text?	YES	62	25	40
		NO	62	37	59
7.	Do you like writing recount text?	YES	62	35	56
		NO	62	27	43
8.	Do you often writing recount text?	YES	62	15	24
		NO	62	47	75
9.	Do you understand material about recount text that have been taught?	YES	62	14	22
		NO	62	48	77
10.	Does material that have been taught about recount text is clear?	YES	62	17	27
		NO	62	45	72

In addition, as a result of a questionnaire which was adapted of Za'in 2017 answered by the students on the causes of the difficulty of the students to write recount texts, it was found that the students had difficulty using the recount text grammatically, less understanding the material about recount text and practicing in writing recount text, the students had no enough knowledge to write recount text, then some students did not like writing recount texts, and the educational background, students were still confused about the recount text material being taught, it was not clear. Therefore, the students did not sufficiently understand the material in the recount text.

V. CONCLUSIONS AND SUGGESTIONS

1. CONCLUSION

Based on the analysis, the conclusions were stated as follow:

1. Students had difficulty in writing recount text such as generic structure, language feature, and vocabulary. The result of the students written task showed that the

students' difficulty in writing recount text as follows: 20,98% of students who got difficulty in content, 25,23% who got difficulty in the organization, 22,57% who got difficulty in vocabulary, and 31,20% students got difficulty in using the past tense. From the data analysis, the most dominant difficulty in writing recount is using past tense in writing recount text.

2. The causes of the students had difficulty in writing recount text: 1) grammatical weakness, 2) lack of vocabulary, 3) less practicing in writing recount text, 4) knowledge and understanding, 5) educational background.

3. SUGGESTIONS

Concerning the conclusion above, suggestions were offered as follow:

1. The teacher should give an explanation of how to write recount text, repeatedly solve difficulties in generic structure, memorizing past forms of verbs to solve grammatical difficulties and more examples of to do make the text recount understandable to students. Therefore, the students understand the material clearly.
2. The students should learn and practice more in writing in order to develop their ability in English writing, to be more active in the teaching-learning process the students can ask the teacher about the particular aspects in recount text that they do not understand.

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