

**STUDENTS' DIFFICULTIES IN WRITING PROCESS OF RECOUNT TEXT
FOR EIGHT GRADE OF JUNIOR HIGH SCHOOL**

AN ARTICLE

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ABSTRACT

Stevani Simanjorang. 2163321042. Student Difficulties in Process of Writing Recount Text for Eighth Grade Junior High School. Thesis: Department of English. Faculty of Language and Art. Medan State University. 2020.

Writing is very important and most required in academic field. Students Writing is the process of describing a language so that the message conveyed by the writer can be understood by the reader. Kingston (2002:3) state that student's achievement in learning English is only measured by the productive skills, especially the writing performance. Writing is one way to express ideas, experiences and feelings in written form. This study aims to determine the difficulties experienced by students when writing recount text in junior high schools. This research was conducted by analyzing students difficulties in recount text according to the theory of Heong et al. (2012) and the factor of students difficulties by Zaenudin (2015: 10) state that these factors include: (a) their lack of fluency in issuing ideas using English. (b) they are not accustomed to using English in daily communication, (c) lack of understanding of students about the generic structure and language feature, (d) lack of their ability to think abstractly. Data sources were two eighth grade students in one school. Junior High School (SMP) in Sidikalang, Indonesia. Data collection techniques by observation and interviews. The data analysis technique is descriptive analysis. The data obtained will be analyzed using the analysis procedure by Flower and Hayes (1981). According to Flower and Hayes (1981), cognitive process analysis to gather student protocols will be given the opportunity to write recount texts with different themes and then ask them to write out loud near the tape recorder, and ask students to think and write, they are asked to say everything that comes to their mind as they write, including distorted ideas, false starts, and incomplete or fragmented thinking. writers are not asked to get involved or analyze themselves when writing, but only to think hard when writing like people who talk to themselves. The findings obtained are: difficulties experienced by students, namely difficulty generating ideas and difficulty organizing ideas, and the factors that influence these difficulties are students' lack of understanding of themes, language features and general structures, b. Students are not fluent in expressing ideas using English, Students are not used to using English in daily communication, d. Low student interest and motivation in writing English.

Keywords: *Difficulty, Writing, process, Recount text, Student*

INTRODUCTION

Background of Study

In English, there are four skills those are speaking, writing, reading and listening. All skill have a correlation between each other. The four skills are very important in English learning It is better for students to master all those skills. But in this research the writer only describe one skill that is related to writer's topic, namely writing skill.

The ability to writing English is one of the very abilities important for students because English has become a universal language. Learning English for students is not easy because it is a foreign language and it is not used in our everyday life.

In the context of education, writing becomes an important skill to learn, because it is a part of four prominent skills that must be mastered well by the students , but it is not easy to master this skill. This statement is in line with Richards and Renandya (2002: 303) Writing is very important and most required in academic field. Students Writing is the process of describing a language so that the message conveyed by the writer can be understood by the reader. Kingston (2002:3) state that student's achievement in learning English is only measured by the productive skills, especially the writing performance. Writing is one way to express ideas, experiences and feelings in written form. This statement is supported by Hyland (2004: 09) explains that writing is a way to share personal meanings. students can pour their critical thinking to convey their ideas and thoughts. Writing is also an act or process of finding and organizing ideas into a text and reshaping and revising. Harmer (2004:31) states that writing is a way to produce language and express ideas, feelings, and opinions. Strengthen Harmer's opinion in this writing, the writer will try to explain it through some idea, good writing needs some process it's formed from group of words, pharases and sentences which contains a message for a reader. Therefore writing a skill which need process of thinks. Due to this idea a write showed be structured well as it is different from speaks skill which naturally spoken by each of us. Good writing skill represent the ability to communicate through English. A said by Dumais (1988), writing in English intended to fill the gap between the ability to express ideas, feelings, opinions, etc. The writing ability, either in Indonesia or in English in order to express the ideas is not different. In the discussion students can tell their ideas based on a true story or real experience. In writing, students must are supposed to have an ability to choose kinds of appropriate words, phrases and surely use correct structure and grammar to support the opinion. The ability which as will help the students to express the ideas, feeling and opinions as dumais though.

In writing, some of the learners students feel difficult to determine the topic when they want to write, they are hardly to complete a writing paper because they run out of idea. Linse (2005) stated writing is productive skills because the focus is on producing information. However when they are writing, they clearly have more time to think about what they want to say than they are speaking. This is why their sentences need to be correct. It is supported by Oshima and Hogue (1997), Writing is a progressive activity. This means that when the students first write something down, they have already been thinking about what they are going to say and how they are going to say it.

Mentioned by AlKhasawneh (2010), negative thoughts about writing or perceived difficulties can influence the way the writer write his/her ideas? What are some of the perception that learners have when they said academic writing is difficult? The objective of this study is to find out what learners think when writing recount text.

For students, writing is usually thought to be the most difficult skill to acquire. In fact, writing is more complicated than the other skills. It is because writing needs more aspects not only grammatical and vocabulary but more. It is as Lindstrom in Westwood (2006:57) said that writing is a complex skill involving multiple processes and abilities that problems can arise for some students. There is reason to suppose that the number of students with writing difficulties is even greater than the number experiencing difficulties in reading with understanding. Base on Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors. Hameed (2012:3) have found that cognitive difficulties mean that when writing, students have to carry out simultaneously many cognitive processes :they generate ideas, translate them into sentences , take care of the correct form, mechanics and/or orthography, and think of the readers and social setting. Based on the facts above, researcher want to analysis what the students' difficulties in writing process of recount text for eight grade of junior high school at smp negeri 2 sidikalang to investigate the factor of the difficulties.

REVIEW OF LITERATURE

1. The Definition of Students Difficulties

Wahyuningtiyas (2014:16), students in difficulty are any students who encounter major obstacles to the successful completion of their educational goals. Students typically experience study as a time of significant transition and adjustment. as well as learning to write a text, when students have obstacles in writing and transferring their ideas in the writing process can be said students have difficulty in finding words.

Students who have difficulty spelling often avoid words that are difficult for them. When writing they choose other words that might not be appropriate for the context, which then affects student writing, because students do not develop in the writing process (Graham & Harris, 2006)

2. Writing

Brown (2001) Writing is process of putting ideas down on paper to transform thoughts in to word, to sharpen main ideas, and give them structure and coherent organization. And support by Nunan (2010:88), writing is mental work of inventing idea, thinking about hoe to express them, and organizing them in to statement ad paragraph that will be clearer to the readers that the writing in the writer should has ability in creating in the product of writing by organizing the ideas as good as the writers can. Thus, the, writer must not use the promiscuously ideas but use the best ideas because the product a writing will be read by readers. If student choose the promiscuous ideas, the product of writing will be uninterested by reader.

3. Students difficulties in writing Process

Difficulties can be defined as something difficult, or a thing hard to do or to understand, that which occasions labor or perplexity, and requires skill and perseverance to overcome, solve or achieve Because writing is a complex process, there are some difficulties in the writing process.

Heong et al (2012) state that the difficulty of students in writing is that in generate their ideas. The Students are not able to transfer their ideas when they have to put them into concrete ideas. This is supported by research by Bitchener and Basturkmen (2006: 14). They

find that students could not organize their ideas and arguments by using appropriate writing styles, and express their thoughts clearly in English.

4. The Factor of Students' Difficulties in Writing Process of Recount Text

There are factors that made students face some difficult in writing recount text. The first factors is the low motivation in learning English writing. Students already think that writing is difficult, they already suggested themselves that they are not able in writing English text. The second factors is their knowledge in writing recount text such as the meaning , the function. They still not understand how to build the paragraph I the right order. factors that can cause students to have difficulty in issuing ideas and ideas in the form of essays. Zaenudin (2015: 10) state that these factors include: (a) their lack of fluency in issuing ideas using English. (b) they are not accustomed to using English in daily communication, (c) lack of understanding of students about the generic struscture and language feature, (d) lack of their ability to think abstractly, In addition to these factors, there is one factor that can influence students in writing text that is the low interest of students in writing. One of the difficulties faced by students in writing text is the difficulty in composing the title of the essay. This can be influenced by the lack of students' understanding of the theme of the story. Lack of student understanding of the theme of the story makes it difficult for students to determine the limits of the contents of the essay so that the titles made by students are too broad, too narrow or even too distorted from theme. Another difficulty faced by students is developing paragraphs which include the difficulty of students in composing sentences with the correct sentence structure, as well as the selection of words / diction that is appropriate.

Research Methology

This research conducted by using descriptive qualitative research by Best and Khan (2002). This study was conducted at SMP Negeri 2 Sidikalng which is located in Jl. .KH Dewantara, Blok Z No 20 Sidikalang, Kabupaten Dairi, Sumatera Utara 20371 The subject of this study was the students' difficulties in writing process of recount text. The instruments of collecting data were interview sheets, recorder. The technique for collecting data were observation, interview.

The Techniques of Data Analysis

The data obtained will be analyzed using the analysis procedure by Flower and Hayes (1981). According to Flower and Hayes (1981), cognitive process analysis to gather student protocols will be given the opportunity to write recount texts with different themes and then ask them

to write out loud near the tape recorder, and ask students to think and write, they are asked to say everything that comes to their mind as they write, including distorted ideas, false starts, and incomplete or fragmented thinking. writers are not asked to get involved or analyze themselves when writing, but only to think hard when writing like people who talk to themselves.

The data obtained will be analyzed as follows:

1. Observations and interview to take the data.
2. Analyze the difficulties that occur in students in accordance with the writing process.
3. Analyze, identification data according to the study what the difficulties and Factor Difficulties and basic theory.
4. Draw conclusions based on data interrelations.

FINDINGS

After analyzing the data obtained in this study, the following findings can be stated:

1. The difficulties felt by students when the writing process occurred at all stages of writing, namely student difficulties at the planning stage, namely generating their ideas, difficulties, finding and determining the title, difficulty determining the first word, entering ideas into the form, even difficulty when remembering memory that has passed, The difficulty of students at the translating stage is At this stage of the writing process of translating, students find it students could not organize their ideas, difficult to develop ideas that are in students' minds, and difficulty in the reviewing process is difficult stage because they have to reread and correct the words in the text they have written and at this stage they must be more fluent in pouring ideas.

2. Factors of difficulties that occur in students are a. Lack of understanding of Student about the Language feature and Generic Structure, b. Students Lack of fluency in issuing ideas using English, c. Students are not accustomed to using english in daily communication, d. Low student interest and motivation in English writing, e. Time Allocation.

DISCUSSION

Based on data analysis, regarding the questions of the first researcher, the researcher aims to determine the difficulties faced by students when writing recount text in junior high schools, and the difficulties faced by students, namely when generating their ideas, students

are not able to transfer their ideas, develop their ideas and lack vocabulary when they write re-text, the most dominant of the difficulties faced by these students is when students transfer their ideas, this makes students not interested in writing the text of this finding in line with the theory of Heong et al (2012). State that the difficulty of student in writing text is that in generate their ideas. Bitchener and Basturkmen (2006: 14). State that students could not organize their ideas argument. Regarding the second researcher question, the researcher aims to determine the factors that cause the difficulties faced by students, namely a. Lack of understanding of Student about the theme of the story, b. Students Lack of fluency in issuing ideas using English, c. Students are not accustomed to using English in daily communication, d. Low student interest and motivation in English Writing. These factors influence students so that they experience difficulties when writing recount text. This is in line with Zaenuddin's (2015) state theory of a lack of fluency in issuing ideas using English b. They are not accustomed to using English in daily communication c. Lack of understanding about the theme of theory , generic structure and language feture d. Lack of ability to think of abstractly, and another factor that the author found is time allocation.

In this discussion, the researcher took the effect of the cognitive process, namely the difficulty of students from the findings by Indah Viqrianti Ramli (2018) conducted of research about The Effectiveness Of Cognitive Strategy Instruction In Writing (Csiw) To Improve Students' Writing Skill, she took the conclusion A pre- experimental design was employed with one class of the tenth-grade students at SMAN 6 Pinrang as a sample. The findings showed that the described that cognitive Strategy Instruction in Writing (CSIW) strategy was effective to improve the students' writing skill in recount text. It was supported by the value of t-test that was bigger than the value of t-table ($13.10 > 2.032$). Therefore, the alternative hypothesis (H1) was accepted while the null hypothesis (H0) was rejected. And Arlene A. Paris (2003) conducted or the research about cognitive writing strategies, he took the result of his research to examine the effectiveness of cognitive strategy instruction in teaching writing. Writing is a process that results in a product. The learning that takes place will be continually developing and changing. Our goal as teachers of writing is to have our students produce quality written products.

Conclusion

The researcher wants to present conclusions based on the analysis of research in writing process activity in the Grade eight at SMP N 2 Sidikalang. The conclusion consists of several points that are related to the research problem of the study. They are :

1. Based on the results of observations, the researcher found that there were several difficulties faced by students when writing recount text, namely difficulties with idea problems, difficulty remembering long-term memory, difficulty generating ideas, difficulty developing ideas, difficulty developing ideas, (planning stage) Difficulty choosing words , Difficulty arranging word for word, Difficulty translating thoughts, (translating stage) Difficult to concentrate, Difficult to find mistakes (reviewing stage) This difficulty is also experienced by all students such as writers, almost no students do not feel these difficulties. and the most dominant difficulties faced by students are students in writing text, namely in generating ideas and difficulties in compiling arguments for their ideas.
2. When the writing process is carried out by students, several factors cause students to experience difficulties, namely the students' lack of understanding of themes, language features and generic structures, students are not fluent in issuing ideas using English, students are less accustomed to using English in daily communication , Low student interest and motivation in writing English, Time Allocation. the factors causing the difficulties faced by grade VIII students when writing recount text

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