



An Analysis Of Students' Difficulties In Writing Recount Text At Tenth Grade At One Of Senior High School In Jambi

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Abstract

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The purpose of this study was to determine the types of student difficulties and the factor that made the students had difficulties in writing recount text in class X C MAN AL-Hidayah Jambi. This research is a qualitative descriptive study where the data was taken from the analysis of students' recount text writing and interviews. Methods of data collection were observation, documentation and interviews. Data analysis techniques used data reduction, data presentation, and drawing conclusions. The results of this study indicate that students have difficulties in content, organization, language, vocabulary and mechanics in writing recount text.

Keywords: *Writing Ability, Students' Difficulties, Recount Text*

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INTRODUCTION

Writing becomes one of skills in English that has huge contribution in humans' daily life. Through writing, we can look at someone's intelligence, because that is expressed by the written will represent someone's knowledge. Harmer (2007) state that writing is as one of four skills such as listening, reading, speaking and writing that always appears in syllabus in the teaching of English. According to Yulianawati (2017) writing is a skill that learns about how to express the writer's ideas in a form that involves the mastery of all elements in the target language namely are grammar, content, organization, vocabulary, punctuation, spelling and mechanics.

In addition, writing helps introvert students to express their ideas, feeling, opinion toward something. Besides that, writing also helps students to learn and remember the material that have been studied in the past. Writing contributes to learn by helping students remember what they are studying, by leading students analyze and to connect information and ideas from different sources.

Since writing is important, there are some types of text which are stated in syllabus for senior high school students. One of those text types is recount text. According to Widiati, Rohmah and Furaidah (2017) the learning goal of this text in syllabus of K13 is the students are expected to write their experiences in a simple way, where they should be able to produce the recount text that has complete and harmonious structure text of recount text, use the correct grammatical, vocabulary, mechanics and form of the recount text.

Recount text has been taught at junior high school and senior high school students of tenth grade are expected to be able to produce this kind of text. According to Yunianto (2014:20) "Recount as a piece of text that reconstruct past

events which they happened in order related in a particular relation.” Based on this theory, recount text generally retells a past event that based on the direct experience of author but it may also be imaginative of outside the author’s experience (Mardiah, 2018). In other words, recount text is kind of text that is used to retell someone experience that happened in the past.

Unfortunately, even recount text has been taught twice that is in the senior high school and junior high school, writing is not always easy (Scott and Ytreberg in Yulianawati, 2018). Therefore, we cannot deny the fact that writing recount text is a activity that has its own difficulties or we can simplify that writing recount text is difficult. Learners will find the difficulties to write because of calling a fresh idea comes in mind, developing a topic from that idea and choosing sentences that can connect each other is not a easy thing to do (Erisda, 2017). Based on the explanation above about difficulty in writing, researcher can take a result that difficulty is something that prevents someone to master any subject.

Many students face difficulties in writing recount text and one factor that is caused it is students themselves. They still have lack of vocabulary and grammar mastery which play important role in this case (Haris, A., Mohd. Ansyar, Desmawati Radjab in Yulianawati, 2018). In addition, vocabulary is a rudiment component of language proficiency, and it provides much of the basis for making learner write well. On the other hand, Richard and Renandya in Mardiah state “grammar is too important to be ignored, and without a good knowledge of grammar, learners’ language development will severely constrain”. It means that the used of correct grammar will give effect the sense of students’ writing in order to catch readers interesting with the story that the students tell. Another cause of students’ difficulties and error in writing are difficult in generic structure, difficult in language feature that can influence students’ writing quality.

METHODS

In this research, the researcher used qualitative method and also will be designed by using descriptive qualitative research. Latief stated that qualitative is the research that conducts to aim understanding human in nature condition of the social and culture in where the behavior occurs and data that has been gotten is reported in words rather than number (Latief, 2015). It is related with my research which also analyze about students’ difficulties in writing recount text at tenth grade of MAN Al-Hidayah Jambi which is also the condition of human in nature. The qualitative use to describe the students’ difficulties in writing recount text. The main goal of this research is to know the most of students’ difficulties when writing recount text. Here, the researcher come to the MAN Al-Hidayah Jambi to do the interview and then took the data from interview and documentation.

RESULTS & DISCUSSION

Results

After analyzing all students’ writing documents, the researcher got results about the students’ difficulties. To know about the most dominant difficulties in writing recount text, the researcher presented the data based on the students’ writing documents. It consists of five difficulties such as content, organization, vocabulary, language and mechanics. Those items will present in the table below:

Table 1. The findings of the category of students' difficulties in writing recount text

Items of difficulties	Frequently	Percentage
Content	6	6,74%
Organization	16	17,98%
Language	48	53,93%
Vocabulary	8	8,99%
Mechanics	11	12,36%

The table above showed that mechanics was the most of students difficulties in writing recount text. The researcher counted from twelve students' writing documents there were 6 content (6,74 %) out of 89 total difficulties, followed by 16 organization (17,98 %), 48 language (53,93 %), 8 vocabulary (8,99 %) and 11 mechanics (12,36 %).

Researcher also got additional information from interview. Based on interview result, the researcher found that the factor that made the students had difficulty in writing organization in recount text as the interviewee said that " If in that part, I rarely rewrite the opening paragraph and then write it part again on the series of events" (30th January 2021). On the other hand, the students had difficulty in making series of events in recount text. She rarely rewrite the orientation part in the event part. That means she did not understand yet about the limit of each part in organization of recount text. Another student said that she did not have clear understanding about generic structure in recount text (30th January 2021). Researcher can take the conclusion that the students did not have clear knowledge about generic structure, where the organization is included there, so that a lot of them cannot decide the limit among orientation, series of events and re-orientation in recount text.

The researcher also found that most of students had difficulties in making verb II sentence pattern. Some of the reason of that difficulties are the students did not understand and forgot about how to make sentence pattern in verb II or past tense. As the interviewee, one of interviewees said "I have difficulties in making past tense sentences because I forgot about the rule of past tense" (30th January 2021). Another interviewee also said that "Yes, I have because I did not understand about how to make past tense sentence". (30th January students should remove the full stop there. That eans the student had difficulty in making good mechanics especially in writing punctuation. Then, example five part c the student made mistake in spelling of the word "aders". The researcher can said that the student made mistake in spelling that word because there is no meaning of word "aders".

2. Interview Researcher also got additional information from interview. Based on interview result, the researcher found that the factor that made the students had difficulty in writing organization in recount text as the interviewee said that " If in that part, I rarely rewrite the opening paragraph and then write it part again on the series of events" (30th January 2021). On the other hand, the students had difficulty in making series of events in recount text. She rarely rewrites the orientation part in the event part. That means she did not understand yet about the limit of each part in organization of recount text. Another student said that she did not have clear understanding about generic structure in recount text (30th January 2021). Researcher can take the conclusion that the students did not have clear knowledge

about generic structure, where the organization is included there, so that a lot of them cannot decide the limit among orientation, series of events and re-orientation in recount text. 2021). Another factor is students still did not understand about the goal or purpose of recount text. As the interviewee said “I did not know clearly about the goal of recount text.” (30th January 2021). How can be they wrote recount text in past tense if they did not know clearly that the purpose of recount text itself is telling about story or experience that happened in the past.

Discussion

From the research finding, the researcher found the types of students' difficulties in writing recount text at tenth grade of MAN AlHidayah Jambi. In this discussion, research data were obtained by documentation and interview.

a. Documentation

The difficulty in content that was happened by the students' at tenth grade of MAN Al-Hidayah jambi is in line with Erisda's statement. According to Erisda learners will find the difficulties to write the content of recount text because of calling a fresh idea comes in mind, developing a topic from that idea and choosing sentences that can connect each other is not a easy thing to do (Erisda, 2017).

Organization in recount text should consist of orientation, events and re-orientation. Orientation as the opening has function to introduce where the story happened, who the characters and ect. then, the event. Event has function to give the readers information about series of events that consist the problem of the story. The last is re-orientation. Re-orientation refers to the closing from the paragraph of recount text. It can be the writers' opinion about the story that the writer had written. The students wrote the orientation and series of events, but they did not write the re-orientation as the closing of their writing. It is in line of Gumus' statement which is there are some problems that is faced by learners when they are writing and it can cause the writing difficulties and one of them is the organizational difficulties (Gumus, 2019).

In writing recount text students should use the verb II or past tense, because recount text itself tells the story or experience that had been happened in the past time, but based on research finding they still used the verb I when writing their recount text. Moreover, the difficulty in vocabulary can happen because of the students had lack of vocabulary and also had lack of practice in using vocabulary, so that in transferring language they cannot separate the rules between Indonesia language and English language. As suggestion, the researcher hopes that the English teacher improves the students' vocabulary through giving some common vocabularies that exist in their daily activity before closing in the class continuously and also give the motivation why the students should have interesting in memorizing a lot of vocabulary in English language especially.

Mechanics can be seen as a part of writing where the English teacher did put attention and also did not give additional time in explaining about how to have the good mechanics in writing. If the English teacher ignore one of element in writing, especially mechanics that was assumed as the easy part in writing, we cannot deny that because of ignoring the easy thing it can be the difficulty in making perfect thing. Hence, many students had difficulty in punctuation capitalization and spelling, where those are the three part that exist in mechanics.

b. Interview

To know the factors that made the students at tenth grade of MAN AL-Hidayah Jambi still had difficulties in writing recount text researcher had done the interview with them. Based on their statements the researcher can take the conclusion that their big problem why they still had that difficulties such as five aspects that exist in recount text is they did not have strong knowledge in recount text itself. They could not decide what are the the goals or achievements in recount text. As the statement of Widiati, Rohmah and Furaidah the learning goal of this text in syllabus of K13 is the students are expected to write their experiences in a simple way, where they should be able to produce the recount text that has complete and harmonious structure text of recount text, use the correct grammatical, vocabulary, mechanics and form of the recount text (2017). The experts' statement above could explanation to us that naturally the students at that class still had difficulties in five aspects in writing recount text because themselves did not understand the purpose of recount text. The researcher's statement above was support by the student statement which is "I did not know clearly about the goals of recount text." (3th January 2021). Knowing this fact had put the difficulties on the students, researcher hoped that the English teacher should explain carefully and clearly about the introduction of recount text itself such as what are the goal of this text, why we need to learn this text and what are the advantages if the students can write this text as standard before explained the language features and generic structure of this text.

Another factor that made the students still had difficulties in writing recount text is their knowledge about the rudiments in writing recount text is not strong or researcher can said that the students need forcement about rudiments of material that exists in recount text. As the student's statement in the interview section, she said that the factors that made her felt difficulty in making verb II was she forgot about the rule in using verb II in her sentence (30th January 2021). This statement was support the researcher's statement about the students need forcement about recount text material, so that the researcher hoped that the students still rered and understood every single material in recount text itself.

CONCLUSION

The following conclusion that the formulations answered from the analyzed of the students' writing and interview result. The first, the researcher found out five types of students' difficulties in writing recount text, were: a. Content (6,74%), b. Organization (17,98%), c. Language (53,93%), d. Vocabulary (8,99%), e. Mechanics (12,36%). Second, another factor that made students still had difficulty in language and organization which are they had lack of understanding and knowledge about purpose and generic structure: orientation, events and reorientation of recount text itself. They also need the forcement actually about materials in recount text.

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