

## Analysis of Student's Difficulties in Writing Recount Text

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**Abstract:** Writing is a skill that should be mastered by students. The aim of this study is to analysis students' difficulties in writing recount text. The researchers use qualitative approach to describe the current condition of the phenomena and designed in a case study. The subject of this research was the second grade students in SMP Pangeran Antasari. Data collecting technique in this research is writing test of recount text. Based on the test, researchers found that students have some difficulties. They are lack of vocabulary, poor ability in using simple past tense, to organizing recount text, using language features, especially in using noun, linking verb, action verb, and the last difficulty of students are do not know how to use pronoun properly. Most students confused and not comprehended the kinds of pronoun and their function. In conclusion, language features is the most often difficulty students face in writing recount text.

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## INTRODUCTION

In this era, second Language is not something luxurious anymore. English has been our daily needs. English is an International Language, it plays an essential subject for use as a role to keep connect to other people in society such as in business field, in science field, in economy field, in technology field, and in education field due to the development of the digital era, especially in 4.0 industry. Therefore, people need to get along with English, the main aspect we have to own, as a part of this era. By mastering English, we will find it easier to string along the people over broad, considering that English had been world's biggest lingua franca. For mastering English, we have to master speaking skills, listening skills, reading skills, and writing skills. The way listening and reading skills involve information reception is regard as the receptive or passive skills. In other hand, speaking skills and writing skills involve the language production that we consider to be productive or active skills.

Writing is the symbols process (letters of the alphabet, punctuation and spaces), and use to communicate thoughts ideas in a readable form. Writing is an activity to convey some meanings. According brown (2001:336) states, "writing is a process of thinking." In addition, this idea supported by Nunan (2003:88) explains that writing is the process of thinking about how to express ideas into good writing, and put clearly. The point that the researchers need to inquire the ideas and expect to students to arrange a good sentence and paragraph. They need to convey and organize their meaning in sentence and think their ideas how to make understood easily.

English is Indonesia second language (L2). The writing skill put as a subject in order to complete the process of teaching and learning English. Meanwhile, writing is important in industry yet most of the adults in Indonesia are not able to construct a well-built writing yet. Based on this fact, researchers assume that people need to learn and practice for the basic when they are still young or when they are still a student. Students have to able to construct a good sentences. Unity of good sentences is a good paragraph, unity of good paragraph is a good text. The fact that many students often fail in the writing test shows there are some errors occur in their writing.

Therefore, the researchers decide to choose one of text gender that is Recount text as students' activity in this research. Recount text is a text tells people experience or event gradually. So, it is very suitable and easy for junior high school to learn and understand about grammar in recount text. But in this research more interesting to look the difficulties of the student in writing. Because according the experience of writers there are various ways to combining their skill writing to make a good sentence or paragraph. This can happen at the word, phrase, or clause level in paragraphs even in text recount. Text Recount or recount text is a text that express and tells readers or listeners the events in the past time through a sequence of event. In writing recount texts, students must be aware and have to know the language features and the generic structure of the text. There are generic structure of recount text, orientation, events and re-orientation.

Build upon the consideration above, researchers have substantial eagerness to analysis the difficulties of writing text recount that students face. This issue would be discuss in her paper entitle "An Analysis of Students' difficulties in writing recount text". This research is conduct by using a study case that take second grade students of SMP Yayasan Pangeran Antasari Medan. The objective of this study are to find out students' difficulties in writing recount text, to find out the most dominant students' difficulties in writing recount text, and to know the causes of students' difficulties in writing recount text.

## RESEARCH METHOD

The researchers use the qualitative approach. Through this approach researchers do the research at second grade students of SMP Swasta Yayasan Pangeran Antasari in writing recount text. Then, researchers collected data and analyze the result to describe what the difficulties of students, what the dominant difficulties that students made and also causes of students' difficulties in writing recount text. Gay (2000:11) states "qualitative approaches is a way to describe the current conditions, investigates relationships, and study cause-effect phenomena.

Hatch (2002) states that the characteristics of qualitative approach are proposes that natural settings, participant perspectives, extended firsthand engagement, focus on meaning, wholeness and complexity, emergent and evolving research design, inductive data analysis, and incorporated researchers' reflectivity. It will calculate the errors, describe and check the data that are available.

This research is designed in a case study and it will be only examine a single subject like Bogdan and Biklen (2007) state that a case study is a detailed examination of one setting or a single subject. Moreover, Deddy (2008: 201) states that case study is the comprehensive explanation about some aspect of individual, group, organization (community), program, or social situation. In other words, qualitative case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, and in which multiple sources of evidence is use.

### Object of The Research

Through this method researchers do research at SMP yayasan Pangeran Antasari. The subject of this research was the students at second grade. There were two classes, Class 2A and class 2B consists of 73 students as the population. The researchers took Class 2A that consist of 42 tudents as the sample in writing recount text.

### **Location and Time**

This study is conducted at SMP yayasan pangeran antasari, Particularly in second grade students. To obtain the data, the researchers asked permission to the school and the teacher to conduct the research. The researchers obtain the data through their result of recount text and then the researcher analyze all the data to identify the difficulties.

### **Data Collecting Technique**

Data collecting technique in this research is writing test of recount text. Writing test was used to find out the students' difficulties in writing recount text, the most dominant students' difficulties and causes students' difficulties. Recount text that students make is their story. Based on this test, researchers obtain and determine students' difficulties in recount text.

In gathering the data, researchers will do some procedures. First, the researchers prepare the test. Then, the researchers explain the procedures to do the test. And finally, the researchers collecting the students answer sheets to be analyze.

### **Data Analyzing Technique**

In analyzing data in this research, researchers use several steps, i.e.:

1. The answer sheets will be gathered.
2. After collecting the data, the researchers identifying the difficulties of students in writing recount text
3. After that, the researchers will cumulate all the difficulties of the students and decide the most dominant difficulties that students makes, nor the cause students' difficulties in writing recount text.

## **FINDINGS AND DISCUSSION**

### **Research Findings**

Based on the result of the data analysis, researchers found many students' difficulties in writing recount text. The data analysis that researchers present here are not only the results of tests but also based on the observation during the research in class, Gay (2000:11) states "qualitative approaches is a way to describe the current conditions, investigates relationships, and study cause-effect phenomena. The first fundamental difficulty of students are lack of vocabulary In this part, students do not know the English words of the Indonesian word, they need to translate. As we know that sentence was builded by a string of word that is vocabulary. This poorly mastery of vocabulary makes students stuck and cannot write. If they are not able to write sentences, then it is impossible to write a paragraph.

The second difficulty, students are poor ability in using simple past tense. Students do not know grammar in simple past tense, they do not know how to use the tenses. The third difficulty is the organization in writing recount text. Some students often write recount text without conclusion in the last paragraph. Then, students have a problem to organize the state of their thought in writing recount text according to generic structure. They do not know how to end the text. The fourth difficulty is the use of language features, especially in using noun, linking verb, and action verb. Language features is the most often difficulty students face. The last difficulty of students are do not know how to use pronoun properly. Students confused and understood the kinds of pronoun and their function. There were many students did mistake in using pronoun. For example, "that's my mother." So many student made, "that my mothers," "that my sister". " i went to lake toba with my friends." Student made " i go to lake toba my your friends". This condition made writers and readers misunderstanding.

### **Discussion**

By conducting this research, researchers expected students to make recount text that contain 4 up to 7 paragraphs as a result. In fact, students were not able to fulfill researchers expectation. Based on the result students have many difficulties and confusion that end on inability to complete the recount text. Based on the data, researchers found that grammar (e.g. simple past tense, language features, pronoun, noun, and linking verb) and vocabulary were the most dominant difficulties that students face in writing recount text.

a) Grammar ( past tense, language features, pronoun, noun, linking verb)

Researchers found that students did mistake 75% in using grammar. That was invided simple past tense, language features, pronoun, noun, and linking verb. Many students just mixed up all the vocabulary they know without knowing how to construct it by using grammar pattern. For example are the sentence, ***“I am meet with my friend”*** and ***“we went to anisa home for study”***. In the first sentence ***“i am meet with my friend”***, student used both the auxiliary verb ***“am”*** and verb ***“meet”*** together without any conjunction. She must choose one of the best verb to write the statement and do not used the first form of verb in recount text. The auxiliary verb ***“am”*** should be ***“was”*** and the verb ***“meet”*** should be ***“met”***. So, the sentence should be written like this ***“I met my friend”*** or ***“I was with my friend”***.

In the second sentence ***“we went to anisa home for study”***, student did not use the apostrophe to show the possessive pronoun of Anisa’s house and yet she used the word ***“home”*** instead of ***“house”***. Furthermore, she used the word ***“for”*** to tell the activity instead of ***“to”***. The phrase ***“for study”*** is not correct, it should be ***“to study”***. So, the sentence should be written like this ***“we went to Anisa’s house to study”***.

b) Vocabulary

Based on the result of data analysis, that researchers got that almost 65% of the students are lack of vocabulary, so students cannot make the sentence. Their lacking of vocabulary makes they write whatever they want, whatever they know and put it without paying attention on word order in constructing sentence. Because of this habbit, the sentence become hard to understand and even meaningless.

### **The Factor of Students’ Difficulties in Writing Recount Text**

There are some factors that made students face some difficulties in writing recount text. The first factor that researchers find is the low motivation in learning English writing. Students already think that writing is difficult, they already suggest themselves that they are not able in writing English text. This matter must be considered by all English teachers since motivation is the first factor students need to have in learning English. The second factor is their knowledge in writing recount text, such as the meaning, the function, the language features, and the generic structure. They still did not understand how to build the paragraph in the right order. Moreover, students mastery of vocabulary and word order are very low. This circumstances make the students lose their courage in writing. From the data analysis, it was found there were 70% students did mistake in their writing. The last factor is interlingual transfer. Interlingual transfer is the major factor of students difficulties in writing recount text.

The insufficiency of English subject is the issues. In writing, specifically, the feature of Bahasa is very different from english Considering English is a second language in indonesia or still a foreign language, it is clearly comprehensible that student will face many difficulties. From the data analysis, it was found that they translated word by word into English. Between Bahasa and English have different structure that make students got confused when they wanted to transfer their ideas into written form. Then, the way of students in use Bahasa influence their way in using english that make students got difficulties when they tried to use in the real form. Because of the different language structure.

After conducting this research, researchers get many lessons and be aware of students difficulties in writing, especially recount text. By this, the researchers intend to suggest the following people:

- a. For English learners. English is not difficult. It is easy for learners if they really want to learn. Writing may be seemed difficult at first, but practice make an expert. By knowing you own problems, and difficulties in writing you will be able to find he solution and find the best way to learn writing the subject in English.
- b. For English teachers should apply some teaching writing techniques, make new teaching style that suitable for character of students. It is important for teacher to promote the students' ability in arranging and relating the ideas. Giving more unique material and exercise to students is quite important to control the students' progress in writing ability, especially in developing the generic structure and language features. More important, teacher must give feedback for the students' writing ability.
- c. For the school. Since writing is very important, it is suggested that the school could encourage the teachers to lead the students writing in English more often so the student will use to have in English.
- d. For other researchers. This research is only discuss a little bit of student difficulties. It is necessary to conduct further research with same object and different perspective in another writings problem because many students lack of knowledge in making a good writing in English. Then, the researchers recommends that the teachers and readers will also conduct further research in investigating the students' problem, and difficulties in writing.

### CONCLUSION

After analyzing the students' recount text writing, it can be concluded that students' ability of second grade at SMP Yayasan Pangeran Antasari especially in writing recount text is low. The researchers have found some students' difficulties in writing recount text, and almost 70% of Students' difficulties were about the lack of vocabulary and poor ability in grammar (simple past tense, language features, organization, noun, and pronoun). The factors are: low motivation and ability in learning English writing, the lack of vocabulary, poor grammar ability, and interlingual transfer. The different structure between Indonesian and English Language make students got confused when they wanted to transfer their ideas into written form.

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