IAIN
PADANGSIDIMPUAN

STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT GRADE XI SMAN 5 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a partial fulfillment of the requirement for the
Graduate Degree of Education (S.Pd.) in English

Written By:

MEIDITA AMELIA
Reg. No. 16 203 00072

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
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TARBIYAH AND TEACHER TRAINING FACULTY
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2021

LETTER OF AGREEMENT

Term : Munaqosyah

Item : 7 (seven) examplars

Padangsidimpuan, 29 November 2021

a.n. **Meidita Amelia**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Meidita Amelia** entitled **"Students' Difficulties in Writing Recount Text at Grade XI SMA N 5 Padangsidempuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
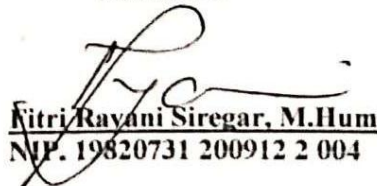
Wassalam 'alaikumwr.wb.

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DECLARATION OF SELF THESIS COMPLETION

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Name	:	Meidita Amelia
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The Tittle of Thesis	:	Students' Difficulties in Writing Recount Text at Grade XI SMAN 5 Padangsidempuan

Declaring to arrange own thesis without asking for illegal helping from the other sideexcept the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan, November 2021
Declaration maker

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AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY

As academic cavity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Kind   : Thesis

To develop of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan Non Exclusive Royalty Righton my thesis with entitled:" **Students' Difficulties in Writing Recount Text at Grade XI SMAN 5 Padangsidempuan**" With all the sets of equipments(if needed). Based on the this Non-Exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

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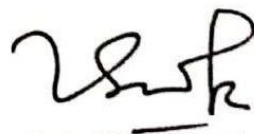
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RELIGION MINISTRY
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LEGALIZATION

Thesis   : **Students' Difficulties in Writing Recount Text at Grade XI SMAN 5 Padangsidempuan**

Written By   : Meidita Amelia

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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic education (S.Pd) in English.

Padangsidimpuan,   Januari 2022
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At Grade XI SMAN 5 Padangsidimpuan

ABSTRACT

This research discussed about students' difficulties in writing recount text at grade XI SMAN 5 Padangsidimpuan. The problems of this research were students' writing achievement was low, students had poor vocabulary, and students had luck of writing motivation. The aim of this research was to find out the difficulties of students in writing recount text.

This research had two formulations of the problems. They were: what was students' difficulties in writing recount text? and what was the dominant difficulties in writing recount text?. The purposes of this research are to find out students' difficulties in writing recount text and to know the dominant difficulties in writing recount text.

This research employed qualitative research using descriptive method. The primary source of this research was XI grade SMAN 5 Padangsidimpuan. Total of them were 19 students. The secondary source was the English teacher of grade XI SMAN 5 Padangsidimpuan. The researcher used test as the instrument. The researcher analyzed the data by editing the data, reducting the data, tabulating the data and the last taking conclusion.

The researcher found some facts in the fields. First, it was found that the answers that students' problems in writing recount text were difficulties in developing the contents, organization, vocabulary, language use/grammatical and mechanics. The data got were from students' test were that analyzed from indicator of writing. Second, the dominant difficulties in writing recount text was developing the content and in language use/grammatical.

Key Words: *Students' Difficulties, Recount Text.*

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Judul Skripsi   : **Students' Difficulties in Writing Recount Text At Grade XI SMAN 5 Padangsidimpuan**

ABSTRAK

Penelitian ini membahas tentang kesulitan siswa dalam menulis teks recount di kelas XI SMAN 5 Padangsidimpuan. Masalah dalam penelitian ini adalah prestasi menulis siswa rendah, kosakata siswa buruk, dan siswa memiliki motivasi menulis yang beruntung. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menulis teks recount.

Penelitian ini memiliki dua rumusan masalah, yaitu apa kesulitan siswa dalam menulis teks recount dan apa kesulitan yang dominan dalam menulis teks recount. Tujuan dari penelitian ini adalah untuk mengetahui kesulitan siswa dalam menulis teks recount dan untuk mengetahui kesulitan yang dominan dalam menulis teks recount.

Penelitian ini merupakan penelitian kualitatif dengan menggunakan metode deskriptif. Sumber utama penelitian ini adalah siswa kelas XI SMAN 5 Padangsidimpuan. Jumlahnya 19 siswa. Sumber sekunder adalah guru bahasa Inggris kelas XI SMAN 5 Padangsidimpuan. Peneliti menggunakan tes sebagai instrumennya. Peneliti menganalisis data dengan cara mengedit data, mereduksi data, tabulasi data dan terakhir mengambil kesimpulan.

Peneliti menemukan beberapa fakta di lapangan. Pertama, ditemukan jawaban bahwa masalah siswa dalam menulis teks recount sulit dalam mengembangkan isi, organisasi, kosa kata, penggunaan bahasa/tata bahasa dan mekanik. Data diperoleh dari tes siswa yang dianalisis dari indikator menulis. Kedua, kesulitan yang dominan dalam menulis teks recount adalah dalam mengembangkan konten dan dalam penggunaan bahasa/tata bahasa.

Kata Kunci: *Kesulitan Siswa, Teks Recount.*

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Firstly, the researcher would like to convey her grateful to Allah SWT, the Most Creator and Merciful the one who gives the health, time and chance for finishing this thesis entitled "Students' Difficulties in Writing Recount Text at Grade XI SMAN 5 Padangsidimpuan". Peace and Blessing upon our Prophet Muhammad SAW, his families, his companies, and his followers.

This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidimpuan (IAIN Padangsidimpuan) as partial fulfillment of the requirement for degree strata 1 (S1).

In writing this thesis, the researcher found various difficulties. Fortunately, the researcher is assisted by some people. Therefore, in this opportunity the researcher would like to express gratitude to the following people:

1. Rayendriani Fahmei Lubis, M.Ag., as my first advisor who has guided me for finishing this thesis, who has been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.

2. Mrs. Fitri Rayani Siregar, M.Hum., as my second advisor and the Chief of English Education Department who has guided, motivated and supported me, as the great advisor who has given me idea and suggestion during the progress of writing this thesis.

9. Thank you very much to my self because always keeps me from thinking block and feeling give up.

Nothing in the world is perfect, the researcher realize that there are still many short comings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Last but not least, the researcher just wants to say thank you very much for their helping. May Allah bless them and the researcher hope this thesis useful for all.

<div align="right">

Padangsidimpuan, Agustus 2021
Researcher

<u>MEIDITA AMELIA</u>
Reg. No. 16 203 00072

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language as means of communication has important position in the world. English as one of the languages in the world is considered and applied as International Language. Therefore, English has become a very popular and powerful language in the world. Most of people in the world use English in communication. In Indonesia itself, English is the most important foreign language because English has influenced many aspect of life. Language is very important to learn. Without language people cannot communicate with others to share knowledge, culture, education, and many things in this world.

In Indonesia, English is one foreign language that studied at schools. It is studied by students from elementary school up to university. English is also one of subject that must study base on educational curriculum. English is regulations of graduation from school, so students must study and master English lesson.

One of the skills that the writer focuses on this research is writing. Writing is arranging something in written form. Writing is in fact a transaction with words where you free yourself from what you presently think, feel, and perceive. It is one of the skills that usually become a hard one, not only students of elementary school, but also senior high school.

Writing is activities by someone to do a communication to another people by letter that contain words to be a text that has meaning. So, the

reader knows what does the reader means in letter. The word writing is derived from the verb "write", it means arrange letters, words, sentence, or other symbols on writing to make paragraph, text book, or article. Writing skill taught in school through genre base approach or text, book, or article. Genre it is consists of some text types which has the own aim. There are several kinds of text, they are narrative, recount, spoof, explanation, exposition and soon. In this research the researcher interested to recount text.

In reality, writing is regarded to be the most difficult skill among the four skills for the students to master. Many students face difficulties in descriptive writing using charts. It is caused by many factors. One of them is the students themselves. They still have lack of structure and grammar and vocabulary mastery which play important roles in this case.

In writing skills, students of SMA N 5 Padangsidimpuan face some difficulties to write text because some factors.[1] First, students writing achievement is low. Based on interview with Mr. Muhardi Koto, S.Pd the teacher in SMA N 5 Padangsidimpuan, reveals the average of students writing achievement of grades XI is 68, whereas, KKM of grades XI 70. In fact from one of the classes XI, there are about 30 students only five students get score 80, 15 students can get 68, and other only get 65. In brief students writing achievement does not fulfill the expectation.

Second, based on information from the teacher, the students are poor vocabularies. They are difficult to write because they do not have many

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[1] Mr. Muhardi Koto, *Private Interview* (Padangsidimpuan, 2019).

vocabularies. If the teacher orders them to write paragraph for instance, they are directly open dictionary. For sequences in final semester, they are difficult to write paragraph.

The last, students have lack of writing motivation. Based on the writer's observation and information from one of the English teachers, it is found that students are lazy to write. They just enjoy facebook, playing with their friends, and playing handphone instead of writing. Most of them cannot develop their mind when they write that they become lazy to write, besides, some students that the writer interviewed is admitted that they not interested in writing due to some reasons, and even worst in writing paragraph.

The researcher can conclude from the statements above, which students must learn more about generic structure, about language feature, and vocabulary, to makes them understand well, building correct sentence, reading, and writing English correctly and understandable, the result is student can create a good communication and interaction in English language actively both in oral or written English between each other in their lives.

B. Focus of the Problem

Based on the background above, the researcher identified the problem into many students difficult to write recount text; they did not have many vocabularies; students do not understand the use of grammar in writing recount text. Then, this research is focused on students writing recount text treated the grade XI SMA N 5 Padangsidimpuan.

C. Formulation of the Problem

The researcher formulates the problem as follows:

1. What are students' difficulties in writing recount text at Grade XI SMAN 5 Padangsidimpuan?

2. What are the dominant difficulties in writing recount text at grade XI of SMAN 5 Padangsidimpuan?

D. The Aim of the Research

1. To know students' difficulties in writing recount text at Grade XI SMAN 5 Padangsidimpuan.

2. To know the dominant difficulties in writing recount text at Grade XI SMAN 5 Padangsidimpuan.

E. Significances of the Research

The result of this research will be use full to:

1. Headmaster, to motivate the English teacher to teach English

2. Next researcher who like develop to the research related to this topic

3. The writer who will become a teacher of English in the future

4. Public society, this study will enrich their reading material in education field

F. Definition of Key Terms

1. Students' Difficulties

Student is a person who is studying at a university or a person that studying at secondary school and some of another level education. Difficulties are some of abstract problem which pound by

someone/student. So, student's difficulties are problems that faced by someone/student in learning or doing something.

2. Writing Recount Text

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas. Recount text is a text which retells events or experience in the past. So, writing recount text is a written out to make a report about an experience or event of a series of related event.

G. Outline of Thesis

The systematically of this research is devided into five chapters. Each chapters consits of many sub chapters with detail as follows:

1. Chapter one is introduction. It is consists of the background of the problem, the focus of the problem, the formulation of the problem, the aim of the research, the significances of the research, the definition of key terms and outline of thesis.

2. Chapter two is theoritical description. This chapter will discuss about the theories that the researcher uses to construct the understanding about the topic discussed in this study. The theories are related to defenition of difficulties, kinds of difficulties, factors of difficulties, defenition of writing, the purpose of writing, process of writing, indicators of writing, defenition of recount text, generic structure, language features of recount text, the social function of recount text and example of recount text.

3. Chapter three is research methodology. It deals with the place and time of the research, the kinds of the research, participant/ subject of research, instrument of collecting the data, technique of collecting the data, and technique of data analysis.

4. Chapter four is the research result.

5. Chapter five is conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Literature Review

1. Difficulties in Writing English

   a. Definition of Difficulties

      Richard in Dasrul Hidayati stated that difficulty is something that complicated to do.[2] According to Cambridge Dictionary in Raihan Maulida, difficulty means the fact of not being easy to do or understand.[3] It means that students are in difficulty when they do not understand in lesson. Difficulty is also defined as any learning or emotional problem that affects, or substantially affects, a person's ability to learn.

      Besides that, Perkins in Rachel Canter defined a 'strong theory of difficulty' as one which 'identifies learners' characteristics trouble spots.[4] The trouble is a particular area of instruction and included some causal analysis of why they occur toward improving teaching and learning. So, the causal is the point of why learners get difficulty.

      Difficulties are requiring effort or skill to solve, understand, etc.[5] Students feel difficult in learning English because they do not

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[2] Dasrul Hidayati, "Students' Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar" (UIN Ar-Raniry Darussalam Banda Aceh, 2018), P. 13, http://repository.ar-raniry.ac.id.

[3] Raihan Maulida, "An Analysis of Students' Difficulties in Learning Listening" (UIN Ar-Raniry Darussalam-Banda Aceh, 2018), P. 6, http://repository.ar-raniry.ac.id.

[4] Rachel Canter, "Students' Experience of Challenge, Difficulty and Stuckness in Higher Education: A Qualitative Longitudinal Study," 2016, P. 16, http://ore.exeter.ac.uk.

[5] A.S. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), P. 322.

understand about the lesson. The students must do effort to solve and understand about lesson given to master it.

According to Heaton, he stated that writing skill is complex and sometimes it is difficult to teach. [6] In learning problems, difficulties can be devastating to a students' education. Requiring mastery are not only of grammatical and rethorical devices but also of conceptual and judgemental elements.

Based on the experts above, researcher concludes that difficulties are a cause of trouble, feeling not easy, and not understand about something. Difficulties are therefore a subjective concept. Students' difficulties are students have difficult to understand, difficult to do, difficult for active in every situation.

b. Kinds of Difficulties

According to Bryne, divided the problems that make writing is difficult into three categories:[7]

1) The first is linguistic difficulty. Linguistic aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring.

2) The second is phisiology difficulty, which more focuses on writer's difficulty because there aren't direct interaction and feedback from

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[6] Susanti Asni s, "An Analysis of Grammatical Errors in Writing Recount Text at the Eight Grade of SMP Negeri Kota Jambi," *Jurnal Pendidikan Riset Dan Konseptual* Vol-4 No 1 (2020): P. 131-134.

[7] A T Inclusion Classes, "LET : Linguistics , Literature and English Teaching Journal Students ' Difficulties in Writing Recount Text" 9, no. 1 (2019): P. 52-57.

the reader when they are writing. This diffulty more focuses on difficulty on develop written material or content of composition.

3) The third is cognitive difficulty, writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

In this research, researcher limits this kind of difficulties. The researcher focuses in linguistic difficulty. This research focuses in using aspect such as grammar, vocabulary, and language use in writing.

c. Factors of Difficulties

According to Muhsin in Nanda Aprilia Sinta and Yuli Astutik, there are two main factors on writing challenges, they are from internal (inside) factors and external (outside) factors.[8]

1) Internal factors

Internal factors are problems that come from the inside of the students. Some of them are:

a) Lack of interest in writing

b) Students have difficulty in finding ideas and expressing ideas in their mind

c) Students have difficulty in translating the writing from Indonesia to English

d) Students confuse to construct the sentences in a proper

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[8] Nanda Aprila Sinta and Yuli Astutik, "Difficulties in Writing Recount Text Faced by Senior High School" 2, no. 1 (2019): P. 63, https://doi.org/10.21070/picecrs.v2i1.2404.

2) External factors

External factors are problem that come from out students themselves. Some of them are:

a) Teacher influence

b) Social life

c) Factors of facilities and infrastructure

Besides that, Brown explained that there are two factors of difficulties, internal factor and external factor. They are:[9]

1) Internal factor

Many things can be comes problems for someone if we look from internal factor. Internal factors can also be known as the psychological factors. Brown believes that the psychological factors of students can be indentified from the affective factors of the students. Further, Brown explain that the affective factors which becames the psychological factor that affect the students difficulties.

2) External factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teacher does not able to make a comfortable stuation, students can be bored in learning process.

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[9] H. Doughlas Brown, *Language Assessment: Principles of Language Learning and Teaching*, Fifth (United States of America: Longman, 2007), P. 153-154.

2. Writing

    a. Definition of Writing

    Writing is a process and that write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Based on Pocket dictionary, writing is a activity to make letter or number on a surface, especially using pen or pencil.[10] Besides that, according to David Nunan, writing is both a physical and a mental act the most basic level.[11] Then, according to Jordan[12], 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 arrangged in some often on the correction of mechanical and grammatical errors.

    On other hand, writing is the mental work of inventing ideas. Thinking about how to express them organization them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts, edits, and reads. Writing usually deals with the text. Text is combination of some paragraphs which become a text.

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[10] Oxford University, *Oxford Learner's Pocket Dictionary* (Longman Person Education Limited, 2004), P. 31.

[11] David Nunan, *Practical English Language Teaching*, First (New York, USA: McGraw Hill, 2003), P. 88.

[12] Yasti Kurniasari, "Students' Difficulties in Writing Adjectives Phrases," *Https://Journal.Unpak.Ac.Id./Index.Php/Pedagonal* vol-3 No 2 (2019): P. 18-32.

Based on explanation above, writing is a process of a physical and a mental act the most basic level. Writing usually deals with the text. Text is combination of some paragraphs which become a text.

b. The Purpose of Writing

According to Penny Ur "the purpose of writing, in principles, is the expression of ideas, the conveying of a message to the reader"[13]. In other words, writing is one of the skill that used to express the feeling or the idea that someone need to express. In others words, writing is the medium to share the information to the reader for example by writing an essay, article, and so on.

In other words, writing is useful for many purposes. It includes structure, vocabulary, word formation, and the other aspects such as spelling, capitalization, punctuation as well. The writing difficulties are one of the most significant problems that affect not only in native English speakers, but also many students that learning English as a foreign language around the world.

Besides that, according to Kate Grenville, purposes of writing are:

1) Writing to entertain
   Writing to entertain is an exciting plot can involve your emotions by creating feelings of suspense. Writing that involves emotions can also be reflective and contemplative.
   Writing to entertain generally takes the form of so-called, "imaginative writing" or "creative writing" (of course, all

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[13] Ida Yulianawati, "An Analysis of Students ' Difficulties in Writing Recount Text (A Case Study at a Senior High School in Indramayu)" 2, no. 1 (2018): P. 40, https://doi.org/10.24905/efj.v2i1.51.

writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2) Writing to Inform

Writing to inform is telling the reader about something is going on fact. Examples of writing to inform are newspaper, articles, scientific written, and journal.

3) Writing to Persuade

Writing to persuade is convince the reader of something. This includes advertisements, some newspaper and magazine, articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings or business reports, instructions or procedures, and essays for school and university.[14]

While according to Miller a writer's purpose is essentially the same as a writer's motive both terms are used to describe what a writer hopes to with form accomplish. The benefit of having a clear sense of purpose is obvious; the writer is much likely to accomplish his objectives. He divides the purpose of writing into ten points as follows:

1) Writing to understand experience
2) Writing to report information
3) Writing to explain information
4) Writing to evaluate something
5) Writing to analyze images
6) Writing to analyze texts
7) Writing to persuade others
8) Writing to inspire others
9) Writing to amuse others
10) Writing to experiment[15]

Besides that, according Michael and Lorraine, there are eight purposes of writing. They are informative writing, expressive/

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[14] Kate Grenville, *Writing from Start to Finish: A Six-Step Guide* (Australia: Allen&Unwin, 2002), P. 1-2.

[15] Miller, *Teaching by Principles An Interactive Approach to Language Pedagoggy* (Longman, 2006), P. 399.

narrative writing, persuasive writing, assignment purpose, altruistic purpose, self-expressive purpose, creative purpose, and problem solving purpose. It will describe below:

1) Informative Writing

  Informational purpose means the writers" purpose is giving the information or explanation to the readers. It is supported by Michael& Lorraine stated that "informative writing is used to writing also known as expository. Informative writing used to share knowledge and give information, directions or ideas. The examples of informative writing include describing event or experiences, analysing concepts, speculating on causes and effects, developing new ideas or relationship. Informative writing helps a writer to integrate new ideas and examine existing knowledge.

2) Expressive/ Narrative Writing

  Expressive/Narrative writing is a personal or imaginative expression in which the writer produces stories or essays. It may include an autobiographical incident or reflection. This type of writing is often based on observation of people, objects, and places and is often used to entertain people.

3) Persuasive writing

  In persuasive writing, a writer attempt to influence other and initiate action or change. This type is often based on

background information and fact. The Writer use higher level cognitive skills, such as analysis and evaluation. Persuasive writing is used to argue a particular point of view in a convicting way. This type of writing might include evaluation of book, a movie, a consumer product or a controversial issue problem.

4) Assignment purpose

The writer write something because it is a task that must be finished by the writer. The motivation to write something is come from other not by her/ himself. For instance, the students are given task by teacher to summary a book, or a secretary is ordered to write a report.

5) Altruistic purpose

The writers" purpose is to make the readers happy and fun, the writer desire to help readers understand and appreciate the writer feelings. The writer desire to make the readers" life and fun when read the writer's book.

6) Self-Expressive purpose

The writer"s purpose is introduce or clarify the writer self to the readers.

7) Creative Purpose

It has deep relation with self-expressive purpose but it has "creative will". It is more than self-expression and involving

herself with will to reach artistic norm or ideal art. So, it is purpose is to reach artistic value and art value.

8) Problem Solving Purpose

The researcher wants to solve the problem is faced. The writer wants to explain, to clear, and to explore also to search the tough and ideas carefully to be understood and received by the readers.[16]

c. Process of Writing

According to Harmer, the process of writing has four main elements. They are planning, drafting, editing, and final version:[17]

1) Planning

The writers have to think the three main issues. Firstly, they have to consider the purposes of writing product since in this influence (among other things), not only the type of the texts that would produce, but also the language they would be used and the information that already chosen. Secondly, they have to think of the audiences who would read, and the choice of language. Thirdly, writers have to consider the content structure of the piece, the best way to sequence the facts, ideas or arguments which they already have decided to include.

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[16] Malley and Lorraine Valdez Pierce J. Michael O, *Authentic Assessment for English Language Learners* (United States of America: Addison-Wesley Publishing Company, 1996), P. 137.

[17] Jeremi Harmer, *How to Teach Writing* (England: Person Education Limited, 2004), P. 5-6.

2) Drafting

 Draft is the first version of a piece of writing, this step 'go' at a text which often done on the assumption that it would be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

 Once after writers have produced their draft, then usually they were read it through what they have written to see where it works and where it doesn't. Reflecting and revising are often step which helped by the other readers or editors who comment and make suggestions.

4) Final Version

 The writers have edited their draft, making the changes which they consider to be necessary, produce their final version. This might look considerably different from both the original plan and the first draft because it has changed in editing process.

 Besides that, there are other statements about writing process. Writing process is the stages to writing something, the writing processes are as follows:

1) Prewriting
This is the stage where students begin to plan their writing, students:
 a) Define a task and purpose
 b) Identify an audience
 c) Brainstorm ideas

       d) Narrow and choose a topic

       e) Plan and organize information

2) Drafting

During drafting, students make their first attempt at fleshing out the prewriting idea and forming it into a written work. In other words, students put their ideas in writing. In this stage, students:

a) Write a first draft

b) Do not yet worry about perfecting their writing

c) Know that they can revise, edit, and proofread later

d) Use their plan and checklists to help them write or to return to prewriting, as needed

3) Revising

A draft is reread and decisions are made to rework and improve it. In this stage, students might: Read aloud their work to others to determine how it sounds and how it might be improved.

a) Conference with other students or their teachers. Add information

b) Delete unnecessary information. Rearrange sentences and paragraphs

c) Combine sentences

4) Editing

During editing, the draft is polished. In this stage, students reread and correct their writing for the following:

a) Grammar

b) Spelling

c) Mechanics

d) Usage

5) Publishing

Students share their writing with others. In this stage, students typically:

a) Make a final, clean copy

b) Use their best handwriting, if writing by hand. If they are sharing their work electronically, they typically choose type faces and other elements to make their writing readable and attractive

c) Combine their writing with art or graphics

d) Make multiple copies, read their writing aloud, post it electronically, or share and display it in some other way[18]

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[18] Houghton Mifflin Harcourt, "Handbook Writing Models and Forms," in *Common Core Writing Handbook*, 1st ed. (USA: Houghton, 2012), P. 32.

d. Indicators of Writing Recount Text

Hughey in Herni Yatni stated five components of writing contain in writing text which are appropriate with senior high school as follows:[19]

1) Content. It requires the students to think creatively in developing the ideas, connect every sentence, and paragraph cohesively.

2) Organization. It requires the students to organize the text well. The ideas should be stated clearly, well organized, logically sequence, and cohesive.

3) Vocabulary. It requires the students to write the text by using the appropriate word.

4) Language use/grammatical features. It requires the students to use the correct sentence structure, few error of agreement, and the order of article.

5) Mechanics. It requires the students' ability to master convention, spelling, punctuation, capitalization, etc.

Based on Jacobs ET in Kristy Dwi Pratiwi, the grading of the composition is clarified about:[20]

1) Content

a) Excellent to very good (25-23)

b) Good to average (24-21)

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[19] Herni Yatni, "An Analysis of Students' Difficulties in Writing Recount Text at The Tenth Grade of State Islamic Senior High School (MAN) 1 Kampar" (UIN Sultan Syarif Kasim Riau, 2018), P. 11-12, http://repository.uin-suska.ac.id/id/eprint/13482.

[20] Kristy Dwi Pratiwi, "Students' Difficulties in Writing English," *English Language Teaching* 2, no. 3 (2012): P. 7-9, https://www.researchgate.net.

    c) Fair to poor (20-17)

    d) Very poor (16-13)

2) Organization

    a) Excellent to very good (20-18)

    b) Good to average (17-14)

    c) Fair to poor (13-10)

    d) Very poor (9-7)

3) Language use

    a) Excellent to very good (25-22)

    b) Good to average (21-18)

    c) Fair to poor (17-11)

    d) Very poor (10-5)

4) Vocabulary

    a) Excellent to very good (20-18)

    b) Good to average (17-14)

    c) Fair to poor (13-10)

    d) Very poor (9-7)

5) Mechanic

    a) Excellent to very good (10-9)

    b) Good to average (8-6)

    c) Fair to poor (5-4)

    d) Very poor (3-1)

The researcher takes all the indicators of writing from Hughey in Herni Yatni and takes the grading of the composition from Jacobs ET in Kristy Dwi Pratiwi.

3. Recount Text

a. Definition of Recount Text

Recount text is a text that retells something that already happened and narrative text is imaginative story to amuse and give moral value to the readers. According to Anderson, a recount text is a text that retells past even and usually in order that happened[21]. The social function of this text is to tell the experiences, diaries, personal letters and incident reports.

Besides that, according to Hornby, recount is to tell somebody about one story, adventure, or experience.[22] Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. In other hand, recount text is a text that tells the event or the experience of the writer by using sequences of times.[23] It means recount text explains about experiences and events that have passed based on the author story in the form of past tense.

One types of gender which is learned by senior high school is recount text. There are some expert go explain the definition about

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[21] E Yusnita et al., "Improving Students Recount Text Writing By Using Picture Series," *Jurnal.Untan.Ac.Id*, n.d.

[22] A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), P. 975.

[23] Rayendriani Fahmei Lubis, "Simple Past Tense In Recount Text" 01, no. 01 (2014): P. 33.

recount text. While, Knapp and Watkins says that recount texts are the simplest type of texts, formally, recounts are sequential texts which focus more than sequence a series of events.[24] Besides that, Grace stated that recount text is a text that tells the reader or listener what happen in the past through a sequence of events[25]. So, recount text is a text which retells events or experiences in the past.

b. Generic Structure of Recount Text

In mastering recount text, the students have to know the generic structure of recount text. Based on Gerot and Wignell, the steps or generic structure in constructing recount text:[26]

1) Orientation:

a) To pay attention of the reader

b) To show the topic about and event that will be explain

c) Must interest, so make the reader want to read the text or story

d) Used ejective to describe personal attitude, and show the personal attitude, example: it was wonderful and we like it very much.

2) Event

a) To tell the detail activities about event chronologically

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[24] B. Derewianka, *Exploring How Texts Work* (Newton: Primary English Teaching Association, 1990).

[25] U Mulyani, M Al-Hafizh - Journal of English Language Teaching, and Undefined 2012, "Teaching Junior High School Students to Write Recount Text Through Wikis Media," *Ejournal.Unp.Ac.Id*, 2012.

[26] L. and P.Wignell Gerot, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994).

b) To tell chronologically activities and used sequences markers: first, second, third, etc. or first, next, after that, then, finally.

c) Grammatical patens:[27]

(1) Used predict with verb in past tense, past perfect, past continuous tense

(2) Used verb of doing on predicate, example: went, took, got, departed, left, etc. that describe activities.

(3) Used adjective for show the personal attitude, example:

(a) It was wonderful

(b) We enjoyed it very much

(c) It was fun

(d) We had a good time

(e) We were really happy

3) Re-orientation

a) To express personal attitude about activities or event that will be tell in the text or story

b) Conclusion with personal attitude

c. Language Features of Recount Text

Recount text has some language features as stated by Gerot and Wignell, the language features of recount text that should be fulfilled:[28]

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[27] D Ramli et al., "An Analysis on the Students Error in Writing Recount Text," *Jurnal.Untan.Ac.Id*, n.d.

1) Focus on specific participants
2) Use of material process
3) Circumstance of time and place
4) Use of past tense
5) Focus on temporal sequence

d. The Social Function of Recount Text

According to Anderson, the social function or the social purpose of recount text is to give the audience a description of what occurred and when it occurred[29]. Whereas according to Gerot, the purpose of recount text is to retell events for the purpose of informing or entertaining.

In line with Gerot, Hammond states that the purpose of recount text is record events for the purpose of informing. Recount text may be in spoken or written form. There are many examples of recount text. They are: newspaper reports, conversation, speech, television interviews, eyewitness accounts and letters.

e. Example of Recount Text

Going Camping[30]

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

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[28] English Post-graduate Student, "Students' Difficulties and Their Perceptions in Writing Recount Text : A Study at the Second Year Students of MA MUALLIMIN NW ANJANI IN ACADEMIC YEAR Musabbihin" 2, no. 2 (2017): P. 82-88.

[29] Anderson Anderson, M. and K, *Text Types in English* (Macmillan. Education Australia PTY LTD, 1997).

[30] Miyagi, "Example of Recount Text," British Course, 2018, http://www.britishcourse.co.id.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

Orientation:

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

Events:

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

Re-orientation:

On Monday, we packed our bags and got ready to go home.

Other example:

Family Holiday in Padang

Last year, my big family and I went to my uncle's hometown in Padang. My uncle's house was in Bukit Tinggi. We departed from

Bengkulu on Saturday afternoon and arrived at Kota Padang on Sunday at 1 p.m. The first thing that we did when we arrived in Kota Padang was visiting Masjid Raya Sumatera Barat. We took a pray in that huge mosque and after that we took some picture in that place with the mosque as the background. We finished our sightseeing in the mosque area at 2 p.m and after that we headed to the center of Kota Padang to look for lunch. After several minutes, we decided to stop at a Warung Bakso Urat. After finishing our lunch, we continued our trip to Bukit Tinggi.

We arrived at my uncle house in Baso subdistrict at 10 in the evening. It was away too late from our schedule because there was an extreme traffic jam on our way to Baso. Our grandmother was waiting in front of the house when we arrived. We parked the car in front of the house and I brought all of our belongings down from the car and took them to our room. After that we all had dinner together because our grandmother had prepared so many kinds of delicious food in the kitchen. After finishing our dinner, we went to bed because we were all very tired.

In the morning, I and all of my cousins went out for jogging. We walked around the neighborhood. We saw an empty mosque in the neighborhood and also some empty houses. None of us was brave enough to get close to those buildings because they seemed creepy. We kept on walking until we reached the main road. We

took some pictures in front of the street portal. After that we went back to my uncle's house.

When we arrived at my uncle's house, we had breakfast together and after that one by one of us took a bath because there were only three bathrooms in the house. When we were all ready, we went to a tourism place close to my uncle's house named Sungai Janiah. The place was 5 minutes away from my uncle's house. We had to buy a ticket to enter the place. Inside the place, there was a very large pond. We saw so many giant fish in the pond. We bought some fish food from a merchant inside the location and threw it into the pond so that the giant fish would get closer to us. We took some picture in the location with the pond and the giant fish as the background. There were also so many monkeys in that place.

From the tourism place of Sungai Janiah, we went to the center of Bukit Tinggi where we saw the famous Jam gadang. We took some pictures in front of Jam Gadang. I bought a toy from a merchant at Jam Gadang. I decided to buy it because the toy was a skeleton of a bird that could show the simple concept of flying machine and I was very interested to learn about it. After a couple of minutes wandering around Jam Gadang, we went to a traditional shop of Nasi Kapau. The shop was located in a market near Jam Gadang. It was very unique, because in that location we could find so many shops providing the same menu but they were owned by

different people, and the concept of the market made it look like it was one huge restaurant. After that we went back to our uncle's house.

The next day, we prepared ourself in the morning because we were going to have a very long journey to some tourism locations which were located far away from Bukit Tinggi. Our first destination was Lembah Harau. This place looked like the Grand Canyon in America with a huge stone mountain around. There was also a waterfall in the center of the place where so many visitors took some pictures. The valley is very beautiful, I felt like I was in another planet because the scenery was similar to the one that I saw in Star Wars movie. We went to a spot where we could capture the beauty of the valley and took a family photo in that place.

Our next destination was Danau Maninjau. In order to have a wide view over the lake, my uncle decided to take us to Lawang Park which located on the mountain next to the lake. The view was very beautiful. I took some selfie in that place. I was very happy because I think my photo was very awesome and I believed that my friends in Bengkulu would be envy when they saw it. When we were in Lawang Park, we also saw some paragliding passing by on the sky. I wanted to try it so much, but my mother said that we had to go to our next destination. I was a little upset, but i didn't say it.

Orientation:

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machine and I was very interested to learn about it. After a couple of minutes wandering around Jam Gadang, we went to a traditional shop of Nasi Kapau. The shop was located in a market near Jam Gadang. It was very unique, because in that location we could find so many shops providing the same menu but they were owned by different people, and the concept of the market made it look like it was one huge restaurant. After that we went back to our uncle's house.

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Our next destination was Danau Maninjau. In order to have a wide view over the lake, my uncle decided to take us to Lawang Park which located on the mountain next to the lake. The view was very beautiful. I took some selfie in that place.

Re-orientation:

I was very happy because I think my photo was very awesome and I believed that my friends in Bengkulu would be envy when they saw it. When we were in Lawang Park, we also saw some paragliding passing by on the sky. I wanted to try it so much, but my mother said that we had to go to our next destination. I was a little upset, but i didn't say it.

B. Review of Related Findings

The research will be better if the researcher includes and state the previous studies related to difficulties in writing recount text.

The first is Husna and Multazim had done research.[31] Regarding the result of the research problem analysis and the discussion, so based on researcher the students who got fair to very poor category are more than students who got good category in organizing their recount text. This aspect is related to generic structure of recount text.

The second is Salawazo and friends.[32] In their research, students' ability of second grade at SMP Yayasan Pangeran Antasari especially in writing recount text is low. They 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. The factors are low motivation and ability in learning English writing, the lack of vocabulary, poor grammar

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[31] Akhmad Multazim Atikasari Husna, "Students' Difficulties in Writing Recount Text at Inclusion Classes," *LET: Linguistics, Literature and English Teaching Journal* 9, no. 1 (2019): 52–76, http://jurnal.uin-antasari.ac.id/index.php.

[32] Nataria br Tampubolon Ivan Susanto Salawazo, Putri Niman Maharani Ndruru, Rika Debora Florentina Saragih, "Analysis of Student's Difficulties in Writing Recount Text," *Jurnal Pendidikan: Riset Dan Konseptual* 4, no. 1 (2020): 10–15, https://doi.org/http://doi.org/10.28926/riset_konseptual.v4i.1.171.

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.

The third is Nugraha and Noor.[33] In their research, it was found that the students' writing ability in recount text was good enough. The students are low in vocabulary use, and still wrong in grammatical especially in using past tense. Besides that, the researchers could conclude that the students had the difficulty in making re-orientation but they had a good orientation part, because they can mention the figure and the place of the story clearly, and they had a good content.

The fourth is Harris, Ansyar, and Radjab.[34] In their research, it was found some causes that make students did some mistakes in writing recount text. The first is the students' mother tongue was still influenced the way of students' writing. The next is students' knowledge in using correct grammar. Students had lack of grammar knowledge. The last is students had lack of vocabulary.

The last is Pratiwi. Based on her research, she found that the students have some difficulties in writing. The most difficult one was language use and vocabulary. The next is organization and mechanic.

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[33] Marzuki Noor Imam Surya Nugraha, "An Analysis of The Tenth Grade Students' Writing Ability in Recount Text of SMA Muhammadiyah 1 Metro Odd Semester Academic Year 2011/2012" 1, no. 2 (2012), https://www.researchgate.net/.

[34] Desmawati Radjab Allieni Harris, Mohd. Ansyar, "An Analysis of Students' Difficulties in Writing Recount Text at Tenth Grade of SMA N 1 Sungai Limau," *ELT Journal* 2, no. 2 (2012), http://www.researchgate.net.

From description above, the researcher can conclude that many students have problems and difficulties in writing recount text. Therefore the researcher interested in making a research about students' difficulties in writing recount text at grade XI SMA Negeri 5 Padangsidimpuan.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The location of the research is SMAN 5 Padangsidimpuan. It is located in Jl. Melati No. 90, Ujung Padang, District of South Padang Sidimpuan, Padang Sidimpuan City, North Sumatra. This research is started from January 2021 until 06 july 2021

B. Kinds of the Research

This research is qualitative descriptive research. The researcher chooses qualitative descriptive study because the researcher wants to analyze and describe the difficulties of students' writing recount text at SMA Negeri 5 Padangsidimpuan. The terms qualitative research and descriptive method are sometime used inter-changeably. So, qualitative and descriptive method is focusing on participant approximately.

C. Participant / Subject of Research

Participant of Research are the basic of data. The primary data is collected from the students at Grade XI SMAN 5 Padangsidimpuan. Total of students at grade XI SMAN 5 were 35 students. In this research, the researcher just did the test to 19 students at grade XI SMAN 5 Padangsidimpuan because of PPKM.

D. Instrument of Collecting The Data

To get an accurate data, researcher collected the data by doing test. Test is a method to measure the students' knowledge, especially in writing recount text. Test is sequence of question or practice that was used for surveying the skill, intelligence, knowledge, ability to trail that is owned be used for surveying by individual or group.[35] So, test is an argument to measure something in order to get the real data from object this research.

The research used test as the instrument. The test is essay test. The researcher gave students one question and ask them to write the answer based on their experience.

Table 1

The Indicators of Students' Difficulties on Writing Recount Text

Variable	Indicator of Recount Text	Sub. Indicators	Score

Writing Recount Text	1. Generic Structure
	  a. Orientation
	  b. Series of events
	  c. Re-orientation
		1. Content	25

		2. Organization	20

	2. Language Features
	  a. Using personal participant
	  b. Using chronological connection
	  c. Using linking verb
	  d. Using action verb
	  e. Using simple past tense
		3. Vocabulary	20

		4. Language use/ Grammar	25
		5. Mechanis	10

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[35] H. Doughlas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2003), P. 3.

E.   Technique of Collecting The Data

Collecting data is important to get the valid data, because it really correlates for the research and collection data must be composed according to the research and must be systematic. In this research the researcher used some techniques in gathering the data as follow:

a. The researcher doing observation to the school first before giving the test to the students

b. The researcher gave the test and the answers sheet to the students that had been filled with the limit of the time in doing the test.

c. After the students finished the test, the researcher collected the answer of the students and give score based on a certain criteria.

F. Technique of Data Analysis

After collecting of the data the researcher was done analysis the data by using some steps, such us: editing the data, reduction of the data, tabulation of the data, description of the data, taking conclusion such as:[36]

1. Editing the data, it was done to arrange the data become structured sentence systematically.

2. Reduction of the data, it was done seek the uncompleted data and put a side data unnecessary.

3. Tabulation of the data, it was done to account and give to respondents answer through test and take on the table that consist alternative answer.

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[36] Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2005), P. 40.

4. The last is taking conclusion.

CHAPTER IV

THE RESEARCH RESULT

A. The Data Presentation

The researcher has conducted the research at SMAN 5 Padangsidimpuan. The research discussed the difficulties that done by the XI grade students of SMAN 5 Padangsidimpuan. Many difficulties in students' recount text writing were found. Researcher only focused on indicator of writing by Hughey in Herni Yatni[37] and took the grading of the composition from Jacobs ET in Kristy Dwi Pertiwi.[38] Those are content, organization, vocabulary, language use and mechanic. The detail descriptions of the research result are described below:

1. The description of students' difficulties in writing recount text

The researcher had classified the students' difficulties in writing recount text at grade XI SMA Negeri 5 Padangsidimpuan. The description and classification of the students' difficulties in writing recount text is described into: Content, Organization, Vocabulary, Language use/Grammatical and Mechanics.

a. Content

In content, students have to think creatively in developing the ideas, connect every sentence, and paragraph cohesively. There were five students who found difficulties at content. They were described in

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[37] Herni Yatni, "An Analysis of Students' Difficulties in Writing Recount Text at The Tenth Grade of State Islamic Senior High School (MAN) 1 Kampar" (UIN Sultan Syarif Kasim Riau, 2018), 11–12, http://repository.uin-suska.ac.id/id/eprint/13482.

[38] Kristy Dwi Pratiwi, "Students' Difficulties in Writing English," *English Language Teaching* 2, no. 3 (2012): 7–9, https://www.researchgate.net.

paragraphs below.

The first student was FYS. FYS's title was "Vacation in The Field". In his story, he told about his vocation on the beach. The correct one was student must made the story based on the title or change the title with "My Vacation on The Beach" (see appendix 2 students 18).

The second student was SL. In his answer sheet, there was no title. There were just three sentences in his answer sheet.

Orientation: One day me and my friends went on a trip for a vacation.
Events: and we also went to Sipirok to play games and take a hot bath which was quite fresh.
Re-orientation: after playing and bathing we went home together.[39]

Based on his story, there were sentence in orientation, a sentence in events, and a sentence in re-orientation. Every sentence was not connected. He should add two sentences in every generic structure (see appendix 2 students 19).

The third student was FS. In his answer sheet, there was no title. There were just three sentences. In the first sentence in orientation, he told "One day me and my friends went to a trip for a vacation." Second sentence in events is "And the purpose of me and my friends for a vacation is to an island of kalimantung". The last sentence in re-orientation is "tteh my friends and I finally left our vacation spot with very happy faces, and finally we arrived home" (see appendix 2 students 13). From the sentences, they are not connected. The student should add

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[39] Sahala, Students of SMAN 5 Padangsidimpuan, Class XI MIPA-5, Writing Test. 4th August 2021.

two or more sentences in events and re-orientation to make the paragraph cohesive.

The last student was IS. She told about vacation to Korea. In fact, she never went to Korea. So, his story is not a recount text, because that was not her experience.

b. Organization

In organization, the students had to organize the text well. The ideas should be stated clearly, well organized, logically sequence, and cohesive. There were three students found difficulties at organization. They were described in paragraphs below.

The first student was EFS. In his answer sheet, there was no tittle. In the orientation, she wrote "10 January 2016". The first sentence in the events, she wrote "During my last holiday, ……". The correct one was "10 January 2016" **as the title**. Then the first sentence in events, "During my last holiday,…." **as sentence in orientation**. So, it would be stated clearly.

The second student was ATH. The last sentence in the events, she wrote "I went home and the same day I went home". That sentence should be in the re-orientation, not in the events (see appendix 2 students 16).

The last was ZBR. In orientation, there were six sentences. They are:

Orientation : One day I went on vacation with my sister. I wen on vacation to the beach. When I arrived at the beach, I pelayed with my

sister. When I walked on the beach, I swa a very beatiful view after sea. I'm very happy to take a vacation to the beach with my.[40]

Based on paragraph above, there were six sentences. Was not correct. The correct one was four sentences of them should in the events, and two sentences at the beginning in orientation.

Orientation: One day I went on vacation with my sister. I wen on vacation to the beach.

Events: When I arrived at the beach, I pelayed with my sister. When I walked on the beach, I swa a very beatiful view after sea. I'm very happy to take a vacation to the beach with my. (see appendix 2 students 17).

c. **Vocabulary**

In vocabulary, the students had to write the text by using the appropriate word. There were four students who found difficulties at vocabulary. They were described in paragraphs below.

The first student was MT. In his story, she wrote "Not felt, it was 10.00 **o'clock**. The correct is "Not felt, **it was 10.00 am**". Then, in the last sentences, she wrote "… at least to refresh my mind from routine **aktivities** in the **office**." She wrote "**aktivities**", and she wrote "**office**", **in fact she is a student**. So, the correct one was "… at least to refresh my mind from routine **activities** in the **school**" (see appendix 2 students 2).

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[40] Zul Bahrin Rangkuti, Students of SMAN 5 Padangsidimpuan, Class XI MIPA-5, Writing Test. 4th August 2021.

The second student was IJH. In his answer sheet, he wrote "… the **wort** day I have **aver** passed". The correct one was "… the **worst** day I have **ever** passed" (see appendix 2 students 14).

The third student was FS. In his story, he wrote in the last sentence in re-orientation was "**tteh** my friends and I finally left our vacation spot with very happy faces, and finally we arrived home". The correct one was "**then** my friends and I finally left our vacation spot with very happy faces, and finally we arrived home" (see appendix 2 students 13).

The last was ZBR. In his answer sheet, he wrote "I **wen** on vacation to the beach. When I arrived at the beach, I **pelayed** with my sister. When I walked on the beach, I **swa** a very **beatiful** view after sea. **I'm** very happy to take a vacation to the beach with my." The correct one was "I **went** on vacation to the beach. When I arrived at the beach, I **played** with my sister. When I walked on the beach, I **saw** a very **beautiful** view after sea. I **was** very happy to take a vacation to the beach with my **sister** (see appendix 2 students 17).

d. **Language Use/Grammatical**

In language use/grammatical, the students had to use the correct sentence structure, few error of agreement, and the order of article. There were four students found difficulties at language use/grammatical. They were be described in paragraphs below.

The first student were RAL. The first sentence in orientation, she wrote "I **am** at home, last Thursday was my day off. I didn't anywhere".

The correct one was "**Last Thursday was my day off.** I **was** at home. I didn't **go** anywhere".

Then, in the events, she wrote "I just **stay** at home." The correct one was "I just **stayed** at home". The last mistake is in re-orientation, she wrote "Many can't leave the house because of the corona outbreak, so every day they do activities at home". The correct one was "Many **people** can't leave **their house** because of corona **virus, so they did their activities** at home" (see appendix 2 students 12).

The second was TH. In the events, she wrote "After that, I **will dry** the cloth and **help** mama cook." The correct one was "After that, I **dried** the cloth and **helped** mama **to** cook". Then, other mistake was the last sentence in the events, she wrote "After that we **bath river** and the **go** home". The correct one was "After that we **were bathing in the** river and **then went** home" (see appendix 2 students 15).

The third was FYS. In his story, he wrote "One day I went on vacation with my sister I went on vacation the beach. When I arrived at the beach, I played on the beach, I saw a very beautiful view of the sea". The correct one was "One day I went on vacation with my sister I went on vacation **to** the beach. When I arrived at the beach, I played on the beach, I saw a very beautiful view of the sea". He should put **to** before "on the beach" to make the sentence clearly.

The last was IJH. She wrote "I **am** at home". The correct one is "I **was** at home". Then, she wrote "I just **stay** at home two weeks", the

correct is "I just **stayed** at home two weeks" (see appendix 2 students 14).

e. **Mechanics**

In mechanics, it requires the students' ability to master convention, spelling, punctuation, capitalization, etc. There are four students found difficulties at mechanics. They were be described in paragraphs below.

The first students was AR. His story was good, but there were some mistakes in punctuation and capitalization. The first mistake was the title.

Going to cermin beach

Orientaion: A few monts ago, I went to **cermin beach** with my family. **it** is located in **serdang begadai** district about 53 km from **medan** city, north **sumatra**. **the** trip there took about 1,5 hours. **we** left from **medan** at 07.30 using a car and we arrived about 09.00.[41]

Based on the paragraph above there were some mistakes. Most of sentences are not beginning with capital letter. Besides that, he didn't use capital letter for name of city and province.

The second student was TH. In his paragraph in the events, she wrote "In the **garde** my mother and I took rambutan". The correct one was "In the **garden** my mother and I took rambutan" (see appendix 2 students 17).

The third was FYS. In his story, he didn't put full stop in the first sentence in orientation. Besides that, he put coma at the end of sentence. "One day I went on vacation with **my sister I went** on vacation the

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[41] Fery Yohanes Sitompul, Students of SMAN 5 Padangsidimpuan, Class XI MIPA-5, Writing Test. 4th August 2021.

beach. When I arrived at the beach, I played on the **beach,** I saw a very beautiful view of the sea". The correct one was "One day I went on vacation with **my sister. I went** on vacation the beach. When I arrived at the beach, I played on the **beach.** I saw a very beautiful view of the sea".

The last was YM. In his story, he wrote:

Events: I love singing since I was kid. I practiced so hard before the **day. my** parents were really **supportive. they** helped me to practice and prepared healthy food for **me. they** also gave me motivation in myself.[42]

The correct one was:

Events: I love singing since I was kid. I practiced so hard before the day. My parents were really supportive. They helped me to practice and prepared healthy food for me. They also gave me motivation in myself.

2. The Students' Dominant Difficulties in Writing Recount Text

After doing the test, the researcher got achievement based on result of their test. The researcher had found the difficulties in writing recount text. They were:

a. Content

In this part the researcher explain the students result based on their test. Almost of students were still incorrect in content. They wrote their experience based on their version without know or follow the generic structure of recount text. Besides that, some of their story were not connected every sentence and not suitable with the title.

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[42] Yurina Mendrofa, Students of SMAN 5 Padangsidimpuan, Class XI MIPA-5, Writing Test. 4th August 2021.

b. Language Use/Grammar

From the result of the test the researcher concluded that students'had difficulties in language use/grammar in writing recount text. The difficulty in grammar was past tense. All of them had same mistakes in making past tense. They put simple present tense in their experience when they were writing.

c. Organization

In this part, students still mixed the generic structure of recount text. Some of them made sentences that should be at events, the wrote at orientation. The sentences that should be at the re-orientation, they wrote at the events. It was because of they didn't know the generic structure of recount text.

d. Vocabulary

In vocabulary, the students has still wrong in using the correct vocabulary. For example, the word "office", it should be "school", because the story was about student and the student did their activities at school, not at office. It was because they did not use the correct words to their story.

e. Mechanics

In mechanics, students were still wrong in writing the capital letter and punctuation. Some of them did not use capital letter after full stop. Then some of them did not use full stop in separating the sentence and did not use full stop at the end of the sentence.

So, based on the explanation above the researcher can conclude that students' dominant difficulties in writing recount text were in *content* and *language use/grammar*.

Table 2

The result Types of Difficulties, Frequency, and Percentage

No	Types of Difficulties in Writing	Frequency	Percentage
1	Content	4	21%
2	Organization	3	16%
3	Vocabulary	4	21%
4	Language use/Grammar	4	21%
5	Mechanics	4	21%
	Total	19	100%

B. Discussion

After analyzing the data, it was known that the students still feel difficult in writing recount text. The difficulties of the students grade XI SMAN 5 Padangsidimpuan in writing recount text were; the first was the students had difficulties in content. They still mixed between orientation, events, and re-orientation. So they couldn't construct the sentence well. The second was language use/grammar. They didn't understand constructing the sentence in good grammar. Most of them still used present tense in their story. So they made their story in present tense not in past tense. The frequency and the

percentage of the types of difficulties can be seen in table 2.

There were thesis that researcher used as review of related findings. The first was a research from Husna and Multazim. In their research, the students who got fair to very poor category were more than students who good category in organizing their recount text. This aspect is related to generic structure of recount text.

The second was Salawazo and friends. In their research, students' ability of second grade at SMP Yayasan Pangeran Antasari especially in writing recount text is low. The factors are low motivation and ability in learning English writing, lack of vocabulary, poor grammar ability, and interlingual transfer. The different structure between Indonesian and English language made students got confused when they wanted to transfer their ideas into written form.

The third is Nugraha and Noor. In their research, it was found that the students' writing ability in recount text was good enough. The students were low in vocabulary and grammatical use, but the students had a good orientation part because they can mention the figure and the place of the story clearly and they had a good content.

The forth is Harris, Ansyar and Radjab. In their research, some mistakes were found in writing recount text. The first was the students' mother tongue was still influenced the way of students' writing. The next was students' knowledge in using correct grammar. Students had lack of grammar knowledge. The last was students had lack vocabulary.

The last is Pertiwi. Based on her research, she found that the students had some difficulties in writing recount text. The most difficult one was language use and vocabulary. The next was organization and mechanics.

C. Threats of The Research

In conducting this research, researcher realized that were so many threats in doing students' difficulties research. In doing the test, the researcher was confused between doing online test or offline test. It happened because the students came to school only for attendance, not for study. Next, in conducting the test, the students who might not be too serious in answering any questions from the test, there was a mutual cheating, bias and psychological support in activities. Next, The last, the students were not serious in doing the test because there was not their English teacher observed their while the researcher did the research there.

However, the researcher had done the best in this research, the researcher was very aware of the threats that exist in this paper, but with hard work. This paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teachers, friends and readers.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of writing test, which done by the researcher about the students' writing recount text at grade XI SMAN 5 Padangsidimpuan concluded as below:

1. The students were still difficult in writing recount text. It can be seen based on indicator of writing. They were 4 in content, 3 in organization, 4 in vocabulary, 4 in language use/grammar, and 4 mechanics.

2. Based on the result of the test, the dominant difficulties in writing recount text were content and language use/grammar. It can be seen from the answer sheet of the students. There were mistakes in making the content and grammatical use.

B. Suggestion

Based on the conclusion above, the researcher gave some suggestion as follow:

1. The headmaster of SMAN 5 Padangsidimpuan as the leader of the school, the headmaster had to support the English teachers to teach well.

2. The English teachers must have a capability to motivate student in learning English and change the students' assumption that English is hard. The teacher must motivate students especially in writing recount text.

3. The students must study hard especially in English subject. Even though the condition is still in pandemic, it is not a reason to forget the lesson and

dissolve in laziness.

4. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of this media deeply. Further research can try to apply this media with another kind of text, narrative and procedural text for instance.

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CURRICLUM VITAE

A. Identity

Name   : Meidita Amelia

NIM   : 16 203 00072

Place and Birthday   : Batahan, May 17, 1998

Gender   : Female

Religion   : Islam

Address   : Desa Sari Kenanga, Batahan

Parent

1. Father   : Ahmad Yulhilis

2. Mother   : Erni Yusnita

B. Educational Background

1. Elementary School   : SDN 14270 Batahan (2010)

2. Junior High School   : Mts NU Batahan   (2013)

3. Senior High School   : SMA N 1 Batahan   (2016)

4. College   : IAIN Padangsidimpuan (2021)

Appendix I

The Instrument Test

A. Introduction

    1. The instrument is used to find out the students' difficulties in writing recount text.

    2. Answer by your own ability

    3. Your answer will not influence your position in this school

    4. Time is given 90 minutes

B. Write Recount text about your holiday at last year. The text should be consist of:

    a. Orientation

    b. Events

    c. Re-orientation

Name:
Class:

_____

Orientation : ....

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Events : ....

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

....

Re-orientation : ....

....

....

....

....

Sub. indicators	Score
1. Content	
2. Organization	
3. Vocabulary	
4. Language use/ Grammar	
5. Mechanic	
Total Score	

Padangsidimpuan, Juli 2021

Validator   Researcher

Rayendriani Fahmei Lubis, M.Ag   **Meidita Amelia**
NIP.19710510 200003 2 001   NIM.16 203 00072

APPENDIX II

NO	Name of Students
1.	Yuliana Tresia
2.	Masayu Tressa
3.	Debi Irmawati Sitompul
4.	Nasya Feronika Ritonga
5.	Alexandra Rotua
6.	Tri Andini Aritonang
7.	Lenia Zebua
8.	Yamilia Gea
9.	Yurina Mendrofa
10.	Idam Syafitri Gea
11.	Ending Felisha Situmeang
12.	Riski Aulia Lubis
13.	Feby Syaputra
14.	Ilman Junaidi Hutasuhut
15.	Tesalonika Hutabarat
16.	Aisyah Tul Homisah
17.	Zul Bahrin Rangkuti
18.	Fery Yohanes Sitompul
19.	
Total : 19 students	

APPENDIX III

NO	Students	Score					Total
		C	O	V	LF/G	M	
1.	YT	25	20	19	25	8	97
2.	MT	25	20	19	24	9	97
3.	DIS	25	20	24	19	9	97
4.	NFR	25	20	18	25	8	96
5.	AR	24	18	19	24	9	94
6.	TA	23	18	18	24	8	91
7.	LZ	23	18	18	23	9	91
8.	YG	20	18	18	23	7	86
9.	YM	20	15	15	20	5	75
10.	IS	18	15	15	20	5	73
11.	EFS	10	10	15	20	8	63
12.	RAL	18	15	10	10	6	59
13.	FS	15	5	8	15	5	48
14.	IJH	10	10	12	10	5	47
15.	TH	10	10	10	10	6	46
16.	ATH	10	10	10	10	5	45
17.	ZBR	10	5	7	10	6	38
18.	FYS	5	5	6	12	5	33

NB :

C   : Content

O   : Organization

V   : Vocabulary

LF/G : Language Features/Grammar

M   : Mechanics

Appendix I

The Instrument Test

A. Introduction

1. The instrument is used to find out the students' difficulties in writing recount text.

2. Answer by your own ability

3. Your answer will not influence your position in this school

4. Time is given 90 minutes

B. Write Recount text about your holiday at last year. The text should be consist of:

a. Orientation

b. Events

c. Re-orientation

Name: SAHALA

Class: XI IPA 5

Orientation : one day me and my FRiends went on a tRip for a Vacation

Events : and we also went to sipirok to play games and take a hot bath which was quite fresh.

Re-orientation : after playing and bathing we went home together.

....
....
....

Sub. indicators	Score
1. Content	5
2. Organization	5
3. Vocabulary	5
4. Language use/ Grammar	5
5. Mechanic	5
Total Score	25

Nomor : B - 856   /In.14/E.1/TL.00/07/2021   6 Juli 2021
Hal   : Izin Penelitian
            Penyelesaian Skripsi.

Yth. Kepala SMA N 5 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Meidita Amelia
NIM   : 1620300072
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Difficulties in Writing Recount Text at Grade XI SMA N 5 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik
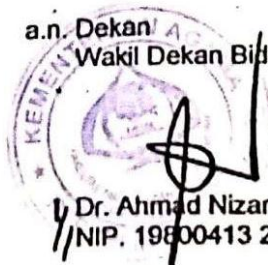
Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800413 200604 1 002
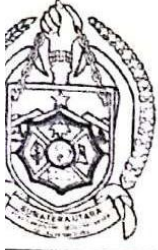
S U R A T   K E T E R A N G A N
Nomor : 423.4 /₃ ₀ ₅/ SMA.5 / MH-2021

.ubungan dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri

.angsidimpuan dengan Nomor : B-856/In.14/E.1/TL.00/07/2021, tanggal 6 Juli 2021, tentang Izin

.elitian Penyelesaian Skripsi, bersama ini kami sampaikan bahwa :

Nama	:	MEIDITA AMELIA
NIM	:	1620300072
Program Studi	:	Tadris/Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

.alah benar telah melaksanakan Penelitian di SMA Negeri 5 Padangsidimpuan dengan judul

.ipsi :

.TUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT GRADE XI SMA N 5

.DANGSIDIMPUAN"

.mikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana

.stinya.

Padangsidimpuan, 5 Agustus 2021

Plt. Kepala Sekolah,

SAHMARDAN, S. Pd
NIP. 19690226 200212 1 006

17 September 2019

Nomor : 84 /In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:
1. Rayendriani Fahmei Lubis, M.Ag   **(Pembimbing I)**
2. Fitri Rayani Siregar, M.Hum   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Meidita Amelia
NIM : 1620300072
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : Students' Difficulties in Writing Recount Text at Grade XI SMAN 5 Padangsidimpuan

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

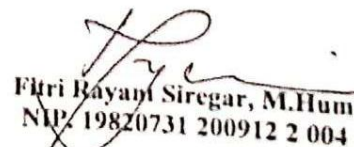Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

<u>PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING</u>

BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing I

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BERSEDIA/~~TIDAK BERSEDIA~~
Pembimbing II

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