

INVESTIGATING THE DIFFICULTIES ON STUDENTS' WRITING OF RECOUNT TEXT

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Abstract

Writing is one of the important skills in learning English, writing can provide useful information for other people who need it. This study aimed to investigate the difficulties faced by eighth grade students in one of State Junior High school in Palembang in writing recount texts. It outlines the qualitative research approach, specifically a case study design, used to explore the difficulties faced by eighth grade students in writing recount texts. Homogenous sampling method was employed to select participants from the eighth grade class, four students were selected as participants who have difficulties in writing recount texts. Data collection involved interviews. Thematic analysis technique was used in analyzing the data. The result of this study showed that students encountered difficulties when writing recount texts such as lack of understanding of recount texts generic structure, lack of grammar mastery, lack of vocabulary, lack of understanding mechanics use. Improvement from teachers and proactive efforts of students will help contribute to enhanced writing skills and solve students' difficulties in writing recount texts.

Keywords: Recount Text; Students' Difficulties; Writing

INTRODUCTION

English is one of the important languages in communication, where English is the most common language used. According to Ilyosovna (2020), English cannot be ignored because English is the most commonly spoken language everywhere. English is one of the most spoken languages in the world. Even outside countries like USA and UK, many people can speak and understand English. Chang (2011) stated that English is very important role as a communication tool among foreign speakers. The important role of English education in Asian countries, also this section focuses on the characteristics of English as an international language and it is important in communication. It can be concluded that English is an important language for communication and English obviously must give the first priority to learn among other foreign languages. Students need to learn four skills in learning English, Sadiku (2015) stated that these four skills are interrelated, Listening and Speaking are related to improving students' oral communication then Reading and Writing are used as tools to improve students' written communication. According to Kurniasih (2011), the four skills are closely related because students need to develop these skills so that graduates can communicate in English at a certain level of literacy. It can be concluded that the four skills in learning English are needed by students because they can help them learn English. In learning English, Writing is a crucial ability for pupils to develop as they learn the language. Spratt, Pulverness, and Williams (2005) claim that writing is the description of visual symbols that define a language that is understandable to someone so that they can read the visual symbols. According to Richards and Renandya (2002), writing is a process of translating thoughts into comprehensible written form. The importance of writing may thus be seen in the ability to express one's individuality, improve thinking abilities, generate logical and convincing arguments, allow a person the opportunity to

afterwards reflect on and reevaluate his or her views, and provide and receive feedback. They can develop strong writing skills and critical thinking skills via writing. The students will learn how to write well, how to articulate ideas, and how to communicate their opinions with others through writing as they develop their writing skills. There are four problems writing in general namely: Inappropriate use of colloquial language, trouble with sentence structure and word order, trouble reading back what is written, and trouble with word sounds, spelling, and meanings are the four main issues with writing in general. Writing abilities are challenging since it is tough for the writer to determine the concept, meaning, vocabulary, and syntax. In conclusion, because English is a formal topic taught at the junior high school level (SMP), mastery of writing abilities is essential in the process of teaching and learning English. Recount texts are one of the types of texts that junior high school students (SMP) learn to compose. Recount texts, as defined by Anderson (2003), are pieces of literature that describe prior occurrences in a typical sequential order with the intention of evoking memories of earlier encounters. Then, the relevance of the recount text determines whether it is difficult to write. Kindenberg (2022) found that structure, vocabulary, grammar, and mechanics were the four areas where students had the most trouble while producing recount narratives. Alfaky (2015) continued by stating that there are a number of issues with creating recount texts, including grammatical issues. Writing in a second language presents a variety of difficulties for beginners. Issues with sentence structure students who struggle to write recount texts with appropriate sentence structures are unable to put the writing together. Based on explanation above, it is very important for the researcher to investigate the difficulties on students' writing recount text.

METHOD

This study used qualitative research specifically case study as a research design. Creswell (2012) stated that this research is a problem that involved investigating the understanding of a phenomenon, concept and event involving several individuals and groups. Qualitative research is a research method carried out to examine natural objects, and where data collection uses triangulation. The case study is a way of an investigation that used various sources of evidence to research a study. Therefore, students of class VIII of one of state junior high school in Palembang were chosen because they had studied writing the recount text. Homogeneous sampling was a deliberate sampling strategy that seeks to accomplish this. Thus, four students who were considered as lower achievers in writing of class VIII. 1 were chosen based on the teacher's recommendation. Interviews were a part of the process of collecting data in qualitative research, interviews were conducted on a particular problem and an oral debriefing process in which 2 or more people are involved in a study. In this research, the researchers used thematic analysis. According to Creswell (2012), there are six steps in thematic analysis. These phases included gathering and preparing the data, reading the data holistically, delving into the details of the coding process, creating a data description, outlining the information that has been evaluated, and interpreting the data.

RESULTS AND DISCUSSION

Results

The interview was conducted to find out the students' difficulties in writing recount text in one Statet Junior High School in Palembang. The material was then thematically examined after being collected through interviews. The themes and codes were obtained through the study of the interview data. The following are descriptions of the outcome:

Table. 1 themes and codes of students' difficulties in writing recount text

Themes	Codes
1. Lack of understanding of recount texts generic structure. - Orientation - Events - Re-orientation	A. The students stated they had difficulties in writing down information about characters, the time and place because they were confused. B. The students stated they had difficulties in developing the logical sequence of event, because they were confused in developing it. C. The students said they had difficult with re-orientation when writing a recount text because they had no idea about this section.
2. Lack of Grammar Mastery	D. In writing recount texts, the students were confused of the changes of verb. E. The students stated they had difficulties with the irregular and regular form of verbs.
3. Lack of Vocabulary Mastery	F. In writing recount texts, the students stated they had difficulties with vocabulary because they did not memorize a lot of it. G. The students said that sometimes forget the vocabulary they have memorized.
4. Lack of understanding mechanics use	H. In writing recount texts, the students stated they had difficulties with the capitalization in writing recount text, because they did not pay attention to capital letters when writing. I. Some students stated they had just wrote without paying attention to punctuation. J. The students stated they had difficulties in using punctuation, because they had confused about which punctuation marks to use. K. The students stated they had difficulties to continue to the next paragraph and they were confused using transitional signal in writing recount text.

Discussion

The discussion of this research is based on the results of interviews that aim to find out students' difficulties in writing recount texts in one State Junior High School in Palembang. The research results are discussed as follows: First, the student perceived difficulties with writing the orientation section of recount text. The students had difficulties in writing down information

about the character, time and place of the text which was caused by the students' lack of understanding of the stories they wrote. Therefore, in writing recount text the students just wrote without knowing what to write in the orientation section. The students experience difficulties with orientation due to the students' lack of understanding of this part of the orientation. This result is supported by Hartati (2019) who argued that the students had difficulty in writing down some of the information in the orientation, such as the characters, time and place in the story because of students' lack of understanding of the orientation.

In addition, a study by Sulisty (2013) found that students had difficult with the orientation section due to students' lack of understanding of recount text structure so the students had difficult in writing down the information in the orientation section. Those studies are in line with the data obtained that shows that when the students write recount text, they perceive difficulties in the orientation section because they do not understand the meaning of the orientation and find it difficult to write down the information in the orientation. Second, the students felt difficulties with the generic structure in recount text, one of which is in the events section. This happened because the students experienced difficulties in developing the sequence when writing recount text caused by students because they were confused to develop a logical sequence of events. Therefore, in writing recount text students have difficulty with events because lack of understanding of this part of the events. Thus, in writing students having trouble writing down some of the information that should be written when writing recount text. This result was supported by Husna and Multazim (2019) who argued that students still have difficulties in making it orientation, events and reorientation but the biggest difficulties encountered students in events, they lack ideas to arrange them. In addition, supported by Suryani (2020) who stated that students made the text in the introduction to the conclusion very neat but students experienced errors in the order of ideas in the body of the text. This means that students have not been able to explore the correct text, this is because students are too focused on writing recount text so that they forget the correct arrangement of paragraphs. Third, the students perceived difficulties with the re-orientation section of recount text. This occurs due to the students' lack of understanding of re-orientation so in this section, they find it difficult to re-express clear information at the peak of the story. The students are confused to rewrite the last condition in the story. This is because students do not understand the concept of re-orientation. This result is supported by Hartati (2019) who that in writing re-orientation, the students experience difficulties in writing conclusions in stories because they do not understand what they should write. Those studies were in line with the data obtained that the students perceived difficulties in writing re-orientation when writing recount texts because students do not understand re-orientation. Therefore, when writing recount texts, the students just write without paying attention to the correct order of the generic structure. Fourth, it was found that the difficulty that the students encountered in writing recount text was from the grammar aspect. This difficulty occurred because the students did not understand the rules of adding final -d and -ed at the end of verbs and also the irregular form of the verbs. In addition, the students were not familiar with the contextual use of the simple past form because they were confused to change verbs. These difficulties with simple past tense made it difficulties for the students to write recount text. The research conducted by Fitriyani et.al (2019) who stated that students have difficulties in making good and correct sentences, which are related to grammar when writing recount texts because most the students do not pay attention to the use of grammar and correct word order.

In addition, supported by Cohn (1994) who stated that students have difficulties which includes the simple past tense because the recount text tells about past events, students often use verb 1 even though the simple past tense must use the second form of verbs. Fifth, the students had difficulties in vocabulary when writing recount text because students had a limited vocabulary. So, it is difficulties for them to put the correct vocabulary into sentences. This happened because

they could not memorize all of the vocabularies that they learned during the teaching and learning process. This research was conducted by Sari et.al (2013) who stated that students have a lack of vocabulary in writing recount text this is because when writing students have difficult expressing ideas because their vocabulary is very limited so they use the wrong. This is supported by Ngabut (2003) who stated that one of the difficulties of students in writing recount text is the lack of vocabulary possessed by students. Vocabulary was very important when writing because it play a role in building good and correct paragraphs, if you choose the right vocabvulary, the reader will understand the meaning of the writing. Sixth, the students experienced difficulties in capitalization. This difficult is because the students did not pay attention to capital letters when they write recount text. The students only focused on writing without paying attention to the capital letters. It is in line with Kasriani (2021) who stated that difficulties in suing capital letters still occur in writing when students lack pratice to applied good and correct capitalization writing.

In addition, Puspitasari (2014) also argued that in the use of capital letters students often feel confused because of a lack of proper and correct capital letter writing exercises. Then, students' understanding is also lacking in this regard. Seventh, it was found that the students perceived difficulties in recount texts when punctuating. This occurs due to the lack of understanding of the role and function of punctuation marks in writing a sentence. Thus, the students just write without knowing that punctuation can affect meaning, intonation, and sentence structure. This result is supported by Laia (2019) who stated that students have difficulty determining the use of punctuation marks, such as commas and point. In this case, students use "comma" and "period" in the wrong positions. That is, they use the punctuation marks incorrcetly. Eighth, students experience difficulties in organization. students experience this difficulty because there are difficulties when they want to move to the next paragraph then students also have difficult using transition words in arranging writing when writing recount text. This is because students do not understand and are confused. this is supported by Oshima and Hogue (2016) who stated that students have difficult organizing paragraphs and moving paragraphs by using Transition signals to connect ideas and organize ideas into a logical sequence.

CONCLUSION

The sonclusion should contain the confirmation of the problem that has been analyzed in result and discussion section. Based on the results of data analysis using thematic analysis, the researcher found information about the students' difficulties in writing recount texts. The findings were that in writing recount texts, students still experienced difficulties with the generic structure of recont texts, such as: developing the logical sequence of event. In addition to the generic structure, students also experience difficulties with grammar, vocabulary, capitalization, punctuation, organizing and organizational aspects. the confirmation of the problem that has been analyzed in result and discussion section. The conclusion should contain the confirmation of the problem that has been analyzed in result and discussion section.

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