

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
RECOUNT TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 15
BATAM**

JOURNAL



By:

Nada Nadila
NPM: 19.06.0.015

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF RIAU KEPULAUAN
BATAM
2023**

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT OF ELEVENTH GRADE STUDENTS AT SMAN 15 BATAM

Nada Nadila¹

*(English Education Study Program, Teacher Training and Education Faculty, University of Riau
Kepulauan, Batam, Indonesia)*
nadanadia4080@gmail.com

Abstract

The aim of this study is to find out students' difficulties in writing recount text and the most dominant problem that appears in writing recount text of eleventh grade students at SMAN 15 Batam. The subject of the research was 40 students of XI IPS 1 at SMAN 15 Batam in the academic years 2023/2024. This study was descriptive qualitative research. Writing tests and interviews were used as an instrument of this research to find the difficulties and dominant problem faced by the students while writing recount text. The technique for analyzing the data was analyzed the student's writing results by using Jacob's scoring rubric in writing. There were five aspects on Jacob's scoring rubric: content, organization, vocabulary, language use, and mechanics. The result showed the most dominant problem that students' faced in writing recount text was language use. It showed that the total of students who got fair to very poor was 36 students. It is because most of students write recount text using the present tense meanwhile, in recount text, the students should write it in the past tense. The interviews also showed that the students have difficulties in language use especially in grammar. The students only focused on retelling their story without considering the importance of past tense in recount text.

Keywords : *Difficulties, Recount, Student's, Text, Writing.*

INTRODUCTION

The globe has a significant role for English as a universal language. In Tarigan et al. (2019), citing Crystal (2003), it is said that "English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology." In a variety of contexts, including the government, business, media, and education system, English is the de facto language of exchange. The global language should be mastered as early as possible in life in order to participate in society. The ability to converse with individuals who speak various languages more easily can be achieved by being fluent in English. English is being taught in Indonesia's public schools and institutions more often as a result of its importance. Students can get the chance to do this by learning English.

Without ignoring the importance of other language skills, writing is one of the critical abilities that students should be able to acquire. Writing lessons teach pupils how to properly pour and express their own thoughts, experiences, and feelings into written form, claims Harmer (2007, p. 32). Students gain language proficiency via writing by communicating and expressing their ideas in a way that others from all over the world can comprehend. Certain forms of material are featured in the Senior High School syllabus since writing is so important.

One of those texts is recount text, which is written in the past tense. Recount texts are appropriate for pupils to utilize when they want to recollect their experiences or occurrences in writing. Recounts are the most basic kind of writing, claim Knap et al (2005, p. 223). Recounts are formally sequential writings that do little more than arrange a series of events. Give the reader a chronological account of the writer's or other people's prior experiences. According to Wignell et al. (1994, p. 154) the social purpose of recount texts is to retell events for the purpose of entertaining or informing.

Writing is the most challenging ability for second language learners to acquire, claim Richard and Renandya (2002, p. 303). The difficulty lies not only in creating and organizing ideas, but also in translating these ideas into clear writing. This issue resulted from the unique features and categories of writing, which are distinct from those of the native tongue and from those of a foreign language, particularly English. In addition, pupils must organize their thoughts into strong paragraphs while writing. Even though recount texts have been studied since junior high school, some students still struggle to write them. Some of the pupils are unsure about what to write, and they have no idea how to organize their views.

Due to background of the research above, Researcher formulates the problem in this research as follow; “What is the most dominant problem that appears in writing recount text? “ and “What are students’ difficulties in writing recount text?”. Hence the aims of this research are to find out the most dominant problems that appear in writing recount text of the secondary students at SMAN 15 Batam and to find out students’ difficulties in writing recount text.

METHODOLOGY

This study employed qualitative research. Depending on Creswell (2009, p. 4), qualitative research was an approach to exploring and understanding the significance that individuals or groups attach to a social or human situation. The researcher was interpreted the data based on the data obtained.

Observations regarding a phenomena or an issue that the researcher discovered were used to determine the study's location. The SMAN 15 Batam secondary students that participated in this study were. From June to July 2023, the researcher carried out this study. The eleventh graders at SMAN 15 Batam served as the study's subjects. The subject was selected from the 40-student XI IPS 1 class of 2023–2024.

Students' writing tests and interviews served as the study's primary sources of data. Instruments in the form of tests may be used to measure fundamental

competencies and accomplishments, claims Arikunto (2014, p. 266). The researcher used a writing assessment to pinpoint students' primary challenges in recount text writing. A free-writing recount text on the students' experiences served as the main topic of the test. Data was gathered by the researcher using the following procedures:

- a. To create a recount text, students were instructed to select one of the suggested themes.
 1. positive or negative experience
Students were permitted to create a recall narrative regarding either positive or negative events.
 2. Last vacation
Students were permitted to produce a recount paragraph on the subject of their most recent vacation.
 3. Unique day
The theme of the recount paragraph might be about the student's memorable day.
- a. Students were asked to write at least 10 sentences about the topic chosen.
- b. Students created recount text in 60 minutes.

In the meanwhile, the researcher used an interview to find out which students had trouble creating recount texts. Interviews allow researchers to gain a better insight of an event or occurrence from the participant's perspective than is feasible through observation alone, claims Stainback (1988) in Sugiyono (2019, p. 305). In order to get detailed and comprehensive information regarding students' struggles with producing recount texts, the researcher in this study employed a semi-structured interview as a method. The researcher conducted one-on-one interviews with each student using the six previously prepared questions.

Bogdan (1982), cited in Sugiyono (2019, p. 319), asserts that data analysis is the methodical search and organization of interview transcripts, field notes, and other materials that you gather in order to better understand them and communicate your results to others. Data analysis is the act of methodically assembling the information gathered and making inferences such that the data may be easily comprehended by others. The researcher goes through the following processes as she analyzes the data:

1. Scoring the students' writing

The researcher used analytic score as a types of rating scale to measure students writing ability. Scale, scripts was scored on five areas of writing on

the Jacob et al. scale: content, organization, vocabulary, language use, and mechanics.

2. Analyzing Data

Researcher had analyzed the data through several steps. Based on Miles and Huberman (1984) in Sugiyono (2018, p. 321) there were four steps of analyzing the data, consist of: data collection, data reduction, data display and conclusion.

RESULT/FINDINGS

The researcher used a scoring rubric created by Jacob et al in 1981 to grade students' writing tests in order to respond to the research's design (Weigle, 2002, p. 116). Following are the results:

1. Content (C) It is also clear that 3 pupils received Very Good marks. Six pupils received Good grades, fifteen received Fair grades, and sixteen received Poor grades.
2. Organization (O) in arranging organization in recount text, it can be seen that 2 students got very good, 13 students got good, 14 students got fair, and 11 students got poor
3. Vocabulary (V) there was only 1 student who got very good, there were 7 students who got good, there were 16 students who got fair, and there were 16 students who got poor.
4. Language Use (LU) there are no students who got very good, there were 3 students who got good, there were 15 students who got fair, and there were 22 students who got poor.
5. Mechanic (M) there is no student who got very good, there were 2 students who got good, there are 22 students who got fair, and there were 16 students who got poor.

Table 1 Students' Categorization

Amount of Students	Category
1	Very Good
3	Good
12	Fair
24	Poor

Based on the research findings above, the result of the analysis of 40 students' composing writing scores in recount text of the XI IPS 1 SMAN 15

Batam was found that only 1 student was categorized as Very Good (A), 3 students were categorized as Good (B), 12 students were categorized as Fair (C), and 24 students were categorized as Poor (D).

The research results also revealed that there are a few reasons why students in XI grade SMAN 15 Batam have trouble composing recount texts. The results of the interview revealed issues with sentence structure. The researcher wanted to see what aspects of producing recall texts kids struggle with. The results of the interview are displayed below:

I have trouble writing coherent sentences while describing events, and occasionally I also forget to move the verb to the past tense (student 1).

Because I don't fully comprehend the simple past, it's challenging for me to draw conclusions from the text and translate my experiences into English (student 2).

When I have to recall a prior incident, I find it challenging since sometimes I already forget about it and have to recount it in the past tense. (Person 3).

DISCUSSION

a. Students' dominant problem that appears in writing recount text

It may be inferred from student writing samples, writing assessments, and interviews that the challenge with producing recount texts for students involves five different components. According to the findings, one of five elements was the primary issue with the students' writing. Students in the fair to poor and extremely poor groups are those who had difficulties. The outcomes of the pupils' writing demonstrate this:

Table 2 Classification of Students' Problem in writing recount text.

Aspect	Content	Organization	Vocabulary	Language Use	Mechanics
Fair to Poor	15	14	16	15	22
Very Poor	16	11	16	22	16
Total	31	25	32	37	38

From Table 4.9 above, According to the research, mechanics appeared to be the most common issue students had while creating recount texts. It revealed that there were 38 kids in total among the fair to low and extremely poor children.

In this area, the majority of students were still unsure about how to utilize spelling, punctuation, and capitalization, and they paid little attention to it. The two primary signs of student issues in this area were capitalization and punctuation. Most pupils incorrectly add the comma and continue to use lowercase letters for the next word after the full stop.

Secondly, out of the 36 kids, language use was the main area of concern. It's because the majority of pupils didn't fully grasp how to utilize language while creating recount texts. The kids were still having trouble creating the proper tenses for their phrases. In this instance, the majority of the action verbs and linking verbs are written by the students in verb 1, while recount texts, which describe past events, should be written by the students in verb 2.

The third, dominant problem that appear was in vocabulary. It indicates that more than half of students struggle for used an appropriate word and word form.

The fourth was in the area of content. While some students had already created content that was well-written, relevant to the subject, and included a topic sentence and a concluding sentence, the majority of students were still having trouble defining the content of their texts. They were unsure of how to write the topic sentence and the text's final sentence.

Lastly, the pupils had trouble structuring the material in terms of organization. Some of the students' writing lacked the necessary generic recount text structure, was illogically developed, and lacked a close or reorientation.

b. Students Difficulties in Writing Recount Text

20 pupils were interviewed by the researcher. The researcher discovered in this interview that the pupils were still having trouble creating recount texts. The researcher quizzed the kids on several topics. "Do you understand the explanation from your teacher about recount text?" the researcher questioned. Ten pupils said that they comprehended their teacher's explanation of the recount text, while ten more said they did not get the entire explanation.

Secondly, the recall text's structure and linguistic elements were the subjects of the researcher's questions. Most students only responded to the recount text's structure when the researcher asked them this question. Unfortunately, only a small number of students were able to grasp the linguistic aspects utilized in the recount text, even if they correctly mentioned the basic structure of the text.

Lastly, The researcher wanted to know what element of producing recall texts pupils struggle with. The students claimed that the reorientation was the

most difficult aspect of the assignment for them. Most of the students truly struggle with grammar since they do not comprehend the concept of the simple past and find it challenging to convert action verbs into the simple past. Due to a lack of vocabulary, the kids have difficulty translating their original tongue into English. In addition to finding the right term, they experienced additional difficulty as a result of their limited English vocabulary proficiency. The students state that it is difficult to generating the text in English while they must pay attention to the use of past form.

CONCLUSION

Based on the outcomes of the students' worksheet for writing recount texts, it is possible to draw the following conclusions about the composition writing scores of 40 students for the XI IPS 1 SMAN 15 Batam recount texts: 1 student was rated as very good, 3 students were rated as good, 12 students were rated as (Fair), and 24 students were rated as (Poor). Based on the five writing-related criteria, the students' recall texts have been graded. They are the structure, terminology, language use, mechanics, and contents.

In this study, the mechanical component was by far the most common issue in students' recall writing. The usage of punctuation, spelling, and capitalization are the main areas where pupils struggle in this area. Capitalization and punctuation were the key indications of student issues in this area. The majority of pupils incorrectly add the comma and continue to write the word in lowercase after the full stop. Second, the language use component was the primary issue. Vocabulary was the third and most obvious issue. The fourth was in the area of substance, and the final was in the area of organization.

The interview's findings revealed that the students struggle with grammar because they don't comprehend how it is employed, they don't take into account the language used in recount texts, which must be written in the past tense, and they are solely concerned with reliving their previous experiences. More than half of the pupils consistently made spelling, punctuation, and capitalization mistakes because they were only concerned with repeating the tale and neglected other crucial components like mechanics. Sadly, their narrative is equally poorly written.

REFERENCES

- Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik*. RINEKA CIPTA.
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed). SAGE Publications.
- Harmer, J. (2007). *How to Teach Writing*. Stenton Associates.
- Knap, P., & Watkins, M. (2005). *Genre, Texts, Grammar*. UNSW Press.
- Richards, J.C., & Renandya, W.A. (2002). *Methodology in Language Teaching*. Cambridge University Press.
- Sugiyono. (2019). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (2nd ed). ALFABETA.
- Tarigan, N. W. P., Siregar, Y. S. P., Mawarni, C. I. (2019). Grammatical Errors on Students Writing of Recount Text. *LEEA: Linguistic, English Education and Art Journal*, 3(1), 189-200. <https://doi.org/10.31539/leea.v3i1.995>.
- Weigle, S.C. (2002). *Assessing Writing*. Cambridge University Press.
- Wignell & Gerot. (1994). *Making Sense of Functional Grammar*.