



An Analysis on Students' Problems in Writing a Recount Text at The Eleventh Grade Students of Senior High School

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Abstract

This research is motivated by the low ability of students in writing recount text at SMAN 2 Kuok. This study aims to determine students' problem in writing recount text in class XI students at SMAN 2 Kuok. This study uses a qualitative research design. Class XI MIA consists of 21 students. The sampling technique used was purposive sampling. The instrument used in this research is a questionnaire. Data were analyzed by describing students problems in writing recount text. Based on the result of the questionnaire, the researcher found that students had 4 problems in writing reount text such as vocabulary, organization, mechanic and grammar. Based on the results of the analysis of the questionnaire 81% of students had difficulty using grammar while 56,2% of students had difficulty understanding concept of vocabulary.

Keywords: *Recount Text, Writing Problems, Senior High School*

Introduction

The international language that is widely used by people around the world is English. The importance of speaking English is a subject that is studied in school, especially reading, writing, speaking and listening. According to (Yoandita, 2019) argues that reading, writing, speaking and listening are subjects that students must master. English has an important role in education in Indonesia. Having an understanding and mastery in English makes it easier for students to get a lot of information and knowledge.

English has two skills, namely productive skills and receptive skills. According to (Ampa & Akib, 2019) states that English has two types of skills, namely productive skills consisting of speaking and writing. Meanwhile, the receptive skill consists of listening and reading. In English, students must master all skills in English. according to (Ayu, 2017) English has four skills, namely writing, reading, speaking, and listening. Writing is one of the skills that students must master. Writing is included in the type of productive skill where students are able to develop their ability to express an idea, feeling and thought into a piece of writing that can provide broad knowledge.

In addition, when writing you have to pay attention to the language, vocabulary, spelling, grammar that is used correctly. According to (Nguyen Thanh Huy, 2015) argues that having good writing skills can have an impact in all fields for students because writing can develop language skills in using grammar and vocabulary, writing is an important tool to encourage other skills and also writing is the best skill in the current global era. To make good writing, you need to pay attention to various things so that the writing you make can be meaningful and does not cause misunderstandings. Therefore, writing skills cannot be acquired automatically and easily (Hardi, 2020).

In the 2013 curriculum, there are various types of text that must be mastered by students, one of which is recount text. According to (Bastidas, 2012) stated that recount text is a text that retells the author's experiences directly or imaginatively that happened in the past. Meanwhile according to recount text (Laili & Muflihah, 2020) argues that recount text is the same as narrative text, namely telling events that have passed but in recount text there are no complications. Based on the theory above, recount text is a text that retells an incident that has passed. Recount text has a generic structure and linguistic elements used in writing the text. According to (Sari et al., 2018) states that orientation, series of events and re-orientation are included in the generic structure of the account. Orientation is a background of the story begins. Usually the first structure includes 5W1H. Series of event iss tells the chronology of an event in the past. And re-orientation is the conclusion of all events or result.

In addition, students also need to know what grammar should be used in writing recount text. Because choosing the wrong and random grammar will make the reader confused about the contents of the text so that the writing is graded badly. According to (Apsari et al., 2019) said that students cannot deny that grammar and sentence structure encourages them to generate proper grammar to convey thoughts, concepts, or facts in their daily speaking and writing activities. While, According to Setyowati and hardiastikna, (2019) that state grammar is an essential component of the teaching and learning process,

as it supports language abilities, particularly writing. Grammar is an important component in the teaching and learning as a support language skill, especially writing. Grammar give much contribution in writing text. When students want to write a text, they have to pay attention to every grammar rule. Moreover, without usage correct grammar, the readers will not understand what you written because we not do direct interaction with readers as we do in speaking.

Language features of recount text is one of a simple past tense. Simple past tense is a sentence pattern used to describe past events. (Fitria, 2020) remarked that past tense depicts events that must have occurred in the past. It can be combined with either of the two aspects, perfect and progressive. The foundation for writing recount text is that students need an understanding of the simple past tense because these tenses are used in the recount text. according to (Iriana, 2018) state that in recount text there are linguistic characteristics such as using simple past tense, past continuous tense, past perfect tense, and perfect continuous, using word frequency, using conjunctions and action verbs. When students write recount text the language features must exist, so that it becomes good writing and can be understood by readers.

The simple past tense has a change in the use of the verb. Where the verb used is verb 2 to describe events that have passed. If students use inappropriate tense, it will cause misunderstandings in the sentences delivered. Most students have difficulties in using verbs, especially in distinguishing regular verbs and irregular verbs. According (Tulak et al., 2016) state that many pupils make tenses errors because they don't understand the difference between regular and irregular verbs. The reason of students difficult in composing writing recount text is the lack of language, the lack of grammatical and make a lot of grammatical mistake.

Most students find writing difficult. Writing difficulties are caused by a lack of vocabulary, understanding in using grammar and a lack of ideas to put into writing. This was found by Za'in (2017, p.56), that most students experience difficulties in the aspects of content, organization, vocabulary, and mechanics. This is in line with Sari's opinion (2017, p.1) also claims that most students struggle with capitalization, punctuation, inexplicitness/fuzziness, organization/illogical sequencing, spelling, and grammatical issues when producing recount text. This is because students have low vocabulary, lack of writing practice.

There are previous studies in this research. The first research was titled "Students Problem in Writing Recount Text at SMAN 4 Sungai Penuh "by Wahyuni Syafitri and Ratmanida (2020). The similarity between two studies were on the problem of students writing. While differences in this study were 1) wahyuni syafitri and ratmanida use writing tet as instrument dan translog-II sftware as media writing. Whereas, this research use questionnaire as instrument and the googleform as media/tool spared questionnaire.

The second research was titled "An investigation of Students Problem in Writing Recount Text at The First Semester of The Eight Grade of SMPN 4 Bandar Lampung" by Diana Lisa Za'in (2017). The similiraty between two studies were on the problem and usage instrument. While the differences on the Diana uses interview as instrument also and on the participant is eight grade students of SMP N 4 Bandar Lampung. Whereas in

this research only questionnaire as instrument and the participant is eleventh grade students of SMAN 2 Kuok.

Method

The study used qualitative research. This study describes the participant, data collection and analysis. The purpose research is to know what are student's problem in writing recount text. collect data usage as a tool research to answer of question research. The data in this research is in the form of a questionnaires answered by student. Questionnaire is a list of questions that used by obtaining information from respondent. From collecting data through questionnaire, the researcher found out the causes of students' problem in writing recount text and answer of question research. According Bryman & Burgess,2014) state that qualitative research is a method research using participant which a result in a narrative, descriptive account of a setting or practice state that qualitative research is a method research using participant which a result in a narrative, descriptive account of a setting or practice.

In this research, the participant was students of SMAN 2 Kuok. The researcher selected the people or participants who know the phenomenon of the problem. The researcher chooses XI Science class as the sample class. The number of students at XI Science is 21 students Consisting of 9 male students and 12 female students. The reason why the researcher choose XI science class, because when I program experience field the students cannot write a text well and the English teacher given explanation that the students at SMAN 2 Kuok has the lowest knowledge and motivation in study English.

The data were statement from problem in writing, dari permasalahan menulis. Twenty-one students the contents of the questionnaire distributed based on their respective opinions. They chose the two options provided as their answer. The statement contains students' difficulties in writing theoretically and practically. The researcher concludes of the result of the questionnaires. In this research, the research was analyzed student's problem in writing recount text to describe. Data analysis are three step such us data reduction, data display and conclusion/verification. Data reduction, the research selects each result of questionnaire that focus in the problem. The purpose of this step to take a summarize problem in writing recount text is clearly. Data display, the research presentation of the questionnaire into form narrative. The purpose of presentation questionnaire is that researchers can systematically conclude problems so that researchers can draw effective conclusions. The presentation of questionnaire in the form of table and graphic. Conclusion/verification, the research was draw conclusion and verification needs revisions and mush data to consider the research conducted is in line with the exiting question.

Results

In this chapter, the researcher presents the findings and discussion related students' problems in writing recount texts at the eleventh-grade students of SMA N 2

Kuok. After collecting the data, the researcher analyzed the data that consist of questionnaire to students. The questionnaire was formulated in a Googleform . Researcher distributed to the students through by WhatsApp group. The quetionnaire consist of 22 statements related to students' problems in writing recount text. Students are asked to choose the suitable response.

Researchers analyzed students' problems in writing recount text based on indicators on writing, such as vocabulary, organizing, mechanic and grammar. The data was analyzed in theoretical and practical Every indicator has its own aspects which will then be analyzed one by one. The data is presented in form of table. The finding will discuss as follows:

1. Result of Questionnaire Report in Theoretical.

Students' ability to write is not only assessed based on their practice. But theoretically students must also be able to master it. In this section, the researcher divides each writing indicator into sub-indicators to be analyzed. In the questionnaire the statement reads "I have no idea about" The researcher grouped them into students' understanding of the theory. The results of the questionnaire below will show how well students understand writing in theory.

Table 1. Students Problem in Understanding Theoretical

Indicator	Subindicator	Total	Percentage
Vocabulary	Conjunction	18	85,7%
	Frequency of Words	10	47,6%
	Verbs	10	47,6%
	Synonyms	11	52,4%
	Diction	10	47,6%
Organization	Sentences	10	47,6%
	Paragraph	8	38,1%
Mechanic	Spelling	8	38,1%
	Capitalization	6	28,6%
	Punctuation	8	38,1%
Grammar	Grammar	11	52,4%

The table above shows that the first vocabulary has five sub indicators were 85,7% students has no idea about conjunction 47,6% students has no idea about frequency words 47,6% students has no idea about verbs 52,4% students has no idea about synonym and 47,6% students has no idea about diction. The second organization has two sub indicators where 47,6 students has no idea about sentences and 38,1% students has no idea about paragraph. The third mechanic has three sub indicators were 38,1% students has no idea about spelling 28,6% students has no idea about mechanic and 38,1% students has no idea about punctuation. The fourth grammar has one subindicator where 52,4% students has no idea about grammar.

2. Result of Questionnaire Report in Practical

The results of this questionnaire show practical student problems. Where the researcher makes a statement that reads "I have a problem in using" The researcher groups it into students' understanding of theory. The results of the questionnaire below will show how well students understand writing in theory.

Table 2. Students Problem in Understanding Practical

Indicator	Subindicator	Total	Percentage
Vocabulary	Conjunction	13	61,9%
	Frequency of Words	14	66,7%
	Verbs	14	66,7%
	Synonyms	15	71,4%
	Diction	18	85,7%
Organization	Sentences	15	71,4%
	Paragraph	17	81%
Mechanic	Spelling	14	66,7%
	Capitalization	17	81%

	Punctuation	15	71,4%
Grammar	Simple Past Tense	17	81%

The table above shows that the first vocabulary has five sub indicators were 61,9% students has a problem in using proper conjunction 66,7% students has a problem in using proper frequency words 66,7%% students has a problem in using proper verbs 71,4% students has a problem in using proper synonym and 85,7% students has a problem in using proper diction.. The second organization has two sub indicators were 71,4% students has a problem in organizing idea when writing recount text and 81% students has a problem in making each coherent paragraph and cohesive paragraph when writing recount text. The third mechanic has three sub indicators were 66,7% students has a problem spelling word when writing recount text 81% students has a problem in using capital when writing recount text. The fourth grammar has subindicator where 81% students has a problem in using simple past tense when writing recount text.

From the description above, the researcher draws the conclusion that students not only know but students must also understand it. There were 4 students' writing problems that were examined by researchers, such as vocabulary, organization, mechanics and grammar. A brief description on the above problem an seen in the table below:

Table 3. Summary of Data

Indicator	Vocabulary	Organization	Mechanic	Grammar
Problem in understanding	56,2%	42,9%	34,9%	52,4%
Problem in practicing	70,3%	76,2%	73%	81%

The results of the percentage table above are obtained from the average results for each percentage of student problems. The table shows that in problem understanding, the research analyzes understanding conceptually. We can see 56,2% the students do not undertand concept of vocabulary. 52,4% students do not understand concept of grammar.

42,9% students do not understand concepts of organization. The last indicators 34,9% students do not understand concept of mechanic. The researcher too analyzes the problem in practicing. There are 81% students had difficulty in using proper grammar especially simple past tense when writing recount text. 76,2% students had difficulty how to organize the sentence and paragraph. 73% students had difficulty in using spelling, punctuation and capitalization. 70,3% students had difficulty in using proper vocabulary. problems in writing recount text that the highest is Grammar practice.

Based on the analysis on students' questionnaire. It is found that students' difficulties on writing recount text relates to vocabulary and grammar. Conceptually the students have difficulty in understanding vocabulary. Meanwhile practically the students have difficulty in using grammar in writing recount text.

Discussion

There are two problems in writing, namely problems in understanding conceptually and practically. According to (Harris, K. R., Graham, S., & Mason, 2006) the difficulties experienced by individuals in writing are identified in two aspects such as difficulties in understanding and execution. In this study, researchers analyzed students' problems conceptually and practically. The results of the questionnaire report show that most students experience problems in writing recount text.

The first student's problems in writing recount text is Vocabulary. In the results of the questionnaire data above it was stated that students' problems in writing were due to a lack of vocabulary owned by students so that students had difficulty in stringing words into a sentence. This problem is in line with previous research in the second chapter. The previous study related to conduct by Wahyuni Syafitri and Ratmanida in 2020 with 27 students participating. In his research, it was stated that there were 18.6% of students having problems in vocabulary.

The second student's problems in writing is grammar. The results of the questionnaire stated that students had difficulty in using grammar when writing recount text. Grammar is the highest problem experienced by students when writing recount text. This problem is in line with Atikasari Husna and Ahmad Multazim's research in 2019 but is not a priority problem experienced by students. The highest problems experienced by students were analyzed using indicators and generic structures. In terms of indicators, students have difficulties in mechanics. In generic structure students have problems in reorientation.

The third student problem in writing is mechanics. The results show that students have difficulty understanding the concept and practice when writing recount text but mechanics is not the dominant problem. In previous research, according to Diana Lisa Za'in, mechanics were the most dominant problem found with a percentage of 45.90%.

The fourth student's problem writing is organization. The result show that students have difficulty their understanding concept and practice idea each sentence and paragraph. This problem is not the dominant problem as is the case with previous research according

to Khairunnisaak, Sartika, & Asmara in 2022 organization is in third place with 68.18% of students experiencing problems within the organization.

The difficulties experienced by students in writing recount text based on the results above. Students experience difficulties in grammar. But all problems have a causal factor. The main factors that cause it are grammatical weakness, knowledge and understanding, and less practice. This cause negatively affects their ability to write. Having limited knowledge and understanding in writing recount text makes it difficult for them. Based on the students' answers in the questionnaire that the main reason for difficulties in writing recount texts is a lack of interest in learning because some students may not like English lessons. This results in students having less motivation in writing. Apart from that, in the above data students have many deficiencies in grammar and not only that, students are not fully able to understand organize sentences and paragraph- characteristics needed in writing recount text.

From the data analyzed by researchers, the main factor causing student problems is the lack of learning and practice. It can be concluded that they lack interest in learning English, including writing texts in that language. They face difficulties in constructing sentences correctly in English because of their lack of understanding of grammar. In addition, they also have limitations in developing ideas and translating them into English due to lack of vocabulary. Sometimes, they also don't understand the general structure and characteristics of that type of text.

According to the results of the questionnaire, most students experience difficulties due to a lack of interest in learning and practicing writing recount texts. They tend to perceive writing as a difficult subject, which has a negative impact on their writing skills. (Hanafi, 2017) states that the main cause of student difficulties is a lack of interest in learning to write and the perception that learning to write is boring.

Based on the analysis of the questionnaire data, it can be concluded that students' difficulties in writing are related to linguistic difficulties. Byrne (1988) explains that linguistic difficulties involve difficulties in using grammar and vocabulary correctly. Writers face this problem because they have not mastered grammar and vocabulary, which causes them to make many mistakes in writing texts. As (Alfaki, 2015) has mentioned, writing in a foreign language using the right words and grammar is a challenge for students.

One of the causes of the next problem is the lack of students' practice in writing report texts. In fact, a lot of practice is needed for students to produce good writing. Most students do not practice their writing skills, which results in them experiencing difficulties in writing. Hedge also stated that his experience shows that to become good writers, students need to practice their writing skills intensively. Therefore, for students who want to improve the quality of their writing, they must practice writing skills regularly.

The third cause is the level of students' initial knowledge. Most students still have inadequate knowledge of English. They have deficiencies in vocabulary and grammar, which makes it difficult for them to write. They are not able to compose sentences properly

and develop ideas clearly in writing recount texts. The difference in structure between Indonesian and English also causes confusion for students when they try to transfer their ideas into written English. According to (Mashullah, 2016) believes that the level of students' initial knowledge affects their ability to learn a foreign language. Students who have broader knowledge will find it easier to learn new material. Therefore, learning vocabulary and grammar is important because they are the basis for creating good writing.

This section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section are the result. The process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively.

Conclusion

Class XI MIA students at SMAN 2 Kuok have difficulty writing recount text. According to the data collected and the results of the questionnaire, the majority of students experienced difficulties in using grammar in recount text. It was clear from the results of the theoretical questionnaire that 56.2% of students had difficulties in vocabulary concepts while 81% of students had difficulties in using good grammar in recount text. the inability of students to produce a recount text is caused by a lack of vocabulary and grammatical weakness. Teachers are expected to educate students on how to improve their ability to write recount texts, especially skills and techniques in writing tests, in order to assist students in overcoming obstacles in writing texts. To improve students' writing skills, teachers must present interesting material. In addition, the teacher must use variations to teach tactics as well as teach writing skills, such as making recount texts, in order to get better results. Students should learn more about writing recount texts, such as

writing skills, writing techniques, and procedures for taking written tests, which will help when dealing with writing tests. They should also practice writing regularly. The basis for ensuring that they have a reliable understanding and familiarity with test writing. As a result, the challenges of students in writing subjects can be reduced. This part consists of two (2) sub-parts: conclusion of the article and suggestions or recommendation from the research. Conclude your article critically and logically based on the research findings. Please be careful in making generalization of the findings. You should also state your research limitation in these parts.

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