

Difficulties In Writing Recount Text at the 10th Grade Students' of SMAN 2 Soppeng

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ABSTRACT

This research aimed at finding out writing difficulties experienced by the X Grade students' of SMAN 2 Soppeng. In order to achieve the objective of this research, this research used purposive random sampling technique. The population of this research was X Grade students' of SMAN 2 Soppeng in academic year 2021/2022 that consisted of 315 students.

The researcher used purposive sampling technique; the sample was class X IPS 3 which consisted of 29 students. The reason for taking these classes as the sample is based on suggestion and recommendation of the English teacher of SMAN 2 Soppeng that class has difficulties in writing skill. The data were collected through writing task and questionnaire. The data were analyzed using tabulating the scores of students' paragraph on the five components of writing.

The result of the students' recount text showed that there was a lack of writing. It was lack by the students' score was 33% of the content, followed the organization's score was 21%, the lack of vocabulary was 23%, followed the lack of language use was 20%, and 3% was the lack of mechanics. Therefore it is concluded that X Grade students' of SMAN 2 Soppeng is lack or poor.

Keywords: students' difficulties, writing, recount text

INTRODUCTION

Learning English is very important. Everybody may speak English everywhere and every time because it is the important language in the world. That is why we should learn English briefly. English language learning has four language skills that must be mastered if someone wants to be successful in English.

There are speaking skills, writing skill, listening skill, and reading skill. In this case, the researcher will discuss writing skill, especially writing text. As one of the four language skills, writing has always occupied a place in most English language course. People not only need spoken English but also use written the English language.

Writing is a process to get a product. The final product is measured against a list of criteria which includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Fauziati, 2008: 143). The students should be excellent in studying English especially writing skill. In writing recount text, the students sometimes have the difficulty in terms of grammar and vocabulary. Actually, the students' difficulties in a writing recount text are mainly in the lack of vocabulary and grammar. It is because most of the students write by translating Indonesian sentences into English not by transferring the meaning from Indonesian into English.

For example, to change V1 (present tense) to V2 (past tense), arrive become arrived, like I arrive in Takalar last month. The sentence is wrong, and actually, the correct sentence is I arrived in Takalar last month. The students sometimes forget

with the past form of a word. In writing recount text, the teacher should explain more about grammar especially past tense and learn more vocabulary because it is the first problem in students writing.

In writing, the writer and the readers cannot communicate orally. As it is stated by Fairbairn and Winch (1996:6) that “When the writers are writing to someone, a tone of voice, physical proximity and possibility of quick interaction are not available and the writers need to be able to communicate effectively without resorting to these features.”

LITERATURE REVIEW

Previous Related Studies

A woman in her thesis with title “Problem in Writing Composition Faced By The Third Years Students of SLTP 6 Buntu Barana, (Rahmi Takdir, 1999), tried to know the interest of SMP Negeri 6 Alla’ in learning composition, found that the strategy the teacher of SLTP Negeri 6 Alla’ students used in teaching composition. The total of respondent were 40 students and the research was done on October, 1st 1998. The result of this research indicated that the students had problem in writing composition, but the strategy of teaching composition was not yet fully challenging the students. To solve the problem of the students of SLTP Negeri 6 Alla’ of writing composition is the time for studying composition should be increased by giving more homework for the students to write a free composition and the researcher tries to use alternative methods in teaching composition so that the students are motivated. One of the ways to motivate the students in writing is writing their personal experience.

“Developing Students’ Writing Ability Through Writing Exercise On Personal Experience”, (Mulyani, 2006). In this thesis, the researcher tried to find out the students’ writing ability through writing exercise on personal experience. Total respondents in this thesis were 35 students and the research was done on December, 2nd 2006. The result of this research showed that the students in writing personal experience were effective in developing students writing ability, especially in a narrative essay. But the procedure in this thesis makes students feel bored because the researcher using personal experience as long as treatment. So, the researcher should be applying the different topic in the treatment and using an interesting strategy in teaching writing.

Andi Azhar, a man with a thesis title “Using Writing News Technique in Teaching Writing to the Second Year Students of SMA Negeri 16 Makassar”. In this research, the writer gave the pretest to see students’ knowledge about the news. The pretest took 30 minutes. At the pre-test, the writer asked the students to write news. Before that, the writer asked questions which related with the news, just a simple question, such as whether the students ever watched or read English new, or have they made English news, and what is the most segment or the news that students like. Based on the research, the writer concluded that use of writing news

technique for writing in English was improved the students' writing skills of the second year of SMA Negeri 16 Makassar.

Some Pertinent Ideas

Learning Difficulties (Disabilities)

A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways. A learning disability can't be cured or fixed; it is a lifelong issue. With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life.

Difficulties in Writing

Difficulties in writing referred to this thesis is a condition in which the competence achieved by students not in accordance with the standard criteria set out in writing as in writing recount text where there are certain criteria of writing made by students can be said Worthy.

Standard or criteria are the fulfillment of content, organization, vocabulary, language use, and mechanics. To meet all the standards set, it is not easy for students to understand these five aspects, therefore requires an adequate understanding.

There will be shortcomings and advantages in a written. A student who gets a "fair" score but there are still shortcomings in writing for example content aspect is quite interesting but the students did not understand how good mechanics in writing.

Writing

Definition of Writing

Writing is one of four language skills. Writing is perhaps the most demanding skill of English. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to human. It is the skill which has been developing in a civilized society to pass on knowledge or messages beyond constraints of here and now. Writing is not only combinations of letter, which relate to the sounds made when people speak, but writing is more than a production of these graphic symbols. The graphic symbols must be arranged in such a way according to a certain convention to form words to form the phrase, phrase to form sentence, sentences form paragraphs, to form text or passages. Ron (1987:10) states: Writing is a discovery process, it involves discovering ideas, discovering how to organize them and discovering what that you want to put ever to your reader. So, a lot of what a writer does a writer doesn't actually appear on the page.

Writing is very complex. It is neither an easy as the spontaneous activity. Writing needs some mental efforts that must be combined and arranged. Writing needs hard working when the students do write. They not only have to keep minds but also considered the past opinion or ideas, which are relevant to their goal at the teaching.

The Importance of Writing in Language Teaching

Effective writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application, and synthesis of new knowledge. Writing also encompasses creative inspiration, problem-solving, reflection and revision that results in a completed writing. From a students' perspective, writing may instead be a laborious and even dreaded exercise of attempting to place thoughts on paper while developing mastery over the rules of writing, such as spelling, citation format, and grammar.

The Process of Writing

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages of the writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper.

The Characteristic of Good Writing

A good writing is not always easy. The characteristics of good writing always present ideas that are fresh and original. It is not boring and always keep our interest because we use right language appropriate words and free of serious error in grammar.

RESEARCH METHOD

Design and Sample

This research employed a descriptive method, which involves collecting data in order to answer the research questions formulated in the problem statement. As a descriptive study, it was neither threat the subject nor manipulates the data taken from the sample, because its main purpose was to find out what are the problems in writing recount text encountered by the students based on the result of writing test and questionnaire given.

Instrument and Procedure of Collecting Data

The researcher used writing test and questionnaire as a research instrument in order to collect data of this research. In writing test, the students were asked to write recount text based on the topic given by the researcher. The questionnaire was given to find out the students' difficulties in writing recount text. The questionnaire consisted of 10 items.

Data Analysis

The writer used qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data.

RESULT AND DISCUSSION

The Description and Difficulties Analysis in Writing Recount Text

The researcher identified the students' difficulties in writing recount text and calculated the number of each component of writing. She showed the result of calculation into table and converting them into percentages. Then, she made a chart based on the result. After that, she described the data after processing the result.

This table below was the recapitulation of the students' difficulties in writing recount text.

Table 4.1 The Classification of The Students' Difficulties in Writing Recount Text

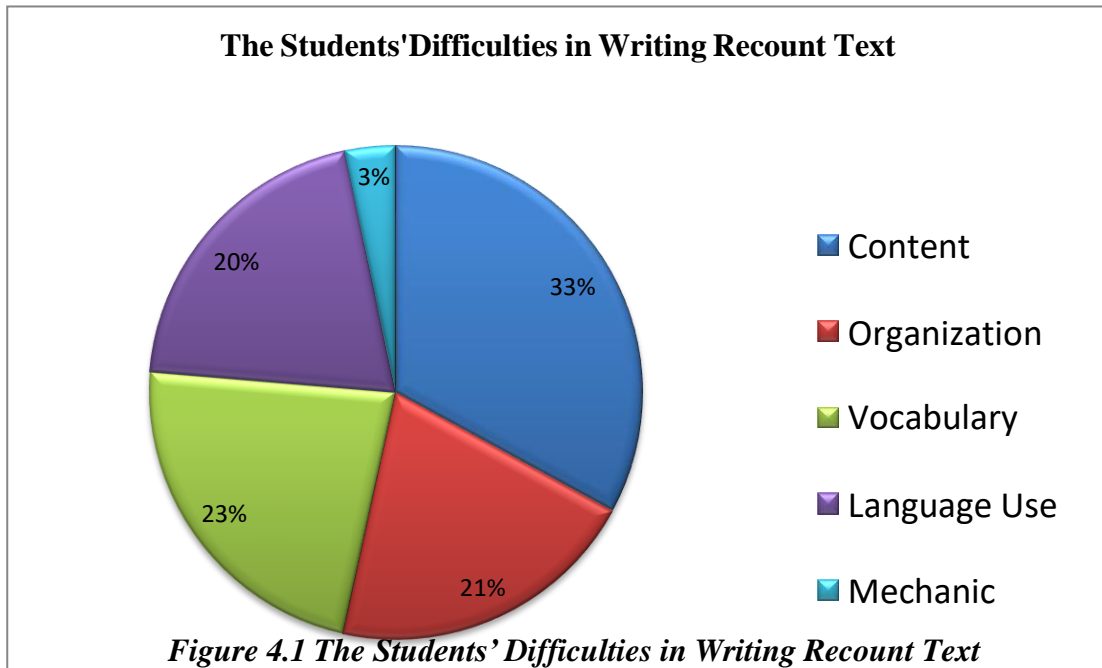
The Students	Components of Writing					Total
	Content	Organization	Vocabulary	Language Use	Mechanics	
Student 1	23	18	15	17	2	75
Student 2	17	12	15	16	2	62
Student 3	17	12	15	16	2	62
Student 4	17	10	15	10	2	54
Student 5	17	12	12	9	2	52
Student 6	14	7	9	9	1	40
Student 7	27	14	18	16	2	77
Student 8	14	11	12	9	1	47
Student 9	17	12	12	9	1	51
Student 10	20	9	12	16	2	59
Student 11	14	9	12	16	2	53
Student 12	17	12	12	9	2	52
Student 13	14	12	12	7	1	46
Student 14	17	8	12	7	1	45
Student 15	14	9	12	8	1	44
Student 16	14	11	12	15	1	53
Student 17	14	8	11	9	2	44
Student 18	23	12	12	8	2	57
Student 19	17	12	12	13	1	55
Student 20	20	9	12	16	2	59
Student 21	14	9	9	7	2	41
Student 22	20	9	12	16	2	59
Student 23	17	9	9	6	2	43
Student 24	23	15	12	10	2	62
Student 25	17	9	9	8	2	40
Student 26	20	15	12	9	3	59
Student 27	14	8	9	5	2	38
Student 28	14	9	9	9	2	43
Student 29	14	9	12	5	2	42
Total	500	311	347	310	51	1514
<i>Percentage of Components of Writing</i>	33, 02%	20, 54%	22, 91%	20, 47	3, 36%	100 %

The percentages of the recapitulation of the students' difficulties in writing recount text converted into a chart. The chart covered the highest until the lowest

rank

as

follows.



The chart above based on the students' writing data explains the varieties of difficulties that students faced. The researcher would like to elaborate the result of the chart above started from the highest difficulties number until the lowest rank.

1) *Content*

Most of students faced the difficulty of content in writing recount text, the percentage was 33%. Based on the analysis data, the students difficult to development ideas, confusing and disconnected. The result of the writing test of the students also not communicated, information was very limited, and boring. So, the reader not understood with the information of content from the students writing test. An example, the researcher asked the students to write recount text about "Holiday", but the students write about "Family".

2) *Organization*

Based on the result of the data showed the percentage of organization in writing recount text was 21%. The students difficult to write the paragraph which contains logical sequencing, well organized the order, good introduction, good placement, and strong the conclusion. The student's writing test also lack direction with ideas detail, not communicated, not organization, and made the reader confused. An example, the students made the recount text which not has introduction and not organization between the topic and content.

3) *Vocabulary*

Vocabulary is one of the important elements in English especially in writing skill. Therefore the result of the data showed most of the students' difficulties in writing recount text is vocabulary. Based on the data analysis, the percentage of vocabulary in writing recount text is 23%. The difficulties can be seen in the paragraph

of their recount text which is dominated by their vocabulary errors. Most of the sentences in their paragraph contain confusing meaning and ineffective words.

4) *Language Use*

Based on the chart pie shows the percentage of language use in writing recount text is 21%. The student faced the difficulty that the paragraph dominated by errors of grammar. An example, the student should write the recount text with use past tense but most of the students write recount text with present tense.

5) *Mechanics*

Based on the result of the data showed the percentage of mechanics in writing recount text was 3%. The student's difficulty of mechanics was the students did many errors of spelling, punctuation, and capitalization. Spelling, punctuation, and capitalization error occurred because the students have low knowledge about English writing. So, the students made the recur errors on each paragraph of writing test.

Qualification of Students' Score on the Questionnaire

To know the students' difficulties in writing recount text, the researcher distributed questionnaire to the students, after analyzing the data, the result showed that the researcher found difficulties of the students in writing recount text of SMAN 2 Soppeng. This is indicated by the percentage of the students' questionnaire shown in table 4.2.

Table 4.2 Qualification of Students' Difficulties

No.	Interval Score	Qualification	Percentage (%)
1	85-100	Very high	0
2	69-84	High	0
3	52-68	Moderate	0
4	36-51	Low	27,58%
5	20-35	Very low	72,41%

The result indicated that 72.41% students were "Very low", 27,58% students were "low", and no students was in moderate, low and very low. It means that all of the students were difficulties in writing recount text.

Discussion

The discussions of the research deals with the researcher's interpretation of the findings which was interpreted based on the description and analysis data above. The result shows that the four most common difficulties made by the students in recount text writing. The first is *content* which has 500 or 33.02% error. The major source of content errors is communication strategy. In English the students have to connect the content with the point of information to be brought and the sequence in which the point are presented. When the students tried to express their idea in writing the English text especially in recount text, they didn't think about the information and the sequence in which the point are presented. As the result, the text can't give the information to the reader in understanding the topic fully.

The second difficulty is organization which has 311 or 20.54% error. The major source of organization errors is also communication strategy. Most of the students were difficult to arrange each idea of paragraph and they were also difficult to make coherences between topic of the sentences and its supporting sentences.

The three is *vocabulary*. It has 347 or 22.91%. The sources of difficulties are interlingual transfer and communication strategy. The students chose wrong word (vocabulary) whose meaning is not appropriate in the sentence. They can't differentiate the pattern of each tense in arranging the sentences into paragraphs. While in process of writing, the writer (students) should think about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. In order to create a piece of writing they should use special words, phrases, sentence and paragraph that related each other.

Furthermore, the four lowest is *language use*. It has 310 or 20.47% errors. Language use of writing involves correct usage and point of grammar. Some students had difficulties in language use especially in grammar. Their grammatical errors in recount text writing are *incomplete sentence*, *meaning not clear* and *singular-plural* errors. The first lowest frequency of error is *incomplete sentence* error happened when the students wrote a sentence which missed some words or verbs which have major meaning in the sentence. The source of this error caused context of learning. Moreover, they had difficulties in differentiate the verb of past tense which is divided into regular and irregular form.

The second is *meaning not clear*. It happened when students wrote a paragraph and the paragraph prevented to be comprehended by reader because some incorrect patterns or inappropriate words in the sentence, therefore the sentence didn't have meaning. This kind of error is interlingual transfer because the students translated their first language into the target language word by word.

The last is *Singular-plural*. It happened because the students don't have singular-plural rule in their first language and it's different from the target language which has the rule of singular-plural noun.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that difficulties in writing recount text at the X Grade students' of SMAN2 Soppeng in 2021/2022 academic year have difficulties/lack in writing. Most of the lack of writing recount text were about content which very high percentage (33%), followed organization, vocabulary, language use and the mechanics. They were excited if talked about content especially "Holiday" but cannot write well.

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