

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
RECOUNT TEXT AT THE EIGHTH GRADE OF MTS SIRAJUL FALAH
BOGOR ON SECOND SEMESTER OF 2019/2020 ACADEMIC YEAR**

A PAPER

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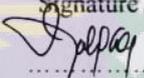
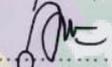
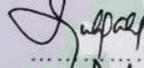
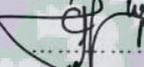
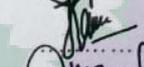
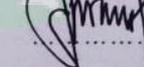
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ABSTRACT

MOHAMMAD IQDAM AMRUL UMAM. NIM: 1301065101. *An Analysis of Students Difficulties in Writing Recount Text at the Eighth Grade of MTS Sirajul Falah Bogor on Second Semester of 2019/2020 Academic Year.* A Paper, Jakarta, The Study Programme of English Education, The Faculty of Teacher and Education Studies, The University of Muhammadiyah Prof. Dr. Hamka, 2020.

This research analyzed and examined students' difficulties in writing recount text at the eighth grade of MTS Sirajul Falah Bogor on second semester of 2019/2020 academic year. The objective of this research is to get factual data of what factors that make eighth grade students of MTS Sirajul Falah Bogor get difficulties in writing recount text. Besides, this research also tried to figure out the quality of eighth grade students of MTS Sirajul Falah Bogor in writing recount text (either good or bad). Therefore, this research involved 20 students as sample of research by selecting 8.III class with purposive sampling technique. There instruments were used to get data, which were observation form, test of writing recount text, and interview. The data was analyzed by using qualitative method analysis. The results showed that that eighth grade students of MTS Sirajul Falah Bogor got difficulties because of language features lack of understanding factor. It was found that most students got difficulties on language features, which were grammar problem of past tense or 12 students or 60% and poor of vocabularies or 12 students or 60%. This result was different with generic structure analysis scoring which were 12 students or 60% passed the stage than 8 students or 40% who failed to complete stage. Therefore, the language features of grammar (past tense) and vocabulary became the 20 students' main difficulties. Next, the result of total scoring of generic structure and language features analysis also found 11 students or 55% majority of 20 students got low score or bad compared with only 9 students or 45% who passed the Standard Minimum Scoring (65). Thus, the majority of students' recount text result was not good. These results were supported from the result of interview that showed majority of students responded they had poor of vocabulary and grammar problem which means they got problem most in language features.

Keywords: Eight Grade Students, Writing Difficulties, Recount Text

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CHAPTER I

INTRODUCTION

A. The Background of the Study

For a teacher, it is generally known that when they teach students about English, they will force students on mastering four language skills, which are listening, speaking, reading and writing. The reason is simple; without knowing and studying those four skills, students are not able to master English well. In fact, teacher often sets their students to learn integrated English skills above (Hinkel, 2006). Integrated means the teacher prepares material of English for students by accommodating all four English skills in one real time simultaneously. The goal is to make students get used to with four skills of English, so they can master it faster in class.

However, learning all integrated English skills in one real time is not easy. Each skill has its own characteristic to learn and master. Listening and reading are receptive skills that teachers might be feel less pressure to teach the students, but speaking and writing are productive skills that teachers mostly feel more challenging. As Burns and Siegel (2018) stated that speaking and writing is categorized in past as “active skill” instead of listening and reading which are “passive skill”. It means teaching speaking and writing need more effort for teacher. That is why teachers often try more harder in preparing materials and treating the students when learning speaking or writing.

Between those two productive or active skills above, writing is seen as the most difficult one which student should learn. According to Langan (2002), writing is unbearably difficult. Students often think that writing is difficult to do, and they feel not confident to write anything on the paper. This case always be obstacle for many teachers to teach writing, especially for their students. For example, when teacher asks students to write, they often say “I am not good in writing, I cannot write”. This is why from all of subskills, writing is the hardest ability to study and master for students than any other. Teacher might think twice if they want to teach students within integrative model, especially writing.

There many studies that shows and proves about students' condition when or after learning writing in any context (Fareed, Ashraf, & Bilal, 2016; Pratiwi, 2015; Seyabi & Tuzlukova, 2015). Most studies reported students get problem in 5 categories, one of it is Seyabi and Tuzlukova, (2014) who found 5 main writing problems for learners are deciding how to start a paragraph, not knowing how to write the correct sentences, putting the ideas in coherent way, choosing right vocabulary, and not having enough ideas about the topic that their teachers ask them to write. Besides, Fareed, Ashraf, and Bilal (2016) research also resulted that the problems on writing for students are they generally have lack knowledge of vocabulary, students have difficulties of grammar, and they have lack of idea which affect learners' writing skill. Actually, in order to master writing, students must have well knowledge to produce sentences, paragraph, or essay needed in writing as good as the same

time they must have good English grammatical, vocabularies or language use. This is the problem that commonly happened in students. Teacher must aware of it.

In context of Indonesia students, the problem in writing seems similar, and it is more specify on the text types writing difficulties. Students in Indonesia must learn how to write different types of texts material based on School National Curriculum (2013). In level of Junior High School, the students will find materials of writing such as, narrative, descriptive, procedures, report, and recount. These types of text have been teachers' priority in teaching writing, so the students must be able to master it. Students often fell no serious when they study or learn to write type of texts. The reason is because they know what to do such as how to write the proper generic structure and proper language features to be used. Again, in reality they cannot write text of types well.

Among 5 type of texts that Junior High School study in class, recount text becomes the main problems or difficulties. Many students often fail to write recount in terms of generic structure and language features. To be known first, recount is simply type of text that tells about events writer's has done in past (Knapp and Watkins, 2005). Many studies have shown that students truly get difficulties in writing recount. For example, study from Husna and Multazim (2019) who also explored students' difficulties in writing recount text. In their study, students get problem in both text organization and putting words or language features in their recount writing.

This students' difficulties in writing recount text situation happened and experienced in one school of MTS Sirajul Falah at Bogor. The writer knows this because the writer experienced teaching English there. The writer once did pre-interview to English teacher and the 3 samples of eighth grade students in one class. The writer found the students felt hard to write recount text. Below is the preliminary result that the writer did.

Table 1. Preliminary Study

Question	Answer
1. Do you feel writing recount text is difficult?	<ul style="list-style-type: none"> - Teacher 1 : It can be difficult, if students don't understand to write it well. - Students 1: Yes - Students 2: Sure - Students 3: I feel recount is hard.

(data taken on 13th November 2019)

From the table 1 above, teacher has confirmed that writing recount text for students might be difficult if the students do not understand how to write it well. The responds of 3 samples student also informed that writing recount text was yes difficult. This preliminary data above become the writer research's background for analyzing more on the problems in learning writing especially recount text for students.

Based on the problems above, the writer aims to do a research entitled "An Analysis of Students Difficulties in Writing Recount Text at the Eighth Grade of MTS Sirajul Falah Bogot on Second Semester of 2019/2020 Academic Year". This research tries to explore more on the factors that

makes students difficult in writing recount text. The writer also wants to check the quality of students' writing in recount text.

B. The Limitation of the Study

Based on the background of the study previously, the writer focuses to limit this research on analyzing the factors that make students get difficulties when they write recount text based on two aspects of; 1) Generic Structure and 2) Language Features. The two analysis of generic structure and language features of students' recount text is believed as the key to expose also students' recount text writing quality.

C. The Questions of the Research

In this research, the writer states two main questions to find out, as follows:

1. What are the factors that make eighth grade students of MTS Sirajul Falah Bogor get difficulties in in writing recount text?
2. How is the quality of eighth grade students of MTS Sirajul Falah Bogor writing on recount text?

D. The Objective of the Study

The objective of this study is to get factual data of what factors that make eighth grade students of MTS Sirajul Falah Bogor get difficulties in in

writing recount text, and also confirm the quality of eighth grade students of MTS Sirajul Falah Bogor writing on recount text whether it is good or bad.

E. The Significances of the Study

There are two benefits or significance of this study;

1. Theoretically, this study can be a good proof or data that enrich scientific results on factors that make students get difficulties in writing recount text and the quality of their recount writing.
2. Practically, this study can be used by both students and teachers. Students will get valuable information to solve their problem in writing recount text. Meanwhile, teachers can get also valuable data to provide their students with suitable model of learning for teaching student recount text in future.

Therefore, the result of that studies may open chance to help both teachers and students.

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