

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING  
RECOUNT TEXT AT THE EIGHTH GRADE OF SMPN 214 JAKARTA  
ON SECOND SEMESTER OF 2019/2020 ACADEMIC YEAR**

**A PAPER**

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**BY  
LANY DARMA  
1301067002**

**THE STUDY PROGRAMME OF ENGLISH EDUCATION,  
THE FACULTY OF TEACHERS AND EDUCATION STUDIES,  
THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA,  
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## VALIDATION SHEET

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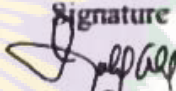
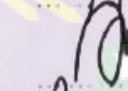

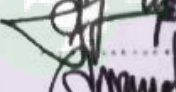
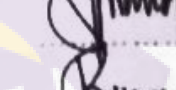

Name : LANY DARMA

NIM : 1301067002

This paper has been presented, examined, and revised based on the advisor and examiners suggestions.

The Study Program : English Education  
 The Faculty : Faculty of Teacher Training and Education  
 The University : University of Muhammadiyah Prof. DR. HAMKA  
 The Day and Date : Saturday, August 22<sup>th</sup> 2020

Validated by,

	Full name	Signature	Date
Chairman	: Drs. Zuhad Ahmad, M.Pd		09/10-2020
Secretary	: Silih Warni, Ph.D		28/10-2020
Advisor I	: Drs. Zuhad Ahmad, M.Pd		09/10-2020
Advisor II	: Cahya Komara, S.Pd., M.Hum		10/10-2020
Examiner I	: Siswana, M.Pd		10/10-2020
Examiner II	: Dr. Roslaimi, M.Hum		12/10-2020



Dr. Desvian Bandarsyah, M.Pd

NIDN. 0317126903

## ABSTRACT

**LANY DARMA**. NIM: 1301067002. *An Analysis of Students Difficulties in Writing Recount Text at the Eighth Grade of SMPN 214 Jakarta 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 study investigated Students' difficulties in writing recount text at the eighth grade of SMPN 214 Jakarta on second semester of 2019/2020 academic year. The purpose is to analyze and examine what factors that make eighth grade students of SMPN 214 Jakarta get difficulties in in writing recount text. Thus, the writer can clarify whether the quality of eighth grade students of SMPN 214 Jakarta writing on recount text is categorized as good or not. This study took 20 students only from 8.6 class by using qualitative method analysis. Based on the findings, it can be concluded that the factor that make eight grade students of SMPN 214 Jakarta got difficulties in writing recount text was mostly on language features, such as **grammar problem of past tense** (20 students or 100%), **lack of vocabularies** (11 students or 55%), and **problem with temporal sequence** to be used (9 students or 45%) compared with generic structure analysis scoring which were 17 students or 85% succeed the stage than 3 students or 15% failed to complete stage. It means the language features of grammar (past tense), vocabulary, and temporal sequence were become their main problem. Next, the result of total scoring of generic structure and language features analysis also found 13 students or 65% majority of 20 students got **low score or bad** compared with only 7 students or 35% who passed Standard Minimum Scoring. It means the majority of students' recount text was not good. These results were supported also from the result of interview that showed majority of students responded they truly had **lack of vocabulary, grammar problem, difficult to translate** which means problem in "wording" or language features trouble. Many of them argued that writing recount was difficult due to lack of English competence. This was match with the result of observation that showed students were **less interest** and **spirit** to study.

*Keywords: Eight Grade Students, Writing Difficulties, Recount Text*

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Among four of English skills, learning writing is often viewed as the most complicated one for many students. It is because learning writing requires several terms to consider. For example, in terms of process of writing, students must know that there are 5 processes of writing. Crawford (2005) mentioned the five processes of writing are rehearsing, drafting, revising, editing, and publishing. Rehearsing is the act of finding a topic, gathering information, and collecting idea or topic, meanwhile drafting is the act of setting ideas on paper in their initial form. Revising is the stage when the writer makes a correction of his or her writing such as grammar or spelling, meanwhile editing is the process of making a composition presentable before it is made public. Last, publishing is the final step to share the writing. Those five processes are truly complicated to study, and it can make students fail to write good English writing without following the right process to do.

Besides that, learning writing is also seen as challenging skill in terms of formats, mechanism, and language aspects to study. Students must be very careful or give attention a lot to set of their writing format, such as font size, border, and etc, the mechanism of writing such as rules, scheme, etc, and the formal aspects of written language, such as proper grammar, careful selection of vocabulary, and many others. According to Ur (2003), she stated the writer

needs to pay attention to mostly forms, mechanism, and aspect of language which are neat handwriting, correct spelling and pronunciation, as well as acceptable grammar and careful selection of vocabulary. It means that in learning writing, considering the format, mechanism, and language aspects are also important. It demands carefulness to make the students' writing become good. Thus, students' concern of considering the format, mechanism, and language aspects becomes another term that needs to be considered in producing good writing.

Even though learning writing seems complicated and challenging, teachers still must teach students how to write either in short or long paragraphs, and the students must still practice their writing based on specific context or genre of text in national school syllabus. Teachers and students know this as English writing material of types of text. Gortch in Herman (2009) explained that type of text is as a specific linguistic pattern that has formal or structural characteristics and standardized uses of language. In English writing material, there are many types of text that are studied in the class, such as descriptive, report, procedures, narrative, or recount texts. Those texts have different formal or structural characteristics (generic structure) and standardized uses of language (language features) to make the text can be easily understood by readers. As a result, teachers present many types of text for students to study in whole academic year, and the students focus to write text types by following generic structure and using language features of each text.

However, writing English types of text for students is not as easy as teachers think. There are many studies that show students' difficulties in writing English types of text such as descriptive, report or narrative (Pestaria, Sinurat, and Napitupulu, 2014; Yoandita, 2019; Laia, 2019). In the context secondary level of Indonesia students, the problem of writing types of text appeared commonly in Recount. Recount, according to Hyland (2004) is type of text that focus to tell past experience. To write about past experience or event is hard if the students do not know how to organize the text well or how to use proper language features (Harris, Ansyar, and Radjab, 2014; Yulianawati, 2018). This rise question, if many teachers think recount is simple because students just need to write their previous experience than why there is many data showed the opposite.

To check its validity of students' difficulties in writing recount text, the writer did pre-observe and pre-interview to one of secondary school in Jakarta namely SMPN 214. The writer selected this school because the writer is also the teacher there and knew the condition of the students. The writer focused on eighth grade students who studied recount in their English writing material. Based on the observation, the students were true to have problem in writing recount text than to write other types of text such as procedure text. The writer then interviewed the teacher and 3 samples of students with only 1 question as follows:



**Table 1. Preliminary Study**

Question	Answer
1. Do you feel writing recount text is difficult?	<ul style="list-style-type: none"> <li>- <b>Teacher 1</b> : I think it is little bit difficult, and the students still always forget how to do writing recount although I have taught it.</li> <li>- <b>Students 1</b>: Yes, I feel that.</li> <li>- <b>Students 2</b>: It is not easy to tell your experience correctly.</li> <li>- <b>Students 3</b>: I do not understand how to write the text.</li> </ul>

*(data taken on 11<sup>th</sup> November 2019)*

From the table 1 above, it can be seen that teacher felt confused of the students' lack of understanding in writing recount. The responds of 3 samples student also found that writing recount text was difficult, and they still did not understand of it. Although their responds were not specific, at least it showed there were problems in learning writing especially recount text.

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 SMPN 214 Jakarta on Second Semester of 2019/2020 Academic Year". This research is focused on investigating the factors that makes students difficult in writing recount text as one as to check the quality of their writing recount text.

### **B. The Focus and Sub Focus the Study**

Due to the background of the study, the writer focuses this research by analyzing the possible factors that make students get difficulties in writing recount text. Meanwhile, the sub focus are concentrated based on two aspects of; 1) Generic Structure and 2) Language Features. It may reveal the quality of students writing on their recount text.

### **C. The Questions of the Research**

The writer states two main questions for this research, as follows:

1. What are the factors that make eighth grade students of SMPN 214 Jakarta get difficulties in in writing recount text?
2. How is the quality of eighth grade students of SMPN 214 Jakarta writing on recount text?

### **D. The Purpose of the Study**

The purpose of this research is to analyze and examine what factors that make eighth grade students of SMPN 214 Jakarta get difficulties in writing recount text. Thus, the writer can clarify whether the quality of eighth grade students of SMPN 214 Jakarta writing on recount text is categorized as good or not.

### **E. The Significances of the Study**

The writer puts two benefits of conducting this research, which are theory and practice. Theoretically, this research may enrich scientific results in terms of factors that make secondary school students get difficulties in writing recount text. In addition, it can give more contribution to ELT studies.

Practically, this research may give benefits to students and teachers. Students may get more knowledge about how to analyze their weakness of writing recount text. For teachers, this study can give positive feedback, so they can provide their students with different strategies, models, methods or media to reduce or solve students' difficulties in writing recount text.



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