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## AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT IN ELEVENTH-GRADE OF SMA N 1 BAE KUDUS ACADEMIC YEAR 2022/2023

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**Abstract:** Teaching English in Senior High School significantly emphasizes enhancing four fundamental language skills: listening, speaking, reading, and writing. The objective is for students to attain mastery of all four language skills. Among these, the enhancement of productive skills, particularly writing, holds paramount importance in English instruction. Nonetheless, in practical application, numerous students encounter challenges in composing English texts. Therefore, this research aims to analyze students' difficulties in writing recount text at eleventh students SMA N 1 Bae Kudus. The research design of this study is content analysis qualitative research. The researcher analyzed the students' recount texts based on the writing aspect that the students should consider in writing a recount text which is content, organization, grammar, vocabulary, and mechanics. It was found that students' difficulties in writing recount text were in five categories: content (21,3%), organization (19,4%), vocabulary (19,7%), language use (18,5%), and mechanic (21,1%). Furthermore, it can be concluded that the difficulty in writing recount text by students of class XI IPA 4 and XI IPA 7 SMA N 1 BAE Kudus academic year 2022/2023 is in the Language Use section with the lowest score 984 (18,5%).

**Keywords:** *Students' Difficulties, Writing, Recount Text.*

### INTRODUCTION

Writing is a way to produce language and express ideas, feelings, and opinions. It means writing is a skill that focuses on producing language and the writing skill needs an intellectual level or expression level (Harmer, 2004). In writing, students should focus on grammar, vocabulary, content, structure, etc. These are all important aspects that students know when writing a good letter. Therefore, students need to practice a lot to improve their writing and create meaningful sentences. According to Anderson & Anderson in Husna, "a recount text is a piece of text which retells past events, it is usually in the order which something that happened" (2019:p.55). The recount text is structured with essential components, including an orientation that sets the context and introduces the individuals involved, a section detailing the events and their sequential unfolding, and an optional re-orientation that serves to provide closure to the narrative. Each of these components is integral in the production of a coherent recount text.

## REVIEW OF RELATED LITERATURE

### *Concept of Writing Recount Text*

#### *Writing*

Writing is a way to produce language and express ideas, feelings, and opinions. It means writing is a skill that focuses on producing language and the writing skill needs an intellectual level or the level of expression (Harmer, 2004). In writing, students should focus on grammar, vocabulary, content, structure, etc. These are all important aspects that students know when writing a good letter.

#### *Process of Writing*

Writing is composed of process. Before learners can yield good writing some stages will guide them. Harmer (2004:31) states “The writing process is a way of looking at what people do when they compose a written text” Langan (2010:17). The process of writing consists of four sequential steps, outlined as follows:

1. Prewriting

Prewriting constitutes the preliminary phase in which techniques like free writing, brainstorming, outlining, or clustering are employed. During this stage, no idea is deemed too tangential or unconventional. These seemingly disconnected ideas can often guide you toward a paper topic you might not have contemplated otherwise. While the prevailing notion is that virtually every topic has been explored, embracing a creative perspective can enable you to approach a familiar subject matter from a fresh angle.

2. Drafting

The drafting phase signifies the commencement of the paper-writing process. It is essential to note that, at this stage, a clearly defined thesis concept should already be established to serve as a guiding principle for your composition. Without a well-structured thesis, the writing process may deviate from its intended course, leading to difficulties in structuring the paper later on. Throughout the drafting phase, the writer should use the materials generated during the prewriting stage, in addition to any notes accumulated during the exploratory and investigative phases, to construct and elaborate upon the body paragraphs.

3. Revising

To achieve a remarkable piece of writing, it is essential to engage in the process of revising. This entails making modifications and additions to the text, with the goal of imbuing each sentence with the power to captivate and effectively engage the readers.

4. Editing

The concluding stage of paper composition necessitates a comprehensive review of your written work. During this final assessment, it is crucial to remain attentive to the identification of any grammatical, spelling, or punctuation errors that may have slipped through unnoticed during the revising phase or were inadvertently

introduced during the process of revision. Engaging in a verbal reading of your paper or enlisting the assistance of a friend to read it aloud can be a highly effective approach in detecting such errors. Notably, reading your paper aloud is particularly advantageous for uncovering grammar, spelling, and punctuation mistakes. Despite its seemingly inconspicuous nature within the writing process, this step serves as a straightforward means of avoiding point deductions resulting from minor oversights.

### ***Recount Text***

Recount text is a type of text in English that contains the story of action, the activities of the writer, or the characters in the story. The activity or action in question is the experience of the desired author through recount text usually, the purpose of recount text is to entertain the reader, as well as provide information.

### ***Generic Structure of Recount Text***

To have the ability to recount text, learners should develop a deeper understanding of the constituent parts that compose such texts. This comprehension serves as a defining feature of recount text. Several elements within recount text can offer guidance to writers, aiding them in achieving their writing objectives. These elements include:

1. Orientation

The first structure contains information about the character, the scene when the event took place, and so on. The information provided by the author is expected to provide the knowledge or information needed by the reader to understand the storyline.

2. Events

The second structure is the content of the text or in the form of stories about events or experiences that the author wants to convey to the reader.

3. Reorientation

The third structure contains conclusions as well as summaries or repetitions of information contained in the orientation structure.

### ***Language Features of Recount Text***

According to Yulianawati main language feature of recount text are nouns action verbs, conjunctions, time connectives, adverb, and adjectives (Yulianawati, 2018:42). Za'in stated that language feature is classified as follows:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence (On Saturday. On Monday, On Sunday)
3. Focus on a specific participant (I (the writer))
4. Using conjunctions, such as: then, before, after, etc.
5. Using action verbs (went, stayed)

### ***Difficulties in Writing***

Porter in Harmer (p.31) stated that “most people will not realize that writing is a craft. You have to take your apprenticeship in it like anything else”. Based on this statement, writing is an essential skill, but a difficult one for learners. It contains a lot of tools and should be mastered. Make a big one while practicing writing, difficulty is a common language among learners. Erisda (2017) suggests that learners encounter challenges in writing due to the complexity of generating novel ideas, expanding upon a chosen topic, and crafting coherent sentences that establish meaningful connections between them.

Difficulty in writing can lead to obstacles that hinder an individual's mastery of various aspects of writing. When learners encounter struggles that impede their progress and prevent them from attaining accomplishments or desired objectives, these impediments are labeled as difficulties. Gumus (2019) mentioned that learners encounter various issues that contribute to writing difficulties during the writing process. These challenges encompass pre-writing obstacles, including the struggle with topic selection, organizational intricacies, and vocabulary limitations. Additionally, technical hindrances such as grammatical errors, punctuation issues, and spelling inaccuracies contribute to learners' difficulties in writing.

### **RESEARCH METHOD**

This research analyzed students' difficulties in writing recount text in the eleventh grade of SMA N 1 Bae Kudus academic year 2022/2023. The design of this research used content analysis qualitative research. Qualitative is research conducts to aim to understand human in nature conditions of the social and culture in which the behavior occurs and data that has been gotten is reported in words rather than numbers (Latief, 2015). The research took 72 participants . To make it systematic, the writer analyzes several steps as follows: first, read and analyze the student's tests that would have been collected by the teacher. Secondly, classify the results of the student's tests. And third, make a conclusion based on the results of the analysis.

### **RESULTS AND DISCUSSION**

#### **Students' Difficulties in Writing Recount Text Written by Students of XI IPA 4 and XI IPA 7**

After collecting the data from students' tests, the researcher found the types of students' difficulties in writing recount text in the eleventh grade of SMA N 1 BAE Kudus. The researcher has identified five distinct facets of students' difficulties through an analysis of 72 students' written recount texts. Those difficulties include content, organization, vocabulary, grammar, and mechanics. From the data above, it can be concluded that students still had difficulty in writing.

First is Content, based on research finding (21,3%). The researcher found that the students did not compose their writing in the recount text coherently. The analysis of students' writing highlighted a challenge in creating meaningful content, as evidenced by paragraphs

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that lacked relevance to the designated topic. As the researcher knows, content in writing recount text refers to the paragraph that has an appropriate with the topic, so that the paragraph should be unity too.

The second talks about the organization (19,4%). To the researcher's knowledge, the organization of a recount text should encompass three components: orientation, events, and re-orientation. Orientation as the opening has a function to introduce where the story happened, who the characters are, etc. Then, the event. Event has a function to give the readers information about a series of events that consist of the problem of the story. The last is re-orientation. Re-orientation refers to the closing from the paragraph of the recount text. It can be the writer's opinion about the story that the writer had written. From the given example, it is apparent that while students managed to include the orientation and series of events in their writing, they omitted the re-orientation component, which should conclude their composition.

The third, talks about Vocabulary (19,7%). From the researcher's perspective, vocabulary difficulties among students can stem from both a deficiency in their vocabulary repertoire and a lack of practice in employing diverse words. This deficiency becomes evident when students attempt to switch between languages, as they might encounter challenges in distinguishing the distinct rules governing the Indonesian and English languages.

The fourth is Language Use (18,5%). Many of them still used verb 1 in writing recount text. They also still are used in the present tense. After analyzing the most difficulty that the students had was language use. The students are also aware that in this part many learners feel difficulty, so they can find out additional material learning refers to the past tense.

And the last is mechanic (21,1%). The analysis of students' writing documents revealed that a considerable number of students faced challenges with punctuation, capitalization, and spelling – all of which constitute components of mechanics. For instance, some students failed to place the full stop in the appropriate location and made errors in capitalization, as indicated by the research findings.

### **The Frequent Difficulties Made by The Students of XI IPA 4 AND XI IPA 7 at SMAN 1 Bae Kudus in Writing Recount Text**

From the result above, it was found that students' difficulties in writing recount text were in five categories: content (21,3%), organization (19,4%), vocabulary (19,7%), language use (18,5%), and mechanic (21,1%). The lowest score is the Language Use section with the lowest score of 984 (18,5%). It happened because students did not understand the tenses used in the recount text.

### **CONCLUSION**

This study was to identify and classify students' skills in writing recount text based on the theory of H. Douglas Brown and to find out the difficulties of class XI IPA 4 and XI IPA 7 SMA N 1 BAE Kudus in the academic year 2022/2023 in writing recount text.

The method used in this research is content analysis qualitative research. To collect data the researcher collected and identified students' tests about writing recount text made by students of class XI IPA 4 and XI IPA 7 SMA N 1 BAE Kudus.

From this study, it was found that students' difficulties in writing recount text were in five categories: content (21,3%), organization (19,4%), vocabulary (19,7%), language use (18,5%), and mechanic (21,1%).

Furthermore, it can be concluded that the difficulty in writing recount text by students of class XI IPA 4 and XI IPA 7 SMA N 1 BAE Kudus academic year 2022/2023 is in the Language Use section with the lowest score 984 (18,5%). It happened because students did not understand the tenses used in the recount text.

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