

An Investigation of Student's Problems in Writing Recount Text

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Article history:

Received
Oktober 28, 2023

Revised
November 02, 2023

Accepted
November 06, 2023

ABSTRACT

The aim of this research is to find out the problems written by the tenth-grade students of SMA Negeri 1 Sausu in writing recount text. This study concentrated on the issues students had when producing recount texts in terms of grammar, organization, content and vocabulary. The researcher applied descriptive qualitative research in this study. The subject of this research was the tenth-grade social students which consisted of 20 students. The instrument was test. In collecting the data, written test is used in order to know how the students understood in writing recount text and in addition to find out their problems in writing. There were 4 steps in collecting the data in this research. They are preparing research instrument, distributing the test instruction to students, collecting the data, and analyzing students' writing. In order to determine the percentage and the most common mistakes that students made when producing recount texts, the researcher calculated the difficulties based on the classification. The results made it evident that most students had difficulty writing a recount paragraph. A student (4.5 percent) had extremely poor content, two students (9.09 percent) had extremely poor organization, ten students (45.4 percent) had extremely poor vocabulary and twelve students (54.5%) had extremely poor grammar. The majority of students found it difficult to comprehend how to use language in a recount text, which is why it happened. Additionally, they are inexperienced and lacked knowledge in writing recount texts.

Keywords. *Investigation, Student's Problems, Recount Text*

Histori Artikel:

Diterima
28 Oktober 2022

Direvisi
02 November 2023

Disetujui
06 November 2023

ABSTRAK

Tujuan pengabdian ini adalah untuk mengetahui permasalahan yang ditulis oleh siswa kelas sepuluh SMA Negeri 1 Sausu dalam menulis teks recount. Pengabdian ini berkonsentrasi pada isu-isu yang dimiliki siswa ketika menghasilkan teks recount dalam hal tata bahasa, organisasi, konten dan kosa kata. Peneliti menerapkan kualitatif deskriptif dalam pengabdian ini. Subjek pengabdian ini adalah siswa kelas sepuluh yang terdiri dari 20 siswa. Instrumen itu diuji. Dalam mengumpulkan data, tes tertulis digunakan untuk mengetahui bagaimana siswa memahami dalam menulis teks recount dan di samping untuk mengetahui masalah mereka dalam menulis. Ada 4

langkah dalam mengumpulkan data dalam pengabdian ini. Mereka menyiapkan instrumen pengabdian, mendistribusikan instruksi tes kepada siswa, mengumpulkan data, dan menganalisis tulisan siswa. Untuk menentukan persentase dan kesalahan paling umum yang dilakukan siswa saat menghasilkan teks hitung ulang, peneliti menghitung kesulitan berdasarkan klasifikasi. Hasilnya membuktikan bahwa sebagian besar siswa mengalami kesulitan menulis paragraf. Seorang siswa (4,5 persen) memiliki konten yang sangat buruk, dua siswa (9,09 persen) memiliki organisasi yang sangat buruk, sepuluh siswa (45,4 persen) memiliki kosakata yang sangat buruk dan dua belas siswa (54,5%) memiliki tata bahasa yang sangat buruk. Mayoritas siswa merasa sulit untuk memahami bagaimana menggunakan bahasa dalam teks recount, itulah sebabnya hal itu terjadi. Selain itu, mereka tidak berpengalaman dan kurang pengetahuan dalam menulis teks recount.

Keywords: Investigasi, Masalah Siswa, Teks Recount.

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INTRODUCTION

Students sometimes find many difficulties in learning. One factor contributing to students' inadequate academic performance is the phenomena of learning problems, which is a product of both students and their environment. The term of "learning difficulties" itself can refer to both a condition and a learning process marked by particular obstacles to achieving learning objectives (Rezeki & Sagala, 2021).

Every language that is studied has its own characteristics and patterns. It is normal to experience a range of challenges when learning a foreign language. The learner must, however, pay attention to the most subtle aspects of language in order to develop into a mature professional who fulfils international standards.

English is one of the languages that people are attempting to learn the most these days, from kindergarteners to adults professional, because there is such a need for it and such a high interest in studying it. Of course, this is advantageous since mastering a language provides access to an extensive amount of information about the cultures and traditions of the nations where that language is spoken.

In terms of skills in language, language has various skills, including speaking, writing, listening, and reading. Language learning challenges are described as a disturbance or difficulty experienced by individual in learning to hear, speak, read, and write, which involves mastery of the form, content, and use of language. This definition is based on the aspect of language components.

Octasary et al., (2023) implied that the examples of language problems include the inability to express thoughts in spoken language, the inability to understand greeting words, the inability to write what is desired in an appropriate way, the inability to respond to questions from teachers, the inability to speak, as well as problems with the form and use of language. In line with that, Abduholiqovna & Dinora

Qurbonazarovna (2021) stated that the difficulty a learner has in mastering and applying English is specifically related to their home language.

The hardest skill for second language learners to master is writing (Richards & Renandya, 2008). Producing words, phrases, and paragraphs simultaneously while writing requires detailed thinking. Writing includes mastering all linguistic components of the target language, including grammar, content, organization, vocabulary, and mechanics. Writing is a skill that teaches about how to communicate the writer's ideas in written form. More current, possibly mixed-method techniques that represent the complexity of various student groups and modern classroom situations are desperately needed in the quickly changing field of education research (Syafitri, 2023).

Learning genre and its writing can be challenging for certain Indonesian students especially students at SMA Negeri 1 Sausu. Students felt very difficult in producing written text. Each genre has a unique schematic structure and social function. There are specific rules to the genre for the grammatical elements. Students have to use the past tense, for instance, when writing recount text. The simple present tense must be used, if students are writing a descriptive text.

Based on the pre-observation that has been conducted by the researcher, it was found that the organisation of their ideas, lack of vocabulary, and grammar mistakes are all issues that students have. Some scholars have been studied related to this problem.

The first research is conducted by Alfiyah (2021) which is entitled *An Analysis of Students' Error in Writing Recount Text*. She discovered that the linguistic taxonomy errors—such as the use of singular/plural words, pronouns, etc.—are the ones that students at SMPN 19 Konawe Selatan make the most frequently with total error category of 45 up to 47%.

Next research is conducted by Al Hafizh (2020) under the title *An Analysis of Causes of Students' Problems in Writing Recount Text*. It was found that four things contributed to the students' difficulties at SMA Labor Pembangunan UNP in producing recount texts: poor grammar, a lack of information and understanding, a lack of practice, and educational background. The students' difficulties with the simple past tense, action verbs, linking verbs, and sentence structure were the root of their grammatical weaknesses. The second issue with the students' knowledge and comprehension in producing recount texts was that they found it difficult to elaborate on their views. Thirdly, because the teacher rarely provided the students practise creating recall texts, the students had less experience. Fourth, because the teacher did not explain the subject clearly, the students did not comprehend the material concerning the recount text.

The last research was conducted by Siregar et al., (2023). In their research which is entitled *An Analysis Students Error in Writing Recount Text* found that the four most common errors are omission, which is responsible for 16 or 23.36% of errors, addition, for 11 or 25% of errors, misordering, for 10 or 22.72% of errors, and misinformation, which accounts for 7 or 15.90% of errors. Based on the overall findings of these types

of errors, it can be concluded that inattention, first language interference, and translation are the primary causes of student errors in the recount text produced by students of class X MIA 1 SMA Swasta Daerah Kisaran.

Meanwhile, in this research, the aim of this research is to find out the problems written by the tenth-grade students of SMA Negeri 1 Sausu in writing recount text. This study concentrated on the issues students had when producing recount texts in terms of grammar, organization, content and vocabulary.

METHODE

The researcher applied descriptive qualitative research in this study. Taylor et al., (2015) defined qualitative research as study that generates descriptive data from a topic and its observed behaviors in the form of written or spoken language. The subject of this research was the tenth-grade social students which consisted of 20 students. The instrument was test. In collecting the data, written test is used in order to know how the students understood in writing recount text and in addition to find out their problems in writing. There were 4 steps in collecting the data in this research. They are preparing research instrument, distributing the test instruction to students, collecting the data, and the last reading and analyzing students' writing.

In order to determine the percentage and the most common mistakes that students made when producing recount texts, the researcher calculated the difficulties based on the classification. The researcher employed the percentage descriptive analysis to determine the percentage of each issue. Brown's analytical scoring was applied by the researcher to determine the final product of the students' writing. Students in this research who achieve at a fair or poor level will be labelled as having problems.

Table 1. Scoring Rubric for Writing Assignment

Evaluated Item	Description	Score
Organization	Excellent, using appropriate title, the major points of the texts are supported by effective and relevant orientation, events and reorientation in detail.	22-25
	Good, using adequate title, the major points of the texts are supported by acceptable orientation, events, and reorientation	21-16
	Fair, the major points of the texts are supported by lest	15-9

	relevant orientation, events, and reorientation.	
	Poor, the major points of the texts are supported by unrelated orientation, events, and reorientation.	8-1
Content	Excellent, the ideas are concrete and thoroughly develop. Event explicitly stated clearly events and personal comment.	22-25
	Good, the ideas could be more fully develop. Events fairly clearly stated.	21-16
	Fair, difficulty in expressing idea, formulating main idea and supporting sentence, and producing small paragraph.	15-9
	Poor, the ideas incomplete, no recognizable events.	8-1
Grammar	Excellent, correct use of simple past tense, Subject agreement, article, conjunction, and pronoun. No fragment or run-on sentences	22-25
	Good, there are still few grammar problems in simple past tense, subject-agreement, and article. No fragment or run-on sentences.	21-16
	Fair, there are frequent grammar problems in using past tense, subject-agreement, article, conjunction, and have negative effect on communication. Run-on sentence and fragment present	15-9
	Poor, the paragraph shows that the writer does not master the numerous serious grammar problems interfere with communication of writer ideas.	8-1

Vocabulary	Excellent, precise vocabulary usage; use of parallel structures; concise; register well.	22-25
	Good, attempts variety, good vocabulary; not wordy, register OK; style fairly concise.	21-16
	Fair, some vocabulary misused; lacks awareness of register, may be too wordy.	15-9
	Poor, poor expression of ideas, problems in vocabulary; lacks variety of structure.	8-1

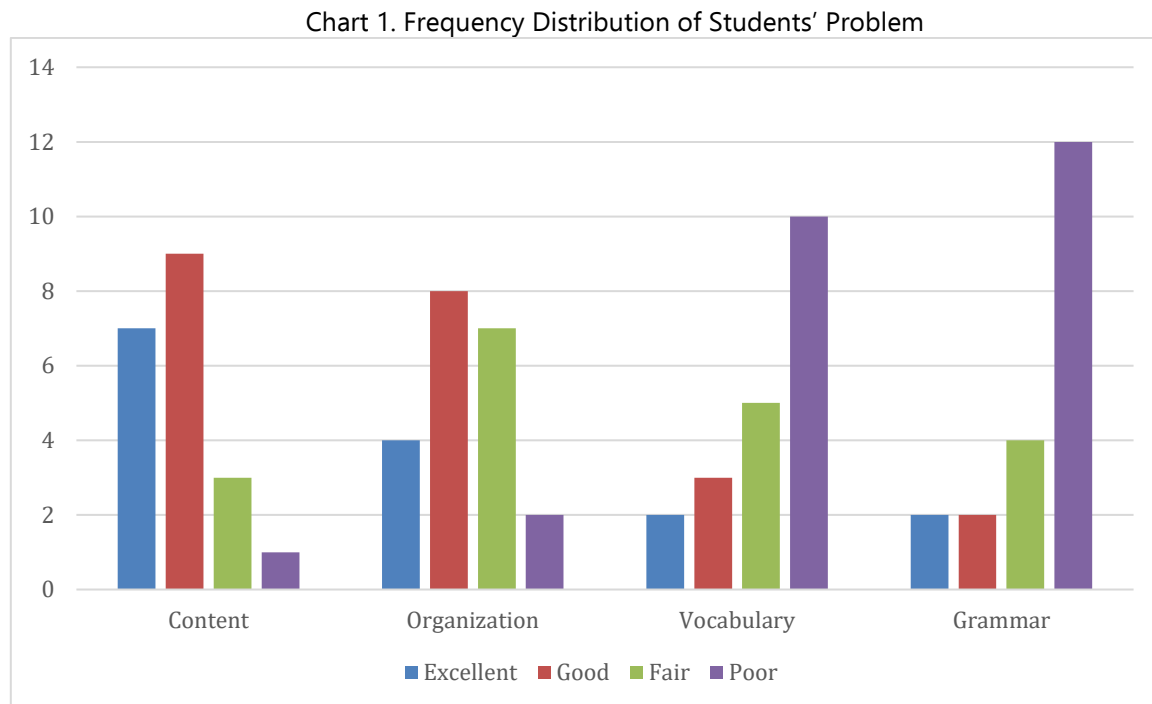
(Brown & Abeywickrama, 2018)

RESULT AND DISCUSSION

In order to identify the problems faced by students and the most common difficulty with recount text writing, the researcher gave students written tests. The researcher allowed the students selected one theme to create free recount text about unforgettable experiences or their most recent vacation. Afterwards, the students collected the exam results as the instrument of data collection. After administering the test, the researcher gathered some information about the students' writing test results.

The researcher presented information based on the written documents by every student in order to learn about the most prevalent problems which composed of four problems: content, organization, vocabulary and grammar, in recount text. As stated before, students in this research who achieve at a fair or poor level will be labelled as having problems. and the percentage of each problem's result can be seen in the discussion that follows.

In analyzing the data gathered, it showed that, many students came up with the result poor, and for the evaluated items itself, many students were lack in grammar. The researcher provided the following details about the students' writing recount text score:



Content

Based on the table 2, the sum of the students labelled as having problems only one student with percentage 4.5%. It means that the student does not have any problems and also having a creative and critical thinking in developing his mind in order to make a good recount text.

Organization

Since organization focuses on systematic ideas in conducting or constructing the topic sentence and the ideas, there are two students labelled as having problems with percentage 9.09%. in this section, the majority of students are able to construct a clear topic sentence that focuses on one primary issue.

Vocabulary

Writers should have many vocabularies in order to construct a well-designed writing. The writers also should be able to know the right place and the function of the words in writing. According to the data that has been obtained, there are many students labelled as having problems with the sum of students are ten or 45.4%. the example error made by the students on their writing are *drawingbook* and *family things*

Grammar

In table 2, there are about twelve students labelled as having problems with 54.5%. Due to grammatical errors, students should write the paragraph in the past tense because the recount text is a retelling of an event that happened in the past.

Most students were puzzled about using proper grammar when writing recount texts, therefore they kept producing recall text paragraphs in the present tense. Sentence construction errors, including improper word order, subject-verb agreement, pronoun usage, tenses, articles, fragment or run-on sentences, and meaning confusion also become the reason why there are many students labelled as having problems in grammar. The errors that found by the researcher are *I go to beach last Sunday*, *Dina and Tika is a friend* and *Razka is play volley in the beach*.

From the explanation given above, it can be concluded that the grammatical component of creating a recount text for students was the most challenging. Twelve students, or 54.5%, struggled with language use when writing a recount text. It was related to the results of the interviews, which showed that the majority of students found it difficult to understand how to apply grammar in a recount, which made it difficult for them to write one. They also had minimal writing experience and little knowledge of recount texts.

CONCLUSION

Tenth-grade students at SMA Negeri 1 Sausu struggled to write a recount text. Based on the gathered information and the outcomes of the students' recount text writing, most of the students struggled to write a recount text. The results made it evident that most students had difficulty writing a recount paragraph. A student (4.5 percent) had extremely poor content, two students (9.09 percent) had extremely poor organization, ten students (45.4 percent) had extremely poor vocabulary and twelve students (54.5%) had extremely poor grammar. The majority of students found it difficult to comprehend how to use language in a recount text, which is why it happened. Additionally, they are inexperienced and lacked knowledge in writing recount texts.

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