



An Analysis of Causes of Students' Problems in Writing Recount Text

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Abstract

The objectives of this research were to know-what were the causes of the students' problems in writing recount text. The researcher used interview as the instrument of this research by using descriptive qualitative method. To analyze the result of this research, the researcher used descriptive analysis. The finding of this research showed that there were four factors that caused the students had problems in writing recount text, they were grammatical weakness, knowledge and understanding, less practice and educational background. The grammatical weakness was caused by the students' difficulty in using simple past tense, action verb, linking verb, and sentence pattern. The second, the students' knowledge and understanding in writing recount text was the students had difficulty in elaborating the ideas when wrote a recount text. Third, the students were less practice in writing recount text because the teacher seldom gave them practice to write a recount text. Fourth, the students did not understand the material about recount text because the teacher did not explain clearly about the material.

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INTRODUCTION

In the process of learning English, students have to master four basic skills; they are speaking, reading, listening and writing. Those skills are related to each other and cannot be independent. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language. One of skills which is very important to be mastered by English learners is writing skill. From the four skills, writing is considered the most complicated and difficult one to be learned. Richard and Renandya (2002:303) state that writing is the most difficult skill for second language and foreign language learners. Sundayana (2005: 95) states that recount text is a report of event or activity in the past. Moreover, the text has generic structures such as; orientation, a series of events, and re-orientation. Orientation refers to the students'

ideas or statement about a topic or information that want to be shared with the readers. A series of event consists of core points of a problem that are told in order sequences.

The re-orientation is a summary of the events. In this writing, the students write the events that they used to experience. The students write recount text by following the sequence of generic structures in the form of the past tense. Then the text has social functions or the purpose of the text. The social function is to give the readers a description of what occurred and when it occurred. And the text has language features such as focus on specific participants, use of material process, circumstances of time and place, use past tense and focus on temporal sequence.

In preliminary research conducted at SMA Labor Pembangunan UNP, researcher got data from an English Teacher in SMA Labor Pembangunan UNP Mrs. Yessi Armelia said that students have difficulties in organize idea, lack vocabulary and write the sentence ungrammatically. They score also were still under from criteria of minimum mastery (KKM), were KKM in SMA Labor Pembangunan UNP is 75. It means that the students have problems in writing recount text.

Furthermore, there are some researchers had conducted the students' problems and also the causes of the students' problems in writing recount text.. First, Harris et al (2014) had analyzed about students' difficulties in writing recount text and the causes of the students' difficulties in writing recount text. Mustika (2017) also did a related research. She did an analysis about students' difficulties and the factors which contribute the students' difficulties in writing recount text. Moreover, Saharah et al (2016) did a research related to this research. Despite the similarities this study shares with the previous studies, there are significant differences. The present study discussed about what the causes that made students had problems in writing recount text at SMA Pembangunan Laboratorium UNP.

METHOD

This research using a descriptive qualitative research. According to Bolgan and Taylor in Setiyadi, qualitative research is research that produces descriptive data in form of written words or oral from the subject and it behavior that can be observed, therefore the goal is an individual understanding and its background completely. The descriptive qualitative method is used to investigate the causes of students' problem in writing recount text. Sugiyono stated that qualitative research has natural setting as the direct source of data and researcher is the key instrument, dynamic in looking the object, based on a real object, holistic, and there was not influence from others.

The researcher used interview as the instrument of this research. The participants of this study were the eleven grade students of SMA Pembangunan laboratorium UNP. The researcher interviewed 22 students to get the data about the causes of students problems in writing recount text.

RESULT AND DISCUSSION

1. Research Finding

Based on the appendix 2, the result of the causes of the students' problems in writing recount text in grammatical weakness can be seen in this following chart:

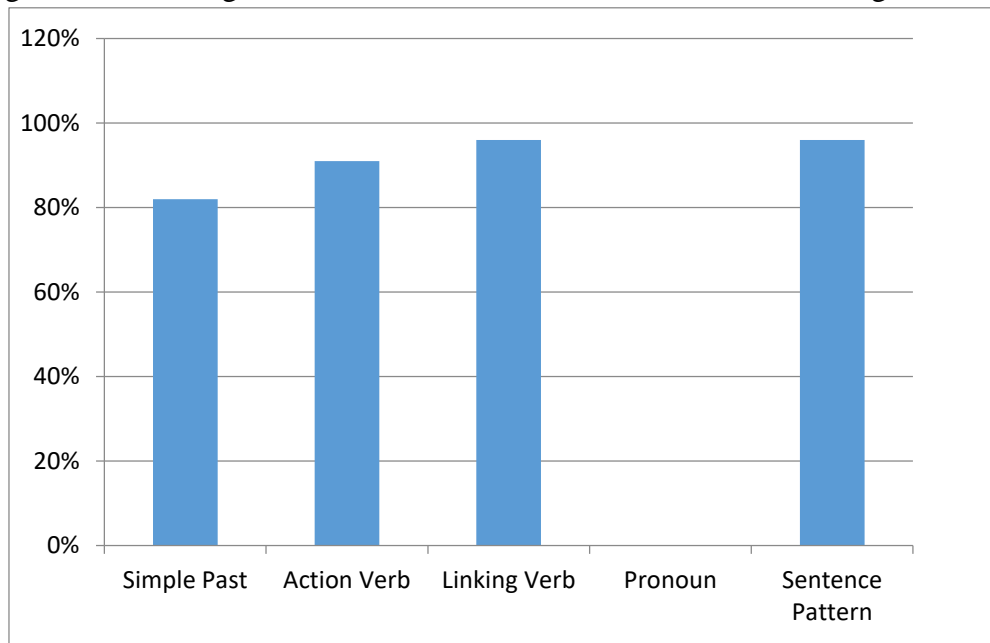


Figure 1. The Causes of Students' Problem in Grammatical Weakness

Based on the chart above, it can be concluded that there were four indicators that make students had difficulty in grammar. They were simple past, action verb, linking verb and sentence pattern. There were 18 students (82%) who did not understand about simple past, there were 20 students (91%) who did not understand about action verb, there were 21 students (95%) who did not understand about linking verb, there were no students (0%) who did not understand about pronoun, and there were 21 students (95%) who did not understand in sentence pattern.

Based on the appendix 2, the result of the causes of the students' problems in writing recount text in knowledge and understanding can be seen in this following chart:

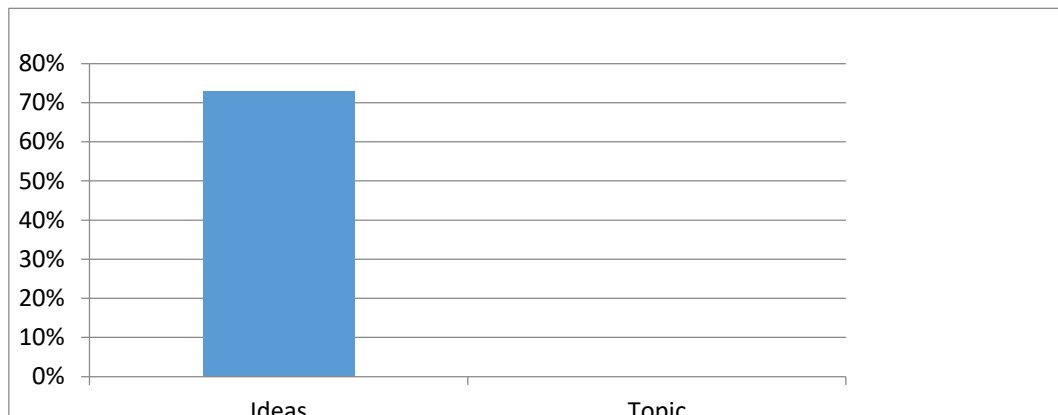


Figure 2. The Causes of Students’ Problem in Knowledge and Understanding

Based on the chart above, it can be concluded that there was one indicator that make students had difficulty in knowledge and understanding in writing recount text is ideas. There were 16 students (73%) who could not elaborate ideas in writing recount text and there were no student (0 %) who could not write main idea and topic sentence in recount text.

Based on the appendix 2, the result of the causes of the students’ problems in writing recount text in less practice can be seen in this following chart:

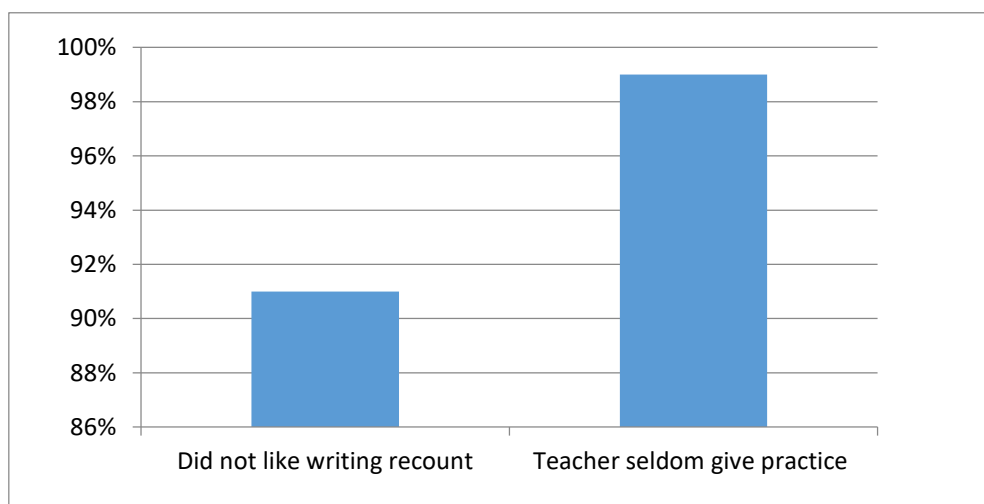


Figure 3. The Causes of Students’ Problem in Less Practice

Based on the chart above, it can be concluded that there were two sub-indicators that make students were less practice in writing recount text. They were did not like writing recount text and teacher seldom give practice to the students. There were 20 students (91%) who stated that they did not like writing recount text and there were 22 students (100%) who stated that the teacher seldom give them

practice in writing recount text. Based on the appendix 2, the result of the causes of the students' problems in writing recount text in educational background can be seen in this following chart:

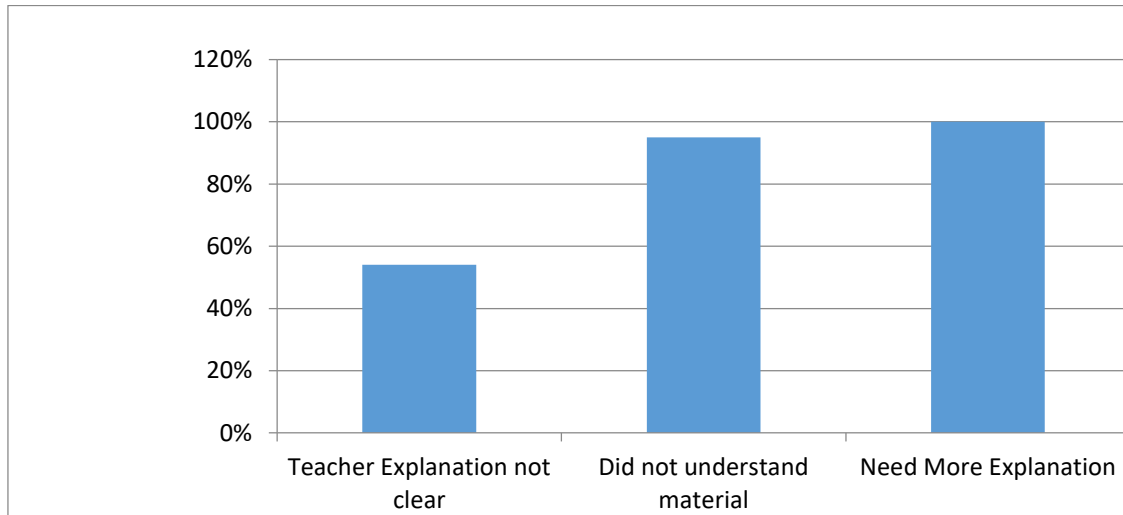


Figure 4. The Causes of Students' Problem in Educational Background

Based on the chart above, it can be concluded that there were three sub-indicators of the students' educational background in writing recount text. They were; teacher explanation not clear, did not understand material and need more explanation.. There were 12 students (54%) who stated that the teacher did not explain the material clearly and there were 21 students (95%) who stated that they did not understand material of recount text and there were 22 students (100%) who stated that they need more explanation about recount text.

2. Discussion

Based on the research findings of causes of students' problems in writing recount text. It was dominated by four indicators.

According to Huwari and Fadli (2013), there are four reasons behind weakness of writing recount text such as grammatical weakness, knowledge and understanding, less practice, and educational background. Grammatical weakness means that the students are unable to write a recount text without a lot of grammatical mistake. In this case, the students do not understand well yet about the sentence pattern and grammar that is used in writing recount text. Knowledge and understanding refers to the students misunderstanding about process of writing recount text, writing ideas which appropriate with the topic. While, less practice means the students seldom do writing recount text. Therefore, they can not improve their writing especially in recount text to make a good writing if they are not practice to write in English. Then, educational background can be refers to how the teacher explain the material in the

classroom.

Based on the findings found that the causes of students' problems in writing recount text, it showed that there are 22 students who have interviewed that their causes of problems in writing recount text were grammatical weakness, knowledge and understanding, less practice and educational background. It can be seen in the chart below:

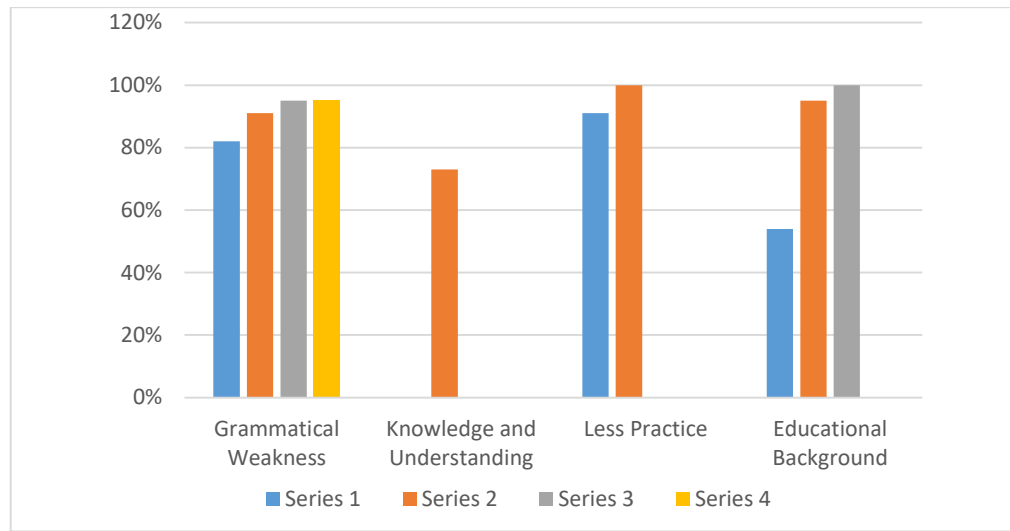


Figure 5. The Causes of The Students' Problems in Writing Recount Text

Based on the table above, the causes of the students' problems in writing recount text were grammatical weakness, knowledge and understanding, less practice and educational background.

In grammatical weakness, series 1 is simple past tense. There were 18 students (82%) who did not understand about simple past. Series 2 is action verb. There were 20 students (91%) who did not understand about action verb. Series 3 is linking verb. There were 21 students (95%) who did not understand about linking verb. Series 4 is sentence pattern. There were 21 students (95%) who did not understand in sentence pattern.

In knowledge and understanding, there were 16 students (73%) who could not elaborate ideas in writing recount text. In less practice, series 1 is the students did not like writing recount text. There were 20 students (91%) who stated that they did not like writing recount text. Series 2 is teacher seldom gave practice to write a recount text. There were 22 students (100%) who stated that the teacher seldom gave them practice in writing recount text.

In educational background, series 1 is the teacher did not explain material clearly. There were 12 students (54%) who stated that the teacher did not explain the material clearly. Series 2 is the students did not understand material. There were 21 students

(95%) who stated that they did not understand material of recount text. Series 3 is the students need more explanation. There were 22 students (100%) who stated that they need more explanation about recount text.

Based on the findings found that the researcher was difference with previous research that conducted by Mustika (2017), it showed that the factors which contribute the students; difficulties in writing recount text are the students were still confused in using to be and modal auxiliary verb.

Based on the findings that researcher found was difference with the previous study that conducted by Harris et al (2014) . They found that the causes of the difficulties in writing recount text were interlingual transfer, intralingual transfer and lack of vocabularies.

This research is also different with the research that conducted by Saharah et al (2016). They found that the difficulties in writing recount text might be caused by some factors such as students' weaknesses in memorizing vocabulary, organizing the ideas, understanding the material explained and too little practice.

Furthermore, this research also different with the research by Imlakiyah(2016). She found that the causes of the students' error in writing recount text are interlingual transfer, intralingual transfer, context of learning and communication strategy.

CONCLUSION AND SUGGESTIONS

The objectives of this research were to analyze the causes of the students' problems that make students get problems in writing recount text by the eleven grade of SMA Pembangunan Laboratorium UNP. There were four indicator which were analyzed.

They were grammatical weakness, knowledge and understanding, less practice and educational background. Based on previous research findings and discussions, the researcher concluded that the causes of the students' problems in writing recount text were caused by grammatical weakness, knowledge and understanding, less practice and educational background.

The first, grammatical weakness was caused by the students' difficulty in using simple past tense, action verb, linking verb, and sentence pattern. The second, the students' knowledge and understanding in writing recount text was the students were difficult in elaborating ideas. The third, the students were less practice in writing recount text because the teacher seldom gave practice to write a recount text. The fourth, the students did not understand the material about recount text because the teacher did not explain clearly about the material.

In line with the research findings previously, there are some suggestions that can be given related to the researcher conclusions and hopefully can take the benefit to anyone who read this "thesis".

The suggestions are; first, for teacher. The teacher should give more English practice to the students to make them able in writing skill especially in recount text. The teacher should teach many English vocabularies to the students. So, the students will have many English vocabularies to be able to write a recount text. Then, the teacher should give more attention to the weak of students in comprehending the lesson especially in grammar use. The teacher also should give more explanation about recount text to the students. Second is for students. The students should learn more English to make them usual in English especially in writing skill.

The students should know and memorize many English vocabularies to make them able to write English sentences especially in recount text. The students should learn more about grammar use and do not hesitate to ask the teacher if they have difficulties on it. The students also should learn more about recount text to make them more understand about the material.

Third is for other researcher. The researcher hopes that after reading this thesis, the other researcher can take the information inside it and improve this thesis to be better, so that the English teaching and learning in Senior High Schools will be more successful.

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