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RESEARCH ARTICLE

An Analysis of Students' Problems in Writing Recount Text

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Abstract: This study aimed to find out strategies for students in writing recount text. This research design used descriptive qualitative method. The subject of the research was Students at Grade 8th in SMP Laniang Makassar in the academic year of 2022/2023. The sample was 22 students in two classes and used purposive sampling to gain the data. The data was collected using a student's writing and Interview. Based on the researcher's result, the researcher found that there were various strategies to overcome problems encountered by the students in writing recount text, namely making lessons visually compelling, identifying important ideas, changing vocabulary learning, changing evaluation and linking previous knowledge. In conclusion, the survey regarding the writing recount text for SMP Laniang Makassar students clearly illustrates the challenges faced and the strategies implemented.

Keywords: Strategies, Writing, Recount Text.

1. Introduction

Some Indonesian students find it challenging to understand about genre and how to write in it. It results from the rules' complex. The grammatical characteristics, social purpose, and schematic structure of each genre are unique. Every genre's schematic structure has a unique beginning, middle, and finish. Each genre also has a distinct social purpose or content. There are rules specific to each genre's linguistic particulars. For instance, students must utilize the past tense while creating a recount text. However, students must employ the present tense, particularly for imperative sentences, while writing process texts. Teachers can't ignore the reality that many students still do not comprehend the tense and other aspects of it correctly. Consequently, students will struggle with writing genre and will make mistakes more frequently if the teacher does not thoroughly explain the schematic structure, grammatical elements, and social purpose.

Mastering the skill of writing in English is essential for effective communication across different situations, yet it's a challenging task. According to McCrimmon (1998: 56), writing is often seen as the most demanding aspect of the learning process, as it allows individuals to delve into their thoughts and ideas. To write proficiently, students need to grasp grammar, sentence structure, vocabulary, and how to use tone and style effectively. Developing expertise in this area demands consistent practice. Engaging in regular practice sessions can significantly enhance students' writing skills.

The teaching of English in junior high schools is being conducted using the "Kurikulum Tingkat Satuan Pendidikan" (KTSP) 2006, a curriculum centered on schools. This curriculum is operational, meaning that it is set up and implemented by the school in



accordance with the circumstances and state of the school. It consists of the syllabus, the academic calendar, the school's education purpose, and the curriculum's contents. Junior high school students learn how to utilize the language in addition to grammar, pronunciation, and language structure. Additionally, students must master linguistic components and abilities in order for them to successfully learn English, and they should align with a text-based curriculum. This means that they are now learning English using texts. Making books that are significant enough to evaluate the issues students experience is one method of teaching them.

Based on the researcher experience when she teaching writing subjects at SMP Laniang Makassar in the last semester, she had found in her writing students, especially in problems in writing recount text. The students' had mistaken in grammar, choice of word, punctuation, spelling, and organization of idea. It shows that in order to produce good writing, a writer must support the language component of the writing process with a personal component as well as linguistic components through psychological aspects. There was study that examine the improvement of writing skills.

Alnahdi, Adriansyah (2023). They concluded the research at SMAN 1 Warunggunung. The purpose of this study was to identify the difficulties that eleventh grade IPA 1 students at SMAN 1 Warunggunung faced when writing recount texts. This study employed a case study strategy. The study's informants were 34 students from SMAN 1 Warunggunung who participated in the eleventh grade of IPA I. Information was collected through interviews, documentation, and observation. The study's findings support the idea that students struggle with concept expression, grammatical errors, and vocabulary lack when producing recount texts. Thus, it may be concluded that those issues have a hidden impact on students' ability to write recount texts.

Based on the discussion above, the researcher wants to conduct research on writing skills. The title to be studied, namely: An Analysis of Students' Problems and Strategies in Writing Recount Text.

2. Literature Review

2.1. Writing Skill

According to Brown (2004:221), writing abilities come into two types. These abilities are both macro and micro. Both macro and micro abilities help us define how to create an evaluation process in the final stages. While writing macros skills are necessary for the effective mastering of comprehensive and responsive writing, writing micro skills are effectively applied to intense and imitative writing tasks.

Writing is the ability to generate or duplicate words into written language, according to Sakkir (2016). It includes structuring, forming, and expanding concepts on paper so that readers may understand the writer's point of view. Writing abilities also need for precise and accurate terms, capitalization, punctuation, syntax, and spelling. Students are proficient in crafting well-written concepts that are backed up by pertinent supporting phrases. With the use of this ability, students may use proper noun phrases, adjectives, articles, and tenses to enhance their grammar.

According to both of the explanations given above, students need to be able to write with a high level of structure in the way their thoughts and information are developed. The ability to articulate thoughts, emotions, or opinions in writing is known as writing abilities. Writing allows individuals to exchange written messages with one another, including ideas, thoughts, goals, and facts. Creating ideas for readers is also a creative and helpful work.

2.2. Recount Text

According to Anderson (2003), a recount text is a written work that recounts historical events, often in the chronological sequence that they happened. Recount texts serve a societal purpose by recalling historical events in their original order. Experiences, diaries,

and personal messages are examples of recount texts. A recount text is an account of past actions in chronological order (Kane, 2000). Recount texts are also important narratives that convey a series of events through words. The sequence of events is not random; rather, they follow a certain order. Time arrangements are always a part of sequence (and typically other arrangements as well).

A recount text is a sort of English text that recounts a prior event or incident. An action or activity that took place before someone wrote the text might be the tale. "Recount is retelling past events in order to inform or entertain about what and when it happened," according to Gerot & Wignel (1994:194). These views suggest that while recalls are often based on the author's own experience, they can also be made up of imagined or non-personal experiences. Recount texts are written by authors who either share their own experiences or those of others with the reader. Stated otherwise, a recount text is a written account of prior experiences or occurrences.

2.3. Problems in Writing Recount Text

According to Westwood (2008: 60–62). There are four areas in which the primary problems are evident. There are problems with spelling, mechanics, material, and process approach. The following are typical problems that students deal with :

- 1) The first problem is content. A weak writer produces a lot less work than a successful writer. It indicates that students struggle to put their ideas into words or to write larger written assignments. Weak writers, according to Hess and Wheldall in Westwood (2008: 61), take little to no time to prepare and consider things through before beginning to write.
- 2) The second is process approach. A Weak author typically don't want to go back and revise and improve their early drafts. Students that have difficulty learning are often not prepared to go through the process of writing a process essay and would much prefer write quickly to finish the assignment at hand, according to Wojosinski and Smith in Westwood (2008:61).
- 3) The third is mechanics. Those who write less well are often more concerned with the technical qualities of writing. Graham and Harris says in Westwood (2008: 62), mechanics is a problem with nearly all bad writers and recognized some of the main features of students with a particular learning limitation in writing.
- 4) The last main problem is spelling. Misspelling is an issue for weaker writers. Spelling is a challenging skill to learn in a language like English, and many students struggle to spell things correctly. For use in their writing, they create. According to Thomson and Snow in Westwood (2008:62), students require training that provides them with efficient tools for word analysis and decoding since studying to spell, like study to read, is not a real language process.

3. Method

This research used descriptive qualitative research method. This research was conducted in February 2024, from data collection until all data was gathered. The research took place at SMP Laniang Makassar, located at Jl. Laniang No. 68A , Kec. Biringkanaya, Kota Makassar, South Sulawesi. This subject of the research consisted of tenth grade students from SMP Laniang Makassar. There were 4 classes. There were 8.U, 8.1, 8.2, 8.3, and 8.4. The number of populations was 72 students. The researcher chooses two of the classes at purposive as the sample for this study. The class was 8.U that consisted of 11 students and class was 8.1 that consisted of 11 students. The instruments used for data collection were students writing. In analysis the data with qualitative method the researcher analyzes it with theory from (Lee, 2017) which content and structure and language features.

4. Results

4.1. Difficulties in writing events (12 out of 22 students)

In students writing, the researcher found that are students who stated that they found it difficult to write about the events or occurrences that students experienced in writing recount text. This factor could be due to their experiences background, regular practice with various types of texts, and a good understanding of how to describes all the significant events that transpired during writing the texts. The finding above is in line with the results of interviews conducted by researcher:

Extract 1

".... saya harus berfikir keras untuk menceritakan pengalaman saya agar mudah dipahami dan terkadang ada teman saya yang mengganggu saya saat sedang menulis, dan itu dapat mengganggu konsentrasi saya saat ingin menulis cerita pengalaman saya".

[“... I have to think hard to tell my experience, so that it is easy to understand and sometimes there are friends who disturb me when I am writing, and that can interfere with my concentration when I want to tell my experience”]. (S2)

Extract 2

".... saya bingung harus menulis apa dan hal tersebut biasanya menyebabkan kurangnya ide, rasa tidak percaya diri dan kurangnya referensi terhadap pengalaman yang mana yang harus saya tuliskan pada bagian inti didalam recount text."

[“... I don't know what to write about and this usually leads to a lack of ideas, lack of confidence and lack of references to which experience I should write about in the part of event of the recount text. Because, I feel that my experience is the core of all”]. (S19)

Extract 3

".... kadang saya pusing bagaimana cara memulai menceritakan pengalaman yang sudah saya alami, karena biasanya yang saya ingat duluan itu yang berkesan sekali saja, dan lupa apa yang terjadi pertama. Makanya, saya bingung harus mulai dari mana jika ingin menulis teks recount."

[“... I sometimes have a headache about how to start recounting the experiences I've had, because usually the first thing I remember is what happened once, and I forget what happened first. Hence, I'm confused about where to start if I want to write a recount text.]. (S5)

4.2. Difficulties in using past tense in writing recount text (14 out of 22 students)

The researcher found problems in students writing when writing the recount text is difficulties to using past tense had a high level of writing skills and English comprehension in writing recount text. This factor could be due to their educational background, regular practice with various types of tenses and a good understanding of how to used past tense in text. This can be seen in the following interview results:

Extract 1

".... saya sangat mengalami kesulitan dalam memahami teks recount karena saya tidak mengerti grammar yang digunakan menulis teks recount juga membuat saya bingung."

[“... I really have difficulty in understanding recount texts because I don't understand the grammar used in writing recount texts also makes me confused.”]. (S20)

Extract 2

"... saya sulit menggunakan grammar ketika saya menulis teks recount terutama pada perubahan kata kerja verb 1 ke verb 2."

["... I find it difficult to use grammar when I write recount texts, especially when changing verb 1 to verb 2"]. (S8)

Extract 3

"... saya sulit mengerti grammar untuk menulis teks recount sehingga saya lebih banyak menggunakan verb 1 dalam menulis teks recount."

["... I find it difficult to understand the grammar for writing recount texts so I use more 1 verbs in writing recount texts..."] (S4)

4.3. Difficulties in writing time of expressions (14 out of 22 students)

The last, the researcher found that the majority of students do difficulties when writing time of expressions in recount text, 14 students have obtained average This shows that most students need special practice in improving their skill in writing time of expression. This can be seen in the following interview result:

Extract 1

"... pada saya menulis teks pengalaman, saya bingung cara penempatan atau cara penyusunan kata-katanya kedalam teks pengalaman"

["...when writing an experience text, I am confused about how to place or organize the words into the writing recount text"]. (S2)

Extract 2

"... terkadang juga sulit untuk menjaga kesinambungan cerita tanpa terjebak dalam pengulangan kata yang dapat membosankan pembaca."

["...it is also sometimes difficult to create continuity in the story without getting bogged down in word repetition that can bored the reader"]. (S20)

Extract 3

"... saya juga sulit dalam memilih peristiwa yang paling relevan mengatur urutan cerita agar mudah dipahami pembaca, dan menentukan kata-kata yang tepat untuk menggambarkan pengalaman secara detail dan menarik."

["...I also struggled with selecting the most relevant events organizing the order of the story so that it is easy for the reader to understand, and determining the right words to describe the experience in a detailed and interesting way."]. (S21)

5. Discussions

This part presents the discussion of research findings. The aim of the research was to find out the problems in writing recount text of the eighth-grade students of SMP Laniang Makassar. Related to research findings, there were three problems in writing recount text of the tenth-grade students of SMP Laniang Makassar. It has been proven by conducting

students' writing it was found that the problems students' in writing recount text. The following was a clear and detailed discussion of the problems students' in writing recount text:

5.1. Difficulties in writing the events

The first problems are, the researcher found that the students' difficulties in writing the events in part of content and structure in writing recount text. For students who state that they face challenges in writing the events, there may be several influencing factors. These could include the complexity of the reading material, a possible lack of exposure to certain types of texts, or the need for further development of analytical skills. Apart from that, the time factor can also be the reason why some students find it difficult in the writing recount text. Some of them may feel pressured by recall the experience, which may affect their ability to write carefully.

Similarly, a researcher by Khairunnisaak, Dewi Sartika & Rekha Asmara (2022) writing the event in part of content and structure in writing recount text it is difficult because the students were still unsure about how to pursue their idea in writing a recount text. Their writing had a different tone from the title. They were unable to develop their ideas.

In others findings, Husna and Multazim (2019, p.70) argue that learners had problems in content component because they lacked of ideas to write the story and only wrote in one paragraph and were also confused about it so as to write inappropriate content of a recount text. From a total of 22 students, the majority of 12 students categorized in average and 8 students categorized in pretty good and also 4 students categorized in excellent.

Based on previous findings above, showed that the finding about writing recount text contain dense content, multiple viewpoints, and complex arguments, and experiences of writers making it more challenging to write the events. Some writing also present different viewpoints, arguments, or counterarguments, which can confuse students when they are trying to write the events in content and structure. If the writing topic is making students confuses, they may find it difficult to write the orientation, let alone the events. Therefore, students must have strategies to overcome this problem so that students can able to writing the events.

5.2. Difficulties in using past tense

The second problems that researcher also found that students' difficulties in using past tense in part of language futures in writing recount text. The past tense in the writing recount text includes sentences pattern is divided in two, namely verbal and nominal sentences, making it difficult for students to distinguish which the good sentences to use in the text . Difficulties may also arise because a pattern of sentences building and appropriate word order in the sentence sequence is fully described by its excellent grammar in recount text.

According to Cohen (1994) in writing recount text is grammar that included simple past tense and word order. It was the partial component in writing recount text because many students had problem in this indicator.

Similarly, a researcher by Indah (2021). The writer found difficulties in tenses. The causes and reasons for students getting low scores are the use of verb forms in sentences and students' ignorance in using the simple past tense formula. Students experience misunderstanding about verbs, especially verbs one and two, they do not remember the past tense formula in using simple past tense sentences.

5.3. Difficulties in writing time of expressions

The last, the researcher also found that students' difficulties in writing time of expressions in part of language futures in writing recount text. The main influencing factor is of course the limited English vocabulary owned by students, they tend to reason that some words

they have never encountered before or never got in class so it makes it difficult for them to know the meaning.

Similarly, a researcher by (Allieni, 2014) In the term of using the language features, the students' writing ability was averaged 1.8 which indicates weak. Consequently, students may not use unfamiliar vocabulary while attempting to trying writing recount text, which can obstruct their ability to grasp the content fully. Having an insufficient vocabulary can make it challenging to distinguish the meaning of specific words or phrases in context, which is crucial for understanding the overall writing. Therefore, using vocabulary limitations becomes a key aspect of preparing for writing texts and enhancing students' performance in the writing ability.

6. Conclusion

There were several problems faced by students in writing recount text, namely : (1) difficulties in writing events in content and structure of recount text; (2) student's difficulties in using simple past tense in writing recount text; and (3) the researcher found that the student's difficulties in writing time of expression in language futures of recount text.

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