STUDENTS’ DIFFICULTIES IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMP MURNI 1 SURAKARTA IN 2014/2015 ACADEMIC YEAR

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ABSTRACT

This study aims at describing 1) the students’ capability in writing recount text at the eighth grade of SMP Murni 1 Surakarta, 2) the difficulties faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta in, And 3) teacher’s solution to solve the problems faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta. The researcher uses content analysis. The object of this research is the students’ difficulties in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year. The researcher gets the data of the research from writing recount text written by the students, field note, script interview, teacher’s material, and student’s attendance list. And data sources of the research are event, informant and document. Techniques of collecting data are observation, interview, and analyzing document. And the researcher analyzes the data according to Anderson in Hughes (1968: 100). The researcher found the result of the research. The result of students’ capability are as follows: The students’ capability in writing recount text at the eighth grade of SMP Murni 1 Surakarta is sufficient (61.8%). The difficulties faced by the eighth grade students of SMP Murni 1 Surakarta in writing recount text are: (1) the students are difficult in arranging generic structure completely, (2) the students are difficult in changing the tense, (3) the students are difficult in arranging grammatical sentence correctly, (4) the students have problem in choosing appropriate vocabulary, (5) the students are difficult in delivering their idea in writing recount text. The researcher gets solution to solve the problem faced by the eighth grade students of SMP Murni 1 Surakarta in writing recount text. There are: (1) giving explanation repeatly to solve the students’s problem in writing recount text (2) giving exercises to solve difficulties in grammar (3) guiding questions to solve the limited vocabulary (4) looking up at dictionary to differentiate past form of word and spelling (5) making draft/scheme to make the students understand about generic structure of recount text (6) teaching genre text in the morning to make students easier in developing their idea.

Keywords: Difficulties, Capability, Recount Text.
A. INTRODUCTION

English consists of four language skills, namely: listening, reading, speaking and writing. Fauziati (2010: 45) states that “as one of the four language skill, writing has always occupied a place in most English language course since more and more people need to learn to write in English for occupational or academic purposes”.

Writing has a close meaning with text. It means that writing has a close relation with grammar and vocabulary. According to Leki (1996: 173) in Fauziati (2010: 46), the main purpose of learners’ writing activity is “to catch grammar, spelling, and punctuation errors”. To write correctly, student should have good capabilities in writing. Writing skill is a complex activity because it needs many aspects to be mastered such as vocabulary, grammar, and idea. Grammar and vocabulary are used to deliver ideas.

In writing skill, there are several types of texts or genres that should be taught in Junior High School, such as: descriptive or description, report, recount, procedure, narrative, anecdote, etc. Each type has different purpose and generic structure. As one of the genre, recount text is a kind of text that happened in the past. Recount has function to retell something happened in the past and to tell a series of past events. Recount text consists of three parts (generic structure), there are: orientation, series of events, and re-orientation. It is complex activity for Junior High School students. The complexity of generic structure which have to be mastered by the students in writing recount text, makes the students confused of how to arrange and differentiate those parts correctly.

In this study the researcher wants to observe the students’ difficulties in writing recount text in Junior High School, especially at the eighth grade of SMP Murni 1 Surakarta. This school is not a favorite school in Solo city, but the students of SMP Murni 1 Surakarta have sufficient ability in writing recount text. Writing recount text is not easy for Junior High School students, because it needs ability to arrange generic structure and to use tense, especially past tense. There are difficulties in writing recount text, for example: they are still confused about the patterns of past tense and how to change verb 1 (present) into verb 2
(past) in regular or irregular verb in past tense. The other example is the condition of the students. The students cannot arrange generic stucture of recount text, because they feel confused of how to arrange generic structure of recount text correctly. They also have limited vocabulary. They cannot transfer their idea in writing recount text because they do not have enough vocabulary in English. They feel confused to transfer their ideas they want to write, so their writing recount text are meaningless. No wonder if writing activity becomes dull, dry, and boring (Leki in Fauziati, 2010: 46). Therefore, an English teacher is required to use different techniques of teaching English including learningtechniques which are informative and interesting so that students will understand to make English recount text correctly.

This study aims at describing 1) students’ capability in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year, 2) the difficulties faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year, And 3) teacher’s solution to solve the problems faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year.

Based on the problems above, the researcher is interested to analyze students’ difficulties in writing recount text at the eighth grade of SMP Murni 1 Surakarta. Writing recount text is one of the measurements toward the students whether they understand the material which has been taught by the teacher or not. Based on this explanation, the writer wants to conduct a research entitled STUDENTS’ DIFFICULTIES IN WRITING RECOUNT TEXT AT THE EIGHTH GRADE OF SMP MURNI 1 SURAKARTA IN 2014/2015 ACADEMIC YEAR.

B. RESEARCH METHOD

In this study the researcher uses a content analysis research. It is a research technique for the objective, systematic and quantitative description of the manifest of communication (http://menulisproposalpenelitian.com/2011/01/analisis-isi-content-analysis-dalam.htm). It aims to analyze the content of the text to get the
result of the text. The result of content analysis are numbers and percentage. The object of this research is the students’ difficulties in writing recount text at the eighth grade of SMP Murni 1 Surakarta in 2014/2015 academic year. The subjects of this research is the eighth grade students and the English teacher of SMP Murni 1 Surakarta in 2014/2015 academic year. The researcher gets the data of the research from students’s work sheet in writing recount text, field note, script interview, teacher’s material, and student’s attendance list. And data sources of the research are event, informant and document. Techniques of collecting data are observation, interview, and analyzing document. And the researcher analyzing the data according to Anderson (1968) in Hughes (2003: 100) there are: vocabulary, grammar, organization, content, and mechanic.

C. RESEARCH FINDING AND DISCUSSION

1. Research Finding

The research classifies the finding as the answer of the problem statements. The researcher divides it into three parts, namely; students’ capability in writing recount text, the difficulties faced by the eighth grade students in writing recount text, and the teacher’s solutions to solve the problem faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta 2014/2015 academic year.

1. Students’ Capability in Writing Recount Text at the Eighth Grade of SMP Murni 1 Surakarta in 2014/2015 Academic Year

In collecting the data, the researcher takes the data from the students’s worksheet. The students make a composition about recount text. The researcher observes the VIIIC class of SMP Murni 1 Surakarta as a sample. There are 27 students in the VIIIC class of SMP Murni 1 Surakarta. The observation was conducted on 18th until 30th May 2015. The researcher analyzes the data based on the grade categories. The grades are divided into four categories. There are excellent, good, fair and poor. In Indonesian Minister of Education and Culture Regulation no 66 in 2013 (Permendikbud RI Nomor 66 Tahun 2013), it is stated that the
category of excellent grade is about 91-100 point. Good grade is about 75-90 point. Sufficient is about 60-74 point. Poor is about 1-59 point.

### Table 4.1
#### Percentage of Students’ Capability in Writing Recount Text

<table>
<thead>
<tr>
<th>Categories</th>
<th>Student</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>7</td>
<td>25.93%</td>
</tr>
<tr>
<td>Sufficient</td>
<td>11</td>
<td>40.74%</td>
</tr>
<tr>
<td>Poor</td>
<td>9</td>
<td>33.33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that no student gets excellent grade (0%) in writing recount text. The students who get good grade are 7 students (in the percentage is 25.93%). The students who get sufficient grade are 11 students (in the percentage is 40.74%). And the students who get poor grade are 9 students (in the percentage is 33.33%). So, it can be concluded that the students’s capability in writing recount text is sufficient. It is because many students get sufficient grade (60-74 point) in writing recount text.

The researcher analyses the data of the students based on 5 criterias of scoring according to Anderson (1968) in Hughes (2003:100). It consists of vocabulary, grammar, content, organization and mechanic. The researcher takes samples of 5 criterias of scoring based on the students who make many mistakes in each criterias of scoring.

Based on the average score of all students’s worksheet in writing recount text, the researcher gets the result that the students’ capability in writing recount text at the eighth grade of SMP Murni 1 Surakarta. The students who get excellent grade is 0%. No one student who gets excellent grade in writing recount text. The students who get good grade (75-90 point) are 7 students. The percentage of students who get good
grade is 25.93%. The students who get sufficient grade (60-74 point) are 11 students. The percentage of students who get good grade is 40.74%. And the students who get poor grade (0-54 point) are 9 students. The percentage of students who get good grade is 33.33%. So, it can be concluded that the students’s capability in writing recount text is sufficient ability (61.8%). It is because many students who get sufficient grade (60-74 point) in writing recount text. It means that the students found difficulties in those criteria because no one student who get excellent grade.

2. The Difficulties faced by the the Eighth Grade Students in Writing Recount Text of SMP Murni 1 Surakarta in 2014/2015 Academic Year

To get the answer of the second question based on the problem statement, the researcher mentions some difficulties faced by the students in writing recount text. The researcher takes samples from the result of students’s worksheet in writing recount text and conducted some interviews with some of VIIIC students.

Based on the result of the students’s worksheet and some interviews with the students. The researcher found some difficulties in writing recount text faced by the eighth grade students in SMP Murni 1 Surakarta 2014/2015 academic year. The difficulties faced by the students are:

a. The Students are Difficult to Arrange Generic Structure Completely

Generic structure of recount text is divided into three parts. There are orientation, sequence of events, and re-orientation. Some students cannot arrange the generic structure correctly and there is 1 student who is forget about recount text form because many type of texts that they learn. And he writes report text not recount text.
b. The Students Difficulty to Change Verb1 into Verb2 in Past Tense

The researcher found the most of problem of the students’s worksheet and in the interview are difficulty to change verb 1 into verb2 in past tense. The words which often wrong done by the students are:

a) We go to beach.
The word go is verb1 and should be replaced into verb2 ‘went’.

b) We take a walk.
The word take is verb1 and should be replaced into verb2 ‘took’.

c) I buy souvenirs.
The word buy is verb1 and should be replaced into verb2 ‘bought’.

c. The Students Difficult to Arrange Grammatical Sentence Correctly

Based on the data, the researcher gets most difficulty faced by the students is arranging grammatical sentence. They still confused of how to arrange grammatical sentence correctly. The data are:

a) Last week. my and Kevin going to Ponggok.
The sentence is wrong, because ‘my’ is possessive adjective. It should use ‘I’ as a subject and in this sentence uses past tense, so the verb ‘going’ is not appropriate, it should use ‘went’. The correct sentence should be ‘I and Kevin went to Ponggok’.

b) After, I am and friend go to went home.
The sentence is wrong. The word ‘after’ must be added ‘that’. Subject I should not followed by to be ‘am’ and to be ‘am’ must be deleted. and to explain possessive adjective, the word friend should be added ‘my’, and there are two predicate in this sentence, the student should be deleted verb ‘go’. The correct sentence should be “After that, I and my friend went to home”.

c) Parangtritis beach this one sand white.
The sentence is wrong. The word ‘this’ should be replaced with predicate ‘is’ and the word ‘one’ must be added preposition ‘of’. The noun phrase ‘sand white’ should be moved ‘white sand’. The correct one should be “parangtritis beach is one of white sand”.

d. The Students Have Problem to choose Vocabulary

Based on the data, the researcher found the difficulties in choosing vocabulary. The data are:

a) We buy eat.

The word ‘eat’ is not appropriate with grammatical correct. The word ‘eat’ is verb, while it should be ‘object’. The correct sentence should be ‘we buy a meal’. An ‘a meal’ as an abject sentence.

b) They ate ice tea.

The student uses inappropriate diction. The word ‘ate’ should be used in a meal, while the object sentence is a kind of beverage ‘ice tea’. So, the correct sentence should be ‘they drank ice tea’.

c) Last moon, my friend and I went to kilauan bay.

The word ‘moon’ is not appropriate word. It should be ‘month’. So the correct sentence should be ‘Last month, my friend and I went to kilauan bay’.

e. The students are Difficult to Deliver Their Idea in Writing Recount Text

Based on the data, the researcher found difficulties faced by some students in writing recount text. The researcher takes one sample of students’ worksheet and conducted interview with some students about the difficult faced by the student to deliver their idea in writing recount text. The data are:
Data 1/E

Going to Ponggok

Last week, my and kevin, oka, wildan, alvin going to Ponggok. Time away montor cycle, alvin to refuse my ocean almost and my straight to help finish montor cycle alvin can and next away going to ponggok after but to arrive ponggok my swimming.

Based on the sample above, it’s clearly appeared that student felt confused and difficult to deliver their idea in writing recount text. The first sentence until the last sentence are wrong. It’s not appropriate with the content of recount text. The sequence of events also not clear and the text cannot be understood.

3. Teacher’s Solution to solve the problem faced by the students in writing Recount Text

To get the answer of the last question based on the problem statement, the researcher conducted interview with the teacher of SMP Murni 1 Surakarta. Based on interview with English teacher that was conducted on 21th May 2015, the researcher gets the solutions to solve the problems faced by the students in writing recount text. The result of interview are follows:

a. Giving Explanantion Repeatedly to Solve the Student’s Problem in Writing Recount Text.

Based on the interview with the English teacher about the solution to solve the problem faced by the students, the researcher gets solution to solve the students’s problem writing recount text. They are: the teacher gives more explanation in writing generic structure in order to make the students understand with the material. The teacher also explains vocabulary repeatedly. So, giving explanation repeatedly is more effective to make students understand.
b. Giving Exercises to Solve Difficulties in Grammar

Based on the interview above, the teacher gives exercise to solve the difficulties in grammar. The teacher often asks the students to arrange sentence in good sentence such as the use of subject pronoun, the use of tenses that appropriate with the subject, etc. The teacher also discusses the result of the students’s worksheet in the class, so the students more understand and know their mistakes. It can decrease the students’s mistake repeatedly and they can know the correct grammar.

c. Guiding Questions to Solve the Limited Vocabulary faced by the Students

Based on the interview above, the teacher always guide the students by giving the questions to make students more interactive to get new vocabulary that they found in the text. And the teacher guide the students to ask the new vocabulary. Teacher always gives question repeatedly and ask them to note the new vocabulary in order to make the students save the new vocab in their memory.

d. Looking Up at Dictionary to Differentiate Past Form of Word and Spelling.

Based on the interview above, the reseracher gets solution to differentiate past form and spelling. The teacher solves the students’s problem in differentiating past form of word and spelling by looking up at dictionary. The teacher asks the students to bring their own dictionary. The school also provides the dictionary which can be used by the students in English teaching-learning process.

e. Draft/Scheme to Make the Students Understand about Generic Structure of Recount text

Based on the interview above, the reseracher gets solution to make students understand about generic structure of recount text. The teacher solve the problem faced by the students by making a draft/scheme of generic structure. The scheme is proposed to
differentiate the parts of generic structure (orientation, sequence of events and re-orientation). Every part of generic structure are explained one by one by the teacher clearly.

f. Teaching Genre Text in the Morning to Make Students More Easily in Developing Their Idea

Based on the interview above, the researcher gets solution to solve the problem faced by the students in developing their idea. The teacher teaches genre text in the morning in order to make the students more easily in developing their idea. Because if the teacher delivers it in the afternoon, the students won’t concentrate because they feel tired and lazy.

2. Discussion of the Finding

Based on the research finding above, the researcher gets the data of students’ capability in writing recount text, the difficulties faced by the eighth grade students in writing recount text, and the teacher’s solutions to solve the problem faced by the students in writing recount text at the eighth grade of SMP Murni 1 Surakarta 2014/2015 academic year.

The researcher presents the discussion about the result of analyzing the data in writing recount text. The researcher analyzed the students’s worksheet in writing recount text based on 5 criterias of analytic scoring according to Anderson (1968) in Hughes (2003: 100). There are: vocabulary, grammar, content, organization and mechanic. And there are 4 grade categories, excellent, good, sufficient, and poor.

Based on the analyzing of students’s worksheet in writing recount text above, the researcher gets the result that the students’ capability in writing recount text at the eighth grade of SMP Murni 1 Surakarta have sufficient ability (61.8%). The researcher found that there is no text categorized into excellent grade. No student who gets excellent grade in writing recount text. The students who get good grade are 7 students (in the percentage is 25.93%). The students who get sufficient grade are 11 students (in the percentage is
40.74%). And the students who get poor grade are 9 students (in the percentage is 33.33%).

The researcher also found the difficulties faced by the eighth grade students of SMP Murni 1 Surakarta in writing recount text based on the result of the students’s worksheet and some interviews with the students. According to Richards and Renandya (2002) in Fauziati (2010: 340), writing is the most difficult skill for second language learner. It not only needs some ability to generate/deliver ideas, choice appropriate vocabulary, sentence and paragraph organization (generic structure), but also to turn such ideas into a readable text.

The researcher found difficulties faced by the eighth grade students of SMP Murni 1 Surakarta in writing recount text. There are: (1) the students are difficult to arrange generic structure completely, (2) the students are difficult to change verb1 into verb2 in past tense, (3) the students are difficult to arrange grammatical sentence correctly, (4) the students have problem to choose vocabulary, (5) the students are difficult to deliver their idea in writing recount text.

From interview with the teacher, the researcher gets solution to solve the problem faced by the eighth grade students of SMP Murni 1 Surakarta in writing recount text. The teacher has some solutions to solve the student’s problems, there are: (1) giving explanation repeatedly to solve the students’s problem in writing recount text (2) giving exercises to solve difficulties in grammar (3) guiding questions to solve the limited vocabulary faced by the students (4) looking up at dictionary to differentiate past form of word and spelling (5) making draft/scheme to make the students understand about generic structure of recount text (6) teaching genre text in the morning to make students more easily in developing their idea.

Brown (2000: 340) states that the teacher, as a facilitator, offer guidance and inspiration to help the students in thinking process and give them spirit for their opinion without telling their own thought on their writing. Teacher’s solution above also can be compared with Brown’s
statement because teacher has role as a facilitator which help students to develop their idea with a variety strategies, such as give explanation repeatly, guiding question, making draft and etc. to make students more understand. The teacher applied those strategies in overcoming students difficulties in writing recount text.

D. Conclusion

After analyzing the data, the researcher draws conclusions based on the observation of students’ difficulties in writing recount text at the eighth grade of SMP Murni 1 Surakarta 2014/2015 academic year. The researcher concludes that:

1. As the result of the research, The researcher found that there is no text categorized into excellent grade. No one student who gets excellent grade in writing recount text. The students who get good grade are 7 students (in the percentage is 25.93%). The students who get sufficient grade are 11 students (in the percentage is 40.74%). And the students who get poor grade are 9 students (in the percentage is 33.33%). So, it can be concluded that the students’s capability in writing recount text at the eighth grade of SMP Murni 1 Surakarta have sufficient ability (61.8%). It is because many students who get sufficient grade (60-74 point) in writing recount text. It means that the students found difficulties in those criterias because no one students who get excellent grade.

2. The researcher also finds the difficulties faced by the eighth grade student of SMP Murni 1 Surakarta in writing recount text based on the result of the students’s worksheet and some interviews with the students. The difficulties faced by the students are: (1) the students are difficult to arrange generic structure completely, (2) the students are difficult to change verb1 into verb2 in past tense, (3) the students are difficult to arrange grammatical sentence correctly, (4) the students have problem to choose vocabulary, (5) the students are difficult to deliver their idea in writing recount text.

3. The researcher gets solution to solve the problem faced by the students in writing recount text. The teacher has some solutions to solve the student’s
problem, there are: (1) giving explanation repeatedly to solve the students’s problem in writing recount text (2) giving exercises to solve difficulties in grammar (3) guiding questions to solve the limited vocabulary faced by the students (4) looking up at dictionary to differentiate past form word and spelling (5) draft/scheme to make the students understand about generic structure of recount text (6) teaching genre text in the morning to make students more easily in developing their idea.

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