A DESCRIPTIVE STUDY ON DIFFICULTIES IN WRITING RECOUNT TEXT FACED BY THE TENTH GRADE STUDENTS AT SMK NEGERI 6 SURAKARTA IN 2015/2016 ACADEMIC YEAR

**Submitted as a Partial Fulfillment of the Requirements
for Getting the Bachelor Degree of Education
in English Department**

by
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APPROVAL

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Surakarta, October 2016

The Writer

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kesulitan siswa kelas X SMK Negeri 6 Surakarta tahun ajaran 2015/2016 dalam menulis teks pengalaman dan mendeskripsikan bagaimana guru mengatasi kesulitan siswa kelas X SMK Negeri 6 Surakarta tahun ajaran 2015/2016 dalam menulis teks pengalaman. Dalam penelitian ini, penulis menggunakan jenis penelitian deskriptif. Objek penelitian ini adalah kesulitan siswa kelas X SMK Negeri 6 Surakarta tahun ajaran 2015/2016 dalam menulis teks pengalaman. Data dari penelitian adalah guru bahasa Inggris kelas X dan teks pengalaman yang ditulis oleh siswa kelas X SMK Negeri 6 Surakarta tahun ajaran 2015/2016. Teknik untuk menganalisis data adalah 1) reduksi data, 2) penyajian data, dan 3) penarikan kesimpulan. Hasil dari penelitian menunjukkan bahwa kesulitan siswa menulis teks pengalaman dibagi menjadi dua, yaitu dalam menulis struktur paragraph dan fungsi sosial. Kesulitan dalam menulis struktur paragraph berdasarkan 53 siswa, penulis menemukan 3 siswa yang tidak menulis event dan 11 siswa yang tidak menulis re-orientation. Kemudian kesulitan dalam menulis fungsi sosial berdasarkan 283 kalimat, penulis menemukan 15 kalimat tidak ditulis dalam bentuk lampau, 45 kalimat tidak ditulis gramatikal, 13 kalimat harus dihapus, 31 kalimat dalam diksi, dan 8 kalimat dalam penulisn ejaan. Solusi yang diberikan untuk mengatasi kesulitan siswa dalam menulis teks pengalaman, yaitu: menyusun paragraph acak menjadi teks pengalaman yang baik, memberikan penjelasan berulang-ulang, memberikan game, mencari arti kata di kamus, dan memberikan tugas tambahan.

Kata kunci: teks pengalaman, kesulitan siswa, pemecahan masalah

ABSTRACT

This research aims at describing students' difficulties in writing recount text faced by the tenth grade students at SMK Negeri 6 Surakarta in 2015/2015 academic year and describing how the English teacher solves the students' difficulties in writing recount text faced by the tenth grade students at SMK Negeri 6 Surakarta in 2015/2016 academic year. In this research, the writer uses descriptive research as the type of research. The object of the study is students' difficulties in writing recount text faced by the tenth grade students at SMK Negeri 6 Surakarta in 2015/2016 academic year. The data of this research are recount texts written by the tenth grade students and the English teacher at SMK Negeri 6 Surakarta in 2015/2016 academic year. The methods of analyzing data include 1) reducing the data, 2) displaying the data, and 3) drawing conclusion.

The results show that students' difficulties in writing recount text are divided into two parts; they are difficulties in generic structure and lexicogrammatical features. In writing generic structure, of 53 students, the writer found that 3 students who did not write the event and 11 students who did not write re-orientation. Then, in lexicogrammatical features, in 283 sentences, there were 15 sentences not written in the past tense, 45 sentences not written grammatically, 13 sentences having problems dealing with deleting words, 31 sentences having problems dealing with diction and 8 sentences having problems dealing with spelling. The solutions which are given to solve the students' difficulties in writing recount text are rearranging the random paragraph into a good text, giving explanation repeatedly, giving game, consulting in dictionary, and giving tasks.

Keywords: recount text, students' difficulties, and problem solving

1. INTRODUCTION

Language is many things; a system of communication, a medium of thought, a vehicle for literary expression, a social institution, a matter for political controversy, and a factor for nation building (O'Grady, *et al.* (1997: 1) in Srijono, 2010: 2). It means that language is very important for communication and exploring ideas. Without language people will get difficulties to find ways to share their feeling or communicating their needs.

According to Richards (1997: 100) "learning to write well is a difficult and lengthy process, because it includes anxiety and frustration in many learners". In Indonesia, English is also one of the lessons which is learned in the class, and gives knowledge to the students about genre or type of text. The genres are descriptive, narrative, recount, report, procedure, spoof, and news item. In vocational high school, recount is one of genres which is learned at the tenth grade students. But, the students usually face difficulties in writing recount text because it must use past tense which is complicated for them and they have the little vocabulary in writing especially in writing recount texts.

In this case, the writer will observe the difficulties in English learning process in writing recount texts in SMK N 6 Surakarta. We know SMK N 6 Surakarta is one of the favorite vocational high schools in Surakarta. The students should be excellent in studying in English especially writing skill. In writing recount text, the students sometimes have the difficulty in terms of

grammar and vocabulary. The students just write what they wanted to write based on their idea without thinking that their writing was full of errors. Actually, the student's difficulties in writing recount texts are mainly in the lack of vocabulary and grammar. For example to change Verb 1 (present tense) to Verb 2 (past tense), **buy** becomes **buyed**, like **I buyed some souvenirs in Bali for my mother**. The sentence is wrong, and actually the correct sentence is **I bought some souvenirs in Bali for my mother**. The students sometimes forget with the past form of a word. In writing recount text, the teacher should explain more about grammar especially past tense (regular and irregular verbs) and learn more vocabulary because it is the first difficulty in students writing.

2. RESEARCH METHOD

In this research the writer uses descriptive research. Descriptive research is kind of type research which contains words, pictures, and not include any calculation numeration (Moleong, Lexy: 1989, 6). By using descriptive research, the researcher wants to describe the difficulties in writing recount text faced by tenth grade students in SMK Negeri 6 Surakarta and the problem solving by the teacher in teaching writing recount text.

To know the students' difficulties in writing recount text in SMK Negeri 6 Surakarta, the writer explains the steps in analyzing data based on Miles and Huberman (1984) in Sugiyono (2010: 337-345) as follows:

a. Reducing the Data

Reducing the data means the process of selecting, focusing, simplifying, and writing the data in the field note. The researcher selects the data related to the research problems taken from interviews and documents. Then the researcher focuses the data analysis on each research problem to simplify and write the data in the field note.

b. Displaying the Data

Displaying the data is describing the data in narration in which the research conclusion will be possible to be completed. This step is

describing the result of the research which is described in systemic and logic sentences, therefore the result is understandable. The form of displaying is not always in sentences but can be displayed in the table form which supports narrative data.

c. Drawing Conclusion/Verifying

Verification is explaining the meaning of the data in the fact configuration. The way to verify conclusion is by discussing the research conclusion with the partner/collaborator. This step is very important to be done in order to get good research conclusions.

3. DISCUSSION OF THE FINDING

Based on the research finding, the writer gets the data from students' difficulties in writing recount texts. They are divided into three parts; students' difficulties based on the generic structure, students' difficulties based on the lexicogrammatical features, and solutions of the difficulties in writing recount text.

There are 53 students having difficulties in generic structure. The writer did not find students' difficulties in writing orientation but the writer found that 3 students who did not write events and 11 students who did not write re-orientation. Then, the writer found students' difficulties in lexicogrammatical features, in 283 sentences. The writer did not find students' difficulties in writing specific participants, material process, and sequence of time. The writer found 15 sentences not written in the past tense, 45 sentences not written grammatically, 13 sentences having problems dealing with deleting words, 31 sentences having problems dealing with diction and 8 sentences having problems dealing with spelling.

From the data, the writer gets the most students' difficulties in writing recount texts which are divided into two parts. The first is in generic structure and the second is in lexicogrammatical features. In generic structure, the students get difficulties in writing re-orientation then in writing events. There

are several students who just write orientation and events and the other just write orientation and re-orientation.

The second is in lexicogrammatical features. In lexicogrammatical features, the most difficulties faced by the students in writing recount texts are in grammatical sentence. The second is in choosing vocabulary. The third is in changing past tense. The fourth is in deleting word, and the fifth is in spelling.

In conclusion, from the generic structure the most difficult writing faced by the students in writing is re-orientation. Then, from the lexicogrammatical features, the most difficult writing faced by the students is writing sentences grammatically and clearly.

The writer also explains the solutions for the difficulties in writing recount texts based on interview with the English teacher. The solutions are rearranging the random paragraphs into a good text based on the generic structure to solve the difficulty in writing generic structure involves orientation, events, and re-orientation. The second solutions are giving explanation repeatedly to solve the difficulties in writing specific participants, material process/verb, sequence of time, and spelling. The third solutions are giving game, consulting dictionary, and giving tasks to solve the difficulties in writing tenses, grammatical sentence, deleting words, and vocabulary.

In conclusion, the teacher gives some solutions for the problem. The teacher gives the same solution at different difficulties to solve the difficulties faced by the tenth grade students in writing recount text. The solutions of the difficulties in writing recount text have been applied by the teacher to the students at school.

4. **CONCLUSION**
   After analyzing the data, the writer draws conclusions as follows:
1. The difficulties in writing recount text are in generic structure which consists of orientation, sequence of events, and re-orientation. Then, the second difficulties are in lexicogrammatical features which consist of participant, material process/verbs, tenses (past tense), sequence of time,

grammatical sentence, vocabulary, deleting words, and spelling. In conclusion, from the generic structure of recount text, the most difficult generic structure in writing recount text faced by the students is in writing re-orientation. Then, from the lexicogrammatical features of recount text, the most difficult thing in writing recount text faced by the students is in writing sentences grammatically and clearly.

2. The solutions for the difficulties in writing recount text based on the interview with English teacher at school in writing generic structure by rearranging the random paragraphs into a good text based on the generic structure. Then, the solution in lexicogrammatical features by giving explanation repeatedly in writing specific participants, material process/verbs, sequence of time and spelling. The teacher also gives solutions for the difficulties in writing tenses (past tense), grammatical sentences, deleting words, and choosing vocabulary by giving game, consulting dictionary, and giving tasks.

DEDICATION

This research paper is dedicated to the greatest ones Allah SWT, her beloved mother and father, her beloved brother-in-law and his wife, and friends.

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