

**STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT FACED BY
THE TENTH GRADE STUDENTS AT SMK MUHAMMADIYAH 1
SURAKARTA IN 2017/2018 ACADEMIC YEAR**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements

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in English Department

by

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA

2018

APPROVAL

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Acceptance and Approved by Board Examiner

School of Teacher Training and Education

Muhammadiyah University of Surakarta

on July 17th, 2018

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PRONOUNCEMENT

I am the researcher, signed the statement below:

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TEXT FACED BY THE TENTH GRADE STUDENTS AT
SMK MUHAMMADIYAH 1 SURAKARTA IN 2017/2018
ACADEMIC YEAR**

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Hence, later, if it is proven that there are some untrue statements in this pronouncement, I will hold fully responsible.

Surakarta, July 3rd 2018

The researcher



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STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT FACED BY THE TENTH GRADE STUDENTS AT SMK MUHAMMADIYAH 1 SURAKARTA IN 2017/2018 ACADEMIC YEAR

Abstract

This study is aimed at: (1) analyzing the type of learners' difficulties in writing recount text, (2) describing the solutions of the English teacher in solving learners' difficulties. This research design belongs to a descriptive qualitative which uses document analysis, and interview as data collection method. The techniques of analyzing data are data reduction, data display, and drawing conclusion. The participants involved in this study are the English teacher and the tenth grade students at SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year. The research finding showed that 1) the learners get difficulties in the generic structure (26, 08%), past verbs (21, 74%), spelling (39, 13%), and vocabulary (13, 04%); 2) the teacher's solution are giving explanation, memorizing past verbs, consulting dictionary.

Keywords: students' difficulties, recount text, teacher's solution

Abstrak

Penelitian ini bertujuan untuk: (1) menganalisis jenis kesulitan peserta didik dalam menulis teks recount, (2) menjelaskan solusi dari guru bahasa Inggris dalam memecahkan kesulitan peserta didik. Desain penelitian ini termasuk dalam penelitian deskriptif kualitatif yang menggunakan analisis dokumen, dan wawancara sebagai metode pengumpulan data. Teknik analisis data adalah reduksi data, display data, dan penarikan kesimpulan. Para peserta yang terlibat dalam penelitian ini adalah guru bahasa Inggris dan siswa kelas sepuluh di SMK Muhammadiyah 1 Surakarta pada tahun ajaran 2017/2018. Hasil penelitian menunjukkan bahwa 1) peserta didik mengalami kesulitan dalam struktur generik (26, 08%), kata kerja masa lampau (21, 74%), ejaan (39, 13%), dan kosakata (13, 04%); 2) solusi guru adalah memberikan penjelasan, menghafal kata kerja masa lampau, kamus konsultasi.

Kata kunci: kesulitan siswa, teks recount, solusi guru

1. INTRODUCTION

Nowadays, globalization has widely increased the availability of information. Due to the globalization, English language skills are also needed to facilitate in the process of information transmission. It is because of English has become a global language used by many people in the world.

In Indonesia, English becomes the main foreign language that has been taught as subject learning in all education levels ever since preschool until university. The learners must have four English language skills such as speaking, listening, reading, and writing. While, writing is one of the main tools in the learning process as part of information transmission. It provides information and knowledge that can be found in the form of books, newspaper, journals, magazines, and so on. Thus, writing is a process of transmitting message, thought or ideas to the readers using written language.

Since English as a foreign language, the students in Indonesia generally get some difficulties in learning process, especially in writing. Writing for so many is considered as a difficult activity. Similarly, most of the tenth grade students in SMK Muhammadiyah 1 Surakarta find it difficult to express their ideas in English, especially in writing recount text.

Recount text is one of text types that must be learnt by the students in Senior High School. Recount text is a text which retells past events or experiences. The students should understand all of those parts and should be able to produce this text. In fact, the students often get problems in the process of writing recount text. Most students feel difficult and confused to produce recount text correctly.

In this research, the writer formulates the objective of study as follows: 1) To analyze the types of the students' difficulties in writing recount text at the tenth grade of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year, 2) To describe the teacher's solutions of the students' difficulties in writing recount text at the tenth grade students of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year.

2. RESEARCH METHOD

This paper belongs to a descriptive qualitative study which does not include any calculation enumerating (Moleong Lexy, 1994: 2). In this research, the writer describes the difficulties in writing recount text faced by the tenth grades students at SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year and its solutions given by the English teacher. The participants in this research are the English teacher and the learners at the tenth grade of SMK Muhammadiyah 1 Surakarta in 2017/2018 academic year. The researcher takes class X-D Machining technique that consists of 26 male students. The object of this research is the difficulties of the tenth grade students in writing recount text. The researcher takes data from the students' writing recount text. Direct notes, interview script, and documentation are also gathered to collect another data. The data sources of this research are informant and document. The data are collected through document, and interview. In analyzing data, the writer uses the interactive model of analysis from Miles and Huberman (1992: 16-20). There are three steps in analyzing data: data reduction, data display, and drawing conclusion.

In data reduction, the researcher firstly checking the data by reading the results of students' writing recount text and listening to the recorded interview carefully. Next, the researcher selects the students' problematic sentences and the teacher's utterances which contain appropriate solutions

with the problems to be analyzed. In addition, the writer takes some notes to write the transcription of interview and makes a brief description of chosen data.

In data display, the researcher presents data which sentences indicate the students' difficulty in writing recount text and what solutions given by the teachers to solve these problems. Furthermore, data displays help the researcher to analyze the data based on her understanding.

In the last step, conclusions are drawn throughout the cause of study. The researcher summarizes the outcome of the work by interpreting the findings based on data analysis and theories that are used.

3. FINDING AND DISCUSSION

3.1. The Difficulties Faced by the Tenth Grade Students in Writing Recount Text

Based on the student's written recount text, the researcher found 4 types of students difficulties such as in organizing generic structure, simple past tense, vocabulary, and spelling.

3.1.1 Organizing Generic Structure

In this research, the researcher finds 12 which shows that the students get difficulties in the generic structure of recount text organization. For example, it can be found in the following paragraph:

Holiday in Sadranan Beach

Orientation

On Sunday, I went to Sadranan Beach with my big family and friends. We went there by car and arrived at 09.00 am.

Events

In Sadranan beach, I swam with my brother. We also played sand together.

Re-orientation

After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water.

From the paragraph above, the student seems to be confused in distinguishing events and re-orientation. He describes events in the second and third paragraphs. As a sequence, he forgets to add re-orientation as the closing story. It means that the students get difficulty in organizing generic structure of recount text.

3.1.2 Simple Past Tense

In this research, the researcher found 9 data of the students who have difficulty in using verb 2.

For example, in the sentence “*We spent our time walking between flower fields and **arrive** at the top of mountain*”, the student still uses verb 1 such as the word ‘**arrive**’. In recount text, the grammar used is past tense. Therefore, the word ‘**arrive**’ should be changed into ‘**arrived**’.

3.1.3 Vocabulary

In this research, the researcher found 8 data of the students who have difficulty in using verb 2. For example, in the sentence “*We were surprised to see the **beauty** view of the beach*”.

Based on the sentence above, the student uses the word ‘**beauty**’ in the sentence. It is not appropriate, because the word ‘**beauty**’ is a noun and it is followed by a noun. Therefore the student should uses the right diction that is ‘**beautiful**’.

3.1.4 Spelling

In this research, the researcher found 18 data of the students who have difficulty in using verb 2. For example, in the sentence “*Three years ago, I and my classmate visited Borobudur **tample***”.

The student uses the word **tample** in the sentence above. The word **tample** does not have any meaning in English. The student has to replace it with **temple**.

Therefore, the types of the students’ difficulties can be reported as in the table below:

Table 4.1

Type of the Students’ Difficulties in Writing Recount Text

Students Difficulty	Example of Data	Amount (Σ)	Percentage (%)
Organization	<p><i>Holiday in Sadranan Beach</i></p> <p><u>Orientation</u></p> <p><i>On Sunday, I went to Sadranan Beach with my big family and friends. We went there by car and arrived at 09.00 am.</i></p> <p><u>Events</u></p>	12	26,08%

	<i>In Sadranan beach, I swam with my brother. We also played sand together.</i> <u>Re-orientation</u> <i>After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water.</i>		
Simple Past Tense	1. We are take photo of sunrise moment. 2. We spent our time walking between flower fields and arrive at the top of mountain.	10	21,74%
Vocabulary	1. We were surprised to see the beauty view of the beach. 2. I and his entourage continued the journey to reach a climax.	6	13,04%
Spelling	1. Three years ago, I and my classmate visited Borobudur tample . 2. I really anjoyed that short holiday.	18	39,13%
<i>TOTAL</i>		46	99,99%

From the table above, the dominant difficulties faced by the students in writing recount text is in wrong spelling (31,13%).

3.2. The Solutions Given by the English Teacher

Based on interview with English teacher, the researcher gets three kinds of solutions given by the teacher as a suggestion to solve student problems. They are as follows:

3.2.1 Giving Explanation Repeatedly to Solve Difficulty in Organizing Generic Structure

The teacher said that:

“I usually explain the generic structure of recount text as placed on its order repeatedly”

Based on the quotation above, the teacher solves the students’ difficulties in spelling and vocabulary by giving explanation about the generic structure of recount text. It should be explained in a sequence and repeatedly so that the students understand with the material easily.

3.2.2 Memorizing Past Form of Verb to Solve Difficulty in Using Simple Past Tense

The teacher said that:

“We look up the verb list from the dictionary. Due to the dictionary, there is a list of regular and irregular verbs. Students are told to memorize.”

Based on the quotation above, the teacher suggests the students to memorize the past form of verbs. In the class, the students can open their dictionary and find a list of regular and irregular verbs. To ease them in writing recount text, the students can memorize the past form of verbs.

3.2.3 Looking Up at the Dictionary to Solve Difficulty in Finding Words and Spelling

The teacher said that:

“Students still have to take a look at the dictionary for correct spelling. If they feel confused, they can ask the teacher or their friends”.

Based on the quotation above, the teacher solves the students' difficulties in spelling and vocabulary by exploring particular word at dictionary. Therefore, the students should bring their dictionary in the class so that they can use it when they faced difficulty.

3.3 Discussion

Based on the research finding, there are some aspects discussed by the researcher. The aspects include: 1) types of students' difficulties in writing recount text; and 2) the solutions given by the English teacher.

3.3.1 Types of Students' Difficulties in Writing Recount Text

From the result, it was found that there are four types of students' difficulty in writing recount text such as in organization, simple past tense, vocabulary, and spelling.

The results have shown that the finding is in line with the category of students' problems in writing from Byrne's theory. Byrne (1988: 4 - 5) stated cognitive difficulty involves the writer's problem in organization and spelling. It was found that students had difficulty in arranging generic structure of recount text of 12 data (26, 08%) and writing correct spelling of (39, 13%). Thus, organization and spelling were categorized as the highest problems of cognitive difficulty found in this study. In addition, Musabbihin (2017) found similar problems of organization in his study.

He explained that students were insufficient to comprehend parts of generic structure of recount. Corresponding to the finding of (Alfaki, 2015), spelling also found the research finding.

The findings of this study reveal that students' difficulties are in line with the linguistic difficulty in Byrne's theory. Byrne (1988: 4 - 5) stated linguistic difficulty is the writer's problem in the aspect of grammar, vocabulary, language use, and choice of sentences in writing. Similarly, the students have linguistic problems in grammar, especially simple past tense resulted in (10 or 21, 74%). The students also experienced problems in vocabulary (6 or 13, 04%). Corresponding to the finding of (Fareed, Ashraf, Bilal, 2016), linguistic problems such as grammar and vocabulary were also found in their research finding. In Purnama's work (2013) discovered that the students also get difficulty in vocabulary and grammar.

On the other hand, this study did not find any problems in physiology difficulty as mentioned by Bryne. The learner seems to have no objection in writing as a task because they tell their own story even without any feedback. Another different finding was in a research by Huy, it was found that majority of the students often have mistaken in learning grammar and lacking vocabulary. Although the earlier study has the same type of problems, Huy explained that grammar and vocabulary as the most problems faced by the students.

Another than that, a study from Singh (2015) showed different result of writing methodology and findings/analysis section as the highest difficulty in academic writing. The non-native English speaking international graduate students experienced difficulty in writing methodology section and writing findings/analysis section at the same level of difficulty with very difficult (6,1%) and difficult (66, 7%).

3.3.2 The Solutions Given by the English Teacher.

From interview with the English teacher, the researcher gets solutions to overcome the difficulties faced by the tenth grade students of SMK Muhamadiyah 1 Surakarta in writing recount text. The teacher has three solutions to solve the student's difficulty, there are: 1) giving explanation repeatedly to solve difficulty in organizing generic structure, 2) memorizing past form of verb to solve difficulty in using simple past tense, 3) looking up at the dictionary to solve difficulty in finding words and spelling.

The first teacher's solution above corresponds with one of the process approach criterias. Process approach is an effort to produce a perfect writing from prewriting stage to the final approach. Shih (1986) in Brown

(2000: 335) stated that the teacher has a place central importance on the process approach in teaching writing. This is the same as the teacher who has an important role and responsibility for students' understanding of the material. By giving explanation repeatedly, the teacher can make the student more understand and solve the difficulty in organizing generic structure.

While, the other teachers' solutions namely 1) memorizing past form of verb to solve difficulty in using simple past tense and 2) looking up at the dictionary to solve difficulty in finding words and spelling; were not appropriate with the criteria of process approach.

Compared with the previous study from Ratnasari (2015), the finding of this research has similar solution from the teacher. Both study found that the teachers solved the student difficulty in the material by giving explanations and by looking up at dictionaries to solve the students difficulty in spelling and past verbs.

Although the earlier study has the same issue, there are some research which has different finding as compared to the present study. For instance, a study from Fareed, Ashraf, and Bilal (2016) suggested some solutions by improving reading for the teaching of conscious and incidental vocabulary. Then, Huy's work (2015) added several solutions to solve the students' problems such as the following: 1) conducting a group study in the class for correcting errors and practice grammar, 2) designing a creative teaching methods in order to increase vocabulary through playing games and vocabulary themes, and 3) providing a various materials so that students can study better.

Based on the comparisons above, it can be concluded that the present writer tries to conduct another study about analyzing recount text. The writer aims to identify the difficulties experienced by the tenth grade students in SMK Muhammadiyah 1 Surakarta and the solutions given by the English teacher to solve the students' difficulties. She analyzes the students' difficulties based on their written recount text. She also describes the teacher' solutions in overcoming the students' difficulties through an interview process

4. CONCLUSION

Based the research findings, the researcher draws the following conclusions:

4.1 The Tenth Grade Students Difficulty in Writing Recount Text

Based on the data analysis and the discussion of the finding, the researcher concludes that the dominant difficulties faced by the students are in spelling (18 or 39, 13%) and generic structure (12 or 26, 08%). Then, the other difficulties are in vocabulary (6 or 13, 04%) and past verbs (10 or 21, 74%).

4.2 The Teacher's Solution for the Tenth Grade Students' Difficulties in Writing Recount Text

The problem solving proposed by the English teacher are: a) giving explanation repeatedly to solve difficulties in generic structure, b) memorizing past form of verb to solve difficulty in grammar, c) looking up at the dictionary to solve difficulty in finding words and spelling.

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