AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF UNIVERSITY OF MUHAMMADIYAH KOTABUMI ACADEMIC YEAR 2021/2022

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Abstract: Problems often faced by students while writing. They are often stuck and seem to have difficulty expressing their ideas in writing. From the assessment done by the lecturer, it is often found many errors in the students' writing on chapter reports. Finally, most of the errors are found in the content aspect, such as grammatical, vocabulary, punctuation, etc. what are the students' difficulties in writing recount text at the second Semester of the University of Muhammadiyah Kotabumi academic year 2021/2022?"The purpose of this research is to determine students' abilities and to explore students' difficulties in writing recount texts. In this study, the researcher took the second semester as the subject. The second semester class consisted of 37 students. In this case, the researcher took 3 second semester students for writing tests and interviews as the research instruments. The results of the study show that the results that can be concluded are that the difficulties faced by students are still grammatical difficulties, spelling errors, and they have limited vocabulary to choose the appropriate diction. It is recommended for lecturers to give students more practice in writing to improve their vocabulary and grammar in writing recount texts.

Keywords: Students' writing ability, difficulty, recount text.

Abstrak: Masalah yang sering dihadapi oleh siswa saat menulis. Mereka seringkali stuck dan terlihat kesulitan untuk menuangkan ide-idenya dalam bentuk tulisan. Dari penilaian yang dilakukan oleh dosen, sering ditemukan banyak kesalahan dalam penulisan laporan bab oleh mahasiswa. Terakhir, kesalahan yang paling banyak ditemukan pada aspek isi, seperti tata bahasa, kosa kata, tanda baca, dll. Apa kesulitan siswa dalam menulis teks recount semester genap Universitas Muhammadiyah Kotabumi tahun ajaran 2021/2022?"Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dan untuk menyelidiki kesulitan siswa dalam menulis teks recount. Dalam penelitian ini, peneliti mengambil semester kedua sebagai subjek. Kelas semester dua terdiri dari 37 siswa dalam hal ini peneliti mengambil 3 siswa semester 2 untuk tes menulis dan wawancara sebagai instrumen penelitian ini. Hasil penelitian menunjukkan bahwa hasil yang dapat diartikan adalah kesulitan yang dihadapi siswa adalah masih kesulitan tata bahasa, kesalahan ejaan, dan mereka memiliki keterbatasan kosakata untuk memilih diksi yang sesuai. Disarankan bagi dosen untuk memberikan lebih banyak latihan dalam menulis untuk meningkatkan kosakata siswa dan tata bahasa mereka dalam menulis teks recount.

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Kata kunci: Kemampuan menulis siswa, kesulitan, teks recount.

INTRODUCTION

One of the skills that must be learned when learning English is writing. Because people may communicate through writing as well, it becomes a secondary medium. (Setiani, 2019, p. 29) informs that one way of conveying messages from the writer to the readers is written form. Students need to master other components of English such as grammar, vocabulary, spelling, and punctuation in order to write correctly. Students always use their critical thinking and creative talents when writing. It appears that the students struggle a lot when writing in English. People today can recognize that writing is a challenging language skill to master, as Tribble (1996: p. 3) explained. Moreover, it is one where only a small number of people can become experts. Writing becomes the main skill in studying English too, which is need great interest from the students. It can be known that writing can make the students are greatly encouraged as many academic works as possible

Recount text is a type of text that studied at the students second semester of English education department of University of Muhammadiyah Kotabumi. Recount text is a text that can entertaining and informing something to the reader. One type of text that describes events and prior experiences is the recount text. The generic structure for recount text consists of three elements: 1) The Orientation (contains initial information such as who was involved in the story, and where and when the story took place. Usually, orientation is located in the first paragraph.); 2) The Events (contains a series of events or events that occur by writing sequentially according to chronology, According to Yunianto (2014, p.20) recount as part of the text that reconstructs past events that occurred in order to be related in certain relationships. Based on this statement, Recount texts commonly always retell past events that are found the writer's direct experience however it could also be fictional and unrelated to the author's personal experience (Mardiah, 2018, p.52).

In University of Muhammadiyah Kotabumi, students at Second Semester only consist of one class. Then, the researcher choose second semester class be a subject of the investigation. Reached from the interview that the researcher has conducted at March,

29th, 2022 with the lecturer of writing. She argues that basic writing is the first subject to them in second semester, because this course is tiered so that in the next semester they will get this subject again. But it look a little bit because it's still at the beginning of the meeting, so not that far, they write for the example; paragraph, descriptive, recount, narrative, etc. The students just arrived at the sentences, because to write a paragraph or essay it should be have mastery of writing sentences good and correctly, because in the paragraph or essay later there will be sentences too, so that students starting with mastery of writing sentences. In the other hand, the researcher also did the interview with some students from second semester. To get the information the researcher want to know with give some questions such as; 1) What difficulties the students in writing, 2) Writing make them easy or not, 3) How to solve the difficulties in basic writing, and 4) What kind of difficulties that always find in writing. The first student, she said that she usually wrong to put the letter of the word, for the example write "right" she often get writing error like 'rhigt' etc.

The second student, he felt difficult in write the word. The same case with pretty he always do wrong in spelling a word and when he hear the other people speak up in English he feel hard to write too. In the other hand state that writing to him is border line, because if we reading while do writing it is like the formal thing, but if we write from the speaker (other people) it often wrong. He also said that if we always wrong in writing the word, it should be go on then later we will know the word. Next student, the difficulties come from the use of spelling in the sentence, beside that it still many words that the writing and pronouncing has different sound. The students explained that in basic writing obviously everything in writing is hard because in writing English it should be correctly with existing formula so we don't just write and just make it.

Writing is regarded as the active creation of text that combines higher-order self-regulated thought processes like planning, sequencing, and content expression with lower-order transcription abilities like handwriting, punctuation, and spelling. Another perspective from (Barruansyah, 2019, p. 36) stated that one form of communication media is writing. By writing, someone can express their feeling which is called by communicating. Furthermore, he believes that one of communication factor can drive from writing activities. Writing is a crucial skill that students need to learn since it enables them to think critically and

thoroughly in order to create quality writing. Writing is an essential part of education, a means of support, and a foundational skill in our society. Students that study writing will gain knowledge on how to write well, how to articulate ideas, and how to communicate their thoughts in writing with others. In contrast to discussion, writing frequently has no set time limit. It's related with (Hossain, 2015, p. 3) who explained that a good way to practice a great way to practice grammar structures and find new vocabulary is writing.

The writing process is very important in teaching writing. Very many Teachers will teach children to write in a few steps. According to Azrial, (2013; p.66) there is a writing process. Writing class this is the way teachers do it in class. Here the teacher's role is very important because the teacher will teach students to write. About things that are in the process of learning. Rini (2015; p.21) explained that through writing, students will learn to write good essays. Ideas supported by related evidence. English writing is a skill that takes work to master. One of the genres taught in high school is recount text. Anderson as cited in Husna (2019, p.55) explained that a recount text is part of the text that describes past events, usually in the order in which something happened. A textual resort is a type of text that tells the reader

what happened in the past. The author must organize all events on recount text harmoniously.

Yulinawati (2018, p.42) explained recount text can be defined written communication. We also need to learn how to organize our thoughts so that even a reader who wasn't there and perhaps a reader we didn't know could understand it. Based on Alfaki (2015, p.45), the cognitive problems in writing are punctuation, spelling, content and organization as a text that tells what happened in the past and is meant to please the reader with someone's past experience. In other hand, Yunianto (2014, p.20) explained that recount as a part of text that reconstructs past events that occurred in the order relative to certain relationships. Widiyati, et.al (2017, p.124) argues that recount is a text that has series of incidents in sequence of time in which they happened. It has more kinds of recount texts, diaries, letters/postcards, notebooks, autobiographies, biographies, and anything relating to history or retelling historical events are a few examples.

Writing is one of four skills in learning English. In writing, students expected to master sentences structure, vocabulary, grammar, etc. In fact, students still have problem when they are writing. Anderson and Anderson (1998, p. 24) stated that Text

that recounts historical events typically does so in the chronological sequence in which they occurred. Its objective is to describe what happened and when it happened to the viewer. It implies that this paragraph describes a past event to the reader. Recounting a series of events is the goal of any literary work or story in order to amuse and educate the audience. Moreover, Hyland (2004, p.20) stated that recount text is reconstruct by reliving experiences from the past in their original order.

Since the text in this instance recounts actual events from the past using their original sequences, it must be organized properly to reflect what actually happened. The problem of student on writing can be happen for the reason of some elements. Byrne (2000, p.54) explained that factor of linguistic, psychological, and cognitive factors make writing a composite and difficult medium of discourse for most people with mother tongues and foreign languages. Byrne (2000, p.54) argues that when we write, we must balance the absence some of these things: we must keep the channels of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produce can be interpreted.

Based on Alfaki (2015, p.44) the linguistic problems in writing are get problem on grammar, structure of sentences and diction too.

Based on Byrne (2000, p.54), explained that learn to write through a learning process: we need to master written forms of language and learn some structures that are rarely used or may not be used, but are essential for effective. Students who write in the context of an EFL classroom must demonstrate their awareness of their own communicative purpose, readership and writing context. According to Hughes (2005, p.83) stated that having students write is the best way to gauge their writing prowess. The students' difficulties could be connected to various factors. Therefore, the major factors which trigger the difficulties in writing were seen from five causes. According to Alfaki (2015, p.46-48), those problems are: the nature of writing process, lacks learners'' motivation, inadequate time

METHOD

This analysis classified in to qualitative investigation especially used case study as the research designed. Sugiyono (2015, p. 1) stated that qualitative research is a research method used on a natural object,

where the researcher is the key instrument, the data collection technique is done by triangulation (combination). The data analysis technique is inductive, and the results of qualitative research tend to be more meaningful than generalizations. Bogdan and Biklen (2007, p.2) stated that a case study is also allows the researcher to do the study in depth with a small amount of respondent. It focused on a particular phenomenon, situation, or event. In other words, case study was not so much about how the phenomenon studied but rather about the choice of what to study. The data resource of this research will be taken from students of the second semester of University of Muhammadiyah Kotabumi Academic Year 2021/2022. Choosing of second Semester is because many students in English department do not know the important of writing, so they only spend a few times for it. There are some assumptions that writing is difficult subject especially for the second semester of English department.

As we know that, difficulties in writing recount text are things that complicate the ability to convey ideas, thoughts and goals in form of written past experiences and these are known through by instrument. Instrumentation is a tool that useful to get the data which is needed by the researcher about students' difficulties in writing recount text.

The data that related with writing skills of recount text obtain using student documentation. The data that related to student difficulties obtain by using interviews. The definition of the concept of student difficulties in writing recount text is the student's obstacles in the past written form such as content, organization, grammar and vocabulary. Where quality is obtained through vocabulary.

The test instrument of the students' ability in writing recount text was done applied out to the students before the instrument used. Hughes (2005, p.83) said that the best way to test students writing ability is to get them to write. It means that, the researcher can collect the data and get information by reading something. The abilities of students in writing recount text can analysis in this research with 10 students' written task in recount text. In analyzing data, researcher analyzed students' task based on five aspects of difficulties in writing. There were content, organization, grammar, vocabulary, and mechanics. Analysis was the act of giving meaning to data. Nasution as cited in Sugiyono (2015, p.89) stated that data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after process. There were several focus problem

that were investigated to get clear description about factors which causing students" difficulties in writing recount text of students of second Semester University of Muhammadiyah Kotabumi. Based on Miles and Huber man in Sugiyono (2016. p. 246) the activities in analyzing data were data reduction, data display, and conclusion drawing

RESEARCH RESULT

In this research, the data was conducted in two week, and the researcher asked the students' abilities in recount text writing was done to find out the students' difficulties in writing recount text. The test of writing recount text used to find out the difficulties in writing recount text, it can help the researcher to analyzing of the data that gotten from student second semester at Muhammadiyah University of Kotabumi.

All of the students and also the informant of this test of writing recount text are second semester of University of Muhammadiyah Kotabumi and the researcher took thirty seven students' writing in recount text. After analyzing all students' writing test of recount text, the researcher got results about the students' difficulties in writing recount text. To find out about mostly

the dominant of difficulties in writing recount text, the researcher presented the data based on the students' writing documents.

Next is interview, the kind of this interview is open ended question, the informants of this interviewed are four students at the second semester students at Muhammadiyah University of Kotabumi, the function of interview is to strengthen the data of the test of writing recount text that was done from the fourth students. As for the value of writing recount text from second semester students, it can be seen in the appendices. From the explain of the interviews above, it can be concluded the students as the respondent 3, when writing recount text, these students feel confused choose correctly vocabulary and also verb, then these students feel confused in chosen the good sentence structure, this difficulties make these students feel difficulties in making recount text.

From fourth students in the second semester of Muhammadiyah University of Kotabumi, have the same difficulties in grammar and sentence structure, it can be seen from they answer from fourth students they have same difficulties in writing recount text, they answer by each student the mostly difficulties they faced in writing recount text are grammar like. It can be concluded that

fourth students from second semester has their difficulties problem in writing recount text in grammar. In this section, the researcher discusses the result and found the types of students' difficulties in writing recount text at second semester of University of Muhammadiyah Kotabumi. Research data used in this debate were gathered through interviews and documentation. The outcomes reveal some information about the students' difficulties in writing recount text. Based on the previous researcher entitled An analysis of Students' Difficulties in Writing Recount Text at 8th Grade of SMPN 1 Bonjol by Harin (2021), in this research it can be concluded the forms and caused mostly of students difficulties done by the students was formulated of grammar, and also there are some students difficulties in writing recount text such as psycholinguistic problem, linguistic problem and cognitive problem

Based on research finding 4 students at second semester of University of Muhammadiyah Kotabumi still had difficulties in grammar and sentence structure. In this case, the lack of cohesion and inappropriateness of the paragraph with the topic revealed that the student had trouble creating a good content in their writing. As the researcher is aware, a paragraph's substance in a recounting text refers to how well it fits the topic, thus the paragraph itself should be cohesive. However, the paragraph should only discuss or clarify one point. Some pupils struggle with word choice and end up using or writing things that don't fit the idea or intent.

As for the value of writing recount text from second semester students, it can be seen in the table below:

STUDENTS' LINGUISTIC SCORED IN WRITING RECOUNT TEXT

Name	Aspects		Score	Categorized
	Grammar	Sentence Structure		
1. ABZ	34	34	68	LOW
2. MFY	35	38	73	MEDIUM
3. GUN	39	41	80	HIGH

CONCLUSION

The student at the second semester had the following and conclusion that the formulations answered from the analyzed of the students' in writing test and interview result, according to the results and discussion in the previous chapter. It is clear that the researcher first identified two categories of pupils' writing challenges: a. grammar and b. sentence structure. Beginning in grade four, students began to struggle with grammar, such as choosing the right verb, and then with

sentence structure, where they felt uncertain

about which structure to use.

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