

**STUDENTS' DIFFICULTIES IN WRITING PROCESS OF
RECOUNT TEXT AT SMP SRIJAYA NEGARA PALEMBANG**

A THESIS

By:

Hesti Junita

06011281924042

**English Education Study Program
Language and Art Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
PALEMBANG
2023**

**STUDENTS' DIFFICULTIES IN WRITING PROCESS OF
RECOUNT TEXT AT SMP SRIJAYA NEGARA PALEMBANG**

A THESIS BY

**Hesti Junita
06011381924042**

**English Education Study Program
Department of Language and Art Education**

**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

PALEMBANG

2023

**Approved by
Advisor,**



**Dra. Rita Hayati, M.A.
NIP. 196006161988032002**

**Certified by
Head of English Education Study Program**



**Eryansyah S.Pd., M.A., Ph.D
NIP. 196907181995121001**



**STUDENTS' DIFFICULTIES IN WRITING PROCESS OF
RECOUNT TEXT AT SMP SRIJAYA NEGARA PALEMBANG**

Hesti Junita

Student Number: 06011381924042

**This thesis was defended by the writer in the final program examination and
was approved the examination committee on:**

Day: Thursday

Date: November 30, 2023

1. Chairperson : Dra. Rita Hayati, M.A.
2. Member : Hesti Wahyuni Anggraini, S.Pd., M.Pd.



Palembang, 30 November 2023

**Certified by,
Coordinator of English Education Study
Program,**



Eryansyah S.Pd., M.A., Ph.D

NIP: 196907181995121001



DECLARATION

I, the undersigned,

Name : Hesti Junita
Student's Number : 06011381924042
Study Program : English Education

Certify that thesis entitled "Students' Difficulties In Writing Process Of Recount Text At Smp Srijaya Negara Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang 30 November, 2023

The undersigned



Hesti Junita

06011381924042

DEDICATION

My beloved parents; Abdul Muin, S.H. and Holmaladewi, S.Pd. who always give their endless love, support, care, and patience. My beloved brothers; Okta Pratama, S.H. Beni Wijaya, S.Pd., M.Pd. and Nozan Triansyah A.P.Kom. Thank you so much for your great support.

MOTTO

"Maka sesungguhnya bersama kesulitan ada kemudahan. " (QS Al Insyirah : 5).

"Boleh jadi kamu tidak menyenangi sesuatu, padahal itu baik bagimu, dan boleh jadi kamu menyukai sesuatu, padahal itu tidak baik bagimu, Allah mengetahui, sedang kamu tidak mengetahui. " (QS Al-Baqarah: 216).

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. All praises to Allah SWT, the Almighty, the Compassionate, and the Merciful, who has always been there for me and blessed me with a lot of beautiful things in life. It is because of His blessings that this thesis could be completed. This study was written to fulfill one of the requirements for accomplishing the undergraduate degree (S1) at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. This thesis also would not be finished without the help and support from the people around me. Therefore, the researcher would like to express the deepest gratitude to them.

My first gratitude goes to my lovely parents who always love and support me unconditionally, and also to my greatest advisor, Dra. Rita Hayati, M.A. Thank you so much for the guidance, suggestions, helpful comments, and support during the process of finishing this thesis. Next, I would like to thank to the Former Vice Dean for Academic Affairs of the Faculty of Teacher Training and Education of Sriwijaya University (Dr. Hartono, M.A.), the Head of English Education Study Program (Eryansyah, S.Pd., M.A., Ph.D.), and the Administration Staff of English Education Study Program (*Ibu Anggi* and *Ibu Yufinsi*) for their assistance in administrative matters. The deepest gratitude also goes to all my lecturers at Sriwijaya University for teaching and giving me valuable knowledge.

Furthermore, I would like to thank my best besties; Bernanda Maylafayza, Afifah Novintia, Choirani Agnecia, Gina Aulia, Delah, Herly Mulya, Alda Rizma Maharani, Miftahur Rahmah, Eli Hendrayani, Vellia Febby Sarah and Pocen for always helping and supporting me. I am really grateful to have them all. Their presence really gives immeasurable joy to my life and makes everything much easier. Special thanks for kak Sabrina Nabila. Lastly, for all of my friends, SEESPA 2019 Palembang, thank you for the beautiful memories, support, and help during my study at Sriwijaya University. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all the time.

Palembang, 30 November 2023

The Researcher,



Hesti Junita

TABLE OF CONTENTS

TITLE SHEET	i
APPROVAL SHEET	ii
VALIDITY SHEET	iii
DECLARATION	iv
DEDICATION	v
MOTTO	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	3
1.3 Research Objectives	4
1.4 Significance of the Study	4
1.4.1 Theoretical Benefit	4
1.4.2 Practical Benefit	4
CHAPTER II THEORITICAL REVIEW	5
2.1 Writing	5
2.1.1 Definition of Writing	5
2.1.2 Process of Writing	6
2.1.3 Characteristics of Writing	8
2.1.4 Purpose of Writing	9
2.1.5 Evaluation of Writing	9
2.2 Types of Text	12
2.3 Recount Text	15
2.3.1 Definition of Recount Text.....	15
2.3.2 Structure of Recount Text	16

2.3.3	Language Feature of Recount Text	17
2.4	Difficulties in Writing	19
2.4.1	Indonesian Students' Writing Ability.....	19
2.4.2	Students' Difficulties in Writing	20
2.5	Previous Related Studies	21
CHAPTER III RESEARCH METHOD		23
3.1	Research Design.....	23
3.2	Population of the Research.....	23
3.3	Sample of the Research	23
3.4	Research Instrument.....	24
3.5	Data Collection Procedures	25
3.6	Data Analysis Procedures.....	26
3.7	Trustworthiness	29
CHAPTER IV FINDINGS AND DISCUSSION		31
4.1	Research Findings	31
4.2	Discussion	41
CHAPTER V CONCLUSION AND SUGGESTIONS.....		46
5.1	Conclusion.....	46
5.2	Suggestions.....	46
REFERENCES.....		48
APPENDICES		52

LIST OF TABLES

- Table 2. 1 Jacobs (1981) Scoring Profile**Error! Bookmark not defined.**
- Table 2. 2 Example of Recount Text**Error! Bookmark not defined.**
- Table 3. 1 The Research Sample.....**Error! Bookmark not defined.**
- Table 3. 2 Students' Average Score of Writing Aspects**Error! Bookmark not defined.**
- Table 3. 3 Students' Level Criterion and Percentage of Writing Score**Error! Bookmark not defined.**
- Table 3. 4 Students' Level and Average Score of Writing Aspect**Error! Bookmark not defined.**
- Table 4. 1 The Students' Average Score and Percentage**Error! Bookmark not defined.**
- Table 4. 2 Students' Level and Average Score of Writing Aspect**Error! Bookmark not defined.**
- Table 4. 3 The Frequency and Percentage of Questionnaire's Result**Error! Bookmark not defined.**

LIST OF APPENDICES

Appendix A Students' Writing Test Essays	53
Appendix B Questionnaires of Students' Difficulties In Writing Process Of Recount Text At SMP Srijaya Negara Palembang	65
Appendix C Students' Score of Recount Text Writing Test.....	66
Appendix D Letter of Approval of Research Title	74
Appendix E Letter of Appointment of Thesis Advisor.....	75
Appendix F Letter of Research Permission From FKIP Universitas Sriwijaya ..	77
Appendix G Letter of Research Permission From Dinas Pendidikan Provinsi Sumsel.....	78
Appendix H Letter of Research Statement From School	79
Appendix I Thesis Exam.....	80
Appendix J Thesis Consultation Card.....	81

ABSTRACT
**STUDENTS' DIFFICULTIES IN WRITING PROCESS OF RECOUNT
TEXT AT SMP SRIJAYA NEGARA PALEMBANG**

ABSTRACT

The primary objective of this study is to assess the writing competency and challenges encountered by third-year students of SMP Srijaya Negara Palembang in composing recount text. The scores collectively show that the writing proficiency of grade VIII students at SMP Srijaya Negara can be categorized as "Good." However, a detailed analysis of the writing samples reveals several weaknesses among students in the domain of writing recount text, particularly within the aspects of language use application and mechanics. Students encounter challenges and demonstrate limited proficiency in language application and mechanics. The evaluation of students' written assessments classifies their performance as "Fair to Poor" in these aspects. On the other hand, their performance in terms of content, organization, and vocabulary falls within the "Good to Average" category. This study is supported by the questionnaire survey outcomes, highlighting that a majority of students face challenges, especially in language usage, mechanics, and vocabulary, when tasked with writing a recount text.


Keywords: *Writing Competency, Recount Text, Language Application.*

A thesis by English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University.

Name : Hesti Junita
Student Number : 06011381924042

Certified by,
Head of English Education Study Program

Approved by,
Advisor


Eryansyah, M.A., Ph.D.

NIP 196907181995121001



Dra. Rita Hayati, M.A.

NIP 196006161988032002

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is the most broadly used universal language in the world. A person's proficiency in understanding and communicating a language depends on four primary language masteries: listening, speaking, writing, and reading. Those primary skills are vital and valuable in English language learning students. To learn English, textbook creators invent diverse learning resources to facilitate students in improving those essential language skills. In line with Susyentina (2019), children initiate to learn from listening, speaking, reading, and lastly, followed by writing act.

Humans listen, catching the language sound, recognizing, seeing, and responding to the meaning of the viewing materials (Ismiati & Pebriantika, 2020). This is followed by speaking, which is usually considered an exceptionally complex skill because it includes many aspects of knowing pronunciation, accuracy, fluency, grammar, and vocabulary (Salim et al., 2020). Henceforth, reading is a skill that is needed to comprehend the author's viewpoint on a subject, find paragraph organization patterns, and find general ideas immediately (Azis et al., 2019; Haerazi & Irawan, 2020). Writing is the final skill that is the most difficult to be mastered (Sitorus & Sipayung, 2018). Writing must engage metacognition, cognition, culture, and psychology while conducting it (Haerazi & Irawan, 2019).

In this study, writing becomes the main skill that will be observed. English writing skill is an essential skill for Indonesian students nowadays. Based on the high school curriculum, students must be able to understand and write functional texts, including procedure, descriptive, recount, narrative, and report. Learning a language cannot be convenient if teachers cannot find the best solution to solve and improve students' writing skills since the product of writing ability includes various types of text. In genre-based language teaching, teachers try to equip the

students with various types of texts, such as narrative, report, procedure, and recount for writing practice (Haerazi et al., 2019).

Compared to the other texts, recount text can increase students' writing skills by efficiently transferring the ideas into written form (Saragih et al., 2014). This text is written to compose a statement about an event by telling a story in the past to convey or entertain the readers (Knapp & Warkins, 2005). Unlike a narrative text, which focuses on fiction stories that require high imagination, a recount text focuses on the fact (non-fiction) of someone's past event. The formation of a recount text includes orientation, events, and re-orientation. First, orientation consists of contextual information crucial to understanding the context of the text, such as people's involvement, the location or setting, and the date or period of the story. Second, event refers to the series of occasions ordered sequentially. The last is re-orientation, a personal statement about the story's event, which summarizes the event in the end.

In Indonesia, recount text is learned by the eighth-grade students of middle school and the tenth-grade students of senior high school in the second semester. Apart from understanding what it is, the students must analyze and write the generic structures. In Palembang, studies about recount text have been conducted in many schools, especially senior high schools. Only a few did the study at the middle school level. It has yet to be done at SMP Sri Jaya Negara regarding the students' issues with creating a recount text. It also needs to be conducted there because all the middle school students have to learn about writing the recount text and find the solutions for their problems during the writing process to write it correctly later on.

Based on the preliminary study using observation and interview instruments at that school, it was found that the eighth-grade students earned a minor score in writing compared to the other skills. Most of them got an English score below the average on the school exam. The English teacher, Ibrahim, said the students were always disorganized about what to write and lacked vocabulary. One student also said that English was a complex subject because it was boring

since the teaching method was not attractive. During their writing process, it was found that the students were not confident and could not write the ideas well because they lacked vocabulary and grammar.

Several previous related studies support the present study. The first is by Sari (2021), who analyzed the difficulties in narrating a personal experience as recount text in the tenth grade. The findings showed that students had challenges in content, organization, language use, vocabulary, and mechanics. The language used was the most difficult since it had the highest percentage in the study. The second is from Shalihah (2021), who analyzed the students' issues in writing recount text in Jakarta's eighth grade of middle school. The findings showed that they mostly had difficulty with the language use. The last is from Husna and Multazim (2019), who analyzed the students' challenges in writing recount text in the third-year grade in one of the state middle schools in Yogyakarta. The topic of the three previous studies is relevant to the present study, but the study site is different because it will be conducted at SMP Srijaya Negara Palembang.

Concerning the explanation above, many students in various grades and levels in Indonesia face and deal with struggles in composing and creating recount text. Finding and observing the difficulties is necessary to improve the students' writing abilities. Then, determining which parts of the students' issues are to be solved will help them write the text better. Therefore, conducting the study regarding students' difficulties in writing recount text for third-year students at SMP Srijaya Negara Palembang study is important.

1.2 Research Questions

Based on the focus above, the problems are formed by the following research questions:

1. What is the students' ability level in writing recount text for the junior high school grade at SMP Srijaya Negara Palembang?
2. What are the students' difficulties in the writing process of recount text for eighth grade of junior high school at SMP Srijaya Negara Palembang?

1.3 Research Objectives

The objectives of this study are to find out as outlined:

1. To find out the students' ability level in writing recount text for the eighth-grade junior high school at SMP Srijaya Negara Palembang.
2. To find out the students' difficulties in the writing process of recount text for the eighth grade of junior high school at SMP Srijaya Negara Palembang.

1.4 Significance of the Study

The study outcomes are looked forward to giving significance in the form of academic and functional benefits.

1.4.1 Theoretical Benefit

The results of this study can be developed as a testimonial to carry out the relevant further study topic in the future by other researchers. The readers can get an insight into the factual study of the difficulties encountered by the students in writing recount text. They can also know the factors causing the difficulties. By learning from the obstacles in the writing process, it is hoped there will be a solution and follow-up plan.

1.4.2 Practical Benefit

This study can guide English teachers pay attention to the students' difficulties when teaching writing, especially recount form. They can even anticipate the factors that may cause the problems through their teaching strategies. The students can learn about what to advance regarding their writing skill, particularly recount text. For future researchers, the result of this study showed students' writing skills and the problems and challenges they face in writing recount text. Therefore, it is hoped that future researchers can give solutions and implement effective strategies to improve students' recount text writing achievement with various interactive learning media, learning resources, learning models, and learning methods.

REFERENCES

- Andersons, M., & Andersons, K. (2003). *Text type in English 1-2*. Australia: Mac Millan Education.
- Arikunto, S. (2010). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.
- Atayeva, M., Putro, N. H. P. S., Kassymova, G., & Kosbay, S. (2019, November). Impact of reading on students' writing ability. In *Materials of International Practical Internet Conference "Challenges of Science* (Vol. 144, No. 2, pp. 5-13).
- Aziz, Z., Nasir, C., & Ramazani, R. (2019). Applying metacognitive strategies in comprehending English reading texts. *Celt: A Journal of Culture, English Language Teaching & Literature*, 19(1), 138-159. DOI: <https://doi.org/10.24167/celt.v19i1.1863>
- Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J., & Neville, A. J. (2014). The Use of Triangulation in Qualitative Research. *Oncology Nursing Forums*, 41(5).
- Cheung, Y. L. (2016). Teaching writing. *English language teaching today: Linking theory and practice*, 179-194.
- Cohen, A.D.(1994). *Assessing language ability in the classroom*. Boston: Heinle & Heinle Publisher.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.
- Erisda, M. V. (2017). *An Analysis of Students' Difficulties in Using Vocabulary for Writing Recount Text at Tenth Grade og SMAN 3 Sragen in 2016/2017 Academic Year*. State Islamic Institute of Surakarta.
- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar*. Cammeray, NSW: Antipodean Educational Enterprises.
- Gümüş, H. (2019). *An investigation into pre-service teachers' writing difficulties and their views and preferences on tutors' written feedback*. Master's Thesis, Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü.
- Haerazi, H., & Irawan, L. (2021). The effectiveness of ECOLA technique to improve reading comprehension in relation to motivation and self-

- efficacy. *International Journal of Emerging Technologies in Learning (IJET)*, 15(01), pp. 61-76. doi: <http://dx.doi.org/10.3991/ijet.v15i01.11495>
- Haerazi, H., & Irawan, L. A. (2019). Practicing genre-based language teaching model to improve students' achievement of writing skills. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(1), 9-18. <http://dx.doi.org/10.21093/ijeltal.v4i1.246>
- Haerazi, H., May Vikasari, R., & Prayati, Z. (2019). The use of scientific-based approach in ELT class to improve students' achievement and classroom interaction. *Register Journal*, 12(2), 157-180. <https://doi.org/10.18326/rgt.v12i2.157-180>
- Haerazi, H., Prayati, Z., & Vikasari, R. M. (2019). Practicing contextual teaching and learning (CTL) approach to improve students' reading comprehension in relation to motivation. *English Review: Journal of English Education*, 8(1), 139-146. <https://doi.org/10.25134/erjee.v8i1.2011>
- Harmer, J. (2004). *How to Teach Writing*. Harlow: Longman.
- Husna, A., & Multazim, A. (2019). Students' Difficulties in Writing Recount Text At Inclusion Classes. *LET: Linguistics, Literature and English Teaching Journal*, 9(1), 52. <https://doi.org/10.18592/let.v9i1.3077>
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. *Journal of second language writing*, 16(3), 148-164.
- Ismiati, I., & Pebriantika, E. (2020). Designing strategies for university students' writing skill. *JOLLT Journal of Languages and Language Teaching*, 8(1), 8-19. DOI: <https://doi.org/10.33394/jollt.v8i1.2210>
- Jacobs, H. L. (1981). *Testing ESL Composition: A Practical Approach. English Composition Program*. Rowley, MA: Newbury House.
- Jismulatif, J. (2017). An Analysis of Student's Ability in Writing at Riau University. *Theory and Practice in Language Studies*, 7(5), 380-388.
- Knapp, P., & Watkins, M. (2005). *Genre. Text, Grammar*. Australia: University of New South Wales Press Ltd.
- Komariah, A., & Satori, D. (2014). *Metodologi Penelitian Kualitatif*. Bandung: Alfabeta.
- Krashen, S. D. (1984). *Writing: Research. Theory and Applications*. Oxford: Pergamon Institute of English.

- Langan, J. (2010). *Exploring Writing: Sentences and Paragraph Second Edition*. New York: McGraw-Hill.
- Mahfuza, N. (2021). *An Analysis Of Students 'Ability in Writing Recount Text to the Tenth Grade Of Man 1 Inhil*. (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Mardiah, A. (2018). *An Analysis of Students' Pronoun Errors in Writing Descriptive Text at Eighth Grade of SMP N 1 Medang Deras* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Miles, M. B., & Huberman, A. M. (1994). *An Expanded Source Book Qualitative Data Analysis (Second Ed)*. Thousand Oaks, California : Sage Publications.
- Moleong, L. J. (2010). *Metode Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya.
- Salim, A., Terasne, T., & Narasima, L. (2020). Enhancing the students' pronunciation using shadowing technique at senior high school students. *JOLLT Journal of Languages and Language Teaching*, 8(1), 20-28. DOI: <https://doi.org/10.33394/jollt.v8i1.2212>
- Saragih N. S., & Pardede H. (2014). The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal* (19) 56 - 64.
- Sari, F. P., Refnaldi, & Rosa, R. N. (2013). An Analysis of Students' Ability and Problems in Writing Recount Texts at Grade VIII of SMPN 95 29 Padang. *Journal of English Language Teaching*, 2(1), 73–85.
- Sari, L. N. (2021). *An Analysis of Students' Difficulties in Writing Recount Text at Tenth Grade of Man Al- Hidayah Jambi*. State Islamic University Sulthan Thaha Saifudin Jambi.
- Shalihah, M. (2022). *Students' Ability and Difficulties in Writing Recount Text (A Descriptive Qualitative Study)*. (Bachelor's thesis, FITK UIN Syarif Hidayatullah Jakarta).
- Sitorus, G., & Sipayung, K. (2018). An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(1), 79 - 88. DOI: <https://doi.org/10.24167/celt.v18i1.562>
- Sudijono, A. (2010). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press.

- Susyetina, A. (2019). Language preference of bilingual preschool children in articulating word-object relationships. *JOLLT Journal of Languages and Language Teaching*, 7(1), 21-37. DOI: <https://doi.org/10.33394/jollt.v7i1.1333>
- Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.
- Widiati, U, dkk. (2017) *Bahasa Inggris (Edisi Revisi 2017)*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
- Yazid, A. (2020). *Recount Text*. [Online] Retrieved: <https://www.slideshare.net/mobile/azkhaz/recountptext-14841189> [September, 7 2020]
- Yulianawati, I. (2018). An Analysis of Students' Difficulties in Writing Recount Text (A Case Study at a Senior High School in Indramayu). *English Focus: Journal of English Language Education*, 2(1), 46-59.
- Yunianto, A. T. (2014). *Improving Students' Writing Abilities in Writing A Recount Text by Using Journal Writing of Class VIII A Students Of SMP N 4 Sleman*. State University of Yogyakarta.
- Za'in, D. L. (2017). *An Investigation of Students' Problem in Writing Recount Text at The First Semester of The Eighth Grade Of SMPN 4 Bandar Lampung in the Academic Year of 2016/2017*. (Doctoral dissertation, UIN Raden Intan Lampung).