

STUDENTS' DIFFICULTIES IN WRITING RECOUNT AND NARRATIVE TEXT

Rodia Mestina Simare mare¹, Herman², Christian Neni Purba³, Bloner Sinurat⁴, Nanda Saputra^{5*}

^{1,2,3,4}Department of English Education, Universitas Harapan Medan, Medan, Indonesia

^{5*}Department of Indonesian Education, STIT Al-Hilal Sigli, Aceh, Indonesia

*Email: nandasaputra680@gmail.com

Abstract

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The aim in this research is to find out the students' difficulties in writing recount and narrative text at eleventh grade of SMAS HKBP Sidorame. This research the researchers used descriptive qualitative. The data sources of this research take from students writing that the researchers come to their school. The data of this research are students writing that have students' difficulties in recount and narrative text by students SMAS HKBP Sidorame. The instrument collecting data used documentation in the form of students writing, and for technique collecting data is documentation method in the form of written document. The result/ findings that the students' difficulties in writing were mostly found in grammar (69), vocabulary (27), handwriting (0), punctuation (1), spell (0). Student's difficulties are an unintentional act of someone in writing which results in a sentence or story not having a good structure and making it difficult for readers and listeners to understand. The researchers conclude that most of the students' difficulties in writing are in grammar because of the lack of understanding in the preparation of sentences besides the lack of students in vocabulary because as we know in English, they must have a lot of vocabulary..

Keywords: Difficulties, narrative, recount, writing

1. INTRODUCTION

Language is a communication tool that is used by everyone to convey information both orally and in writing. Herman and Pardede (2020) said that language is a legacy of the ancients that is useful for the present, namely as a communication tool in expressing ideas and opinions, and being able to interact with others. Language is very important for us as a tool communication in daily life. In language is closely related to writing, because in writing there is information given to the reader through a language. In language there are language skills namely, writing, listening, speaking, and reading. In the language there is English as the main object that is most important for us.

English is the language that is often used as the main language because English is an international language. Learning English is critical in today's world. Because English is the world's first language, anyone can speak it anywhere and at any time. As a result, we should learn English quickly. If someone wishes to be successful in English language acquisition, they must master four language abilities. There are four types of skills: speaking, writing, listening, and reading. In this case the researchers will discuss about writing skills.

Herman et. al. (2020) defined that writing is one of the English abilities that have a significant impact on people's daily lives, as evidenced by personal letters, curriculum vitae, business activities, and office activities. Writing is the act of putting ideas, thoughts, and feelings into word an expressing them in a written form. In grammatical sentences, writing is actually communicating information, a message, or an idea. Based on Kamehameha (2007) in Sinaga, Herman and Hutauruk (2020), writing is a highly personal endeavor, and the same person may express himself or herself in a variety of ways. In writing, there are several types of text; descriptive, narrative, recount text, report text. In this research the researchers talk two of them like recount and narrative text.

Recount text is a sort of text in which we tell stories about our prior experience. Recount text is typically used to retell a story, offer information, and entertain the reader. Based on Erisda (2017), learners will struggle to write since coming up with a new concept, constructing a topic from that idea, and selecting phrases that connect to each other is not an easy task. Narrative text is texts that talk about

imaginary stories, fairy tales, or real stories that have been exaggerated. And there is a moral value to be learned at the end of the story. A narrative text is one that tells the story of a set of logically and chronologically connected events that are caused or experienced by various elements (Herman, 2017)

Why the researchers choose this title because most researchers only focus on getting a recount or focus on getting a narrative. So, researchers want to be different from others researchers and the researchers' initiative to research both of the text. The urgency of this title is because when the researchers do the teaching practice in SMAS HKBP Sidorame, the researchers found many students who don't have good writing, so the researchers want to find out what the difficulties of the students' experiences.

From this research, the researchers find out the problem at grade eleventh of SMAS HKBP Sidorame difficulties in the writing especially on the recount and narrative text. Many students face problems in writing recount and narrative text and component this is brought on its mile's college students themselves. Many of the students still don't have the vocabulary and grammar which play an important role in this research.

The researchers find out the students continue to struggle with recount and narrative text. That assertion is based on the fact that the majority of pupils cannot write recount and narrative text in the field where the teacher works, because the students not understand about the use of verbs in the text so that students are not able to differentiate between recount and narrative text because in the text there are differences in the verbs used so that writer found the student's difficulties in recount and narrative text.

The researchers find out the student's difficulties that student not understand the rules in making or differentiate recount and narrative text. Based on Harmer (2004) there are some difficult of students in write a text, they are; grammar, vocabulary, handwriting, spelling, layout and punctuation.

Example of students' writing "When we're ironing, grandma had put charcoal into the iron, then placed it on a plate and ironed the cloth. If the charcoal has cooled means it must be replaced and it was time to replace the charcoal. I was told to replace it, after I changed the charcoal, I do it but suddenly the nails come over". For the example above, the supporting theory used is the theory of Harmer, that difficulties have five difficult namely grammar, vocabulary, handwriting, punctuation, spell. In this example have many mistakes in use of the grammar or use the punctuation.

The researchers will provide past studies that have been done by a researchers to prove the originality of this research, Yuni (2015), in her research entitled "*Students' Difficulties in Writing Recount Text at Grade VIII SMP 11 Padang Sidempuan*" in this research, the researchers explained about difficulties in writing, here are some of the difficulties that the researchers wanted to research, as follows: (1) difficulties in content related to student knowledge (2) difficulties organization related to communicative ideas (3) difficulties in vocabulary related to vocabulary (4) difficulties in language use related to regarding the grammar used (5) difficulties in mechanics are related to spelling and punctuation. The difference between this journal and the title of the researchers is that there are two comparisons (1) in the object section, in the journal the researchers only examines recount text, while the researchers in this research examines two objects namely recount and narrative text. (2) In the difficulties the researchers in this journal examines the dominant difficulties experienced by students in writing, while the researchers in this research only examines what difficulties these students have in writing texts. For example, the comparison between journals and researchers's titles is when the researchers of the journal research on difficulties in mechanics which are related to spelling and punctuation in one topic, while the researchers in this title examines the same subject but in two topics.

2. METHODO

2.1 Research Design

This research, the researchers used qualitative research, and it will be created with descriptive qualitative. Why the researchers chooses this method because the qualitative help the research in describing the data. Sinurat and Herman (2019) defined that qualitative research is conducted with a goal of better understanding human behavior in the context of the social and cultural environment in which it occurs, and the data obtained is reported in words rather than numbers (Ary et. al., 2010). This is relevant to my research, which examines student's challenges in creating recount and narrative texts



at eleventh grade of SMAS HKBP Sidorame, as well as the human condition in nature. The qualitative approach is used to describe the pupils' struggles with recount and narrative text. A primary purpose of this study is to learn about the most common issues students face when creating recount texts. The researchers went to at grade eleventh of SMAS HKBP Sidorame.

2.2 The Source of the Research

Based on source data the researchers wanted to research 20 participants of class IPS and object in this research is recount and narrative text. The students at eleventh grade of SMAS HKBP Sidorame, the researchers assumed that data sources include all sources obtained during the investigation. The students and students' writing served as the primary data source for this study. The type of data source employed by the researchers is primary data. Kothari (2004) in Silalahi, Silalahi and Herman (2021) said the primary data are those that are collected fresh and for the first time, and they are unique in nature. The result, primary data refers to information that has already been obtained and made available to the researchers. The data is employed in this research since it is acquired from students at eleventh grade of IPS SMAS HKBP Sidorame through documentation.

2.3 Instrument of Data Collection

A research instrument is a device use during a research project, particularly for data collecting and measurement. It might take the shape of a survey, a list of test questions, a set of observation forms, or something. The mechanisms necessary to accommodate and process the numerous data sets gathered for research must also be built into the research instrument.

According to Miles and Huberman (2014), humans are tool for gathering and processing data, claims. In qualitative research, the procedure outcome is influences by the researchers' aptitude for drawing conclusions. The researchers in this research use of document analysis, because the data are qualitative. Document can be a letter, an image, a text, a script, or a piece of art. This research gathers students work in the form of paper.

Data is gathered though documentation in order to obtain the necessary data to address all of the questions in the problem formulation. In this research, the documentation is the step in the data collection process. The researchers will collect the students' writing recount and narrative text test results from the document file, which is previously been measured by the English teacher. The results of the students writing recount and narrative text test is gathered and examined so that the researchers may determine what the students' writing recount and narrative text issues are.

2.4 Technique of Data Collection

The researchers used the documentation approach to acquire the data. Documentation is a type of data collection that entails acquiring data in the form of written documents. The researchers obtain data for this research by following these steps:

1. To make a class that content of twenty people.
2. To divided in two groups and divided into consist of ten people.
3. To ask ten people to do the recount text and ten people to do narrative text and to ask students to make two paragraphs of the text consisting of five sentences in each paragraph.
4. To collect their task.

2.5 Technique of Data Analysis

This research discusses about students' difficulties in writing recount and narrative text. According to (Miles and Huberman, 2014), said that four steps are involved in data analysis they are: data collection, data condensation, data display, conclusion drawing.

1. Data collection

The researchers used the documentation approach to collect data. Documentation is a type of data collection that entails get the data in the form of written documents.

2. Data condensation

This data condensation triggers a series of events namely selecting, focusing classifying.

The following is an explanation of some of the data:

- a. Selecting, the researchers select the recount and narrative text and the researchers selects which data is true or false.
- b. Focusing, the researchers focused on researching on the wrong text.

c. Classifying, in this research the researchers classified the recount text and narrative text of the writings of the two groups in order to make it easier for researchers to draw conclusions.

3. Data display

A display is a collection of organized and compressed data that allows for conclusion drawing and action (Miles and Huberman, 2014). The researchers applied the difficulties experienced in writing recount and narrative text, such as grammar. The researchers will also present data I written form which makes it easier for readers to understand.

4. Conclusion drawing / verification

The conclusion will be reached based on the data analysis findings, which will then be confirmed using current theory. The researchers described the analysis result by making a conclusion in order to address the researches concerns

3. Results and Discussion

3.1 Results

The data of this research are writing that have difficulties recount and narrative text write by students SMAS HKBP Sidorame. Based on the data analysis that has been done, the researchers found the following findings: the students' difficulties have five difficult in writing namely: grammar, vocabulary, handwriting, punctuation, spell, the researchers will describe the result as follows:

Table 1. Some difficulties in writing faced by students.

Grammar	Vocabulary	Hand Writing	Punctuation	Spell
69	27	0	1	0

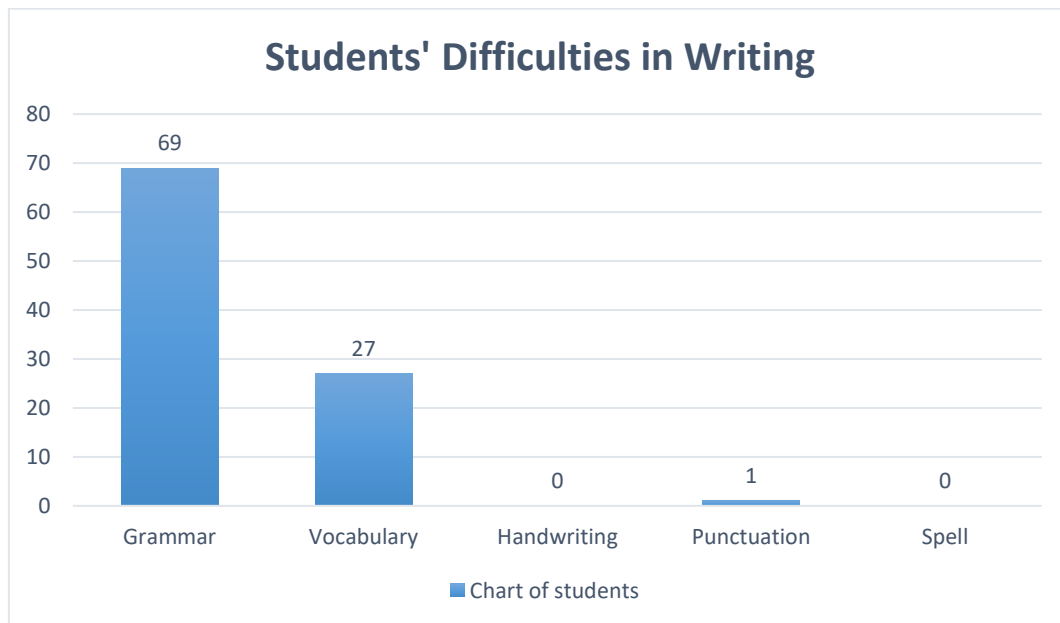


Figure 1. Students' difficulties in writing

In this research, the researchers found that the students' difficulties in writing were mostly found in grammar (69) because the students didn't understand the structure in sentences, and researchers also found that (27) students who lacked in vocabulary, and there were no difficulties in handwriting (0). In conjunction (1) the researchers found some errors in point and comma and there were no difficulties in spell (0) because the researchers didn't ask the students to spell, but saw the results of the students' writing.

3.2 Discussion



This research discusses about students' difficulties in writing recount and narrative text. In this research the researchers use the theory of Harmer that said has vocabulary five the difficulties in writing namely: grammar, vocabulary, handwriting, conjunction, and spell, but just focus to research about grammar. The result/ findings that the students' difficulties in writing were mostly found in grammar (68), vocabulary (27), handwriting (0), conjunction (1), spell (0). Student's difficulties are an unintentional act of someone in writing which results in a sentence or story not having a good structure and making it difficult for readers and listeners to understand.

There is previous research that discusses difficulties in writing recount and narrative text. The thesis written by Sari (2021) entitled "*An Analysis of Students' Difficulties in Writing Recount Text at tenth grade of Man Al-Hidayah Jambi*". The researchers of this journal analyzes two problems, namely difficulties and factors of difficulties. This research uses qualitative research that uses the criteria of a minimum score (KKM) of 6, 5. From the results of these studies can be concluded that there is a. content (6,74%) b. organization (17,98%) c. language (53,93%) d. vocabulary (8,99%) e. mechanics (12, 36%). The factor of students' difficulties in writing is because students' don't have much knowledge about writing so that students' don't understand in understanding the structure of writing.

There are differences between previous research and this research is that in the problem section in previous research, they examined what difficulties were more dominant in students. So the researchers examined the difficulties experienced by students in writing recount and narrative text. The similarities in this research with previous research are that they both use descriptive qualitative research and difficulties in writing recount and narrative text using harmer theory.

Based on result of the discussion, the researchers hopes that readers can increase their knowledge when conducting writing analysis by students, because of the importance to preparation of existing sentences in grammar and adding new vocabulary.

4. Conclusions

The researchers found the conclusions in this research there are some parts Students difficulties are an unintentional act of someone in writing which results in a sentence or story not having a good structure and making it difficult for readers and listeners to understand. In this research the researchers use the theory of Harmer that said has five the difficulties in writing namely: grammar, vocabulary, handwriting, conjunction, spell. In this step the researchers conclude that in grammar there is 68 errors from the data that has been collected, and vocabulary there is 27 error from the data, handwriting there is no difficult, in conjunction there is some error in writing point and comma, and the last spell there is no difficult, because the researchers didn't ask the students to spell, but saw the results of the students' writing. The researchers concludes that most of the students' difficulties in writing are in grammar because of the lack of understanding in the preparation of sentences besides the lack of students in vocabulary because as we know in English, they must have a lot of vocabulary.

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