



***An Analysis Of Students Difficulties In Writing  
Recount Text On The Eleventh Grade  
At SMA Negeri 21 Medan***

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**Abstract**

This thesis is about an analysis of students difficulties on writing recount text in the eleventh grade at SMA Negeri 21 Medan. The objectives of research are to analyze the student's difficulties on writing recount text in the eleventh grade at SMA Negeri 21 Medan And to identify the factors causing students difficulties in writing recount text. This research was conducting by applying Descriptive Qualitative research. The Researcher took 15 students of eleventh in getting the data. The instrument of the collecting data was the writing test and interview. The technique of collecting data was the researcher explained what the recount text, generic structure, language features and giving the example of recount text. The researcher asked the eleventh grade students wrote a recount text that chooses by themselves in 60 minutes and the researcher collected the paper, after that the researcher do the interview directly to all student. the result of the analysis of students difficulties showed that majority of the students at eleventh grade at SMA Negeri 21 Medan still low in writing recount text. it could be seen from the analysis the test from content of the results of the percentage is 15%, organization of the result on the percentage is 19%, language use of the percentage in the result is 26%, vocabulary of the percentage in the result is 24% and mechanic of the percentage in the result is 16%. Based on the result of analysis of student difficulties showed that majority of the students factors are difficulties of content such as the lack of experience to developing ideas. Difficulties of organization, students lack of structure to organize ideas and story elements in a clear and logical manner. Difficulties of vocabulary, the lack of word in English and limitation of vocabulary to translate the meanings of certain words. Difficulties of language use, lack of grammar such as use of sentence structure, the use of nouns, verbs, and aspects of grammar. And the last Difficulties of Mechanic, lack of knowledge about punctuation marks such as commas periods and each other formats. The analysis shows that students still make mistakes in all five aspects of the 15 students who were used as participants, none of them succeeded in writing recount correctly. so it can be concluded that students are still difficult in writing recount text.

**Keywords :** *Difficulties, Recount Text, An Analysis*

## INTRODUCTION

English is commonly taught to students from a young age. To effectively communicate in English, students have to learn certain abilities. The four components of language proficiency—listening, speaking, reading, and writing—are all interconnected. Writing is one of the four talents that are constantly taught in English schools, according to Shriganeshan et al., (2017:197), Writing is a thinking process to uncover ideas, understand how to convey quality writing ideas and combine thoughts into statements and paragraphs. Randaccio (2013: 51), further claims that writing is one of the thinking processes for ideas. Learning English also includes vocabulary and grammar. Writing is one of the talents on which this research focuses.

Writing is one of the most important abilities that students should develop when learning English. Writing can also help you convey your emotions and thoughts to others. People can communicate their experiences and social identities through writing, with an emphasis on ideas, writings, and finished projects. Based on the statement, writing is also the most difficult problem to explain to students. According to Heaton, (1988,135) analysis to gather the many and diverse skills required to write a good sentence into five general components or main cores such as content, organization, vocabulary, language use (grammar), and mechanic. Writing is strongly related to various types: Examples include description, recount, narrative, process, report, explanation, discussion, hortatory exposition, analytical exposition, news item, spoof, anecdote, commentary, book review, and critical review.

Kadek et al., (2018,53) claims that Recount is narrating what transpired. This indicates that a recount is a writing that describes an incident that occurred in our lives or that is used to narrate historical events like trips, mishaps, activities, etc. Recounts are the most basic text type in this genre, according to Knapp. Recounts are technically sequential texts that only narrate an event sequence. Regardless of its complexity, every tale requires an orientation. This indicates that a recount is a type of writing that examines factual information related to prior encounters.

According to Harmer (2007:137), difficulties is something that is difficult to do or understand while errors are mistakes that students make when writing. repeated errors are called difficulties. Difficulties are experienced by students when they are faced with a confusion. This can be seen from the mistakes that students make when writing recount text. The students will find it difficult to write because coming up with new ideas, building a topic from those ideas, and choosing sentences that relate to each other is not an easy task.

Based on the preliminary study conducted at SMA Negeri 21 Medan, the researcher finds that there are some difficulties experienced by the students. These difficulties was experienced when student was writing recount texts, they are lack of content, where students are still less skilled in developing ideas or still minimal in the development of sentences that would be used to write recount text. Lack of organization, where students are still less effective in writing recount because they pay attention to the introductions, bodies, and conclusions that they draw in the recount text. Lack of vocabulary, students often complain of not understanding recount writing because of the weakness of the words they have, so they found it difficult to write recount texts. The fourth was the lack of language use (grammar). In the use of language, students are often confused with the grammatical forms used in English whether noun, adjective, verb, pronoun, adverbs, prepositions, conjunctions, or interjections. The last mechanical disadvantage was that from observation data on students most do not know where to place points in English, so students do what they like in putting points and the spelling used in writing recount texts.

Researcher have conducted observations at SMA Negeri 21 Medan and found that many students have difficulties writing the recount text correctly. Based on the results of the test performed on students where each test always made the same mistake and it happens repeatedly so making students as confused in the mistakes that occurred in the use of grammar or language use, vocabulary, content, mechanic and organization. as in the original work example or data from the observation below:

“My name is Ad. I am is a student on SMA Negeri 21 Medan I live at a small village on the city. Every morning, I wake up in 5 o'clock. I usually have breakfast with my family. After that, I get ready go to school. I go to school use motorcycle. It takes me about 30 minutes to get to school. When, I arrive on school I usually go to the library first to borrow some books. After that, I went to my classroom to attend classes. I have many friends on school. We often play together during break time. We also study together after school. I really enjoy my time in school”.

Based on the example data above, there are still many difficulties faced by students. In the sentence "I live in a small village in the city," the content of this sentence still needs to be developed, for example: I live in a small village in the city, Kampung Durian Jalan Bamboo District Medan Barat, so the sentences described are more detailed and clear. The use of language (grammar) is not correct in the sentence "I am." I should not use is, and in the sentence "I went to my classroom," the mistake was the use of the dictionary word "went," which was inconsistent with the previous sentence using present tense. It should be "After that, I went to my classroom to attend classes. The use of vocabulary is still minimal. one of the difficulties that often occurs to students due to a lack of vocabulary is for example, if I go to school using a motorcycle, should I go to school riding a motorcycle the use of organization means that the sentence is not too ambiguous, and the. For example, do not feel confused. The sentence above is also still very awkward for example, in the sentence: I went to my classroom to attend classes. I have many friends at school. should I went to my classroom to attend classes excited to attend my classes because I have many friends at school. so that the mechanics of the sentence are not too ambiguous and the reader does not feel confused. For mechanics, errors are not found in the writing because the use of mechanics is correct.

Data analysis shows that students' writing skills are still low, especially in writing recount texts at SMA Negeri 21 Medan. From the results of the researcher's observations, students still made many mistakes when writing recount texts that occur not only once or twice but students do it repeatedly. Thus the researcher concluded that students still have difficulty in writing a recount text correctly. With this, the researcher was interested in solving the problems that occur to students by using Heaton's theory in this study because it has proven to be a strong basis for solving problems experienced by students.

## **REVIEW TEORI**

According to Telaumbanua (2020:464), furthermore Flower & Hayes (1981:469), state that “writing is best understood as the distinctive thinking processes that writers orchestrate or organize during the act of composing.” It may be seen in people’s daily lives when they need to create memos, letters, notes, invitations, brochures, articles, application letters, and others.

According to Sayukti &Kurniawan (2018:53), there are 15 writing genres, including descriptive, recount, narrative, procedure, report, explanation, discussion, hortatory exposition, analytical exposition, news item, spoof, anecdote, commentary, book review, and critical review writing.

Kadek et al., (2018,53) claims that Recount is narrating what transpired. This indicates that a recount is a writing that describes an incident that occurred in our lives or that is used to narrate historical events like trips, mishaps, activities, etc. Recounts are the most basic text type in this genre, according to Knapp.

According to Fisya & Fudhla (2022,476), a recount is a narrative that recounts incidents with the intention of providing the audience with a description of what happened and when. According to Watkins, recounts are essentially sequential texts that merely retell a sequence of events. Recounts are the most basic text type, so students should learn about them instead of the other genres included in the Indonesian curriculum.

According to Dirgeyasa (2016,45), the goal of a recount is to enumerate and characterize previous experiences by narrating them in chronological order. The text will go through a distinct set of steps in order to fulfill its purpose: 1) An introduction informing the reader of the parties involved, the where, the when, etc. 2) recounting a succession of occurrences in chronological order.

According to Wilson (1955:44), writing is a talent that requires both teaching and practice. Devis characterized writing as a creative process in which good authors learn to communicate their thoughts clearly to an invisible audience.

## **METHOD**

This section would detail the researcher approach and methods for conducting the research. The descriptive-qualitative approach is used in this study to assess various difficulties on writing recount text written by eleventh grade students at SMA Negeri 21 Medan. This chapter covers the processes used to collect and evaluate data to answer the study author question. It will describe research strategies, data and data sources, data collection tools, data gathering techniques, and data analysis approaches, all with the aim of determining the problem of difficulty on writing recount text among students. Ishtiaq (2019,40) describes research design as specific techniques used in research processes such as data collection, analysis, and reporting.

This section would cover the approaches and procedures used to conduct his research. The researcher employed a qualitative descriptive approach to analyze students' difficulties in writing recount text.

The goal of this study would be to analyze recount texts based on students' difficulty. In qualitative research, the interested researcher used data to describe phenomena, articulate what students mean, and understand the meaning of student writing. Qualitative research is a study that processes descriptive data in the form of written or spoken words about the subject and its behavior. with the goal of better understanding the individual and his background as a whole.

## **RESULTS AND DISCUSSION**

To identify the difficulties in writing, the student researcher conducts an analysis of the student's writing to prove that the student's difficulties are indeed occurring. There are 5 aspects used by the researcher to identify the writing difficulties of the students, according to Heaton's theory. These 5 aspects are content, organization, language use, vocabulary, and mechanics. Based on the findings, many students still face difficulties in writing recount texts. Students do not yet understand how to differentiate the correct use of grammar, the writing of words or punctuation in English, the development of ideas, or the correct structure in writing recount texts, as well as the limited vocabulary they possess. Based on the difficulties experienced by the students, the researcher conducted interviews to directly inquire about the challenges faced by the students. The researcher also analyzed the responses provided by the students to strengthen the rationale behind the difficulties identified by the researcher.

The difficulties experienced by students also have several factors related to the aspects of writing recount texts. The content difficulties faced by students usually stem from a lack of experience in developing ideas, which makes them less confident in writing recount texts. The organizational difficulties are found in the minimal structure that students possess, leading to confusion when writing a text. Vocabulary difficulties typically arise from a limited range of words, making it hard for students to construct sentences in the text they are working on. In terms of language use, students often struggle to differentiate between the use of the simple present and past tense, as well as the use of verbs and other grammatical aspects. Lastly, the mechanical difficulties students encounter often relate to a lack of understanding of writing formats, punctuation, and proper capitalization in the text. In this study, there are still students who struggle to write a text correctly, and some who do not understand at all.

Based on the analysis of student writing and the factors identified by the researcher, there are several results that may explain the students' low understanding of text writing. From the results, the difficulty in content is at 15%, where many students still struggle to develop their ideas. The difficulty in organization is at 19%, which is slightly lower than the difficulty in content; during direct observation, students were still confused about how to use structure. The difficulty in vocabulary is at 24%, with many students having limited vocabulary skills, making it hard for them to understand what they are writing in the text they are working on. The difficulty in language use is at 26%, with more students experiencing challenges in using language correctly, particularly in grammar, such as the use of tenses, which is still lacking. Lastly, the results for difficulty in mechanics show 16%, indicating that many students struggle with punctuation, including periods, commas, and the correct use of capital letters. Out of the 15 students in this research sample, the average still experiences difficulties in all 5 aspects outlined in the theory that the researcher has adopted.

From the presentation above, it can be concluded that students' writing skills are still low, both in recount texts and other types of texts. In this regard, the researcher also presents findings based on students' performance through their written work and interview results, summarizing them in a table to facilitate the presentation of the findings. In this case, the five aspects used by the researcher can be seen through Heaton's theory, which includes: content, organization, vocabulary, language use, and mechanics. The researcher also outlines the factors causing difficulties experienced by the students. This can be seen in the table below:

**Table 1. The Research Findings**

No	Student Difficulties	Factors	Percentages
1	Difficulties of Content	The lack of experience among students in developing ideas makes them feel uncertain or less confident in writing recount texts.	15%
2	Difficulties of Organization	The lack of structure refers to the students' inability to organize ideas and story elements in a clear and logical manner, as well as the self-doubt that may lead them to excessively edit their texts or feel pressured to meet the high standard they set for themselves.	19%
3	Difficulties of Vocabulary	Vocabulary limitation refers to the restricted number of words known or used by students. This limitation	24%

		can result in monotonous or inadequate language use to convey the nuances and details necessary in a story or text. Additionally, students also struggle with understanding word meanings, which includes their inability to comprehend or accurately translate the meanings of certain words. This could be caused by a lack of knowledge about the nuances or connotations of those words.	
4	Difficulties of Language use	The lack of understanding among students regarding grammar can include mistakes in the use of sentence structure, subject and predicate rules, the use of nouns, verbs, and adjectives, as well as other aspects of grammar. Additionally, there is a lack of understanding of tenses, which refer to the forms of verbs that indicate the timing of an action or state, such as past, present, or future. A misunderstanding of tenses can lead to inconsistencies in the use of time.	26 %
5	Difficulties of Mechanic	The lack of knowledge about writing formats means that students may not understand or adhere to the standard formats typically used in certain types of writing. Issues with punctuation usage include the inability or mistakes in placing punctuation marks such as commas, periods, semicolons, and question marks correctly.	16%

1. The Difficulties in writing content was made by 13 students

The students struggled with developing the primary story from orientation to vent sequence. They didn't know how to write the recount material in the proper format. What components became the recount text's content? Some students began writing the material from orientation, but because they were unsure of the next steps, they made mistakes near the conclusion. They didn't sure what should happen following the climax or resolution. As a result, they created recount prose that had errors.

2. The Difficulties in writing organization was made by 12 students

The recounted the genuine story using logic ideas and supported each sentence to create a connected event. However, other students struggled to combine solid sentences with

complete concepts. They were not masters at connecting every line with a story. The outcome became insufficient to evaluate or ineffectual.

### 3. The Difficulties in writing vocabulary was made by 15 students

Every phrase should contain vocabulary. The narrative material should be written in appropriate grammar, with each sentence properly structured. The children struggled to choose a good vocabulary for writing and handwriting. The word choice was also inappropriate, causing the text's meaning to be misinterpreted or concealed. Another factor was that the students had not mastered the English vocabulary when composing compositions. These explanations were largely justified by learning process theories that explained why students would struggle with creating compositions.

### 4. The Difficulties in writing language use was made by 15 students

When the students composed recount material, they struggled with language use. Almost every student experienced challenges with language use. They were unaware that recount writing takes place in the past and must be written in the past tense. Some students were adept at starting the sentence in the past tense, but they combined it with the present tense. Some students were unfamiliar with the use of verbs in past tense. Other students also generated texts with inappropriate sentence structures. They preferred using the Indonesian form because they didn't know how to write the English form.

### 5. The Difficulties in writing Mechanics was made by 14 Students

Mechanical difficulties were not a major issue for the students when composing recount texts. The children were incorrect in their spelling, punctuation, and capitalization. It wasn't because their results weren't good. Although the mechanics of the text were not particularly good, their ability to produce good mechanics was evident in their writing.

Based on the analysis of the tests that have been carried out, the difficulties found by researcher on student sheets are The Difficulties in writing content was made by 13 students, The Difficulties in writing organization was made by 12 students, The Difficulties in writing vocabulary was made by 15 students, The Difficulties in writing language use was made by 15 students and The Difficulties in writing Mechanics was made by 14 Students. From this analysis the researcher concluded that students still have difficulties in writing recount text through the percentage the difficulties in content 15%, the results of the difficulties in organization 19%, the result of the difficulties in vocabulary 24%, the difficulties in language use of the result 26% and the last the difficulties in mechanic of the result 16%. Students' difficulties in writing recount text can be seen from the test analysis. The analysis shows that students still make mistakes in all five aspects. Of the 15 students who were used as participants, none of them succeeded in writing recount text correctly. So it can be concluded that students are still difficult in writing recount text.

#### 4.4 Triangulation

Based on the data above, the researcher also took several samples for data triangulation which would be used to analyze student errors by paying attention to how students write the experience text with their own words. Can be seen some of the student writing below.

##### 1. My story

A few days ago my friend Rahmi came to my house to ask to go out. After Rahmi called me, we went out, my friend. Rahmi invited me to watch Kibot Sunderbolong, which was

near nis house. After we finished watching, come one I didn't know accidentally push my cellphone and it fell and my cellphone died. we should be creful tu guard your cellphone properly so that it doesn't fall.

From the first student there are still many mistakes made based on the results of interviews or observations that still do not match the data such as in the initial sequence Rahmi came to your house and invited you out for activities you went to watch kibot sunderolong near Rahmi's house and for the events after the incident your cellphone accidentally fell and died. the perspectives and sources are the sequence of events and accidental damage to your cellphone, Rahmi who was present at the time of the incident and the condition of the cellphone after the incident. the incident appears to be an accident that could have been overcome by being more careful. The two subjective perspectives are you and Rahmi and for the objective evidence the condition of the phone, the surrounding environment can be used to understand and prevent similar events in the future

## **2.Went Museum**

One days I and my friend went toa museum. At the museum, my friend and I saw several anlient relics such as anlient statues, ancient tomb stones and others. not only did I see them, I also took several pictures of the statues until one day my friend felt that he had lost an item that the was carrying and put it his trouser pocket.

From the second student, the context used is you and your friend went to a museum. the activities carried out at the museum, you both saw ancient relics such as statues and tombtones. you took several pictures of the statues and for the incident later, your friend realized that an item he was carrying and had put in his trouser pocket was missing. and for perspective and sources, the sequence of events including the museum visit, taking pictures and your friends realization of missing items. any relevant actions or observations and for objective evidence, the location where the loss was realized, and any potential evidence from the museum visit.

## **3.How a simple rice cooker ended up burning my house**

I always prided myself on being meticulous, especially WITH cooking one busy Tuesday morning, I set tHe rice cooker and rusried out because im late for school, forgetting to unplug it, as time went by, I receive A call from my neighbour about A thick some coming out from my House . I rusked home And seeing Half of my kitchen is burning, In A panic I called.

Based on the above data, it can be concluded that the sentence You were meticulous with cooking but forgot to unplug the rice cooker due to being late and the reaction received a call about smoke, rushed home, and found the kitchen on fire. for the observation perspective saw smoke coming from your house and called you, based on providing insights into the extent of the smoke or fire as seen from their vantage point and the urgency of the situation and objective evidence is the extent of the damage referred to from the data above the rice cooker's state and whether it had an automatic shut-off feature or not.

Based on the investigation data that has been written by the students above, data triangulation is made to combine the data that has been taken from students. from the data above, it can be concluded that the students' personal writing produce evidence that gives different to the researcher so that the truth can be proven through data analysis that has been done by researcher both from the subjective perspective and objective perspective phenomena so that the data taken becomes factual data that can be used.



## CLOSING

Based on data analysis, findings and discussions in the previous chapter, revealed on the basis of analysis performed by the researchers against sheets of students in writing recount text is still significantly less. From the results of such analysis, it can be concluded that the ability to write students of the eleventh grade of at SMA Negeri 21 Medan is still less. However, based on the writing results, students have some problems with writing recount text. Some errors were found in student writing and identified that students make the most mistakes in terms of language use, vocabulary, mechanics, organization and content. In other words, students face difficulties and do not really master all aspects of writing.

Students struggle to select appropriate vocabulary when writing recount material. They sometimes make mistakes in mechanics because they don't know which one is right. Using tenses has become the most common sort of difficulty for students in producing recount text because they do not know and understand the difference between simple present tense and simple past tenses. Students struggle with spelling, mechanics, and capitalization.

Based on the data analysis and findings that have been discussed, several main points can be concluded as follows:

1. Students' Writing Ability is Still Low: The writing ability of eleventh grade students at SMA Negeri 21 Medan in writing recount texts is still inadequate.
2. Common Problems in Writing: Students faced several major problems in writing recount texts, including language use, vocabulary, mechanics, organization, and content
3. Difficulties in Vocabulary and Mechanics: Students often struggle with selecting appropriate vocabulary and experience mechanics errors, such as spelling and capitalization.
4. Tenses Issues: The use of tenses, especially the difference between simple present tense and simple past tense, is one of the main difficulties for students.
5. Writing Skills that Have Not Mastered All Aspects: Students did not fully master all aspects of writing required to produce a good recount text.

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