

**An Analysis of Students' Ability in Writing Recount Text at the Tenth Grade Students' in  
SMA N 2 Gunung Talang**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of Education  
(B.Ed) in English Language Education*



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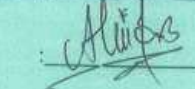
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**Fisya, Jenap Akdwi (2022). An Analysis of Students' Difficulties in Writing Recount Text at the Tenth Grade Students' in SMA N 2 Gunung Talang**

**ABSTRACT**

The objective of this research is to know the student's abilities and difficulties in terms of generic structure and language features faced by the student in writing recount text. In this research, the researcher used a quantitative research. There were 2 instruments used in this research namely questionnaire and writing test. The total of all students was 150; the sample of the writing test and questionnaire were 24 students'. The sample of this research was chosen by using purposive sampling. Writing test and questionnaire were used to find out the ability and difficulty that the students found in writing recount text, especially the generic structure and language features. Average scores of the student's writing test were 65,45%. It means that the ability of the students' were in the "Good" level. In the questionnaire student's have difficulty in create an opening paragraph containing who,where and when and also have difficulty in distinguish nouns and pronouns, and comprehend the use of past tense when writing recount text.

***Keywords: Writing, Students' Difficulties in Writing, Recount text***



**Fisya, Jenap Akdwi (2022). Menganalisis Kesulitan Siswa dalam Menulis Teks Recount pada Kelas X di SMA N 2 Gunung Talang**

**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengetahui kemampuan dan kesulitan siswa dalam hal struktur generik dan fitur bahasa yang dihadapi siswa dalam menulis teks recount. Dalam penelitian ini, peneliti menggunakan penelitian kuantitatif. Instrumen yang digunakan dalam penelitian ini ada 2 yaitu angket dan tes tulis. Total semua siswa adalah 150; sampel tes tulis dan kuesioner adalah 24 siswa. Sampel penelitian ini dipilih dengan menggunakan purposive sampling. Tes menulis dan angket digunakan untuk mengetahui kemampuan dan kesulitan yang ditemukan siswa dalam menulis teks recount, khususnya struktur generik dan fitur bahasa. Nilai rata-rata tes menulis siswa adalah 65,45%. Artinya kemampuan siswa berada pada taraf “Baik”. Pada angket siswa mengalami kesulitan dalam membuat paragraf pembuka yang berisi who, where dan when serta kesulitan dalam membedakan noun dan pronoun, serta memahami penggunaan past tense saat menulis teks recount.

***Keywords: Menulis, Kesulitan Siswa dalam Menulis, Teks Recount***

## **DECLARATION**

I hereby declare that "An Analysis of Students' Ability in Writing Recount Text at the Tenth Grade Students' in SMA N 2 Gunung Talang" is entirely my own work. I am fully aware that I have quoted some statements and ideas from various sources and that they are given due credit in the text.

Padang, Agustus 2022

JENAP AKDWI FISYA

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Finally, the researchers are fully aware that there are many shortcomings in this study. In return, she sincerely welcomes criticism and suggestions from readers to improve the quality of her thesis.

Padang, Oktober 2022

The researcher,

JENAP AKDWI FISYA

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In Indonesia, English is one of the subjects at every level, including in high school. Those are some skills, namely, speaking, reading, writing and listening. Writing is one of the skills that can express feelings and emotions because writing can express what it feel. Writing can express ideas to writers and to others when we write memories or experiences that we have experienced.

According to the 2013 syllabus, the purpose of high school writing is to enable students to create their own texts by understanding the purpose of the text, its general structure and linguistic characteristics. In Class X students, study different types of texts such as: narrative, descriptive and recount. In this research, the writer only focuses on one text, namely recount text because recount text is considered the most difficult by students because it is somewhat similar to narrative text. So, the students mentioned that they had some difficulty in writing recount text.

Texts that recount events from the past or describe someone's experiences from then are called recount texts. When reading recount texts, students need to understand what the text is, what its generic structures are, and what its language features are. The appropriate recount text must be written by the students. To be able to compose recount texts properly, they must repeatedly try themselves.

Recount text is a text that retelling past event. According to Anderson (1997), he states that “a recount text is a text that retells past events. It is usually in order in which

something happened". Padiyono (2007), a recount text is a text giving information about activities that occurred in the past. The purpose of recount text is to tell and give information about the event in the past to the readers. The recount text begins with an opening or orientation that explains what, who and where the incident occurred. Then, there is the event; here the event describes the events that occurred at that time. And at the last stage, a personal comment will be given by the author, this stage is reorientation.

According to the researcher observation in SMA N 2 Gunung Talang, most of the students' writing ability is not good yet. According to the students', they admit that writing in English is very difficult and boring, and they think that learning English is not important. They don't have the self-confidence to write in English. They cannot produce many sentences because have limited vocabulary. Students have difficulties in writing in English, therefore students are very difficult to issue ideas and express their writing.

When the researcher taught at SMAN 2 Gunung Talang, many students complained about writing a text, especially the recount text. After the researcher asked some students, it was true that they admitted that they had difficulty in writing recount text because they still had difficulty using the past tense. Alfiansyah from X IPS 1 said that he has difficulty in using the past tense because sometimes there are irregular words, such as break (V1), broken (V2), broken( V3). One of the students also said that they had difficulty in developing the event because they had to use a time conjunction.

When the researcher asked about certain students' opinions on recount texts, many of them said that there were difficulties they experienced when writing recount text. According to Amelia Yolanda as a students at SMA N 2 Gunung Talang, she said that she often felt confused what her wanted to write in her writing. Because she constantly

felt incorrect when composing recount texts, she was very hesitant to disclose their thoughts, fantasies, or experiences in her writing.

In the previous research the researcher found many results from previous studies that students did have difficulties in writing recount texts. Researchers found that many students had difficulties in content, namely in the content there was a generic structure, namely orientation, event and orientation.

Based on the explanation above, the researcher is interested to examine the student's writing difficulties in light of the aforementioned reasoning. The author will investigate students' abilities and difficulties with regard to generic structure and linguistic features in recount texts, which is a little variation between this research and previous research.

## **B. Identification of the Problem**

In light of the aforementioned context, the researcher recognized the following issues:

1. Students have difficulties in organize idea and express their writing.
2. Students have problems when writing recount text.

## **C. Limitation of the Problem**

By providing an explanation of how the problem was identified above, the researcher focuses on the students' abilities and difficulties while writing recount texts in terms of general structure and language features.

#### **D. Formulation of the Problem**

Based on the identification of the problem above, the researcher formulated the problem; “How is the student’s ability in writing recount text? Do student have difficulties when writing recount text”?.

#### **E. Research Question**

In light of the rationale provided above, the research question is:

1. How is the students ability in writing recount text in terms of generic structure and language features?
2. What are the student’s difficulties terms of using generic structure and language features in writing recount text at the tenth grade student in SMA N 2 Gunung Talang?

#### **F. Purpose of the Research**

1. This study is to know the students ability in writing recount text in terms of generic structure and language features.
2. This study is to know is there any difficulties in terms of generic structure and language features faced by the student in writing recount text at the tenth grade student in SMA N 2 Gunung Talang.

#### **G. Significance of the Research**

1. For students

The author expects that this study will help them identify their writing-related challenges. so that the students are aware of the steps they should take to increase their ability to write recount texts.

2. For teachers

The author hopes that this research can be a reference for teachers who are involved in teaching recount text to develop the ability of teachers to deal with the same problem, and so that teachers get good methods and theories for teaching recount text.

3. For the future researchers

The findings of this study are anticipated to interest other academics' curiosity in the challenges students face when writing recall texts. It would be helpful if additional researchers could weigh in on the best way to teach recount texts.

## **H. Definition of the Key Terms**

1. Recount text: text that retells something happened, about past events, and telling about someone's experience in the past.
2. Ability in writing recount text: the ability of the students when writing recount text.