

**AN ANALYSIS OF CAUSES OF STUDENTS' PROBLEMS  
IN WRITING RECOUNT TEXT**

**THESIS**

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



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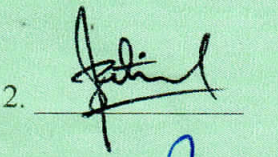
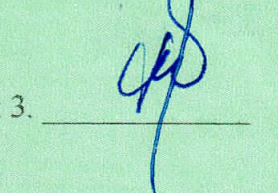
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## **ABSTRAK**

**Nurkholijah. 2020. An Analysis of Causes of Students' Problems in Writing Recount Text: Skripsi. Padang. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Tujuan dari penelitian ini adalah untuk mengetahui apa penyebab masalah yang dihadapi siswa dalam menulis teks recount. Peneliti menggunakan interview sebagai instrumen dari penelitian ini dan menggunakan metode deskriptif kualitatif. Untuk menganalisis hasil dari penelitian ini, peneliti menggunakan analisis deskriptif.

Hasil penelitian ini menunjukkan bahwa ada empat indikator penyebab masalah yang dihadapi siswa dalam menulis teks recount, yaitu kelemahan pada grammar, ilmu dan pemahaman, kurangnya latihan dan latar belakang pengajaran. Pertama, kelemahan pada grammar disebabkan oleh kesulitan siswa dalam menggunakan simple past tense, action verb, linking verb, dan sentence pattern. Kedua, ilmu dan pemahaman siswa dalam menulis teks recount adalah siswa sulit dalam menulis ide pada teks recount. Ketiga, siswa kurang latihan dalam menulis teks recount disebabkan oleh guru jarang memberikan siswa latihan menulis teks recount. Keempat, siswa tidak mengerti materi tentang teks recount disebabkan oleh guru tidak menerangkan materi dengan jelas.

**Kata Kunci:** analisis, menulis, teks recount.

## **ABSTRACT**

**Nurkholijah. 2020. An Analysis of Causes of Students' Problems in Writing Recount Text: Skripsi. Padang. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

The objectives of this research were to know-what were the causes of the students' problems in writing recount text. The researcher used interview as the instrument of this research by using descriptive qualitative method. To analyze the result of this research, the researcher used descriptive analysis.

The finding of this research showed that there were four factors that caused the students had problems in writing recount text, they were grammatical weakness, knowledge and understanding, less practice and educational background.

The grammatical weakness was caused by the students' difficulty in using simple past tense, action verb, linking verb, and sentence pattern. The second, the students' knowledge and understanding in writing recount text was the students had difficulty in elaborating the ideas when wrote a recount text. Third, the students were less practice in writing recount text because the teacher seldom gave the students practice to write a recount text. Fourth, the students did not understand the material about recount text because the teacher did not explain clearly about the material.

**Keyword:** analysis, writing, recount text.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

In the process of learning English, students have to master four basic skills; they are speaking, reading, listening and writing. Those skills are related to each other and cannot be independent. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

One of skills which is very important to be mastered by English learners is writing skill. From the four skills, writing is considered the most complicated and difficult one to be learned. Richard and Renandya (2002:303) state that writing is the most difficult skill for second language and foreign language learners.

Sundayana (2005: 95) states that recount text is a report of event or activity in the past. Moreover, the text has generic structures such as; orientation, a series of events, and re-orientation. Orientation refers to the students' ideas or statement about a topic or information that want to be shared with the readers. A series of event consists of core points of a problem that are told in order sequences.

The re-orientation is a summary of the events. In this writing, the students write the events that they used to experience. The students write recount text by following the sequence of generic structures in the form of the past tense.

Then the text has social functions or the purpose of the text. The social function is to give the readers a description of what occurred and when

it occurred. And the text has language features such as focus on specific participants, use of material process, circumstances of time and place, use past tense and focus on temporal sequence.

In preliminary research conducted at SMA Labor Pembangunan UNP, researcher got data from an English Teacher in SMA Labor Pembangunan UNP Mrs. Yessi Armelia said that students have difficulties in organize idea, lack vocabulary and write the sentence ungrammatically. They score also were still under from criteria of minimum mastery (KKM), were KKM in SMA Labor Pembangunan UNP is 75. It means that the students have problems in writing recount text.

According to Mustika (2017) in her thesis, entitled “An Analysis of Students’ Difficulties in Writing Recount Text: A Case Study at Elevent Grade Students of MA Putra Al Ishlahuddin Kediri. It was aimed to know students’ difficulties and the factors contributing to the difficulties in writing recount text. The result of her research are the students had difficulty in vocabulay(83%), content (70%), organization and sentence structure (64%). The factors which contribute to those difficulties are the students were still confused in using to be and modal auxiliary verb.

In addition, Za’in also conducted a study about students’ problems in writing recount text with entitled “An Investigation of Students’ Problems in Writing Recount Text. The result are that there were five aspects of problem faced by the students in writing recount text: content (4.10%), organization (14.23%), vocabulary (2.05%), language (33.71%) and then mechanics. Beside that, the causes of students problem in writing recount text are

grammatical weakness, knowledge and understanding, less practice and educational background.

Based on the explanation above, it can be concluded that the students have some problems in writing recount text is caused by some factors or causes. So, the researcher interested to investigate what the causes of the students' problems in writing recount text in SMA Pembangunan Labor UNP.

Therefore, the researcher conducted a research entitled "*an analysis of causes of students' problems in writing recount text*". In this study, a online research was used to analyze the causes of the students' problems in writing recount text.

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

There are number of reasons that make students face difficulty in writing. First is in developing the ideas. They have limited knowledge to develop a topic and have difficulties to express their idea in writing form. So, they could not produce an effective paragraph when they wrote a text. And it makes their ideas not clear and sometimes are weak.

Second is organizing. The students ignore the organization pattern in writing, it makes that they cannot make a good writing. While an effective paragraph of text is easily to understand. The good paragraph of the text appears in the topic of the text and it describes specifically in details. A good organizational pattern of texts can help the reader understand the author's message easily. The ideas contained in genre of texts can be organized in many different ways. If they can organize the pattern in writing is also their writing will difficult to understand.

Third, the student have difficulty in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well.

Fourth, Some students are lack of vocabularies. Some students were still in doubt with choosing the correct words while composing recount text. Lack of vocabularies made the students confused in developing their ideas. In this case, the students have to choose correct words that they need.

Fifth, the student have some problems in mechanic aspect. The problems related with spelling, punctuation and capitalization. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences even of the paragraph.

### **C. Limitation of the Problems**

Based on the identification of the research problem above, this research is limited to analyze the causes of the students' problems in writing recount text at SMA Pembangunan Labor UNP.

### **. D. Formulation of the Problems**

Based on the limitation of the study above, the problem of the research can be formulated as follows: "What are the causes of students' problems in writing recount text?"

### **E. Research Questions**

Based on the identification of the problem and limited of the study, the problem statement follows: What are the causes of the SMA Pembangunan Laboratorium UNP students' problems in writing recount text?"

## **F. Purpose of the Study**

The purposes of this research is to find out what the causes that make students of natural science major of SMA Pembangunan Labor UNP get problems in writing recount text.

## **F. Significances of the Study**

The result of this research give contributions theoretically and practically. Practically, this research can be beneficial for teachers and students. The teachers can check the students' problems and the causes of problems in writing recount text so that they know what parts of their writing that should be improved. Theoretically, the finding of this research also can be used as the reference for those who want to conduct a research in English.

## **G. Definition of Key Term**

To avoid misunderstanding of the terms used in this research, there are some definitions provided as follows:

1. Analysis: The analysis of causes of students' problems in writing recount text.
2. Writing: One of the basic skills in learning English.
3. Recount text: A text which retells event or experience in the past.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The objectives of this research were to analyze the causes of the students' problems that make students get problems in writing recount text by the eleven grade of SMA Pembangunan Laboratorium UNP.

There were four indicator which were analyzed. They were grammatical weakness, knowledge and understanding, less practice and educational background.

Based on previous research findings and discussions, the researcher concluded that the causes of the students' problems in writing recount text were caused by grammatical weakness, knowledge and understanding, less practice and educational background.

The first, the grammatical weakness was caused by the students' difficulty in using simple past tense, action verb, linking verb, and sentence pattern. The second, the students' knowledge and understanding in writing recount text was the students' difficult in elaborating ideas. Third, the students were less practice in writing recount text because the teacher seldom gave practice to write a recount text. Fourth, the students did not understand the material about recount text because the teacher did not explain clearly about the material.

#### **B. SUGGESTION**

In line with the research findings previously, here are some suggestions that can be given related to the researcher conclusions an can be hopefully can take the benefit to anyone who read this "thesis". The suggestions are as follows:

1. Teacher

- a. The teacher should give more English practice to the students to make them able in writing skill especially in recount text.
- b. The teacher should teach many English vocabularies to the students. So, the students will have many English vocabularies to be able write recount text.
- c. The teacher should give more attention to the weak students in comprehending the lesson especially in grammar use.
- d. The teacher should give more explanation about organization the ideas.

## 2. The students

- a. The students should learn more English to make them usual in English especially in writing skill.
- b. The students should know and memorize many English vocabularies to make them able write English sentences especially in recount text.
- c. The students should learn more about grammar use and do not hesitate to ask the teacher if they have difficulties on it.
- d. The students should learn about organization to make them able in writing the ideas in recount text.

## 3. Other researcher

The researcher hopes that after reading this thesis, the other researcher can take the information inside it and improve this thesis to be better, so that the English teaching and learning in Senior High Schools will be more successful.

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