



**STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT GRADE
VIII SMP NEGERI 11 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirement for Graduate Degree
Of Islamic Education (S.Pd.I) in English*

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**



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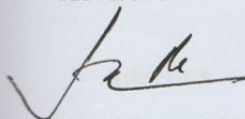
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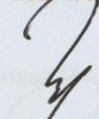
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2015

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Padangsidempuan, April 15th 2015

To:

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Item : 7 (seven) Exemplars

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to CITRA DEWI PURNAMA, entitled "STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT GRADE VIII SMP NEGERI 11 PADANGSIDIMPUAN", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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LEGALIZATION

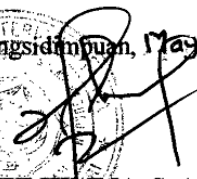
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ABSTRACT

This thesis talks about the students' difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidimpuan. The purpose of this research is to extend the students' ability in writing recount text at grade VIII SMP Negeri 11 Padangsidimpuan, to identify the dominant difficulties in writing recount text. And to know the efforts done by the English teacher to overcome the students' difficulties in writing recount text.

Design of this research is descriptive research by using quantitative approach. The population of this research was grade VIII SMP Negeri 11 Padangsidimpuan academic years 2014/2015. The total number of population is 110 students. Random sampling technique used to choose some students as sample; they are 27 students. The instrument of collecting data was test and interview, the analysis of data by mean, median and modus.

Based on the result of the research, it was known that the students' ability in writing recount text at grade VIII SMP Negeri 11 Padangsidimpuan can be categorized into good category, mean score 69,77%. The students' dominant difficulties in writing recount text about content and language use. The efforts done by English teacher to overcome the dominant difficulties is English teacher ask students to practice their writing skill with write their every activity at least one paragraph for one day. Make students in some group and give project task to find examples of recount text, then ask them to identify sentence that use past tense. And give practice to write appropriate manner about tenses especially in past tense.

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I realize this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidempuan, 15 April 2015

Researcher

WALIDAH YUNI
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CHAPTER I

INTRODUCTION

A. The Background of The Problems

Writing is an activity for producing and expressing. It is producing the word and sentences. It is expressing with the meaning of ideas, opinion, experience and information. Thus writing skill is the activity to transfer ideas through words and sentences the idea will change to scientific. Writing is a skill for the students to express their ideas in written form that involves the mastery of all elements in the target language: as grammar, content, organization, vocabulary, punctuation, spelling and mechanics. It needs a complex process.

Writing is one of language skills that necessary to be mastered by students. It is a skill that the exclusive domain of scribes and scholars in educational or religious institution. It is the representation of language in textual medium through the use of a set sign or symbols known as a writing system. In this case, the communication occurs between writers and readers. The researcher transfer his/her thought, opinions or comment in written form, which expect to be comprehended by the readers. The students are expecting to be able to express their thought in written systematically. Writing is one of the four language skill that is the way its native speaker to organize a piece of both spoken and written information.

Based on the explanation above, Writing is one of language skills for students to master science it frequently determines their academic success. Writing gives them the ability to record their own in recount text correctly; they should be able to write a paragraph fully integrated. Writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experiences of individuals. Writing is the process of giving information by texts that involved in generating the letters, words and sentences.

There are number of reasons why writing so important for human life, especially for students. *The first* help the students to express their ideas, opinion or their experience. Writing prepares the students for school and employment. It means writing can make success in school and in their future life.

The second, writing can make communication between writer and the reader in written form, giving information, opinion, and then with written you can communication with all of people in the world.

The third, Writing can be a great tool to help students know more about the way think, writing can solidify ideas and thoughts, and allow students to reflect on them better than if the ideas remained evolving in your head. Writing promotes students ability to pose worthwhile questions.

In Junior High School there are some kinds of writing text, that is descriptive text, narrative text, recount text, and procedure text. In junior high school not only discussed about kinds of text, but also discuss about language structure, grammar, and pronunciation, and how to use the language especially language use in recount text.

Writing recount text is a writing activity that purposes to tell somebody about something, especially something that you have experienced. Recount text is to retell events for the purpose of informing or entertaining. In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. Whereas the narrator's opinion has been charged through the stages of evaluation and the choice of climax (complication) in narrative, a recount is absent from the tellers judgment. Then, recount text is to tell what happened or to document a sequence of events and evaluate their significance in some way.

From the explanation above, the writer concluded that recount text is a text which is used to inform past event or series of events that happened in the past. So, if the students want to tell their experience, they are must understand about recount text.

Therefore, many students deal with complication in writing recount text due to many rules of it. Frequently, many students are avoiding writing in this form. They, sometimes, in the process of writing recount text the students abandon the most important part on the composition or element of a text, such as grammar,

content, organization, vocabulary, punctuation, spelling, mechanics, orientation, events and reorientation of the sentences.

There are number reasons for these mistakes in making the composition or elements of writing recount text among the students particularly in SMP N 11 Padangsidimpuan. *The first* one is that they are lack of interest in writing that makes their ability in writing is poor and the composition of the inappropriate structure. Although it is a paper which should be submitted for their college assignment, many students are not too much interest in writing, because it requires too many processes to get through.

The second is that they are lack in comprehension of the composition of writing recount text. Their motivation to write is too low, after asking several students grade VIII SMP N 11 Padangsidimpuan they explained that they are too idle in practicing writing on their daily life, they said that there many more things that attract their attention than just merely practice to write to be a good writer. Despite their lack interest in writing, they tend to ignore the necessary of practice.

The students also think that the subject is difficult due to the complexity of the elements of writing. With so many rules of the elements of writing the students were confused or even unable to apply them to their writing in developing sentence or paragraph.

Based on the facts above, the researcher interested in searching about “Students’ Difficulties in Writing Recount Text at Grade VIII SMP N 11 Padangsidimpuan”.

B. The Focus of the Problem

There are many kinds of the text that often learn in junior high school. But writer just focused to find or to know students' difficulties in writing recount text at grade VIII SMP N 11 Padangsidempuan.

C. The Formulation of the Problem

The formulation of the problem as follow:

1. What extend of the students' ability in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan?
2. What are the students' dominant difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan?
3. What are the efforts done by the English teachers and students to overcome the difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan?

D. The Objectives of the Research

Based on the formulation of the problem above, the writer determined the aims writing of the research as follows:

1. To identify extend of the students' ability in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan.
2. To find the students' dominant difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan.

3. To know the efforts done by the English teachers and students to overcome the difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan.

E. The Significance of the Study

The result of research is expected to be useful for:

1. Kementrian Agama, to know the students' level knowledge.
2. Head master, to encourage English teachers to do the best in teaching process.
3. English teachers, to improve their teaching and learning process especially in writing recount text.
4. Researcher, to do further same and different research.

F. Definition of Terminologies

To prevent misunderstanding about some terminologies in this research so the writer makes the definition below:

1. Analysis

According to Hornby, "the analysis is the study of something by examining its parts and their relationship".¹

From the definition above, it can be concluded that analysis is the study about something to find out the real situation.

2. Difficulties

¹A. S. Hornby, *Oxford Advanced Learner's Dictionary* (Sixth Edition), (New York: Oxford University Press, 1995), p. 38.

When the process of learning goes on, the student was often finding the some difficulties in their study. According to A. S. Hornby “difficulties is the state of quality of being hard to do or understand”.² Furthermore R. R. K. Hartmann states “difficulties is thing or situation that causes problems”.³

So from the definition above researcher could take the conclusion that difficulties were some of obstacles or problem which found by the students in learning English especially in writing recount text.

3. Writing

Writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics.⁴

From the definition above, it can be conclude that writing is a creative activity to express their opinion or ideas.

4. Recount text

²*Ibid*, p. 367.

³ R. R. K. Hartmann, *Dictionary of Language and Linguistic* (London: Applied Science Publishers LTD, 1972), P. 62

⁴J. Michael O, Malley Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (By Addison –Wesley Publishing Company, Inc: 1996), p. 136.

According to Linda Gerot and Peter Wignell say that Recount text is to retell events for the purpose of informing or entertaining.⁵

Based on the explanation above, the meaning of An Analysis Student's Difficulties In Writing Recount Text at Grade VIII SMP N 11 Padangsidempuan is the study of situation that causes problems in express, retell opinion or events that was happen in the pass time.

G. Outline of the Problem

The systematic of this research is divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it is consist of background of the problem that explained about the important and reasons of the research, focus of the problem explained about specific of the problem, formulation of the problems about forming of the problem, objective of the research about something that will be fined, significant of the research about of the advantages of the research, definition of terminologies about meaning of some words from title.

In chapter two, it is the theoretical description which is explain about descriptions of variable or material that there are in the writing, recount text an how the students' difficulties in writing recount text, review related finding, and conceptual framework.

⁵Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p.194.

In chapter three, discuss about the methodology of research. It is consists of: research design told about kinds of the research that used in the research, place and time of the research, the Instrument of collecting data, technique of collecting data and technique of analyzing data.

In chapter four, it is the result of the research and data analyzing consists of description of data, discussion of the research and limitation of the research.

Chapter five is the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

Writing Recount Text

1. Writing

a. Definition of Writing

Writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics. To write well, students need to incorporate the purpose prompt into their own unique approach to writing.¹ Writing is largely a solitary act. It is formed in isolation. Writing depends primarily on the word writers choose and the form they give to their ideas.²

Next, Hamp-Lyons said then writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics.³ According to Kathleen says that writing is an excellent means of monitoring and improving your comprehension and retention, also an effective learning strategy.⁴

¹*Op. Cit.*, J. Michael O, Malley and Lorraine Valdez Pierce, p. 136.

²Jane B. Hughey, *Teaching ESL Composition Principle and Techniques* (New York: Newbury House Publisher, 1983), p. 4.

³Addison Wesley, *Authentic Assessment for English Language Learners* (Virginia: Fairfax County Public Schools, 1994), p. 136.

⁴Kathleen T. Mc. Whorter, *Efficient and Flexible Reading* (USA: The Lehigh Press, 1992), p. 289.

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The concept that is a process is very useful to young writers. In my experience, young learners like to know that writing is done in steps which are as important as the steps necessary to cook something such as chicken and eggs. In addition, when “teaching writing to young children, we must recognize the complexity of the process”. Young learners need to know that a final piece of writing-or the product such as a book, has grown out of many steps which make up the process.⁵

Based on the explanation above, it can be concluded that writing is an activity to express ideas in writing form or the process of giving information by texts that involved in generating the letters, words and sentences. The main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly and improve that they have in mind so that the reader easier to know what that read.

b. The Purpose of writing

⁵Caroline T. Lines and David Nunan, *Practical English Language Teaching Young Learners*, (New York: Mc Graw-Hill Companies, 2005) p. 98.

According to H.R. Tarigan the purpose of writing as follow:⁶

1) Assignment purpose

Assignment purpose is there was no purpose; the writer writes something because instructed no wish own self. For example: a lecturer give some task to students to collect next week.

2) Altruistic purpose

This purpose is to make happy the reader and to attend sadness the to reader. For example: story book petruk and gareng, donal duck and story soof text.

3) Persuasive purpose

This purpose is to make sure the reader of the truth in that stated. For example in adverticement, promotion product etc as a purpose make convincing consumer.

4) Informal purpose

This purpose is to give information or explanation to the reader. Example news and infotainment.

5) Self-statement purpose

This purpose is to introduce or declare author to the reader, like biodata or life story.

⁶Hendry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 1986), p. 27.

6) Creative purpose

This purpose has close relationship with self-statement purpose, but “creative will” is more than self-statement and involving her self with a will to reach artistic norm or ideal art and ideal art.

7) Solving problem purpose

The written that has purpose that writer want to solve the problem in faced, writer want to explain, clarify and explore the thoughts carefully and her ideas could understand and received by the reader.

While according to J. Michael Omalley and Lorraine Valdes Pierces state, “there are three purposes of writing: informative writing, expressive/narrative writing and persuasive writing”.⁷

- 1) Expository or informative to share knowledge and giving information, direction or ideas.
- 2) Expressive/Narrative Writing is personal or imaginative expression in which writer produces stories or essays.
- 3) Persuasive writing, writers attempt to influence others and initiate action or change.

⁷*Op. Cit.*, J. Michael Omalley and Lorraine Valdes Pierce, p. 137-138.

Based on the explanation above, the purpose of writing is to improve creativities, to express personal imaginative and to inform all of information to the reader.

c. Component of writing

In evaluation the writing, we have looked at the writer and the type of knowledge writers bring to the writing task. We have indicated that the purpose of writing and genre determine what and how students write. Heaton states' skills of writing include five general components or main areas such as:⁸

- 1) Content: the ability to think creatively and develop thoughts for a particular the relevant to assigned topic
- 2) Organization: ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organized and other relevant word information
- 3) Vocabulary: the ability to write the word effectively and to appropriate sentence.
- 4) Language use: the ability to write the correct those effectively and appropriate sentences.
- 5) Mechanical skills: the ability to write the correct those conventional peculiar to written language such as, punctuation, spelling.

⁸J.B. Heaton, *Writing English Language Test* (England: Logman, 1987) p.335.

While, according to J. Michael Omalley and Lorraine Valdes Pierces state “there are four components of writing”:⁹

1) Knowledge of the content

In expressing knowledge of the content, students conduct a memory search and call on prior knowledge and experience. Generating ideas is one of the important sub-processes that contribute to planning in writing.

Knowledge of the content is ideas or suggestion about a written text. Ideas or suggestion come from the writers’ experiences and sometimes what did writer see and hear.

2) Knowledge to organize the content

The writers need the procedural knowledge to organize the content, to group the ideas, and to sequence the ideas in way that match the purposes of the writing.

3) Knowledge of discourse Structures

Discourse structures are evident in the ways that various type of writing are organized. Example persuasive essay often introduce a problem or question, state a position, present arguments in support of the position or against other alternatives, and draw some implications of the position taken. Fables and

⁹*Op. Cit.*, J. Michael Omalley and Lorraine Valdes Pierce, p. 136-137.

autobiographical composition have different structures altogether. Writers must be familiar with the various ways of organizing different types of writing and expressing meaning through syntactic constructions and writing convention.

4) Knowledge of grammar

This is the basis for composition. Quality writing does not automatically result from simple knowledge of formal grammar or even the ability to recognize “good” paragraph.

Besides the information above, I conclude that, both of information above is same. Event, J Michael says just four the component of writing. Writing ability is someone capability or power to use or apply those five components of writing in written representation. No one will write in the same way differences are common in the way people to describe that they know. Alternative ways of writing should always be expected. The student may employ different sentence patterns. The vocabulary must be different too. So, to make sentence can be understand in relation to the context.

d. Process of writing

The writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing. The stages are neither sequential nor orderly.

Process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing. Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows.

1) Pre- writing

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

a) Group Brainstorming

Group members spew out ideas about the topic. Spontaneity is important here. There are no right or wrong answers. Students may cover familiar ground first and then move off to more abstract or wild territories.

b) Clustering

Students form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters. Clustering is a simple yet powerful strategy: “Its visual character seems to stimulate the flow of association . . . and is particularly good for students who know what they want to say but just can’t say it.

c) Rapid Pre-Writing

Within a limited time of 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The time limit keeps the writers’ minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

d) WH-Question

Students generate *who*, *why*, *what*, *where*, *when* and *how* questions about a topic. More such questions can be

asked of answers to the first string of *wh*-questions, and so on.

This can go on indefinitely.

In addition, ideas for writing can be elicited from multimedia sources (e.g., printed material, videos, films), as well as from direct interviews, talks, surveys, and questionnaires.

2) Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is, drafting – may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualise an audience. Although writing in the classroom is almost always for the teacher, the students may also be encouraged to write for different audiences, among whom are peers, other classmates, pen-friends and family members. A conscious sense of audience can dictate a certain style to be used. Students should also have in mind a central idea that they want to communicate to the audience in order to give direction to their writing.

Depending on the genre of writing (narrative, expository or argumentative), an introduction

to the subject of writing may be a startling statement to arrest the reader's attention, a short summary of the rest of the writing, an apt quotation, a provocative question, a general statement, an analogy, a statement of purpose, and so on. Such a strategy may provide the lead at the drafting stage. Once a start is made, the writing task is simplified 'as the writers let go and disappear into the act of writing

3) Responding

Responding to student writing by the teacher (or by peers) has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to students' drafts. Response can be oral or in writing, after the students have produced the first draft and just before they proceed to revise. The failure of many writing programmes in schools today may be ascribed to the fact that responding is done in the final stage when the teacher simultaneously responds and evaluates, and even edits students' finished texts, thus giving students the impression that nothing more needs to be done.

Text-specific responses in the form of helpful suggestions and questions rather than 'rubber-stamped' comments (such as 'organisation is OK', 'ideas are too vague' etc.) by the

teacher will help students rediscover meanings and facilitate the revision of initial drafts. Such responses may be provided in the margin, between sentence lines or at the end of students' texts. Peer responding can be effectively carried out by having students respond to each other's texts in small groups or in pairs.

4) Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organisation of ideas so that the writer's intent is made clearer to the reader.

Another activity for revising may have the students working in pairs to read aloud each other's drafts before they revise. As students listen intently to their own writing, they are brought to a more conscious level of rethinking and reseeing what they have written. Meanings which are vague become more apparent when the writers actually hear their own texts read out to them. Revision often becomes more voluntary and motivating. An alternative to this would be to have individual students read their own texts into a tape recorder and take a dictation of their own

writing later. Students can replay the tape as often as necessary and activate the pause button at points where they need to make productive revision of their texts.

5) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.

6) Evaluating

Very often, teachers pleading lack of time have compressed responding, editing and evaluating all into one. This would, in effect, deprive students of that vital link between drafting and revision – that is, responding – which often makes a big difference to the kind of writing that will eventually be produced.

In evaluating student writing, the scoring may be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). In order to be effective, the criteria for evaluation should be made known to students in advance. They should include overall interpretation of the task, sense of audience, relevance, development and organisation of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned.

Students may be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it. In this way, they are made to be more responsible for their own writing.

7) Post-Writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on noticeboards. The post-writing stage is a platform for recognising students' work as important and worthwhile. It may be used as a

motivation for writing as well as to hedge against students finding excuses for not writing. Students must be made to feel that they are writing for a very real purpose.¹⁰

On the other suggestion there are some steps in writing process:

1) **Prewriting**

For every piece of writing there is always a prewriting activity. If you are writing a grocery list, for example, your prewrite could be as simple as going to the refrigerator to see what you have inside. In the classroom, pre writing can be as simple as a drawing activity, or it can be woven into a discussion between a teacher and learners.

As a prewrite, the teacher reviews what the children have been doing related to writing newspaper articles. He asks a number of questions to focus on what they have already done. Next, he asks them to think about current events. He writes down the children's ideas on the board. As a second prewriting activity he asks the children to draw a picture for different newspaper stories. The teacher walks around the room and watches to see the student

¹⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press: 2002), p. 315-319.

work. Everyone in the class, even one boy who is often at a loss as to what to do, is actively engaged.

2) Writing

After you have done prewriting, the next step is to get thoughts and ideas down on paper. For instance, if a child is going to be writing a manual on how to use her favorite toy, she could write down the steps she does when she plays with it. At this point, it doesn't matter if she leaves out a step or repeats herself. The point is to get the thoughts down on paper. Young learners need to know that at this point in the writing process, they can write any idea related to the topic.

3) Revising

Revising occurs when a writer looks for feedback from a teacher or another student. Children, in fact most writers have a tendency to think that once words are down on paper, they are finished writing. They also often see the teacher's role as either saying that everything is fine or being a copyeditor and fixing all spelling and grammar errors. Instead, you want to establish yourself in the role of consultant for your learners. Your role is to help them learn how to make their writing interesting and comprehensible to the reader.

4) Editing

Correcting children's errors and helping children find and correct their own errors presents a real dilemma for teachers. On one hand, you don't want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation. Sometimes I let children use a red pen so they can correct their own mistakes. Other times, I tell children they are to go on a scavenger hunt through their own writing to count how many times they used a period or capital letter the correct way.

5) Publishing

After a piece of writing has been edited, it is ready to be published. Publishing refers to putting the writing in a final finished format where it can be shared with others. Publishing can be a great motivator for young learners. For example, young learners write poems about the rain that they encountered on their way to school. The children could publish their poems on raindrop-shaped paper and hang them from the ceiling as mobiles. Or children could make posters with suggestions for doing homework and decorate them with drawings or pictures cut out of magazines.¹¹

¹¹*Op.Cit.*, Caroline T. Lines and David Nunan, p. 107-109.

While process writing added a valuable new dimension to languages classrooms, it has also attracted criticism. One such criticism is that the process approach confines student largely to narrative forms and that it represents a serious limitation on their ability. Martin argues that forms of factual writing encourage the development of critical thinking skills which in turn encourage individuals to explore and challenge social reality, and learners who are denied to opportunity of developing factual writing skills are also denied the tools which would help them to challenge their social reality.

e. Some techniques in writing

Implementing technique is a process approaches in writing. There are some techniques in writing:¹²

- 1) Word mapping is more visual form brainstorming. When students create words maps. They begin with an idea at the top or center of blank piece of paper. They then think of related ideas or words and draw relationship with a series of boxes, circles, and arrows.
- 2) Quick writing is where students begin with the topic, but they write rapidly about it. The teacher can give the students a time limit, usually 10 or 15 minutes, and instruct them not to erase or cross out text, to keep writing without stopping, and just let the ideas and

¹² *Ibid.*, p. 97.

words come out without concern for spelling, grammar, or pronunciation. Then they identify key ideas or interesting thoughts by underlining them. These ideas are then used in the first draft of their essay.

According to H. Douglas Brown state there are some techniques in writing:¹³

- 1) Focus on a goal or main idea in writing.
- 2) Perceptively gauge their audience.
- 3) Spent some time planning to write.
- 4) Easily let their first idea flow into the paper.
- 5) Follow a general organizational plan as they write.
- 6) Solicit and utilize feedback on their writing.
- 7) Are not wedded to certain surface structures.
- 8) Revise their work willingly and efficiently.
- 9) Patiently make as many revisions as needed.

In writing text the technique is very important for the students or to be a good writer. Without technique the organization of the ideas don't sequence and the readers have difficult to understand you're written.

2. Recount Text

a. Definition of recount text

¹³ H. Douglas Brown, *Teaching by Principles*,(Perintice Hall, Inc. a paramount Communications Company, 07632), p, 331.

There are many definitions of Recount text. The first, recount text is the unfolding of a sequence of events over time.¹⁴ Second, as stated by some experts such as, according to Linda Gerot and Peter Wignell say that Recount text is to retell events for the purpose of informing or entertaining.¹⁵

Then, recount text is to tell what happened or to document a sequence of events and evaluate their significance in some way.¹⁶Next, Pardiyono defines recount text as a kind of text that is aimed to inform about an event in the past.¹⁷We are using language to keep the past alive and help us to interpret experience. In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. Whereas the narrator's opinion has been charged through the stages of Evaluation and the choice of climax (complication) in narrative, a recount is absent from the tell peers judgment.

Yarn (recount text) is also a narration text too. Basically, it is written out to make a report about an experience of a series of related

¹⁴Beverly Derewianka, *Exploring How Texts Work*, (Copyright Primary Teaching Association 2004), p. 14.

¹⁵Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p.194.

¹⁶David Butt, *Using Functional Grammar (An explorer's guide)* (National centre for English Teaching and Research: Macquarie University, 2000), p. 9.

¹⁷Pardiyono, *Pasti Bisa! Teaching Genre-Based Writing Metode Mengajar Berbasis Genre Secara Efektif* (Yogyakarta: Andi, 2007), p. 63.

event. Yarn (recount text) is a text which contains three components, orientation, events and re-orientation.¹⁸

From the explanation above, the writer concludes that recount text is a text which is used to inform past event or series of events that happened in the past. So, if the students want to tell their experience, they are able to understanding of recount text. The different of recount text with narrative text is recount text telling the fact events and based on the writers' experience. While, narrative text is a text that telling the legend, not facts and do not based on the writers' experience.

b. The Purpose of Recount text

Recount Text purposes to tell what happened.¹⁹Its means, recount text purposes to tell what happened in the past time, for example I went to the school last time. Recount text also purposes to document a sequence of events, for example, in sentence I went to the school, "went" is event.

c. The structural element of recount text

¹⁸Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 35.

¹⁹*Op.Cit.*, Beverly Derewianka, p. 15

Here structural element of recount text, consist to orientation, events and reorientation, and will be explain as follow:²⁰

- 1) Orientation: Giving the reader/listener the background information needed to understand the text.
- 2) Events: ordered in a chronological sequence.
- 3) Re-orientation: closure of the events

STRUCTURAL ELEMENT	Orientation: provide the setting and introduces participants.	Example: I was riding bicycle on the bypass when a bus abruptly hit a tank car.
	Events: tell what happened, in what sequence.	Example: event 1: in the beginning, I though the bus would turn left but then I looked at the tank car, which would turn left too. Event 2 etc.
	Reorientation	After the ambulance had taken the victim to the nearest hospital and the policemen

²⁰*Ibid*

		pacified the area and I went back. ²¹
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In other reference there are elements of recount text:

1) Orientation

Orientation consists of opening, introduction the participant, time and the place. As Otong Setiawan Djuharie says: “Orientation refers to part of the text which is gives setting or introducing”.²²

Related to the above of explanation, the writer concludes that orientation is a part of structure of recount text which content participant, place, and time of the events. It can be determined by giving question “who, where and when”, and usually occurs in the beginning of the text. For example: (who) Muhammad, David, I and you, (When) last time, yesterday, last week, (where) in the school, at home, and in Jakarta.

2) Event

An event is a part of recount text that contains sequences of phenomenon or tells what happened in the story. Gerot and Wignel say, “In another word, Otong Setiawan Djuharie says that event is sequence of event”.²³ The conclusion is events refer to show

²¹*Op.Cit.*, Sanggam Siahaan and Kisno Shinoda, p. 36-37.

²²Otong Setiawan Djuharie, *Genre* (Bandung: YramaWidya, 2007), p. 44.

²³Otong Setiawan Djuharie, *Loc.Cit.*

phenomenon that happen. Such as: I bought many books last week. In the sentence, the event can be found on verb is “bought”. Here the word “bought” shows the subject phenomenon or activity.

3) Re-orientation

Re- orientation is a part of structure of recount text contains optional closure of the event in the text. Otong Setiawan Djuharie says that “Re- orientation refers to the part of text that gives indication that the events in the text have finished”.²⁴ By comprehending the quotations, the writer concludes both experts determine re- orientation as the conclusion of the text. It also can be determined as the ending of the events in the text or story.

d. The language features of recount text

²⁴*Ibid.*

The language features of recount text, tells about language or part of speech that use of recount text. Here will be explained as follow:

LANGUAGE FEATURES	Using nouns and pronouns	Example: David, we, they, his
	Using action verbs	Example: went, spent, played
	Using time conjunctions	and, but, after, finally
	Using adverbs and adverbs of phrases	in my house, two days ago, slowly, cheerfully
	Adjectives	beautifully, sunny
	Using past tense	Verb II, examples: went, studied, wrote, ate and drank.

The writer concludes that recount text has its structure and language features as the draft of its text. To give more understanding about it, the writer presents you the example as follow:

My personal experience

Orientation	When I was junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all subject that I took during school especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations and biological processes.
Events	One, my teacher grounded me in the library because I did not do my biology homework. The teacher asked me to read several books and make a summary about them. When I browsing the shelves, I found a book entitled “the inventor of medicine”. I thought ‘ok, this is a start’. I took it out began reading it. I learned from the book about Edward Jenner. He was an English doctor who found the cure for

	smallpox. The next one was Louis Pasteur. His interesting bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiment nonbacteria also proved that tuberculosis can be spread to others by contact. Finally, there was alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.
Reorientation	After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor. ²⁵

Based on the explanation above, can concluded that writing recount text is a creative activities to retell the facts, personal experience and events in past time. For example: my personal experience, holiday to Bali, etc.

B. The Review of Related Findings

In this research, the writer was related findings to researcher. That is, Nunung Sri Andayani Khoirul "The Analysis of the students' ability in writing recount text at grade X SMA Negeri Ajasa Jember".²⁶ From the result of the research, it was found that the students' ability in writing recount text was categorized as poor. It can be seen from the students' writing score given by rater one (the researcher) was 16 students (42%) were categorized poor and rater two (the teacher) was 12 students (32%) were categorized poor.

²⁵Artono Wardiman, Masuki B. Jahur and M. Sukirman, *English in Focus for Grade VIII Junior High School* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 115-116.

²⁶Nunung Sri Andayani Khoirul "The Analysis of the students' ability in writing recount text at grade X SMA Negeri Ajasa Jember."

So that, the researcher wants to look for other information deeply, with the same material in writing recount text. It is “An Analysis Students’ Difficulties in Writing Recount Text at Grade VIII SMP N 11 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The research would be conducted at SMP N 11 Padangsidimpuan that was located Gang Sibaganding, kel. Sitamiang Baru, kec. Padangsidimpuan Selatan.

Time of the research, the writer would be planned on May 2014 until finish. The writer wished the process to finish this research would be success and could get good result.

B. Research Design

Quantitative methods of research were based on the collection and analysis of numerical data, usually obtained from questionnaires, tests, checklists, and other formal paper-and-pencil instruments. Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study.¹

In quantitative project, the problem was best addressed by understanding what factors or variables influence an outcome. For example, in response to worker cut backs (a problem for all employees), an investigator may seek to discover what factors influence bussines to downsize. Another researcher may need to understand the high disvorce rate among married couples (a problem) an examine whether

¹ L.R. Gay and Peter Airasian, *Educational Research Competencies For Analysis And Application*, (Prentice-Hall, 2000), p. 8-11.

financial issues contribute to divorce. In addition, in quantitative introductions, researchers sometimes advance a theory to test and they would incorporate substantial reviews of the literature to identify research questions that need to be answered.²

C. Population and Sample

1. Population

Suharsimi Arikunto says, “A population is a set (collection) of all elements processing one or more attributes of interest.”³ According to Sugiono and Ruslan “Population is generalization area consist of object/subject has special quantity and characteristic which determined by researcher to get concluding.”⁴ In similarly, Ary and Sukardi says “Population is all members of well defined class of people, event, or objects.” In addition, Babbie says “Population is the elements of research as target of result research theoretically.”⁵

Based on the definition of population above the writer concluded that population is all members of well defined class of people that has same characteristic as target of result research theoretically.

² John W. Cresweell, *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. Second Edition (New Delhi: United States of America, 2002), p. 75-76.

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p. 108.

⁴ Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT. Raja Grafindo Persada, 2004), p. 133.

⁵ Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

The population of this research is three rooms there are VIII-1, VIII-2 and VIII-3. So that the total of the three rooms can be seen in the table below:

Table: 3.1
The population grade VIII SMP N 11 Padangsidimpuan
2014/2015 academic year

No	Class	Number
1	VIII-1	37
2	VIII-2	37
3	VIII-3	36
TOTAL		110

2. Sample

Arikunto says “sample is a part of population which will be researched.”⁶ The result of research from the sample took generalization to whole population. The writer guided to the opinion of Suharsimi Arikunto, who said: “When the subject less than 100, taken better all together and if its amount more amount is have taken by 10%- 15% or 20%- 25% or more appropriate with the researchers ability”,⁷ and to get the sample, the researcher applied random sampling technique by choosing based on the students’ number absent. The procedures were: the researcher identified all students’ of the grade VIII SMP N 11 Padangsidimpuan as a population of research.

D. Instrument of Collecting Data

⁶ *Op.Cit*, Suharsimi Arikunto, *Prosedur Penelitian*, p. 109.

⁷ *Ibid.*, p. 134.

In doing research a researcher must have instrument, because a good instrument could go guarantee for taking the data. The instruments also to give score for research result.

Suharsimi Arikunto says, “Instrument of the research is a tool of facility is used by the collecting data.”⁸ The instrument of collecting data in this research is using test and interview. Test is the essay test that is used to measure students’ difficulties in recount text and to find the efforts this case.

1. Test

Test is a tool that use to know the students difficulties on the student writing recount text, the writer will use some instruments to collect the data. The instrument is test.

The form of the test is essay test. Essay is a literary device for saying almost everything and adds that by tradition almost by definition⁹. The writer will use the students as participant, in doing test. The writer will use written techniques. The writer would be control all the students when doing this test and the students involve this research.

In order to gather the data accurately on students’ difficulties in writing recount text, the researcher gives a writing test. Test is some tittle to get information that pointed understanding the text. Appropriate with the

⁸ *Ibid*

⁹En. M.wikipedia.org/wiki/essay, (assessed nov 11 2013)

instrument of this research, the researcher wants to know the students' difficulties in writing recount text. In this research, the researcher giving test about writing a text recount. The test is Write down a recount text by choosing one titles below. The titles were:

- a. My personal experience
- b. Holiday
- c. My best experience

In giving score for the students' writing test, there are some indicators that must be considered. There were five components that been paid attention to score, namely content, organizing, vocabulary, language use, and mechanics.

Table: 3.2
Indicator of writing

No	Indicators	Scoring	Description
1	Content	30-27	Excellent to Very good: knowledge, substantive, development of the thesis, relevant to assigned topic.
		26-22	Good to Average: sure knowledge of subject, adequate range, limited development of the thesis, most relevant the topic but lack details.
		21-17	Fair to Poor: limited knowledge of the subject, non substantive, non patient, or not enough to evaluate.
2	Organization	20-18	Excellent to Very good: ideas clearly stated, supported cohesive time sequence-particular-particular-general-general-to particular.

		17-14	Good to Average: somewhat copy loosely organized but main ideas stand out-limited support but complete sequencing.
		13-10	Fair to Poor: not fluent-ideas confused or disconnected-lacks logical sequencing.
		9-7	Very Poor: doesn't communicate, no organizing or not enough to evaluate.
3	Vocabulary	20-18	Excellent to Very good: exact word-effective word/ idiom choice and usage word form mastery- appropriate register.
		17-14	Good to Average: adequate range-occasional errors of word/ idiom form, choice, usage, but meaning not obscured.
		13-10	Fair to Poor: limited translation usage but meaning not obscured.
		9-7	Very Poor: essential translation little knowledge of English, not enough vocabulary, idiom word form, not enough to evaluate
4	Language use	25-22	Excellent to Very Good: effective complex construction-few errors arrangement, tenses, number, word function, articles, pronouns, preposition.
		21-18	Good to Average: effective but simple construction minor problems in complex construction several errors of agreement, range number word order/function: articles, pronoun, preposition, but meaning seldom obscured.
		17-11	Fair to Poor: major problems in simple/complex construction frequent errors, agreement, tense, number, word function, articles, pronoun, preposition and/ or fragment detections-meaning confused and obscured.
		10-5	Very Poor: virtually no mastery of sentences construction rules dominated by errors, does not communicate, not enough to evaluate.
5	Mechanics	5	Excellent to Very Good: demonstrates mastery of connections-few error of

			spelling, punctuation and capitalization writing sentence.
		4	Good to Average: occasionally errors spelling, punctuation, and capitalization writing sentence but meaning obscured.
		3	Fair to Poor: frequent error spelling, punctuation, and capitalization writing sentence, poor hand writing meaning compused or obscured.
		2	Very Poor: no mastery of connection dominated by errors of spelling, punctuation, capitalization, paragraphing, and writing illegible or not enough to evaluate. ¹⁰

The table above is indicator scoring of writing, indicator scoring of writing is content, organization, vocabulary, language use and mechanics. Whereas indicator scoring of recount text just in organization, because it is rubric scoring about the structure element of recount text. In giving score for the students' writing recount text test, there is indicator that must be considered.

Table 3.3
Indicator of Recount Text

Indicator of Recount Text	Scoring	Description
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¹⁰Sara Weigh Cushing, *Assessing Writing* (Cambridge: University press, 2002) p. 116

Organization	Orientation	20-18	Excellent to Very good: ideas clearly stated, supported cohesive time sequence-particular-particular-general-general-to particular.
	Events	17-14	Good to Average: somewhat copy loosely organized but main ideas staid out-limited support but complete sequencing.
	Re-orientation	13-10	Fair to Poor: not fluent-ideas confused or disconnected-lacks logical sequencing.
		9-7	Very Poor: doesn't communicate, no organizing or not enough to evaluate.

2. Interview

Interview is data collecting activity by using dialogue.¹¹ While Gay and Peter Airasian in his book, which the title *Educational Research Competencies for Analysis and Application* that interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.¹² So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting. In this research, the writer had done interview with the English teacher. Using

¹¹ John W. Cresweell, *Op. Cit.*, p. 185.

¹² L.R. Gay and Peter Airaisan, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 219.

this interview was to know the students' dominant difficulties and known the efforts done by the English teacher to overcoming the students' difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan.

E. Techniques of collecting data

Based on the instrumen collecting data the writer used test and interview to collect the data. This research writer would explain the technique or mechanism of the research;

Before gave the test to students, first of all the writer explained the subject matter and explain about recount text. Test will be do by students. Second, resercher give some tittle about recount text. Third, students writing the text based on the tittle that their choose. Then, the resercher walking in around the class room, controll the mechanism and wait the students until 45 minutes. After that the resercher collect all of the students' paper.

F. Techniques of data analysis

After collecting data, the researcher analyzed the data by using some steps, there are:

1. Checked the true or false of the data.
2. Conduct sum of the true from the students' answer and then classified it based on their score.
3. Calculated their result (mark) by using Mean score, Median, Modus as the formulas below:

a. **Mean score**¹³

$$M = \frac{\sum X}{N}$$

b. **Median**¹⁴

$$Me = B + \frac{\frac{1}{2}n - (\sum f_2)_o}{f_{Me}} \cdot C$$

c. **Modus**¹⁵

$$Mo = L + \frac{d_1}{d_1 + d_2} \cdot C$$

¹³ Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81

¹⁴ M.Iqbal Hasan, *Pokok-Pokok Materi Statistic (Statistic Deskriptif)*, (Jakarta: PT Bumi Aksara, 2008) P.78

¹⁵ *Ibid.*, p 80

CHAPTER IV

RESULT OF THE RESEARCH

A. Finding

This research was done in SMP Negeri 11 Padangsidempuan which SMP Negeri 11 was one of the junior high school in padangsidempuan and has international standard. The location SMP Negeri 11 Padangsidempuan at Sitamiang, Jl. Sisinga Mangaraja, Gg. Air Bersih, Kecamatan Padangsidempuan Selatan. This school built on July 2003. In the first of, this school was building of SD Impres, so classroom that used for learning that available just sixth rooms.

The second, location of the school at the moment very concerned because, the location not flat but still high rise or vertical. The third, all of students and the teachers rehabilitate the location of school to become the situation until now. For the step one, in begun learning process in SMP Negeri 11 Padangsidempuan this school have 117 students and 24 teachers; that is headmaster, employee, 2 PNS teacher, 4 help teacher, and 16 honorarium teachers.

In the next developments, on 2004 there were 4 additional rooms. That is, 2 classroom, 1 laboratory room, and 1 library room. Then, on 2006 there were 2 additional classrooms even though learning processed can't done in the same time between class 1,2 and 3 so there were students school in the morning and in the evening. On 2011 there were renovation classroom from 3 room became 2 room. On 2012 happened renovation teachers' room and on 2013 happened 2 additional

classrooms so learning processed between class 1, 2 and 3 can done in the same time and all of students can school just at the morning.¹

1. Description of the students' ability on writing recount text at grade VIII SMP Negeri 11 Padangsidimpuan

Based on the result was found from the respondents, it could be seen that the score of respondents vary between 52 up to 84, it means that high score got by the respondent was 84 and the lowest score was 52. The description data of students at grade VIII SMP Negeri 11 Padangsidimpuan on writing recount text can be seen in the following table.

Table 4.3
Table Score Students' Difficulties in Writing Recount Text

No	Initial Name	Indicators					Total score
		Content	Organization	Vocabulary	Lang. use	Mechanic	
1	SYA	17	16	9	8	2	52
2	AFDU	19	18	17	11	5	70
3	NAN	17	17	13	8	3	58
4	JERE	17	17	14	9	3	60
5	INU	26	17	17	20	4	84
6	MEI	17	17	15	10	4	63
7	SIL	17	17	15	10	4	63
8	MUH	25	17	17	20	4	83
9	LAS	19	18	17	11	5	70
10	SRI	17	18	16	10	4	65
11	KHO	18	18	16	10	4	66
12	TRY	19	18	18	15	5	75
13	RAH	19	18	18	15	5	75
14	MEL	19	18	18	15	5	75
15	MUN	18	18	17	10	4	67
16	NA	19	18	17	11	5	70
17	NURU	19	18	17	11	5	70
18	NUR	18	18	17	10	4	67
19	AN	18	18	17	10	4	67
20	RAJA	17	18	17	15	5	72
21	EKA	17	18	17	15	5	72
22	FIT	25	17	17	17	4	80
23	AIS	25	17	17	17	4	80
24	RAY	20	17	17	17	5	76

¹Riski, Official Staff of SMP N 11 Padangsidimpuan.

25	SAN	18	18	17	10	5	68
26	SAK	18	18	17	10	5	68
27	SIS	18	18	17	10	5	68
TOTAL		516/27= 19.11	475/27=17.59	441/27= 16.33	335/27= 12.40	117/27=4. 33	1884/ 27=69. .77

The table above describe about the students ability in writing recount text. Based on the total score in the table above, from the 27 students there were 1 person got score 84, 1 person got score 83, 2 persons got score 80, then 1 person got score 76, 3 persons got 75, 2 persons got sore 72, 4 persons got score 70, 3 persons got score 68, 3 persons got score 67, 1 person got score 66, 1 persons got score 65, 2 persons got score 63, 1 person got score 60, 1 person got score 58 and then 1 person got sore 52.

The table above also describe about the total score for every indicator. The first, total score in content indicator were 19.11. Then, in organization were 17.59. Next, in vocabulary were 16.33. After that, in language uses were 12.40 and the last in mechanics indicator were 4.33.

Based on the description above the writer concluded that, the students score in content there were in fair to poor category. Then, in organization there were in good to average category. Next, in vocabulary there were in good to average category. After that, in language use there were in fair to poor category, and the last mechanics there were in good to average category.

Table 4.4
The Students' Difficulties in Writing Recount Text

Had been gotten as in the table below:

No	Statistic	Total
1	High score	84
2	Low score	52
3	Range	32
4	Mean score	69.77
5	Median	69.75
6	BK	6
7	Interval	5
8	Modus	69.22

From the table above it have been known the higher score of students was 84 score and the lower score was 52 score, range 32, mean score 69.92 and median score (69.75) and the total of class (BK) 6 and interval (I) was 5, and modus was 69.22. Based on the calculation means score above, the students couldn't achieved KKM that was 75. So the ability of students in writing recount text can be categorized low category.

From the data above have been known the mean score 69.77 and median was 69.75 and modus was 69.22, from the three data constituted as central tendency of students difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan. The distributing data above can be seen in the following table:

Table 4.5

Frequency Distribution of difficulties in writing recount text

Score (x)	Frequency Absolute	Frequency Relative
52-56	1	3.70%
57-61	2	7.40%
62-66	4	14.81%
67-71	10	37.03%
72-76	5	18.51%
77-81	3	11.11%
82-86	2	7.40%
Total	27	100%

From the table above it was known the score of students were 1 person (3.70%) have 52 up to 56 score. Then 2 persons (7.40%) have 57 up to 61 score and there were 4 persons (14.81%) have 62 up to 66 score, then there were 10 persons (37.03%) have 67 up to 71 score, then 5 persons (18.51%) have 72 up to 76 score. 3 persons (11.11%) have 77 up to 81 score, and then 2 persons (7.40%) have 82 up to 86 score. **(See in Appendix IV).**

In continuation, the distribution data of student's difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan as the following histogram:

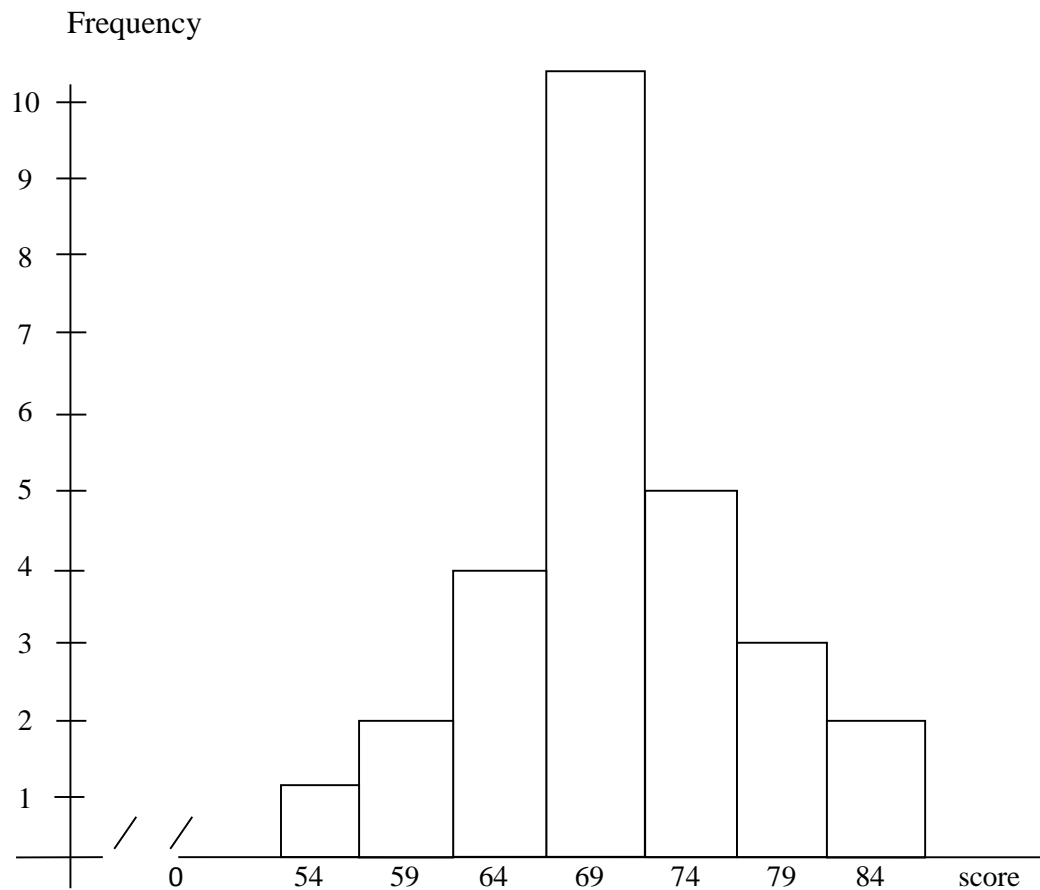


Figure 4.1 the Histogram of Students' difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidempuan Academic Years 2014/2015.

Based on the figure of histogram above, it was describe about the frequency every score distance of students' difficulties in writing recount text. The first, in 52 up to 56 score the frequency was 1. Second, in 57 up to 61 score the frequency were 2. The third, in 62 up to 66 score the frequency were 4. Fourth, in 67 up to 71 score the frequency were 10. Fifth, in 72 up to 76 score the

frequency were 45. Sixth, in 77 up to 81 score the frequency were 3 and the last 82 up to 86 score the frequency were 2.

So from the figure of the histogram above could be seen that, frequency most high (10) were in 67 up to 71 score. It means that the students' ability still low because didn't achieve to KKM at SMP Negeri 11 Padangsidimpuan.

2. Dominant difficulties in writing recount text at grade VIII SMP N 11 Padangsidimpuan.

Based on the total score all of indicators in table score 4.5, the writer described the students' dominant difficulties in every indicator. The first, total score about content were 19.11. Then, about organization were 17.59. Next about vocabulary were 16.33. Language use 12.40 and then mechanics 4.33.

After found the total scores for all of indicators, the writer found the dominant difficulties. The dominant difficulties there were in content indicator and language use indicator because in content and language use indicators were poor category.

Dominant difficulties also found after interview with English teacher at SMP Negeri 11 Padangsidimpuan. The result of interview with the English teacher was the English teacher said that students able in writing recount text with condition after give explanation and examples of recount text. But, many students have difficulties in writing recount text. There are some difficulties when the students writing recount text:

- a. Difficulties in content: Students poor in develop their ideas, don't able to think creatively, doesn't relevant to the topic, limited knowledge, doesn't substantive and doesn't patient. Based on some indicator of scoring students' level knowledge in content could be categorized into five categories, that were: very good 0%, good 0%, average 14.81%, poor 85.18% and then very poor 0% .
- b. Difficulties organization: don't able to write appropriate manner for a particular purpose, ideas not clearly, not sequence and doesn't communicative. Based on some indicator of scoring students' level knowledge in organization could be categorized into five categories, that were: very good 62.96%, good 37.03%, average 0%, poor 0% and then very poor 0% .
- c. Difficulties in vocabulary: Poor vocabulary, not able to write the word effectively and to appropriate sentence. Based on some indicator of scoring students' level knowledge in vocabulary could be categorized into five categories, that were: very good 11.11%, good 81.48%, average 0%, poor 3.70% and then very poor 3.70% .
- d. Difficulties in language use: Not able to arrange the good sentence, error in grammar like: tenses, word function, articles, pronouns, preposition and adverbs. Based on some indicator of scoring students' level knowledge in language use could be categorized into five categories, that were: very good 0%, good 0%, average 7.40%, poor 44.44% and then very poor 48.14% .

- e. Difficulties in mechanics: Error spelling, punctuation, and capitalization writing sentence. Based on some indicator of scoring students' level knowledge in mechanic could be categorized into five categories, that were: very good 48.14%, good 40.74%, average 0%, poor 7.40% and then very poor 3.70% .

3. Efforts done by the English teacher in overcome the difficulties of students in writing recount text

Based on the interview with English teacher at SMP Negeri 11 Padangsidmpuan, she said that, there is strategy to overcoming the students' difficulties in writing recount text. The strategy is make some group and then give the project task to them to look for some text or paragraph recount text.

Other strategies to overcoming the students' difficulties in writing recount text:

- 1) Strategy to overcoming students' difficulties in writing recount text about content:

In expressing knowledge of the content, students conduct a memory search and call on prior knowledge and experience. Generating ideas is one of the important sub-processes that contribute to planning in writing.

Knowledge of the content is ideas or suggestion about a written text. Ideas or suggestion come from the students' experiences and sometimes what did students see and hear. So, to developing ideas English teacher ask

students to practice and practice their writing skill with write their every activity at least one paragraph for one day.

- 2) Strategy to overcoming students' difficulties in writing recount text in language use:

Language use also very important in writing, the language use in this case is structure and grammar. To overcome the students' difficulties in structure and grammar teacher give some strategy. The strategies are: English teacher explain and give example about tenses that use in recount text, ask students to practice writing appropriate manner about structure and grammar and make students in some group and then give project task to find example of recount text, then ask them to identify the sentence that use past tense.

B. The Obstacle of the Research

In this research, the writer knew that there were many mistakes or obstacles done by the writer. It started from the titled until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

On doing the test, there were the obstacle in time, because the students has activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the writer collect the seats answers directly without care about it.

The writer was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

C. Discussion

After analyzing the data was found in this research, the students' ability in writing recount text can be categorized into good category. It can be known from the calculating of mean score (**see appendix IV**) that the students' ability in writing recount text at grade VIII SMP N 11 Padangsidempuan.

In learning recount text, there were some difficulties that faced by students, the difficulties are:

1. Difficulties in content: Students poor in develop their ideas, don't able to think creatively, doesn't relevant to the topic, limited knowledge, doesn't substantive and doesn't patient.
2. Difficulties in language use: Not able to arrange the good sentence, error in tenses, word function, number, articles, pronouns and preposition.

To anticipate the students difficulties, the English teacher do the efforts. The efforts were: English teacher ask student to practice their writing skill with write every activity at least one paragraph for one day. Explain and give formula and example of past tense. Ask students to practice in writing appropriate manner about structure and grammar. Make students in to some group and give project

tasks to find the examples of recount text and then ask them to identify sentence that use past tense.

In addition to learning methods, media is also one thing that the success in the learning process. From interviews conducted by the researchers, in teaching recount text the teacher must be use media receipts are available in the classroom, such as books, blackboard, and other learning tools in the classroom. If nothing, teacher can make cards, pictures or accesses internet to find media that can make learning process become interesting and the student spirit and enthusiasm in study.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions.

Based on the result of test and interview done by the writer about the students' difficulties in writing recount text at grade VIII SMP Negeri 11 Padangsidimpuan, the writer can conclude as follow:

1. The students' at grade VIII SMP Negeri 11 Padangsidimpuan have difficulties in writing recount text. It could be seen from the mean score 69.77. It wasn't achieved their KKM in SMP Negeri 11 Padangsidimpuan that was 75 score.
2. The dominant difficulties that faced by students in learning recount text was about content and language use.
 - a. The difficulties that caused by content were: students poor in develop their ideas, don't able to think creatively, doesn't relevant to the topic, limited knowledge, doesn't substantive and doesn't patient.
 - b. The difficulties that caused by language use were: Not able to arrange the good sentence, error in grammar like: tenses, word function, articles, pronouns, preposition and adverbs.

3. The efforts done by English teacher to overcome the students difficulties in writing recount text were:
 - a. English teacher will improve her skill in learning process.
 - b. Ask students to practice and practice their skill in writing especially in writing recount text with.
 - c. Give students project task to find examples of recount text, then ask them to identify sentence that use past tense.

B. The Suggestions

Based on the conclusions above, writer gave some suggestions as follow:

1. To principle SMP Negeri 11 Padangsidempuan always to motivate the English teacher to increase her ability in teaching English.
2. To the English teacher to motivate the students to improve their abilities especially in learning recount text, and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do teacher says. And then the teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, than that the students are also more easily understand and remember.
3. To the readers especially English learners more improve their knowledge in learning English especially in recount text.

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APPENDIX I

LIST OF TEST

Kepada bapak kepala SMP N 11 Padangsidempuan yang saya hormati, atas nama WALIDAH YUNI sebagai mahasiswa IAIN Padangsidempuan ingin melaksanakan penelitian disekolah yang bapak pimpin ini, adapun tujuan saya untuk melaksanakan penelitian ini adalah untuk melengkapi skripsi saya yang berjudul **Students' Difficulties in Writing Recount Text at Grade VIII SMP Negeri 11 Padangsidempuan**. Maka dari itu saya harap kerja sama dengan bapak dan staf guru disini demi tercapainya tujuan saya tersebut. Berdasarkan hal tersebut saya menggunakan tes untuk mengetahui apa dan bagaimana kesulitan-kesulitan siswa dalam menulis recount text. Tes tersebut adalah sebagai berikut.

A. Instruction (petunjuk):

1. Bacalah pertanyaan dibawah ini dengan seksama!
2. Jawablah pertanyaan di bawah ini berdasarkan kemampuan anda sendiri!
3. Jika ada yang tidak faham tanyalah pada ibu guru!

B. Question (pertanyaan):

Please write the recount text at least 3 paragraph with choose one of three titles below:

(tulislah paragraph recount text minimal 3 paragrap dengan memilih satu dari 3 judul dibawah ini):

- a. My personal experience
- b. Holiday
- c. My best experience

APPENDIX II

The Lists of Interview for the Teacher

No	Indicator	Question
1	Content	Apa usaha-usaha yang dilakukan dalam mengembagkan ide-ide siswa dalam menulis recoun teks?
2	Organization	Apa usaha-usaha yang dilakukan dalam menegmbangkan cara menyusun ide-ide yang sudah dikembangkan tadi agar siswa mampu menyusun hasil tulisan mereka agar terarah secara runtut dan mudah untuk difahami?
3	Vocabulary	Apa usaha-usaha yang dilakukan dalam menembangkan penguasaan perbendaharaan kata mereka?
4	Language use	Apa usaha-usaha yang dilakukan dalam menembangkan penggunaan bahasa mereka?
5	Mechanics	Apa usaha-usaha yang dilakukan dalam menembangkan kebenaran dalam menulis seperti pelafalan kata-kata dan penggunaan tanda baca?

List of the Interview with the English Teacher

1. Apa usaha-usaha yang dilakukan dalam mengembangkan ide-ide siswa dalam menulis recount teks?

Jawab: Membiasakan siswa menulis untuk melatih kemampuan mereka dalam menulis dengan cara memberi tugas harian kepada siswa untuk menulis kegiatan harian yang mereka lakukan setiap harinya mulai dari bangun tidur sampai menjelang tidur kembali minimal 1 paragraph dalam 1 hari dan kemudian diberi hukuman kepada siswa yang tidak mengerjakan tugas.

2. Apa usaha-usaha yang dilakukan dalam mengembangkan cara menyusun ide-ide yang sudah dikembangkan tadi agar siswa mampu menyusun hasil tulisan mereka agar terarah secara runtut dan mudah untuk difahami?

Jawab: Menjelaskan kepada siswa tentang struktur umum recount text yang terdiri dari orientation, event and re-orientation. Menjelaskan kepada siswa tentang pemakaian urutan-urutan kejadian. Dan memberi tugas kepada mereka untuk menulis recount text.

3. Apa usaha-usaha yang dilakukan dalam mengembangkan penguasaan perbendaharaan kata mereka?

Jawab: menggunakan bahasa inggris dalam proses belajar mengajar, memberi tugas kepada siswa untuk mencari kata-kata sulit dalam teks recount, mencari arti kata tersebut dan kemudian menghafal kata-kata tersebut.

4. Apa usaha-usaha yang dilakukan dalam mengembangkan penggunaan bahasa mereka?

Jawab: menjelaskan penggunaan structure and grammar dan memberi contoh penggunaannya. Menyuruh siswa latihan dan latihan dalam menulis kalimat kalimat past tense. Memberi tugas kelompok berbentuk proyek untuk mencari contoh-contoh penggunaan tenses dalam teks

recount dan kemudian menyuruh siswa untuk mengidentifikasi kalimat-kalimat yang menggunakan past tense. Memberi tugas menulis kalimat dalam bentuk past tense.

5. Apa usaha-usaha yang dilakukan dalam mengembangkan kebenaran dalam menulis seperti pelafalan kata-kata dan penggunaan tanda baca?

Jawab: latihan menulis ejaan kata-kata dalam bahasa inggris dengan cara berdikte, dan kemudian mengevaluasi hasil tulisan siswa tersebut.

APPENDIX IV

Students' Difficulties Writing

1. Students Score of the Writing Recount Text Score from Low Score to High Score.

52 58 60 63 63 65 66 67 67 67
68 68 68 70 70 70 70 72 72 75
75 75 76 80 80 83 84

2. High score: 84

3. Low score : 52

4. Range = high score – low score = 84-52= 32

5. The total of classes (BK) = 1 + 3.3 log n

$$\begin{aligned} &= 1 + \log (27) \\ &= 1 + 3.3 (1.414) \\ &= 1 + 4.6662 \\ &= 5.6662 \\ &= 6 \end{aligned}$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{32}{6} = 5.33 = 5$$

7. Mean score

$$\begin{aligned} M &= \frac{\sum Score}{\sum Responden} \\ &= \frac{1884}{27} = 69.77 \end{aligned}$$

8. Median

52 58 60 63 63 65 66 67 67 67
68 68 68 70 70 70 70 72 72 75
75 75 76 80 80 83 84

Table

Frequency Distribution of difficulties in writing recount text

Score (x)	Frequency Absolute	Frequency Relative
------------	--------------------	--------------------

52-56	1	3.70%
57-61	2	7.40%
62-66	4	14.81%
67-71	10	37.03%
72-76	5	18.51%
77-81	3	11.11%
82-86	2	7.40%
Total	27	100%

$$Me = B + \frac{\frac{1}{2}n - (\sum f_2)_o}{f_{Me}} \cdot C$$

$$B = 66.5$$

$$(\sum f_3)_o = 7$$

$$f_{Me} = 10$$

$$C = 5$$

$$Me = B + \frac{\frac{1}{2}n - (\sum f_3)_o}{f_{Me}} \cdot C$$

$$Me = 66.5 + \frac{13.5 - 7}{10} \times 5$$

$$Me = 69.75$$

9. Modus

$$Mo = L + \frac{d_1}{d_1 + d_2} \cdot C$$

$$L = 66.5$$

$$d_1 = 10 - 4 = 6$$

$$d_2 = 10 - 5 = 5$$

$$C = 5$$

$$Mo = 66.5 + \frac{6}{11} \times 5$$

$$= 66.5 + 2.72$$

$$= 69.22$$



**KEMENTERIAN AGAMA
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Tanggal : *Pengesahan Judul dan Pembimbing Skripsi*
Padangsidimpuan, April 2014
Kepada Yth;
Bapak/Ibu:
1. **Drs. Fitriadi Lubis, M.Pd.**
2. **Hamka, M.Hum**
Di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Yang hormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji
Pembimbingan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

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Semester/Thn Akademik : **VIII (Delapan) 2013/2014**
Jurusan : **TARBİYAH/TBI-2**
Judul Skripsi : **AN ANALYSIS STUDENTS' DIFFICULTIES IN WRITING RECOUNT
TEXT AT GRADE VIII SMP NEGERI 11 PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi
Pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami
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Padangsidempuan, 26 September 2014

Hal : *Mohon Bantuan Informasi
Penyelesaian Skripsi.*

Kepada
Yth, Kepala SMP N 11 Padangsidempuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidempuan menerangkan bahwa :

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Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**An Analysis Students' Difficulties In Writing Recount Text at Grade VIII SMP Negeri 11 Padangsidempuan**". Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul di atas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Rektor
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