



**STUDENTS' PROBLEMS IN WRITING RECOUNT TEXT
AT GRADE VIII MTS AL FURQON
AEK NABARA TONGA**

A THESIS

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

Written by:

LENNY WARNISYAH HARAHAHAP
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**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020**



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LETTER OF AGREEMENT

Term : Munaqasah
a.n. Lenny Warnisyah Harahap
Item : 7 (Seven) Exemplars

Padangsidempuan, 23 October 2020.
To:
Dean Tarbiyah and Teacher Training
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Assalamu a'laikum warahmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on thesis belongs to **Lenny Warnisyah Harahap** entitled "**Students' Problems in Writing Recount Text at Grade VIII MTs Al Furqon Aek Nabara Tonga**". We approved that thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Educational Departemnt of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.
Wassalamu a'laikum warahmatullah wabarakatuh

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidempuan in article 14 verses 2.

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**The Tittle of Thesis : STUDENTS' PROBLEMS IN WRITING
RECOUNT TEXT AT GRADE VIII MTS AL
FURQON AEK NABARA TONGA**

ABSTRACT

This research discusses about students' problems in writing recount text at grade VIII MTs Al Furqon Aek Nabara Tonga. This research aims to know students' problems in writing recount text and to find out the most dominant problem in writing recount text. The researcher focuses on linguistic problem of personal recount.

The researcher uses qualitative research and descriptive method to analyze the data from 20 students who did the test. In collecting data, the researcher uses test as an instrument of the research. It is used to identify students' problems in writing recount text.

Based on the test result of this research, the researcher found out students' problems in writing recount text in linguistic problem. They are grammar, vocabulary, language use, and choice of sentence. The researcher identified some students had more than one problem. So, the researcher concluded that 15 students had problems in grammar, 10 students had problem in vocabulary, 2 students had problem in language use and 3 students had problem in choice of sentence. While the most dominant problem was grammar with 75%.

Key words: Students' problems, writing, recount text, and linguistic problem.

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RECOUNT TEXT AT GRADE VIII MTS AL
FURQON AEK NABARA TONGA

ABSTRAK

Penelitian ini membahas tentang analisis masalah siswa dalam menulis recount text di kelas VIII MTs Al Furqon Aek Nabara Tonga. Penelitian ini bertujuan untuk mengetahui masalah siswa dalam menulis recount text dan menemukan masalah yang paling dominant dalam menulis recount text. Peneliti berfokus pada linguistic problem dalam menulis personal recount.

Peneliti menggunakan jenis penelitian kualitatif dengan metode deskriptif untuk menganalisis data dari 20 siswa yang telah melakukan test. Dalam pengumpulan data peneliti menggunakan test sebagai instrument penelitian. Test tersebut digunakan untuk mengidentifikasi masalah siswa dalam menulis recount text.

Berdasarkan dari hasil penelitian ini, peneliti menemukan masalah siswa dalam menulis recount text pada linguistic problem terdiri dari; grammar, vocabulary, language use dan choice of sentence. Peneliti telah mengidentifikasi beberapa siswa memiliki lebih dari satu masalah. Jadi, peneliti menyimpulkan bahwa ada 15 siswa mempunyai masalah pada grammar, 10 siswa mempunyai masalah dalam vocabulary, 2 siswa mempunyai masalah dalam language use dan 3 siswa mempunyai masalah dalam choice of sentence. Sedangkan masalah yang paling dominant adalah grammar sebanyak 75%.

Kata kunci: *Masalah siswa, menulis, recount text dan linguistic problem.*

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4. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty in IAIN Padangsimpuan.
5. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Education Department.
6. Mrs. Sri Rahmadhani, M.Pd., as the Staff of English Education Department.
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Finally, I realize that there must be some weaknesses in this thesis. Therefore, I am waiting for any value critics and suggestions that can improve this thesis.

May Allah, the Almighty bless them all. Aaamiiin.

Padangsidimpuan, October 2020.

Declaration Maker,

LENNY WARNISYAH HARAHAHAP

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Problems are general part of life, because the problem is a mismatch between ideas and reality, between what should be the facts that exist, or between desires and expectations that occur. The problem is considered to exist when someone realizes the desired condition does not correspond to reality. The problem is a situation and condition that are not desirable. So, all of the problems are something that need to be resolved.

However based on AL Quran, the problem is a form of Allah's love in the form of a test or warning to improve the degree and quality of life of a servant. Someone who relies on the principles of the AL Quran is always able to solve the problems of his life with patience and gratitude.

Language is important which connects each other people in daily routines. Imagine if in this world there is only one language, because humans are social creatures. Therefore language can be said as a communication tool and a means of interacting with other people. So, there are many different types of language in the world. Language is the entire communication tool to convey a message to the interlocutor by using symbols, movements, sounds, and whatever is produced from human speech tools. There are many languages; they are sign language, mother tongue, regional language, national language, and international.

Sign language is language that can be understood from the expression, gesture, and eye contact. Mother tongue is language that was first introduced to human babies or children which will have a big influence on the accent and habits of children to socialize, so it is not uncommon that mother tongue is also often called environmental language.

Regional language is language spoken by the society based on ethnicity and culture in a particular region or province. National language is the official language agreed by the central government to unite languages in all strata of society even though different ethnic groups in a country.

International language is the language unity of all countries throughout the world to facilitate communication between nations regardless of national origin. International languages consist of Arabic, English, Hindi, Mandarin, Spanish, Russian or Portuguese, Malay (Indonesian) Bengali and French. Most countries in the world prioritize mastery Arabic and English languages for science, technology, industry, international trade, politics, media information and education.

English is the second international language after Arabic as well as the second language in Indonesia. English is used as a communication either in written or spoken. Moreover, English is very important role in politics, industry, science, technology and education. In education, English is used to communicate between teachers and students to give an information about knowledge or to explain the subject. Study about English can be supplied for students' future.

In English there are four skills; listening, speaking, reading and writing. The first listening, listening is a process to hear more deep to catch the information, symbols, and message. The second speaking, speaking is an interactive process to extend and to involve in a communication. The third reading, reading is an interactive process between a reader and writer. The reader can accept the meaning from the writer mean. The last, writing is the way to get information from written and focusing to the text.

One of language skill that students will learn in learning English is writing skill. Writing skill can be related to the others skill such as listening, speaking, and reading. Writing skill has a role to help students in developing their English. It means that writing activity can be done by students to create their creative doing in English.

Writing is a productive skill that the students must have, such as ability to use vocabulary, grammar, and to distribute idea to be written. To make a good writing, the students should have the basic knowledge in grammar, vocabulary, and organizing idea. All of them are connected with good writing skill and producing a good language owner.

Allah SWT said in Al-Quran that writing is needed to study:

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥٤﴾

“He who taught (the use of) the pen {4}, Taught man that what he did not know” {5}.” QS. Al-A’laq verses 4-5.

Students should study about genre text, like recount, procedure, anecdote, hortatory, discussion, news item, review, analytical exposition, report and descriptive text. In this research, the researcher only focus on recount text.

Based on some theories, recount text is a kind of genre text which contents a retell experience or past event by using past tense. In recount text, a writer tells about his/her personal experience to readers. There are generic structures in recount text; orientation, event and re- orientaion. The orientation explains about when, where, and who. The event is content of the text or writer story. The re-orientation is to conclude what the text telling.

Now, teaching English in Junior High School applies school based curriculum 2013. This curriculum has four aspects of assessment which are aspect of knowledge, aspect of skill, aspect of attitude and behavior. Curriculum 13 aims to build and develop the basic potential of students to become independent human beings with their future.

Therefore students of Junior high school do not only study the knowledge of foreign language as structure, grammar, vocabulary and all components of English. But also, they are expected to be successful in learning English through mastering both language skills and language components which should be in line based curriculum for their syllabus and education goal.

According to the English teacher of MTs Al Furqon Aek Nabara Tonga, based on his experience in teaching recount text. He faced some problems in

writing recount text. First, the students did not pay attention to the material when the teacher was explaining recount text. Second, they were confused to identify each generic structure of recount text. Third, sometime they did not use past tense in writing recount text and the last they were lack of vocabularies, that is way they only focused on the dictionary looking for word by word to make a sentence.¹ So, the researcher concluded that they had some problems but the researcher looking for linguistic problem.

From the explanation above, the researcher decided to analyze on students' problems in writing recount text especially in linguistic problem. So, the researcher was interesting to research about "*Students' Problems in Writing Recount Text at Grade VIII MTs Al Furqon Aek Nabara Tonga.*"

B. Focus of the Problem

Based on the background above, the research only limited on students' problems in linguistic problem of writing personal recount text at grade VIII MTs Al Furqon Aek Nabara Tonga.

C. Formulation of the Problem

From the explanation above, the research formulated as:

1. What are students' problems in writing recount text of personal recount at grade VIII MTs Al Furqon Aek Nabara Tonga?
2. What is the most dominant problem in writing recount text of personal recount at grade VIII MTs Al Furqon Aek Nabara Tonga?

¹Syafrijal Siregar as English teacher, *Private Interview* (MTs Al- Furqon, Aek Nabara Tonga: 23 July 2020 at 09. 41 a.m).

D. Aims of the Research

Based on formulations of the problem, the main of this research are:

1. To find out students' problems in writing recount text of personal recount at grade VIII MTs Al Furqon Aek Nabara Tonga.
2. To find out the most dominant problem in writing recount text of personal recount at grade VIII MTs Al Furqon Aek Nabara Tonga.

E. Significances of the Research

The significances of this research are as follows:

1. For Headmaster to guide English teacher to be better teaching.
2. For teachers, it will give more knowledge in recount text and students' difficult. It also can solve the problem of teacher in teaching writing recount text.
3. For students, they will be able to build up the meaning, grammar and some vocabularies of text given to them.
4. For other the researchers, this study can help the researcher to solve the problems or difficulties in writing recount text and also being a contribution to find out the review of related finding for the next research.

F. Definition of the Terminologies

According to the topic if this research, the researcher explains some terminologies that are used in this research. To be clearly the key terms they are:

1. Students

According to Hornby student is a person who is studying at a university or college.² While in Indonesia that student who is studying from elementary school, junior high school, senior high school until university and also who change process studying to better. Students are here the students at grade VIII MTs Al Furqon Aek Nabara Tonga.

2. Problems

Problems faced by a person vary such as emotional problems, ways of thinking, attitudes or behaviour. Problem is what the humans want does not match reality. So, the problem means that some students' difficulties in writing recount text could have an effect on their language.

3. Students' Problems

Students' problems are from two words and they are plural noun. The first is student and the second is problem. Students get some problems in writing recount text. As using past simple, identifying generic structure, and lack of vocabularies, they are called students' problems. Therefore, the teacher needs to solve or handle those shortages.

4. Writing

Writing is one of language skill among listening, speaking, and reading. The written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of

²A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p.1187.

readers.³ So, writing can be defined as an activity to express the imagination or idea with text or paragraph and writing can give information to reader based on written as a communication.

5. Recount Text

Recount text is one of the kinds of genre text. A recount describes events, so plenty of use is made of verbs (action words) and to describe or add more detail to verbs. Recount text is a text which retells event or experiences in the past.⁴ So, recount text is retelling about experience of past moment by using past tense.

Based on the focus of the research, the researcher explains specifically about personal recount. Personal recount retells an activity that the writer or speaker has experienced.⁵ So, personal recount is the text of real events, experience, and diary which the students happened in the past.

So, students' problems in writing recount text at grade VIII MTs Al Furqon Aek Nabara Tonga means the researcher only analyzes on students' problems in writing personal recount text then classification to linguistic problem. The researcher chooses the title to explain and describe the real problems in the field.

³Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2007), p. 2.

⁴Ilmiah, "An Analysis of Grammatical Error in Writing Recount Text," *Jurnal Educative: Journal of Educational Studies* 03, no. 01 (2016), p. 15.

⁵ John Barwick, *Targeting Text*, 2nd ed. (Australia: Blake Education, 1999), p. 9.

G. Outline of the Thesis

The systematic of this research divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter I, it consisted about introduction, they were: background of the problem, focus on the problem, formulation of the problem, aim of the research, significances of the research, definition of the terminologies, and outline of the thesis.

Chapter II, it consisted of the theoretical description which explained about definition of students' problems, writing and recount text. Review of related finding explained about some findings that were done by other researcher in the same research.

Chapter III, it consisted of research methodology which clarified about research design, place and time of the research, informants and participants of the research, instrument of collecting data, technique of analysing data and technique of checking the data trustworthiness.

Chapter IV, it consisted to the result of research. The research result consisted to presentation of the data, discussion, and the threats of the research.

Chapter V, it consisted about conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Descriptions

1. Students' Problems

a. Definition of Students' Problems

Student is someone who attends educational institution. According to Hornby student is a person who is studying at a university or college.⁶ So, student is a person who gets the impact in learning routines at school or another formal education place.

According to Merriam Webster student is who attends a school, college or university and who studies an attentive and systematic observer.⁷ So, student is person who studies in schools under full and structured supervision. Based on those definitions above, students are people who study at every level of the school in learning activities and entitled to receive formal or informal education. Therefore students must be involved with all activities that can build their identity, interests and talent such as learning to get useful knowledge in the future.

Problem is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome, this is from English dictionary. The problem comes when what is hoped for is not realized, what is desired is not achieved. Problem is a thing that is difficult to deal

⁶ A.S Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995),p. 1187.

⁷Merriam A Webster, "Definition of Student," n.d., (<https://www.merriam-webster.com/dictionary/student>), retrieved 10:06 PM (2020).

with or understand.⁸ So, the problem is an incomprehensible difficulty. A problem always has to do with dissatisfaction about a certain situation. An expected situation in the future does not to be accepted.⁹ So, the problem is a difficult situation or condition that is not desired or as expected.

From explanations above, the problem is a condition that cannot be predicted or cannot be denied, but it always happens to every living thing and needs a solution. It means of problem is the conduction or situation in future no appropriate to someone need or wish. It has many difficulties and reject. The researcher concluded that all of situation or condition which make it difficult and prevent students from getting learning and completing education at school or university. Students' problems are what students faced difficulties in learning and understanding the context of science that have been taught by subject teachers, especially in English learning (recount text).

b. Kinds of Students' Problems in Writing

According to Byrne divides the problems that make writing difficult into three categories. They are:

1) Psychological Problem

Writing on the other hand, is essentially a solitary activity and the fact we are required to write on our own, without possibility of interaction or the benefit of feedback.

⁸ Hornby, *Oxford Advanced Learner's Dictionary of Current English*.

⁹Rooneburg and Eekels, "Product Ontweren: Stucture Metheon," Utrecht, Lenma, 2007, https://arl.human.cornell.edu/PAGE_DELF_Requirement_Vision_Specs.pdf, p. 31.

2) Linguistic Problem

In writing, both through our choice of sentence structure and by our sentences are linked together and sequenced, that the text we produce can be interpreted on its own.

3) Cognitive Problem

Writing have to master the written form of the language and to learn certain structures which are less used in speech or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.¹⁰

Based on students' problems in writing above, psychological problem is writing problem that arise from within the students' mentality such as building ideas, write content, and composing sentences. Linguistic problem is problem that comes from students' ability in grammatical and structure, and cognitive problem is problem in students' understanding use common language.

From explanation above, the researcher relates the elements of Umiyatun's research are grammar, content, organization, vocabulary, punctuation, spelling and mechanics. It means the classification of linguistic problem. In Hikmah's research also tells the four aspects of writing are organization, content, grammar, and vocabulary. It means can be categorized to linguistic problem.

So, the researcher concluded that all the students' problems in writing recount text. As their problems were in identifying language features, using past tense, they were lack of vocabularies, and confused to create a good text. It is students' problem in linguistic problem.

¹⁰ Donn Byrne, *Teaching Writing Skills*, 6th ed. (London and New York: Longman, 1988), p. 4-5.

2. Writing

a. Definition of Writing

Writing is necessary components of education, livelihood, and functional basics in society, especially of students' activities at school. According to Harmer, writing is way to produce language and express idea, feeling, and opinion.¹¹ It means writing can defined as an activity to express the imagination or idea with text or paragraph and writing can give information to reader based on writer as a communication.

Writing is intellectual skill, from writing person find the idea and think about express what they feel, want, and look into a word or statement and several paragraphs so that, it makes than easier for other to understand. According to White and Arndt in Enas Yahya, writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning goal setting, monitoring, evaluating what is going to be written as well as what has been written and using language for expressing exact meanings.¹² It means that writing activity does not give ideas without thinking deeper in understanding grammar.

Writing is a communication tool without face to face, the writer only transfer mind using message. According to Fulwiler, writing is the thinker's way of exploring the world. By writing, people can share their

¹¹ Ilmiah, "An Analysis of Grammatical Error in Writing Recount Text," *Jurnal Educative: Journal of Educational Studies* 03, no. 01 (2016), p. 11, journal.uin-alaudin.ac.id/index.php/elite/article/view/3390.

¹² Enas Yahya Abdullah dan Rajab Ahmad, "Students' Use of Writing Strategies in Relation to Their EFL Writing Performance," *Palestinian EFL University*, no. 1 (2013), p. 1, <https://www.semanticscholar.org/paper/Palestinian-EFL-University-level-Students%27-Use-of-Abdullah-Hammad/d7a49dd1456039a50bff2129a3d0a70185062>.

feeling and get some ideas and combine it into a good writing and the reader gets something from their writing.¹³ It means writing is the container of the writer expresses thinking that will meet the needs of the reader. According to Antoine Meille, the men who invented and perfected writing were great linguists and it was they who created linguistic.¹⁴ It means writing can affect one's skills in creating their own language so that it is easily understood by many people.

So, based on explanations above, the researcher concluded before writing anything every writer or students must study grammar, knows the generic structure of the text, and also master many vocabularies. It can be concluded that writing activity is an expressing to clear imaginative what the reader understand and the writer need. In addition, writing shows the writer's thought concept systematically and detail. The researcher has explained about definition of writing. In writing there are some purposes to easier in classification of the written.

b. Purpose of Writing

According to Kate Grenville, purposes of writing are:

1) Writing to entertain

Writing to entertain is an exciting plot can involve your emotions by creating feelings of suspense. Writing that involves emotions can also be reflective and contemplative.

Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of

¹³ Toby Fulwiler, *A Personal Approach to Academic Writing* (Boyton: Cook Publisher, 2002), p. 16.

¹⁴ Florian Coulmas, *Writing Systems: An Introduction to Their Linguistics Analysis* (London: Cambridge University Press, 2004), p. 7.

imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2) Writing to Inform

Writing to inform is telling the reader about something is going on fact. Examples of writing to inform are newspaper, articles, scientific written, and journal.

3) Writing to Persuade

Writing to persuade is convince the reader of something. This includes advertisements, some newspaper and magazine, articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings or business reports, instructions or procedures, and essays for school and university.¹⁵

From the purposes above, writing to entertain does not need necessary but can influence the readers' feeling and imaginative. Writing to inform is to give information and know real activity of important people. The last writing to persuade is to certain the reader about the author's idea by thinking logical.

There are purposes of writing according to Harcourt:

1) Writing to inform

The purpose for writing to inform is to share facts and other information. Informational texts such as reports make statements that are supported by facts and truthful evidence.

2) Writing to explain

The purpose for writing to explain is to tell what, how, and why about a topic. An example is to explain in writing how to do or make something.

3) Writing to narrate

The purpose of writing to narrate is to tell a story. The story can be made up or truthful. Most forms of narrative writing have a beginning, middle, and end. Examples are fictional stories and personal narratives.

4) Writing to persuade

Writing that has a purpose to persuade states an opinion or goal and supports it with reasons and supporting details in

¹⁵Kate Grenville, *Writing from Start to Finish: A Six-Step Guide* (Australia: Allen&Unwin,2002), p. 1-2.

order to get the audience to agree, take action, or both. At Grade 8, the emphasis shifts to argument.¹⁶

Based on purpose above, the researcher concluded writing to inform is to give the reality accident or true condition. Writing to explain is to describe a topic detailed. Writing to narrate is to express a story for readers entertained. The last, writing to persuade is to invite readers to follow what the author's written.

Writing is needed wherever someone note, especially to the students because writing is important in make summarize, do the task or exercise and another literature. Writing activity can increase the knowledge to students. So, if the students have understood the purposes of writing, they must know how the writing process to create the best written and composed.

c. Writing Process

Writing is one of important skill which should be mastered by everyone especially students because writing can help them to think critically and systematically to build a good writing. Writing process is not only telling what students know and developing the topic or text.

There are five stages of writing process:

1) Prewriting

Prewriting is the analysing the reader, determining the purpose in writing, limiting the scope of what you will cover, and generating potential content. Prewriting is the key to create planning, the students start from the topic or main idea to complied concepts.

¹⁶ Houghton Mifflin Harcourt, "Common Core Writing Handbook," in *Handbook Writing Models and Forms*, 1st ed. (USA: Houghton, 2012), p. 30.

- 2) Drafting
Drafting is beginning the step of writing. Drafting stage is to take the outline, focus on the content and developing the topic clearly.
- 3) Revising
Revising is re-read the text and re-pair the content.
- 4) Editing
Editing is review the revising, re thinking the content and check grammar, sentence structure and word choice.
- 5) Publishing
Publishing is the last stage in writing process. Before publishing must be eliminated errors written. The students must have intended their written to make it readable.¹⁷

So, the students can arrange their own sentences, find idea, make summarize, organize the information and analyse the content of text. There are other statements about writing process. Writing process is the stages to writing something, the writing processes are as follows:

- 1) Prewriting
This is the stage where students begin to plan their writing, students:
 - a) Define a task and purpose.
 - b) Identify an audience.
 - c) Brainstorm ideas.
 - d) Narrow and choose a topic.
 - e) Plan and organize information.
- 2) Drafting
During drafting, students make their first attempt at fleshing out the prewriting idea and forming it into a written work. In other words, students put their ideas in writing. In this stage, students:
 - a) Write a first draft.
 - b) Do not yet worry about perfecting their writing.
 - c) Know that they can revise, edit, and proofread later.
 - d) Use their plan and checklists to help them write or to return to prewriting, as needed.
- 3) Revising
A draft is reread and decisions are made to rework and improve it. In this stage, students might: Read aloud their work to others to determine how it sounds and how it might be

¹⁷Capella University, *The Writing Process* (Minnesota: Capella University), p. 3.

improved.

- a) Conference with other students or their teachers. Add information.
 - b) Delete unnecessary information. Rearrange sentences and paragraphs.
 - c) Combine sentences.
- 4) Editing
- During editing, the draft is polished. In this stage, students reread and correct their writing for the following:
- a) Grammar.
 - b) Spelling.
 - c) Mechanics.
 - d) Usage
- 5) Publishing
- Students share their writing with others. In this stage, students typically:
- a) Make a final, clean copy.
 - b) Use their best handwriting, if writing by hand. If they are sharing their work electronically, they typically choose type faces and other elements to make their writing readable and attractive.
 - c) Combine their writing with art or graphics.
 - d) Make multiple copies, read their writing aloud, post it electronically, or share and display it in some other way.¹⁸

Based on writing purposes above, prewriting is the first stage to prepare, drafting is to write an idea, revising is to arrange sentence to paragraph or text, editing is to review the writing and publishing is the final process in writing. After knowing definition, purpose and writing process, in writing there are many criteria to give score, make evaluation of students' writing and classify of students' assessment.

¹⁸ Houghton Mifflin Harcourt, "Common Core Writing Handbook.", p. 32.

d. Evaluation of Writing

Evaluation of writing is the assessment in writing scoring. There are five evaluations of writing as follow:

- 1) Grammar
 - a) Errors of grammar or word order as severe as to make comprehension virtually impossible.
 - b) Errors of grammar or word order very frequent; reader often has to rely on own interpretation.
 - c) Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
 - d) Some errors of grammar or word order which do not, however, interfere with comprehension.
 - e) Few (if say) noticeable errors of grammar or word order.
- 2) Vocabulary
 - a) Vocabulary limitations so extreme as to make comprehension virtually impossible.
 - b) Vocabulary so limited and so frequently measured that reader must often rely on own interpretation.
 - c) Limited vocabulary and frequent errors clearly hinder expression of ideas.
 - d) Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
 - e) Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
 - f) Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
- 3) Mechanics
 - a) Errors in spelling or punctuation so severe as to make comprehension virtually impossible.
 - b) Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
 - c) Frequent errors in spelling or punctuation; lead sometimes to obscurity.
 - d) Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
 - e) Occasional lapses in punctuation or spellings which do not, however, interfere with comprehension.
 - f) Few (if any) noticeable lapses in punctuation or spelling.
- 4) Fluency
 - a) A 'hotch-potch' of half learned misused structures and vocabulary items rendering communication almost impossible.

- b) Communication often impaired by completely inappropriate or misused structures of vocabulary items.
 - c) Structures of vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
 - d) 'Patchy' with some structures of vocabulary items noticeably inappropriate to general style.
 - e) Occasional lack of consistency in choice of structure and vocabulary which does not, however, impair overall, ease of communication.
- 5) Organization
- a) Lack of organization so serve communication is seriously impaired.
 - b) Individual ideas may be clear, but very difficult to deduce connection between items.
 - c) Little or no attempt at connectivity, through reader can deduce some organization.
 - d) Some lack of organization; reading required for classification of ideas.
 - e) Material well organized, link could occasionally be clear but communication not impaired.
 - f) Highly organized; clear progression of ideas well linked; like educated native writer.¹⁹

So, the researcher concluded to evaluate the writing test must give score classified and value based on students' grammar, vocabulary, fluency and organization. It means that the students are required to be able to write some kinds of text with correct grammar, vocabulary, fluency, organization and good mechanic of writing, because to determine the level of students' writing, the teacher can measure them from five evaluation above.

¹⁹ Arthur Hughes, *Testing for Language Teachers*, 2nd ed. (England: Cambridge University Press, 2003), p. 57-58.

3. Text Genre

a. Definition of Text Genre

In writing and how to write, it comes from a word, sentences, and paragraph then write to be a text. The researcher talks about text; text is collecting of words, several sentences and some paragraphs. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.²⁰ It means text is to consist of some paragraph that has meaning and arranged appropriate with the content.

Text is the ways to express the writer idea. According to Halliday, text is not grouped of words but as a semantic unit.²¹ It means text is not composite of words but text has meaning and message understanding. Based on explanations above, text is a created of human as a tool communication from writer to reader, has meaning and message.

Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.²² It means genre is a variety of languages have limitations content not come from traditional. Genre is kind of text that consists to definition, social purpose and functions.

²⁰Rudi Hartono, *Genre Based Writing* (Semarang: Unnes, 2005), https://www.academia.edu/6464908/Genre_Based_Writing.

²¹M.A Halliday, *An Introduction to Functional Grammar* (London: Oxford University Press, 2004), p. 10.

²²Hartono, *Genre Based Writing*, p. 6.

According to Smith in Himawati, genre are kind of text that each of them has communicative purpose, text structure and characteristics of linguistic. Language is social phenomena and that to use language – to speak or write is to be engaged in an entirely social activities.²³ It means genre is kind of text that has purpose, text structure and characteristics of language.

From explanation above, genre is more specific and examine about definition, social purpose, generic structure, and characteristic of language. So, the researcher concluded text genre is to discuss about kind of text that text has different functions to use. For students, they must know about text and identify types of text to make them more understanding in writing.

b. Types of Text Genre

According to Rudi Hartono, there are types of text:

- 1) Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
- 2) Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
- 3) News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
- 4) Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
- 5) Spoof is a kind of genre used to retell an event with a humorous twist.
- 6) Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
- 7) Explanation is a kind of genre used to explain the processes

²³ Himawati, "Written Recommendation of Hortatory Exposition Text of the Sixth Semester Students of IKIP PGRI Semarang in Academic Year 2008/2009" (IKIP PGRI Semarang, 2009), p. 20, repository.upi.edu/2634/9/T_BING_1302512-Bibliorgahy.pdf.

involved in the formation or workings of natural or socio-cultural phenomena.

- 8) Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
- 9) Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
- 10) Discussion is a kind of genre used to present (at least) two points of view about an issue.
- 11) Description is a kind of genre used to describe a particular person, place or thing.
- 12) Review is a kind of genre used to critique an art work or event for a public audience.
- 13) Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.
- 14) Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case.²⁴

The researcher concluded writing is started by a word for words, sentences, paragraphs and the text. There are some types of text genre such as descriptive, spoof, commentary, narrative, procedure, anecdote, hortatory, discussion, news item, review, analytical exposition, report and recount text. In this research, the researcher only focus on recount text.

4. Recount Text

a. Definition of Recount Text

There are many definitions of recount text. According to Hornby, recount is to tell somebody about one's story, adventure, or experience.²⁵

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense used in recount text is

²⁴ Hartono, *Genre Based Writing*.

²⁵ Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 975.

past tense.²⁶ It means recount text is kind of text that tell a past story to entertain the reader. Recount text is a text that tells the event or the experience of the writer by using sequences of times.²⁷ It means recount text explains about experiences and events that have passed based on the author's story in the form of past tense.

So, the researcher concluded recount text is something that you tell own story. Recount text is one of genre text which tells about experience or past event consist to writer by using action verb and past tense. Recount text has some purpose of the text.

b. Purpose of Recount Text

The purpose of recount text is the written which consist to writer own experience. Text function of recount text is to retell events of informing of entertaining.²⁸ So, purpose of recount text is telling story to entertain reader. A recount reconstructs past events in the name order in which they occurred.²⁹ So, recount is a text include about past moment in temporal time.

The purpose is to allow the writer or speaker to retell event from the past. This includes personal events, factual events or imaginary

²⁶ Syaiful Alazar, "Analysis of Generic Structure of Recount Text," *Thesis IAIN Salatiga* (IAIN Salatiga, 2015), p. 16. e-repository.perpus.iainsalatiga.ac.id/324/1/SyaifulAlazar_11307131.pdf.

²⁷ Rayendriani Fahmei Lubis, "Simple Past Tense in Recount Text," *English Education* 01, no. 01 (2014), p. 33, jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/121.

²⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, 1st ed. (Yogyakarta: Graha Ilmu, 2008), p. 35.

²⁹ John Barwick, *Targeting Text*, 2nd ed. (Australia: Blake Education, 1999), p. 7.

incidents.³⁰ So, the purpose of recount text is a text describing about experience and past events to inform or entertain the reader the audience or the reader. From explanations above, the researcher concluded purpose of recount text is a text tells about past moment or experience used time sequence to entertain the reader.

c. Types of Recount Text

According to John Barwick, there are types of recount text:

- 1) Personal recount
Retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdotes added and may take the form of an oral story, a letter or a diary entry.
- 2) Factual recount
Documents a series of events sequentially and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video.
- 3) Procedural recount
Record; in an oral or written form, the sequence steps needed to achieve a result.
- 4) Critical recount
Critical looks at issue and comments and evaluates negative and positive aspects.³¹

The researcher concluded types of recount. They are personal tells a reality activities in the writer or speaker experience as like diary. Factual talks about scientific documents as like documenter video or scientific work. Procedural talks about steps or criteria needed as like advertisement or tutorial something, and critical tells about negative and positive topic in public society as like magazine or newspaper. So, the

³⁰ Rayendriani Fahmei Lubis, "Simple Past Tense in Recount Text.", p. 34.

³¹ John Barwick, *Targeting Text*.

researcher only focus on analyze of students' writing in personal recount text.

d. Generic Structures of Recount Text

Ken Hyland states there are generic structures of recount text in Syaiful's journal:

- 1) Orientation: Provides the setting and produces participant. It provides information about who, where and when. It is in the first paragraph.
 - 2) Events: Tells what happened, present event in temporal sequence. It usually recounted in chronological order.
 - 3) Re-orientation: Concludes the text. It is in the last paragraph.³²
- According to Sanggam and Kisno, they are generic structure:

- 1) Orientation: Provide the setting and introduces participant.
- 2) Events: Tell what happened, in what sequence.
- 3) Re-orientation: Optional-closure of events.³³

So, the generic structures of recount text are orientation in the first paragraph, events in the middle as the content and re-orientation in the last paragraph to conclude the text.

e. Language Features of Recount Text

Gerrot and Wignel in Desmawati the language features are:

- 1) Focus on participant, as I, Sean, my family, she, we, they.
- 2) Use of material process (action verb), as eat, walk, go.
- 3) Place (where), time (when), participant (who)
- 4) Use past tense, as went, took, laughed.
- 5) Focus on temporal sequence, as firstly, secondly, after, next, then.³⁴

³²Syaiful Alazar, "Analysis of Generic Structure of Recount Text."

³³Shinoda, *Generic Text Structure*.

³⁴Desmawati Radjab Allieni Harris, Mohd. Ansyar, "An Analysis of Students' Difficulties in Writing Recount Text at Grade Tenth of SMA N 1 Sungai Limau," *Journal English Language Teaching (ELT)* 2, no. 1 (2014), p. 56, ejournal.unp.ac.id/index.php/eltarticle/view/4567.

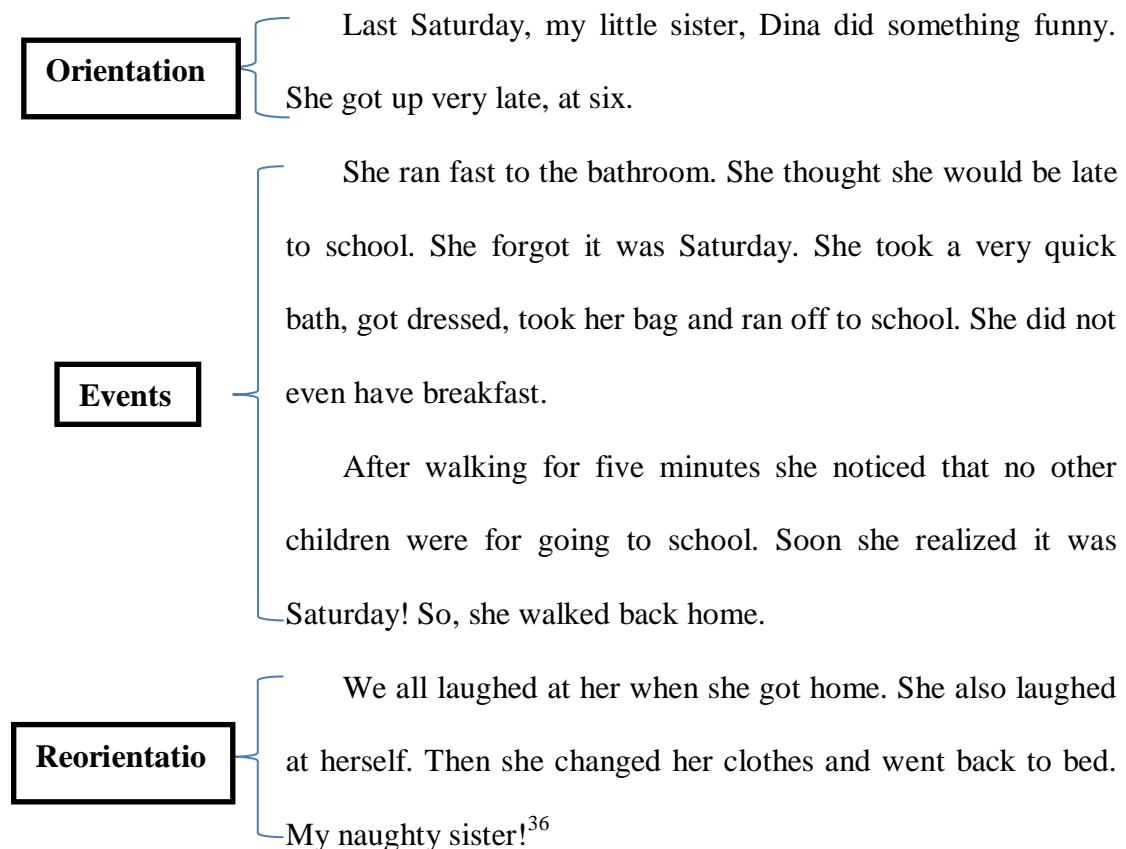
According to Sanggam Siahaan and Kisno Shinoda, they are:

- 1) Focus on specific participants.
- 2) Use of material process.
- 3) Circumstances of time and place.
- 4) Use of past tense.
- 5) Focus on temporal sequence.³⁵

Based on explanations above, the researcher concluded language features of recount text are; participant or subject, action verb, place, time, participant, using past tense and time sequence.

f. Example of Recount Text

My Little Sister



³⁵ Shinoda, *Generic Text Structure*, p. 36.

³⁶ Siti Wachidah dan Asep Gunawan, *Buku Bahasa Inggris: When English Rings a Bell* (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2014), p. 187.

H. Review of Related Finding

There are some researchers that are similar with this research:

The first research done by Umiyatun, she concluded that the 8th graders of SMP N 2 Purworejo in the academic year 2009/2010 had lexico-grammatical problems in writing recount.³⁷ Those problems occurred because most of them made overgeneralization errors and they had limited vocabulary.

The second, a research is done by Khanifatul Hikmah. She analysed that the mean score of students at the first grade of MAN 1 Kebumen in the 2013/2014 was 60.36. The students' problems in writing recount text were grammar (34.10%), vocabulary (29.54%), contents (22.72%) and organization (13.64%).³⁸ It means that students should be given more explanation and exercise in writing recount text.

Then, a research is done by Dian Sukma. She found that the students' skill in writing recount text at SMA N 2 Rambah Hilir as follows: 1 student was very good (3.33%), 11 students were good (36.7%), 16 students were fair category (53.3%) and 2 students were poor (6.67%).³⁹ It means that students

³⁷ Umiyatun, "The Problems of Writing Recount Encoutered by Students of The State Junior High School 2 Purworejo in The Academic Year 2009/2010," *English Education* 1, no. 1 (2010), p. 19, <https://journal.unnes.ac.id/sju/index.php/eej/article/view/152>.

³⁸ Khanifatul Hikmah, "An Analysis of Students' Problem in Writing Recount Text at the First Grade of MAN 1 Kebumen in 2013/2014 Academic Year" (Universitas Muhammadiyah Purworejo, 2014), p. 13.

³⁹ Dian Sukma, "A Study On Writing Recount Text" 1, no. 1 (2015), p. 65, https://e-journal.upp.ac.id/index.php/jee/article/view/1287/pdf_6.

of tenth grade at SMA N 2 Rambah Hilir still had problem in writing recount text.

Next, a research is done by Allieni Harris, Mohd. Ansyar, and Desmawati Radjab. They concluded that the students' writing recount text at the tenth grade of SMA N 1 Sungai Limau is low, that is found mistakes in simple past tense, action verb, linking verb, and pronoun.⁴⁰ It can be conclude that students still have many difficulties in writing recount text.

In addition, a research done by Mezia Kemala Sari, the result shows that the problem that mostly occur is Capitalization (32%) followed by Punctuation (24%) and also Inexplicitness/fuziness problem (20%). Then Poor organization/illogical sequence (12%), Spelling (8%). while grammatical error occurs in less percentage (4%).⁴¹ It shows that students need more basic skills in order to improve their writing comprehension.

Based on some related findings above, the researcher realizes many similarities with their classification of problems such as; grammar, vocabulary, language use and choice of sentence. The researcher hopes that can examine and describe the students' problems in writing recount text and complete the previous research.

⁴⁰ Allieni Harris, Mohd. Ansyar, "An Analysis of Students' Difficulties in Writing Recount Text at Grade Tenth of SMA N 1 Sungai Limau.", p. 55.

⁴¹ Mezia Kemala Sari, "An Analysis of Students' Problem in Writing Recount Text," *Journal Educative: Journal of Educational Studies* 2, no. 1 (2017), p. 15, <https://ejournal.iainbukittinggi.ac.id/index.php/educative/article/view/316>.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research conducted at MTs Al Furqon Aek Nabara Tonga. It locates at Jln. Sibuhuan-Gunung Tua, Aek Nabara Tonga, kecamatan Aek Nabara Barumun, kabupaten Padang Lawas, Sumatera Utara. In this case, the researcher was as the alumni from MTs Al Furqon since 2013. So, the researcher chooses this school to do research. The researcher started from November 18th, 2019 until October 30th, 2020.

B. Research Design

This research used qualitative research with descriptive method of research, because the researcher's aim to know students' writing problems in writing recount text by using survey analysis approach. According to Creswell qualitative research focuses on data collection, analysis, and writing, but they organize out of disciplines and flow throughout the process of research.⁴² So, qualitative approach aims to get a general understanding of social reality from the perspective of the participant.

That qualitative research describes the way things which based on facts and investigates. The researcher choose qualitative descriptive study, because the researcher analysed or described the problems of students writing in recount text based on the research did observation in the classroom and several students have done the test. This result was useful to educational cases.

⁴²John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE Publication, 2014), p. 187.

The terms qualitative research and descriptive method are sometimes used inter-changeably. The goal of descriptive research is to describe a phenomenon and its characteristics.⁴³ So, qualitative descriptive method focused on participant approximately.

C. Participants of the Research

The participants of this research were the English teacher at grade VIII MTs Al Furqon Aek Nabara Tonga and the students at VIII MTs Al Furqon Aek Nabara Tonga. The researcher took VIII which the students were 37 people; they were 19 males and 18 females.

In this research, the researcher chose purposive sampling to take the data, the sample of the data had chosen purposively. Purposive sampling is a type of presentation that is suitable in qualitative research, the use of purposive sampling needs to be adjusted to specific research objectives based on defined criteria or participant categories.⁴⁴ It means purposive sampling is the sample that is studied in accordance with the aims of the researcher.

D. Instrument of Collecting Data

Collecting data is the most important to this research; the researcher should have appropriate technique as observation, and test in documentation study to collecting data. The researcher used the test as

⁴³Hossein Nassaji, "Qualitative and Descriptive Research : Data Type Versus Data Analysis," *Language Teaching Research* 19, no. 2 (2016), p. 130. <https://doi.org/10.1177/1362168815572747>.

⁴⁴ Agustinus Bandur, *Penelitian Kualitatif*, ed. Jatmiko (Jakarta: Mitra Wacana Media, 2016), p. 297.

instrument of collecting data, because test is a tool to the researcher gets the physic data.

According to Brown test is as a method of measuring a person's ability, knowledge or performance in a given dominant.⁴⁵ So, to know and to measure students' problems, the solution is to give the test. The researcher gave test to 30 students but only 20 students have submitted the test to the researcher. There are indicators of students' problems in writing according to Byrne;

Table 1

Table of Students' Indicator Problems in Writing

| Students' Problems | Indicators |
|---------------------------|-----------------------|
| Linguistic Problem | 1. Grammar |
| | 2. Vocabulary |
| | 3. Language Use |
| | 4. Choice of Sentence |

From indicators above, the researcher used test to know how far students' problems to write recount text what they had learned. The researcher focused on linguistic problem to classification their writing. In linguistic problems are grammar, vocabulary, language use and choice of sentence.

E. Techniques of Analysing Data

⁴⁵H. Douglas Brown, *Language Assesment* (San Fransisco: Longman, 2004), p. 3.

Descriptive analysis used as content analysis. This analysis provides an overview of the data analysed.⁴⁶ So, there were steps analysing the data as the following:

1. Collecting the data, the researcher did interview to the English teacher. The researcher also gave the test to 30 students at grade VIII MTs Al Furqon Aek Nabara Tonga.
2. Checking the students' work, the researcher identified students' writing based on linguistic component and made marking wrong in their answer.
3. Description of students' writing, the researcher described the students' answer then analysed it.
4. Calculating percentage of students' mistakes.

$$P = \frac{f}{N} \times 100\%$$

P = Percentage of students' score

f = Frequency

N = Maximum of the students' score

5. Taking conclusion, the researcher concluded the result of analyzing students' essay.

F. Technique of Checking the Data Trustworthiness

Validation is to determine whether the data that occurs in the object of research with data that can be reported by researcher. Trustworthiness is all about establishing these four criteria which are described in more detail below:

⁴⁶Punaji Setyosari, *Metode Penelitian Dan Pengembangan* (Jakarta: Kencana, 2013), p. 218.

1. Credibility

Credibility is which corresponds roughly with the positivist concept of internal validity.

2. Transferability

Transferability is which a form of external validity is.

3. Conformability

Conformability is which largely an issue is of presentation.

4. Dependability

Dependability is which relates more to reliability.⁴⁷

So, for qualitative studies is referred to as validity and reliability.

Qualitative research uses this concept is more obscure because it is put in different terms. According to Holloway and Daymon technique to determine the data trustworthiness, they are:

1. Engaging with the Setting

Your study will be more likely to be valid or trustworthy if you have been engaged in the setting for a lengthy period of time, such as in longitudinal research.

2. Member Checking

Member checking is member validation is when you check your understanding of the data with the people you study, by summarizing, repeating or paraphrasing their words and asking about their veracity and interpretation.

3. Peer Debriefing

Peer debriefing is Sometimes it may be useful to employ the strategy of 'peer debriefing'. This involves colleagues re analysing your raw data and discussing any concerns you might have about their interpretation.

4. Demonstrating an audit trail

The audit trail is the detailed record of the decisions made before and during the research and a description of the research process. It means

⁴⁷ Joko Gunawan, "Ensuring Trustworthiness in Qualitative Research," *Belitung Nursing Journal* 1, no. 1 (n.d.), p. 10.

that you have to keep the documentation, such as raw data, field notes, data collection and analysis procedures, so that you can give evidence from them when necessary.

5. Thick description

It means not only a detailed description of the context, people and process of the research, but also the meaning and intentions of the participants.

6. Searching for Negative Cases and Alternative Explanations

The trustworthiness of your study is enhanced when you identify and analyze any discrepant data or 'negative cases'.⁴⁸

From technique of checking the data trustworthiness above, the researcher used member checking to match researcher's understanding of the data from participant to the students' problems that occur. The researcher made correction from this technique because member checking can look for veracity in the instrument of the test.

⁴⁸ Christine Daymon and Immy Holloway, *Qualitative Research Methods in Public Relations and Marketing Communications, Second Edition*, Second edi (New York: Routledge, 2011), p. 87-96.

CHAPTER IV

RESEARCH RESULT

A. Findings

In chapter II, it has been explained that there were three problems in writing, they were psychological problem, linguistic problem and cognitive problem but the researcher has limited in linguistic problem to this research.

The researcher presented the research result that had been gotten to complete data based on the instrument that used in this thesis. The data were about students' problems in writing recount text and the most dominant problem in writing recount text at grade VIII MTs Al Furqon Aek Nabara Tonga

The researcher explained in previous chapter, that this research used test for instruments. The test was to know what problems in writing recount text and to found out what the most dominant problem in writing recount text.

After doing this research, the researcher has found that several students had more than one problem in writing recount text. Those findings were categorized based on the research question follows:

1. Students' Problems in Writing Recount Text

The researcher has analyzed twenty students' tests result. From twenty students' writing tests, the researcher found that three students did not have problems in writing recount text, but seventeen students had linguistic problem. Some of them got more than one problem in four components of linguistic problem in writing, they were:

a. Grammar

Grammar is the first component of linguistic problem. Grammar is a system and structure of language in general and specific language, grammar consist of syntax, morphology, phonology and semantic. There were fifteen students had problem in grammar:

| NO. | STUDENTS' INITIAL | STUDENTS' WRITING | ANALISIS MISTAKES |
|-----|-------------------|--|--|
| 1. | AM | When I go to there . It is my last holiday before. I meet with new people. We eat together under tree. We are go home and rest. | 1. Go (went) 2. To there (there) 3. Is (was) 4. Meet (met) 5. Eat (ate) 6. Are go (went) |
| 2. | AU | We also taste the typical Padang food. It tastes very delicious. | 1. Taste/ tastes (tasted) |
| 3. | AWS | We leave Jakarta on June. When I arrive at my grandmother hometown. | 1. Leave (left) 2. Arrive (arrived) |
| 4. | AS | Last holiday, I and my friend go to Aek Sijorniih. On Aek Sijornih we are swim after that we eating beside the water. After eating we go again for swimming and I take the picture in beautiful view. I love my last holiday because it was fantastic. | 1. I and my friend go (My friend and I went) 2. Are swim (swam) 3. Eating (ate) 4. Go (went) 5. Take (took) 7. Love (loved) |
| 5. | ASY | I go with my family to visit the fruit garden in Berastagi. There we can enjoy the beautiful scenery. The air is cool and fresh as well many trees. That is my story in Berastagi. | 1. Go (went) 2. Can (could) 3. Is (was) 4. Is (was) |
| 6. | HP | I go with my family. We go by car. We leave at 08.00 a.m. We go to the zoo with my family. I like there is orang utan. It does like a human, but cute. We back go home tomorrow morning. | 1. Go (went) 2. Go (went) 3. Leave (left) 4. Go (went) 5. Is (was) 6. Does (did) 7. Go (went) |
| 7. | II | We look same view in there . We ate the durians and we go to Sampuraga together. May sister and I taken many selfie photos. Then we came back to home by the car, Ivery happy | 1. Look (looked) 2. In there (there) 3. Go (went) |

| | | | |
|-----|-----|---|--|
| | | in Panyabungan because may family is there to accompany me. | 4. Taken (took) 5. Not auxiliary (was) 6. Is (was) |
| 8. | MS | My last holiday was a five day trip to Parapat, Sumatera Utara. I spend this time with my family. | 1. Spend (spent) |
| 9. | NA | I take a towel. I see breakfast that have been served by my mother. I go to school. I go to school by transformation public. I run to the classroom. | 1. Take (took) 2. See (saw) 3. Go (went) 4. Go (went) 5. Run (ran) |
| 10. | PA | In market I see an accident, therea thief beaten by a lot of people. Itso, I do_not wont to take closer to see after that I see police come and take him. I ask to the fruit seller what happened, she say the thief try to steel. | 1. See (saw) 2. Not auxiliary (was) 3. Not auxiliary (was) 4. Do not wont (did not want) 5. See (saw) 6. Ask (asked) 7. Say (said) |
| 11. | RH | Yesterday I am going to Simago-mago with my friend. We are go by car in Simago-mago we are take a fhoto the view is beautiful. The are many three and flower, we sit under the three and eat noodle. My last holiday ... really happy. | 1. Am going (went) 2. Are go (went) 3. Are take (took) 4. Is (was) 5. Are (were) 6. Sit (sat) 7. Eat (ate) 8. Not auxiliary (was) |
| 12. | SKN | We cleant the garden, we pick up the sawit, we sell it. We take rest in house. | 1. Cleant (cleaned) 2. Pick up (picked up) 3. Sell (sold) 4. Take (took) |
| 13. | SP | We are taking photos, eat rice together. We are talking photos too. We look some birds and ducks. We look many people in there. | 1. Are taking (took) 2. Eat (ate) 3. Are talking (talked) 4. Look (looked) 5. Look (looked) |
| 14. | SLH | I buy a trouser. He were happy birthday tomorrow, I buy trouser. He were happy. | 1. Buy (bough) 2. Were (was) 3. Buy (bough) 4. Were (was) |

| | | | |
|-----|----|---|---|
| 15. | WD | He taken wallet in mother, he run pass in front of my sister then he taken my sister wallet too. I hate the thief, I run to keeping the thief, I beat the thief then taken my sister_wallet and wallet in mother. | 1. Taken (took) 2. Run (ran) 3. Taken (took) 4. My sister wallet (my sister's wallet) 5. Hate (hated) 6. Run to keeping (ran to keep) 8. Beat (beaten) 9. Taken (took) 10. Sister wallet and wallet in mother (sister's wallet and mother's wallet) |
|-----|----|---|---|

So, the researcher concluded students' problems in grammar were using past tense, exchanged subject, apostrophe (s), preposition of place, modal and pronoun.

b. Vocabulary

Vocabulary is the second component of linguistic problem.

Vocabulary is the body of words used on a particular language. There were ten students had problems in vocabulary:

| NO. | STUDENTS ' INITIAL | STUDENTS' WRITING | ANALISIS MISTAKES |
|-----|-----------------------|---|--|
| 1. | AO | We did not want to miss every moment to watch the sunris. | 1.Sunris (sunrise) |
| 2. | AWS | hometow in the first paragraph and introducet | 1. Hometow (hometown) 2. Introducet (introducet) |
| 3. | AS | I take the picture in beautiful view. | 1. Picture (photos) |
| 4. | II | I went to Lampung wit may family. May sister and I taken many selfies photos. May family is there to accompany me. | 1. Wit (with) 2. May (my) 3. May Sister (my sister) 4. May Family (my family) |

| | | | |
|-----|-----|---|--|
| 5. | MS | This huge lake and the biggest lake in South East Asia. | 1. Huge (large) |
| 6. | NA | I was jated from my sleep and saw it was after 06.30. | 1. Jated (wake up) |
| 7. | PA | So trible . Someone walet but unlucky. | 1. Tribble (terrible) 2. Walet (wallet) |
| 8. | RH | A fhoto , the are many, three and flower, three . | 1. Photo (photo) 2. The (there) 3. Three (tree) 4. Three (tree) |
| 9. | RS | Some victures . | 1. Victures (pictures) |
| 10. | SKN | She did not write some mistakes but she still had a bit vocabulary because her writing was three sentences. | - |

So, the researcher concluded that students' problems in vocabulary were found from their fewer paragraph, false in understand meaning and doing failure in writing word.

c. Language Use

Language use is the third component of linguistic problem. Language use refers to the communicative meaning of language. It can be compared to usage, which refers to rules for making language and structures to make sentences. There were two students had problems in language use:

| NO. | STUDENTS' INITIAL | STUDENTS' WRITING | ANALYSIS MISTAKES |
|-----|-------------------|--|--|
| 1. | SLH | He were happy birthday tomorrow. | 1. It means he did false sentence to tell his father's birthday. Happy birthday was expression phrase actually he wants to write celebrate the birthday because he did not know how to write <i>merayakan hari ulang tahun</i> in English. |
| 2. | WD | Wallet in mother, my sister wallet too, my sister | 1. It means mother's wallet and my sister's wallet. |

| | | | |
|--|--|-------------------------------------|--|
| | | wallet and wallet in mother. | |
|--|--|-------------------------------------|--|

So, the researcher concluded that students got problems from translate Indonesian to English word or English to Indonesian word.

d. Choice of Sentence

Choice of sentence is the last component of linguistic problem. Choice of sentence is to determine the suitability between the sentences to another sentences into a meaningful paragraph became the text by using generic structure. There were three students had problems in choice of sentence:

| NO. | STUDENTS' INITIAL | ANALISIS OF STUDENTS' WRITING |
|------------|--------------------------|--|
| 1. | MS | She wrote recount text without re-orientation. She only wrote four sentences in the test. |
| 2. | RS | He did not determine re-orientation in his test but he determined orientation |
| 3. | SKN | She wrote without re-orientation too because she only wrote three sentences for doing test |

The researcher concluded they did not write the text by organizing generic structure of recount text or they were difficult to write text by using generic structure to make their writing recount text easier. After analyzing all of students' problems, the researcher found three students did not have problem in writing recount text, they were; AB, RR, and WM.

Based on students' problems above, the researcher got some students had more than one component problem in linguistic problem. So, the result from this case; 15 students had problem in grammar, 10

students had problem in vocabulary, 2 students had problem in language use, 3 students had problem in choice of sentence and 3 students were very good in writing recount text.

2. The Most Dominant Problem in Writing Recount Text

This research consisted to writing test that the instrument of test was used to get the data. Then, the purpose of give test was to identify the dominant problems in students' writing recount text. The researcher found the most dominant problem and less dominant problem in the field about students' writing, as following:

a. Grammar

Grammar is an important aspect in study English. Grammar is a particular analysis of the system and structure of language. In grammar are some advantages for students and give benefit for another people in mastering English language.

In this case, there were fifteen students had problems in grammar. In grammar students' dominant problems were using past tense. So, the researcher got result from students' problems in writing recount text based on grammar component at grade VIII MTs Al Furqon Aek Nabara Tonga, the total of students' grammar were 78 mistakes with 75%. It was the most dominant problem.

b. Choice of Sentence

Choice of sentence is to determine the sentences into paragraph became the text by using generic structure. There were three students had

problems in choice of sentence. The students did not write the text by organizing generic structure of recount text because they were difficult to write text by using generic structure.

So, the researcher had the total of students' problems in writing recount text based on choice of sentence component at grade VIII MTs Al Furqon Aek Nabara Tonga were 3 mistakes with 2.88%. It was a minimum problem. The researcher has analyzed the test result one by one to describe the dominant problems in writing recount text; this table was showed students' dominant problems, as following:

Table 2

Table of Students' Dominant Problems in Linguistic Problem

| No. | Components of Linguistic Problem | Frequency | Percentage |
|--------------|---|------------------|-------------------|
| 1. | Grammar | 78 | 75% |
| 2. | Vocabulary | 18 | 17.31% |
| 3. | Language Use | 5 | 4.81% |
| 4. | Choice of Sentence | 3 | 2.88% |
| Total | | 104 | 100% |

Based on the table 2 above, the researcher has been described all of students' dominant problems in linguistic problem at grade VIII Mts Al Furqon Aek Nabara Tonga. It was clearly students' dominant problems in writing recount text at grade VIII MTs Al Furqon Aek Nabara Tonga

were grammar that 78 items with 75%, vocabulary 18 items with 17.31%, languages use 5 items with 4.81% and choice of sentence 3 items with 2.88%.

B. Discussion

After analyzing the data, it was found that the students' problems in writing recount text by essay test at grade VIII MTs Al Furqon Aek Nabara Tonga. The researcher has compared this research into five related findings before.

Similar result of this research is to Khanifatul Hikmah's thesis⁴⁹. She focused on four classifications of problems, namely organization, content, grammar, and vocabulary. The results were grammar (34.10%), vocabulary (29.54%), contents (22.72%), and organization (13.64%). Her components problems and her calculating result are similar with this research indicators and result percentage. The most dominant problem was grammar and the less problem was organization.

The problem indicators of this research are grammar, vocabulary, language use, and choice of sentence. The results were grammar (75%), vocabulary (17.31%), language use (4.81%), and choice of sentence (2.88%). The most dominant problem was grammar (mistakes in using past tense) and the less problem was choice of sentence (mistakes in organizing generic structure).

⁴⁹ Khanifatul Hikmah, "An Analysis of Students' Problem in Writing Recount Text at the First Grade of MAN 1 Kebumen in 2013/2014 Academic Year" (Universitas Muhammadiyah Purworejo, 2014), p. 13.

C. The Threats of Research

In this research, the researcher faced many threats; it was started the time of research participants. They were not too interested when interviewed and asked to do test, if the researcher asked them after praying Ashar their reason that they were tired of studying from morning to noon and then they had full activities at dormitory. If the researcher asked them when during recess at school, they went to the canteen or went to another classroom. So, the researcher gave three days to finish the test.

The second threats was the place of research, distance from the house to the research location was quite far and taxi cars rarely by way, especially when they entered school at 07:30 p.m. So, every morning the researcher must prepares early to wait a public transformation such as ALS bus so that the researcher was not late to school.

Finally this research had been done because helping from the entire advisors, support from parents and the teachers at MTs Al Furqon Aek Nabara Tonga also motivation from all of close friends specifically TBI 2 generation 2016.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

Based on the result of the test have been done by the researcher about students' problem in writing recount text at grade VIII MTs Al Furqon Aek Nabara Tonga that focused on linguistic problem. The researcher would like to conclude of this research as the following:

1. Students' problems in writing recount text at grade VIII MTs Al Furqon Aek Nabara Tonga were: grammar (students did not use past simple in action verb, exchanged subject, apostrophe (s), preposition of place, modal and pronoun). Vocabulary (students did not have many paragraphs, false in understand meaning and doing failure in writing word). Language use (students felt very difficult to arrange Indonesian became English sentence). Choice of sentence (students still confused determining generic structure to create recount text).
2. The most students' dominant problem in writing recount text at grade VIII MTs Al Furqon Aek Nabara Tonga was grammar in 78 mistakes with 75%.

B. Sugestion

Based on the conclusion above, the researcher wrote some suggestion about the result of this research. It can be seen as bellows:

1. It suggestion to the Headmaster, to motivate the teachers to be better in teaching especially English teacher of MTs Al Furqon Aek Nabara Tonga.

2. It suggestion to the English teacher, the teacher can motivate the students to learn more about English especially in grammar and recount text. The teacher should not design the material that focuses on only to the theory, apply the strategies or method to make the students enjoy in classroom.
3. It is important to other researchers to do research with the topic of this research, because it is still far from the perfect one to the limitation of the researcher material, knowledge and experience. Future the researcher can also develop the research not only in writing recount text.

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Institute : IAIN Padangsidimpuan (2016-2020)

APPENDIX 1

Instrument of Test

Write down your past event by choosing one topic below:

1. My Last Holiday
2. Unforgettable Moment

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Validator

Syafrijal Siregar, S.Pd

Instrument of Test

Name :

Class :

Subject:

Write down your past event by choosing one topic below:

1. My Last Holiday
2. Unforgettable Moment

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX 3

Documentation of the Research



APPENDIX 4

Result of Students' Problems in Writing Recount Text

| No | Initial Name | Linguistic Problem | | | | Total |
|-----|-----------------|--------------------|------------|-----------------|--------------------------|-----------|
| | | Grammar | Vocabulary | Language Use | Choice of Sentence | |
| 1. | AB | - | - | - | - | 0 |
| 2. | AM | 6 | - | - | - | 6 |
| 3. | AO | - | 1 | - | - | 1 |
| 4. | AU | 2 | - | - | - | 2 |
| 5. | AWS | 2 | 2 | - | - | 4 |
| 6. | AS | 7 | 1 | - | - | 8 |
| 7. | ASY | 4 | - | - | - | 4 |
| 8. | HP | 7 | - | - | - | 7 |
| 9. | II | 6 | 4 | - | - | 10 |
| 10. | MS | 1 | 1 | - | 1 | 3 |
| 11. | NA | 5 | 1 | - | - | 6 |
| 12. | PA | 7 | 2 | - | - | 9 |
| 13. | RH | 8 | 4 | - | - | 12 |
| 14. | RS | - | 1 | - | 1 | 2 |
| 15. | RR | - | - | - | - | 0 |
| 16. | SKN | 4 | 1 | - | 1 | 6 |

| | | | | | | |
|--------|-----|----|----|---|---|-----------|
| 17. | SP | 5 | - | - | - | 5 |
| 18. | SLH | 4 | - | 1 | - | 5 |
| 19. | WD | 10 | - | 4 | - | 14 |
| 20. | WM | - | - | - | - | 0 |
| RESULT | | 78 | 18 | 5 | 3 | 104 |



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Lamp : -
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Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag.
2. Yusni Sinaga, M.Hum.

(Pembimbing I)
(Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi : Students' Problems in Writing Recount Text at Grade VIII MTs Al- Furqon Aek Nabara Barumun

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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21 Juli 2020

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Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Problems in Writing Recount Text at Grade VIII MTs Al-Furqon Aek Nabara Barumon".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Sehubungan dengan surat masuk Nomor: B – 571/In.14/E.1/TL.00/07/2020, Tentang izin Penelitian Penyelesaian Skripsi. Bersama ini Saya Sampaikan Bahwa:

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Telah saya berikan izin dan sudah melaksanakan penelitian di MTs S Al Furqon Aek Nabara Tonga dengan judul "Student's Problems in Writing Recount Text at Grade VIII MTs Al Furqon Aek Nabara Tonga".

Demikian Surat Keterangan ini saya buat, untuk dapat dipergunakan dalam penyelesaian Skripsi.

Aek Nabara Tonga, 08 Agustus 2020
Kepala MTs Al Furqon

SYAFRIJAL SIREGAR, S.Pd