



**STUDENTS' DIFFICULTIES IN WRITING RECOUN TEXT  
AT GRADE XI SMAN 3 PADANGSIDIMPUAN**

**A THESIS**

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

**Written By:**

**MARDIAH**

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**ENGLISH EDUCATION DEPARTMENT**

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

**2018**



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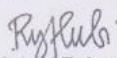
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Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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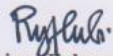
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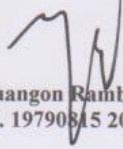
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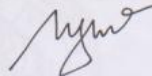
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May Allah, the almighty bless them all, Amin.

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### **ABSTRACT**

The research discuss about students' difficulties in writing recount text at grade XI SMA Negeri 3 Padangsidimpuan. It is intended to describe the students' difficulties in writing recount text and description of students' dominant difficulties in writing recount text and also shows the dominant reason students' difficulties in writing recount text at grade XI SMA Negeri 3 Padangsidimpuan.

This research is conducted by qualitative using descriptive method. The primary source for this research is all students of class XI-1 SMA Negeri 3 Padangsidimpuan. Total of them are 36 students. The secondary source is the English teacher of grade XI in SMA N 3 Padangsidimpuan. Next, the research use observation, interview and test as instruments. The researcher analyzes the data by editing the data, reduction of the data, tabulation of the data, description of the data and the last taking the conclusion.

The researcher found some facts in the field. First, it was found the answer that the biggest students' problems in writing recount text were difficult in grammar and form, the data got from students' test that analyze by indicator of writing. Second, it was gotten the answer of the students that the dominant difficulties in writing recount text were grammar it was gotten from their test and interview about recount text. Third, it was found analysis result of students' difficulties in writing recount text at grade XI in SMA N 3 Padangsidimpuan (Class XI-1) the reason dominant why the student difficulties in writing recount text was because of they are not interest to English subject and difficulty in simple past tense the data got from interview with students.

Key word : *students' difficulties, recount text*

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### **ABSTRAK**

Penelitian ini membahas tentang kesulitan siswa dalam menulis teks recount pada siswa kelas XI SMA Negeri 3 Padangsidempuan. Hal ini dimaksudkan untuk menggambarkan kesulitan siswa dalam menulis teks recount dan deskripsi kesulitan siswa yang dominan dalam menulis teks recount dan juga menunjukkan alasan dominan kesulitan siswa dalam menulis teks recount di kelas XI SMA Negeri 3 Padangsidempuan.

Penelitian ini dilakukan secara kualitatif dengan menggunakan metode deskriptif. Sumber utama untuk penelitian ini adalah seluruh siswa kelas XI-1 SMA Negeri 3 Padangsidempuan. Total mereka adalah 36 siswa. Sumber sekunder adalah guru bahasa Inggris kelas XI di SMA N 3 Padangsidempuan. Selanjutnya, penelitian menggunakan observasi, wawancara dan tes sebagai instrumen. Peneliti menganalisis data dengan mengedit data, pengurangan data, tabulasi data, deskripsi data dan terakhir mengambil kesimpulan.

Peneliti menemukan beberapa fakta di lapangan. Pertama, ditemukan jawaban bahwa masalah siswa terbesar dalam menulis teks recount adalah sulit dalam tata bahasa dan bentuk, data diperoleh dari tes siswa yang dianalisis oleh indikator penulisan. Kedua, mendapat jawaban dari siswa bahwa kesulitan dominan dalam menulis teks recount adalah tata bahasa yang didapat dari tes dan wawancara mereka tentang teks recount. Ketiga, ditemukan hasil analisis kesulitan siswa dalam menulis teks recount pada kelas XI di SMA N 3 Padangsidempuan (Kelas XI-1) alasan dominan mengapa siswa kesulitan menulis teks recount adalah karena mereka tidak tertarik pada subjek bahasa Inggris. dan kesulitan dalam simple past tense data didapat dari wawancara dengan siswa.

Kata kunci : *Kesulitan- kesulitan siswa, recount teks*

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Writing is one of four skills besides reading, speaking and listening. Writing skills is very important in teaching and learning English. There are many reasons to say that writing is very important not only for students but for teachers also. Example for teaching; English language that hear by students help them to study speaking directly without afraid wrong, and show how English language use in daily activities, because teacher is agent of English language first and closed that can accessed by students, so the teacher needs to mastery oral language for language context teaching.

First, writing is very important in academic activities. Lecturers are suggested to have good writing skills because they can't write a good academic journal, research documentation, reference, general memorial, formal notification, mini notes, and academic guide book without a good writing skill. The teacher also suggested having good writing skills, because they want students obeying to write tasks, personal diary, writing research proposal, writing thesis, etc.

Second, writing is very important in journalism activities. For example; news, in newspaper, magazine, article, tabloid, etc. The journalism must have good writing skill in writing news. The influence public opinions through their news composition. Without journalism society will not get some important

information what is going. So the journalism must have a good writing skill to write down information.

Third, writing is very important in business activities. Every people have an economical transaction every day for example: in the market, bank, and transportation company. In this case writing needed in documenting each transaction in each place. It helps us to know how many time or money we spent per day. If we write down our business activities every day, it makes us easy to divide our allocation time, and we know what we must do at free time.

Writing is activities by someone to do a communication to another people by letter that contain words to be a text that has meaning. So, the reader knows what does the reader means in letter. The word writing is derived from the verb “write”, it means arrange letters, words, sentence, or other symbols on writing to make paragraph, text book, or article. Writing skill taught in school through genre base approach or text, book, or article. Genre it is consists of some text types which has the own aim. There are several kinds of text, they are narrative, recount, spoof, explanation, exposition and soon. In this research the researcher interested to recount text.

There are many reasons why students need to learn and to master the writing skills, they are: first writing help introvert students easier to share their ideas, experience, opinion, or feeling without see the reader or tell it to other people directly, second, writing help students learn and remember the material that have been learnt in the past. Writing contributes to learn by helping students remember

what they are studying, by leading students to analyze and to connect information and ideas from different sources and by inspiring new insight and understanding. Third, writing promotes success in school. The students are probably aware that writing is needed in the school. The students will be required to write an essay, working paper, summary and others for supporting their result in the class.

Since writing is important, there are some types of text which are stated in syllabus for SMA students. One of them is recount text. Recount text has been taught at SMP and SMA grade XI, so that grade XI students of SMA are expected to be able to produce this text. According to Anderson and Anderson “recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened”.

Based on these theories, recounts are generally based on the direct experience of the author but it may also be imaginative or outside the author’s experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. In other words, recount text is a text which retells events or experience in the past.

One of them is lack of grammar. As Richard and Renandya state “grammar is too important to be ignored, and without a good knowledge of grammar, learners’ language development will be severely constrained”. It means that the use of correct grammar will influence the sense of students’ writing in order to catch readers interesting with the story that the students tell.

Besides some difficulties above, vocabulary is another difficulty that students face in writing. Vocabulary is “a core component of language proficiency, and it provides much of the basis for making learners speak, listen, read, and write well”. Without mastering vocabulary students difficulty to express their idea in to writing.

Readers will keep reading when they find words that can give meaning for them and make them always remember those words. On the other hand, if writers use incorrect words and ambiguous, it will make readers feel confuse to understand the content of their writing recount text. The difficulties faced by students above can occur because of some causes. The students’ difficulties in writing are influenced by two major causes; internal and external factor.

Finally, based on the explanation above, it can be concluded that there are some causes of students’ difficulties in writing recount text. They are internal factor and external factor . Internal factor many things can becomes problem for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, self confidence, concentration, and illness. External factor is the problem that come from out of students them self it like condition of school, teacher, family, or social life. Another cause of students’ difficulties and error in writing are difficult in generic structure, difficult in language feature, lack of grammar and lack of vocabulary that can influence students’ writing quality.

Based on the observation and interview, it was found that most of students could not write recount text well. The students did many mistakes in writing recount texts. However, they still got difficulties to differentiate the tenses. They got confused to apply the correct grammar based on the text they write. Considering the fact that was faced, it was important to categorize the students' ability in writing recount texts in order to find other difficulties that students face when writing recount texts and find some causes of the difficulties.

Recount text is text to tell reader what happened. It retell a past event, it begins by telling the reader who was involved, what happened, where this event take place and when it happened. Recount text is written to retell event with the purpose of either informing of entertaining their reader. Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something give an account of an event, experience or give the detail account. Recount text contains three generic structures. They are: orientation, events, and closing (re-orientation).

The researcher can conclude from the statements above, which students must learn more about generic structure, about language feature, and vocabulary, to makes them understand well, building correct sentence, reading, and writing English correctly and understandable, the result is student can create a good communication and interaction in English language actively both in oral or written English between each other in their lives.

Based on explanation above the researcher interest to conduct a research about “**Student’s Difficulties in Writing Recount Text at Grade XI SMA N 3 Padangsidempuan** “

#### **B. The Focus of the Problem**

Based on the illustration in the background of the problem above, this research is dealing with analysis of students’ difficulties in writing recount text in this topic the researcher only limits the students writing recount text at grade XI SMA N 3 Padangsidempuan.

#### **C. Formulation of the Problem**

Based on the problem mentioned above the researcher can take the problem formulation, they are:

1. What are the students’ difficulties in writing recount text at Grade XI of SMA N 3 Padangsidempuan?
2. What are the dominant students’ difficulties in writing recount text at grade XI SMA N3 Padangsidempuan.
3. Why are students’ difficulties in writing recount text at grade XI SMAN 3Padangsidempuan dominant?

#### **D. The Objectives of the Research**

Based on the formulation of the formulation above, the researcher determines the aims of the research: they are:

1. To describes students’ learning difficulties in writing recount text at grade X1 SMA 3 Padangsidempuan.

2. To find the dominant students' difficulties in writing recount text at grade X1 SMA N 3 Padangsidempuan.
3. To explain the reason dominant students' learning difficulties in writing recount text at grade X1 SMA N 3 Padangsidempuan.

#### **E. The Significant of the Research**

The research expects to be significance as follows;

1. As the information for the teacher so they will know what the major difficulties of their students are and know how to solve it and it will become a motivation for the teacher to enrich their teaching skill.
2. To researcher, this research is to fulfilment of the requirement for the degree of Sarjana Pendidikan Bahasa Inggris (S.Pd).
3. As one of references for next researcher in the same problem and for the other researcher in conducting further the researcher in same topic.
4. To the head master of SMA 3 Padangsidempuan as supervisor to supervise the development of students and teacher in learning process.

#### **F. The Thesis Outline**

The systematic of this research describe in to three chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter one it consist about background of the problem, formulation of the problem, limitation of the problem, the significant of research, outline of thesis. In Chapter two it consists of theoretical description, which explains about the theoretical review, related findings, and conceptual framework.



Then Chapter three it consist of methodology of research; place and time and schedule of the research, research design, participant, source of data, technique of collecting, technique of analysing data. And the technique of checking data trustworthiness. Chapter IV explains about result of research it consist of finding, discussion, and threats of the research. Finally, Chapter V explains about conclusion. Conclusion includes Conclusion and Suggestion.

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

Based on my title “student’s difficulties in writing recount text at grade XI SMA N 3 Padangsidimpuan”.Researcher uses some terminologies on it. To be clearly the researcher wants to introduce they key term, they are;

#### 1. Student

Student is a person who is studying at a university or college<sup>1</sup>. and students is a person studying at secondary school and some of another level education. Student’s difficulties are difficult to learn or to do something.

Based on those definitions above, the researcher concluded that the students is a person who learn in in/out of class to develop their skill and potential.

#### 2. Difficulties

Requiring effort or skill to solve, understand, not easy<sup>2</sup>. So difficulties is student difficult to learn or to do something.

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<sup>1</sup>A.s. Hornby, *Oxford Advanced Learner’s Dictionary*. (New York: oxford University Press, 2000), p. 1344

So from the definition above researcher could take the conclusion that difficulties were some of abstract problem which pound by the students in writing especially recount text.

### 3. Writing

Writing a form of communication to deliver through or to express feeling through written form. Writing can be used as an indirect means of communication to another to convey information. Writing is an activity to express the idea, experience, event, information, explanation, knowledge.

### 4. Recount text

Recount text is a text which retells events or experience in the past. Its purpose in either to inform or to entertain the writer, listener or the reader. Based on meaning above, the title: students' difficulties in writing recount text at grade XI SMA N 3 Padangsidempuan.

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<sup>2</sup>*Ibid*, p. 322.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Students Difficulties

##### 1. Students' Difficulties

Difficulties are a cause of trouble, struggle, or embarrassment. A disembarassment or dispute. Students' difficulties are students have difficult to understand, difficult to do, difficult for active in every situation.

Difficulties are requiring effort or skill to solve, understand, etc<sup>1</sup>. The student feels difficult in learning English because they do not understand about recount text. The students must do effort to solve and understand about lesson given to master recount text well.

One way that can be used to find out students knowledge about English is by using the students' text writing. Some students may have difficulties in structure and grammar and also them poor in vocabularies. Other may have difficulties with the mechanical aspect of writing, such as handwriting, punctuation and spelling.

Difficulty is therefore a subjective concept. Attribution theory, for example, would suggest that since (task) difficulty is an external and

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<sup>1</sup>Hornby, *Oxford Advanced learner's Dictionary* (New York: university Press,2000), p. 322

stable, it is difficult to control<sup>2</sup>. Therefore, students should avoid attributing their negative attitudes or performance to task difficulty in some cases.

## 2. Kinds of the Difficulties

There are kinds of difficulties:

- 1) The difficulties of action are the difficulties in practicing of the learning like sport, art, etc.
- 2) The difficulties of transfer of training and understanding are the difficulties in transferring of understanding the subject of learning
- 3) Difficulties of forgetting and extinction are the difficulties in remembering or memorizing the subject that has been learned.<sup>3</sup>

Based on explanation above the researcher conclude that there are three kinds of difficulties that make students difficulties to action, difficulties to transfer and difficulties to remembering.

## 3. Factor of Difficulties

Learning difficulties there is two factor s that can make students difficult to learning. They are categorized in to two categories; internal and external factor can be physic condition and healthy, motivation, while, external factors can be categories in to condition of school, family, or social life.

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<sup>2</sup> Nancy Shzh-chen Lee, “*Understanding students’ perception of difficulty with academic writing for Teacher Development: A case study of the University of Tokyo writing program*”.

<sup>3</sup>Ahmad Sudrajad “*Kesulitanbelajarsiswadanbimbinganbelajar*”<http://repository.Upi.edu/operator/upload/sp-bb>

The problem in learning can make students difficult to comprehend their subject and it will affect to their academic achievement. Muhibbin Syah divided the cause of students learning difficulties in to two factors they are:

a. Internal factor

Many things can be comes problem for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, self confidence, concentration, and illness.

Sometimes, a student need a motivation for study, or student do not has self confidence in learning process. All of them can become a problem of learning.

b. External factor

External factor is the problem that come from out of students them self it like condition of school, teacher, family, or social life. For example: if teacher have good strategy in teaching English, the result is good, but if the strategy not god and the situation while learning not comfortable it make students bored in learning process. Based on two factors above researcher just choose one of them that is internal factor two limit the researcher research in school and to make it more easy to identify the cause of students learning difficulties.

Based on two experts explanation about cause of learning difficulties, one of them explain about cause of learning disabilities, so

researcher limit the research cause of learning difficulties. Researcher choose internal and external factor. In this research, the researcher differentiates between learning difficulties and learning disabilities. Learning difficulties it mean student able in learning process but sometimes they get difficult, meanwhile learning disabilities is the students unable in learning process because of their IQ is low, and many factors again that make them unable in learning process.<sup>4</sup>

## **B. Writing**

### **a. Definition of Writing**

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific. David Nunan said, writing is both a physical and mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the researcher imagines, organize, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research

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<sup>4</sup>MuhibbinSyah, *PsikologyBelajar*(Jakarta: PT Raja Grafindo, 2004),p. 184.

report.<sup>5</sup> So, writing is activity to producing word, sentence from our mind, after we produce the word or sentence and then we express with the meaning of our idea it mean we transfer our ideas.

Writing is one of the English skills that should be mastered by the English learners. This skills used as medium of delivering the ideas, feeling, and perception, of the writer to the reader.<sup>6</sup> Writing is an activity to express the idea, experience, event, information, knowledge by using symbols letter or alphabets, punctuation and spaces to in a readable form. Writing is the activity or occupation of writing book e.g. books, stories or articles.<sup>7</sup> So based on explanation above researcher can conclude that writing is express our idea, experience into a book or another media.

Writing is a way to express feelings, ideas, opinion. Arguments, willingness and thoughts in the form of word in sentences. Writing can be briefly defined as the activity of making verbal marks on paper or some other substance. Sanggam Siahaan stated that writing is the productive language skill it is the kill of a researcher to communicate information to a reader or group of readers<sup>8</sup>. Writing is lowering or drawing the symbols graphic that describes a language that is understood by a person, so that ot

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<sup>5</sup>David Nunan. *Practical English Language Teaching (America: The Mc. Grow Hill Companies, 2003),p.88*

<sup>6</sup>EkaSetyawati, *An Analysis of the Second Year Students' Ability of SMA Pertiwi 1 Padang in Writing Narrative Paragraph (Padang: University Bung Hatta,2011),p 7*

<sup>7</sup>A.S.Hornby,*Oxford Advance Learner's Dictionary (New York University Press,2005),p.860.*

<sup>8</sup>SanggamSiahaan, *The English Paragraph (Yogyakarta: GrahaIlmu,2008),p.2.*

Furthermore, Harry A. Greene and friends: writing is one mean for expressing though. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual and writing is the stage in which the writer produces a rough draft of the paper. Writing is regarded as a continuous, coordinated performance and a process of immense perceptual, linguistic and cognitive complexity. It is an extremely complex cognitively in which the writer is required demonstrate control of a number of variable simultaneously.<sup>9</sup> Based on the explanation above the researcher conclude that writing is related with though, how the writer express their ideas, their feeling, and their opinion in written form.

Writing is an activity to express thought. Expressing our though, expressing experience of the individual which the writer produces a trough a draft of paper. Writing is important skill that we must have to expressing our ideas. Writing is a way communicating to give a message by writer. It tends to be a means how to express though, ideas and feelings. Rivers as quoted by Swarbick describes five stages of development which students need to go through in acquiring competence in writing, copying, reproduction, recombination, guided writing and free writing. In terms of writing process, the content and the medium of the writing may influence it. The processes are planning, drafting, editing and final version or final draft. The steps are

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<sup>9</sup>Harry A, Greene and friends, *Developing Language skills in the Elementary School* (Boston, London, Sydney),p. 284



important in composing a good writing.<sup>10</sup> Further, writing is powerful process for learning: for describing, synthesizing, analysing and communicating experience.<sup>11</sup> Based on the explanation above the researcher conclude that writing is one of process of learning to describe what we think, analysing for communication.

Regarding activities before writing, Brown and Harmer note that the activities include exploring ideas which could be building vocabularies, interviewing someone, discussion, etc; and organizing ideas which could be ordering information in paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles. Writing should develop cohesion and style which includes connecting ideas, adding details, selecting the correct verb tense, and writing the first draft, it should be edited and revised about the content, form, organization, cohesion, and style then grammar. In order to produce a good writing, it could be the fourth or the fifth draft or event more.<sup>12</sup> Based on the text above the researcher conclude that there are many activities to exploring our ideas it can be by building our vocabulary, interview with other people, discussion with friend, teacher, expert and etc. to exploring the idea also can with get information.

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<sup>10</sup> A. Swarbick, *Teaching Modern Language* (London: Longman, 1994), P. 142

<sup>11</sup> Mary Louise Holly And Friends, *Authentic Assesment For English Language Learners* (New Jersey: Columbus, Ohio, 2005), P. 235

<sup>12</sup> Brown, D.H, *Teaching by principle: An Interactive Approach to Language Pedagogy* (New York: Longman,2001), p. 341.

## **b. Purpose of writing**

According to Michael and Lorraine, there are at least three purposes in writing. They are: informative writing, expressive writing, expressive/narrative writing and persuasive writing.<sup>13</sup> Whereas Henry Guntur stated there are seventh purposes of writing, they are assignment purpose, Altruistic purpose, Persuasive purpose, Informational purpose, Self Expressive purpose, Creative purpose, Problem Solving purpose.<sup>14</sup> Based on the statement above, the writer will be explained one by one from the purpose of writing:

### 1) Informative Writing

Informational purpose means the writers' purpose is giving the information or explanation to the readers. It is supported by Michael & Lorraine stated that "informative writing is used to writing also known as expository. Informative writing used to share knowledge and give information, directions or ideas. The examples of informative writing include describing event or experiences, analysing concepts, speculating on causes and effects, developing new ideas or relationship. Informative writing helps a writer to integrate new ideas and examine existing knowledge.

### 2) Expressive/ Narrative Writing

Expressive/Narrative writing is a personal or imaginative expression in which the writer produces stories or essays. It may include an autobiographical incident or reflection. This type of writing is often based on observation of people, objects, and places and is often used to entertain people.

### 3) Persuasive writing

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<sup>13</sup>J. Michael O, Malley & Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners*, ( Addison – Wsley Publishing Company, Inc., 1996), P. 137

<sup>14</sup>Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), P. 24-25

In persuasive writing, a writer attempt to influence other and initiate action or change. This type is often based on background information and fact. The Writer use higher level cognitive skills, such as analysis and evaluation. Persuasive writing is used to argue a particular point of view in a convicting way. This type of writing might include evaluation of book, a movie, a consumer product or a controversial issue problem.

4) Assignment purpose

The writer write something because it is a task that must be finished by the writer. The motivation to write something is come from other not by her/ himself. For instance, the students are given task by teacher to summary a book, or a secretary is ordered to write a report.

5) Altruistic purpose

The writers' purpose is to make the readers happy and fun, the writer desire to help readers understand and appreciate the writer feelings. The writer desire to make the readers' life and fun when read the writer's book.

6) Self-Expressive purpose

The writer's purpose is introduce or clarify the writer self to the readers.

7) Creative Purpose

It has deep relation with self-expressive purpose but it has "creative will". It is more than self-expression and involving herself with will to reach artistic norm or ideal art. So, it is purpose is to reach artistic value and art value.

8) Problem Solving Purpose

The researcher wants to solve the problem is faced. The writer wants to explain, to clear, and to explore also to search the tough and ideas carefully to be understood and received by the readers.<sup>15</sup>

Based on the purposes of writing above, the researcher concluded that the purpose of writing as follows:

- 1) To give information and knowledge to the readers
- 2) To introduce or define author to the readers

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<sup>15</sup> J. Michael O, Malley & Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners*, ( Addison – Wsley Publishing Company, Inc., 1996), P. 137

- 3) To make the readers happy or entertain
- 4) To make sure the readers about the truth of idea.

In this research, the researcher focuses to recount text. Recount text is to tell somebody about something, especially something that have been experienced. The purpose of writing recount text is to inform the reader about an event have been experienced by the writer in the past

### c. Writing Process

There are three steps in writing process; they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.<sup>16</sup> Those are:

#### 1) Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

##### a) Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or come into our minds.<sup>17</sup>

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<sup>16</sup>O' Malley *Op.Cit.*, p.138.

<sup>17</sup>Barli Bram, *Write Well Improving Writing Skills* (Yogyakarta:PenerbitKanisius, 1995), p.64

## b) Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around.<sup>18</sup> There are the steps of clustering process.

1. Write our topic in the center of a blank piece of paper and draw a circle around it
2. Write any ideas that come into our mind about the topic in circles around the main circle.
3. Connect those ideas to the center word with a line.
4. Think about each of our new ideas, and then connect them.
5. Repeat this process until you run out of ideas.<sup>19</sup>

Based on explanation above the researcher conclude that five steps to make the good writing through clustering writing in our writing activities.

## 2) Writing

The next step is writing process. The result of brainstorming of clustering in prewriting process is guidance for us to write paragraph<sup>20</sup>.

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<sup>18</sup>Karen Blanchard and Christine Root, *Ready to Write, 3<sup>rd</sup> Ed* (New York: Pearson Education, Inc, 2003), p. 42.

<sup>19</sup>*Ibid.* Page 42.

<sup>20</sup>Karen Blanchard and Christine Root, *Op.Cit.*,p.43

As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentence that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentence so that the other ideas make sense.
- d) Use signal word to help the reader understand how the ideas in your paragraph are connected.<sup>21</sup>

Based on explanation above the researcher concluded that we must remember that steps to make our writing became better and useful for the reader and the writer.

### 3) Revising

The last step is revising; it is the important step to do after we have produces a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to

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<sup>21</sup>*Ibid*, Page 43

support other idea, or deleting some sentences those are irrelevant with the topic.<sup>22</sup> So, revising is important in process of prewriting.

It almost impossible to write a perfect paragraph on the first, so it needs to be revised. The step are:

- a. Add new ideas to support the topic,
- b. Cross out sentences that do not support the topic.
- c. Change the order of the sentences.
- d. Using the following checklist to revise your paragraph.
  - 1) Make sure you have a topic sentence.
  - 2) Cross out sentences that do not relate to the main idea.
  - 3) Check to see if the sentences are in the right order
  - 4) Add new ideas if they support the topic sentences
  - 5) Make sure you have included signal words to help guide the reader.
  - 6) Check the punctuations, spelling and grammar.<sup>23</sup>

Based on the explanation above, researcher conclude that writing process is some steps that we prepare before we write down, it is very important to make our writing revision became best writing.

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<sup>22</sup> Jeremy Harmer, *The Practice of English Teaching 3<sup>rd</sup> Edition* (Malaysia: Longman, 2002), p.5.

<sup>23</sup> *Ibid.*, p. 5.

#### **d. Kinds of writing**

There are many kinds of writing. The various kinds can be grouped into modes, a word that refers to the central purpose of a piece of writing. Writing can be also divided into two broader categories, both are based on the source of inspiration and audience for a piece of writing.

Michael O'malley and Lorraine Valdez Pierce, in his book state that there are 3 kinds of writing, they are expository, expressive narrative, persuasive in writing.

##### 1. Expository

The first is expository, this kind of writing is to share knowledge and give information, directions, or ideas to the readers. Examples of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, developing new ideas or relationships. This kind of writing can include a biography about a well-known person or someone from the writer's life. The writer can rely on existing knowledge or new sources of information and can cover a range of thinking skills from simple recall, to analysis and synthesis. Informative writing helps writers integrate new ideas and examine existing knowledge.

##### 2. Expressive/Narrative

The second kind of writing is expressive/narrative writing is a personal or imaginative expression in which the writer produces



stories, novel, or essays. This kind of writing is often based on observations of people, objects, and places and may include creative speculations and interpretations. It may include an autobiographical incidents or a reflection in which a writer describes an occurrence in her or his own life. This kind writing is often used for entertainment, pleasure, and discovery or, simply, as fun writing and can conclude poems and shorts plays.

### 3. Persuasive in writing

The third kinds of writing is persuasive in writing. Writes attempt to influence others and initiate action or change. This type of writing is often base on background information, facts, and examples the writer uses to support the view expressed. Writers use higher-level cognitive skills in this kind of writing, such us analysis and evaluation to argue a particular point of view in a convincing way. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.<sup>24</sup>

Persuasive in writing is persuade the writer uses to support the view express. Persuasive in writing important we have to support or to persuade our writing.

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<sup>24</sup>Michael O ‘ Malley and Lorraine Valdes Pierce, *Authentic Assesment for English Language Learners* (United States of America: Addison-wesley Publishing company, 1996), p . 137.

### e. Evaluation 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. Two important components in the assessment of writing are the nature of the task and the scoring criteria. There are some criteria of writing assessment.

**Table 1: Evaluation of writing**

Aspect	Indicator	Score
Grammar	Few if any noticeable error of grammar or word order	20
	Some errors of grammar or word which do not however interfere with comprehension	15
	Error of grammar or word order frequent; efforts of interpretation sometime required an readers part	10
	Error of grammar or word order frequent; efforts of interpretation sometime required on readers part	5
Vocabulary	Use of vocabulary and idiom rally (it at all) distinguishable from that educated nature writer	20
	Occasional uses in appropriate terms or relies in circulation expression or ideas hardly	15
	Using writing or inappropriate word fairly frequently expression of ideas may be limited became of in adequate vocabulary	10
	Limited vocabulary and frequent error clearly hinder expression of ideas	5
Mechanic	Few any causable lapses in punctuation or spelling	20
	Occasionally lapses in punctuation or spelling which do not however interfere with comprehension	15
	Error of punctuation or spelling frailly frequent occasional re-reading necessary for full comprehension	10
	Frequent error in spelling or punctuation sometime obscurity	5

Fluency	Choice of structure and vocabulary consistently appropriate like that of educated to the writer	20
	Occasional like of consistently in choice of structure and vocabulary which does not	15
	Patchy with some structure or vocabulary term noticeable in appropriate to generate style	10
	Structure of vocabulary items sometime has only appropriate but also little sense communication	5
From (Organization)	Highly organized clear progression could well: like educated naïve speaker	20
	Material well organized could occasionally be clearly but communication not impaired	15
	Some lack organization re-reading required in clarification of ideas	10
	Little or no attempt as connectivity through reader can reduce some organization <sup>25</sup>	5

So in this research, the researcher use the evaluation of writing because important to know whether our task have good result or not.

### C. Recount Text

#### a. Definition of Recount Text

Learning recount text is one important in knowledge in writing. Recount text can be considered as the most common kind of text we can the past. As stated by Linda Gerot and Peter Wignell said that recount text is to retell events for the purpose of informing or entertaining.<sup>26</sup> 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 arrator's

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<sup>25</sup>Hughes, Arthur, *Testing for Language Teachers* (New York: University Press, 1990), P.91-93.

<sup>26</sup> Linda gerot and peter Wignell, *making sense of functional grammar* (Autralia: gerdStabler, 1994), p. 194

opinion has been charged through the stages of evaluation and the choice of climax (complication) in narrative, a recount text is absent from the tellers judgment. Then, recount text is to tell what happened or to document sequence of events and evaluate their significance in some way.<sup>27</sup>

Based on explanation above the researcher concludes that recount text is a text that retells our experience in the past. It means that the story or experience that happened.

In addition Pardiyono defines recount text is a kind of text that is aimed to inform about an event in the past<sup>28</sup>. It means that recount text an event or activities happened in the past time and then we retell to other for the purpose to entertain the reader or listener.

From the explanation above, the researcher conclude that recount text is a text which used to inform past event or series of events that happen in the past, the function of recount text is to retell their experience or their activity to the reader or listener. So, if students want tell their experience they are able to understanding about recount text.

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<sup>27</sup>David Butt, *Using Functional Grammar (an Explorer Guide)* (National Centre for English Teaching and Research: Macquarie University,2000),p. 9.

<sup>28</sup>Pardiyono, *Pasti Bisa! Teaching Genre Based Writing Metode Mengajar Berbasis Genre Secara Efektif* (Yogyakarta: Andi,2007), p. 63.

## **b. The Structural Element of Recount Text**

Here structural elements of recount text, consist to orientation, events, and re-orientation, and will explain as follow.

### 1) Orientation

Orientation consists of opening, introduction to participant, time and the place. As Otong Setiawan Djuhrie said Orientation refers to part of the text which gives setting or introducing.<sup>29</sup> The part will guide the reader to make guessing of the content or from of the text, the reader can guest the content of the text. Furthermore, in short definition, Gerot and Wignell said Orientation provides the setting and introduces the participants.<sup>30</sup>

Based on explanation above the researcher can conclude that orientation is a part of structure of recount text which contains of some question they are; who, where, when. It can determined by giving answer “ Irna, Ika, Khoiriyah and Ekil I and You (who), yesterday, two days ago, last week, last time (when), in the canteen, in the school, in the Jakarta, at home, at garden (where).

### 2) Event

An event is a part of recount text that contains sequences of phenomenon or tells what happened in the story. And Gerot and

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<sup>29</sup>Otong Setiawan Djuhrie, *Genre* (Bandung : Yama Widya2007), p. 44.

<sup>30</sup>Linda Gerot and Peter Wignell, *Loc. Cit.*

Wignell said Event tell what happened, in what sequence.<sup>31</sup> In addition from one author is OtongSetiawanDjuhrie said that event is, sequence of event.<sup>32</sup> According to Pardiyono said event contains of recording of activities or event in the past that is told based on it chronological events.<sup>33</sup>Based on explanation above the researcher conclude that event is explain about what the writer do or tell what happened in the story.

### 3) Re-Orientation

Re-Orientation is a part of structure of recount text contains optimal closure of the event in the text. Otong Setiawan Djuhrie said that re-orientation refer to the part of text that gives indication that the events in the text have finished.<sup>34</sup>Briefly, pardiyono said that orientation contain the brief conclusion of the record events<sup>35</sup>. By comprehending the quotation, the researcher concludes that the re-orientation is conclusion or the ending of the story or experience in the text.

Anderson stated that generic structure is the stage that must be followed in arranging the text. Generic structures in recount text refer to orientation, events and re-orientation:

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<sup>31</sup>Gerot and Wignell, Loc. Cit

<sup>32</sup>Otong Setiawan Djuhrie, Loc. Cit

<sup>33</sup>Pardiyono, *Loc. Cit.*

<sup>34</sup>Otong Setiawan Djuhrie, Loc, Cit

<sup>35</sup>Pardiyono, *Loc, Cit.*

### 1) Orientation

Orientation in recount text provides all necessary background information about the event. To ensure that the orientation is detailed and thorough, use question words (who, when, where, why, and what)

### 2) Events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depends on the creativity of the writer and has to lead the reader or audiences to understand the topic well.

### 3) Re-orientation

Re-orientation is the final section concludes the recount by summarizing the outcomes or result, evaluating the topic's importance or offering proposal comment or opinion.<sup>36</sup>

Based on the explanation above the researcher conclude that the Re-orientation is concludes of some experience or someone story. It is important to close the story.

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<sup>36</sup>Anderson, Mark & Kathryn Anderson, *Text Types In English* (Australia: Macmilan Education, 1997), p. 186

### c. The Language Feature of Recount Text

Language feature is the rule in arranging a text. It is the domain language feature that use in the text such as using noun or participant, using conjunction and time connective, adverb of time and using past tense.<sup>37</sup> It means that lexicogrammar is identic to syntax in traditional grammar and refers to certain structure which is used to express certain meaning. In recount text, it has some lexicogrammar features such as: noun, past tense, time connective and adverb. The common grammatical features of recount text are:

- a) Using of and pronouns to identify people animals, things involved. Nouns, noun is the name of place, thing pronouns, animals, and certain things in the story, such as, I, We, A friends of mine, you, my mother.
- b) Use of actions verbs to refer to events
- c) Conjunction and connective such as but, then, finally, when
- d) Adverb of time, using past time such as yesterday, last Friday.
- e) Using past tense, example: asked, left, choose, got, bored, went, broken, waited, told, called, said, walked, did, happened, arrived, gone, and tired.<sup>38</sup>The writer concludes that recount text has its structure and language features as the draft of its text. To

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<sup>37</sup>Pardiyono, *Loc. Cit.*

<sup>38</sup>Ken Hyland, *Genre And Second Language Writing*, ( The United State Of America: The University Of Michigan Press, 2004), p. 135



give more understanding about it, the recount text. The lexicogrammar are one of is important in recount text.

#### d. Example of Recount Text

**Table II**  
**The Example of Recount Text**

<b>Generic Structure</b>	<b>Title</b> <b>Journey to Panyabungan</b>
<b>Orientation</b>	Last month I and My friends went to Panyabungan. We went there by a car. We went there about 14:00 and arrived there at 15:30.
<b>Events</b>	After we arrived there, we went to Nur 'ala Nur mosque for prayed ashar. The mosque was big and the environment was clean there was nothing rubbish around there. In front of the mosque there was a beautiful Ka'bah made from zinc and around of the Ka'bah there was beautiful large green garden, made our eyes and brain fresh. Next we continued to Taman Raja Batu. Like the name of this place, almost of them made from stone. It was beautiful place, we also took pictures there. Then, we went to BerandaMadina, and it was beautiful place, made from glass. At first I am afraid to walk here, but after my friends came we walked together. We took video and any pictures here.
<b>Reorientation</b>	We had a little problem; the time was too short. I and my friend had to leave Panyabungan and went home. It was my nice experienced. We were very enjoyable.

## I. Review of Related Finding

The research will be better if the researcher includes and state the previous studies related to difficulties in writing recount text

*The first*, is Arif Rahman Hakim, had done research, Regarding the result of the research problem analysis and the discussion, so based on researcher “the Ability of the tenth grade students in SMA N 3 Batang Angkola in writing recount text categorized into enouhg category, it was 67%. The researcher concluded based on the result the student in the mastery still is low. The ability in writing recount text in Sma 3 Batang Angkola must increase in motivation in learning writing recount text.<sup>39</sup>

*Second*, researcher is Allieni Harris, Mohd. Ansyar, Desmawati Radjab they had done the research in SMAN 1 Sungai Limau. Based on the research the researcher concluded that the students have difficulties in writing recount text. Based on the finding can conclude that the students’ writing ability in recount text at the tenth grade of SMA N 1 Sungai Limau is low. It is based on the analysis of all of indicators in this research, concerning with language feature of recount text. Then the low of students’ ability in writing recount textis because some difficulties are dealing with the language features of recount text it is proven by the exercise which focus not only on arranging the components of

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<sup>39</sup>Arif Rahman Hakim, *the Analysis on the Students’ Ability in Writing Recount Text of the tenth grade students in SMA N 1Batang Angkola in the 2015/2016 academic year* ( An Unpublished Thesis, Padangsidempuan Iain 2014).

language but also how to use it appropriately in the text in order to decrease the students' difficulties writing text.<sup>40</sup>

*Third*, Sri Nirwani she had done the research in SMA Negeri 1 Batang Angkola. After calculating the data from students' score, it could be found the score of the students was 2946. Based on the criteria above the cumulative was 67%. From the calculate that the mean score was 67. So it could be categorized that the ability of the tenth grade students in SMA Negri 1 BatangAngkola in writing recount text in 2015-2016 academic year was enough category.<sup>41</sup>

From description above, the researcher can conclude that many students have problem and difficulties in writing recount text. Therefore the researcher interested in making the researcher about Students' difficulties in writing recount text at grade XI SMA 3 Padangsidimpuan.

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<sup>40</sup>Allieni Harris, Mohd. Ansyar, Desmawati Radjab, *An analysis students difficulties in writing recount text at tenth grade students of SMA N 1 Sungai Limau, Journal English Language Teaching*. Vol. 2, 1; 2014,P 62 accessed from [ejournal.unp.id/index.php/elt/article/viewFile/4567/3609](http://ejournal.unp.id/index.php/elt/article/viewFile/4567/3609) Retrieved on Friday 05<sup>th</sup> 2018 at 11:30 a.m.

<sup>41</sup>Sri Nirwani, *The Ability of the Tenth Grade Students In SMA Negeri 1 BatangAngkola in Writing Recount text in academic year 2015/2016*” (Padangsidimpuan, IAIN, 2016), P. 36.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. The Time and Place of the Research

The research was conducted at SMA 3 Padangsidimpuan. It is located at JlnPerintisKemerdekaan, KM. 4 No. 56 on Padangmatinggi in Padangsidimpuan. the subject of research is grade XI in SMA 3 Padangsidimpuan 2016/2017 academic years. The research was conducted on November 2017 until July 2018.

#### B. Research Design

This research is designed by using qualitative research. Qualitative research is a kind of research describes phenomena happening in the field. Similarly qualitative research is the research that means to understand the phenomenon about what is the subject undergone by using natural method.<sup>1</sup> In addition, qualitative research is an effort to comprehend not only the modes of cultural arrangements but the ways in which those arrangements are experienced by individuals, in order to provoke intelligibility and involve one personally and intersubjectively in conscious pursuits of meaning. For qualitative researchers, life is not a dress rehearsal; it is the real thing.<sup>2</sup>According to Creswell, qualitative approach is one in which the

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<sup>1</sup>Lexy j. Moleong, *metodepenelitiankualitative*(Bandung:RemajaRosdaKarya, 2009), p.166. .

<sup>2</sup> Robert R Sherman and Rodman B Webb, *qualitative research in education focus and method*.(London and new York, falmel press, 205),p. 4

inquirer often makes knowledge claims used primarily on constructivist perspectives.<sup>3</sup>

### **C. Participant**

The participants of this research are students of XI SMAN 3 Padangsidempuan 2017/2018. This class has 36 students, the researcher choose all students as participants in analysis students difficulties in writing recount text.

### **D. Sources of Data**

Sources of the data this research consists of two sources, they are:

1. Primary sources of data (principal data) are the basic of data. Primary sources of data are observation with grade XI students in SMA N 3Padangsidempuan. This research have done with using purposive sampling and the sources of the data have done assigned by the researcher before hand down to the field.
2. Secondary data

It is a data that get from the second source. So, this data collect from the teachers of SMAN 3 Padangsidempuan. The secondary data used to supporter of primary data to examine and interpreted data that relate to primary data.

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<sup>3</sup>Jhon W. Creswell, *Research Design, Qualitative, Quantitative and Mixed Methods Approaches* (USA:Sage Publication Inc,2003), p. 18.

## E. Instrument of Collecting Data

Here researcher needs instrument, which choosing the instrument, in this research the instrument that used in gathering data.

### 1. Observation

Observation used to get information about phenomenon that occurs. Furthermore, Gay and Peter Airasian say that observation is a technique of collecting data to gain insight on understanding the natural environment as live by the participants.<sup>4</sup>

Observation done directly or indirectly. Researcher done directly observation, the researcher use directly observation to know the situation in SMAN 3 Padangsidempuan includes location, facilities, learning process and etc.

### 2. Interview

Interview is an activity asking and answer usually between two people. It is between interviewer and interviewee to get information. According to Lexy J Moleong, interview is conversation with specific purposed. Conversations do by two sides, they are interviewer that asks the question and interviewee answers the question.<sup>5</sup> In this research the researcher use

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<sup>4</sup>L.R. Gay and Peter Airasian, *Educational Research* (USA: Printice Hall Incorporate, 2000), p. 56.

<sup>5</sup>Lexy j. Moleong, *Op.Cit.*, p.186

structural interview, in structural interview the researcher prepare the question an alternative of the answer that will be giving to the interviewer. So, this interview is one of the techniques of collecting data by doing oral interview in individual meeting.

Interview havedone for grade XI students in SMAN3 Padangsidimpuan. The question appropriate with the list of interview. Interview done for getting data about the difficulties that usually faced by the grade XI SMAN 3Padangsidimpuan students in writing recount text. Interview also havedone to get more information about situation and condition in SMAN 3Padangsidimpuan.

### 3. Test

Test is a method to measure the students' knowledge, especially in writing recount. Brown defined test as a method of measuring a persons' written essay test to test students' writing ability. Test is sequence of question or practice that was used for surveying the skill, intelligence, knowledge, ability to trail that is owned be used for surveying by individual or group.<sup>6</sup>Lexy J Moleong stated that test is a practice that used to measure someone or group's skill, knowledge, intelligence, ability or talent.<sup>7</sup> The researcher concluded that test is an argument to measure something in order to get the real data from object this research.

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<sup>6</sup>H. Douglas Brown, *Language Assesment* ( San Fransisco: Longman, 2004), P. 3.

<sup>7</sup>Lexy J Moleong, *Op.,Cit.* P. 103



The researcher used test as the first instrument of the research to collect the data need. In this case, the instrument used to collect the data in this study is an achievement test. It is aimed to knowing the students' difficulties in writing recount text at grade XI in SMA N 3Padangsidimpuan.

The instrument used to collect the data in this research is writing test in writing recount text. The writer used test method. It is an assignment to measure the difficulties of students' in writing. Writing recount text based on their experience. Before the researcher measure students of SMA N 3 Padangsidimpuan, the researcher is try out the best to students out sample. In this case the researcher try out the instruction of the test to find out whether or not the students understand what they can do with the test and the time allocation. After the researcher try out in to students out samples, the researcher concluded the students in SMA N 3 Padangsidimpuan can also answered the test of the researcher.

The researcher giving test a topic about *My Experience in Sibio-bioat* least 3 paragraph with limit time 90 minutes to collect the data in this research.

#### **F. Techniques of Collecting Data**

Collecting data is important to get the valid data, because it really correlates for the research and collection data must be composed according to the research and must be systematic. In this research the researcher used some techniques in gathering the data as follow:

- a. The researcher doing observation to the school first before giving the test to the students
- b. The researcher gave the test and the answers sheet to the students that had been filled with the limit of the time in doing the test.
- c. After the students finished the test, the researcher will collect the answer of the students and give score based on a certain criteria.

#### **G. Technique of Analyzing Data**

After collecting of the data the researcher was done analysis the data by using some steps, such us: editing the data, reduction of the data, tabulation of the data, description of the data, taking conclusion such as;<sup>8</sup>

1. Editing the data, it was done to arrange the data become structured sentence systematically.
2. Reduction of the data, it was done seek the uncompleted data and put a side data unnecessary.
3. Tabulation of the data, it was done to account and give to respondents answer through test and take on the table that consist alternative answer.
4. The last is taking conclusion.

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<sup>8</sup>Anas Sudijono, *PengantarStatistikPendidikan* (Jakarta: Raja Grafindo, Persada,1991), p.40.

## **CHAPTER IV**

### **THE RESEARCH RESULT**

#### **A. The Data Presentation**

The research discussed the difficulties that done by the seven grade students of SMA Negeri 3 Padangsidimpuan in writing recount text. Many difficulties in students' recount text writing are found. Researcher only focused on indicator of writing by Hughes Arthur classification. Those are grammar, vocabulary, mechanic, fluency and form. The detail description of the research result are describe below:

##### **1. The description of students' difficulties in writing recount text**

The researcher has classified the students' difficulties in writing recount text at grade XI SMA Negeri 3 Padangsidimpuan. The calculation of the students' difficulties in writing recount text is describe below.

##### **a. Grammar**

The first student make mistakes in grammar is NA. This is the example of grammar "last week we **go** to Sibio-bio". It should be "last week we **went** to Sibio-bio" (See appendix 3 students 19).

Second student make mistake in grammar is IS. This example of grammar "after **arrive** there I **sit** in the chair". It should be "after I have **arrived** there I **sat** in the chair" (see appendix 3 students 10).

The third students make grammar when writing recount text is MTP. He makes mistakes in grammar. This is the example of grammar “my friend **invite** me to **buy** food and drink. We **go** for **buy** drink. The correct sentence is “my friend **invited** me to **buy** food and drink. We **went** for **buy** drink”.(see appendix 3 student 15).

The fourth student is AB. The example of her mistakes is “Sibio-bio **jauh** from **house me**, we **go** there **pada** holiday. We **go** there **dengan** **sepeda motor**. After **sampai** **di** **sana** we **istirahat** **se** **bentar**”. The correct sentence is “Sibio-bio **far away from my house**, we **went** there **at** holiday. We **went** there **by motorcycle**. After have **arrived there**, we **took a rest for a moment**. (see appendix 3 student 4).

The fifth student is PAA. She also makes many mistakes in grammar for example “we went there by **public transpormation**. after we **arrive**, we **search** place and **sit**”. The correct sentence is “we went there by **public transportation**, after we have **arrived**. We **searched** place and **sat**.”(see appendix 3 student 20)

The sixth student is JCP. The example of her mistakes is “we went there around 14:00 pm, after **arrive** there we **take** the place for **sit** and then we order the food and drink **base** on our favourite. In Sibio-bio very **crowd**, they spend **our** time here with food, drink and scenery in evening. We went there together because we **went** refresh our brain, after we **eat** the food there, we break for a moment and then we **take** the pictures in doraemon door. We

were very happy, and our brain fresh again, because together spend the time with family. After that we **go** home, because rain fall, it is my experience that I never **forget** forever”(see appendix student 11).The correct sentence is we went there around 14:00 pm, after have*arrived* there we *took* the place for *sit*and then we order the food and drink *based* on our favourite.In Sibio-bio very *crowded*, they spend *their* time here with food, drink and scenery in evening. We went there together because we *went*refresh our brain, after we *ate* the food there, we break for a moment and then we *took*the pictures in doraemon door. We were very happy, and our brain fresh again, because together spend the time with family. After that we *went*home, because rain fall, it is my experience that I never *forgot*forever. After the researcher analyze the text above, the researcher found many mistakes in simple past tense.

The seventh student is RFH. The example of mistakes of her answer “ last week I went to Sibio-bio. I **go** there with my friend. In Sibio-bio **there is** bridge. We walk in bridge to **go** to Sibio-bio. We walk together to top. We **take** picture. We **eat** together. Scenery beautiful. Many **people** come here. We **go** home after that”. (see appendix 3 student 25) The correct sentence is I *went* to Sibio-bio. I *went* there with my friend. In Sibio-bio *there was* bridge. We walk in bridge *went* toSibio-bio. We walk together to top. We *took* picture. We *ate* together. Scenery beautiful. Many *Peoples* came here.We *went* home

after that”. After the researcher analyze the data, the researcher found that RFH still may mistakes in simple past tense.

The eighth student is RIF. The example of her mistakes is “In Sibio-bio very **crowd, the spend our** time here. With food, drink, and scenery in evening. After we ate the food there, we **briak** for a moment for a moment and then we took the pictures in front of zalaccastatue’ (see appendix 3 student 26). The correct sentence is In Sibio-bio very ***crowded, they spend their*** time with food, drink, and scenery in evening. After we ate the food there, we ***break*** for a moment and then we took the picture in front of zalacca statue.

The ninth student is YAS. The example of mistake is “we went there together because we **wand**refresh our brain. After we **drink, we**took a **pictures in** Sibio-bio. After we took a pictures in Sibio-bio. The perience that always remembered and never lost from my mind. The correct one is we went there together because we **want**refresh our brain. After we drank, we took a **picture** in Sibio-bio. After we took a **picture** in Sibio-bio. The **experience** that always remembered and never lost from my mind. From the text above the students also have many mistakes in same case.

The last student is JR. the example of mistakes just a little such us; “Sibio-bio very **crowd. They spend our** time here with food, drink, and the scenery in evening”. It should be change into good sentence Sibio-bio very ***crowded. They spend their*** time here with food, drink and the scenery in evening”. The student made some mistakes. It can be seen from her answer.

The researcher assumed that the difficulties occurred because Indonesian language has different grammatical rules from English. In Indonesia language, verb does not have to change from present to past tense or future but in English, verb need to change from the present to past tense or future to express the tense.

#### **b. Vocabulary**

The first students is AB. The example of the mistakes is “Sibio-bio **jauh** from **house me**. We go then **padaholiday**, we go there **dengansepedamotor**.Aftersampaidisana, we **istirahatsebentar**.Rasanyacapekitu**hilang**, because look beautiful **pemandangan**. **Setelah we capek**here, **akhirnya kami pulang**”. The correct sentence is “Sibio-bio **far** from**my house**. We go then **at** holiday, we went there **by motorcycle**. After we have**arrived there**, we **take a rest for a moment**. **It felt that the bored lost**, because look beautiful **scenery**. **After we bored here, finally we went home**”. (seeappendic 3 student 4)

The second student is NA. The example is “we **berangkatto**Sibio-bio dengan motor cycle .sibio-bio. Sibio-bio very **jauh**.I go there**dengan** my friend. In **tengahroad** **there is kebun strawberry**. **Tetapi** we do not **go** here”. The correct sentences is “we **berangkatto** Sibio-bioby**motorcycle**. Sibioa-bio **was very far**. I went there **with** my friend. In the **middle of road** **there was strawberry farm**. **But** we do not **wenthere**”. ( see appendix 3 students 19).

The third student is MTP. The example of sentence is “I went **with** motorcycle. I **go** around 14:00 with my friend. It should be change “I went **by** motorcycle. I **went about** 14:00 with my friend”. (see appendix 3 student 15).

The fourth students is IS. The example of the sentence ”we **eat** food we buy drink”. It should be change to “we **ate** food and then we **bought** drink”. The researcher analyse that the sentence must be add of conjunction to make the sentence good.

The last student is PAA. The example of sentence is “we went there by a public **transpormation**”. It should be change to “we went there by a public **transportation**. Researcher occurred that students maybe miswrite in his paper.

### c. Mechanic

The first student is RFH. The example of her sentence is “we walk together to top. We take picture. It has should be change to “ we walk together **to the top. After that** we **took** pictures there”. (see appendix 3 student 25). The researcher add the conjunction to make the sentence good and easy to understand by the reader.

The second student is RIF. The example of sentence is “in sibio-bio very crowd, the spend our time here with food, drink and scenery in evening”. The correct sentence is “**in the** Sibio-bio very **crowded, and** we spend our time here with **some foods, drinks and** scenery **at** evening”. The



researcher add some conjunction (**and, in the, at**)the sentence more complete and good.

The third student is MTP. The example is “this is beautiful place. Make us spirit”. It should change to “**it was beautiful place. It** made us more spirits”.(see appendix 3 students 15). The researcher change the word into “it was beautiful place” and “it made us more spirit”. It change because to make the sentence easy to understand.

The fourth student is PAA. The example of sentence is “ air in Sibio-bio fresh” it should change to “ **the air in the Sibio-bio was fresh**”.(see appendix 3 student 20). The sentence occur because of they just write what they now without understand more.

The last student is NA. The example of sentence “i go to theredengan my friend”. It should be change in to sentence “**I went there with my friend**. The researcher omit **to**, because there was **there**.”

#### **d. Fluency**

The first student is NA. The example of sentence is “ **last week we go to Sibio-bio. We go dengan motor cycle. We berangkatkeSibio-bio 14:00**.From the sentence above the student used “**last week**” for began his story about experience that happened in the past. Actually his sentence still wrong, so the correct one is “**last week we went to Sibio-bio. We went by motorcycle, we left to Sibio-bio about 14:00 AM**.(see appendix students 19). The students still difficult in fluency to make better his story.

The second student is AB. The sentence example is “2 week ago , we go to Sibio-bio. Sibio-bio is place in Sidimpuan Sumatra utara. It should be change in to **“2 weeks ago, we went to Sibio-bio. Sibio-bio was located in Sidimpuan at Sumatra Utara.**(see appendix 3 student 4) the student not fluency in writing recount text. He still make many mistakes in the paper test.

The third student is RIF. The example of the sentence is “last week my friends and I went to Sibio-bio” (see appendix 3 students 26). We went there **around** 15:00 pm, after **arrive** there we took the place for sit and then we order the food and drink based on our favourite food. It should be change in to **about, arrived.**

The fourth student is RFH. The example of sentence is “last week I went to Sibio-bio. There is bridge. We walk in bridge to go to Sibio-bio. The correct sentence is **“last week I went to Sibio-bio. There was bridge. We walk in the bridge went to Sibio-bio”.**(see appendix 3 student 25) The researcher change some verb into simple past tense.

The last student is PAA. The example of sentence is “last week my friend and I went to Sibio-bio. We went there around 15:00 pm. We went there by a public transpormation”(see appendix 3 student 20). The correct sentence is **“last week my friends and I went to Sibio-bio. We went about 15:00 pm. We went there by a public transportation.**Mistakes occur because of students not careful when they doing the test.

**e. Form**

The first student is MTP. MTP told his experience in Sibio-bio. His stories explain that he went to sibio-bio last week. But there is nothing generic structure of his story. The correct one the students must made their experience based on generic structure of recount, they were: orientation, events, reorientation.

My experience in Sibio-bio

Last week I went to Sibio-bio. I went with motorcycle. I go around 14:00 with my friend. I arrive there 15:00 scenery in bank of road very beautiful. After I arrive to Sibio-bio I break moment, I tire, my friend invite me to buy food and drink we go for buy drink. We take picture there. This is beautiful place. Make us spirit after happy we go home. It is my nice experience.<sup>1</sup>

Based on the text above we can see that orientation, event and reorientation make in one paragraph. The correct sentence is the story or our experience divided in to orientation, event and reorientation per paragraph to make the reader easy to understand the structure of recount text.

Second student is RFH. RFH also same with MTP, She also just writes down her experience without based on generic structure, RFH experience below:

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<sup>1</sup>Manaek Tua Parsaulian, Student of SMA Negeri 3 Padangsidempuan, Class XI MIA 1, Writing test. 4<sup>th</sup> August 2018

### My experience in Sibio-bio

Last week I went to Sibio-bio. I go there with my friend in sibio-bio there is bridge. We walk in bridge to go to Sibio-bio. We walk together to top. We take picture, we eat together, scenery beautiful. Many people come here, we go home after that.<sup>2</sup>

Based on the text above the researcher can conclude that the student not retold her experience based on generic structure of recount. We can see based on her experience above, her experience just one paragraph not she not explain based on orientation, event and reorientation.

The third student is IS. The same mistakes IS also many mistakes on her experience in sibio-bio, we can see her experience below:

### My experience in Sibio-bio

Last week my friend and I went to Sibio-bio. We went there around 15:00 pm. After arrive there I sit in the chair my friend go anywhere they want.

We went there together. We spend a day here. We eat food we buy drink. And we not forget to take a picture here beautiful place..we go home around 18:00 it is my nice experience in Sibio-bio and never forget.<sup>3</sup>

Based on the text above the student mix all of the generic structure in two paragraph, the first paragraph the student introduce that she went to Sibio-bio with her friend, they went to Sibio-bio at 15:00. In the second

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<sup>2</sup> Risa Fadhilah Harahap, Student of SMA Negeri 3 Padangsidempuan, Class XI MIA 1, Writing test. 4<sup>th</sup> August 2018.

<sup>3</sup> Intan Sarqowi, Student of SMA Negeri 3 Padangsidempuan, Class XI MIA 1, Writing test. 4<sup>th</sup> August 2018

paragraph the students mix between event and reorientation. Actually it should be separated.

The fourth student is RIFH. RIFH wrote her experience just one paragraph. In one paragraph she mixed all of the generic structure of recount text. Below example of her writing recount text:

#### My Experience in Sibio-bio

Last week I went to Sibio-bio. I go there with my friend. In Sibio-bio there is bridge. We walk in the bridge to go to Sibio-bio. We walk together to top. We take picture. We eat together. Scenery beautiful, many people come here. We go home after that.<sup>4</sup>

The students still made many mistakes in writing recount text. We can see in the paragraph, the correct generic structure must be separated orientation, event and reorientation. Orientation start from **“Last week I went to Sibio-bio. I go there with my friend”**. Event start from **“there is bridge. We walk in the bridge to go to Sibio-bio. We walk together to top. We take picture. We eat together. Scenery beautiful, many people come here”**. The last generic orientation is reorientation **“We go home after that**. The researcher concludeD that her writing text too short, so in the event actually we told more what weredone in our story.

The fourth student is AB. AB just made her experience in to two paragraph. He also mixed between event and reorientation. Below his experience that explain his experience in Sibio-bio

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<sup>4</sup> Riski Indah Fadhilah Harahap, Student of SMA Negeri 3 Padangsidempuan, Class XI MIA 1, Writing test. 4<sup>th</sup> August 2018

### My Experience in Sibio-bio

2 week ago, we go to Sibio-bio. Sibio-bio is place in sidimpuan, Sumatra Utara. Sibio-bio jauh from house me, we go to therepada holiday. We go there dengansepeda motor. After sampaidisana we istirahatsebentar. Then we look pemandangan. Setelah we capek here, akhirnya kami pulang.<sup>5</sup>

After we read the experience above, we can see that generic structure still wrong, he still mixed in one paragraph. 2 week ago, we go to Sibio-bio. Sibio-bio is palce in sidimpuan, Sumatra Utara **“2 week ago, we go to Sibio-bio. Sibio-bio is palce in sidimpuan, SumatraUtara. The event “.Sibio-bio jauh from house me, we go to therepada holiday. We go there dengansepeda motor. Aftersampaidisana we istirahatsebentar. Then we look pemandangan.**The reorientation also in on paragraph **“Setelah we capek here, akhirnya kami pulang”**.

The next student is NA. Her experience story just one paragraph, it was also many mistakes because still in Indonesia language mixed with English language. Below his experience;

### My Experience in Sibio-bio

Last week we go to Sibio-bio. We go dengan motor cycle. We berangkat to Sibio-bio 14:00. Sibio-bio very jauh. I go to theredengan my friend. Before arrive to Sibio-bio in tengah road there is kebun strawberry. Tetapi we do not go here. We langsung go to Sibio-bio. SampaikeSibio-

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<sup>5</sup> Anugerah Bagus, Student of SMA Negeri 3 Padangsidimpuan, Class XI MIA 1, Writing test. 4<sup>th</sup> August 2018.

bio, there beautiful. Tempatnya di gunung, air here cool, it is tempat nya sangat luas. We vacation here, eat and back home.<sup>6</sup>

From the text above the researcher concluded that NA still many mistakes in retold his experience written form. He also mixed all of generic structure here. We don't know where is the orientation, event and reorientation. It should be change to correct one and English language.

Orientation **“Last week we go to Sibio-bio. We go dengan motor cycle. We berangkat to Sibio-bio 14:00.Sibio-bio very jauh.**

Events” **I go to theredengan my friend. Before arrive to Sibio-bio in tengah road there is kebun strawberry. Tetapi we do not go here. We langsung go to Sibio-bio. SampaikeSibio-bio, there beautiful.Tempatnya di gunung, air here cool, it is tempatnyasangatluas.”**

Reorientation **“We vacation here, eat and back home”**.it should be in English language. To make it better and the reader or listener easy to understand.

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<sup>6</sup> Nando Armando, Student of SMA Negeri 3 Padangsidempuan, Class XI MIA 1, Writing test. 4<sup>th</sup> August 2018.

## **2. The students' Dominant Difficulties in writing recount text**

After doing the test, the researcher got achievement based on result of their interview and test. The researcher had found the dominant difficulties in writing recount text are;

### **a. Students Difficulties in Grammar**

From the result of the test the researcher take result that students' have difficulties in grammar in recount text, in grammar their difficulties especially in past tense. All of them have same mistakes in make past tense, they put simple present tense in their experience when they writing.

### **b. The students' difficulties in Form**

In this part the researcher explain the students result based on their test. Almost of students still incorrect in form, they write their experience based on their version without know or follow the generic structure of recount text.

So, based on the explanation above the researcher can conclude that students' dominant difficulties in writing recount text are in *grammar* and *form*.



### 3. The Dominant Reason Students' Difficulties in Writing Recount Text.

After the researcher got interview with students about writing recount text. The researcher got data. Almost of them said that their dominant reason was in past tense. They said that they difficulty made simple past tense because irregular verb.

*The first* student is RAD. She said that dominant reason difficulties in writing recount text is she said that because of she must memorize past tense. *The second* student is MTPS. He said that she got dominant reason because not understand how to change simple present become simple past tense. *The third* student is EM. She also gave the same reason with her friend, the reason dominant. She said sometimes she forgot make simple past tense. *The fourth* student is ANS. She said that she got dominant reason in writing recount text is not understand about tenses and lack of vocabulary. *The last* student is PDD. She said that the reason dominant for her is memorizing past tense.

Based on all of explanation above, the researcher concluded that the dominant reason difficulties in writing recount text is difficult in past tense. Recount text should be in past tense because of the story happened in the past.

### B. Discussion

After analyzing the data, it was known that the students' still difficulties in writing recount text. The students' got difficulties at grade XI SMA Negeri 3 in writing recount text were: the first, the students had difficulties in grammar; they didn't understand constructing the sentence in the good grammar. The second,

the students had difficulties in form; they still mixed between orientation, event and reorientation, so that they couldn't construct the sentence well. It was because of their understanding of recount text not deep. The third, the students had difficulties in vocabulary; they still lack of vocabulary, so they still difficulty to construct sentences well, some of them still told their experience in Indonesia language. It mean that their vocabulary still lack. The fourth, the students had difficulties in mechanic, they didn't know to use conjunction well. The last used fluency in recount text. It was stated also by the English teacher that the students was shy and afraid of being mocked by their friends and they didn't have initiative to start writing first with their friends or the teacher.

Whereas, there were thesis that researcher used as review of related findings. This research was to describe by Allieni Harris, had done research in SAM N I Sungai Limau. This research conducted start from the problem of students' creativity in writing prominent in grammar at students of SMA N I Sungai limau. The purpose of this research to see the ability of student to develop recount text.

Next, this research related to SitiZamilah, had done research about "The Students' Ability In Writing Recount Text At Grade X InSmaNegeri 3 Padangsidempuan". He concluded that the ability of the tenth grade students of SMA N 3 Padangsidempuan is good. It can be seen throught the average score.

Next, this research related to ArifRahman Hakim, had done research about "the analysis on the students' Ability in writing recount text of the tenth

grade students in SMA N 3 BatangAngkola. so based on researcher “the Ability of the tenth grade students in SMA N 3 BatangAngkola in writing recount text category zed into enough category, it was 67%. The researcher concluded based on the result the students in the ability still is enough.

### **C. Threats of the Research**

In conducting this research, the researcher realized that were so many threats in doing students’ difficulties research. It started from arranging proposal until finishing thesis. The researcher realized that to conducted a qualitative research needed long time research. Due to the limitation of time and finance, and material. This research was conduct in short time which made it far from perfection it was just one month.

In conducting the interview, the results obtained might be less valid, due to the grade XI students who might not be too serious in answering any questions from the test, there was a mutual cheating, bias and psychological support in activities such interview and limited time available. Then, because of the researcher’ home is far from the research field, the researcher get difficulties to went there. Next, because of students’ time limitation is not enough, while the researcher gave many interviews questions. The last, the researcher got the students were not serious in doing the writing test, Because there was not their English teacher observed their while the researcher did the research there.

However, the researcher had done the best in this research, the researcher was very aware of the threats that exist in this paper, but with hard work. This paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teachers, friends and readers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of writing test, which done by the researcher about the students' writing recount text at grade XI SMA N 3 Padangsidimpuan concluded as below;

##### 1. Students' difficulties in writing recount text

The students still difficult in writing recount text based on indicator of writing they are; grammar, vocabulary, mechanic, fluency, and form

##### 2. Dominant difficulties in writing recount text

Based on test and interview result the dominant difficulties students in writing recount text was grammar and form

##### 3. Reason dominant students' difficulties in writing recount text

The reason dominant students difficulties in writing recount text were they are not interest learning English subject.

#### B. Suggestion

Based on the conclusion above, the researcher gave some suggestion as follow:

1. To the head master of SMA N 3 Padangsidimpuan as a leader of school, the head master has to support the English teacher to teach well

2. To the English teachers; the English must have a capability to motivate student in learning English and change the students' assumption that English is hard. Teacher motivates the students especially in recount text.
3. To the students; they must learn to love English subject because English is very important in this globalization era

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## **Appendix I**

### **OBSERVATION GUIDANCES**

1. Students learning difficulties in writing recount text SMA N 3 Padangsidempuan

*Kesulitan belajar siswa dalam menulis teks recount di SMA N 3 Padangsidempuan*

2. Students dominant difficulties in writing recount text in SMA N 3 Padangsidempuan

*Kesulitan dominan siswa dalam menulis teks recount di SMAN 3 Padangsidempuan*

3. Why it is dominant difficulties in writing recount text at S MAN 3 Padangsidempuan

*Kenapa ini menjadi kesulitan yang dominan bagi siswa ketika belajar recount text di SMA N 3 Padangsidempuan?*

## **Appendix II**

### **LIST OF INTERVIEW**

#### **A. TO THE STUDENTS**

1. What are the difficulties that you found when you are studying recount text?  
*Kesulitan-kesulitan apa yang adek hadapi ketika belajar recount text?*
2. What are the dominant difficulties that you found when you are studying recount text?  
*Kesulitan apa yang dominan ketika adek belajar tentang recount text?*
3. Why it is dominant difficulties for you?  
*kenapa itu menjadi kesulitan yang dominan untuk adek?*

#### **B. TO THE TEACHER**

1. What are the student difficulties when they are studying recount text?  
*Apa saja kesulitan-kesulitan siswa ketika mereka belajar recount text?*
2. What are the dominant difficulties when they are studying recount text?  
*Apa kesulitan yang dominant ketika siswa belajar recount text?*
3. Why it is dominant difficulties for students?  
*Kenapa ini menjadi kesulitan yang dominant bagi siswa?*



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The Researcher

Validator

Mardiah

Syarifuddin Siregar



**PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN**

**SEKOLAH MENENGAH ATAS (SMA) NEGERI 3**

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Email : [naisyah77@yahoo.com](mailto:naisyah77@yahoo.com). Website : [www.sman3padangsidimpuan.sch.id](http://www.sman3padangsidimpuan.sch.id)

**KOTA PADANGSIDIMPUAN**

**SURAT KETERANGAN**

Nomor :421.3/345/ SMA-3/ 2018

Yang bertanda tangan dibawah ini Plt. Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

1. Nama : **MARDIAH**
2. NIM : 1420300066
3. Program Studi : Tarbiyah dan Ilmu Keguruan/TBI

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan dengan judul **“Students’ Difficulties in Writing Recount Text at Grade XI SMA N 3 Padangsidimpuan”**. Sesuai Surat Institut Agama Islam Negeri Padangsidimpuan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-1022/In.14/E.4c/TL.00/06/2018 tanggal 30 Juli s/d 10 Agustus 2018 tentang Mengadakan Penelitian Untuk Penulisan Skripsi.

Demikian Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Padangsidimpuan, 11 Agustus 2018  
Plt. Kepala SMA Negeri 3  
Padangsidimpuan,  
**Dr. KARDAN**  
Pembina Tk. I  
NIP.19680715 199412 1 004





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Hal : Izin Penelitian  
Penyelesaian Skripsi.

29 Juni 2018

Yth. Kepala SMA N 3 Padangsidempuan  
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

Nama : Mardiah  
NIM : 1420300066  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
Alamat : Kompleks IAIN Padangsidempuan

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "*Students' Difficulties in Writing Recount Text at Grade XI SMA N 3 Padangsidempuan*". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan  
Dekan Bidang Akademik



Hamad, S.Si., M.Pd.  
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Sifat : Biasa  
Tempat : -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:  
Bapak/Ibu:  
1. Rayendriani Fahmei Lubis, M.Ag  
2. Yusni Sinaga, S.Pd., M.Hum  
Di-  
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:

Nama : MARDIAH  
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Judul Skripsi : **STUDENT'S DIFFICULTIES IN WRITING RECOUNT TEXT AT GRADE XI SMA NEGRI 3 PADANGSIDIMPUAN.**

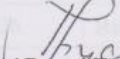
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Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

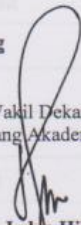
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
  
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