

**STUDENTS' DIFFICULTIES IN WRITING RECOUNT  
TEXT AT GRADE X MAS SYAHBUDDIN MUSTAFA  
NAULI KAB. PADANG LAWAS UTARA**



**A THESIS**

*Submitted to the English Educational Department of State Islamic  
University of Syekh Ali Hasan Ahmad Addary Padangsidempuan as a  
Partial Fulfillment of the Requirement for the Graduate Degree of  
Education (S.Pd.) in English Department*

**Written By:**

**Gusti Wiranda Hasibuan  
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**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**

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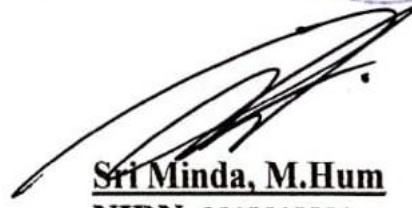


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PADANGSIDIMPUAN**

**2023**

LETTER AGREEMENT

Term: Munaqasyah  
an. Gusti Wiranda Hasibuan

Padangsidempuan, June 2023  
To: Dean Tarbiyah and Teacher Training  
Faculty

In-

Padangsidempuan

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to Nussy Cahyani Tumanggor entitled *Students' Difficulties in Writing Recount Text at Grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara*. We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will be soon examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

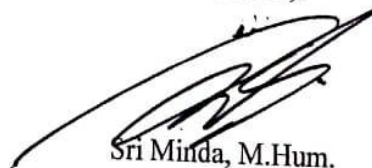
*Wassalamua'alaikum Warahmatullahi Wabarakatuh*

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I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of UIN SYAHADA Padangsidempuan in article 12 verses 2.

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Maker,



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## AGREEMENT PUBLICATION OF APPROVAL STATEMENT

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Kind : Thesis

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Date : July, 26<sup>th</sup> 2023  
Time : 08:00 WIB until finish  
Result/Mark : 83.3 (A)  
IPK : 3.37  
Predicate : Sangat memuaskan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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SYEKH ALI HASAN AHMAD ADDARY  
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### **LEGALIZATION**

**Thesis : Students' Difficulties in Writing Recount Text at Grade X  
MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas  
Utara**

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**Reg. Num : 18 203 00004**

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The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

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Dean of Tarbiyah and Teacher Faculty



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**Title of the Thesis** : Students' Difficulties in Writing Recount Text at Grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara

### ABSTRACT

The background of the research was the difficulties faced by students in writing a Recount Text at Grade X of MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara. There were some difficulties that researcher found. The first, some students lack vocabulary. The second, some students were confused in using tenses. The last, some students could not develop ideas when writing. The purpose of the research were to find out the Students' Difficulties in Writing Recount Text at Grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara. The formulation of the problem in this research were: 1) What are the students' difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli, 2) What are causes students' difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli, 3)How the teacher overcome the difficulties of students in writing recount text at grade X MAS Syahbuddin Mustafa Nauli? In this research, the researcher used descriptive qualitative method. The informants of this research were the students of x-l and x-p class, which is consisted of 67 students in mas syahbuddin mustafa nauli kab. padang lawas utara. The data were got through interview dan test. interview was used to get the causes of students difficulties in writing recount text and test was used to get students difficulties in writing recount text . The researcher asked the students' writing task from the teacher as a test. The interview was done directly. In this research, researcher found five aspects of students difficulties in writing recount text. The difficulties are content, organization, grammar, vocabulary and mechanic. Then, the researcher found three causes of students difficulties in writing recount text. The causes are psychological problem, linguistic problem, and cognitive problem.

**Key Words:** *students' difficulties, writing, recount text*



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**Department** : English Education ( Tbi- 3)  
**Title of The Thesis** : Kesulitan Siswa Dalam Menulis Teks Recount Kelas X Mas Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara

### ABSTRACT

Latar belakang penelitian ini adalah kesulitan yang dihadapi siswa dalam menulis Teks Recount di kelas X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara. Ada beberapa kesulitan yang peneliti temukan. Pertama, beberapa siswa kekurangan kosa kata. Kedua, beberapa siswa bingung dalam menggunakan tenses. Terakhir, beberapa siswa tidak dapat mengembangkan ide saat menulis. Tujuan penelitian ini adalah untuk mengetahui Kesulitan Siswa Dalam Menulis Teks Recount Kelas X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara. Rumusan masalah dalam penelitian ini adalah: 1) Apa kesulitan siswa dalam menulis teks recount di kelas X MAS Syahbuddin Mustafa Nauli, 2) Apa penyebab kesulitan siswa dalam menulis teks recount di kelas X MAS Syahbuddin Mustafa Nauli, 3) Bagaimana guru mengatasi kesulitan siswa dalam menulis teks recount di kelas X MAS Syahbuddin Mustafa Nauli? Dalam penelitian ini, peneliti menggunakan metode kualitatif deskriptif. Informan penelitian ini adalah siswa kelas x-1 dan x-p yang berjumlah 67 siswa di mas syahbuddin mustafa nauli kab. padang lawas utara. Data diperoleh melalui wawancara dan tes. wawancara digunakan untuk mengetahui penyebab kesulitan siswa dalam menulis teks recount dan tes digunakan untuk mengetahui kesulitan siswa dalam menulis teks recount . Peneliti meminta tugas menulis siswa dari guru sebagai tes. Wawancara dilakukan secara langsung. Dalam penelitian ini, peneliti menemukan lima aspek kesulitan siswa dalam menulis teks recount. Kesulitannya adalah konten, organisasi, tata bahasa, kosa kata dan mekanik. Kemudian, peneliti menemukan tiga penyebab kesulitan siswa dalam menulis teks recount. Penyebabnya adalah masalah psikologis, masalah linguistik, dan masalah kognitif.

**Kata kunci : kesulitan siswa, menulis**

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let I say a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled “Students’ Difficulties in Writing Recount Text at Grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara”. The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from **the dark era to the bright era.**

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

- A. Mrs. Rayendriani Fahmei Lubis, M.Ag, as my first and academic advisor and Sri Minda, M.Hum, as my second advisor who have guided me for finishing this thesis, who have been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
- B. The Rector and the Vises of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, as the administrator that has accepted researcher as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

- C. The Dean of Tarbiyah and Teacher Training Faculty and Vises that has done the best improvement the faculty in creating various activity to increase students' skill.
- D. Special thanks to the of Chief English Education Department, Mrs. Fitri Rayani Siregar, M. Hum. who supported every requirements of finishing my thesis.
- E. All lecturers and all the cavities academic of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.
- F. Mrs. Sokhira Linda Vinde Rambe, M.Pd., Mrs. Dr. Eka Sustri Harida, M.Pd., Umni Yusni Sinaga, M.Hum., Mr. Dr. H. Fitriadi Lubis, M.Pd., Mrs. Sri Rahmadhani Siregar, M.Pd., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd. and Mr. Dr. Hamka, M.Pd who have given me much knowledge.
- G. Mrs. Meilinda puspita sari, S.Pd. who has been my validators. I would like to say thank you for helping me in arranged the written text and interview.
- H. My beloved parents (Mr. Erwin Hasibuan And Mrs. Siti Asaroh Harahap) and my lovely brother and sisters (M. Alwi Hasibuan, Ratna Dewi Hasibuan, Widia Permata Hasibuan And Sri Novel Hasibuan) who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any conditions by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.

- I. I want to say thanks to myself for believing me. I wanna thank me for doing all these hard work. I wanna thank me for always being a giver and trying to give more than I receive.
- J. My beloved best friends (Asbiyah Putri, Yuli Rasmita, Umami Hutasuhut, Khodijah Pane and etc. who always give me motivation, suggestion and help me until finishing this thesis.
- K. Mrs. Fatimah Abdiyatsyah Siregar, M.Pd as a headmaster of Mas Mustafa Nauli Kab. Padang Lawas Utara, who helped or gave permission for the researcher to do the research in that school.
- L. My participants in this research, they are from X-L And X-L Of Mas Mustafa Nauli. I would like to say thank you very much for the kindness in helping me, may Allah rewards every kindness with the greatest thing.

I realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, Juni 2023

Researcher

**GUSTI WIRANDA HASIBUAN**  
**Reg. No. 18 203 00004**

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## CHAPTER I

### INTRODUCTION

#### A. The Background Of The Problem

Writing is an English skill that must be mastered. Writing is one of the important skills that must to be mastered by the students. From writing students can explores their mind and give information to the readers. According to Brown “writing is a thinking process”.<sup>1</sup> It means that, writing is writer produces in written product based ontheir thinking after through the thinking process. This idea is supported by Nunan which also explains that “writing is the process of thinking to invent ideas, thinking about how to express ideas into statement and paragraph clearly”.<sup>2</sup> It means that, writing is a process of putting ideas in students mind indicate that students are expected to explore their ideas and arrange them into good sentences and paragraph that have meaning. Therefore, writing is not only the activity of producing language in written form, but also a mean to deliver ideas. When writers start writing, they not only write all ideas but the writers also filter ideas. The writers need to convey and organize ideas Into a meaningful text that has some meanings. Thus, the writers should can explores ideas and know how to make ideas can be understood easily.

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<sup>1</sup> Moleong lexy j, *Anderson, Mark & Kathryn Anderson, Text Types In English (Australia: Macmilan Education, 1997), p. 186* (bandung: remajarosdakarya, 1997).

<sup>2</sup> David Nunan, *Practical English Language Teaching* (Suingapore: MC Graw Hill Company, 2003).

Meanwhile, Harmer stated that writing is the process of recording a language as a result of a certain visual sign or graphic.<sup>3</sup> It means that, writing is a process encode writer message in written. It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. Therefore, in writing recount text the writers should retell their thinking in written form that has some meaning. Recount text is the text that tells the reader what happened. According to Knapp and Watkins, recount text are the simplest type of text, formally and sequential text which focus more than sequence a series of events.<sup>4</sup> It retell past events, first telling readers who involved, what happened, where and when that event happened. Text is recalculated to retell events to inform or entertain readers. Recount text is the types of texts students in writing. The purpose of writing this text is to inform the reader or individual about something, to report an incident, experience, or to report in detail. Counting text contains three general structures. They are: orientation, event and conclusion (repositioning).

Based on the curriculum the students in senior high school must be able to comprehend the text types especially writing recount text at the tenth grade, exactly in writing recount lesson. The students study about recount text in English lesson when they are at the tenth grade. The students are

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<sup>3</sup> Jeremy harmer, *Jeremy Harmer, How to Teach Writing, (Edinburgh Gate: Pearson Education Limited, 2004), p.31.*

<sup>4</sup> Knapp, Peter & Watkin, Megan. 2005. *Genres, Text, Grammar.* Sydney: University Of New South Wales Press.



able to write recount text, the students are able to follow the generic structure of recount text, the students are able to know the language features use in recount text.

Based on an interview done by researcher with one of the English teacher in MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara<sup>5</sup>. She said that students are lack in vocabulary, lack of interest in learning and do not understand about grammar. Then, based on an interview with Harahap, Zaski Ayunan and others, Students in MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara, they are lack vocabulary, difficult to write English text and do not know how to use tenses. So, the researcher chooses to share with students how to make a text by recount text.

However in fact, the students are very poor in writing recount text, because they do not have a good understanding about grammar especially past tense and adverb. Data obtained from test and interview, the test will be given to the students in the form of a written test. In written test, the researcher give options to make text and each student do the written test. They were confused how to use language features of recount text. Most of students do not know the from of tenses in the text, so the students get difficulties in writing English text. Some students have lacked English vocabulary, so they used a familiar vocabulary. They also lack in motivation in writing English text. And the researcher done the interview

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<sup>5</sup> Puspita Meilinda Sari., ‘ Interview With An English Teacher At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli On June 1th 2022).

to the students by giving some questions. The researcher asks the students one by one and the researcher analyze the students' answers.

When readers find words that give them meaning and keep them forever, they keep reading. On the other hand, when authors use incorrect and ambiguous words, readers get confused in understanding the content of their written recount text. The above-mentioned student difficulties may arise for a variety of reasons. There are two main reasons for students' writing difficulties: internal factors and external factors.

Researchers can conclude from the above statements that students need to know more about common structures, language features and vocabulary in order to better understand, form correct sentences, read and write English correctly and intelligibly, and as a result students can create a Good spoken and written English for active communication and interaction in life.

There are some prior researches about this research. The first was Written by Hyfitma, she concluded that an analisis of students difficulties in writing recount text at eight grade of SMPN 1 Imam Bonjol can be categorized into good categories.<sup>6</sup> The second, was written by Arifhakim, he concluded that studentS' difficulties in writing recount text at grade XI SMAN 3 Padangsidimpuan can be categorized into enough<sup>7</sup>.

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<sup>6</sup> Erin Hifitma, "An Analysis of Students Difficulties in Writing Recount Text at Eighth Grade of SMP N 1 Bonjol," 2021, N.D.

Based on the explanation above, the researcher is interested in conducting a descriptive qualitative research in which the purpose is to describe problem of students in writing. The researcher a research entitled: Students' Difficulties in Writing Recount Text grade X MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara.

## **B. Defenition of The Key Term**

Writing is a personal act in which writers take ideas or prompts at transform them into “self-initiated” topics<sup>8</sup>. And also writing is a creative activity to express their opinion or ideas. It means writing is a skill that focuses on producing language and the writing skill needs intellectual level or the level of expression. From that, writing is one of the skill that everyone has to describe an idea or opinion.

Linda Gerot and Peter Wignell said, recount text is to retell events for the purpose of informing or entertaining<sup>9</sup>. Recount text is to retell events expriences that occurred in the past. Recount text is reconstruct past experience by retelling events in original sequences. Recount text is a text that retells something that already happened and narrative text is imaginative story to amuse and give moral value to the readers. So, writing recount text is writing to make a report about an experience of event from a series of related events that are entertaining.

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<sup>8</sup> J. Michael O, Malley Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners*, (By Addison –Wesley Publishing Company, Inc: 1996), p. 136.

<sup>9</sup> Linda Gerot And Peter Wignell, *Making Sense Of Functional Grammar* (Australia: Gerd Stabler, 1994), p.194.

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

1. What are the students' difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli?
2. What are the causes students' difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli?
3. How the teacher overcome the difficulties of students in writing recount text at grade X MAS Syahbuddin Mustafa Nauli?

### **D. Purposes of the Research**

The purpose of the problem in the research are;

1. To know students' difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli.
2. To know the causes of difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli.
3. To find out how the teacher overcomes the difficulty of students in writing recount texts at Grade X MAS Syahbuddin Mustafa Nauli.

### **E. Significances of the Research**

1. For researcher, this research can improve students writing to become a good writer especially in recount text.
2. For English teacher, this research will give contribute to the educators and motivate the teacher to use various methods when teaching writing especially recount text.

3. For the research, this research will contribute to the educators and motivate the teacher to use various methods in learning especially in writing recount text.

#### **F. Definitions of the Key Term**

Writing recount text. Writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics<sup>10</sup>. And also writing is a creative activity to express their opinion or ideas. It means writing is a skill that focuses on producing language and the writing skill needs intellectual level or the level of expression. From that, writing is one of the skill that everyone has to describe an idea or opinion.

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<sup>10</sup> J. Michael O'Malley Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners*, (By Addison –Wesley Publishing Company, Inc: 1996), p. 136.

<sup>11</sup> Linda Gerot And Peter Wignell, *Making Sense Of Functional Grammar* (Australia: Gerd Stabler, 1994), p.194.

## **G. Outline of The Thesis**

The five chapters that make up this research are organized logically. Each chapter has several subchapters with the following details:

Chapter I is about an introduction. It is made up of the problem's background, point of emphasis, formulation, purpose, and significances as well as the definitions of important terminology and the thesis statement's framework.

Chapter II is about a theoretical description. This chapter will go through the ideas that the researcher employs to create a knowledge of the subject under investigation. The theories are related to definition of difficulties, kinds of difficulties, factors of difficulties, definition of writing, the purpose of writing, process of writing, indicators of writing, definition of recount text, generic structure, language features of recount text, the social function of recount text and example of recount text.

Chapter III is about discusses research methodology. It deals with the place and time of the research, the kinds of the research, participant/ subject of research, instrument of collecting the data, technique of collecting the data, and technique of data analysis. Chapter IV is about result discussion of the research. Chapter V is about conclusion and suggestion.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Writing Recount Text

Writing is one of the language skill that has important role in daily life. It is one of the four skills that should be mastered. According to Patel and Jain, “Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern”<sup>12</sup>. That opinion added by Hylad presents the definition of writing as a product of grammar and vocabulary, and the development of writing is the result of imitation and manipulation of models provided by the teacher. For many who hold this view, writing is an extension of the grammatical tools of reinforcing language patterns by forming habits and testing students' ability to form well-functioning sentences<sup>13</sup>. So, writing is a process of developing our thinking about language and expressing our ideas, feelings in written form.

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

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<sup>12</sup> M. F. Patel And Praveen M. Jain, *English Language Teaching (Jaipur: Sunrise Publisher & Distributors, 2008), p. 125.*

<sup>13</sup> Key hylad, n.d.

articles<sup>14</sup>. From the explanation above, the researcher can conclude that writing is an idea, our experience into a book or other media.

Further, Greene at all: writing is one mean forexpressing 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>15</sup>. From that, Writing is important skill that we must have to expressing our ideas. Writing is a way communicating to give a message by writer. It tendsto be a means how to express though, ideas and feelings.

The meaning of recount according to experts: Gerot, retell stories in order to inform or amuse readers<sup>16</sup>. Recount text is to tell what happened or to document sequence of events and evaluate their significance in some way<sup>17</sup>. Recount text is a text that tells the reader about one story, action or activity. Its goal is to entertaining or

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<sup>14</sup> Ekasetyawati, *An Analysis Of The Second Year Students' Ability Of SMA Pertiwi 1 Padang InWriting Narrative Paragraph* (Padang: University Bung Hatta,2011),p 7

<sup>15</sup> Harry A, Greene at all, *Developing Language Skills In The Elementary School* (Boston, London, Sydney),p. 284

<sup>16</sup> Linda Gerot And Peter Wignell, *Making Sense Of Functional Grammar* (Autralia: Gerdstabler, 1994), p. 194

<sup>17</sup> Lexy j, Anderson, Mark & Kathryn Anderson, *Text Types In English* (Australia: Macmilan Education, 1997), p. 186.



informing the reader. But Inside Recount Text there is no complication just like in Narrative Text. Recount text is used to retell events for the purpose of informing or entertaining.<sup>18</sup>

According to the explanation given above, the researcher has come to the conclusion that a recount text is a text that is meant to inform readers or listeners about an event that happened in the past or a set of related occurrences. Students can therefore grasp about recount texts if they desire to share their personal experiences. Taking about writing there are several purpose of writing like informative writing, expressive writing, persuasive writing, assignment purpose, altruistic purpose, self expressive purpose, creative purpose, problem solving purpose. More detail will be illustrated below.

## 2. Purposes of writing recount text

Purpose of Recount Text (Purpose of Recount Text), There are several purposes of recount text, namely:

### a. Provide information to the reader

Recount text can be used to provide information about an event or experience in the past to other people. In this case, the information could be travel reports, personal experiences, or reports about an event.

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<sup>18</sup> Lanni Kurniawan Kenneth W. Ament, *Talk Active 1 Senior High School Year X*, 2018th ed., n.d.

b. Entertain readers

Like most other texts, recount text also functions to entertain readers. The reason is, this type of English text is generally written to tell something fun.

c. Reflecting on something

In some cases, recount text can be used as a medium to reflect and analyze certain events or experiences. This is the reason why personal diaries and journals are included as recount text.

d. Documenting important experiences

Apart from photos and videos, you can also capture important past experiences through recount text.

e. Study history

In an educational context, recount text is often used to study and understand historical events<sup>19</sup>.

The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both). In a simple word the purpose of recount text is to retell past experience. for that, here the researcher will explain how the process of writing recount text. The explanation will be explained

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<sup>19</sup> <https://www.english-academy.id/>

below.

### 3. Process of writing recount text

Writing a recount text in English is a deeply reflective process. As such, students will want to spend most of their writing time organizing the events, refining the details, and fine-tuning the language. Here are some questions for students to consider before beginning the writing process.

What are you going to tell your audience?

What are you recounting?

What information will the audience need early in the text?

What are the important events or parts of the recount you want to describe?

In what order will they occur?

How will you let your readers know the order of events?

What language will you use to link the events?

What other information may it be helpful to include?

How will you conclude your recount?

Students must recount the who, what, when, and where as the bare minimum. To help them organize their thoughts, encourage the use of graphic organizers and mind maps. At this point, students should consider some of the questions their audience might ask while reading the recount. For example:

What occurred?

Where did it take place?

When did it occur?

Who were the main characters/people involved?

Why did certain things happen?

How did things happen?

What were some of the reactions to the events that happened?

What are the concluding thoughts or ideas?

Researcher will mention about component of writing recount text, will be illustrated below.

#### 4. Components of writing recount text

According to Yatni state that she wrote five writing general component<sup>20</sup>.

- a. Content. Students need to think creatively in developing their ideas, connecting each sentence and paragraph in a coherent manner.
- b. Organization. Students must arrange their text well. Ideas must be clear, well-organized, logical, and coherent.
- c. Vocabulary. Students must write the text using the appropriate words.
- d. Language/Grammar Usage Features. Students must use correct sentence structure, slight differences, and order of articles.

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<sup>20</sup> Herni yatni, "Herni Yatni, 'An Analysis of Students' Difficulties in Writing Recount Text at The Tenth Grade of State Islamic Senior High School (MAN) 1 Kampar' (UIN Sultan Syarif Kasim Riau, 2018), p. 11-12, [Http://Repository.Uin-Suska.Ac.Id/Id/Eprint/13482.](http://Repository.Uin-Suska.Ac.Id/Id/Eprint/13482.)," 2018, 11-12.

e. Mechanics. This requires students' ability to master convention, spelling, punctuation, capitalization, and more.

From this we can conclude that there is a written component. Authors should keep this in mind to create good writing.

Taking about Recount text . Researcher will mention about structural element of recount text, will be illustrated below.

## 5. The Structural Element of Recount Text

### a. Orientation

Orientation consists of opening, introduction to participant, time and the place. Orientation is provides the setting and introduces the participants.<sup>21</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.

The researcher can conclude from the given explanation that orientation is a component of the structure of recount texts that include key questions like who, where, and when. Ratna, Alwi and Widia ,I and You (who), yesterday, two days ago, last week, last time (when), in the canteen, in the school, in Jakarta, at home, at garden can be used to determine it (where).

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<sup>21</sup> Kenneth W. Ament.

b. Event

The main important activities or events that occurred in that story. The function is to give more explanation of the orientation. The main important activities or events that occur in that story.<sup>22</sup> The researcher comes to the conclusion that the incident is intended to explain what the author did or to describe what happened in the story based on the above explanation.

c. Re-orientation

Re-Orientation is the closure of events, which is a component of the recount text's structure, provides the best possible conclusion to the event. Understanding the quotation leads the researcher to the conclusion that the reorientation signals the conclusion or end of the experience or story in the text. Talking about structural of recount text. Researcher will explain about language features of recount text, will be illustrated below.

6. The Language Features 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

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<sup>22</sup> Mark & Anderson, Katy, "Anderson, Mark & Anderson, Katy. 2003. Text Types in English 2. South Yarra: Macmillan Education Australia."

and using past tense. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday. Focus on specific participant, e.g. I (the writer). Using the conjunctions, such as: then, before, after, etc. Using action verb, e.g. went, stayed. Recount texts contain lexico grammatical elements such nouns, past tenses, temporal conjunctions, and adverbs. The following grammar rules apply often to recount texts:

- a. Focus on specific participants, 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. Using past tense, example: asked, left, choose, got, bored, went, broken, waited, told, called, said, walked, did, happened, arrived, gone, and tired. Adverb of time,
- c. Focus on temporal sequences; after, when, then, before. Conjunction, such as; first , next, then.
- d. Using past time such as yesterday, last Friday, last year, years ago and etc.
- e. Use material process, such as; personal coment and topic.

The author comes to the conclusion that the recount text has its own structure and linguistic characteristics that help readers understand

it better. In recount texts, the lexicogrammar is one of the most crucial elements.

Taking about language features of recount text. Researcher will mention about example of recount text, will be illustrated below.

#### 7. Example of recount text

**Table 2.1**  
**The Example of Recount Text**

GenericStructure	Title
Orientation	Holiday with my family Last year was eid mubarak. I and my family went to sibolga beach for a holiday. We went by car. We left at 10.00 o'clock pm, and we arrived there at 06.00 am.
Events	When we got there, we walked to the beach. It was a clear day with blue skies and a light breeze. I saw some seagulls flying around hunting for fish. The waves there are suitable for swimming, but we didn't swim because at 09 am we would cross the sea to Kalimantan Island and Mursala Island so we just played in the sand on the beach. We also did not miss the opportunity here to take pictures with the backdrop of the scenery of Kalimantan Island and Mursala Island.
Reorientation	Before we went home, I looked for some beautiful souvenirs at the nearby shop there. Eventually, we went home at about 06.00 pm. It was a memorable experience for me with my family.



## B. Review of related finding

There are some related findings to this research. There are some research had done this research problem.

The first is Nugraha In his research, it was found that the students' writing ability in recount text was good enough. The students are low in vocabulary use, and still wrong in grammatical especially in using past tense. Besides that, the researchers could conclude that the students had the difficulty in making re-orientation but they had a good orientation part, because they can mention the figure and the place of the story clearly, and they had a good content<sup>23</sup>.

The second, Hakim had done research. the research use quantitative research. so based on researcher "the Ability of the tenth grade students in SMAN 3 Batang Angkola 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<sup>24</sup>.

The third, Salawaso had done research about "students" ability of second grade at SMP Yayasan Pangeran Antasari especially in writing recount text is low. They have found some students' difficulties in writing recount text and almost 70% of students' difficulties were about the lack

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<sup>23</sup> Marzuki Noor Imam Surya Nugraha, "An Analysis of The Tenth Grade Students' Writing Ability in Recount Text of SMA Muhammadiyah 1 Metro Odd Semester Academic Year 2011/2012" 1, no. 2 (2012), <https://www.researchgate.net/>.

<sup>24</sup> Arif Rahman Hakim, *the Analysis on the Students' Ability in Writing Recount Text of the tenth grade students in SMA N 1 Batang Angkola in the 2015/2016 academic year* ( An Unpublished Thesis, Padangsidempuan Iain 2014).

of vocabulary and poor ability in grammar. The factors are low motivation and ability in learning English writing, the lack of vocabulary, poor grammar ability, and interlingual transfer. The different structure between Indonesian and English language make students got confused when they wanted to transfer their ideas into written form<sup>25</sup>.

Based on the related findings above, the researcher concluding that students need to develop their writing skill in writing recount text even though most of the result those research above was categorized enough. Therefore, the important thing that should be done to develop their skill is to increase their ability in writing recount text. Moreover, this research will be focus on students' difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli Padang Lawas Utara. Therefore, this research is conducting by researcher to complete the previous research. This research explore a new finding that will focus on students' difficulties in writing recount text.

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<sup>25</sup> Nataria br Tampubolon Ivan Susanto Salawazo, Putri Niman Maharani Ndruru, Rika Debora Florentina Saragih, "Analysis of Student's Difficulties in Writing Recount Text," *Jurnal Pendidikan: Riset Dan Konseptual* 4, no. 1 (2020): 10–15, <https://doi.org>.

## CHAPTER III

### RESEARCH METHODOLOGY

#### b. Place and Time of The Research

The research was be conducted at the X Grade MAS Syahbuddin Mustafa Nauli that is located Aek Godang, Kab. Padang Lawas Utara, Province, North Sumatra. The research was planned in Agustus 2022 until February 2023.

#### 4. Method Of The Research

Mixed methods research is an approach to investigate behavioral, social, and health-related problems by collecting and analyzing quantitative and qualitative data strictly in response to research questions, and integrating or "mixing" the two forms of data in a particular research design to produce the best results. new and more complete insights or understandings than what might be gleaned from quantitative or qualitative data alone<sup>26</sup>.

This research is a mixed method research. Because researcher wants to examine and describe the difficulties students have when producing recount texts at the X Grade MAS Syahbuddin Mustafa Nauli Padang Lawas Utara, the researcher chooses for a mixed method.

#### 5. Population and sample

##### 1. Population

Population was the subject of research. Gay stated that the

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<sup>26</sup> John.W.Creswell,Mixed-Methods-Research

population was a group that has an interest in research, a group consisting of men and women wants research results to be generalized.<sup>27</sup> That was, the population was the number of items about the desired information. In this research, all of students of MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara at Grade X was Population. The total population was 67 students. This research implement in MAS Syabuddin Mustafa Nauli Kab. Padang Lawas Utara in 2 classes. In can be seen in the table below:

**Table 3.2**  
**The Population of The Grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara**

No	Class	Total Students
1.	X-L	19
2.	X-P	48
Total Population		67

## 2. Sample

This research used population sampling technique for taking the sample of the research. Population sampling refers to a group of non-probability sampling techniques where units are selected because they have the characteristics you need in your sample. In other words, units are selected "intentionally" in population sampling. Sampling based on certain considerations such as population characteristics or previously known characteristics. It means the sample take class X-P

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<sup>27</sup> L,R.Gay, Educational Research: Competencies for Analysis and Application, third edition, (Merrill: MacmillanPublishing Company,1990),p.102

= 48 students. So, total of this research are 48 students.

## 6. Instrument of Collecting The Data

Here, the researcher requires a tool for selecting the tool that will be utilized for data collection in this study.

### 1. Test

The instrument of the test in this research was written test. The researcher could potentially directly obtain as many individual errors made by learners in understanding report text as feasible, which the researcher intends to quantify. The students are asked to write a recount text. The test is in the form of written text, where students will write a recount text based on their best experiences.

This study used a test as the instrument. The instruments are made based on the syllabus and the standard of competencies and the basic competencies of English lesson in recount text of the tenth grade of Senior High School. The test was focused on a free writing recount text about students best experience. The purpose of this test was to find students' difficulties in writing recount text.

In give score for the students' writing test, there are some indicators that must be consider.

Table ...

**The indicators of students' difficulties in writing recount text**

Variable	Sub. Indicators of Recount Text	Total Score
Writing RecountText	1. Generic Structure a. Orientation b. Series of events c. Re-orientation	100
	2. Language Features a. Using personal participant b. Using chronological connection c. Using linking verb d. Using action verb e. Using simple pasttense	

Based on syllabus in the school based on curriculum, the indicator of writing skill is students are expected to be able to write various short texts in the form of recount, with the generic structure and language features correctly. On the last material, the activity in writing skill is the students must write a short recount text based on best experience activity freely in one meeting of English material.

## 2. Interview

Interview is data collecting activity by using dialogue.<sup>28</sup> While Gay and Peter Airasian in his book, that interview is a purposeful interaction usually between two people, focused on one person trying to get

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<sup>28</sup> John W. Cresweel

information from the other person.<sup>29</sup> So, this interview was one of the techniques of collecting data by doing oral interview in individual meeting. In this research, the writer had done interview with the English teacher. Using this interview was to know the students' causes difficulties in writing recount text at grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara.

#### 7. Technique of Collecting The Data

Based on the instrument collecting data the writer use test and interview to collect the data. This research writer will explain the technique or mechanism of the research;

There are several important things that researcher do before giving test to students, including: Researcher explain the subject matter and explain about recount text. After that, Test will be do by students. Next, Resercher giving some tittle about recount text. Than, Students writing the text based on the tittle that their choose. Behind, The resercher walking in around the class room, controll the mechanism and wait the students until 45 minutes. For the last, the resercher collect all of the students' paper.

#### 8. Technique of Analysis The Data

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to

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<sup>29</sup> L.R. Gay and Peter Airaisan, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 219

enable you to present what you have discovered to others<sup>30</sup>.

Beside that, Creswell provides six stages in the process of data analysis, among others;

- a. Organize and prepare data
  - b. Read through all the data
  - c. Begin a detailed analysis with a coding process
  - d. Use a coding process to generate of description of themes
  - e. Describe themes in terms of qualitative narrative
  - f. Interpreted and make meaning of the data.
1. The data from the test

Data from the tests are qualitatively analyzed. This technique is used to check the participant's ability to master the text of the Recount. below are the steps to analyze the data:

- a. The researcher checks the text her one by one.
  - b. Researcher classify the text.
  - c. Researcher draw conclusions to obtain final results.
4. The data from the interview

The researcher use interview to see the causes of students difficult in writing. There are several procedures to analyze the data with interview as proposed by:

- a. Data Collection

The researcher collected the data throught interview.

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<sup>30</sup> Sugiono. 2007. Metode Penelitian Bisnis. Bandung: Alfabeta



b. Data Reduction

After collected the data, the researcher resumed the data and focus on the research aspects and unnecessary aspects were reduced by researcher.

c. Data Display

Then, the researcher made the result of the research about the causes of the difficulties in writing.

d. Conclusion

The last, the researcher concluded the finding.

9. Triangulation

Researcher used triangulation of the data to enhance the validity and accuracy of the data. Creswell said that qualitative research is a process of collecting and analyse data, it need to be able finding and interpretations are accurate. Triangulation is the process of corroborating evidence from different individuals, types of data or methods of data collection in descriptive qualitative research.<sup>31</sup> It means that, qualitative research is use to collect data analysis to make sure a finding and interpret accurate data.

In this research, researcher used triangulation of method. In triangulation of method, researcher used two data collecting technique, they are: test and interview. test in this research was the students' assigment in writing recount text to investigate their

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<sup>31</sup> Sugiyono, *Metode Penelitian Kuantitatif Dan Kualitatif Dan R7D* (Bandung: Alfa Beta Bandung,2009).p.259, n.d.

difficulties in writing recount text. While, interview was given to find out students causes of students difficulties in writing recount text

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

As previously stated, this chapter aims to identify various kinds of students' difficulties when writing recount texts for class X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara. To determine the aspect, the researcher conducted a written test. Interviews were conducted to find out the causes of students' difficulties when writing their recount texts. On the basis of surface theory, the researcher explains the results.

#### **A. Data Description**

##### **1. Students' Difficulties at Grade X MAS Syahnuddin Mustafa Nauli Kab. Padang Lawas Utara in Writing Recount Text.**

Types of difficulties of class X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara students in writing recount text. Based on surface theory there are generic structure and language features in writing recount text, such as:

- a. Orientation
- b. Series of event
- c. Re-orientation
- d. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- e. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
- f. Focus on specific participant, e.g. I (the writer)

- g. Using the conjunctions, such as: then, before, after, etc.
- h. Using action verb, e.g. went, stayed.

Based on the analysis, it was found that all kinds of mentions in the theory can be found in the recount texts written by students. Students do not know how to write properly. Errors occur when students cannot form sentences correctly. Then, errors are generated when students put the wrong grammar and less vocabulary.

This section aims to answer the following research questions, "what are the difficulties of class X students, MAS Syahbuddin Mustafa Nauli, Kab. Padang Lawas Utara in writing recount text?" The students were asked to write a recount text with a predetermined topic. The topics included the Syahrunnur Mosque and Danao Tao. Students are free to choose a topic and write the paragraph in the recount text. Overall data can be seen in the table below.

a. Orientation

This section is the opening part of the text or introduction which contains the background of an incident, such as who was involved, or when and where the incident occurred.

b. Event

This section is part of the contents of the text which contains a series of sequential events experienced by the author. For example, if the Recount Text tells about the experience of the race, then the Series of Event section contains a series of events

that are experienced sequentially, starting from the start of the preparation for the competition until the end of the competition.

c. Re-orientation

This section is the cover of the text which contains conclusions, messages, impressions, or the author's feelings for the events experienced. For example, the writer tells about his experience in the competition and it turned out that he won 1st place in the competition, so the writer can tell how happy he was when he found out that he won 1st place.

There were some indicators in this aspect. They were whether the paragraph understandable or not and paragraph unity. Paragraph unity itself had sub indicators consists of main idea clearly, change opinion clearly, topic sentence and consists structuring the paragraph, topic development of a paragraph. The result of document students' written showed that the students have problem in making good writing recount text.

**Table 4.3**  
**Generic structure found in students' written tests.**

Number	Initial name	Orientation error
1	DA	She wrote recount text just in a one paragraph. She wrote a paragraph very short. His idea was still ambiguous.
2	PAD	She wrote recount text in one paragraph. From his written test, researcher found that he could not express his idea. Each sentence could not be understood. She was unable to develop his ideas. Each sentence was not described the

		topic sentence.
3	A	He wrote descriptive text, he didn't tell about his or something which the recount text should be like. It can be seen that he didn't understand what teacher means.
4	AN	Her recount text was able to understand. She wrote a recount text in two paragraphs. Although, each paragraph consist of minim sentence, then the last paragraph only consist of one line. The content of this recount text was quite clear.
5	NK	recount text was quite difficult to understand because of his content was ambiguous then there was grammatical and spelling error
6	SAR	He wrote jumping ideas. For example, it was quoted by NK test, "I and my family I go to healing to masjid Syahrurnur. In this sentence, she could not arrange the sentence.
7	AS	He wrote jumping ideas. For example, it was quoted by NK test, "I and my family I go to healing to masjid Syahrurnur
8	AH	He could not arrange the sentence, for example; I eat together finish playing why day hep afternoon I and friend go to home
9	AS	He could not arrange the sentence, for example; I eat together finish playing why day hep afternoon I and friend go to home
10	MNA	She is able to arrange paragraphs. Each sentence supports a topic idea so he can write a good paragraph.
Total difficulty of students in the orientation		9
Total difficulty of students in the event		43
Total difficulty of students in the re-orientation		45

Generic structure or orientation, event and re-orientation are important aspects in paragraphs, coherence. Students often make this mistake because they don't understand how to write well and

correctly. It has sub-indicators consisting of paragraph structuring, paragraph topic development. From the results of the study it was found that there were 9 students who had difficulty in orientation, 43 students who had difficulty in the event section and 45 students had difficulty in the re-orientation section.

- d. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Researcher found the problem in using tenses. Problem in using tenses is going to influence certain patterns of how words are put together to form the correct sentences. Some students still confused in using verb tense, to be, pronoun, auxiliary, word order. They were not able to select correct verb based on the tenses they use when writing. It happened because the students did not understand well yet about it. Researcher found that most of students got difficult in using tenses. For examples:

**Table 4.5**  
**Students' difficulties in using tenses**

No.	Tenses error	Correct tenses
1.	I <b>go</b> to danao tao	I went to Danao Tao
2.	On the sanday	On Sunday
3.	We <b>take</b> a picture with my bf	We took a picture with my boy friend
4.	We <b>go</b> to mosque syahrannur	We went to Syahrannur mosque
5.	I <b>am</b> very happy	I was very happy
6.	Last year we <b>go</b> to mosque syahrannur	Last year, we went to Syahrannur mosque
7.	Years ago we <b>wont</b> to mosque	Years ago, we went to mosque
8.	We <b>see</b> view beautiful	We saw beautiful view
9.	We <b>meet</b> with brother	We met with brother

10.	I <b>happy go</b> to mosque syahrunnur	I was happy went to Syahrunnur mosque
Total difficulty of students in the tenses		48

The results of the research it was found that there were 48 out of 48 students who had difficulty in the tenses. tense is a necessary aspect in text.

e. Using temporal sequence

There are some students have difficulties when using temporal when writing, while examples of errors in temporal writing are as follows: incorrect: “on the sanday”, correct: “on Sunday”. There are 36 students have difficulty when using temporal when writing recount text.

f. Focus on specific participants

The results of the students' writing tests, it was found that there were no difficulties in using the focus on specific participants.

g. Using the conjunction

The results of the students' writing tests, it was found that there were no difficulties in using conjunctions. students already understand when conjunctions are used.

h. Using action verb

Besides some problems above, action is another problem that students faced in writing recount text. Researcher found some difficulties in diction. The problem explained as follows:



**Table 4.6**  
**Students' difficulties in action verb**

No	Initial	Incorrect	Correct
1	MNA	We <b>go</b> to <b>danau</b> tao	We went to lake tao
2	SIH	We <b>are do</b> <b>praying</b>	We did pray
3	FS	We <b>go healing</b>	We went for holiday
4	SKH	I <b>visit</b> to syahrannur	I visited toSyahrannur
6	NS	We <b>see</b> boys	We saw boys
7	NA	After <b>sholat</b> we <b>reas</b>	After pray, we take a rest
8	TRF	<b>Pantai</b>	Beach
9	ASS	I <b>playing</b> <b>bananabot</b>	I played Bananaboat
10	JHP	<b>Fisit</b>	Visited
11	AP	I <b>meed</b> <b>same</b> brother	I met some brother
12	PAD	<b>On day</b> <b>saday</b>	One day
Total difficulty of students in the action verb			48

From the explanation above, researcher found if the students still had difficulty in diction. Researcher found that some students were lack of action. It was showed by their writing. the results of the research it was found that there were 48 out of 48 students who had difficulty in the action. Action is an indispensable aspect in writing recount texts.

Based on the table description above, errors occur because students make sentences using the wrong language. So that makes the sentence no longer have a special meaning. The total number of elements of students' language difficulties in writing recount

text is 229. The following is the number of students' difficulties from the eight writing components and the percentages.

1. Total difficulty of students in orientation=  $9:229 \times 100\% = 3.9\%$
2. Total difficulty of students in event=  $43:229 \times 100 = 19\%$
3. Total difficulty of students in event=  $45:229 \times 100 = 20\%$
4. Total difficulty of students in tenses=  $48:229 \times 100 = 21\%$
5. Total difficulty of students in temporal sequences=  $36:229 \times 100\% = 16\%$
6. Students in the focus on the specific participant students have no difficulty and they already understand how to use it.
7. The findings, students do not experience difficulties when using conjunctions
8. Total difficulties in using action verb =  $48:229 \times 100\% = 21\%$

The total percentage of difficulties, the highest percentage of difficulties are tenses, action verbs, re-orientation, events and using temporal sequences. Difficulties are found when students have difficulty writing down their ideas because of a lack of vocabulary and don't know how to use grammar when writing so when they write ideas jump around and also difficulties are found when students have difficulty using tenses and second action verbs in writing recount texts. Students tend to use the first verb. . Difficulties

in tenses and action verbs occur because students lack tenses and action verbs or have a weak vocabulary.

2. The causes of students' difficulties at grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara in writing recount text.

The causes of students having difficulty writing recount texts in class X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara. There are three causes of students' difficulties in writing recount text. There are psycholinguistic problem, linguistic problem, and cognitive problem. The description would be analyzed below:

- a. Psycholinguistic Problem

The causes of students' difficulties in writing recount text were by student intelligence and comprehension. It was also related they are not confident and anxiety. It had been related by FS:

*"Saya takut apa yang saya buat salah karena saya tidak terlalu yakin apa yang saya buat benar. Dan saya takut nilai saya rendah."*<sup>32</sup>

It means, she was worried when writing recount text. She was afraid would make mistakes and anxiety causes students' difficulties when writing recount text. When students worry when writing recount text, it will be a burden and students find writing recount text difficult.

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<sup>32</sup> F.S., 'Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli' (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on February 1st 2023).

It almost also same with CAP where she got difficult in writing recount text because she worry and afraid to make mistake.

She said that:

*“Ketika menulis recount text, saya takut apa yang saya buat salah dan saya malu ditertawakan teman saya”<sup>33</sup>*

The same causes also did by RS. where she feel worry when making mistake in writing recount text. She said that:

*“Ketika menulis text recount saya merasa takut dan saya tidak yakin apa yang saya buat benar atau salah. Jika yang saya buat salah maka akan ditertawakan teman yang lain”<sup>34</sup>*

Different with CAP where CAP was difficult in writing recount text caused by not confident. While RS was difficult in writing recount text caused by feeling worry and afraid with her writing would be laugh by her friends. Then, the student SK also was worry she would make mistake. She said that:

*“Ketika menulis text recount saya merasa tidak percaya diri saya merasa apa yang saya buat salah dan khawatir nilai saya jadi rendah”<sup>35</sup>*

It can be seen that, anxiety was caused of students difficulties in writing recount text. The other students also make a student were not confident when write her opinions. On the other hand, there are some students really do not understand what will be written. Then, they just write arbitrary and cheating her friend. Like

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<sup>33</sup> C.A.P., ‘Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

<sup>34</sup> R.S., ‘Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

<sup>35</sup> S.K., ‘Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

M. said:

*“Saya tidak mengerti apa itu recount text. Saya hanya menulis apa yang saya inginkan dan kadang saya mencontek punya teman saya”<sup>36</sup>*

In conclusion, students has not confident and worry to making recount text because they are afraid that what their write was wrong. It made the students difficult to writing recount text.

#### b. Linguistic Problem

In writing recount text, the student had difficulties were caused by incomplete or ungrammatical forms which were unnotice by the students. Researcher found that student causes of students’ difficulties in writing recount text were grammar and vocabulary. It’s found by the researcher after done interview with thw students. The description had been conveyed by SRN:

*“Saya tidak terlalu tahu aturan menulis dalam Bahasa Inggris dan saya juga tidak tahu banyak tentang vocabulary”<sup>37</sup>*

It showed thst the student HS were difficult in writing recount text. Her difficulties during writing, like check for grammatical correctness in using simple past tense. Such as “I go to Syahrunnur” it shoul be “I went to Syahrunnur”. Verb “go” should be “went”. It can be showed formulated the grammatical is one of forms of students difficulties in writing recount text.

The same case in writing recount text that caused grammar

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<sup>36</sup> M., ‘Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

<sup>37</sup> S.R.N., ‘Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

and vocabulary showed by AP:

*“Saya tidak terlalu paham aturan-aturan dalam menulis text recount, karena saya tidak terlalu memperhatikan guru ketika belajar dan vocabulary yang saya tahu sedikit sehingga saya malas untuk menulis”<sup>38</sup>*

It can be seen that difficulties in writing recount text was caused by vocabulary. Where the students had lack of vocabulary caused by the student had low motivation in learning English. In addition, most of student did not bring dictionary although the teacher ask them to bring dictionary to help them to find the vocabulary when writing recount text. The other case in writing recount text that caused by vocabulary was express by PA:

*“Kadang karena tidak tahu banyak tentang Bahasa Inggris, saya tidak tahu apa yang kan saya tulis karena hanya sedikit vocabulary yang saya tahu”<sup>39</sup>*

It showed that students difficulties caused by lack of vocabulary. It makes recount text that S. write was short. She couldn't write her ideas in writing use English.

The same case the difficulties in writing recount text that caused by lack of vocabulary was show by DA:

*“Saya merasa kesulitan dalam menulis recount text karena kosa kata yang saya tahu hanya sedikit. Karena kosa kata*

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<sup>38</sup> A.P., 'Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli' (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

<sup>39</sup> D.A., 'Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli' (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

*yang saya tahu sedikit sehingga saya kehilangan ide ketika menulis. Saya juga tidak mengerti dengan bahasa Inggris”<sup>29</sup>*

It showed that, difficulties in writing recount text were caused by grammar and vocabulary. Where the students had lack of vocabulary, it makes the students does not know what will he write. He also does not understand about the rule of English.

In conclusion based the finding above, it can be concluded that students difficulties in writing recount text caused by grammatical errors also students had lack of vocabulary. Grammatical errors was caused by the students did not pay attention when the teacher teaching in the class. Then, the lack of vocabulary was caused by students there was no motivation in learning English. It makes students lazy to memorize vocabulary.

#### c. Cognitive Problem

In learning English, students had difficulties caused by custom and habit. Such as relate to conceptualization mastery, formulation, and sentence structure. Based on the interview that had been done with the students, researcher found that students' difficulties in writing recount text are the conceptual mastery, formulation, and sentence structure.

It was expressed by DA: *“Saya merasa susah dalam menulis text recount karena saya tidak begitu tahu tentang aturan dalam recount text. Saya juga tidak tahu banyak vocabulary, akibatnya*

*jika tidak tahu sesuatu dalam Bahasa Inggris saya jadi kehilangan ide ketika menulis”<sup>40</sup>*

It showed that, the student had lack of concept in writing recount text. She was also had lack of vocabulary. When student did not mastery a concept and had lack of vocabulary, it would difficult to the student to formulat his ideas.

In other case was happen with SS she was difficult in writing recount text also caused by low concept about recount text. She said that:

*“Saya tidak terlalu paham aturan dalam recount text, karena saya tidak terlalu memperhatikan guru kektika belajar. Sehingga jika tidak tahu Bahasa Inggris sesuatu, maka saya jadi malas mengerjakannya”<sup>41</sup>*

It can be seen the lack of concept influences the student in writing recount text. When there was no concept influences the student become nervous, finally the student feel difficult in writing recount text.

In conclusion, there were psycholinguistic problem, linguistic problem, and cognitive problem by the students in writing recount text. Where psycholinguistic problem included student intelligent, anxiety, selves confident, and comprehend. Then, linguistic problem included grammar and vocabulary. The

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<sup>40</sup> D.A., ‘Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).

<sup>41</sup> S.S., ‘Interview with A Student At Grade X MAS Syahbuddin Mustafa Nauli’ (Kab. Padang Lawas Utara: MAS Syahbuddin Mustafa Nauli on february 1th 2023).



last, cognitive problem included conceptual mastery, formulated, and sentence structure.

In this research, researcher found that the students' difficulties in writing recount text caused by grammar and vocabulary. Students also difficulties caused by lack mastery concept of writing recount text.

### 3. The teacher's efforts to overcome the difficulty of writing recount texts at grade X MAS Syashbuddin Mustsafa Nauli

Based on the results of the research and discussion that has been stated previously, it can be concluded that there are four aspects of the highest difficulty when students write recount texts including Events, Re-orientation, Tenses and Action verbs. So the teacher's efforts to overcome these difficulties are as follows:

#### 1) Event and Re-orientation

Writing is one of the four language skills besides listening, speaking and reading skills taught in first level schools. Writing is not an easy thing for every student, but it is not impossible to do. For students who are used to it, writing is an easy and fun activity. They just don't know how to start writing, so they probably just sit without writing anything. Therefore, they consider writing to be an activity that is less interesting and that they do not like and even make it difficult.

Learning English writing for students is considered boring

because they feel confused and have difficulty when they have to start writing in English. This is based on observations regarding students' difficulties in learning English writing skills in class X at the beginning of the semester. Some of the reasons they gave were not having ideas, being afraid of writing mistakes, having difficulty composing sentences, not mastering the vocabulary. Don't even like English lessons.

Based on the facts above, efforts are needed to improve writing skills. Teachers play a very big role in efforts to master their students' writing competence. Apart from that, teachers must be able to get them used to expressing ideas, starting from the simplest things, into written English. Teachers also need to take actions that provide students with opportunities to practice writing, because writing is a skill that can be honed and developed accompanied by a habituation process.

Dalman states that writing cannot be done like turning the palm of the hand, but must go through a process. Teachers are expected to be more creative in using media and so on which can help students overcome writing problems. Therefore, students need to be given the opportunity to process in the form of exercises that support them to hone and develop their writing skills. In the process of these exercises, teachers can use various strategies to help students solve their problems. One that can be

used is media images, especially in learning to write recount text. Recount text is a text that retells events or events that have occurred in the past. In learning to write recount texts, students are asked to tell other people about their experiences or events, both pleasant and sad. This will definitely be difficult for students of class X. So teachers can carry out active learning using a combination of image media to enliven the learning atmosphere in the classroom by asking students to bring a series of pictures of events as material for expressing their ideas in recount text material.

According to Oemar Hamalik, an image is anything that is manifested visually in two-dimensional form as an outpouring of feelings or thoughts. In particular, images function to clarify ideas, attract attention, illustrate facts that may be overlooked or quickly forgotten. Images also allow people to capture the ideas or information contained in them more clearly. In addition, media images are relatively easy to obtain and inexpensive.

The use of image media really helps high school students in writing recount texts. The thing that is very visible is the change in the attitude of students in a positive direction. Among other things, students are more enthusiastic, active, patient, and thorough in writing activities.

## 2). Tenses

To overcome this problem researchers are trying to find learning techniques interesting, attractive and effective in reducing student boredom and also motivating students to be enthusiastic in learning tenses. One of the learning techniques applied is the Huwo Game game technique combined with the Peer Tutoring technique (peer tutor). Huwo Game is an acronym for Hunting Word Game which is attractive and fun learning techniques because students can learn while play. Learning through games not only makes students interested in learning participate but also provide ample opportunities for them to use English without being burdened by feelings of fear of being wrong. Games and puzzles are activities that can encourage students to be interested in learning a language. Game that selected according to the learning material and well prepared will make students enthusiasm and enjoy the learning process.

Zuliati stated "Well prepared games are very useful as they give students a break and at the same time allow students to practice language skills in a joyful situation. Games also make students feel challenged to use the language without feeling pressured and stressed. And without him realizing it also he uses the language in its actual context. emphasized: "Well-chosen games are highly motivating since they are amusing and

interesting. At the same time, you may put enough challenges for students so that they will learn to practice the language while having fun and activities. They also employ valuable and practical language in real situations. Like other game techniques, Huwo Game requires materials or materials as well have procedures or steps in its implementation.

### 3). Action verb

There are several ways to teach action verbs. Teachers and parents can use physical activities, worksheets and written activities, games and activities, and oral activities. The most effective way to teach is to use a variety of methods and resources to adapt your teaching to your students. So, the teacher uses a learning model by dividing students into several groups. So students divide students into several groups. the teacher informs and warns that each group must have an English dictionary. The teacher gives a part to each group. divisions are taken from the alphabet, for example group 1, the parts are from the alphabet A-E. then each group looks for action verb words that start with a predetermined alphabet, each group looks for as many action verb words as possible within a predetermined time. Once finished, each group reads it and writes it back in their own notes. In this way, students' vocabulary, especially action verbs, will increase because they are effective.

## B. Discussions

This study involved 48 participants in both interviews and written tests. The researcher analyzed the recount text. student writing based on the writing recount text component. Component writing consists of theory Byrne, Kristy Dwi Jacob Et, and Hughey. These components consist of generic structure and language features. Based on the research findings, the researcher has found that there are difficulties that students generate in this study. orientation difficulties, event difficulties, re orientation difficulties tenses, action verb difficulties and etc. As shown in the research findings.

The results of the study found that the difficulty in students' written tests. So between generic structure and language features, the highest difficulty for students is language features.

There is a thesis that researchers use as a review of related findings. The first is research from Husna and Multazim. In his research, students who got the moderate to very poor category were more than students who were in the good category in organizing recount texts. This aspect is related to the generic structure of recount text.

The second is Salawazo and friends. In his research, the ability of second-grade students at Prince Antasari Foundation Junior High School, especially in writing recount texts, was relatively low. These factors are low motivation and ability to learn written English, lack of vocabulary,

poor grammar skills, and transfer between languages. The different structures between Indonesian and English make students confused when they want to transfer their ideas into written form.

The third, has been researched by Erin Hyfitma. The forms of students' difficulties in writing recount text by the second grade VIII2 class of SMP N 1 Bonjol are content, organization, grammar, vocabulary, and mechanics. The mostly of students' difficulties done by the students was formulated of grammar. There are some causes of students' difficulties in writing recount text. Such as psycholinguistic problems, linguistic problems, and cognitive problems.

#### C. Threat of the research

This research, according to researchers, is far from the highest degree. Researchers found many dangers while doing this research. Then starting from the title, collection to data analysis. The threat faced by researchers is the threat of time. There are many schedules that students must complete every day. Therefore, researchers only have a little student time. The students have a deadline to complete the written test. Not all students can cooperate in doing written tests and interviews. In addition, they don't take written tests and interviews seriously. Thus, researchers only evaluate it without thinking about anything. Under these threats, researchers get help from supervisors and friends to improve writing.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on researcher finding of the research about students' difficulties in writing recount text, it can be concluded that most of students' difficult in writing recount text. It can be seen from the collecting of the data from Interview and Test at grade X-P of MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara. The forms and the causes of students' difficulties in writing recount text can be concluded as follow:

1. The forms of students' difficulties in writing recount text at Grade X Mas Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara are mostly of Students' difficulties done by the students was Generic Structure and Language Features.
2. There are some causes of students' difficulties in writing recount text. Such as psycholinguistic problem, linguistic problem, and cognitive problem. in psycholinguistic problem most of students' difficulties in writing was caused by their intelligence, comprehend, feeling anxiety, and not confident. In linguistic problem most of students difficult in writing was caused by lack of vocabulary and incomplete or grammatical forms which unnotice by the students when writing recount text. The last is cognitive problem was caused by custom or related to learning English, relate to conceptualization mastery, formulation, and sentence



structure. The students' difficulties influencing in writing recount text is lack of vocabulary. Another reason was caused by students was low motivation in learning English. So, Dominant difficulties in writing recount text. Based on test and interview result the dominant difficulties students in writing recount text was grammar, form and they are not interest learning English subject.

3. There are several ways for teachers to overcome difficulties in writing recount texts in class X mas Syashbuddin Mustsafa Nauli, one of which is by using train students in writing, games, pictures and group learning models..

#### B. Suggestions

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

1. The headmaster of Mas Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara as the leader of the school, the headmaster had to support the english teachers to teach well.
2. The English teachers must have a capability to motivate student in learning english and change the students' assumption that english is hard. The teacher should suppose to teach writing to the students with more detail explanation and the teacher must motivate students especially in writing recount text and the teacher should suppose to teach writing to the students with more detail explanation.

3. For the students, the students should suppose to study about vocabulary and grammar.
4. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of this media deeply. Further research can try to apply this media with another kind of text, descriptive narrative and procedural text for instance.

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**Appendix 1**

**Writing Test**

**The Instrument Test**

Name :

Class :

Date :

Time : 45 Minutes

Please write Recount text about your best experience belongs to generic structure and generic features, according to the title below:

1. Danau Tao
2. Masjid Syahrin-nur



Orientation

.....

.....

.....

.....

Event

.....

.....

.....

.....

.....  
.....

Re-orientation

.....  
.....  
.....  
.....

Validator



Meilinda Puspita Sari,

S.Pd

## VALIDATION LETTER

I am the one who signed this letter

Name : Meilinda Puspita Sari, S.Pd.

Job : English Teacher in MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara.

Has provided interview guide sheet on students' learning autonomy in writing mastery for completeness of the research entitled:

**“Students’ Difficulties in Writing Recount Text at Grade X Mas Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara”**

Arranged by:

Name : Gusti Wiranda Hasibuan

NIM : 18 203 00004

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-3)

The input that i have given as follow:

- 1 write the test belongs to students' subject.
2. please use simple question.
3. write the question sistematically.

With hope, the infut and assesment that given can used to complete in obtaining the quality of guidelines for good interview.

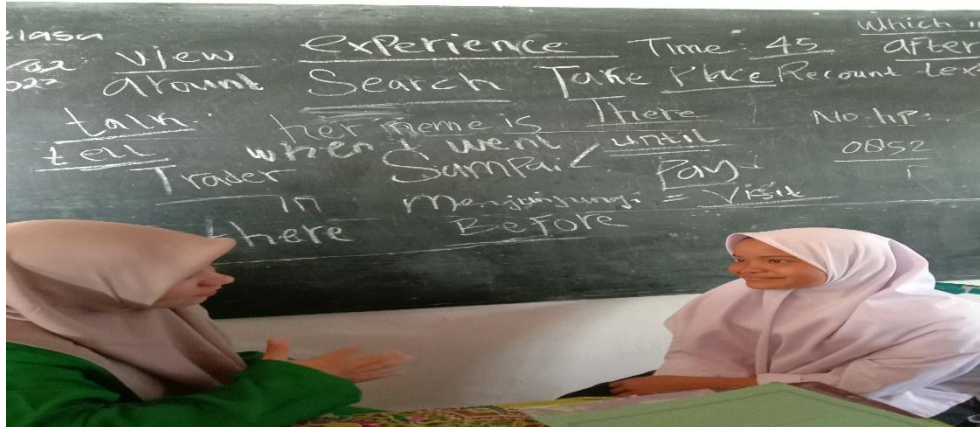
Padangsidimpuan, 2023

Validator

Melinda Puspita Sari, S.Pd

## RESEARCH DOCUMENTATION

## Students Interview







### TEST STUDENTS



Introduce yourself to all students and tell them about their experiences at UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.



Explain about recount text before giving tests to all students.



Give a test to all students to write a recount text about their best experiences including in the generic structure and generic features, according to the title below.

Student Test Results

Date Selasa 20-02-2020

Nama: Warida Diy  
Alamat: Sibutuani

Years ago I and ~~friend~~ go walk and we  
stop in ~~way~~ one place we bet  
and it and ~~minutes~~ together friend.  
and we fixtue in together.  
and we go home to house.

Linguistic - Grammar, Language, Use  
Cognitive - Grammar, Vocabulary, Organization

C = 10  
 V = 10  
 M = 10  
 O = 10  
 -----  
 30

Nama: Suci Indah Lestari  
Kelas: X Mas

C = 10  
V = 10  
M = 10  
O = 10  
-----  
30

Syahrul Nur

One last month we go to mosque Syahrul Nur  
with my family after arrived there, after that  
we take picture with family.  
There, we meet with director boarding school  
Syahrudin musyafa nahd. Next we eat and drink  
in restaurant Lestari. after that we go to home  
Masque syahrul nur location your in the regency  
Tapsel. location in the siprak, there  
ok, thank you for attention

Linguistic - Grammar  
Cognitive - Grammar, Organization, something

Nama: Nur Anisa  
Kelas: X MA

C = 10  
V = 10  
M = 10  
O = 10  
-----  
30

\* SYahrul nur \* 3 5

on last year we go to mosque syahrul  
pada tahun lalu kami pergi ke mesjid  
nur (floor) play and (hill) there we take a picture  
untuk bermain - sampai disana kami berfoto  
to beautiful mosque and garden. after that  
akan kecantikan mesjid dan taman setelah itu  
we also sholat after sholat we reas and go  
kami juga sholat setelah sholat kami istirahat dan  
home pulang ke rumah.

Linguistic Problem - Grammar, Organization, Vocabulary, something  
Cognitive - spelling, Grammar, Organization, something

\* attention \*

(~~the~~) Language feature: attention

Nur anisa indicator of writing: content - first to floor  
13 - 20 organization - floor  
vocabulary - floor to floor  
grammar - floor  
mechanic - floor  
indicator of visual - attention - floor

## CURRICULUM VITAE

### A. Identity

1. Name : Gusti Wiranda Hasibuan
2. Reg.No. : 18 203 000 04
3. Place/Birth : Batu Gajah, 4<sup>th</sup> November 1999
4. Gender : Female
5. Religion : Islam
6. Adress : Jalan Lintas Hapung, Batu Gajah, Kec. Ulu Sosa, Ka. Padang Lawas

### B. Parents

1. Father's Name : Erwin Hasibuan
2. Mother's Name : Siti Asaroh Harahap

### C. Educational Backgrounds

1. Elementary School : SD N 0405 HAPUNG (2012)
2. Junior High School : SMP N 4 SOSA (2015)
3. Senior High School : MAN 2 Padangsidimpuan (2018)
4. Institude : UIN Syekh Ali Hasan Ahmad Addary (2023)



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Nomor : B//CZ /Un.28/E.1/TL.00/02/2023  
 Lampiran :  
 Prihal : Izin Riset Skripsi

22 Februari 2023

**Yth. Kepala MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara**

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Gusti Wiranda Hasibuan  
 NIM : 1820300004  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Program Studi : Tadris Bahasa Inggris  
 Alamat : Desa Bati Gajah, Kec. Ulu Sosa, Kab. Padang Lawas

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "Students' Difficulties in Writing Recount Text at Grade X MAS Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan  
 Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, MA  
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Nomor : B 795/Un.28/E.1/PP.00.9/02/2023  
 Lamp : -  
 Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

/5 Februari 2023

Yth.

1. **Rayendriani Fahmei Lubis, M.Ag.**  
 2. **Sri Minda, M.Hum.**

(Pembimbing I)  
 (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:


Nama : Gusti Wiranda Hasibuan  
 NIM : 18 203 00004  
 Program Studi : Tadris Bahasa Inggris  
 Judul Skripsi : Students' Difficulties in Writing Recount Text at Grade X Mas Syahbuddin Mustafa Nauli Kab. Padang Lawas Utara

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

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

Mengetahui  
 an. Dekan  
 Wakil Dekan Bidang Akademik

Ketua Program Studi  
 Tadris Bahasa Inggris

  
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MADRASAH ALIYAH SWASTA  
**SYAHBUDDIN MUSTAFA NAULI**  
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**SURAT KETERANGAN**

Nomor : 001/MAs.SMN/II/2023

Sehubungan dengan surat Direktur Institut Agama Islam Negeri (IAIN) Padangsidimpuan Program Sarjana Nomor :B/103 /Un.28/E.1/TL.00/02/2023 tanggal 22 Februari 2023 sejak tanggal 22 Februari s/d 22 Maret 2023 perihal Penelitian Penyelesaian Skripsi, maka dengan ini Kepala MAs.Syahbuddin Mustafa Nauli menerangkan bahwa :

Atas Nama : Gusti Wiranda Hasibuan  
 NIM : 1820300004  
 Program Studi : Tadris/Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

Telah melaksanakan penelitian di MAs.Syahbuddin Mustafa Nauli untuk penyelesaian Skripsi yang berjudul *:Students' Difficulties in Writing Recount Text at Grade X MAS Syahbuddin Mustafa Nauli Padang Lawas Utara.*

Aek Nauli, 22 Maret 2022  
 Kepala Madrasah Aliyah



FATIMAH ABDIYATANSYAH SIREGAR, M.Pd