AN ANALYSIS OF SMK MUHAMMADIYAH 3 STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT

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Abstract: *This research is aimed to find out and analyze the students' difficulties in writing recount text at the first-year students of SMK Muhammadiyah 3 Terpadu Pekanbaru. The population of this research were the first-year students of SMK Muhammadiyah 3 Terpadu Pekanbaru. The sample of this research was X ADP class, consist of 30 students who have been selected using cluster random sampling technique. The data were collected by using writing test. The writing test were analyzed using ESL Profile Composition by Jacob (1981) through three raters. There are five aspects have been analyzed: content, organization, vocabulary, language use and mechanic. The findings of the research revealed that students got fair to poor and very poor level in content aspect, good to average and fair to poor level in organization and vocabulary aspects, and fair to poor level in language use and mechanics aspects. As the result of the research, it found that students have the difficulties in writing recount text for each aspects of writing especially in content, language use and mechanics aspects.*

Key Word: *Analysis, Difficulties, Writing, Recount Text*

ANALISIS KESULITAN SISWA SMK MUHAMMADIYAH 3 DALAM MENULIS TEKS RECOUNT

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Abstrak: *Penelitian ini bertujuan untuk menemukan dan menganalisis kesulitan siswa dalam menulis teks recount pada siswa kelas satu SMK Muhammadiyah 3 Terpadu Pekanbaru. Populasi penelitian ini adalah siswa kelas satu SMK Muhammadiyah 3 Terpadu Pekanbaru. Sampel penelitian ini adalah kelas X ADP, terdiri dari 30 siswa yang telah dipilih menggunakan tehnik cluster random sampling. Data dikumpulkan dengan menggunakan tes menulis. Tes menulis dianalisis menggunakan ESL Profile Composition oleh Jacob (1981) melalui tiga orang penilai. Ada lima aspek yang telah dianalisis: konten, organisasi, kosa kata, penggunaan bahasa, dan mekanis. Temuan dalam penelitian ini mengungkapkan bahwa siswa amendapatkan level sedang menuju buruk dan sangat buruk pada aspek konten, level bagus menuju rata-rata dan sedang menuju buruk pada aspek organisasi dan vocabulary, dan level sedang menuju buruk pada aspek penggunaan bahasa dan mekanis. Sebagai hasil peneitian, ditemukan bahwa siswa memiliki kesulitan dalam menulis teks recount pada setiap aspek menulis terutama pada aspek konten, penggunaan bahasa dan mekanis.*
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Kata Kunci: *Analisis, Kesulitan, Menulis, Teks Recount*

INTRODUCTION

English is taught in Indonesia as a foreign language based on the 2013's curriculum. English is necessary due to its contribution as the international language, resulting in everyone to learn English so that he/she able to face globalization era. Based on English curriculum there are four skills that should be mastered: listening, speaking, reading, and writing and this research focused in learning this language written.

Writing is one of the English skills that becomes a tool of written communication such as email, business letters, newspapers, diary, and so on. Writing skill is an essential part to convey thoughts, ideas, and organize them into sentences or even in paragraphs. Harmer (1998) points out that writing skill has finally advocated as an important skill for language learning. He emphasizes the importance of writing skills to be taught to EFL (English Foreign Language) students such as learning encouragement, language development, learning approach, and most importantly, writing skills as a compulsory subject. Therefore, writing becomes one of the necessary skills for preparing students to communicate and encourage their ideas and knowledge to communicate in written form.

Writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly (Hikmah:2014). Writing is a process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization (Nunan:2003). Writing is not only the activity of producing symbols of language in written form but also a way to deliver ideas. When people start writing, they do not only write all their ideas. They need to convey and organize their ideas into a readable text that has some meanings. They have to think about how to make their ideas can be understood easily.

Compared to other three skills (reading, speaking and listening), writing is regarded as the most difficult language skill to achieve by the students and to teach by the teachers (Alwasilah:2004). Writing and speaking can be categorized as productive skill meanwhile, listening and reading can be categorized as receptive skill. Writing is more difficult than speaking as productive skill. According to Byrne (1979) writing is difficult activity for people both in their mother tongue and their foreign language. As Jack Richard (2002) stated, writing is the most difficult skill for the second language to master. The difficulty is not only in generating and organizing ideas but also in translating these ideas into readable text. It can be concluded in English writing is one of difficult skills to be mastered.

The low level of writing skill in Indonesia is indicated by the low ranking on PISA that organized by OECD (Organization for Economic Co-operation and Development). Programme for International Student Assessment (PISA) is a triennial survey of 15-year-old students that assesses the extent to which they have acquired the key knowledge and skills essential for full participation in society. Indonesia has been participated in PISA since 2001. The results of the 2018 Programme for International Student Assessment (PISA) have been released on Tuesday, December 3rd, 2019. Based on the result, the Indonesia PISA ranking in 2018 was lower compared to the 2015 PISA result. One of the assessments in PISA focuses on literacy proficiency. Literacy is the ability to read and write. Literacy performance in 2018 fell back to its 2001 level after achievement in 2009. Indonesia's literacy rank in 2018 is in the 6th

place from bellow, it is 74th rank. Indonesia's average score is 371 bellow Panama which has an average score of 377. It was indicated that students in Indonesia have difficulties in literacy proficiency which is including reading and writing ability.

Besides, as English is a foreign language in Indonesia, English subject has limited time to teach in the school. According to the writer's observation in SMK Muhammadiyah 3 Pekanbaru, based on the curriculum 2013 syllabus, the second semester of first-year students English is taught for 3 hours of lesson in a week, and one hour of teaching and learning is equal to 45 minutes. Furthermore, the 3-hour lesson includes teaching four skills of English: listening, reading, speaking, and writing. This case makes the students lack practicing writing skill and teachers lack the time to give lessons and feedbacks on students writing that cause them to get the difficulties in writing English skills.

According to English curriculum, the students are required to compose some texts in English as the compulsory lesson. Based on English syllabus, there are two genre texts in English should learned by the second semester of first-year students: narrative text and recount text. In this study writer focuses on the recount text. According to Anderson and Anderson (1997:48) recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened. Based on this theory, 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 experiences in the past.

In writing recount text there are some components that used as indicators to analyzed the students' difficulties in writing recount text (Jacobs:1981), as follows:

1. Content, as the basic logical or ideas to write recount text.
2. Organization, a component to develop the relationship between paragraphs.
3. Vocabulary, a component to choose and use words or idioms in composing the text.
4. Language use, a component as the basic agreement between sentences, tenses, number, articles, pronoun and preposition.
5. Mechanic, a component in using appropriate paragraphing, punctuation, and capitalization.

Based on the backgrounds above, the researcher is interested in analyzing the students' difficulties in writing recount text. Thus, this research is entitled "An Analysis of SMK Muhammadiyah 3 Students' Difficulties in Writing Recount Text"

RESEARCH METHODOLOGY

This research was a descriptive research design. According to Gay (2009), descriptive research is research that determines and describes the way things are; involving collecting numerical data to test hypotheses or answer the question about the current subject of the study. This research aimed to describe the difficulties of first-grade students' in writing recount text at SMK Muhammadiyah 3 Terpadu Pekanbaru.

The population of this research was all of the first-year students of SMK Muhammadiyah 3 Terpadu Pekanbaru. The sample was X Office Administration class,

consist of 30 students who have been selected using a cluster random sampling technique. The instrument of this research was used writing test about recount text and the data were analyzed by using ESL Composition Profile by Jacob (1981) and there were three raters involved for scoring the test.

FINDINGS AND DISCUSSION

Each rater has analyzed the students' writing tests and the total points determined the students writing difficulties. There were 5 components of writing have been scored: content, organization, vocabulary, language use, and mechanic as Jacobs (1981) have stated. The total mean score from students' writing test is shown in the table 1.

Table 1. Mean Score of Writing Test

Aspect of Writing	Mean score		
	Rater I	Rater II	Rater III
Content	18,03	19,83	15,83
Organization	13,6	15,2	10,6
Vocabulary	14,13	15,43	10,76
Language use	15,03	13,26	11,63
Mechanic	3,33	3,13	3,03

As the writer had stated before about Jacob's theory to scoring the writing tests, every score has levels to show the students' problem in writing tests. Classification of levels score in each aspect of writing test according to Jacob's theory which can be seen as table 2.

Table 2. Level of Students' Mean Score

Aspects of writing score	Rater I	Rater II	Rater III
Content	Fair to poor	Fair to poor	Very poor
Organization	Fair to poor	Good to average	Fair to poor
Vocabulary	Good to average	Good to average	Fair to poor
Language Use	Fair to poor	Fair to poor	Fair to poor
Mechanic	Fair to poor	Fair to poor	Fair to poor

Husna (2019) stated that the students' difficulties in writing recount text are related to content aspect, organization aspect, grammar aspect, mechanic aspect and generic structure of recount text aspect. From the result, the students have the most difficulty in the content aspect particularly they have difficulty in expressing and developing their ideas. They were lack of getting ideas to write the story and only wrote in one paragraph which includes orientation, events, and reorientation. Some students are confused about recount texts so they wrote inappropriate content of a recount text. The text is not coherent and the paragraph is lack of unity principle.

The second most difficult is the language use aspect. Harris (2014) stated that the low of students' ability in writing recount texts is because some difficulties faced by students, the difficulties are dealing with the language features of recount texts. In this study result, students got fair to poor level from writing score results. It was indicated students still have the problems with the language features of writing. Using wrong tenses is one of the very serious problems they faced. The students do not use simple past tense but use simple present tense instead. As it is known, simple past tense is the special characteristic of recount text, so students have to compose their writing test about "Last Holiday" with simple past tense because in the test they retell about their previous experience. Besides that, using wrong preposition and article also become a problem in student writing recount text. Furthermore, the construction of the text from students' test is not complex and it occurs some problems in it. Another problem is the meaning of the sentences and ideas confusing or obscured, in some cases, there are repeated sentence found in the text. These results show that the students are still difficult in comprehending and writing sentence construction rules.

The third most difficulty in writing is the mechanic aspect. Husna (2014) states that most of the problem in mechanic because of the students' incorrect application of spelling, punctuation, capitalizations and paragraphing. The first major problem from the result study is about paragraphing, where the students only make the text in one paragraph while in the blueprint of the test student needed to write the recount text in three paragraphs in which there are orientation, event, and re-orientation as the structure of recount text. The second major problem is the capitalization of the word. In writing, the rules of the word are needed including capitalization of the word. In this case the students do not pay attention to using capital letters, they write the name of the place and name of people with a small letter. Furthermore, they also initiate the new sentence by using a small letter, which is not correct. The next problem is in punctuation, it can be seen from the text resulted from students writing tests, the problems such as using commas, periods, and quote marks aren't correctly used according to the writing rules. From those problems, can be conclude that mechanic aspect still difficult faced by the students in writing.

The next difficulty is the organization aspect of writing. Students are lack of logical sequencing and development in the text. According to Hikmah (2014) the major problems in the texts are supported less relevant by orientation, events, and reorientation and also problems with the order of ideas in paragraph. According to the students' writing test, the problem in organization are sentences in the story aren't fluent and sometimes it is confusing to read. Moreover, limited supported sentences and ideas are also problems in the organization aspect. In addition, the idea is an important thing in writing and from the result of the test is known the ideas from some students' tests are disconnected. Recount text that students have been written is a loose organization and becomes a mess.

The last aspect had been analyzed is vocabulary. The level from two raters were shown in good to average and fair to poor level revealed by another rater. The general problem in the vocabulary aspect is about using of inappropriate word form, choice, and usage. In vocabulary aspect, the good to average level has indicate that there are occasional errors in choice of word but the meaning of the word still can be understood. On the other hand, in fair to poor level there are frequent errors of word choice and usage. Hikmah (2014) has stated the descriptions of vocabulary problem is in fair to poor level that indicate some vocabularies were misused; lacks awareness, and error of

word choice and usage. In conclusion there is no significant problems in the vocabulary aspect.

CONCLUSIONS AND SUGGESTIONS

Conclusions

This research had analyzed what are the students' problems of X ADP of SMK Muhammadiyah 3 Terpadu Pekanbaru in writing recount text. There are three categories that were evaluated those are physiological difficulty (content), cognitive difficulty (organization and vocabulary), and linguistics difficulty (language use and mechanic). The most difficult component of writing is in the content aspect. The students have problem in expressing and developing the idea. As we know the ideas are the important thing to have in writing. The second most difficult aspect is language use and the most problem is that students have ignore simple past tense as one of the characteristics of recount text. And other problems are about using articles and prepositions. Mechanic aspect is the third of the most difficulty in writing, the students have problem errors in punctuation, capitalization, paragraphing. For the organization aspect, the students have the problems in using supporting sentences and using disconnected ideas. For the vocabulary aspect, the students have no significant problems. The students just get errors of using and choice the words in writing.

Suggestions

From the results of this research it is suggested that the English teachers practice more on writing in order to improve their writing skill because writing is the hardest skill compare to other skills. The teachers need to use the appropriate technique to improve their students' ability in writing text. In addition, the teachers are required to use relevant steps of doing writing so student will be easy when they want to start writing. Furthermore, the teachers are recommended to explain the grammatical features and improving the students' vocabulary mastery in writing. And last the teachers are requested to give feedback to the students in the form of correction to maintain students' difficulties in writing text.

Second, it is suggestion for the students to do more practice in writing in order to improve their ability in writing. To mastering writing skill students must understanding with all the aspects of writing. The students are expected to use teacher's feedback to check the writing and to know the difficulties they faced in writing text. Besides that, the students need to the mastering lot of vocabularies and language features in intention to help they in doing writing. Another suggestion is to read a lot because it will help to increase the writing ability.

The last for the next researcher, the result of this research can be used as an additional reference for the next researcher and to investigate students' difficulties in writing other English Texts. The future researcher also recommended to find some techniques for improving writing ability based on the problem that has been explained.

For addition, the next researcher needs to do interview as the additional data collecting technique to get more detail information for the research.

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