AN ANALYSIS STUDENTS DIFFICULTIES IN WRITING RECOUNT TEXT AT MTS MUHAMMDIYAH 2 KEDUNGADEM

Regita Rizky Amalia[1], Ima Isnaini Taufiqur Rohmah[2], Ayu Fitrianingsih[3]
[1,2,3]**English Education Department , IKIP PGRI Bojonegoro**
email: regitaamalia28@gmail.com [1]
email: rimataufiq83@gmail.com [2]
email: ayu_fitrianingsih@ikippgribojonegoro.ac.id [3]

Abstract

This study aims to identify and find out the difficulties of students in writing recount texts at MTS Muhammadiyah 2 Kedungadem. This study uses a qualitative descriptive study using a sample of 12 students from the eighth grade. From 12 students, the researcher took 3 students to be interviewed based on what difficulties they experienced in writing recount text. Data collection techniques using tests, documentation and interviews. The data is obtained based on the results of the student's test and then given a score based on content, organization, vocabulary, grammar and mechanics. The results showed that the difficulty of writing recount text written by students of MTS Muhammadiyah 2 Kedungadem still had some difficulties. The conclusion in this study is the difficulty of students in writing recount texts based on tests from 12 students, namely the percentage with 50% poor, 8.33% fair, 25% good, 16.66% very good. That is, out of 12 students, some of them are still having difficulties. Researchers found many difficulties in writing recount text in the eighth grade of MTS Muhammadiyah 2 Kedungadem. 12.79% had difficulty in content, 13.95% in organization, 11.62% in vocabulary, 44.18% in language and 17.44% in mechanics. From this percentage, it can be seen that the percentage of difficulty level is large, namely language and mechanic. Students have difficulty in determining Verb II (past tense) and do not pay close attention to capitalization, punctuation, and spelling.

Keywords: Student difficulties, writing skill, recount text

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi dan mengetahui kesulitan siswa dalam menulis teks recount di MTS Muhammadiyah 2 Kedungadem. Penelitian ini menggunakan penelitian deskriptif kualitatif dengan menggunakan sampel 12 siswa kelas VIII. Dari 12 siswa, peneliti mengambil 3 siswa untuk diwawancarai berdasarkan kesulitan apa yang mereka alami dalam menulis teks recount. Teknik pengumpulan data menggunakan tes, dokumentasi dan wawancara. Data diperoleh berdasarkan hasil tes siswa kemudian diberi skor berdasarkan isi, organisasi, kosa kata, tata bahasa dan mekanik. Hasil penelitian menunjukkan bahwa kesulitan menulis teks recount yang ditulis oleh siswa MTS Muhammadiyah 2 Kedungadem masih mengalami beberapa kesulitan. Kesimpulan dalam penelitian ini adalah kesulitan siswa dalam menulis teks recount berdasarkan tes dari 12 siswa yaitu persentase dengan 50% kurang baik, 8,33% cukup, 25% baik, 16.66% sangat baik. Artinya, dari 12 siswa, beberapa di antaranya masih mengalami kesulitan. Peneliti menemukan banyak kesulitan dalam menulis teks recount di kelas VIII MTS Muhammadiyah 2 Kedungadem. 12,79% mengalami kesulitan dalam konten, 13,95% dalam organisasi, 11,62% dalam kosa kata, 44,18% dalam bahasa dan 17,44% dalam mekanik. Dari persentase tersebut terlihat bahwa persentase tingkat kesulitannya cukup besar yaitu bahasa dan mekanik. Siswa mengalami kesulitan dalam menentukan Verb II (past tense) dan kurang memperhatikan penggunaan huruf kapital, tanda baca, dan ejaan.

Kata kunci: Kesulitan siswa, kemampuan menulis, teks recount

INTRODUCTION

Writing is one of the skills in English which plays an important role in the teaching and learning process. In learning English, writing has several components that must be considered, namely grammar, spelling, vocabulary and punctuation. According to Sapkota (2012: 70) that writing is drop the graphics activity symbols with the following functions express a language to convey some meaning so that the reader can master the information the writer tries to convey. In writing, students must involve all the elements of language skills that are fully concentrated in order to get good and satisfying results.

Recount text is a type of learning text in a context that retells an event that has occurred or was done to someone in the past. Recount text learning is part of the types of text in English. Writing recount text, there are several terms called the generic structure that students must follow, namely, a. Orientation, b. Events, c. Reorientation. In this case, students' difficulties can be found through the ability to write recount text. Students have different abilities from one person to another. There are some students who find it difficult to write good grammar and use the correct verbs.

Therefore, writing skills have an important role. The teacher has to give a lot of practice and often do practice by writing sentences, essays, paragraphs, and so on. So, to support language skills, especially writing skills in the eighth grade of Junior High School.

In this study, the writer will choose to focus on students' difficulties in writing recount text. Writing recount text itself tells about events or experiences that have been experienced by students in the past. It can attract, motivate, inform, and entertain students because it is based on experience. As a result, students will be interested in improving their ability to write recount text in learning English.

RESEARCH METHODE

This research method is qualitative research as a research design. By using descriptive qualitative research, this study can describe an object, phenomenon, or social setting as outlined in narrative writing. The population in this study is students of class VIII.

The sampling technique used in this research referred to Sugiyono (2011:118) by using simple random sampling. This technique focused on how to take sample randomly without looking at the strata or students level of ability.

This research was conducted at MTs Muhammadiyah 2 Kedungadem. The sample was selected using a cluster sampling technique taken from class VIII students, which consisted of class VIII-A, VIII-B, VIII-C and class VIII-D. Researchers conducted research in class VIII-A which consisted of 24 students and then divided into two so as to get 12 students who were used as subjects in the study because they met the expected standard indicators.

Of the 12 students have represented the results of the entire class VIII-A. And from the 12 students, 3 students were taken back based on the level of student ability that was known from the results of writing recount text. Students' abilities can be assessed based on low-

level, level and high-level to be interviewed on the grounds of difficulty in writing recount texts.t. In this study, using data collection techniques such as tests, documents and interviews.

The theory of Miles, Huberman (2014), namely analyzing datawith three steps: data condensation, presenting data (display data), and draw a conclusion or verification (conclusion drawing and verification). More sodetailed, steps according to the theory of Miles, Huberman(2014).

FINDING AND DISCUSSION

Writing skills can help students in English language development. Harmer (2004 : 3) explains that the importance given to writing differs from teaching situations to teaching situations. In some cases, it shares the same bill with other skills whereby students we their lessons about grammar and language vocabulary.

Through writing skills students can also improve their English language skills. Writing must be familiar in everyday life or activities, because this way they can complete their tasks. Continuous writing practice can increase vocabulary a lot. Not only vocabulary, students also add ideas to thoughts in a wide scope. Students often communicate in English which also facilitates the development of skills in speaking and writing.

Based on the data analysis, the students' level of difficulty in writing recount text. Researchers can calculate the data on the percentage score of the 12 students who took the test. There were 50% was poor, 8.33% was fair, 25% was good, 16.66% was very good.

According Leo (2013:21) it can be explained that the students who got the score 86-100 is categorized into "very good", 71-85 is categorized into "good", 56-70 is categorized into "fair", and 10-55 is categorized into "poor." Looking at the results of the average score of 60-70, it can be concluded that there are some of the 12 students who get scores below the average. The percentage is calculated based on the score according to the writing aspect.

From these results, some of the 12 students scored below average and had difficulty in writing. Students need to be honed again by often practicing writing in order to find creative ideas and ideas. To know about the most dominant difficulty in writing recount text, namely researchers present data based on student writing document. It consists of five difficulties such as content, organization, vocabulary, language, and mechanics. 2.

Researchers found many difficulties in writing recount text in the eighth grade of MTS Muhammadiyah 2 Kedungadem. In the percentage of tests written by students, 12.79% had difficulty in content, 13.95% in organization, 11.62% in vocabulary, 44.18% in language and 17.44% in mechanics. From this percentage, it can be seen that the percentage of difficulty level is large, namely language and mechanic.

Based on research finding, 12.79% of students at grade 8 at MTS Muhammadiyah 2 Kedungadem still have difficulty in content. Many difficulties occur between the title and the incoherent first paragraph. So there is no unity between the title and paragraph 1 with other paragraphs. 13.95% of students still have difficulties in organization. This difficulty was found based on the students' test results. Many students have difficulty with the generic structure and do not understand the location of events between orientation, events and re-orientation. 11.62% of students still have difficulties

in organization. , 44.18% in language. It is a very large percentage compared to the others. Many students forget to change sentences and also use verb II (past tense). 17.44% of students still have difficulty in language. The students did not pay attention about capitalization. Punctuation, and spelling. Most of students forget to write capital letter when they write the name of place and name of person.

Weigle (2002:114) states that in analytic scoring, scripts are graded on several aspects of writing or criteria rather than being given a single score depending on the goal of appraisal. The analytic rubric provides more detailed information about students' abilities. There are several aspects assessed in this study. That aspect is the writing aspect and aspects of participation. Aspects of writing include content, organization, use of language and mechanics.

In the aspect of content, student writing must be relevant to the points dictated-

text. It must also fit the purpose of the recount text. Then in terms of organizational aspect, it must be well organized. Meanwhile, in terms of language use, it should be shows some errors of agreement, tense, articles, pronouns, and prepositions. Then in mechanical aspects, it should demonstrate mastery of conventions that show few errors spelling, punctuation, and capital letters. Finally, in the aspect of participation, students must contribute to the success of group work. They have to participate in dictogloss activity.

Based on research finding, from the results of interviews with 3 students, it can be concluded that children's abilities are different. The level of difficulty also varies, but most of the students have difficulty in compiling grammar. Recount text is also considered easier than other texts because it writes down events or experiences that have occurred.

Table 1

Items of Difficulty	Frequency	Precentage (%)
Content	11	12,79
Organization	12	13,95
Vocabulary	10	11,62
Language	38	44,18
Mechanics	15	17,44
Total	86	99,98

(Finding of category of students' difficulties in writing recount text)

CONCLUSSION

Based on the formulation of the problem that has been stated, it can be concluded. Difficulty in writing recount text written by class VIII students of MTS Muhammadiyah 2 Kedungadem in studying recount text material can be categorized as moderate. Percentage of 12 students with 50% poor, 8.33% fair, 25% good, 16.66% very good It means that out of 12 students, some of them

are still having difficulties. Students write recount text based on the material they receive. Students recount their first day at Junior High School.

Researchers found many difficulties in writing recount text in the eighth grade of MTS Muhammadiyah 2 Kedungadem. In the percentage of tests written by students, 12.79% had difficulty in content, 13.95% in organization, 11.62% in vocabulary,

44.18% in language and 17.44% in mechanics. From this percentage, it can be seen that the percentage of difficulty level is large, namely language and mechanic. Students have difficulty in determining Verb II (past tense) and do not pay close attention to capitalization, punctuation, and spelling.

DAFTAR RUJUKAN [Times New Roman 11 bold]

Abbas, M. Fadhly. F. 2013. Applying Collaborative Writing Process Strategy to Improve Students' Ability in Writing A Narrative Text. Malang: Unpublished thesis.

Ashok, S. 2012. Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research. Journal of Nelta.

Cohen, L., Manion, L., & Morrison, K. (2000). Research Methods in Education. New York: Routledge.

Emilia, E. 2005. A Critical Genre-Based Approach to Teaching Academic Writing in a Tertiary EFL Context in Indonesia. Unpublished doctoral dissertation. The University of Melbourne. Melbourne.

Harmer, Jeremy.2004. How to Teach Writing. Essex: Pearson Education Limited.

Harmer, Jeremy. 2002. How to Teach English. London: Longman

Miles,M.B, Huberman,A.M,. 2014. Qualitative Data Analysis Methodes Sourcebook, Edition 3. USA: Sage Publication

Ningrum, I. 2013. Improving Writing Skill in Writing Recount Text through Diary Writing, eJournal of English Language Teaching Society (ELTS), Vol.1, No.1, 2013.

Sugiyono. 2011. Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, R&D. Bandung:Alfabeta.

Weigle, S.C. 2002. Assessing Writing. Cambridge: Cambridge University Press.