STUDENTS' ABILITY IN WRITING RECOUNT TEXT THROUGH PERSONAL EXPERIENCE AT EIGHTH GRADE STUDENTS OF SMP NEGERI 1 AMBARAWA, PRINGSEWU

A Thesis

Submitted in Partial Fulfilment of the Requirements for S-1 Degree

By :
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Study Program : English Education

FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1445/2024

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ABSTRACT

There were still many students who were not successful in making good recount text based on aspects of content, vocabulary, grammar, organization, and the last sentence structure. The objective of this research was to analyze the students' ability in writing recount text through personal experience at the eighth grade students of SMP Negeri 1 Ambarawa Pringsewu. And to find out the main factors that caused students' difficulties in writing recount texts. To analyze the data of students' ability, the researcher used an analytical scoring rubric adapted from Jacob et. al. Furthermore, to know the difficulties of the students, the researcher divided the interviews.

The qualitative method was used to analyze the students' abilities and to know the students difficulties in writing recount text. This research used document and interview as the instruments to obtain data. The subject of this research was eighth-grade students of SMP Negeri 1 Amabarawa Pringsewu. There were 30 eighth grade students of SMP Negeri 1 Ambarawa Pringsewu who were chosen as the sample participant of this research. This research was selected the data through purposive sampling technique

Based on the research findings, the researcher found that language use was the biggest problem in students' ability in writing recount text. This situation was caused by students' lack of knowledge and motivation in writing recount text. Furthermore, the main factors that caused students difficulty in writing recount text were in lack of knowledge in the aspect of writing such as grammar, translation, organization, and vocabulary. The researcher concluded that students' ability in writing needs improvement as well as more practices and exercises. With a lot of practice and exercise students' ability in learning writing recount text would be improved.

Keywords: Recount Text, Students' Ability, Students' Difficulty, Writing.

DECLARATION

Hereby, I state this thesis entitled "Students' Ability in Writing Recount Text Through Personal Experience at Eighth Grade Student of SMP Negeri 1 Ambarawa, Pringsewu" is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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MOTTO

وَلَا نُكَلِّفُ نَفْسًا إِلَّا وُسْعَهَاۖ وَلَدَيْنَا كِتَـبٌ يَنطِقُ بِٱلْحَقِّ وَهُمْ لَا يُظْلَمُونَ

“And We charge no soul except [with that within] its capacity, and with Us is a record which speaks with truth; and they will not be wronged.”

(QS. Al-Mukminun 23:62)

DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and love me. I would like to dedicated this thesis to:

1. Allah SWT who loves me and keeps me everytime and everywhere.
2. My beloved parents, Mr. Sodikin and Mrs. Nasihatun who always love me and keep on praying for my life and success.
3. My older brother, my older sister, and my little brother, Nugroho Teguh Santoso, Wardah Khairunnisa, and Mufidz Kamal Ramadhan who always love me and keep on praying for my life and succes.
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CURRICULUM VITAE

The researcher's name is Alfi Nafi'atul Hikmah. Her nickname is Alfi. She was born in Ambarawa, Pringsewu, March 03th, 2001. She is the second doughter of Mr. Sodikin and Mrs. Nasihatun, his older brother name is Nugroho Teguh Santoso and his younger brother name is Muvidz Kamal Ramadhan. She began her study at SD Negeri 2 Pujodadi, Pringsewu graduated in 2012/2013. Then, she continued her study at MTS Negeri 1 Pringsewu, graduated in 2015/2016. Have graduated from junior high school, she studied at MAN 1 Pringsewu and graduated in 2018/2019.

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CHAPTER I
INTRODUCTION

A. Title Confirmation

In this research, the researcher chose "Students' Ability in Writing Recount Text Through Personal Experience at Eighth Grade Students of SMP Negeri 1 Ambarawa Pringsewu". Meanwhile, it was necessary to describe terms in the title. The tittle must be clarified in order to clarify some of the keywords to avoid misunderstandings during research. So, here explanations of the keywords in the title:

1. Students

   Student was a someone who went through the learning process at school. This process could improved students' ability to think, control emotions, and establish relationships with others in the broader environment. Students have an important role because of their positions as both objects and subjects of learning. Someone while being a student must be able to play an active role in responding to learning stimuli to obtain satisfactory learning results. It means that the student was the main subject in education who must play an active role in receiving lessons from the teacher at school.

2. Ability

   Hornby states in Tarmizi's research, "Ability is the power of understanding." Ability was defined as the capacity of individuals to perform various tasks in a specific job. The ability means that you have the potential to do something, in other words, talent.[1] From those, we know that ability is like someone's skill in doing something. Ability can be seen in something we often do and like it.

[1] Rafiqi Maulana. (2021). *An Analysis of Students' Ability in Writing Recount Text at Islamic State Senior HighSchool 2 Kampar*. Riau Pekan Baru: State Islamic University of Sultan Syarif Kasim. p.7

3. Writing

Writing was one of the English language skills to express or transfer thoughts and feelings. It is important for students who study a language to learn writing to help them communicate in the written form.[2] Writing also was a difficult thing and a complex skill. It was an activity that someone does to make an article. Therefore, students should think creatively in developing the text, and students should learn and practice more in writing to develop their ability in English writing.

4. Recount

Recount text was one of the text types that was taught in the eighth grade of junior high school. Cakrawati said that recount is the development of a sequence of events, and in recounting, the writer is arranging past experiences.[3] Based on that explanation, it show that recount text could not be separated from past experience. Anderson also stated that recount is a piece of text that retells past events, usually in the order in which they happen.[4] From those, we know that the recount text writer must explained in detail when, where, who, and what happen in the event.

5. Text

Text was a body of written work. It was the parts of words that convey a series of meanings to the person who was reading it. It means that text has the purpose of conveying a message. Halliday and Ruqaiya stated that a text is a systemic between a social environment and the grammar of language.[5] It can be concluded that text was a series of words or sentences that have structure and grammar that can be arrange

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[2] M Mohamad, and N. R. Moses. (2019). *Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts*: A Literature Review.

[3] L. M. Cakrawati. (2018). *Recount Text in SFL Perspective: Pedagogical Implication based on Student"s WritingAnalysis*". Register Journal. 11(2). p.210.

[4] Mark Anderson and Katy Anderson. (1997). *Text Types in English 2*. South Yarra: Macmillan. p.48

[5] M. A. K. Halliday. Ruqaiya Hasan. (1989). *Languge, Context, and Text: Aspect of Language in a Social Semiotic Perspective.* Oxford University Express: Oxford.

orally or in writing.

6. Personal Experience

Experience was an activity that a person has done. Meanwhile, personal experience includes an indvidual's bodily engagement, mental and emotional perspectives.[6] Basically personal experience was everything that happens to a person from the moment they wake up to the moment they fall asleep. Personal experience was very useful as a written personal document regarding the life journey that has been experienced in the past. It can be concluded that personal experience was an individual activity of a person that have occurred.

B. Background of the Problem

Writing was a process of hard thinking. In line with this, Brown stated that writing is a thinking process because writing is a process of putting ideas down on paper to transform thoughts into words and give them.[7] Furthermore, Nunan explains that "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."[8] One of the important rules in writing was that ideas from one sentence to another must be relate, and the grammar in writing must be correct. So, from those opinions, the researcher concluded that writing was a long process of thinking, from finding ideas to making correct paragraphs and becoming the final product.

We know that writing was not easy. Some students think writing was the most difficult skill among the other skills, such as listening, speaking, and reading. In fact, some experts said that writing was not just making paragraphs with complete and correct sentences, but you also have to be able to convey messages or

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[6] K. A. Rask. (2023). *Personal Experience and Materiality in Greek Religion*. France: Routledge. p.4

[7] H. D. Brown. (2001). *Principles of Language and Teaching.* New Jersey: Prentice Hall.

[8] D Nunan. (2003). *Practical English Language Teaching (first edition).* McGraw-Hill.

ideas through your writing by following writing rules. In line with that statement, Richards and Schmidt stated that writing is the result of complex processes of planning, drafting, reviewing and revising.[9] When writing, a writer must pay attention to existing writing rules so that there were not misunderstandings by readers. Writing rules must go through a long and difficult process, which causes students to feel frustrate.

In addition, writing can be said to be a language skill used to communicate. Raymond, in Shalihah's research, also said that writing is more than just a means of communication. It is a method of remembering and thinking.[10] It means writing was not only about communication but also the process of remembering and thinking about ideas. According to the 2013 syllabus, the purpose of high school writing is to enable students to create their own texts by understanding the purpose of the text, its general structure, and linguistic characteristics.[11] Thus, the students mention that they have difficulty in writing recounts. The students find it difficult to express it in writing because they have difficulty writing in English.

Writing was a very important thing to learn. Writing was one of the four language skills that play a very important role in second language learning. By writing, people got some ideas and share their feelings in a good sentence. Students must understand the language components of writing text, such as grammar, vocabulary, and content, when they want to write well. Suryani, in her research, states that writing is a complicate activity that needs knowledge about what we are going to write.[12] Writing was the most important skill in every human life. Around the world, people can communicate with each other using technology

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[9] J. C. Richards and R. Schmidt. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics.* New York: Pearson Education Limited.

[10] Mutia Shalihah. (2022). *Students' Ability and Difficulties in Writing Recount Text.* Jakarta: Syarif Hidayatullah State IslamicUniversity. p.17

[11] Jenap Akdwi Fisya and Nora Fudhla. (2022). *An Analysis of Students' Abiliy in Writing Recount Text at the Tenth Grade Students.* Journal of English Language Teaching. 11(4). p.477

[12] Ratih Suryani. (2020). *An Analysis of Students' Ability in Writing Recount Text.* Tegal: Pancasakti University.

through writing. When people write something, they would explored their knowledge to get new, more interesting knowledge.

In learning English, there were five important types of text that should be known by the students of junior high school. They were descriptive, procedure, recount, narrative, and report.[13] The first descriptive text identified a phenomenon to describe a particular person, place, or thing. The second procedure text was used to explain how something works or how to use instruction or operation manuals. The third recount text was a text that tells the reader about one story, activity, or the writer's experience that was used to entertain or inform the reader. The fourth narrative text was a text that focused on specific participants, and the social function was to tell stories or past events and entertain the readers. The last report text was a text which presents information about something. In this research, the researcher focused on recount text.

Recount text was a type of text that was closely related to the past experience of the writer or other person. According to Hyland a recount is a text that tells about past experiences or events. It can be based on the author's personal experience (not always factual) or historical events[14] It means that recount was retelling an event or experience that had happen in the past. In writing recount text, students have to know the generic structure and language features of that text. Most of the generic structure in recounts begin with some form of orientation, where the *who, what, when, where,* and *why* of the text are introduced, and it is followed by a chronologically-ordered set of events, and some form of concluding statement or re-orientation at the end.[15] Orientation was an introduction at the beginning of the paragraph or statement about a topic. Event was the core of the problem that was told in order sequence. The last one was reorientation, which contains an impression message for the reader or a summary of the event.

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[13] Annisa Rakhmi. (2012). Let's Narrate a Text. Jakarta Timur : Balai Pustaka. p.3

[14] Ibid.

[15] Ibid.

Recount text was written with the aim of providing information as well as entertaining the reader. The researcher realized the importance of writing skills and recount text learning for junior high school students. But, still some students have problems in understanding it well. Even though it could not be denied that there were still some problems in students' experience when writing recount texts while learning English. Husna and Multazim, in their research, mention that the problems in writing recount text were related to the content aspect, organization aspect, grammar aspect, mechanic aspect, and generic structure of recount text, especially in orientation and re-orientation.[16] Khairunnisaak et al. also argues in their research that the difficulties in writing recount text were find in the five components of writing. First, the students were unable to develop their ideas. Second, in the organization aspect, most of the students did not write the recount text sequentially. Third, their vocabulary for writing recount texts did not improve. Fourth, students have trouble using language in recount texts because they were unfamiliar with how to use grammar in a recount text. Fifth, the students did not pay attention to mechanics such as capitalization, punctuation, or spelling.[17]

Furthermore, Nurkholijah and Al-Hafizh, in their research, said that the caused of the student's difficulties in writing recount text were caused by grammatical weakness, lack of knowledge and understanding, less practice, and educational background. The first grammatical weakness was causes by the students' difficulty in using simple past tense, action verbs, linking verbs, and sentence patterns. Second, the student's knowledge and understanding of writing recount text was the student's difficulty in elaborating ideas. Third, the students had less practice in writing recount text because the teacher seldom gave practice to write a recount text. Fourth, the students did not

[16] Atikasari Husna. Akhmad Multazim. (2019). *Students Difficulties in writing Recount Text at Inclusion Classes.* LET: Linguistics, Literature and English Teaching Journal. 9(1). p.66

[17] Khairunnisaak, et all. (2022). *The Analysis of Students' Difficulties in Wriing Recount Text.* JEEP Journal of English Education Program. 3(1). p.64 - 65

understand the material about recount text because the teacher did not explain clearly about the material.[18] Mustika et al., in their research, also claim that the most dominant difficulties in writing recount text were the making of past tense sentences and distinguishing regular from irregular verbs. Most of the students did not understand how to write a recount text and how to use proper words, and they had a lack of vocabulary.[19] Based on some explanation about students' problems in writing the recount text above, it can be concluded that there were still many students who were not successful in making good recount text based on aspects of content, vocabulary, grammar, organization, and the last sentence structure.

This condition was found in SMP Negeri 1 Ambarawa, Pringsewu. The students were still confused about how to write a good paragraph, and their writing ability was low. They also did not know how to organize their ideas and what language features should be present in the recount text. There were still many students who got scores below the specify writing grade. The following was the value data on students' scores in writing recount texts.

Table 1.1

The Students' Score of Recount Text at the Eighth Grade Students of SMP Negeri 1 Ambarawa, Pringsewu

No.	CLASS	MEAN	STUDENTS		TOTAL
			≤ 64	> 64	
1.	VIII A	72	20	8	28
2.	VIII B	61	19	11	30
3.	VIII C	66	18	12	30
4.	VIII D	59	16	10	26

[18] Nurkholijah. M. Al-Hafizh. (2020). *An Analysis of Causes of Students' Problems in Writing Recount Text.* Journal of English Language Teaching. 9(3), p.476

[19] Heni Yuni Mustika. (2020). *An Analysis of Students' Difficulties in Writing Recount Text: A Case Study at The Eleventh Grade Students of MA Putra Alishlahuddiny Kediri Academic Year 2016/2017.* IJTE Indonesian Journal of Teacher Education.

5.	VIII E	62	11	19	30
TOTAL		64	84	60	144
PERCENTAGE			58%	42%	100%

Source: Document of the Students Score of Recount Text at SMP Negeri1 Ambarawa,Pringsewu.

Based on the table above, it can be seen that the students who got scores below the average were high compare to above average. The total number of students who got scores below the average (< 64) was as many as 84 students, and those who got scores above the average (> 64) were as many as 60 students. It can be said that the student's skills in writing recount text were still low. The students were still less of interest in the teaching and learning process.

The researcher conducted preliminary research at the SMP N 1 Ambarawa, Pringsewu, with a sample of eighth grade students in the second semester, the data was taken from the VIII E class, which consist of 30 people. The researcher conducted the preliminary analysis by conducting the observation. The results of observations of the learning process show that the teacher has explain the recount text material well and clearly. However, there were still many students who still did not understand the recount text material even though it has been explain repeatedly. When the teacher ask the students to redefine recount text, there were only two students who were able to define recount text well and correctly. When the learning process takes place, students always respond well to all instructions given by the teacher. Most students were not afraid to ask the teacher if they have difficulty in creating recount text. However, there were still some students who were too embarrass and lazy to ask the teacher when they experience problems in writing recount text.

Even though, the researcher also conducted the preliminary analysis by conducting an interview with the teacher and four eight-grade students of SMP Negeri 1 Ambarawa, Pringsewu. The researcher received information from the English teacher that the recount text was in the eighth-grade students.

Based on the interview with the teacher, the researcher found that the students have difficulty in writing recount text, especially in the use of past tense and sentence structure. They also have problems in writing, such as a lack of vocabulary, confuse in elaborating the ideas, incorrect grammar, and capitalization problem.

Furthermore, the result of the interview with the students about their experiences in writing recount text found that there were many problems that occurred in writing recount text. The first student said that she had difficulties in translating sentences and was mistaken about verbs that should be used in the past tense. The second student state that he was confused about which personal experience would be written, and he always chose the wrong vocabulary in his writing. The third student explained that she was confused about how she should start it and how to explained the sequence of events. She also could not arrange words into good and correct sentences.

The last student argue that he lacks the motivation in writing recount text. So, he always made mistakes when trying to create recount texts. These errors occurred in translation, arranging the words, and mechanics. From those interviews, it can be seen that some students still could not translate well and correctly. Many students chose the wrong 'verb.' And almost all students made mistakes in placing punctuation marks. The researcher concluded that the students were still confused about how to make a correct recount text based on the aspect of writing and the generic structure of the recount text.

It can be seen that most of the students in the eighth grade of SMP Negeri 1 Ambarawa Pringsewu have difficulties in writing recount text in the grammar aspect, vocabulary aspect, and mechanics aspects, and they never bring an English dictionary during class. The students still made mistakes in determining the grammar that should be used in recount texts. They did not master grammar and tenses as well, so they were still confused in determining which regular or irregular verbs should be used in recount texts. They also have a little vocabulary, but they never

bring an English dictionary when they were learning English. Some of them were still unable to place punctuation, proper words, and capitalization correctly.

According to the prior study conducted by Rafiqi Maulana in his research paper entitle: An Analysis of Students' Ability in Writing Recount Text at Islamic State Senior High School 2 Kampar, the students have several problems in terms of organizing ideas, lack of vocabulary or to write sentence grammatically. The researcher also found that 5 of the students were categorize into enough level (17.85%), and 1 student (3.57%) category as less level. These problems were the same as the research study by Mutia Shalihah in her research paper entitle Students' Ability and Difficulties in Writing Recount Text. The findings show that students' ability in writing recount text was at the good level category, with an average score of 80.3. Students have the most errors in terms of language use with an average score of 17.4, mechanics with an average score of 3.7, and category as fair to poor. The caused behind these difficulties were the lack of students practicing writing and also the lack of knowledge in grammatical form. Students also have some difficulties in writing recount text essays.

The researcher presented the data of the student writing products in five aspects of writing text. They were content, organization, vocabulary, language use, and mechanics.[20] The substance or material of the text could also be refer to as content. In the content of the paragraph instead of focusing on the literary system, such as transition, restatement, and emphasis, the content paragraph focuses on conveying ideas. To convey clear ideas in writing, the writer needs to select the most appropriate vocabulary that was suitable to the content. Therefore, a rich vocabulary must be own by an author to create great-quality writing. The accuracy of the grammatical form and syntactic patterns employ in writing was referr to as language. Mechanics relating to the use of linguistic visual standards like spelling,

[20] Jane B Hughey, et al. (1983). *Teachng ESL Composition: Principles and Techniques*. Massachusets: Newburru House Publishers.

punctuation, and capitalization.

There were many students who were not capable of making good writing. They still confused in finding and elaborating the ideas. Even more, there were still many students who were not interested in learning English. To overcome the problems that occurred, the researcher wants to provided more specific topics by using personal experience. Everyone must have personal experience. Experience was something ever live, felt, borne, and absorb by the five human senses. At the same time, the person is human as an individual (human self). So, personal experience is everything ever live or felt by someone.[21] It means that experience was something that has been experience, felt, and internalize, which was then story in memory. Personal experiences can be 1) Funny or sad events, 2) Magical, rare, or scary events, 3) Horrible events, 4) Meetings with idol figures, 5) Visits to far and famous places, and many others.

Based on the background of the problems, the researcher concluded that the scores obtained by the students were still unsatisfactory even though the teacher had taught the material well. Therefore, the researcher analyze the students' difficulties and abilities in writing recount texts. So, the researcher conducted the research with the title Students' Ability in Writing Recount Text through Personal Experience at Eighth Grade Students of SMP Negeri 1 Ambarawa Pringsewu. This research conducted on the eighth grade students of SMP Negeri 1 Ambarawa, Pringsewu.

C. Identification of the Problem

Based on the background, some problems were identified:

a. Students' motivation in learning writing recount text is low.
b. In the teaching learning activity, the teacher were less creative in presenting material.
c. Students have poor vocabulary.

[21] Adriana Dhiko Rema. (2020). *Meningkatkan Kemampuan Menceritakan Pengalaman Pribadi Melalui Metode Cerita Berantai Pada Siswa Kelas VIII B SMP Negeri 2 Soa Tahun Pelajaran 2019/2020*. Journal Warta Pendidikan.

d. Students always incorrect in grammar.

D. Focus and Sub-focus of the Research

Based on the problem, it was necessary to focus on the problem discussed in the research.

1. Research Focus

   Based on the background of the problem above, the researcher focuses on the analysis of the student's abilities in writing recount text through personal experience at the eighth grade students of SMP Negeri 1 Ambarawa.

2. Research Sub-focus

   To know the students' ability in writing recount text through personal experience, which makes it difficult for students.

E. Problem Formulation

Based on the background and the phenomena above, the researcher stated the problem in the following research questions as follows:

a. How is students' ability in writing recount text through personal experience at eighth grade students of SMP Negeri1 Ambarawa, Pringsewu?

b. What are the main factors that cause students difficulties in writing recount texts using personalexperience at eighth grade students of SMP Negeri1 Ambarawa, Pringsewu?

F. The objective of the research

Based on the problem formulation above, this research was necessary to carry out to achieve the objectives as follows:

a. To find out students' ability in writing recount text through personal experience at eighth grade students of SMP Negeri 1 Ambarawa, Pringsewu.

b. To find out the main factors that causes students difficulties in writing recount texts using personal

experience at eighth grade students of SMP Negeri 01 Ambarawa, Pringsewu.

G. Significance of the Research

The findings of this research were expected to improve theoretically and practically.

1. Theoretically

   This research contributed additional knowledge to the other researchers who analyzed students' ability in writing recount text. This research also used previous research theories of writing and recount text to complete the research.

2. Practically

   a. For the Students

      The results of this study were expected to be useful and valuable for students. It helps students to know their ability to write recount text and to motivate students to increase their writing skills properly.

   b. For the Teachers

      This research was expected to be positive and valuable information for teachers who were interested in teaching English as a foreign language or a second language, and the English teacher can improve students' ability to write recount text.

   c. For the Researchers

      This research can be used to find out a better way to motivate junior high school students to write recount texts correctly.

H. Relevant Research

In this research, the researcher conducted similar research, some of them were as follows:

The first one was the research by Rafiqi Maulana with his research paper entitle *An Analysis of Students' Ability in Writing*

Recount Text at Islamic State Senior High School 2 Kampar.[22] Based on the research findings, students' ability in writing recount text can be influence by students who have some problems in terms of organizing ideas, lack of vocabulary, or to writing sentences grammatically. The first problem was the organization of ideas. Most students have difficulty producing effective paragraphs. This was because students have limite knowledge to develop a topic, and students also have experience difficulties in expressing ideas in written form. The second was the lack of vocabulary. This made students unable to easily express their ideas. Sometimes, students used inappropriate words, which made their writing difficult to understand. The last one was to write sentences with grammar. The students should know grammar rules and how to use them properly.

The second research study was by Niken Permata Ananda and Joni Alfino with the research paper entitle An Analysis of the Second Year Students' Ability in Writing Recount Text in the English Department of Bung Hatta University.[23] The research findings show that the second-year students' ability in writing recount text at the English Department of Bung Hatta University was good. It was proved by the data that 53.3% of students have a good ability in writing recount text at the English Department of Bung Hatta University.

The third research study from Sopian Saori and Sugianto with their research paper entitle: An Analysis of Students' Writing Ability in Recount Text.[24] The result of the test and interview shows that most of the students did not completely understand the three issues of writing: the students found it difficult to arrange the sentences, the students were lack of mechanics, and they did not master grammar and the tenses as well. The result of the study

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[22] Rafiqi Maulana. (2021). *An Analysis of Students' Ability in Writing Recount Text at Islamic State Senior High School 2 Kampar*. Riau Pekan Baru: State Islamic University of Sultan Syarif Kasim.

[23] Niken Permata Ananda and Joni Alfino. (2023). *An Analysis of the Second Year Students' Ability in Writing Recount Text in English Department of Bung Hatta University*. Jurnal Fakultas Keguruan dan Ilmu Pendidikan. 3(1).

[24] Sopian Saori and Sugianto. (2023). *An Analysis of Students' Writing Ability in Recount Text*. Jurnal Pendididkan Islam Anak Usia Dini. 5(1). p.124-135.

show that the mean score of students was 69.92. It means that the students' ability in writing recount text was poor. There were three students (12%) who got below 60 and were categorize as poor. Ten students (40%) got 61-70 categorize as poor. Nine students (36%) got 71-80 categorize average, and three students (12%) categorize very good. Meanwhile, having analyze the students' ability in each of the writing aspects. Vocabulary and organization were categorize as good to average, whereas content, grammar, and mechanics werefair to poor.

The last study was research by Rismala Dewi with her research paper entitle: An Analysis of Students Problems in Writing Recount Text of Tenth Grade at MA Al-Hikmah Bandar Lampung in the Academic Year 2019/2020.[25] The research findings show that there were five kinds of cognitive problems that happen to students: 9.7% of students have problems in content, 5.9% of students have problems in the organization, 22.1% of students face problems in punctuation, 18.6% of students who have problems in spelling, and the last 43.7% students problems capitalization. The result shows that the dominant cognitive problems in writing recount text that happens to students were capitalization problem. It was shows that the students were still confused about how to start their writing. They did not know how to organize their idea. Students did not know how to use the correct grammar and correct punctuation marks. And lastly, they could not spell well and have problems with capitalization.

After reading and understanding some of the relevant research, it can be concluded that there were significant differences in some of the relevant research to this research. The differences were in their studies by Rafiqi Maulana Niken Permata Ananda and Joni Alfino , Sopian Saori and Sugianto, and Rismala Dewi, all of them only analyze students' writing abilities in recount text. Rafiki Maulana found that his analysis show that

[25] Rismala Dewi. (2019). *An Analysis of Students Problems in Writing Recount Text of Tenth Grade at MA Al- Hikmah Bandar Lampung in the Academic Year 2019/2020*. Lampung: State Islamic University.

students' ability in writing recount texts was influence by several factors such as organizing ideas, lack of vocabulary, or writing sentences grammatically. Niken Permata Ananda and Joni Alfino found that their analysis show that students have a good ability in writing recount texts. Sopian Saori and Sugianto found that their analysis show that students' ability and difficulty to write recount texts was still in the poor category. The last previous research by Rismala Dewi found that her analysis shows that there were five types of students' cognitive problems in writing recount texts: content, organization, punctuation, spelling, and capitalization. Meanwhile, in this research, the researcher not only analyzes students' writing abilities and difficulties in recount text. The researcher also focused on personal experience as a theme in writing recount texts so as to facilitate and motivate students in writing.

I. Research method

1. Research Design

Research design is a plan and procedure for conducting research that includes a review of opinions for data collection and analysis methods.[26] The researcher investigated about the students' problems in writing recount text through personal experience at eighth grade students of SMP Negeri 1 Ambarawa Pringsewu. In this research, the researcher used qualitative research design to obtain accurate explanations and to analyze the students' ability and difficulty in writing recount text. Creswell said that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem.[27] Descriptive research also involved classifying, analyzing, comparing, and measuring data in research. Qualitative research aimed to gain a general understanding of social reality from the participants'

[26] W. Cresswell John. (2009). *Research Design*. Los Angeles: SAGE. p. 3

[27] W. Cresswell John. (1994*). Research Design Qualitative and Quantitative Approaches*. Thousand Oaks: SAGE Publications. p.24

perspective.

Qualitative research described the phenomenon that occurs naturally and present it based on the data. Miles and Huberman stated that qualitative research uses structure and extend text.[28] The researcher used this method because the data was produced in the form of words rather than numbers. It means that the qualitative method was descriptive data that used documentation. The researcher chose this method to describe a student's ability in writing recount text through personal experience. This research was design to analyze the ability and difficulty of the students on the objective of the study.

2. Research Instrument

The instrument was very important in qualitative research. The research instrument was the tool used by the researcher to support the research in order to collect the necessary data. The research instrument was used by the researcher in collecting the data so that it made the result better and can describe detail information that was easily understood by the reader. There were some kinds of techniques for collecting data, such as interviews, observation, questionnaires, documentation, and tasks.[29] In the preliminary research the researcher used four instruments such as document, observation, interview, and questionnaire.

Furthermore in analyze the data, the researcher used two instrument document and interview. Instrument was data collecting technique. The data-collecting technique was one of the important steps in every research. Data collecting was the process of identifying and collecting information by the researcher. To get the relevant data, the researcher used some techniques of data collecting such as documents, and

[28] Matthew B. Miles, A.Michael Huberman and Johnny Saldana. (2014). *Qualitative Data Analysis: A Method Source 3rd ed*. California: Sage Publications Inc. p.6

[29] Suharsimi Arikunto. (2002). *Prosedur Penelitian Suatu Pendekatan Praktik*. Yogyakarta: Rineka Cipta. p.193

interviews.

a. Document

The document was like a paper that looks to describe students' ability in writing recount texts. This document was to look at the abilities of the students from the English teacher. Analytical scoring rubic in aspect of writing by Jacob et.al. were used to find the research results. Some of the students' written papers also used to get more detail data. The researcher used documentation as concrete evidence in this research.

The document is one of the most common data collection methods that use in qualitative research.[30] Document is the method uses in scientific research to collect data by using the document of evidence list.[31] Documentation was like the process of storing data through pictures, writing, or archives. So, documentation was the collection, selection, processing, and storage of information in the field of knowledge. The researcher used the result writing of some texts to evaluate the students' ability in writing recount text. In this research, the researcher used literary analysis.

b. Interview

The interview was used to analyze the second research problem. In the preliminary research, the researcher do the interview by asking the English teacher who teaches in 8E class and four students of eighth grade in class 8E. There were seven questions for English teachers and three questions for students about students' ability and difficulty in writing recount text. The interview was usually called the dialogue conducted by two people, the interviewer and the informant, to obtain information from the interview. In this research, the researcher

[30] Mezia Kemala Sari. (2017). *An Analysis of Students' Problem in Writing recount Text.* Journal of Educational Studies. 2(1), p.18

[31] Viska Tri Cahya. (2019). *An analysis of Educational Value in Moana Movie.* Lampung: State Islamic University. p.57

collected the data of students' difficulty in writing recount text to know their problems in writing recount text.

To got the data about students' difficulty in writing recount text, the researcher do the interview by asking 30 students in 8E class. Furthermore, the researcher also interview the English teacher to get more relevant data and clear information. The researcher divided the interviews based on the factors that contributed to writing problems adapt from Alfaki. There were twelve questions for students in the class of 8E, and six question for teacher to know the main factor that caused students difficulty in writing recount text. The following were the blueprint of interview for the students and English teacher.

Table 1.2

The Blueprint of Interview for students.

No.	Aspect	Indicator	Items
1.	The nature of writing process	The flexibility of the learning process situation	1, 2
2.	Lack of learner's motivation	Students were feeling nervous, fear, and doubt in writing process	3, 4, 5
3.	Inadequate time	Students could not complete the recount text on time Students were confused in elaborating the ideas, grammar, and vocabulary	6, 7
4.	Lack of practice	Students lack of motivation and	8, 9, 10

		knowledge to learn writing	
5.	Teachers' feedback	Students could not obtain clear explanations from the teacher	11, 12

3. Research Subject

In this research, the subject was the eighth-grade students of SMP Negeri 1 Ambarawa Pringsewu, in the academic year 2023/2024. The researcher chose one class from one of the teachers. It was 8E which consists of 30 students. In this research, the researcher used a purposive sample technique. The researcher only chose one class in the eighth grade because that class has students with diverse abilities. In choosing a class, the researcher was assisted by an English teacher who teaches eighth grade in SMP Negeri 1 Ambarawa, Pringsewu.

4. Trustworthiness of the Data

Qualitative research needed the validity of the data. The validation of data analysis design the quality of the result of the research. In this research, the researcher used triangulation to develop the trustworthiness of the data. Triangulation is the process of strengthening the findings by cross-checking information.[32] Triangulation is a technique of checking the validity of data that utilizes something else outside the data for purposes of checking or as a comparison of the data obtained.[33] In the triangulation method, the researcher gather the data through, interviews, and document to get additional answers about the student's abilities and

[32] Aulia Machfiroh. (2022). *An analysis of Students' Difficulties in Using Collocation on Essay by Students of Fourth Semester in English Education Program at Raden Intan State Islamic University in the Academic Year of 2021/2022.* Lampung: State Islamic University. p.12

[33] L.J Moleong. (2010). *Metode Penelitian Kualitatif*. BinaIlmu.

difficulties in writing recount text.

In qualitative research, trustworthiness was an important concept because after collecting and analyzing the data, the researcher needs to make sure that the findings and interpretation were accurate. Trustworthiness was like checking the validity of the data. This trustworthiness checking was carry out by researchers who aim to complete the validity of the findings of the data and to produce reliable, credible, transferable, confirmable, and dependable data that was scientifically responsible. Thus, the technique for checking the validity of the data in this research was using triangulation.

Triangulation techniques were divided into four, namely: data triangulation (source triangulation), research triangulation, method triangulation, and theory triangulation.

a. Data Source Triangulation

   Data source triangulation was gathered from a variety of sources, including people, times, and locations.

b. Methodological Triangulation

   In the methodological triangulation, document and interview were included in the research.

c. Researcher/Investigator Triangulation

   Researchers such as researcher A, researcher B, and others were included in the triangulation of researchers.

d. Theoretical Triangulation

   Data theoretical triangulation was gathered from a variety of sources connected to data analysis research, such as publications, articles, and books.[34]

From those kinds of triangulation, this research used method triangulation by checking whether the data obtain through the source because this study compares the data from document, and interviews in the field and also be viewed from

[34] Matthew B Miles, A Michael Huberman, and Johnny Saldana. (2014). *Qualitative Data Analysis 3th Edition (A Methods Sourcebook)*. Los Angeles: SAGE, p.262

a theoretical point of view.

5. Research Procedure

The procedure for collecting the require data as follows:

a. Document

In the first step, the researcher collected the data of the students' score in each aspect of writing on recount text to evaluate the students' ability in writing recount text. Then, the researcher used an analytical scoring rubic adapt from Jacob et. al.[35] The rubric consists of five components, there were : Content, Organization, Vocabulary, Language use, and Mechanic. Finally, the researcher found the lowest and the highest ability in writing recount text.

b. Interview

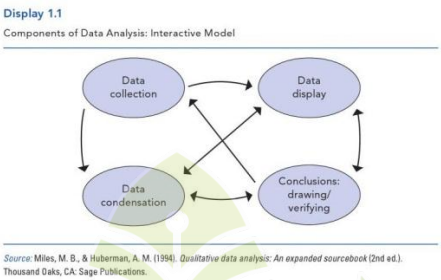
The researcher also do the interview about factors that caused students difficulties in writing recount text. Firstly, the researcher collected the data by asking 30 participant of 8E. Secondly, the researcher also asking the English teacher to know more clear information. Thirdly, to get more detail data, the researcher collected some of the students' papers on recount text essays. Finally, the researcher analyze descriptively the data based on the factors that contributed to the writing problem adapt from Alfaki. Then the researcher classified the data into two factors (internal and external). Thus, the researcher found the main factors that caused students difficulties in writing recount text.

6. Data Analysis

Data analysis was one of the activities in analyzing data in a certain way so that it becomes a conclusion that can be used as a reference for decision-making. Data analysis is

[35] H. L. Jacobs et. al. (1981). *Testing ESL Composition: A Practical Approach*. Rowley, Mass: Newburry House.

the way the researcher describes, illustrates, condenses, and evaluates data systematically in order to get the result of the research and present it to the reader.[36] In this research, the researcher was following the three concurrent flows of activity in analyzing the data proposed by Miles and Huberman. According to Miles and Huberman that analysis consists of three activities that occur simultaneously: data condensation, data display, and conclusion drawing.



a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming, the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/ transforming process continued after the fieldwork was over until a final report was completed.

Data condensation were a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. By data condensation, we do not necessarily mean quantification. Qualitative data can be transformed in many ways: through selection, through summary or

[36] Mutia Shalihah. (2022). *Students' Ability and Difficulties in Writing Recount Text.* Jakarta: Syarif Hidayatullah State Islamis University, p.17

paraphrase, through being subsumed in a larger pattern, and so on. Occasionally, it may be helpful to convert the data into magnitudes (e.g., the analyst decides that the program being looked at has a “high” or “low” degree of effectiveness), but this was not always necessary.

b. Data Display

The second major flow of analysis activity was data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. In daily life, displays vary from gasoline gauges to newspapers to Facebook status updates. Looking at displays helps us understand what happened and do something either analyze further or take action based on that understanding. The most frequent form of display for qualitative data in the past has been extended text. Using only extended text, a researcher may find it easy to jump to hasty, partial, and unfounded conclusion. Humans were not very powerful as processors of large amounts of information. Extended text overloads our information processing capabilities and preys on our tendencies to find simplifying patterns.

Good displays was a major avenue to robust qualitative analysis. The displaying data can be support in the framework of matrices, graphs, charts, and networks. All designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what was happening and either draw justified conclusions or move on to the next step of analysis that the display suggests may be useful. The creation and use of displays was not separate from analysis. It was a part of analysis. Designing displays deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells were analytic activities (designing displays also has clear data condensation implications).

c. Conclusion Drawing

Conclusion drawing and verification were the last steps in analyzing the data. Miles and Huberman states that conclusion is only half of a Gemini configuration. Conclusions were also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set. The meaning emerging from the data have to be tested for their plausibility, their sturdiness, their confirm ability that is their validity. Otherwise, we were left with interesting stories about what happened but of unknown truth and utility.[37]

In this step, the researcher draw the conclusion and verify the answer of research question. This stage was expected to answer the research question and to summarize the result of data analysis. Hence, this stage was expected to explain the students' ability and difficulties in writing recount text of eighth-grade students' of SMP Negeri 1 Ambarawa, Pringsewu. To draw conclusions, it must go back to see the data to be verified. The final conclusions do not only occur at the time of the data collection process, but need to be verify so that data truly accountable.

Thus, to find out the students' ability in writing recount text, the researcher used an analytical scoring rubric adapted from Jacob et. al. The researcher analyzing the data related to the students' writing scores in each aspect of writing. After getting the data of students' writing score in each aspect of writing, the researcher categorized them using

[37] Matthew B Miles, A Michael Huberman, and Johnny Saldana. (2014). *Qualitative Data Analysis 3th Edition (A Methods Sourcebook)*. Los Angeles: SAGE, p.12-14.

scoring rubric by Jacob et. al.

Table 1.3

Scoring Rubric by Jacob et. al.[38]

Aspect	Score	Level	Criteria
CONTENT	30-27	Exellent to Very Good	• Knowledgeable • Substantive • Thorough development of thesis • Relevant to assigned topic
	26-22	Good to Average	• Some knowledge of subject • Adequate range • Limited development of thesis • Mostly relevant to the topic, but lacks detail
	21-17	Fair to Poor	• Limited knowledge of subject • Little substance • Inadequate development of topic
	16-13	Very Poor	• Does not show knowledge of subject • Non-substantive

[38] H. L. Jacobs et. al. (1981). *Testing ESL Composition: A Practical Approach*. Rowley, Mass: Newburry House.

			• Not pertinent • OR not enough to evaluate
ORGANIZATION	20-18	Exellent to Very Good	• Fluent expression • Ideas clearly stated/supported • Succinct • Well organized • Logical sequencing • Cohesive
	17-14	Good to Average	• Somewhat choppy • Loosely organized ideas but main ideas stand out • Limited support • Logical but incomplete sequencing
	13-10	Fair to Poor	• Non-fluent • Ideas confused or disconnected • Lacks logical sequencing and development
	9-7	Very Poor	• Does not communicate • No organization • OR not enough to evaluate
	20-18	Exellent	• Sophisticated

VOCABULARY		to Very Good	range • Effective word/idiom choice and usage • Word form mastery • Appropriate register
	17-14	Good to Average	• Adequate range • Occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to Poor	• Limited range • Frequent errors of word/idiom form, choice, usage • Meaning confused or obscured
	9-7	Very Poor	• Essentially translation • Little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate

LANGUAGE USE	25-22	Exellent to Very Good	• Effective complex constructions • View errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average	• Effective but simple constructions • Minor problems in complex constructions • Several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	Fair to Poor	• Major problems in simple/complex construction • Frequent errors of negation, agreement, tense, number, word

			order/function, articles, pronouns, prepositions and /or fragments, run-ons, deletions • Meaning coonfused or obscured
	10-5	Very Poor	• Virtually no mastery of sentence construction rules • Dominated by errors • Does not communicate • OR not enough to evaluate
MECHANICS	5	Exellent to Very Good	• Demonstrates mastery of conventions • View errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average	• Occasional errors of spelling, punctuation, capitalization, paragraphing

			but meaning not obscured
	3	Fair to Poor	• Frequent errors of spelling, punctuation, capitalization, paragraphing • Pure hand writing • Meaning confused or obscured
	2	Very Poor	• No mastery of conventions • Dominated by errors of spelling, punctuation, capitalization, paragraphing • Hand writing illegible • OR not enough to evaluate

Meanwhile, to find out the main factor that caused students' difficulties in writing recount text, the researcher do the interview by asking 30 students of 8E and one English teacher. To know the dominant factor, the researcher analyzed descriptively the data based on the factors that caused students' difficulties in writing academically adapted from Alfaki. In addition, to get more detailed data, the researcher organized the results of students' papers on recount text essays to determine, conclude, and got specific data about students difficulties in writing recount text. Then the

researcher classified the data analysis into two factors (internal and external).

7. Population and Sample

a. Population

The population of this research was the students of eighth grade at SMP Negeri 1 Ambarawa, Pringsewu in the academic year 2023/2024.

b. Sample and Sampling Technique

Sample is representative of the population's size and characteristics.[39] Sample was a smaller data set that was selected by a researcher from a larger population using a predetermine selection method. In this research, the sampling used purposive sampling technique which selected the data based on the purpose of the study. Purposive sampling technique are primarily used in QUAL studies and may be defined as selecting units based on specific purposes associated with answering a research study's questions.[40] Purposive sample was typically designed to pick a small numbers of cases that will yield the most information about a particular phenomenon.[41] Purposive sampling frame, were informal and based on the expert judgment of the researcher or some available resource identified by the researcher.[42] Purposive sampling was a sampling technique which the selection of the sample based on the purposes of the study and based on factors other than random chance. Here, the sample were selected based on the researcher's convenience, experience, or judgment. It consist of one class with the total 30 students.

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[39] Sugiyono (2010). *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta. p.118

[40] Ibid.170

[41] Ibid.178

[42] Ibid. 180

Table 1.4

The Number of the Sample at the eighth grade students of SMP Negeri 1Ambarawa, Pringsewu

No.	Gender	Class	Total
1.	Male	VIII.E	13
2.	Female	VIII.E	17
Total			30 students

Source: The Data of the Eighth Grade Students of SMP Negeri 1 Ambarawa, Pringsewu in 2023/2024

J. Systematics of the Discussion

To make it easy to understand, this study used a systematic discussion as follows:

1. Chapter I Introduction

   This chapter contains title confirmation, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant research, research method, and systematics of the discussion.

2. Chapter II Literature Review

   This chapter contains the theories of students' ability, factors of students' difficulties, writing (definition of writing, purposes of writing, components, process of writing, types of writing text, genre of writing, teaching writing, students' difficulty in writing), text (definition of text and kinds of text), recount text (definition of recount text, kinds of recount text, generic structure of recount text, language feature of recount text, example of recount text), Personal experience (description of experience, types of experience), student's problem in writing recount text and teacher's problem in teaching writing recount text.

3. Chapter III Research Description of the Research Object

   This chapter contains a general description of the object, fact and data display.

4. Chapter IV Research Analysis

   This chapter contains data analysis, research findings, and discussions.

5. Chapter V Conclusion and Recommendation

   This chapter contains of conclusion and recommendation.

CHAPTER II
LITERATURE REVIEW

A. Students' Ability

Students were one of the components in the teaching-learning process. Students were a person who study at a school, college, university, etc. Members of society who seek to develop their potential through the learning process in educational pathways, whether informal education, formal education, or non-formal education, at certain levels of education and types of education were also called students. Students have an important role because of their position as both objects and subjects of learning. Students must be able to play an active role in responding to learning stimuli to obtain satisfactory learning results.

Meanwhile, ability can be found in the human being self and also the result of practice. Ability is describing as a capacity, level or skill or power to do something mentality or physically, that permits or facilitates achievement require to do something and get it done.[1] Littlewood said that the ability is often be define to cognitive aspects of a persons' ability to learn, particularry intelegence and also about language learning abilities.[2] It means that ability was the potential of a person for acquiring and applying new knowledge or skills that can be found in human being self or the result of practice. From the definition above we can concluded that ability has a very important role in determining a person's success in doing something. The following were concepts relate to the ability:

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[1] Nurul Mahfuza. (2021). *An Analysis of Students' Ability in Writing Recount Text to the Tenth Grade of MAN 1 INHIL*. Riau: Sultan Syarif Kasim State Islamic University. p.11

[2] Littlewood, W. (1998). *Communicative language teaching : an introduction. Cambridge*. Cambridge University Press. p.62

a) Capability Means having ability to something or be able to do something well.[3]

b) Competency Competence is ability to do something well includes skill, knowledge, and the others.[4]

Based on the definition above, the researcher concluded that students' ability was a person who was studying at school, college, or university and they have the capacity to do something that was manifest through his action or that was the result of their practice.

B. Factors Contributing to Writing Difficulties

The difficulties of writing was a complex process. There were several factor of students' difficulties that can be encountered when writing. Lorch also mentions that when learning to write recount, many students make some mistakes and have difficulties building and developing their imaginations.[5] Alfaki classified several factors that contribute to writing problem and difficulties.[6] They were as follows:

1. The Nature of Writing Process

   Writing has rigid rules which caused students to be difficult to follow and pay attention to. It was true that Academic Writing context was more academic compared to the other writing classes such as Creative Writing, Narrative Writing, and Procedural Writing which give the opportunity for students to write freely. Abu as cited in Alfaki stated that writing was a difficult skill for native speakers and non-native speakers alike because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics. Thus, in mastering writing the writer considers a variety of aspects such as content, organization, vocabulary, language use, mechanics,

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[3] Ibid. p.60

[4] Ibid. p.85

[5] Sue Lorch. (1984). *Basic Writing a Practical Approach*. Toronto: Little Brown and Company.

[6] Alfaki. (2015). *University Students' English Writing Problems: Diagnosis And Remedy*. European Centre for Research Training and Development UK.

and etc. Moreover, the important role of writing skills as written product should be communicative and successful in entertaining the readers.

2. Lack of Learner's Motivation

Topic was one of the most important things in writing. Sometimes students felt bored and difficulties in writing because unfamiliar topics. Hudelson in Alfaki found out that the quality of writing was better when students were allowed to make decisions about their topics. To be able to write, students also need to brainstorm their ideas in order to know the topic to be written. Brainstorm helps students to organize their ideas before they form their thoughts into writing.

The intention also was part of the motivation which caused students hard to build. Students' lack of writing intention may cause them to feel unmotivated. Students also tend to feel confused about which part of writing to start that caused them to feel unmotivated to write. On the other hand, Zamel in Alfaki stated that the writing class should consider the learner's purpose for writing. Furthermore, students' intention on writing can develop their skills and improve their motivation.

3. Inadequate Time

Hedge in Alfaki think that the idea of time needs to be given attention because writing activities by nature have different stages which need ample time. The key factor in producing a text with full of control in organizing the idea, writing drafts, proofreading and re-writing was time. Similarly, Guantum and Chakraverty in Alfaki stated writing was an important part of language learning, it was essentially a reflective activity that requires enough time to think about the specific topics. Raimes in Alfaki also thinks that time was a crucial element in the writing process and an element that distinguishes writing from speaking. In the process approach to teaching writing, the quality of students' written work can

be influenced by the amount of time given.

4. Lack of Practice

Practice writing was one of the factors that can improved students' writing skills. Similar to other skills, writing also takes a lot of practice. Grabe and Kaplan in Alfaki believe that writing did not come naturally but rather gained through continuous effort and much practice. If the students more practice in writing, they would master the skills and became a proficient writer. In line with this, Hedge in Alfaki stated that "my own experience tells me that in order to become a good writer, a student needs to write a lot".

In addition, lack of motivation, lack of knowledge, felt unconfident also caused students to be lazy to practice writing. Lack of students knowledge in writing made them always bored in practice writing. This situation also made them less confident and loss of motivation in writing. Therefore, the teacher should try to find the best ways to increase students' motivation in practice writing. Similarly, to become a proficient writer, the best way was again to writing a lot.

5. Teachers' Feedback

The teacher act as the facilitator in the classroom. To be a facilitator means to help students who were consulting their work and explaining necessary materials related to students' needs. Sometimes some teacher may give unclear feedback while students consulting their writing. Because of that the feedback given by teacher did not help students develop their writing skill. Zamel as cited in Alfaki stated that teacher feedback can be effective in responding to students' writing rather than examiners because some students feel afraid or worry about their own writing.

Therefore to increase student motivation, the teacher should included comments of praise and encouragement in their written feedback. Less as cited in Alfaki stated that if

teachers see their students' response as the end of the interaction, then students will stop there. If, however, the response includes specific direction on what to do next, there was a chance for application of principles. If the teacher gave good response to the students, they would appreciated the comments and use them in their revisions. Similarly, Edge as cited in Alfaki believes that when teachers decide to correct their students, "they have to be sure that they are using correction positively to support learning."

C. Writing

1. Definition of Writing

Writing is one of the most important language skills for students who were in the process of learning English. It is because the writer should master English grammar, have a lot of vocabulary, and understand the sentence structure. According to Nunan writing is the process of thinking to discover ideas, thinking about how to express ideas into good writing, and arranging ideas into statement and paragraph clearly.[7] The students were got bored and disinterested in writing when they do not have ideas. It means that writing needs a long process start from finding ideas to a good paragraph. Writing is like explaining our ideas to ourselves and to others while preserving our personal experiences and our memories. In writing, the writer must be able to understand how the writer conveys their ideas, and also, they have to think about how to develop and organize these ideas into good writing.

Furthermore, Hughey said that writing is define as an essential form of communication because, through writing, we can express our feelings, hopes, dreams, and joy as well as our fears, anger, and frustration.[8] From those, we can know that

[7] D Nunan.(2003). *Practical English Language Teaching (first edition).* McGraw-Hill.

[8] Jane B Hughey et al. (1983). *Teachng ESL Composition: Principles and Techniques*. Massachusets: Newburru House Publishers.

writing is a personal activity to express who we are. It means that writing plays an important role in our lives, such as communication, critical thinking, problem-solving, and control of the personal environment. The writer can be successful in their writing if the text can be easily understood by the readers. According to Hasanah in her research paper, writing is a process of expressing the writer's ideas on a paper; the writer needs the ability to organize words and sentences by using structure and coherent organization.[9] Based on some expert opinion, the researcher concludes that writing is not an easy thing to do, and writing not only arranges ideas into complex paragraphs with correct sentences but also must be able to convey messages or ideas through writing by following the existing writing rules.

2. Purposes of Writing

Writing is not only putting words on a piece of paper. Writing may be define as the act of putting a writer's concept or ideas into written form. It requires a purpose in order to understand what the writer is trying to say. Based on Kate Grenville's book, there were some purposes of writing, such as:

a. Writing to Entertain

One of the goals of writing is to interest and amuse the reader. It is commonly referr to as creative and imaginative writing. Creative and imaginative writing, such as poetry, novels, song lyrics, and screenplays were examples of writing to entertain.

b. `Informative Writing or Writing to Inform

The second purpose of writing is informative writing. It is a purpose to educate the audience about the particular information that the writer wants to share. The aim, on the other hand, might be entertaining and

[9] Iradatul Hasanah. (2022). *An Analysis of Madrasah Aliyah Students' Ability in Writing in Recount Text.* JurnalPendidikan, Sains, dan Humaniora. p.51.

enjoyable to read. However, entertaining thereader is not the primary goal; it's only a perk. Newspaper articles, scientific or corporate reports, instructions or processes, and essays for school and university were examples of writing to inform.

c. Persuasive Writing

The last one is persuasive writing, or writing to persuade, which tries to persuade and convince the reader on a particular topic. Advertisements, some newspaper and magazine articles, and certain essay formats were all instances of persuasive writing. This form of writing may incorporate the author's viewpoint but only as part of a logical, evidence-based argument rather than simply as an expression of the author's views.[10]

3. Components of Writing

In writing, the students have to fulfill the five components of writing, which were content, organization, grammar, vocabulary, and mechanics, to design and present a well-written form. According to Hughey et al., the components of writing were content, organization, vocabulary, language use, and mechanics.

a. Content

Content is one of writing components that discuss about how the writers can think creatively and develop their thought to gather all in formation into communicative message.

b. Organization

Organization is one of components in writing that tells about the systematic of ideas.

c. Vocabulary

In writing, vocabulary takes a part in influencing the readers so that the language can represent and strengthen

[10] Kate Grenville. (2001). *Writing from Start to Finish: A Six Step Guide*. In Writing. *http://books.google.com/books?id=vOYgpTlB AbsC&pgis=1*

what writer want to say.

d. Language use

Language use can be defined as the creation or interpretation of intended meanings in discourse by an individual.

e. Mechanics

It is related to the ability of the writer to mastery convention, spelling, punctuation and capitalization.[11]

4. Process of Writing

Writing is not an instant process. In creating good writing, the writer should go through some process. Syafi'i states that there were three steps in the process of writing: pre-writing, outlining, writing, and revising drafts.[12] The first is pre-writing. The researcher needs good preparation to make a qualify writing. This preparation or this process of thinking before writing is called prewriting. The second is outlining after doing the pre-writing. To create a good product, a writer needs to outline the ideas. It can be done by brainstorming, grouping, writing the topic sentence, and making the simple outlining. The last one is writing and revising drafts. After brainstorming and outlining, a writer can go to the next step. It is writing and revising the draft. Revising drafts is really important to fix mistakes and create satisfying writing.

Relate to William, there were some processes of writing, such as pre-writing, planning, drafting, pausing, reading, revising, editing, and publishing.

a. Pre-writing

According to Williams, this stage is a time for 'thinking and reflecting' about what effective writers do before they start writing. Discussion, outlining, free

[11] Jane B Hughey, et al. (1983). *Teachng ESL Composition: Principles and Techniques*. Massachusets: NewburruHouse Publishers.

[12] Syafii. (2011). *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. Pekan Baru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI).

writing, diaries, talk-write, and metaphor were some activities that were include. Pre-writing, also known as innovation, aids in the development of ideas, tactics, knowledge, and writing techniques by the authors.

b. Planning

This stage involves reflecting on the information gathered throughout the pre-writing process in order to devise a strategy for achieving the paper's objectives. Planning includes thinking about the rhetorical attitude, rhetorical purpose, the text's primary goal, how these components were link together, and how they relate to the information obtaine throughout the prewriting process. Choosing evidence to support the claim and drawing out a basic organizational structure is also part of the planning process.

c. Drafting

Where the author starts the very first writing that matches with the initial plan of the work is drafting. The most essential here is to get the authors' words into the paper without worrying about spelling or grammar. The writer must focus on developing the thesis and the details.

d. Pausing

This stage allows writers to take a break from writing and reflect on what they have written so far and how well it aligns with the strategy. Reading is frequently a part of this period. Successful writers assess how effectively the content of the text matches the goal, as well as how well it satisfies the demands of the audience and how well it is organize.

e. Reading

Reading is a period of reflection and comparison between what they have written and plan. Because a good writer is also a good reader, this phase is critical. According to Williams, reading should take place at the editing stage, not during the writing stage.

f. Revising

This revising step occurs when the writers have finish their first draft. The goal is to change the writing to fix some grammatical errors and match the plan with the text. Factors that should be taken into consideration during planning were rhetorical stance, rhetorical purpose, etc. In this stage, we need to ask for suggestions from experts, such as teachers, lecturers, or our friends, so our writing improved.

g. Editing

The next step is editing. The emphasis is on fixing sentence-level issues, including punctuation, phrase length, spelling, subject-predicate agreement, and style. The goal is to make the text look more professional.

h. Publishing

The last step is publishing. This step is the final stage in order to share the finished text or work with the intended audience.

5. Types of Writing

There were many kinds of text types in writing. They were descriptive text, narrative text, procedures text, report text, exposition text, recount text, anecdote text, etc. According to Gerot and Wignel, there were thirteen types of text: spoof text, recount text, report text, analytical exposition, news text, anecdote text, narrative text, procedure text, descriptive text, hortatory exposition text, explanation text, discussion text, and review.[13] First, Spoof text is a text that is uses to retell an event with a humorous twist. Second, Recount text is a text form that is usually uses to describe past events. Third, a Report is a text that contains information about what happens in a scope. Fourth, Analytical exposition is a text to persuade the reader or listener that something is in the case.

[13] Linda Gerot and Pitter Wignell. (1994). *Making Sense of Functional Grammar*. Sidney: GerdStabler.

Fifth, a News text item is a text that presents new news to provide the most update information that occurs.

Sixth, Anecdote text is text to tell strange things that usually happen in the past. Seventh, Narrative text is a text that contains a story of an event that follows the writer's timeline. Eighth, Procedure text is a text that explains the steps and ways to do things correctly. Ninth, Descriptive is a text that contains a description of an object. Tenth, Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case. Eleventh, an Explanation text is a text that explains the occurrence of an event clearly and completely, and in detail. Twelfth, Discussion text is apply to present points of view about an issue at least from two sides, namely protagonist and antagonist. The last review is a text that contains comments and evaluations about a particular item or product.

6. Genres of Writing

According to Pratama, there were several genres of writing: narration, description, recount, analytical, and exposition.

a. Narration

Narration is some kind of retelling, often in words (though it is possible to mine a story), of something that happen (a story). The text narrative is about what happened or what has happened. Narrations were usually written in chronological order. A narrative text provides an account of one or more experiences. Narration usually contains action, dialogue, intricate details, and humor.

b. Description

A description is one of four rhetorical modes (also known as a model of discourse). It is also the fiction-writing mode for transmitting a mental image or the particulars of a story. The purpose of description is to re-create or visually present aperson, place, event, or action.

c. Recount

Recounts were sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. In the orientation explained characters, place, time (who, what, where, when, how), and so on. Indeed, it is impossible to tell a story unless we see that there were characters set up ina particular time and place, although many postmodern narratives play with these conventions.

However, the sequence of events stage is more complex than the previous stage. Here, the researchers tell a record of the important activities that happened on the excursion. The researchers were suggested to tell it chronologically.

d. Analytical exposition

Analytical exposition is one classified type as hortatory exposition in the text genre in which analytical exposition text tries to influence the reader by presenting some arguments to prove that the researcher's idea is important.[14] According to Troyka, the purpose of exposition is to provide some background and inform the readers about the plot, character, setting, and theme of the essay, story, or motion picture.[15] Exposition is also uses for speeches.

7. Teaching Writing

In teaching writing, the teacher has several crucial tasks to perform in order to help the students to become good writers. According to Harmer, there were some teacher tasks in teaching writing:

a. Demonstrating

Teachers should be able to demonstrate instructions

[14] M. D. Pratama. (2012). *Teaching Writing (A Handbook of Teaching Productive Skills).* Pekan Baru: EducationMatters Most Publishing. p.18-30.

[15] Q.L. Troyka. (1987). *Teori and Praktik Mengajar Bahasa Asing.* Jakarta: Katalis.

and materials that students need to master. Teachers should also draw the student's attention to the subject being learn and attract their interest in learning to write.

b. Motivating and provoking

Teachers' ability to motivate and provoke the students was important. Teachers should be able to motivate and inspire the students so they were have a high motivation to learn. In addition, teachers must always be available and ready to help whenever their students have difficulty in writing. Provide a stimulus to help students find an idea, enthusiast them with the value of the task, etc.

c. Supporting

Teacher should be able to support their students in learning. Students were be more excited about learning, enjoy their classes, and not give up when faced with challenges as a result of the teacher's involvement in supporting them.

d. Responding

Responding to the student's process of writing is also part of the teacher's vital task to help students improve their writing. When a teacher responds to a student's work, the teacher would be supportive of the substance and structure of the essay while also making suggestions for development. The teacher should tell students how well their writing draft is doing so far rather than assessing and grading it as a complete product.

e. Evaluating

The teacher, when evaluating the works of students, should not only give grades but also should give the students learning opportunities from their mistakes, highlighting the errors and giving them feedback so that they were not make the same mistake in the future.[16]

[16] Harmer, Jane B. (2004). *How to Teach Writing*. Harlow: Longman.

8. Students' Difficulty in Writing

However, learning writing is not easy. There were still many students who have difficultiesin mastering this skill. It is because, in mastering writing, the writer considers a variety of aspects such as content, organization, vocabulary, grammar, and mechanics. The difficulties in this study description refers to the challenge in writing recount text. Cognitive problems were problems related to the writer's understanding of aspects of written instruction. According to Hughey et. al., there were five important aspects that should be considered in writing, namely content, organization, vocabulary, language use, and mechanics.[17]

a. Content

Content refers to the substance of the writing. This may be difficult if the writer does not have enough knowledge about the topic of their writing and this problem caused confusion in developing the topic.

b. Organization

Organization refers to coherence or logical organization of the content. A good product of writing should have coherent paragraphs so that the reader would comprehend the text easily. Organization focuses on text structure so that the readers can understand the text. Many writers find it difficult in generating ideas and organize them into good paragraph. This can happen due to the lack of knowledge of the products of the discussion.

c. Vocabulary

The other difficulties in writing was vocabulary mastery. Vocabulary mastery was the important rules in the essay writing. When the writer has poor vocabulary mastery, it caused the difficulties in choosing the right and appropriate words. The writer must choose the appropriate vocabulary to ensure that the meaning of the sentence is

[17] Jane B Hughey, et al. (1983). *Teachng ESL Composition: Principles and Techniques*. Massachusets: NewburruHouse Publishers.

clearly and accurately expressed.

d. Language use

A good writers would try hard to chose and used many words that exist in the language. The first cause of language challenges is grammar. Grammar must refer to the accuracy of the use of language structures or grammatical forms, as well as their syntactic patterns. Past tense is the grammar that is use in the recount. When the writers make mistakes in choosing or using grammar, it makes it difficult for readers to understand the text.

e. Mechanics

The last one is mechanics. Mechanics refers to spelling, punctuation, capitalization and paragraphing. There were many students who make punctuation mistakes such as capital, comma, hyphen, colon, semi-colon, etc. Many students make big mistakes because they don't know the rules of proper usage and ignore them. Mechanics is also important is writing because the wrong capitalization can change the meaning.

In addition, we can also see some of the students' difficulties in writing in the following previous research. Nurkholijah and al-Hafizh state that the causes of the students' problems in writing recount text were grammatical weakness, lack of knowledge and understanding, lack of practice, and educational background. The first grammatical weakness was cause by the students' difficulty in using simple past tense, action verbs, linking verbs, and sentence patterns. Second, the student's knowledge and understanding of writing recount text was the student's difficulty in elaborating ideas. Third, the students had less practice in writing recount text because the teacher seldom gave practice to write a recount text. Fourth, the students did not understand the material about recount text because the teacher did not explain clearly about the material.[18]

[18] Nurkholijah, and Al-Hafizh, M. (2020). *An Analysis of Causes of Students' Problems in Writing Recount Text. Journal of English Language Teaching*. 9(3), p.476

Furthermore, Saputra's research finding shows that four students in the second semester of the University of Muhammadiyah Kotabumi still had difficulties in grammar and sentence structure. In this case, the lack of cohesion and inappropriateness of the paragraph with the topic reveal that the student had trouble creating good content in their writing. As the researcher is aware, a paragraph's substance in a recounting text refers to how well it fits the topic. Thus, the paragraph itself should be cohesive. However, the paragraph should only discuss or clarify one point. Some pupils struggle with word choice and end up using or writing things that don't fit the idea or intent.[19]

The last, Husna and Multazim's research shows that the results of the analysis found the most difficulties in the students‟ writing recount text were grammatical errors, content in composing writing, mechanic aspect, and in the generic structure of recount text, students still had difficulty in making orientation, event, and reorientation, but the most difficulties which faced by the students are orientation and reorientation, they are lack of idea to compose it.[20]

It can be concluded that writing English is not an easy activity to do. This skill requires a lot of practice and training. Because the students should produce a written form that is acceptable, readable, and understandable. Meanwhile, students' writing abilities can be improve by fostering interest, motivation, and enjoyment of writing. Thus, the students would be able to write recount text correctly if they have master the aspects of writing well, the generic structure of recount, and also the language features of recounting.

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[19] Okta Irjun Saputra, at all. (2023). *An Analysis of Students' Difficulties in Writing Recount Text at the Second Semester Of University of Muhammadiyah KotabumiAacademic Year 2021/2022*. Jurnal Griya Cendikia. 8(1), p.40

[20] Atikasari Husna. Akhmad Multazim. (2019). *Students Difficulties in writing Recount Text at Inclusion Classes.* LET: Linguistics, Literature and English Teaching Journal. 9(1). p.66

D. Text

1. Definition of Text

Halliday and Ruqaiya said that a text is a systemic connection between a social environment and the grammar of language.[21] It means that a text actually describes a social environment, and each text must have its own grammar. A text is also the original words and form of a written or print work. In other words, it consists of spoken or written words that have the purpose of conveying a message.[22] It means that a piece of text is create by putting the words together to communicate meaning or to send a message to the reader.

According to Knapp and Watkins, there were two main categories of text: literary and factual text. Literary texts include novels, epics, poems, dramas, and sagas. Factual text deals with the exchange of knowledge (learning) in all of the learning areas.[23] It means that the differences between those two texts were in the purposes of that text. A literary text is a written product to train people, such as novels, epics, poems, dramas, sagas, etc. Meanwhile, the factual text is a written product describing something based on facts for the learning process, such as science, arts, phenomena, biographies, autobiographies, etc.

2. Kinds of Text

Knapp and Watkins states that there were several kinds of the text in English. They were genres of describing, explanation, instruction, arguing, and narrating.[24] However, Gerot and Wignel classify the genre into thirteen types, they were:

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[21] M. A. K. Halliday. Ruqaiya Hasan. (1989). *Language, Context and Text: Aspects of Language in a Social Semiotic Perspective.* Oxford University Express: Oxford.

[22] Ade Dwi Jayanti. (2019). Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang. ENGLISH FRANCA: Academic Journal of English Language Education, 3(1). p.77.

[23] Ibid.30

[24] Ibid.

a. Recount

Recount is a kind of text that is used to tell someone what you have done in the past.

b. Report

A report is a kind of text that is used to describe the ways things were with reference to arranged or natural, manmade, and social phenomena.

c. Spoof

Spoof is a kind of text that is used to retell events with a humorous twist.

d. Analytical Exposition

Analytical exposition is a kind of text that is used to persuade the reader or listener that something is in the case.

e. News Item

A news item is a kind of text that is used to inform the readers, listeners, or viewers about events of the day that were considered newsworthy or important.

f. Anecdote

An anecdote is a kind of text that is used to share with others an account of an unusual or amusing incident.

g. Narrative

A narrative is a kind of text that is used to tell stories, amuse, entertain the reader, and deal with actual or vicarious experiences in different ways.

h. Procedure

A procedure is a kind of text that is used to describe how something is accomplished through a sequence of actions or steps.

i. Description

A description is a kind of text that is used to describe a particular person, place, or thing.

j. Hortatory Exposition

Hortatory exposition is a kind of text that is used to

persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation is a fundamental process in the exchange of information and ideas.

l. Discussion

Discussion is a kind of text that is used to present (at least) two points of view about an issue.

m. Reviews

Reviews are a kind of text that is used to critique an artwork or event for a public audience.[25]

E. Recount Text

1. Definition of Recount Text

One of the kinds of texts that were learn by junior high school students is recount text. Recount text is the one of text that retells past events. Hyland states that recount is about telling what happened.[26] It so clear that a recount is a text that retells about the experience that had been happened in the past. Anderson also said that a recount is a piece of text that retells past events, usually in the order in which they happened.[27] Thus, the special features of recount text can be find in the events that occur chronologically.

Based on the definition given by the expert, it can be concluded that recount text generally describes or tells someone's past experience. In general, the purpose of recount text is to tell the experience to entertain. But the purposes of the recount text besides entertaining were to describe and to inform the reader about what happened in the past by following a series of events.

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[25] Linda Gerot and Pitter Wignel. (1994). *Making Sense of Functional Grammar*. Sidney: GerdStabler.

[26] Ken Hyland. (2003). *Second Language Writing*. New York: Cambridge University Press.

[27] Mark Anderson and Katy Anderson. (1997). *Text Type in English 2*. South Yarra: Macmillan. p.48

2. Kinds of Recount Text

Based on Istianatu, there were three types of recount: personal recount, factual recount, and imaginative recount.[28]

a. Personal Recount

Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral, anecdote, diary, entry). In a personal recount, the writer should retell her/his personal experience that had happened in the past. It means that the writer is actively involved in the activity of the event. Its purpose is to inform and entertain the reader. An oral story, diary, or personal letters were examples of personal experience.

b. Factual Recount

Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account). Factual recount aims to inform the readers about an actual report of events that happened in the past, such as a scientific experience, historical events, a newspaper report, an accident report, or a police report. The purpose is just to inform the reader about what was going on in the past.

c. Imaginative Recount

Imaginative recount: talking on imaginary role and giving details of events (e.g. day in life of a roman slave, how I inveted). An imaginative recount tells the readers about an imaginative story detail but places them in a realistic context, and it usually can be found in the textbook, for example, in A Day in the Life of an Ant; My Life as a Roman Emperor. It means that the events that happened in the text do not occur in real life. The purpose is usually to entertain the reader.

[28] Ibid. p.55

3. Generic Structure of Recount Text

The generic structure is one of the components of recount text. A recount text focuses on events, but Istianatu states that there were three generic structures of recount text.[29]

a. Orientation: the opening of the text.

Orientation gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened. Orientation is about the background of the story, which consists of the time, setting, and who participated in the story. The reader needs to know who were the people that the writer tells in the text. The purpose of orientation is to provide readers with a full backdrop of the text. This information was needed so that the reader would be understand the text, scene settings, and also the context.

b. Series of Events: the chronology.

A series of events, ordered in a chronological sequence. Series of events is about the detail information about who is involved in the tale, when it happened, where it happened, what happened, and why it happened. The writer should tell what happened clearly to the audience. A series of events aims to retell the chronological order of events, beginning with the first occasion, the second occasion, and the last one.

c. Re-orientation: the closing statement.

Re-orientation is a personal comment about the event or what happened in the end. Re-orientation is the final section in the recount text. Re-orientation is about the optional closure of events. It rounds off the sequence of events, and it sums up the result, giving comments or opinions of the writers and also evaluating the topic's importance to the readers. However, re-orientation does not always appear in recount text since it is optional.

[29] Ibid. p.54

4. Language Features of Recount Text

   There were several language features in recount text, such as:

   a. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
   b. Using temporal sequence, e.g. On Saturday, On Monday, On Sunday.
   c. Focus on specific participant, e.g. I (the writer).
   d. Using the conjunctions such as: first, then, before, after, next, finally, etc.
   e. Using action verb, e.g. went, stayed.[30]

5. Example of Recount Text

   The following were some examples of recount text:

   a. Example of Personal Recount

Table 2.1

Example of Personal Recount[31]

Tuesday 26th April Dear Diary, Sorry I didn't write anything yesterday but I was too tired. It was Anzac Day so we had a holiday from school but Dad still woke me up early. Then he gave me a lecture about Anzac Day being an important day. He said we had to remember all the people affected by wars. We caught the 10 o'clock train to the city then met my cousins and watched all these soldiers marching down the street. Some of them were very old (almost as old as Grandpa) and were pushed down the road in their wheelchairs. They all had lots of medals. My legs started aching because we had to stand for so long. When they marched past everyone clapped them. And a band played while they marched. Finally they

[30] Ibid. p.56
[31] Ibid. p.24

shot some big guns into the sea. It sure was noisy! I thought I would go deaf.

After that, we all had lunch at Nan and Grandpa's. Grandpa told lots of stories about the war and showed us his medals. At first it was a bit boring because he sometimes told us the same story twice. Dad gave us a look that said, 'Listen or else!' After a while, we got to go outside. Nan and Grandpa's garden is cool it even has trampoline. We had a mega time until Peter fell in the fish pond and cut his leg. The fish pond has the bottom bit of a bed over it. Nan said it stops the magpiece from eating the goldfish.

Table 2.2

Example of Personal Recount[32]

Wednesday 27th April

Dear Diary,

School today was dead boring. The only good bit was when I had to tell everyone what I did on Anzac day. After my talk I showed the medals and photos that Grandpa had given me. Then Ms Dorn asked me to invite Grandpa to speak to the class. When I got my home, Mum asked if I wanted to go to Nan and Grandpa's again on the weekend. She reckons the fish pond is dangerous so she's going to make a new frame to go over it. She's good at making things. I guess I'll go. I wouldn't mind hearing some more of Grandpa's story.

[32] Ibid. p.25

b. Example of Factual Recount

Table 2.3

Example of Factual Recount[33]

"Scott of the Antarctic (1868-1912)"

In the early 20th century, many people were interested in exploring the Antarctic. One of these was Robert Falcon Scott, a captain in the British Navy. Scott had already led one expedition to the region, but his ambition was to be the first person to actually reach the Soth Pole. In 1910, Scott set out on his second expedition. The story of this expedition is one of the most tragic in the history of exploration. The expedition became a race when Scott found out during his journey that Roald Amundsen, a young Norwegian explorer, was already on his way to the Pole, better equipped and well ahead of him. Scott's journaey from this point on was filled with obstacles and hardship. For example, the Siberian ponies Scott had brought with him had to be shot because they were not suited for the long journey and got stuck in the deep snow. This resulted in the men having to pull the sledges during the hardest part of the journey. They were also caught in a ferocious blizzard quite unexpected for that time of the year.

When the exhausted team finally arrived at the South Pole, they were bitterly disappointed to discover that the Norwegian flag was already flying high. They were a month too late. Fatigued and dejected, the team then had to turn around and start their 1300 kilometre trip back. On the way, the rations slowly ran out and the men got weaker and weaker. They were sick with frostbite and scurvy and they all thought they would perish. One of the team members, Lawrence Oates, was in great pain and had gangrene. He knew he was

[33] Kristine Brown. (2005). *English Worbook*. Pascal Press. p.2

slowing the team down, so one night he made an excuse to go outside the tent in a raging blizzard. He never came back. Three weeks later, Scott and his men died in their little green tent. They were only 17 kilometres from their depot and from supplies that would have saved them. Scott's last diary entry shows his courage and devotion to his men: every day now we have been ready to start for our depot 11 miles away, but outside the door of the tent it remainds a scene of whirling drift. I do not thing we can hope for any better things now. We shall stick it out to the end, but we are getting weaker of course. It seems a pity but I do not thing I can write more. For God's sake, look after our people." Robert Falcon Scott was truly an Antartic hero.

Table 2.4
Example of Factual Recount[34]

"Survival"

On July 30 1997, there was a major landslide at Thredbo Village, a ski resort in Australia's Snowy Mountains. Stuart Driver, a 27 year old ski instructor, was trapped underneath layers of concrete and rubble. During the 65 hours before his rescue Stuart lapsed into a dreamlike state where he imagined that he was a big movie star with a big problem: he kept wetting his pants on the set. It was during one of these dreams that he heard the voices of his rescuers.

[34] Katrina Wood and Sue Stubbs. (2000). *Targeting Text: Recount, Information Report, and Explanation*. Blake education. p.24

c. Example of Imaginative Recount

Table 2.5

Example of Imaginative Recount[35]

"As It Happened"
One very spooky encounter with UFO (unidentified flying object) occurred in May 1974involving a couple driving from Zimbabwe to South America. As the carefully drove troughout the night they saw a flashing blue-white light that was going on an off in a slow, steady rhythm. Shortly after noticing this, the car was covered in a bright circle of light. Inside the car it suddenty became very cold. The couple wrapped themselves in thick blankets and turned on the heater but they still shivered. Then their car began to act very strangely. Suddenly the headlights went off, the brakes failed, the steering wheel locked and the fuel gauge showed empty. Next the car began speeding up and raced along the road at 190 kilometers an hour. To one side of the car, the UFO continued to follow. The driver and his passenger lost consciousness. When they awoke they were near the small town of Fort Victoria. The car's odometers showed that only 12 kilometers had been traveled, yet the distance from where they first saw the UFO to Fort Victoria was 290 kilometers. Although the couple's description of what happened contained plenty of details, many people find it hard to believe that UFO do exist.

[35] Putri Aisah Ningsih. (2015). *The Effectiveness of Teaching Writing Recount Text by Using Facebook*. Jakarta: Syarif Hidayatullah State Islamic University. p.12

F. Personal Experience

1. Definition of Experience

Experience is an activity that a person has done. Personal experience includes an individual's bodily engagement, mental and emotional perspectives.[36] According to Floor, an experience is any situation you encounter that takes an amount of time and leaves and impression. Personal experience is basically everything that happens to you from the moment you wake up to the moment you fall asleep. Meanwhile, not every experience is particularly educational. Some experiences can be straight-out boring and best forgotten.[37] Furthermore, experience is something that must be lived, felt, borne, and absorbed by the human senses. At the same time, the person is an individual human self. So, personal experience is everything that has been lived or felt by someone.[38] It means the personal experience is the direct experience of an individual. These were the types of evidence and storytelling commonly use in public speaking, interviews, and academic works such as essays and research. Personal experience is usually contrast with professional experience that results from work.

Personal experience refers to individuals' subjective encounters, observations, and interactions in their daily lives. It is a collection of knowledge, emotions, and memories that a person acquires through his involvement with the world, which can vary greatly from person to person. Personal experiences shape a person's perspective, beliefs, and understanding of the world, help shape their unique identity, and influence how they understand and interpret new situations. Personal experience is very useful as a written

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[36] K. A. Rask. (2023). *Personal Experience and Materiality in Greek Religion*. France: Routledge. p.4

[37] Niels Floor. (2023). *This Is Learning Experience Design (What it is, How it works, and Why it matters).* Pearson Education: New Riders.

[38] Adriana Dhiko Rema. (2020). *Meningkatkan Kemampuan Menceritakan Pengalaman Pribadi Melalui Metode Cerita Berantai Pada Siswa Kelas VIII B SMP Negeri 2 Soa tahun Pelajaran 2019/2020*. Jurnal Pendidikan dan Budaya WARTA PENDIDIKAN. p.11

personal document regarding the life journey that has been experienced in the past. According to Tarigan, personal writing is a form of writing that provides something that is most enjoyable in exploring the writer's personal self.[39] Depdiknas states that there were six types of personal experiences, namely, funny experiences, strange experiences, thrilling experiences, moving experiences, embarrassing experiences and painful experiences. So it can be concluded that personal experience is an activity that is written down as a statement of ideas and feelings about experiences that have occurred.

In other words, Fisher states that a recount is a writing that describes an experience or a series of events based on the author's own or historical experiences.[40] So, the writer should express the events or experiences in order to inform or entertain the readers through a written text. Furthermore Koch and Nordlinger state that recount defined as a retelling of experience either first-hand or observed, in which the primary focus is on the speaker's involvement in or evaluation of the experience.[41] The steps telling a personal experience were to describe the background of the time and place of the experience as well as the actors of the incident, convey the situations and events that led to the emergence of problems, describe the critical, emergency, and tense moments that became the maximum, conveying the solution at the end of the cherry and provides a reflection on the values that can be drawn from the experience.

[39] Mukhlis. (2020). *Teknik Penulisan Puisi, Teori, Aplikasi, dan Pendekatan*. Jakarta: Metaforma Internusa. p.55

[40] A. S. H. Fisher. (2016). *Students' Reading Techniques Difficulties in Recount Text. English and Education*. 4(2).p.1–12. *https://media.neliti.com/media/publications/19 2380-EN-none.pdf*

[41] Harold Koch and Rachel Nordlinger. (2014). *The Language and Linguistics of Australia*. De Gruyter Mouton. p.432

2. Types of Experience

There were six basic groups of experience that a person goes through before getting into the experiences themselves.

a. Physical Experience

In the immediate environment, a physique experience involve both processed and unprocessed experiences. An immersive experience necessitates the presence of the participants. An example of physical is experience from playing as a child to traveling as an adult.

b. Mental Experience

Our mind are where we have mental experiences. They might be caused by bodily sensations, such as fear or rage, or they can be the outcome of previous physical events. Learning and being aware of social conduct are also part of mental experiences. This area of experiences includes mental training.

c. Emotional Experience

Emotional experience are among the most personal. They have to do with love, social ability, wrath and a variety of other personal characteristics. Affectionate experience, desirable experience, and spectacular experiences are all examples of emotional familiarities.

d. Spiritual Experience

The term “spiritual experience” relates to one’s personal views. Some can imagined since childhood, while others are discovered as adults. The experience of transformation can be a spiritual experience for many people. For example, a woman may detect the aroma of saladwood even though there is no saladwood around.

e. Social Experience

Social interactions are the interactions we have with other people, both individually and in groups. The

impact of social experience in group life is undeniably linked to how we behave or interact socially with them. Education is an example of a social experience. Many people can engage and share their experiences in the field of education.

f. Virtual Experience

The term "virtual experiences"refers to the direct impact of information technology on our lives, which also requires physical involvement. Playing games or watching virtual reality (VR) movies are examples of virtual experinces.[42]

Based on the description types of experience above, the researcher focused on emotional experience and social experience. The emotional and social experience would be chosen because it fits the theme that would be raised, which was related to the experience of students in writing recount text.

G. Student's Problem in Writing Recount Text

Learning English can be used for many purposes. It has many functions as well. There were two macro skills of language, they were receptive and productive skills. Productive skills consist of two skills: speaking and writing. Those skills affect the process of communication. Ideally, students were familiar with the rules of how to communicate with others and how to get information.[43] Writing is one of the productive skills that must be learn in English lessons. In writing, students were expected to master sentence structure, vocabulary, grammar, etc. In fact, students still have problems when they were writing. When writing a text, students may encounter many factors that contribute to the cause of students' problems in writing a text. Some of those factors were the learner's background, motivation, lack of vocabulary, lack of

[42] Admin. (2022). *The 47 Different Types of Experiences*.

[43] Atikasari Husna. Akhmad Multazim. (2019). *Students Difficulties in writing Recount Text at Inclusion Classes.* LET: Linguistics, Literature and English Teaching Journal. 9(1). p.56

knowledge in grammatical form, and difficulties in arranging the word.

In the preliminary research, the researcher employ a questionnaire to find out the problem. It contains five questions, including questions about students' problem in write recount text. The questionnaire was given to the students of 8.E, which consist of 30 students. Through this questionnaire, the students' problems in writing recount text can be identify. The result of the questionnaire can be seen in the appendix 4. The questionnaire shows that there were several problems that show students' difficulties in writing recount text. To get a deeper understanding of the questionnaire, the researcher explain in detail the students' problems in writing recount text as follows:

Based on the questionnaire data number 1, most of the students do not like English lessons. They could not enjoy writing recount text lessons. This can be seen in the first question; there were 20 students who answer No. In contrast, there were only ten students who answer that they like writing recount texts. On number 2 of the questionnaire, there were more students who like learning writing English lessons compare to the other 3 English skills (speaking, listening, and reading). The data shows that there were 17 students answer Yes, and 13 students answer No. According to number 3 of the questionnaire, More students (18 students) did not like learning recount text. And some others (12 students) liked learning recount text.

The next question number 4, most students (19 students) still have difficulty in creating recount texts. And there were only 11 students who were able to write recount text well. On the last question number 5, the researcher ask the students about their difficulties in writing recount text. Most students have difficulty in determining language features in recount text. There were 22 students who answer Yes. The remaining eight students were able to determine the language features in the recount text.

Based on the result of the questionnaire in the preliminary research, the researcher found some factors of students' problems in learning English, especially in writing recount text. Most

students still have difficulty in creating recount texts; the main factor was that they did not like learning recount texts in English lessons. And they were still confused in determining language features in recount text. From those, it can be concluded that the eighth grade students in class VIII E were still having difficulties in writing recount text.

H. Teacher's Problem in Teaching Writing Recount Text

Teaching was a process that involved teaching activities carry out by a teacher in the classroom. To help the learning process run well, the teachers need to make some plans to achieve the results that we expect. Planning plays an important role in every activity, including in the learning process. Teachers should have good ability as learning designers. However, the teacher has several crucial tasks to perform in order to help the students to become good writers.

In using language, writing ability is one of the productive skills that must be master. Harmer explains that the key factor in the success of productive skill tasks is the way teachers organize them and how they respond to the student's work.[44] To help the students become good writers, the teacher, as a learning designer, should do this activity. First, the teacher should be able to demonstrate instructions and materials that students need to master. Second, the teacher should be able to motivated and inspired the students so they would have a high motivation to learn. Third, the teacher should be able to support their students in learning and be ready to help whenever their students have difficulty in writing. Fourth, the teacher should respond to the student's process of writing. Fifth, the teachers not only give grades but also should give the students learning opportunities for their mistakes.

In teaching English lessons, there were several problems in teaching writing recount text. First, the teacher was not often provide practice in writing recount texts based on generic

[44] Harmer Jeremy. 2007. *The Practice of English Language Teaching (Third Edition).* London: Pearson Education Ltd.

structures. Second, the teacher was not explained in more detail how to use mechanics, vocabulary, and grammar in writing recount text. Third, the teacher was less creative in presenting material; they should be able to use various techniques and media to create active learning. Therefore, in writing recount text lessons, teachers should pay more attention to what activities students should do in class so that they can be understood by the students.

Furthermore, after doing the interview with the English teacher in the preliminary research, the results of the interviews can be seen in the appendix 3. The researcher found that teachers have taught recount text material using conventional methods for 12 years. However, there were still some students who do not understand the recount text material. Teachers find it difficult when students lack motivation to learn. Teachers found that students' lack of motivation to communicate using English when learning English meant that students had little vocabulary.

Therefore, students could not translate well. Students also have difficulty in determining what grammar should be uses in recount text and were also confused about constructing sentences correctly. It's not only students who have difficulty in learning recount text material. The teachers also feel difficulties when teaching recount text material to students. One of these difficulties is the lack of student motivation to learn English. This makes it difficult for students to understand the material that has been explain by the teacher.

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