

**AN ANALYSIS OF STUDENTS PROBLEMS IN WRITING RECOUNT  
TEXT OF TENTH GRADE AT MA AL HIKMAH BANDAR LAMPUNG  
IN THE ACADEMIC YEAR 2019/2020**



**A Thesis**

**Submitted as Partial Fulfillment of  
The Requirement for S1-Degree**

**By**

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## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS PROBLEMS IN WRITING RECOUNT TEXT OF TENTH GRADE AT MA AL HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR 2019/2020**

By

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Problems that occur in writing are a problem caused by the writer. The varieties of the problems in writing are grammatical problems, sentence structure problems, word choice problems, and cognitive problems. This research focused on cognitive problems in writing recount text. Based on interview with the English teacher, the researcher knew that students had problems in writing. Therefore, the researcher interested in analyzing students problems especially in student cognitive problems in writing recount text at first semester of tenth grade of MA Al Hikmah Bandar Lampung.

The research methodology used in this research was qualitative research. The researcher chose social tenth grade as the sample that consist of 40 students. In collecting the data, the researcher used three kinds of instruments such as: document, interview, and questionnaire. The researcher used three major phases of data analysis: they were data reduction, data display, and conclusion drawing or verification.

The result of the research showed that there were five kind of cognitive problems that happened to students 9.7% students had problems in content, 5.9% students problems in organization, 22.1% students faced problems in punctuation, 18.6% students who have problems in spelling, and the last 43.7% students problems capitalization. The dominant cognitive problems in writing recount text that happened to students were capitalization problem.

**Key words: Problems in Writing, Cognitive Problems in Writing, Recount Text, Qualitative Research.**



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## DECLARATION

I hereby declare that this thesis entitled “An Analysis of Student’s Problems in Writing Recount Text of Tenth Grade at MA Al Hikmah Bandar Lampung in the Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various source and those are properly acknowledged in the text.

Bandar Lampung, October 2019

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## MOTTO

وَكُلُّ شَيْءٍ صَغِيرٍ وَكَبِيرٍ مُسْتَقَرٌّ

Meaning: "Every matter, small and great, is on record."<sup>1</sup>(Q.S Al Qamar: 53)



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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of Holy Quran*, New Edition Revised Translation, (Madinah: Almana Publication, 2004), p. 48

## DEDICATION

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

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My beloved parents, Mr. Suhardi, Mr. Andi Heri, Mrs. Ertina and Mrs. Kordiyana Koyim Rangga who always love me and keep on praying for my life and success. Thanks for all motivation.
3. My beloved grandmother Mrs. Sukarmi and Mrs.Ningsih who love me so much.
4. My beloved sisters and brother, Faridha Noer Barkah, Wahyuni and Nurul Gunawan who love, care, support and cheer me up until the completion of this thesis. Then, my beloved niece HanumNurunNisa, and all of my family.
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6. My beloved friends PBI B.
7. My beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and give me much contribution for my self-development.

## CURRICULUM VITAE

The researcher's name is Rismala Dewi. Her nick name is Risma. She was born in 19<sup>th</sup> May 1997 in Tambusai Utara Rokan Hulu Riau. She is the first girl of Mr. Suhardi and Mrs. Ertina. She have one brother and one sister beloved, their name are Nurul Gunawan and Faridha Noer Barkah.

She accomplished her formal education at elementary school at SD N 010 Tambusai Utara Rokan Hulu Riau and finished in 2009. After that she continued her school at Junior High School at SMP N 1 Belalalu Lampung Barat and finished in 2012. She finished her Senior High School from MA Al Hikmah Kedaton Bandar Lampung in 2015. After that she continued her study at Raden Intan State Islamic University, Lampung until 2019 as a student of English Study Program of Tarbiyah and Teacher Training Faculty. In the collage, she was active in the organization at English Education Major that called ESA (English Students Association) during in the first semester until third semester.

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This thesis entitled “An Analysis of Student’s Problems in Writing Recount Text of Tenth Grade at MA Al Hikmah Bandar Lampung” is presented to be English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfillment of the requirement to obtain S1-degree.

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Finally nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, October, 2019

The Researcher  
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## Tables of Content

Cover .....	i
Abstract.....	ii
Approval .....	iii
Motto .....	iv
Declaration .....	v
Dedication .....	vi
Curriculum Vitae .....	vii
Acknowledgement .....	viii
Tables of Content .....	ii
List of Tables .....	iv
List of Appendices.....	v

### CHAPTER 1: INTRODUCTION

A. Background of the Problem .....	1
B. Identification of the problem.....	6
C. Limitation of the Problem .....	7
D. Formulation of the Problem .....	7
E. Objective of the Research .....	7
F. Use of the Research.....	7
G. Scope of the Research.....	8

### CHAPTER 11: REVIEW OF THE LITERATURE

A. Concept of Writing.....	9
B. Concept of Writing Process .....	10
C. Concept of Writing Ability .....	12
D. Concept of the Problems in Writing.....	13
E. Concept of Cognitive Problems In Writing .....	14

F. Concept of Text.....	18
G. Concept of Recount Text .....	20

**CHAPTER III: RESEARCH METHODOLOGY**

A. Research Design.....	23
B. Research Subject .....	24
C. Data Collecting Method .....	24
D. Research Procedure .....	30
E. Data Trustworthiness .....	31
F. Data Analysis .....	33

**CHAPTER IV : RESULT AND DISCUSSION**

A. Data Analysis	
1. Data Reduction .....	39
2. Data Display .....	41
3. Conclusion Drawing.....	55
B. Discussion Findings .....	56

**CHAPTER V : CONCLUSION AND SUGGESTION**

A. Conclusion.....	58
B. Suggestion .....	58

**REFERENCES**

**APPENDICES**

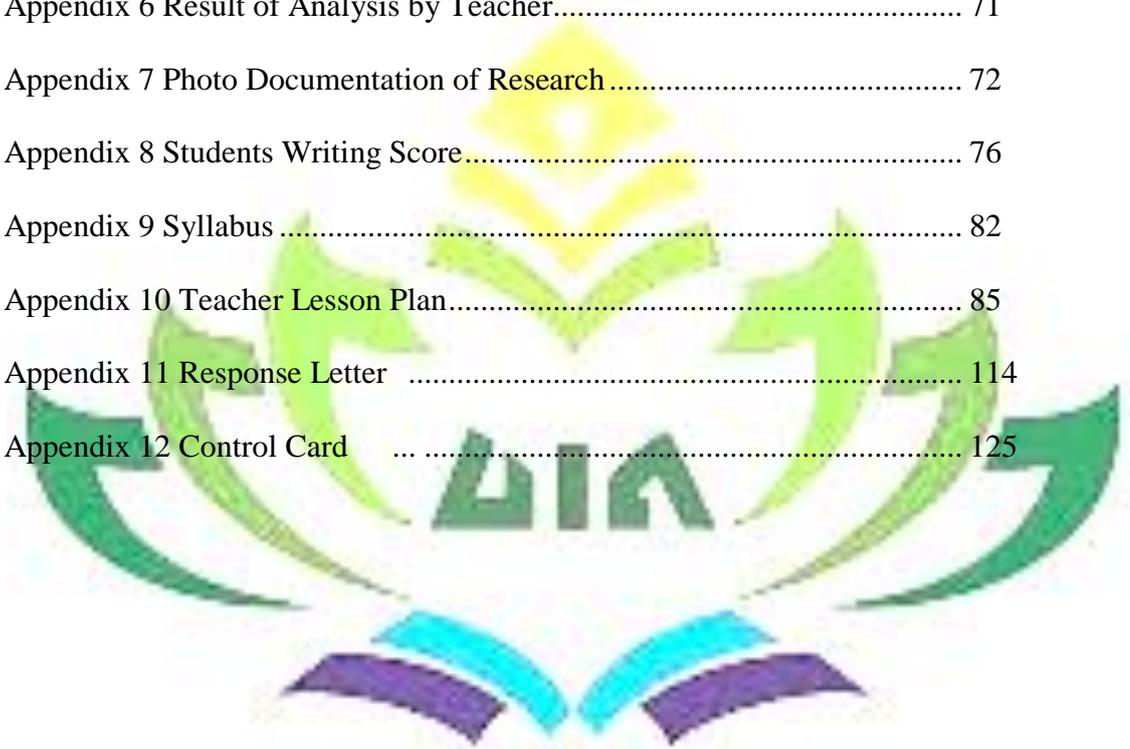
## LIST OF TABLES

Table 1 Student's Score of Recount Text .....	3
Table 2 Students Population .....	25
Table 3 Interview Guideline for Students .....	28
Table 4 Questionnaire Guideline for Student's.....	30
Table 5 Students Cognitive Problem in Writing Recount text.....	35
Table 6 Interview Report .....	43
Table 7 Documentation Report .....	44
Table 8 Questionnaire Report .....	52



## LIST OF APPENDICES

Appendix 1 Interview Question for English teacher.....	60
Appendix 2 Interview Question for Students.....	61
Appendix 3 Questionnaire for Students .....	65
Appendix 4 Students Work Sheet .....	67
Appendix 5 Result of Analysis by Researcher.....	70
Appendix 6 Result of Analysis by Teacher.....	71
Appendix 7 Photo Documentation of Research.....	72
Appendix 8 Students Writing Score.....	76
Appendix 9 Syllabus .....	82
Appendix 10 Teacher Lesson Plan.....	85
Appendix 11 Response Letter .....	114
Appendix 12 Control Card .....	125



## CHAPTER I INTRODUCTION

### A. Background of the problem

According to Hedge, writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.<sup>2</sup> It means the important things in writing is not only about the accuracy of sentences or the completion of sentences, but also how the writer can develop the ideas or information and argument that can receive and understand by the readers.

Brown also said that writing is not only about the representation of spoken language, Brown explains the complex activity and claiming that writings “as different from speaking as swimming is from walking”.<sup>3</sup> In short Brown means that writing is not an easy activity. In his opinion brown says writing is different from talking, the researcher has the same opinion as what he said. When someone speaks they can use intonation and word pressure that can help convey the intent of something but when writing a writer must pay attention to the rules that exist in order, to avoid misunderstanding by the reader.

People must arrange their discourse in such a way that it can be understood by the reader and the communication successfully. This is the reason why a writer must

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<sup>2</sup> Tricia Hedge, *Writing(2<sup>nd</sup> Ed)*,(New York: Oxford University, 2005), p.7

<sup>3</sup>H. Douglas Brown, *Teaching byPrinciples: An Interactive Approach to Language Pedagogy (2<sup>nd</sup> Ed)*,(California: Longman, 2001), p.335

be coherent and cohesive.<sup>4</sup> Coherence means that ideas from one sentence to another must be related and cohesion is grammatical in writing must be right. Based on expert opinion the researcher concludes that writing is not an easy activity to do and writing is not just to make a paragraph with complete and correct sentences but also must be able to convey messages or ideas through the writing with following the rules that have of writing.

Learning to write well is a difficult lengthy process, one that induces anxiety and frustration in many learners.<sup>5</sup> Previously some experts have said that writing is an activity that is not easy to do, because it must pay attention to all existing attitudes, and in this case, Ricard approves existing opinions and emphasizes that learning to write must go through a long and difficult process, even able to make students feel frustrated.

Writing is one of the skills already taught at the Senior High School level, in the 2013 curriculum, in the syllabus for tenth grade some text must be mastered, one of them is recount text in basic competence 4.4.2.<sup>6</sup> Based on the basic competence can be concluded that the student must be able to write a recount text, recount text is the first type of text that was studied in Junior High School.

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<sup>4</sup>Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*, (New York: Longman, 2001), p.246

<sup>5</sup>May Al-Gharbally, *"The Writing Difficulties Faced By L2 Learners and How To Minimize Them "*.International Journal of English language and linguistics research. Vol.3 ,no. 5, 2015 p. 43

<sup>6</sup>Kementerian Pendidikan dan Kebudayaan, "Syllabus Mata Pelajaran Sekolah Menengah Atas, Madrasah Aliyah, Sekolah Menengah Kejuruan, Madrasah Aliyah Kejuruan /SMA/ MA/ SMK/ MAK" Mata Pelajaran Bahasa Inggris. 2016

The researcher conducted preliminary research in the school that analyzed. The researcher conducted preliminary research in two different ways by conducting interviews and distributing questionnaires. While the interviews conducted with teachers as well as several students, the list of questions was only given to students. The researcher obtained information from the English teacher that writing a recount text the material that was studied by tenth graders at MA Al Hikmah Bandar Lampung.

In teaching recount text for English language teacher using scientific approach to teach writing, scientific approach is one of the approach that effective in teaching writing. But although the material has been studied and the approach used to teach recount text is good, there are still many students who got scores below the specified writing value.<sup>7</sup> The following is the value data of students writing recount text.

**Table 1**  
**The students score of recount text**

No	Criteria of minimum mastery	Class			Total	Percentage	Notes
		X IPA	X IPS	X IAI			
1	<75	24	27	23	75	62%	Low
2	≥75	19	13	14	46	38%	Low
	Total	43	40	37	121	100%	

Source: document of the seventh of MA AL Hikmah Bandar Lampung

The minimum criteria score in writing skill at MA AL Hikmah is 75.<sup>8</sup>Based on the data it can knew that only 38% can got the Criteria of Minimum in writing

<sup>7</sup>Nofvi Yanti, *Interview an English Teacher*, MA AL Hikmah Kedaton Bandar Lampung, January 15<sup>th</sup>, 2019

<sup>8</sup>*Ibid*

skill while 62% of students got a score under the Criteria of Minimum in writing skill. From the data, we can see that 64 students from 104 got score low or under the Criteria of Minimum in writing skill, it means that the students have the problem in writing and in this case in writing recount text.

After got student score data, the researcher then interviewed several students and got answers from most students that they were still having difficulties when asked to write a text, especially recount text both from the content of the text to be written and the rules in writing, so this causes students got the unsatisfactory score.<sup>9</sup> After conducted interviews with the two parties, the teacher and students, the researcher concluded that a teacher taught the material well but the values obtained by the students were still unsatisfactory, so the researcher analyzed students' problems in writing recount text.

Writing recount text is one of the basic competences in tenth grade it means the student should be able to write a good recount text based on the criteria of good writing, but from the data we can see that many students got score under the expectation, so the researcher analyzed the problems that students faced when writing recount text.

As the writer to compensate for the absence of the prosodic features in writing, he/she have to write with a high degree of organization, careful choice of vocabulary

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<sup>9</sup> Students tenth grade, *Interview to the Student*, MA ALHikmah Bandar Lampung, January 15<sup>th</sup>, 2019

and using complex grammatical devices.<sup>10</sup> A writer must pay attention to the rules of writing that already exist so that the writing produced can be good and true writing. Hedge said that grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.<sup>11</sup> Some of the problems in writing this are problems that often occur in writing because many things must be considered from each of the problems mentioned.

Students in English writing classes should receive more exposure to those features which offer strong vocabulary, good sentence structures, and the organization of paragraphs based on punctuation marks and conjunctions.<sup>12</sup>

The aim of this is to reduce the problems that occur in students when making writing. Some types of student problems in writing are grammatical problems, problems of sentence structure, the problem of word choice, and cognitive problems.

Cognitive problems divided into several points; they are punctuation problems, capitalization problems, spelling, content, and organization problems.<sup>13</sup> In this research, the researcher focused analyze student's cognitive problems because based on information that got from the interview with the English teacher, the English teacher said the problems in writing that often happened in students are

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<sup>10</sup>Ibrahim Muhamed Alfaki, "University Students Writing Problems: Diagnosis and Remedy". International journal of English language teaching. Vol. 3,no. 3, 2015, p. 4

<sup>11</sup>*Ibid*

<sup>12</sup> Mustafa N Abdulkareem, "An Investigation Study of Academic Writing Problems Faced by Arab Postgraduate Students at University Teknologi Malaysia (UTM)". Theory and Practice in Language Studies journal. Vol. 3, No. 9, 2013, p. 1553

<sup>13</sup>Ibrahim Muhamed Alfaki, *University Students Writing Problem. ...., ibid*

the use of punctuation, spelling and the other.<sup>14</sup> Based on the result of the interview the researcher determined the specific problem that analyzed.

Based on the previous research by Kristy Dwi Pratiwi she analyzed the problems that occur in writing text, with the title student's difficulties in writing English a study case at the third-semester students of the English Education Program at the University of Bengkulu.<sup>15</sup> In her research, she examined the difficulties of students in writing. She got a conclusion based on the results of her assessment that vocabulary is the most common problem in students.

Another previous research by Dr.Ibrahim Muhamed Alfaki his analysis of “University student’s English writing problems: diagnosis and remedy”.<sup>16</sup> The results of his research were problems with writing problems that occur in students, problems that examined namely mechanic problems, linguistic problems, cognitive problems, and psychomotor problems.

Furthermore, the differences this research with the previous that have mention above, the research in the previous research analyzed all of kind of problems in writing descriptive text, meanwhile in this research the researcher was only focused on cognitive problems faced by students in writing recount text.

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<sup>14</sup>NofviYanti, *Interview an English Teacher... ibid*

<sup>15</sup> Kristy Dwi Pratiwi Thesis “*Students Difficulty in Writing English*” 2011/2012

<sup>16</sup>Ibrahim MuhamedAlfaki, *University Students Writing Problems....*, p. 5

## **B. Identification of the Problem**

Based on the background of the problem above, the researcher determine that the identification of the problem is the score of students of tenth grade at MA AL Hikmah Bandar Lampung is students score in writing still low.

## **C. Limitation of the Problem**

The researcher analyzed the student's cognitive problems in writing recount text at the tenth grade of MA AL Hikmah Bandar Lampung in the academic year 2019/2020.

## **D. Formulation of the Problem**

In this research, the researcher formulated the problem as follows “what are the cognitive problems and the dominant cognitive problems in writing recount text at the tenth grade of MA AL Hikmah Bandar Lampung in the academic year 2019/2020?”

## **E. Objective of the Research**

Based on formulation of the problem, the objective of the research knew about:

1. Students’ cognitive problems in writing recount text.
2. The most dominant cognitive problem in writing recount text.

## **F. Use of the Research**

1. For students

This research gave information about students’ cognitive problems in writing recount text of tenth grade at MA AL Hikmah Bandar Lampung.

2. For English teacher

This research gave information to the teacher about the most cognitive problem that faced by the students.

3. For another researcher

This research explained about students cognitive problems in writing, so this research can be a reference for another researcher.

### **G. Scope of the Research**

1. Subject of the research

The subjects in this research were the students at tenth grade MA AL Hikmah Bandar Lampung as the subject of the research.

2. Object of the research

Object in this research were the student's cognitive problems in writing recount text.

3. Place of the research

This research conducted this research at MA AL Hikmah Bandar Lampung.

4. Time of the research

This research conducted at first semester at tenth grade in the academic year 2019/2020.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Writing

Writing is a combination of process and product.<sup>17</sup> In other words, writing is a work of combining processes and products. The process of writing is the process of finding ideas that will be explain in writing and the product is the result of an idea that has become writing. Tarigan explains the definition of writing as a skill of language. He said that writing is one of the language skills which are used to communicate indirectly, without having face to face with other people.<sup>18</sup> It means that writing is one of skill in language, and when someone doing write they are don't need face to face with the reader, and writing is one of the skills of language that use to communicate indirectly.

According to Harmer, writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to an advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form.<sup>19</sup> The point is that writing has a function that is as important as all skills in the language, namely listening, speaking and reading. Writing does not become

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<sup>17</sup>Caroline T.Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, 2005), p.98

<sup>18</sup> Faisal and Krisna, "The Effectiveness of FRESH Technique to Teach DescriptiveParagraph", journal of education and learning, vol.7 no.4, p.241

<sup>19</sup>Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> Ed)*, (New York: Longman, 2001), p.91

one of the most important or one that is not important, all skills in the language have their respective functions.

Based on the opinion of some experts above, the researcher concluded that writing is a combination of processes and products, by writing we can communicate without having to meet face to face with other people. But even though by writing we don't need to meet face to face when communicating, this does not mean that writing has a more important function than other language skills because all of the language skills have different functions.

### **B. Concept of Writing Process**

Hedge said that " writing is a need to organize the development of ideas or information: ambiguity in meaning must be avoided through accuracy,' the writer must choose from attention to the choice of vocabulary, grammatical patterns, and sentence structures to create a feasible meaning and an appropriate style to the subject matter and reader.<sup>20</sup> in other words, writing is an activity to convey an idea that is applied to writing and to make writing needed is not only a good idea, but the development of ideas and selection of words and the rules contained in writing must be understood by a writer.

Hedge also makes the writing process:

1. Being motivated to write.
2. Getting ideas together.
3. Planning and outlining.

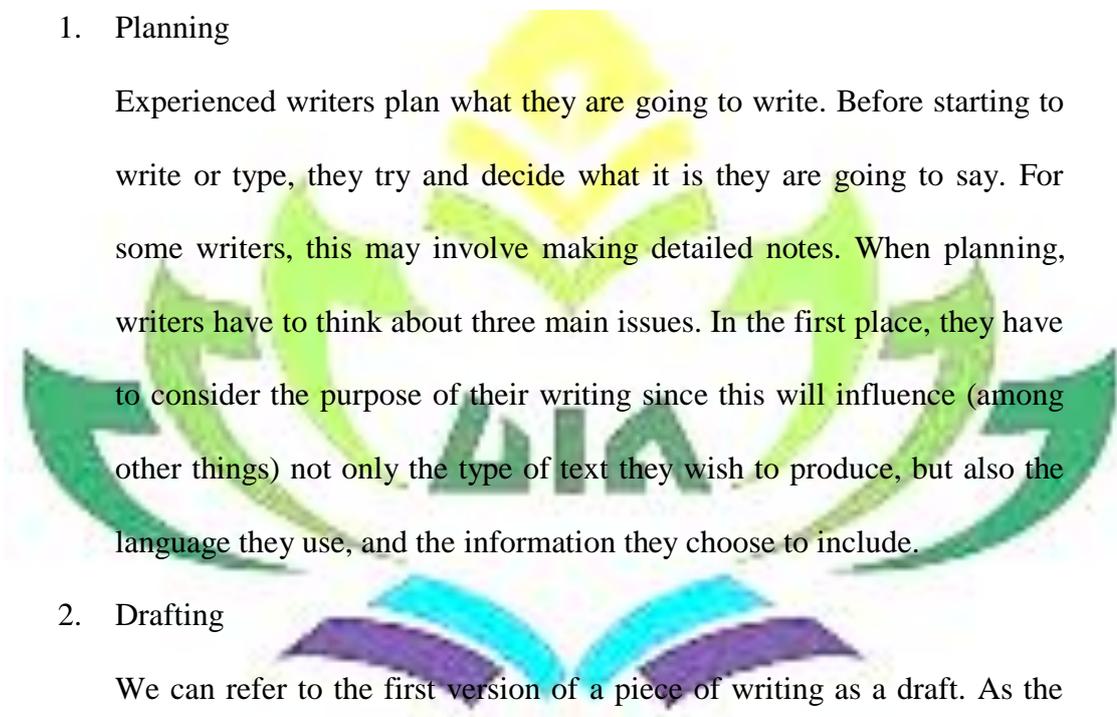
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<sup>20</sup>Anabela Reis Alves, *process writing*, (London: University of Birmingham, 2008), p.3

4. Making notes.
5. Making the first draft.
6. Revising, replanting, redrafting.
7. Editing and getting ready for publication.<sup>21</sup>

Hedge states that seven steps must be passed in making writing. Another opinion is that it comes from Harmer. Harmer states that there are some processes of writing, they are:

1. Planning



Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers, this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, several drafts may be produced on the way the final version.

3. Editing (reflecting and revising)

Once the writer has produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps

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<sup>21</sup>Tricia Hedge, *Writing(2<sup>nd</sup> ed)*, (New York: Oxford University Press, 2005) p.40

the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

#### 4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.<sup>22</sup>

Based on the explanation above, the researcher concludes that writing is an activity that has some steps, to make the good written. All of the steps that explain by the Hedge are called the process of editing.

### C. Concept of Writing Ability

Writing ability in this process/cognitive-oriented approach is, therefore, defined as the ability to initiate and evolve ideas and then use certain revising and editing practices to develop them to maturity in a given context.<sup>23</sup> It means that someone who can find and then develop an idea that is applied in a writing by choosing the correct vocabulary, following the rules that have been set, then that person can be said to have the ability to write. Writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse.<sup>24</sup> In other words, to measure someone ability in writing, we must pay attention to each sentence whether it has been coherent and cohesive or not.

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<sup>22</sup>Jeremy Harmer, *The Practice of English Language Teaching* ....., p.4

<sup>23</sup>Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High Schools", *Journal of Pan-Pacific Association of Applied Linguistics*, vol. 13 no.1, 2009 p.58

<sup>24</sup>*Ibid*

Based on the opinions of some experts above, the researcher concluded that writing ability is a person's ability to find an idea and is able to develop the idea then apply it in writing, and by paying attention to word selection, correct use of grammar and the relationship between sentences and paragraphs, must be coherent and cohesive. Because, good writing is not only seen from its meaning but also from the applicable rules of writing, which of course must be considered and applied by the writer.

#### **D. Concept of the Problem in Writing**

In this research, the researcher focused on the problems faced by students in writing. According to O'Donnell in Nabeela, some students are less careful about their performance and some students have learning disabilities and these issues hinder students' writing performance. It is very common to almost every class that students' have different spelling style; handwriting is not clear and sometimes their writings do not make any sense.<sup>25</sup> In other words, the problem that occurs in writing is a problem caused by students. Some students are still not careful in making writing, and also do not understand how to find ideas and develop an idea.

The kind problems in writing are grammatical problems, sentence structure problems, word choice problems, and cognitive problems. Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing English.<sup>26</sup> It means that

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<sup>25</sup>Nabeela Sanjana Chowdhury, Thesis "*Observing Writing Classes to Explore Students' Writing Problem*", BRAC University, Dhaka, Bangladesh, 2015

<sup>26</sup>Ibrahim Muhamed Alfaki, "*University Students Writing Problems: Diagnosis and Remedy*". International journal of English language teaching. Vol .3, no. 3, 2015, p. 44

expert in the opinion that the problem that occurs in students is the ineffectiveness of students in applying grammar, structure and other rules of writing.

Good writing must have good meaning develop interesting ideas and each sentence and paragraph that are coherent so that it can be understood by the reader. then, the use of rules in writing such as word selection, use of grammar, use of punctuation and other rules must be applied in a writing. So that writing will be produced that is not only good in meaning but also true in writing. And when a text does not meet the rules or criteria that have been mentioned, the writing has a problem.

#### **E. Concept of Cognitive Problem in Writing**

Cognitive is one's thinking ability including decision making and problem-solving, according to Pascarella and Terenzini acknowledge that these cognitive skills receive many names: “critical thinking, reflective judgment, epistemological development, and so on.”<sup>27</sup> In other words, cognitive is the thinking ability that occurs in brain processes, which can influence actions to do something and supply something. It means cognitive problems are problems that occur because of the influence of the ability to think and take action. In this case, the researcher examines cognitive problems that occurred in students in making recount texts.

Given the complexity of processes and knowledge that the writer needs to coordinate, it should not surprise that writing makes considerable demands on the

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<sup>27</sup>Young K. Kim, “Cognitive Skills Development Among International Students at Research Universities in the United States”, *Journal of International Students*, vol. 5 no. 4, 2015, p.527

writer's cognitive skills.<sup>28</sup> In other words when the writer does not have good cognitive abilities then this will be a cognitive problem in writing.

The cognitive problems that student's faces include problems in writing recount text are punctuation, capitalization, spelling, content, and organization.<sup>29</sup>The explanation is that when students make mistakes in putting punctuation, capital letters or incorrect spelling and organization as well as the contents in recount texts that they make are not suitable or not following the specified criteria, all these problems are included in cognitive problems.

#### 1. Punctuation Problems

Punctuation is very important because they bring a big impact to writing meaning.<sup>30</sup> It means that punctuation is very useful in writing because if writing is wrong in using punctuation or not using punctuation it can cause misunderstanding the meaning of the writing.

Motivating students to use punctuation is very necessary for learning. According to Christensen, punctuation marks include the comma, exclamation mark, question mark, semicolon, and quotation marks.<sup>31</sup>In other words, because if you do not use punctuation or errors in the use of punctuation can cause misunderstandings in understanding the meaning of writing, then learning how to use punctuation is very important. Each

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<sup>28</sup>Elise Drijbooms , *Cognitive and Linguistic Factors in Writing Development*, (Belgia:Enschede) , p.15

<sup>29</sup>Ibrahim Muhamed Alfaki, *University Students Writing Problems.....*, p. 4

<sup>30</sup>Abbaker and Abdall, "Common Punctuation Errors Made by Secondary Schools Students in English", *Journal of Humanities*, vol. 17, no. 4, 2016, p. 74

<sup>31</sup> Ibid p.75

punctuation as mentioned before has terms of use, which must be understood so that no errors occur in its use.

## 2. Capitalization Problems

Teaching students to capitalization punctuate, and spell properly is one of the most important tasks you face in teaching writing.<sup>32</sup> Using capital letters correctly is a writing norm which is required in all languages. It is a pedagogical problem which can be handled appropriately by professional teachers in schools.<sup>33</sup> In other words, capitalization is the rule of using upper and lower case letters in a writing, which must be understood by students so that a teacher is important to provide material about capitalization because capitalization is one of the problems that can occur in writing.

## 3. Spelling problem

The problem of spelling in writing is a persistent problem which applies even to professional writers, journalists, and academics.<sup>34</sup> It means that not only students but also someone who has experience in writing can make mistakes in spelling. Spell Check in the word processing can be rewarding in-home assignments if the students pay attention to the misspelled

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<sup>32</sup>Karen Kelaher, *Capitalization, Punctuation, and Spellings* (New York: Scolastic, 2001) p.5

<sup>33</sup>Yohana, "Problem of Writing in Kiswahili" *Nordic Journal of African Studies*, vol.14 no.1, 2005, p.18

<sup>34</sup>*Ibid* p.22

words.<sup>35</sup> Besides by doing a spell check, students can get used to understanding the mistakes made so that they can correct those mistakes.

#### 4. Content Problems

According to Clifford learners of English as a second or foreign language, also face problems of exploring ideas and though to communicate with others.<sup>36</sup> The content of the problem in writing problems in determining the contents of writing like in the discovery of ideas and also the development of the idea is good writing.

#### 5. Organization Problems

Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one.<sup>37</sup> The inability of students to sort paragraphs with the correct organization, this is what is called an organization problem. This means that every paragraph in an article must be sequential following the existing rules. As for organizational rules are as follows:

- a. The introduction catches the readers' attention, provides background information, and lets the reader know what to expect. It also has a thesis statement.
- b. The body paragraphs support the thesis statement. Each body paragraph has one main point to support the thesis, which is named in

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<sup>35</sup>Zahid and Rubina, "Enhancing Writing Skills: An Analytical Study of Obstacles in Writing at B. A. Level in Najran University, KSA", **Studies in Literature and Language**, vol.7 no.3, 2013 p.4

<sup>36</sup>Ibrahim Muhamed Alfaki, *University Students Writing Problems.....*, p. 46

<sup>37</sup>Zahid and Rubina, "Enhancing Writing Skills: An Analytical Study. ", p.3

a topic sentence. Each point is then supported in the paragraph with logical reasoning and evidence. Each sentence connects to the one before and after it. The readers do not have to work to find the connection between ideas.

- c. The conclusion summarizes the paper's thesis and main points and shows the reader the significance of the paper's findings.<sup>38</sup>

Based on the opinion of some experts above the research concluded that cognitive problems in writing are one of the problems that greatly affect the results of student writing, cognitive problems in writing include punctuation, capitalization, spelling, content, and organization as described above when considered these problems are fundamental.

## **F. Concept of Text**

Text, which is sense, is anything in written Form.<sup>39</sup> In other words, what is the content of the writing, whether the writing of scientific work or the writing of experience and also a fiction, is also called text. A text is a meaningful linguistic unit in a context; it is both a spoken text and a written text.<sup>40</sup> The text section according to the expert is divided into two, namely spoken text and written text. in this study, the researcher will focus on written text.

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<sup>38</sup>*Ibid*

<sup>39</sup>Lisa M.Given, *The Sage Ensiklopedia Qualitative Research Method* (London: Sage, 2008) p.863

<sup>40</sup>Sanggam Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graham Ilmu, 2008), p.1

According to Gerot and Wignel, there are thirteen types of text:

1. Spoof

Spoof text is a text that used to retell an event with a humorous twist.

2. Recount

Recount text is a text form that is usually used to describe past events.

3. Report

Report is a text that contains information about what happens in a scope.

4. Analytical Exposition

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

5. News item

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

6. Anecdote

Anecdote text is text to tell strange things that usually happened in the past.

7. Narrative

Narrative text is a text that contains a story of an event that follows the writer timeline.

8. Procedure

Procedure text is a text that explains the steps and ways to do things correctly.

## 9. Description

Descriptive is a text that contains a description of an object.

## 10. Hortatory Exposition

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.

## 11. Explanation

Explanation text is a text that explains the occurrence of an event clearly and completely and in detail.

## 12. Discussion

Discussion text is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

## 13. Review

The review is a text that contains comments and evaluations about a particular item or product.<sup>41</sup>

Based on the explanation above, we can find out that there are several types of texts that are learned in schools and must be understood by students. In this study, the researcher will focus on one type of text described above, namely descriptive text.

### **G. Concept of Recount Text**

According to Anderson suggests that recount is a text which tells about events happening in the past in a sequence of time.<sup>42</sup> It means recount text is a text that

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<sup>41</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: GerdStabler, 1994). p. 192-220.

tell stories that have happened in the period before the text was written. Knapp also says that recount text is a sequential text that does little more than sequencing a series of events.<sup>43</sup> In short, the recount text is a text that tells something that has happened, in a certain time and is told sequentially into a series of stories.

Like other genres of text, recount text also has generic structure; recount text has three main parts. They are:

1. Orientation: the opening of the text, the introduction of the topic of the text. It gives background information about who, what, where, and when.
2. Event: It is usually told in a series of paragraphs which retell the events in the order of sequence when they happened.
3. Reorientation: it functions as the closing statement. It is a paragraph which contains a personal comment of the writer.<sup>44</sup>

In writing a recount text the writer must correct in sorting the generic structures. The recount text will be wrong if the generic structure of the text is not correct.

Boardman the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer to the events.
- c. Use of past tense to located events about speaker`s or researcher`s time.

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50 <sup>42</sup> Anderson, M., & Anderson K, *Text Types in English* (Australia: Macmillan 2003). P.

<sup>43</sup> Knapp, P., & Watkins, M, *Genre, text, grammar: Technologies for teaching and assessing writing*. UNSW Press. 2005. P. 32.

<sup>44</sup>Anderson, M., & Anderson K, *Text Types in English...*, *ibid*

- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.<sup>45</sup>

Each type of text has its linguistics features, as well as recount text. Linguistics features that are having by recount text are different from another text.

Based on expert opinion above, about recount text has six language features, all of which are must be understood by students that will be writing a recount text.

Here is an example of recount text:

### **My Holiday in Bandung**

<p>Last year, I went to Bandung. I spent my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 AM and arrived in Bandung at 12.00 AM.</p>	}	Orientation
<p>In the first day, I went to Bandung zoo because I loved animals. The ticket price was only Rp 25.000. The animals there were very complete. In the second day, I went to the geological museum and talked with the guide about geology. It made me understood about geology. I saw rocks collection t there. After that, I went to Bandung train station because I had to go home to Cirebon.</p>	}	Events
<p>My holiday in Bandung was only two days but it was a very interesting holiday.</p>	}	Reorientati

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<sup>45</sup>A.Cynthia, Boardman, *Writing to communicate* (New York: Pearson Education, 2008).

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