

AN ANALYSIS OF STUDENTS' LINGUISTIC DIFFICULTIES IN
WRITING RECOUNT TEXT AT THE TENTH GRADE TEKNIK
PENGEBORAN MINYAK AND GAS (TPMG) SMK NEGERI 1
MANDAU

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Abstract: The purpose of this study is to analyze what are the students' difficulties in writing English using recount text. This research is a quantitative approach descriptive research design involving 33 Tenth grade students of TPMG. The data collection technique is a test. There are several steps to analyze the data: analyzing the students' work, calculating the average score using descriptive statistics and the last step is descriptive analysis. The results showed that the students' difficulties in writing English in the tenth grade of TPMG were Vocabulary 33%, Grammar 40% and language use 27%. So the highest difficulty experienced by these students lies in grammar with a percentage of 40%

Keywords: Writing, Linguistic Difficulties, Recount Text

INTRODUCTION

Writing is one of the four language skills that students must learn. This skill is not always easy to do. It takes a process of learning and practice to hone existing talents and writing skills. Based on the importance of this writing skill, many experts try to define this writing skill or activity according to their respective opinions. Djuharie,¹ writing is a skill that can be fostered and trained. This is in line with what Ebo said², that anyone can write. This means that writing activities can be carried out by everyone by being fostered and trained. Regarding the meaning of writing, Pranoto argues that writing means pouring thoughts into written form or telling something to others through writing³. Writing can also be interpreted as an expression or expression of feelings as outlined in writing. In other words, through the writing process we can communicate indirectly.

Byrne in Satriani, states that there are many reasons why writing is important⁴, some of them: a) Writing is a tool discovery. We stimulate our thought process by the act of soft writing and tap into information image, we have in our conscious minds. b) Writing generates new ideas by helping us to make connections and see relationships. c) Writing helps us to organize our ideas, we arrange them in the correct coherent form. d) Writing down ideas allows us to distance ourselves from them and evaluate them. e) Writing helps us to absorb and process information, when we write about a topic, we learn it better. f) Writing on a subject makes us become active learners rather than passive learners of information.

Raimes in Satriani also states some reasons about the importance of writing, according to him writing is helpful to the students. The reasons for that are: a. Writing reinforces the grammatical structures, idioms and vocabulary that have been taught to the students. b. When the students write, they also have a chance to

¹ Djuharic, O. S & Suherli. *Guide to writing essays* (Bandung: Yrama, 2005), 120

² Ebo, A. K. *Writing requires talent* (Jakarta: MU:3 Book, 2005), 1

³ Pranoto, N. *Creative Writing* (Jakarta: Primamedia Pustaka, 2004), 9

⁴ Bryne, Donn. *Teaching Writing Skill* (London: Longman Group Limited, 2011), 14

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be adventurous with the language, to go beyond what they have learnt to say, to take risks. c. What the students write, they necessarily become very involved with the language, the effort to express ideas or thinking on paper. Tenth grade TPMG in SMKN 1 Mandau has been chosen because it was found that the difficulty of tenth grade students TPMG in writing English, it can be seen several phenomena in the field, they are: some of students still make many grammatical errors, do not understand tenses, have limitation of vocabulary, feel Shy and afraid to make any mistake in writing.

DISCUSSION

A. Writing

There are three definitions of writing according to experts. White writing is the process of expressing ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn. Besides that, Tarigan stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented⁵. People will understand the graphic symbols presented if they understand the language and the graphic itself. Writing is a representation or symbol of language. From the definition above the researcher can conclude that writing is an activity to express ideas, events, feelings or thinking in written form that can be the tool to communicate with other people.

Writing is a skill to create something based on information and manage it in its own way, Cunningsworth. That is, the information they get will be constructed and processed based on their perceptions to construct word for word⁶. In another linguist, Brown explains that writing development requires several questions that make writing different from oral production. Inquiry

⁵ Tarigan, H. G. *Writing as a Language Skill* (Bandung: Space, 2008), 3

⁶ Cunningsworth, A. *Choosing Your Coursebook* (Oxford: Heineman, 1995), 80

means an ability or technique in writing⁷. Therefore, the two definitions can be concluded that writing is an English skill to produce words that require its own technique or method with the information obtained. The self-writing technique shows that writing cannot be done instantly or must be gradual.

In writing skills, students really need practice and guidance from the teacher. In writing, the students were asked by the teacher to try to use English in spoken form as well. Writing can be satisfying if we master vocabulary, grammar, punctuation, and idioms. Zulfani (2001), writing can help students become stronger by adding more grammatical structures, idioms, and vocabulary, as important things in language learning⁸. Asmuti (2002), by mastering writing skills, researchers can elaborate their ideas in a systematic arrangement⁹. Before writing, researchers need to think about how the author's ideas can be understood by the reader. The author must use the correct written language, so that the reader can understand the author's ideas.

Heaton (1975 :135), varied skills are necessary for good writing which can be grouped into five general components or main areas: 1) Use of language: the ability to write correct and precise sentences, 2) Mechanical skills: the ability to correctly use the typical conventions of written language, such as punctuation and spelling, 3) Treatment of content: the ability to think creatively and develop the mind, putting aside all irrelevant information, 4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively, 5) Assessment skills: the ability to write in an appropriate way for a specific purpose with a specific audience in mind, along with the ability to select, organize, and order relevant information¹⁰.

While Ur (1996), stated there are 8 characteristics of writing skill: 1. Permanent, meaning that the form of discourse is fixed and stable, however we

⁷ Brown, H. G. *Teaching by Principles: Interactive Approach to Language*, (2001), 335

⁸ Zulfani, Redyan. *A study on Learning Writing Strategies of Good Language Learners*. Universitas Bengkulu. 2001), 50

⁹ Asmuti, Wili. *A Correlation between the Vocabulary Mastery and the Writing Ability of the Second Year of the SMUN 06 Students of Bengkulu*, (2002), 60

¹⁰ Heaton, JB. *Writing English Language Tests*. London: Longman Universitas Bengkulu, 1975), 50

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can read it in any condition we want. 2 Explicit, it means that those must be clarity about the context and reference. The writer must be careful about arranging the form of words, so readers are directed to the same interpretation about the written work. 3. Densities, the information that will be given to the reader is translated effectively. The use of repetition words is rarely found in the written form. It is very different to spoken language. 4. Detachment, the writer must have an ability to predict their readers reaction about their writing, because the writer doesn't interact directly to the reader 5. Organization, authors usually have the opportunity to edit the paper before it is available for reading. So that the written work tends to be well-organized and directed, 6. Production slowdown, speed and acceptance is slower than pronounced, 7. Standard Language, usually acceptable for multiple languages, 8. Learning skills, must be studied and thought about to acquire skills¹¹.

In English skills, especially for writing skills, have procedures that require more concentration than other skills. It can be said that the skill contains many skills to make an item of writing. The sequence of the writing process can be described as follows; planning, drafting, revision and editing (Richards and Renandya (2002:315) Writing is one of the skills in English which requires a step or process in its implementation¹². In simple terms, the picture above illustrates the rules of the writing process. Can be expanded if the first is planning, drafting and final version. The result of the writing process is a written product that can be found in the final version

1. Planning (Pre-Writing)

Richard & Renandya explain that pre-writing is a learning process that encourages students to write¹³. Therefore, a teacher should provide motivation so that students are provoked by their ideas to make a written

¹¹ Ur. Penny. *A Course in Language Teaching: Practice and Theory*. (New York: Cambridge University Press, 1996). 120

¹² Richards, J. C and W.A Renandya. *Methodology in Language Teaching: An Anthology current Practice*. (Cambridge: Cambridge University Press. 2020). 100

¹³ Richards, J. C and W.A Renandya. *Methodology in Language Teaching...*, 315

text. In this case, the researcher also provides many elements contained in the pre-writing. Elements can be enlarged; group brainstorming, grouping, quick freewriting and wh-questions. This pre-writing element is meant to motivate students to create what topics they want to write about. Of these elements, the most important is the wh-question. The function of this element is to provide opportunities for students to ask some questions and the teacher can check their understanding.

2. Drafting

The process after conducting pre-writing was drafting. This point concentrated on collecting some ideas related what topic the students wanted to write. Richard & Renandya points out that drafting process is specialized by the students to concentrate to make it fluent in writing¹⁴. In addition, it is grammatically correct or perfect. The important thing was the writer's skill to express an audience in good writing. On the other hand, the writer should consider choosing the genre of writing (narrative, expository or argumentative), an opening of writing might be a starting statement to attract the reader's interest, a short summary, a provocative question, a general statement, an analogy, a statement purpose.

3. Responding

The way to give compliments to the students' work could be done by responding to their task or assignment. As English teachers especially teaching writing, the teacher should give response after the students making a writing draft. It may be suggestion and revision are the things that is needed by the students. The experts Richards & Renandya pointed out that the meaning of responding is the teacher gives fast response or reaction students' draft that can be delivered in orally or spoken¹⁵. For the explanation above, it could be concluded that before the teacher revised the students' work, it

¹⁴ Richards, J. C and W.A Renandya. Methodology in Language Teaching..., 316

¹⁵ Richards, J. C and W.A Renandya. Methodology in Language Teaching..., 317

should be done by responding, so that the students knew if the draft was already clear.

4. Revising

Linse, edited by Nunan (2005:107) states that the role of revising is to help the students how to create their written work fascinating and understandable to the reader. The feedback should provide suggestions that make the students make improvements to be better. In other scientist, reinforces if the students review the texts after they are given criticism from the teacher. The teacher had to review the texts if it had contained a communicated meaning to the reader. Revising was not only ensuring the language error, but the whole content and the ideas organization.

5. Editing

The rule of writing process has many elements. After the teacher revises the students' work, the next element is editing. The scientist Linse mentions that the students need to know how to compose written text based on the standard traditions of mechanics' aspect. In this case, for correcting their own errors is a dilemma by teacher's point of view. The word "dilemma", it may be able to be inferred if the teacher has to give more consideration to the student's work fairly.

6. Evaluating

One of final steps in the writing process is evaluating the students work. The teacher gave comments toward the students, so that the student realized what mistakes they had done. Richards & Renandya (2002:319), the evaluating student writing, the scoring may be analytical, or encompassing are based on specific aspects of writing skill and based on whole interpretation of the efficiency¹⁶. The function above is to make effective, although the inquiry should be recognized to the student in enhancement. Therefore, the teacher

¹⁶ Richards, J. C and W.A Renandya. Methodology in Language Teaching..., 319

had to consider many elements for evaluating, it has explained in paragraph above, is about editing.

B. Post-Writing

Post-writing is the last stage in the writing process. Richards & Renandya states that post-writing involves publishing, sharing, reading aloud, transforming texts for stage performances, or displaying texts on board¹⁷. This last step was used to recognize the students' work and these elements in this step could be used as a motivation for writing in order that the students do not have reasons for not writing.

Being able to write well and organize your idea better, build arguments clearly and logically. It makes you more confident about expressing your thoughts and can improve your communication skill. Good writing means good communicating message well. According to Yarber in Sarlin (2009:11) There are some characteristics of good writing as follows: a. Good writing like a good film or song is not boring it keeps your interest by what it says and how it says., b. Good writing easy to follow. c. Good writing presents ideas to fresh and original. As a result, it sounds like its author rather than sounding generic. d. Good writing is freedom serious mistake in grammar, spelling and punctuation because those errors get it the way of the writer's idea and distract the reader.

In the line, Adelstein and Prival states that the characteristic of good writing consists of: a. Good writing reflects the writing skill to organize the material into coherence whole so that is move logically from the sentence, dominate idea, the supporting and finally to consistent ending, conveying to the reason sense of a well thought put to plan. b. Good writing reflects the writer's skill to write interest readers in subject and demonstrate a thought sound understanding of it, c. Good writing reflects the writer's skill to criticize the draft and revise it. Revision is the key to effectives writing, d. Good writing reflects the writer's skill to use approach vice suit the purpose and audience of the occasion, e. Good writing is the result of much practice and hard work. This fact should

¹⁷ Richards, J. C and W.A Renandya. Methodology in Language Teaching..., 222

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encourage your. It means that the ability to write well is not a gift that some people are born with, not a privilege extended to only few. If you are willing to work, you can improve your writing.

Like all learning problems, difficulties in writing can be devastating to a student's education. Heaton stated that writing skill is complex and sometimes it is difficult to teach¹⁸. Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated.

The basic point that makes writing difficult is the use of language aspect or ability in written likes punctuation, spelling, grammatical, vocabulary and so on. Jordan (1997), writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the correction of mechanical and grammatical errors.

Bryne divided the problems that make writing difficult into three categories. The first is Linguistic Difficulty. Linguistics aspects like grammar, vocabulary and language use. The second is Physiology Difficulty, which more focuses on the writer's difficulty because there aren't direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in developing written material or content of composition. The third is cognitive difficulty. Writing must be thought through formal instruction like spelling, punctuation, capitalization and paragraphing.

¹⁸ Heaton, JB. *Writing English Language Tests*. (London: Longman Universitas Bengkulu, 1975), 135

However, the focus of this study is that difficulty in writing, namely linguistic difficulties. Byrne (1988:4) said that linguistic difficulty is the difficulty in using correct grammar and vocabulary¹⁹. In line with the problem that was faced by the student were not mastering the grammar and vocabulary. And make them make many mistakes in writing because they choose inappropriate grammar and vocabulary to their writing. As (Alfaki, 2015: 45) said that writing in the foreign language using appropriate words and grammar are the problem for the students. As has been attached to the previous sub, there are several important components in language difficulties, which need to be considered in writing, namely vocabulary, grammar, language use. some of these components can certainly be components that make students find it difficult to apply them.

C. Recount Text

There are many kinds of writing text. Such as recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this paper, the writer will discuss recount text. Hyland Recount tells what happened²⁰. It means that recount is a text tells about something that has happened in our ltext thator used to tell past event such as holiday experiences, accident, activity, etc. Petter Knapp Recounts is the simplest text type in this genre²¹. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. It means that recount is genre of text that explores the informative fact for the past experiences.

Recount Text basically it is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people. Recount Text is a text function for telling an incident in the past. It means that besides retelling about events or experiences in the past, the recount also has the function to entertain people in order to

¹⁹ Byrne, Donn. Teaching Writing Skill. London: Longman Group Limited, 1988), 4

²⁰ Hyland, K. (2003) Second Language Writing. Hongkong: Cambridge University Press. 2003), 124

²¹ Knapp. P & Watkins, P. (2005) Genre, Text, Grammar (Australia: University of New South Wales Press Ltd, 225)

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interested when read the story. As stated by Anderson, the recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred.

1. The Social Function of Recount Text

Recount text has some social functions, which are: To retell something happened, recount retells past event. Recount begins by telling the reader who was involved, what happened, where this event took place and when it happened. To inform something to the readers, it informs to the reader about what happened, where this event took place and when it happened. To entertain, sometimes, recount retells a funny experience. It has a function to entertain the reader.

2. The Generic Structure of Recount Text

The generic structures of recount text are: 1. Orientation. Orientation tells who was involved in the story, when, where, and why the story happened. Orientation provides the setting and introduces participants. 2. Record of events. Records of the story tell what are in the story. Events are usually arranged in a temporal sequence. It tells what happened, in what sequence. 3. Re-orientation. Re-orientation is the conclusion of the story. It is an optional element. It is at the end which summarizes the events.

3. The Language Feature of Recount Text

The language features of recount text are: Focus on individual participant/a group participant, using past tense, using material (action) process, focus on temporal sequence of events (temporal conjunction)

METHOD

The study is done with a quantitative approach and a descriptive research design. Descriptive research according to Bert deals with existing conditions or relationships, prevailing practices, beliefs, viewpoints, or attitudes, ongoing processes, effects being felt, or a growing trend. Sometimes descriptive research relates to how what is or is related to some previous events that have influenced or

affected current conditions or events. Creswell (2012:376) defined descriptive design are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to described the attitudes, opinions, behaviors, or characteristics of the population²².

1. Sampling Procedure

Population is general term for the larger group from which a sample is selected or the group to which the researcher would like to generalize the results of the study²³. A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generaline the results of the research. The population that is used to conduct this study is the tenth grade students of SMKN 1 Mandau in the academic year of 2021/2022 There are 10 classes of tenth grade. The total number of the population was 318 students. The population of the research can be seen from the following table:

Table
The Population of the Research

No	Class	Total
1	X TKJ	35
2	X GP	31
3	X TKRO	30
4	X DPIB	31
5	X TBSM	32
6	X TITL	31
7	X TP	31
8	X TAV	33
9	X APL	31
10	X TPMG	33
	Total	318

²² Cresswell. Research Design. (Yogyakarta: Learning Library translated by Achmad Fawaid, 2008), 376.

²³ Gay, L. R. (2012). Educational Research Competencies dor Analysis and Applications - Tenth Edition. United States of America: Pearson Education, 2012), 629

Sample is a number of individuals, items, or events selected from a population for a study, preferably in such a way that they represent the larger group from which they were selected (Gay, 2012:630)²⁴. The process of selecting a sample was known as sampling. According to Gay (2012:135) explained that "in cluster sampling intact groups, not individuals, are randomly selected Any location within which we find an intact group of population members with similar characteristics is a cluster.

To get the sample of the research, the researcher used the lottery to get a class for the sample. Such as class X TKJ as lottery A, X GP 2 as lottery B, X TKRO as lottery C, X DPIB as lottery D, X TBSM as lottery E, X TITL as lottery F, & TP as lottery G, X TAV as lottery H, X APL as lottery I, X TPMG as lottery J, . All lotteries were put in the box and then the researcher shakes it and removed a lottery. The one which removed was chosen as the sample of the research, In this case, the sample of the research was class X TPMG. The sample of the research can be seen from the table as follow: "

**Table
The Sample of the Research**

No	Class	Total
1	X TPMG	33
Total		33

2. Research Instrument

Writing Test would be administered to collect data. It is used to find out what difficulties students experience in writing in English, especially linguistic difficulties. The test used in the form of a writing test, where students are asked to write a text, and it was is recounted text in 30 minutes. Then, Observation is a data collection technique that carried out through an observation, accompanied by notes to the state or behavior of the target object. observation is the systematic observation and recording of symptoms that have been researched.

3. Data Analyzing

In analyzing the data, the researcher used descriptive statistics. The descriptive statistics will help the researcher summarize the overall trend or trend in the data. Provide insight into where one score might be and provide insight into where one score stands in comparison to another. All of that will be calculated manually.

To find out the percentage of students' difficulties writing in english, the Researcher used the formula:

²⁴ Gay, L. R. Educational Research Competencies dor Analysis and Applications - Tenth Edition. United States of America: Pearson Education, 2012), 630

$$P = \frac{F}{N} \times 100\%$$

Where: P : Percentage
 F : Frequency
 N : Number of students difficulties

4. Data Presentation

The data took from the students' writing test .To find out what are the students' linguistic difficulties, the researcher presents the following assessment results:

Table IV.1
Result of Linguistic Difficulties in writing Recount Text

No	Students	Vocabullary	Grammar	Language use	Score
1	Students 1	3	3	2	8
2	Students 2	2	3	3	8
3	Students 3	4	3	-	7
4	Students 4	4	-	2	6
5	Students 5	4	2	3	9
6	Students 6	3	3	1	7
7	Students 7	1	3	3	7
8	Students 8	2	2	3	7
9	Students 9	4	4	2	10
10	Students 10	3	3	3	9
11	Students 11	-	3	1	4
12	Students 12	2	3	2	7
13	Students 13	3	4	3	10
14	Students 14	2	4	3	9
15	Students 15	1	4	2	7
16	Students 16	3	3	1	7
17	Students 17	2	4	-	6
18	Students 18	3	3	2	8
19	Students 19	2	2	1	5
20	Students 20	2	3	1	6
21	Students 21	3	3	2	8
22	Students 22	4	1	3	8
23	Students 23	3	3	3	9
24	Students 24	3	3	1	7
25	Students 25	2	3	1	6
26	Students 26	1	3	2	6

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27	Students 27	1	2	2	5
28	Students 28	-	4	2	6
29	Students 29	3	3	-	6
30	Students 30	2	3	3	8
31	Students 31	3	3	3	9
32	Students 32	3	4	3	10
33	Students 33	3	3	2	8
Total		81	97	65	243

Based on the table above, the researcher has got the result from the test about recount text. found difficulties in the vocabulary 81 of items, on the grammar 97 items, and on The language Use 65 items.

To find out how difficult students have in writing English. Researchers present with step of difficulties analysis method and use formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

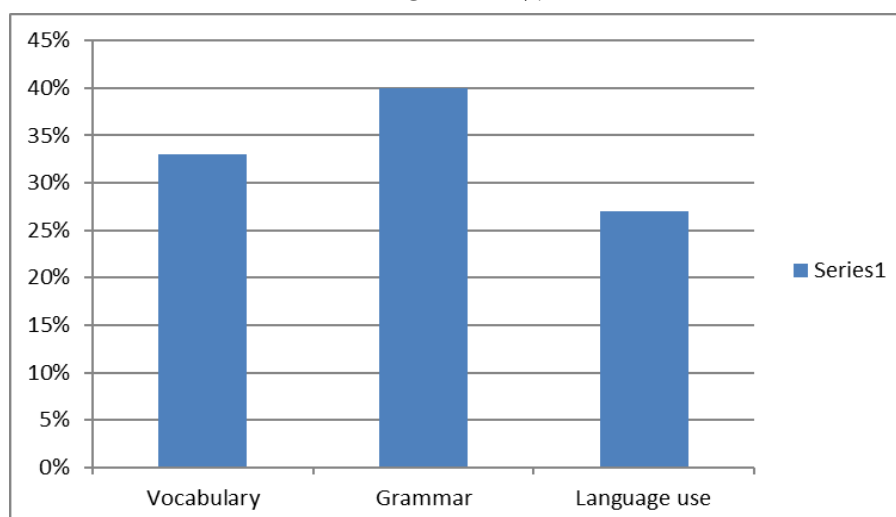
F : Frequency

N : Number of students difficulties

Table IV.1
The analysis of students' Linguistic Difficulties

No	Form of linguistic difficulties	Frequency	Percentage (%)
1	Vocabulary	81	33 %
2	Grammar	97	40 %
3	Language use	65	27 %
Total		243	100 %

DIAGRAM IV.1



Based on the result of the data collecting and data analysis above, the researcher found linguistic difficulties, linguistic difficulties in the Vocabulary 33 %, the Grammar of 40 %, and The language Use 27 %.

5. Data Analysis

After analyzing the data several linguistic difficulties found in Recount text, the categories to be displayed are as follows:

No	Linguistic Difficulties	Example of difficulties
1	Vocabulary	Essentially translation little knowledge of English vocabulary difficulties word form.
2	Grammar	Simple frequent difficulties of tense, word function, articles , preposition and meaning confused
3	Language Use	Competition student have support logical which limited

6. Finding

Based on the results of data collection and data analysis above, the researchers found that the linguistic difficulties experienced by students when writing were Vocabulary, Grammar and language use. In this study, the researcher tried to analyze the difficulty of writing in English in several categories, namely Vocabulary, Grammar, and language use. From the analysis above, the researcher found that the students' linguistic difficulties were Vocabulary 33%, Grammar 40% and language use 27%. so the highest difficulty experienced by these students lies in grammar with a percentage of 40%

CONCLUSION

From the results of data calculation and data analysis above, the researcher found that the students' linguistic difficulties were Vocabulary 33%, Grammar 40%, and language use 27%. so the highest difficulty experienced by these students

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lies in grammar with a percentage of 40%. It means that most of the students find linguistics difficulties in writing for the grammar.

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