STUDENTS' SKILLS AND PROBLEMS IN WRITING RECOUNT TEXT
(A STUDY AT SMP N 18 SURAKARTA)

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ABSTRACT

This research was to describe the skills of students' to write recount text and to describe the difficulties experienced by students in writing recount text. The students' works in writing were analized based on five component of writing: organization, content, grammar, vocabulary and mechanics. This research was a descriptive qualitative method. The subject of this research was class VIII H of SMPN 18 Surakarta in 2019/2020 Academic Year. The object of this research was the students' writing recount text. Technique collected the data used observation, test, and inteview. Technique to analyze the data was used five component scoring by Brown. Based on the result the students' were still confused to determine words and to describe the past experience and students problem which emerged were choosing the topic, arranging paragraph, and using appropriate vocabulary.Based on this finding the most dominant problem done by students' was organization with the percentage 67.82%.. The skills of students writing recount text was fair sufficient because the mean score of the students' was 53.36.

Keywords: Writing, recount text, skills, Probelms, A Study

INTRODUCTION

Writing is an activity in expressing ideas that someone has to convey to readers or listeners so that they know the purpose of the ideas that we have. According to Boardman (2002:14), in conveying the writing, the writer must try to convey the message clearly so that the purpose of the message can be conveyed properly. in writing there are also several aspects that the writer needs to mastered tnamely organization, content, grammar, vocabulary and mechanics. Writing is one of the productive skills because learners doing these need to produce language. Writing is also known as an active skills for students'. Writing is the skills to create what we are thinking into several words to become sentence. Based on Damayanti (2013), stated that writing is an activity to express ideas from someone and means of comunication in all human aspects. From the theory about it can be said that someone tries to write something, they have to already been thinking about what's going to say.

In the material lesson at the junior high school level written form is one of the basic competencies English Lessons (Depdiknas: 2006). That meaning students are expected to write several types of text with right, right organization vocabulary and grammar, and good stuff writing mechanics (punctuation, spelling and capitalization). At the junior high school level, students learn types of text, namely narrative, descriptive, procedure and recount text. Based on the School-Based Curriculum or KTSP, several type of text material that need to be studied by junior high school students, one of which is the Recount text. The Recount text is text that related to daily life. According to Anderson (2003:48), retelling or rewriting past experiences that have accurredis called a recopunt text. The purpose recount text is to give information or entertaiment for the reader or listener. Meanwhile, According to Hyland (2004:29), recount text is one type of the text that reader can enrich the events specifield in the which occur. From the explanation it can be seen that recount text is type of the text that retells chronologically events or past expereriences based on the order of events to the reader. Recount text have two feature, such as generic structure (orientation, events, and reorientation) and language features (simple past tense). In writing recount text the students are expected to make good recount text with appropriate vocabulary, good content and mechanisc (Spelling, punctuation, and capitalization).

Writing assessing and evaluating students' writing performance is an important aspect in the teaching and learning process. According to Hyland (2004:213), assessment refers to the varietyof ways used to collect infromation on a learners language ability or achievement. From this theory, it can be said that if assessing is an evaluating process about the knowlegde and understanding of writing which is obtained by the students' during the learning process. According to Hyland (2004:227-229), there are three kinds of approaches used for assessing writing skills, they: holistic, analytic, and trait-based approach. In this study used selected analytic scoring bt Brown (2003:24), because it is more specific to be used in measuring the writing proficiency and quality. It provides more specific criteria and aspects that can be used to collect detailed data information on writing quality. To find out whether students' have good writing skills or not we assess standards in writing. According to Brown (2003:24), there are categories to the basic evaluation of students' writing skills: organization, content, grammar, vocabulary, and mechanisc.

1. Organization

Organization is how students organize a sentence that they make, make a pattern of topics that they will convey so that it fits the purpose and content. This organization is driven by the logical organization of logical content (coherence). This is an attempt to gather all the facts and ideas that support it.

2. Content

Content is how students develop their ideas, namely how students identify the main ideas and supporting sentences to produce effective sentences. Content refers to the substance of the writing, the experience of the main ideas. namely a group of related statements presented by the author as a unit in developing the subject. The paragraph content does the job of conveying ideas rather than fulfilling the special functions of transition, restatement, and emphasis.

3. Grammar

Grammar is how students use good and correct grammar from a text describing the structure of sentences in using ideas into words, phrases, clauses, and sentences. The use of language is used in patterns of use or grammar and syntax that are really in the separation, merging, and grouping of ideas into words, phrases, clauses, and sentences to bring up logical relationships in paragraphs including the pattern of sentence construction and sequence of words that are both in sentence order.

4. Vocabulary

Vocabulary writing is how students choose vocabulary that matches the content in writing, vocabulary is an important aspect in building good paragraphs. By choosing good words the writer can communicate his ideas so that they can be easily understood. Writing vocabulary refers to all choices of words that are appropriate for the content in writing.

5. Mechanics

Mechanics is how students arrange letters, words, and paragraphs in a conventional sentence structure related to each other. This includes the use of periods, commas, exclamation points, or question marks. Mechanics, namely the use of conventional languages, namely the steps of arranging letters, words, and paragraphs by using knowledge of structures that are interrelated to one another. Writing conventional sentences must start with a capital letter and end with punctuation such as periods, question marks, or exclamation marks. Based on the Brown and Bailey (2004:243), designed an an analytic scoring scale specicifield five major categories (organization, content, vocabulary, syntax, and mechanisc) and a description of

different levels in ecah category, ranging from "unacceptable" to "excellent".

RESEARCH METHOD

This research used descriptive qualitative research about describing the students' problem in writing recount text at Eighth-Grade students' of SMP N 18 Surakarta in 2019/2020 Academic Year. Based on Arikunto's descriptive study is a research that is conducted to investigate a condition or other phenomenon of which the result represented in a report, so the researcher took this report make of the basis of this research. This study called descriptive because the researcher has tried to describe it objectively about students' problems in writing recount text. From this study researcher took a position as an ousider who saw the objective condition of SMP N 18 Surakarta.

Subject of this research was the students'of class VIII H SMP N 18 Surakarta in 2019/2020 Academic Year. The class consisted of 31 students' 18 boys and 13 girls. Object of this research was students' were assigned to write writing recount text about the past experience.

To collected the data was used oberservation, test and interview. Observation, was found out the fact that happened at the school, observed used by measuring the skills of students' during the VIII H in learning process at SMP N 18 Surakarta. Test, the students' were assigned to write recount text after that the researcher and the English teacher SMP N 18 Surakarta collaborate to give the students' score. Interview, the students teacher become interviewees to get the data. To analyze the data was used a descriptive analysis scoring rucbric by Brown (2003:243), there are five component in writing organization, content, grammar, vocabulary and mechanics and calculate the percentage.

RESEARCH FINDING AND DISCUSSION

1. The Students' Skills in Writing Recount Text

   Based on the result, it can be seen that students' skils in writing recount text was found the mean score of students' was 53.36.

   It means that the students' of SMP N 18 Surakarta was in fair sufficient level. The level interval score that is fair sufficient is 40-55. Based on the data analysis result the reseracher found out that 3 students' in excellent level with the percentage 9.85%, 6 students' in good level with the percentage 19.60%, 4 students' in sufficient level with the percentage 12.10%, 11 students, in fair Sufficient level with the percentage 35.65%, and 7 students' in poor level with the percentage 22.80%. It can be seen on the following table 1:

Score	Category	Frequency	Percentage
80 - 100	Excellent	3	9.85 %
66 – 79	Good	6	19.60 %
56 – 65	Sufficient	4	12.10 %
40 – 55	Fairy Sufficient	11	35.65%
< 39	Poor	7	22.80%

2. The Kinds Students' Problem in Writing Recount Text

The result of the data showed that the highest score was 85 and the lowest score was 20. After computing the score the researcher calculate the percentage students' pronlem in recount text, and the researcher found the result showed that students' problem in recount text organization (25%), content (22.62%), grammar (17.76%), vocabulary (10.72%), and mechanics (23.90%). From the data the organization has the highest percentage, which was 25% , this showed students' have problems in sorting ideas in a paragraph and students' are still struggling to develop sentence that are relevant to orientation, events, and re-orientation in recount text. The second sequence of problems created is on mechanics. The

percentage of problems in the vocabulary was around 23.90%. This means that when students write sentences, students do not understand how to use capital letters, punctuation marks, and correct spelling vocabulary. content is ranked third. The percentage of problems with content was 22.62%. Based on students' writing, it shows that students still have difficulty in generating effective ideas and formulating main and supporting ideas. Students still face difficulties between the main sentence and clause and many students use the run-out sentence. fourth mistake made by students is grammar as much as 17.76%. in general, it can be said that students have understood past tense, subject agreements, and conjunctions, and students are able to make complete past tense sentences. The problem that occurs less often in students is in vocabulary. It has the lowest percentage of problem items which was 10.72%. This means that there are only a few students who still have difficulty using the right vocabulary to compose a sentence. It can be seen on the following table 2:

Tabel 2. Frequency Distribution of Students' Problem

No	Problem	Total	Percentage
1	Organization	21	25%
2	Content	19	22.62%
3	Grammar	15	17.76%
4	Vocabulary	9	10.72%
5	Mechanisc	20	23.90%
	Total	84	100%

3. The Most Dominant Problem Done by Students'

A. Students' Writing Score Based on Organization

The result of the students' score writing recount text showed that the most dominant problem made by the students' was organization. More than half the percentage of students' who have problems with the organization was 67.82% with the frequency 21. Students' are weak in the organization. students who are in the excellent level 1 student with a percentage of 2.90%. students with a good level were 12.90% with a frequency of 4 students and students who were in a sufficient level of 16.38% with a frequency of 5 students. It can be seen from the following table 3:

Tabel 3. Students Writing Score Based on Organization

No	Category	Frequency	Percentage
1	20-18 (Excellent)	1	2.90%
2	17-15 (Good)	4	12.90%
3	14-12 (Sufficient)	5	16.38%
4	11-6 (Fair)	14	45.24%
5	5-1 (Poor)	7	22.58%

B. Students' Writing Score Based on Content

From the result can be explained that that there were 19 students who had problems with content with a percentage of 58.06%. There were no students who were in the excellent level, the percentage of students in the good level was 22.59% with a frequency of 7 students. and the

percentage of students in a sufficient level of 19.35% with a frequency of 6 students. It can be seen from the following table 4:

Tabel 4. Students Writing Score Based on Content

No	Category	Frequency	Percentage
1	20-18 (Excellent)	0	0%
2	17-15 (Good)	7	22.59%
3	14-12 (Sufficient)	6	19.35%
4	11-6 (Fair)	13	38.71%
5	5-1 (Poor)	6	19.35%

C. Students' Writing Score Based on Grammar

From the result, the percentage of students who have problems in the grammar category was 48.43% with a frequency of 15 students.while students who are in the excellent level 6.15% with a frequency of 2 students. The percentage of students in the good level is 16.38 with a frequency of 5 students and the percentage of students with a sufficient level of 29.05% with a frequency of 9 students. It can be seen from the following table.5:

Tabel 5. Students Writing Score Based on Grammar

No	Category	Frequency	Percentage
1	20-18 (Excellent)	2	6.15%
2	17-15 (Good)	5	16.38%
3	14-12 (Sufficient)	9	29.05%
4	11-6 (Fair)	10	32.04%
5	5-1 (Poor)	5	16.38%

D. Students' Writing Score Based on Vocabulary

From the result, it can be expalined that that the percentage of students who have

problems in the grammar category was 48.43% with a frequency of 15 students. while students who are in the excellent level 6.15% with a frequency of 2 students. The percentage of students in the good level is 16.38 with a frequency of 5 students and the percentage of students with a sufficient level of 29.05% with a frequency of 9 students. percentage of students in the excellent level 6.15% with a frequency of 2 students. The percentage of students in a good level is 19.35% with a frequency of 6 students. and students in a sufficient level, namely 45.24% with a frequency of 14 students. It can be concluded that the students' ability in the vocabulary category is good. It can be seen from the following table 6:

Tabel 4.6. Students Writing Score Based on Vocabulary

No	Category	Frequency	Percentage
1	20-18 (Excellent)	2	6.15%
2	17-15 (Good)	5	16.38%
3	14-12 (Sufficient)	9	29.05%
4	11-6 (Fair)	10	32.04%
5	5-1 (Poor)	5	16.38%

E. Students' Writing Score Based on Mechanisc

From the result, showed that the percentage of students who have problems in the mechanical category was 62.51% with a students' frequency of 20 students'.The percentage of students at an excellent level of 0% means that there are no students at an excellent level. The percentage of students in a good level was 22.59% with a frequency of 7 students. and students in a sufficient level, namely 12.90% with a frequency of 4 students. It can be concluded that the students' abilities in the mechanical category of students are not good enough. It can be seen from the following table 7:

Tabel 7. Students Writing Score Based on Mechanisc.

No	Category	Frequency	Percentage
1	20-18 (Excellent)	0	0%
2	17-15 (Good)	7	22.59%
3	14-12 (Sufficient)	4	12.90%
4	11-6 (Fair)	15	48.13%
5	5-1 (Poor)	5	16.38%

CONCLUSION

Based on the research, it can be concluded The students' skills in writing recount text was fair sufficient because the mean score of the students was 53.36. It means that the skills of eighth-grade students of SMP N 18 Surakarta were at a fairy sufficient level because the interval score that is fair sufficient is 40-55.

The students' problems in writing recount text were organization, content, grammar, vocabulary, mechanics. The research finding also showed that the students still have problems in writing recount text especially in five aspects of the organization (25%), content (22.62%), grammar (17.76%), vocabulary (10.72%) and mechanics (23.90%).

The most dominant problem done by the students was an organization, the organization is the most dominant problem made by the eighth-grade students of SMP N 18 Surakarta in 2019/2020 Academic Year in writing recount text with the total percentage is 25%.

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