



**AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES
IN WRITING RECOUNT TEXT**

(A Case Study Research in Eighth Grade at MTs Al Ikhlas Losari
Brebes in Academic Year 2023/2024)

RESEARCH PROJECT

**Submitted as Partial Fulfilment of the Requirements to
the Degree of *Sarjana Pendidikan* in English Education**

By:

GILANG ARDIANSYAH FIDI ADITYA

1619500027

**ENGLISH EDUCATION PROGRAM
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS PANCASAKTI TEGAL**

2024

AGREEMENT

This Research Project entitled **“An Analysis of Students’ Ability and Difficulties in Writing Recount Text (A Case Study Research in Eighth Grade at MTs Al Ikhlas Losari Brebes in Academic Year 2023/2024)”** Has been agreed by advisors to be examined before the board of examiners, Teacher Training and Education Faculty, Universitas Pancasakti Tegal.

Tegal, 23 July 2024

First Advisor



Noeris Meiristiani, M.Pd
NIDN 0628058306

Second Advisor



Ihda Rosdiana, S.Pd, M.Hum
NIDN 0623099001


APPROVAL

This research project proposal entitled “An Analysis of Students’ Ability and Difficulties in Writing Recount Text (A Case Study Research in Eighth Grade at MTs Al Ikhlas Losari Brebes in Academic Year 2023/2024)”

Has been examined and decided acceptable by the Board of Examiners of English Education Program of Teacher Training Education Faculty, Universitas Pancasakti Tegal on:

Day : Wednesday
Date : 7 August 2024


Chairperson,


Dr. Hanung Sudibyo, M.Pd
NIDN.0609088301


Secretary,


Yuvita, M.Pd
NIDN. 0601077705

The Board of Examiners,
First Examiner,


H. Sumartono, M.Pd
NIDN.062786901

Second Examiner,


Ihda Rosdiana, S.Pd, M.Hum
NIDN.0623099001

Third Examiner,


Noeris Meiristiani, M.Pd
NIDN.0628058306

The Dean,


Dr. Yoga Primatn, M.Pd
NIDN.0603067403



YAYASAN PENDIDIKAN PANCASAKTI TEGAL
UNIVERSITAS PANCASAKTI TEGAL
★ NIDN.0603067403
FARULTAS KEGURUAN
DAN ILMU PENDIDIKAN

STATEMENT OF ORIGINALITY

I state that my research project entitled "An Analysis of Students' Ability and Difficulties in Writing Recount Text" is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, 31 July 2024

The Researcher,



Gilang Ardiansyah Fidi Aditya

MOTTO AND DEDICATION

MOTTO

Speak well or keep quiet. -Nabi Muhammad

DEDICATION

This research project dedicated to:

1. I would like to express my sincere gratitude to my beloved parents, Ibu Nur Afifah and Bapak Mursidi, for their unconditional love, unwavering support, and ceaseless prayers. Your sacrifices and guidance have been my constant motivation.
2. I am deeply indebted to my first advisor, Mrs. Noeris Meiristiani, M.Pd., and my second advisor, Mrs. Ihda Rosdiana, M.Hum., for their invaluable advice and guidance throughout the completion of this final project.
3. To my dear friends, thank you for always lending a listening ear. My gratitude extends to the entire 2019 and 2020 classes of PBI UPS Tegal for your companionship.
4. I would also like to thank my girlfriend for her support and patience during the demanding process of compiling this research.
5. Lastly, I want to acknowledge my own efforts and express pride in reaching this milestone.

PREFACE

All praise is due to Allah SWT, the Most Gracious and Merciful, for bestowing upon me the health, strength, and patience to complete this research entitled "An Analysis of Students' Ability and Difficulties in Writing Recount Text." This research was undertaken as a fulfillment of the requirements for a Bachelor's degree in English Education from the Faculty of Teacher Training and Education, Universitas Pancasakti Tegal.

I am deeply grateful to Dr. Taufiqulloh, M.Hum., the Rector of Universitas Pancasakti Tegal; Dr. Yoga Prihatin, M.Pd., the Dean of the Faculty of Teacher Training and Education; and Mrs. Yuvita, M.Pd., the Head of the English Education Department, for their unwavering support.

Special thanks to my first advisor, Mrs. Noeris Meiristiani, M.Pd., and my second advisor, Mrs. Ihda Rosdiana, M.Hum., for their invaluable guidance, advice, and expertise throughout the research process. I am also indebted to all lecturers and staff of the English Education Department at Universitas Pancasakti Tegal for their contributions to my academic growth.

I acknowledge that this final project is far from perfect and welcomes constructive criticism and suggestions for improvement. May Allah SWT bless all our endeavors.

Tegal, July 2024



Gilang Ardiansyah Fidi Aditya

ABSTRACT

FIDI ADITYA, GILANG ARDIANSYAH, 2024. An Analysis of Students' Ability and Difficulties in Writing Recount Text. (*A Case Study Research in Eighth Grade at MTs Al Ikhlas Losari Brebes in Academic year 2023/2024*). Research Project, English Education Department. Teacher Training and Education Faculty. Universitas Pancasakti Tegal.

First Advisor : Noeris Meiristiani, M.Pd

Second Advisor : Ihda Rosdiana, S.Pd, M.Hum

Key Words: *Ability, Difficulties, Writing Recount Text*

The purpose of this research is to identify the abilities and difficulties of class VIII B students in writing recount text, and to analyze the reasons why student of class VIII B finds it difficult to write recount text. The subject of this research is 22 students of VIII B at MTs Al Ikhlas Losari Brebes. A case study design was employed to conduct an in-depth examination of VIII B students. Data was collected through observation, interviews, and documentation. Overall, the total mean score of 3.06 indicated that students' performance was at a "good" level in all aspects. In the contents aspect, the average score was 3.36, which fell within the "good" categories. In the organization aspect, the average score was 3.27, which was in the "good" category. In the grammar aspect, the average score was 2.77, placing it in the "average" category. In both the vocabulary and mechanics aspects, the average result was 2.95, which also fell within the "average" category. Based on the results, students demonstrated strengths in content and organization but struggled with grammar, vocabulary, and mechanics. Teachers should focus on enhancing these areas through targeted instruction, engaging activities, and consistent practice. Students should also prioritize these areas for improvement through independent study. Future researchers should delve deeper into students' writing challenges, exploring effective interventions to enhance recount writing abilities.

ABSTRAK

FIDI ADITYA, GILANG ARDIANSYAH, 2024. An Analysis of Students' Ability and Difficulties in Writing Recount Text. (*A Case Study Research in Eighth Grade at MTs Al Ikhlas Losari Brebes in Academic year 2023/2024*). Proyek Penelitian, Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal.

Pembimbing Utama : Noeris Meiristiani, M.Pd

Pembimbing Pendamping : Ihda Rosdiana, S.Pd, M.Hum

Kata Kunci: *Kemampuan, Kesulitan, Menulis Teks Recount*

Tujuan penelitian ini adalah untuk mengidentifikasi kemampuan dan kesulitan siswa kelas VIII B dalam menulis teks recount, serta menganalisis alasan mengapa siswa kelas VIII B mengalami kesulitan dalam menulis teks recount. Subjek penelitian ini adalah 22 siswa kelas VIII B di MTs Al Ikhlas Losari Brebes. Desain penelitian studi kasus digunakan untuk melakukan pemeriksaan mendalam terhadap siswa kelas VIII B. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Secara keseluruhan, skor rata-rata total sebesar 3,06 menunjukkan bahwa kinerja siswa berada pada level "baik" di semua aspek. Pada aspek isi, skor rata-rata adalah 3,36, yang termasuk dalam kategori "baik". Pada aspek organisasi, skor rata-rata adalah 3,27, yang termasuk dalam kategori "baik". Pada aspek tata bahasa, skor rata-rata adalah 2,77, yang termasuk dalam kategori "sedang". Pada aspek kosakata dan mekanik, hasil rata-rata adalah 2,95, yang juga termasuk dalam kategori "sedang". Berdasarkan hasil tersebut, siswa menunjukkan kekuatan dalam isi dan organisasi tetapi mengalami kesulitan dalam tata bahasa, kosakata, dan mekanik. Guru harus fokus pada peningkatan area-area ini melalui instruksi yang ditargetkan, kegiatan yang menarik, dan latihan yang konsisten. Siswa juga harus memprioritaskan area-area ini untuk perbaikan melalui belajar mandiri. Peneliti selanjutnya dapat menggali lebih dalam tantangan penulisan siswa, mengeksplorasi intervensi efektif untuk meningkatkan kemampuan menulis teks recount.

TABLE OF CONTENTS

AGREEMENT.....	i
APPROVAL.....	ii
STATEMENT OF ORIGINALITY.....	iii
MOTTO AND DEDICATION.....	iv
PREFACE.....	v
ABSTRACT.....	vi
ABSTRAK.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF PICTURES.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Problems.....	1
1.2 Statement of the Problem.....	6
1.3 Conceptual/Operational Definitions.....	6
1.4 Objectives of the Research.....	7
1.5 Significance of the Research.....	8
1.5.1 Theoretical Significances.....	8
1.5.2 Practical Significances.....	8
CHAPTER II REVIEW OF RELATED LITERATURE.....	10
2.1 Review of the Previous Study.....	10
2.2 Review of Related Theories.....	14

2.2.1	Definition of Writing	14
2.2.2	Definition of Writing Ability	14
2.2.3	Good Writing Process for Students	17
2.2.4	Definition of Writing Difficulties	19
2.2.5	Definition of Recount Text	21
2.2.6	Assessment of Student Written Work.....	22
2.2.7	Language Proficiency in Eighth-Grade Students	22
CHAPTER III RESEARCH METHODOLOGY		24
3.1	Approach and Design of the Research.....	24
3.2	Subject of the Research.....	25
3.3	Role of Researcher.....	25
3.4	Type of Data.....	26
3.5	Data Collection Technique.....	26
3.6	Instrument of the Research.....	27
3.7	Procedures for Analyzing Data	29
3.8	Technique of Reporting Data	29
CHAPTER IV RESEARCH RESULT AND DISCUSSION.....		31
4.1	Result	31
4.1.1	Analysis of Students' Writing Recount Text	31
4.1.2	Students Abilities and Difficulties in Writing Recount Text.....	34
4.1.3	The Causes of Students' Difficulties in Writing Recount Text	45
4.2	Discussion	58
CHAPTER V CONCLUSION AND SUGGESTION		64
5.1	Conclusion	64
5.2	Suggestion.....	66

REFERENCES	68
APPENDICES	73

LIST OF TABLES

Table 4.1. 1 Content Aspect Result	34
Table 4.1. 2 Organization Aspect Result	36
Table 4.1. 3 Grammar Aspect Result	38
Table 4.1. 4 Vocabulary Aspect Result	41
Table 4.1. 5 Mechanics Aspect Result	43
Table 4.1. 6 Interview Result	45
Table 4.1. 7 Two Factors That Make It Difficult for Students to Write Recount Text	56
APX.1 1 Scoring Rubric	73
APX.1 2 Observation	76
APX.1 3 Students Worksheet Documentation Assessment.....	78
APX.1 4 Interview	79
APX.3 1 Observation Result	83

LIST OF PICTURES

Picture 1. 1 Interview Result	87
Picture 1. 2 Students' Writing Recount Text	95
Picture 1. 3 Capture Interview With Students'	106

LIST OF APPENDICES

APX.1 1 Scoring Rubric	73
APX.1 2 Observation.....	76
APX.1 3 Students Worksheet Documentation Assessment.....	78
APX.1 4 Interview	79
APX.3 1 Observation Result	83
Picture 1. 1 Interview Result	87
Picture 1. 2 Students' Writing Recount Text	95
Picture 1. 3 Capture Interview With Students'	106

CHAPTER I

INTRODUCTION

This chapter discusses the introduction which is divided into five parts: background of the problem, statement of the problem, conceptual/operational definitions, objective of the research, and significance of the research.

1.1 Background of the Problems

One of the basic skills in English that must be mastered by all students studying English is writing. According to White in Shanorra et al. (2021), writing is the process of communicating thoughts, details, knowledge, or experiences and readers interpret written works to gain new insights or knowledge that can be shared and learned. Harmer (2008) state that writing involves a process where in the content is frequently shaped by genre constraints, necessitating their inclusion in learning activities. This suggests that writing entails a systematic approach and is guided by specific genre requirements.

Brown (2004) suggests that writing represents a manifestation of thoughts, which can undergo numerous revisions before being finalized and shared. This suggests that writing enables individuals to refine and adjust their ideas extensively before sharing the final version with others. In essence, writing offers a platform for individuals to mold and enhance their thoughts, ensuring effective communication with the intended audience.

Based on this explanation, it is evident that mastering writing is essential for students learning English, particularly eighth-grade students who need to focus more on practicing writing as it is a crucial aspect of their English assessment. However, based on the researcher teaching experience in class VIII B at MTs Al Ikhlas Losari, many students still struggle to master English writing skills. Hence, it is important to analyze the reasons behind their difficulty in mastering English writing skills.

Hasna et al. (2021) state that writing is the ability to use language elements in conveying them in writing to express an idea/message. In writing, having a strong idea is crucial for generating a composition or written material by (Saori & Sugianto, 2023).

In the subject of writing, students need to possess ideas regarding their topic and their familiarity with it. Sometimes, they are required to select a theme and then determine a specific topic while searching for the right words to articulate their thoughts (Muflikhati, 2013).

Based on this explanation, students are deemed capable of writing if they possess strong ideas in their compositions (Saori & Sugianto, 2023). Additionally, they demonstrate proficiency in selecting a theme and specifying a topic while seeking appropriate words to express their thoughts (Muflikhati, 2013). Hence, this research aims to analyze the writing ability of class VIII B students at MTs Al Ikhlas Losari in writing recount texts.

Zakiah (2022) states that Indonesian students find writing in English challenging as they often struggle to recognize and translate ideas from Indonesian to English. Furthermore, Sachran et al. (2022) assert that students face difficulties due to their limited vocabulary. They emphasize that writing is a crucial aspect of language learning, as it relies on having a strong vocabulary, accurate spelling, and proper sentence structure.

Derived from Sinta & Astutik (2019), the challenges in writing are attributed to two primary factors: internal and external. These factors encompass obstacles originating from within oneself and those stemming from external influences, and these two factors can lead to students' inability to develop their writing skills.

Based on this explanation, many class of VIII B students at MTs Al Ikhlas Losari continue to struggle with writing. Following Sinta & Astutik (2019), the challenges in writing arise from two primary factors: internal and external. These two factors hinder the progress of class VIII B students at MTs Al Ikhlas Losari. Therefore, it is crucial for researcher to analyze the factors contributing to students' writing difficulties. This analytical data will aid English teachers at MTs Al Ikhlas Losari in addressing and improving students' writing challenges.

Chelvanathan (2023) said that recount texts tell events or occurrences from the past. Muflikhati (2013) state that the purpose of recount text is to list and describe past experiences by narrating events in chronological order. Coogan (2014) elucidates that recount texts are created with the intention of narrating events to either inform, entertain, or both engage the audience or reader. In order to inform

readers, students are expected to express their thoughts about experiences or current events.

Sartika et al. (2022) state that recount text retells about past experiences. Recounts commonly aim to entertain by narrating a sequence of events that establishes a connection between the writer/reader and the speaker/listener, as mentioned by Chelvanathan (2023). Recount can serve as a social genre intended to inform or entertain the audience. The past tense is used in recount texts. The social purpose of a recount is to revisit past experiences by narrating them in their original order.

In the class VIII B at MTs Al Ikhlas Losari, students receive recount text material again event semester. In the older semester, students were introduced to the meaning, function, language features, and grammar of recount text. Event semester, the focus will be on practicing writing recount text. However, based on researcher previous observations of students struggling with writing in English, they are interested in analyzing students' ability to write recount text. The resulting data will serve as a gauge of the students' proficiency in writing recount text.

Language proficiency generally denotes the learner's level of language competence and the extent to which they have mastered various language skills (Fredi, 2020). This statement suggests that language proficiency encompasses the learner's overall ability in a language and their mastery of different language skills. It refers to how well the learner can understand, speak, read, and write in the language.

Despite studying English for several years across different levels of their school education, the students' proficiency in the English language remains weak and falls below the expected level (Fredri, 2020). This statement illustrates that despite studying English, students still struggle to understand it properly. Specifically, many class VIII B students at MTs Al Ikhlas Losari tend to overlook English lessons. Based on the researcher teaching experience, these students lack seriousness in learning English as they perceive it as challenging and not their everyday language. Consequently, their English proficiency remains deficient.

Teaching and learning resources in schools encompass buildings, particularly classrooms equipped with lockable doors for storing materials, as well as teaching aids like textbooks, visual aids, and other educational materials. Limited access to relevant resources such as textbooks, supplementary materials, or technological tools can impede students' progress in mastering story writing skills (Dollinger, 2008).

Student reading books, especially regarding recount texts, are still an obstacle at MTs Al Ikhlas Losari, there are still few or almost no reading books for students. Apart from that, students still lack an English dictionary, so students cannot improve their vocabulary. As a result, students continue to face difficulties in learning English, particularly in mastering the art of writing recount texts.

This description outlines some of the background of the problem that researcher analyze in the eighth grade at MTs Al Ikhlas Losari.

1.2 Statement of the Problem

Based on background of the problem mention above, researcher identifies the problem as the followings:

- a. What are the abilities of class VIII B students in writing recount text?
- b. What are the difficulties of class VIII B students in writing recount text?
- c. What causes of class VIII B students to find it difficult to write recount text?

1.3 Conceptual/Operational Definitions

a. Analysis

According to Creswell (2012), analysis is conducted concurrently with gathering data, making interpretations, and writing reports. Analysis needs to be carried out on a complex problem so that it can produce analytical data that can explain the factors that caused the problem to occur. The analysis data can be used as evaluation material to resolve or eliminate the problem.

b. Writing

Writing is one of the four English language skills which is used to convey ideas, opinions, thoughts, and feelings in written form. Derived from Harmer (2008), writing is a way of producing language and expressing ideas, feelings, and opinions. By writing, the writer can convey an idea or thought that can be accepted by the reader, and by writing, the reader can get information from the writer.

c. Writing ability

Writing ability in students refers to their proficiency and skill in expressing thoughts, ideas, and information through written language. Brown (2004) notes

writing is the ability to work naturally, coherently, grammatically, fluently, authentically, and purposefully. Students must have writing skills in learning to write English, therefore writing skills are very important for students to learn. Good writing skills have been explained by Brown's statement above.

d. Writing difficulties

Husna & Multazim (2019) note that writing difficulties involve correctly spelling words. Asmervik et al. in Husna & Multazim (2019) describe writing difficulties as challenges faced by students in writing. Additionally, Koutsoftas and Gray in Husna & Multazim (2019) observe that students struggle with productivity, complexity, and grammar in their writing.

e. Recount text

Chelvanathan (2023) states that recount text is text that tells an event or something that happened in the past. The purpose of recount text according to Muflikhati (2013) is to list and describe past experiences by retelling events in the order they occurred (chronological order). So, recount text is a type of writing that tells or retells past events or experiences chronologically. The main purpose of a recount is to inform or entertain the reader by providing a detailed explanation of what happened.

1.4 Objectives of the Research

Based on the research problem, this research is intended to:

- a. To identify the abilities of class VIII B students in writing recount text.
- b. To identify the difficulties of class VIII B students in writing recount text.

- c. To analyze the reasons why student of class VIII B finds it difficult to write recount text.

1.5 Significance of the Research

The findings of this researcher are expected to have both theoretical and practical benefits as follows:

1.5.1 Theoretical Significances

Theoretically, this research can provide analyzable data that could serve as a guide for future studies examining students' abilities and difficulties in writing recount texts. Furthermore, the research findings are significant for all educational stakeholders—teachers, students, and schools—as they offer insights for improving difficulties and enhancing students' writing skills in recount texts.

1.5.2 Practical Significances

- a. For students

This research provides students with valuable insights into their recount writing abilities and identifies specific challenges they face. This knowledge empowers students to focus their learning efforts and overcome obstacles, leading to improved writing skills.

- b. For teacher

The findings of this study offer teachers a comprehensive understanding of their students' writing strengths and weaknesses. This information enables teachers to tailor instruction, provide targeted support, and enhance their teaching strategies to effectively address students' needs.

c. For Readers

This research offers valuable information to a broader audience interested in writing instruction and student learning. By understanding the challenges students encounter in writing recount texts, educators, researchers, and policymakers can develop strategies to improve writing outcomes.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are two major sections to be discussed as the foundation of this research, namely: a review of the previous studies and a review of related theories.

2.1 Review of the Previous Study

This section, the researcher displays several previous studies that used as a comparison between previous research and the research that carried out by the researcher.

The first research was entitled "Analysis of Students' Writing Ability in Recount Texts" by Saori & Sugianto (2023). The research subjects were first-year students of MA NW Nabi Nubu Kekait, totaling 25 students and uses a case study, and the research design is presented using qualitative descriptive methods. That purpose is to investigate students' abilities and to explore students' difficulties in writing recount text.

The results of that analysis of 25 students' in composing writing score of recount text of the first year students of MA NW Nabi "Nubu" Kekait, there were 10 students or (40%) were categorized as poor, 9 students (36%) were categorized as average, and 4 students or (16%) were categorized as very poor, 2 students (8%) were categorized as very good .The Students score in writing recount text were based on the five aspects of writing, there are the contents, organization, grammar,

vocabulary, and mechanics. It can be concluded that students experience difficulties in grammar, content, and mechanics.

The second research was entitled "An Analysis of Madrasah Aliyah Students' Ability in Writing Recount Text" by Hasanah (2022). The subject is Tenth Grade Student of MAN 4 Kota Pekanbaru. The research focuses on five key writing aspects: grammar, vocabulary, mechanics, organization, and fluency and its goal to assess the writing abilities of Tenth Grade Students at MAN 4 Kota Pekanbaru in producing recount texts, utilizing a writing test for data collection.

The research findings are as follows: first, the Tenth-Grade student of MAN 4 Kota Pekanbaru ability to write recount text is at a good level with an average score of 64.75. Second, the student's average score in terms of grammar is 61.80, vocabulary is 69, mechanic is 70.02, organization is 61.80, and fluency is 52.40. This component is the most challenging problem the students face in writing recount texts. This result concluded that the tenth- grade students of MAN 4 Pekanbaru have a relatively good level of writing recount texts. But with an average score of 62.75, they need to practice more in writing a text.

The third research was entitled "The Analysis of Students' Difficulties in Writing Recount Text" by Sartika et al. (2022). The subject is eighth graders of the SMP Bait Qur'an. The aim of this research is to explain the difficulties faced by eighth grade students of SMP Bait Qur'an in writing recount texts, and to collect data using written tests and interviews.

The results show that the majority of students have poor abilities in writing recount text. It can be seen that 12 students (54.54%) are very bad at writing recount text content, 15 students (68.18%) are very bad at organizing recount text, 12 students (54.54%) are very bad at organizing recount text vocabulary, 19 students (86.37%) were very bad in recount text grammar, and 16 students (72.72%) were very bad in recount text mechanics. Most students have difficulty understanding the use of grammar in recount text. This happens because they lack knowledge about recount text itself and lack practice in writing recount text

The fourth research was entitled "An Analysis of Students' Ability and Problems in Writing Recount Text at Grade VIII of SMP 029 Padang" by Sari et al. (2023). The subject is eighth graders of SMP 29 Padang. The research was conducted to see students' abilities in writing recount texts and the problems students faced in writing recount texts.

Researcher used the results of students' recount text writing tests and analyzed them using five aspects, including content, organization, vocabulary, grammar, and mechanics. Apart from that, researcher also used questionnaires which were distributed to students. As a result, eighth grade students at SMP 29 Padang have the ability to write recount text at an intermediate level. This can be seen from the results of the student writing test, more than 50% of students scored below 60. Meanwhile, the problem faced by students in writing recount text is mastery of grammar and vocabulary.

The fifth research was entitled “Analysing Errors among Form One Students’ Written English Composition in a Private Chinese School” by Ganapathy & Vethamaiccam (2017). This study was conducted at Han Chiang High School in the Georgetown area of Penang, Malaysia. The school has a student body of 1,700 students from Junior 1 to 3. It is situated at Jalan Han Chiang, Georgetown, 11600 Penang.

This study has highlighted some aspects shared by the students and teachers who are teaching them to internalize the rules of the target language – English language. The results showed that the most common errors were made in mechanics, tenses, prepositions, subject-verb-agreement and word choice.

There are several differences between previous research and this research, indicating that this research should complement and refine previous studies. The primary focus of the next research is to analyze students’ abilities and difficulties in writing recount texts. This research will take place with class VIII B students at MTs Al Ikhlas Losari. The expected for this research is that the results of the data analysis can serve as a reference for teachers to improve the learning process for students.

This research utilized recount texts as a medium for evaluating students' writing capabilities and challenges. To collect data, the researcher employed three methods: observation, interviews, and documentation. It was anticipated that these methods would generate precise data suitable for analysis.

2.2 Review of Related Theories

2.2.1 Definition of Writing

Marwoto in Suyadi (2017) said that writing is expressing thoughts or ideas in the form of essays freely. Harmer (2008) defines writing as a way of producing language and expressing ideas, feelings and opinions. By writing, the writer can convey an idea or thought that can be accepted by the reader, and by writing, the reader can obtain information from the writer. It is a fundamental means of communication and a powerful tool for conveying thoughts, and emotions and conveying information. There can be various forms of writing, including essays, stories, articles, reports, poetry, and many more. From this explanation, it can be concluded that writing is a process of conveying ideas, ideas, or feelings in the form of symbols/signs/writing that are meaningful and can be understood by the reader.

2.2.2 Definition of Writing Ability

Rusyana in Oktawati & Silfia (2020) states that writing is the ability to use language elements in conveying them in writing to express an idea/message. Apart from that, Brown (2004) states that there are five significant components of writing. They are content, organization, vocabulary, grammar and mechanics. Students can be said to have writing ability, especially in writing recount text, if they master these five aspects.

a. Content

Brown (2004) emphasizes that effective writing hinges on conveying a logical progression of ideas. In essence, content serves as the substance of writing, encapsulating the cohesive development of the main idea.

The content when writing recount text will focus on detailed topics. Detail topics by Sarwanti (2015) include, completely and clearly, details related to the topic. This shows that for a recount text to be effective, it needs to meet two main criteria, namely completeness and clarity on the topic.

b. Organization

Brown (2004) asserts that successful writing recount text follows a structure format comprising an orientation, series of events, and reorientation, accompanied by an apt title. Orientation in communication refers to providing background information about the context in which something happened. This background typically includes details about the time, people involved, and the location or setting of the event or situation being discussed. A series of events refers to recounting a sequence of occurrences in chronological order, typically within a historical context. After detailing the sequence of events, re-orientation offers a retrospective perspective, allowing the audience to process and understand the significance of what has been recounted.

According to Sarwanti (2015), the ability to write recount text refers to orientation are complete and clear, events are arranged with proper connectives, and re-orientation is complete and clear.

c. Vocabulary

Sa'adah (2020) posits that vocabulary constitutes the entire repertoire of words necessary for conveying ideas and expressing the

intended meaning of a speaker. This underscores the significance of learning vocabulary, as it forms the cornerstone of language proficiency. Indeed, vocabulary stands as the most crucial aspect of language acquisition. Without a robust command of vocabulary, comprehending a language becomes exceedingly challenging. The ability to write recount text also focuses on vocabulary. Vocabulary ability can be assessed from effective word selection and word forms.

d. Grammar

Sa'adah (2020) defines grammar as a set of rules governing sentence formation, encompassing the meanings conveyed by these structures. In writing, language usage hinges on employing grammatical forms accurately and synthesizing patterns to organize ideas cohesively within words, phrases, clauses, and sentences, thus establishing logical relationships within paragraphs. In essence, grammar in writing entails the adept use of sentence structures and constructions, ensuring precision and correctness in aspects such as agreement, number, tense, word order, articles, pronouns, and prepositions.

In recount text, certain language and grammatical features are commonly observed. These include the emphasis on individuals involved, the employment of conjunctions to connect ideas, the incorporation of time and location details, the depiction of tangible actions through material

processes, the adherence to chronological order, and the consistent use of past tense to convey events that have already occurred.

e. Mechanics

Sa'adah (2020) suggests that the mechanical aspect of writing revolves around the writer's proficiency in employing the specific conventions associated with written language, which include punctuation and spelling. Additionally, this mechanical dimension encompasses the application of capitalization rules. Mechanical skills in writing recount text include spelling, punctuation, and use of capital letters. It uses correct spelling, punctuation, and capitalization.

From this explanation, it can be concluded that students are said to have the ability to write if they master five aspects, including, content, organization, vocabulary, grammar, and mechanics. In this research, it will be seen to what extent students have the ability to write, especially writing recount text using a writing test instrument and the aspects that will be assessed also include content, organization, vocabulary, grammar, and mechanics.

2.2.3 Good Writing Process for Students

Harmer (2008) states that the writing process consists of four main elements, namely planning, drafting, editing (reflection and revision), and final version. The following is an explanation of each element:

a. Planning

Planning is the initial stage of the writing process where the writer decides what they want to communicate, identifies the purpose of the writing, and outlines the main idea or important points. Writers can brainstorm ideas, create outlines, or use graphic organizers to organize their thoughts. This stage helps in clarifying the focus and structure of the writing.

b. Drafting

Drafting involves putting ideas and thoughts into written form. This is the stage where the writer begins to create the first version of the text, often without worrying too much about perfect grammar, spelling, or use of language. The writer writes a rough draft, focusing on getting his ideas onto paper. The emphasis is on content rather than perfection.

c. Editing (Reflection and Revision)

Editing involves reviewing and improving the content, structure, and language of a draft. This includes reflecting on the overall effectiveness of the writing and making revisions to improve clarity, coherence, and style. The writer reads the draft critically, considering input from friends or teachers. They may revise sentences, rearrange paragraphs, and refine language to make writing smoother.

d. Final Version

The final version is a form of writing that has been polished and perfected and is ready to be presented or submitted. It reflects the researcher's careful consideration, revision, and attention to detail. The writer proofreads the text for grammar, punctuation, and spelling errors. They make final adjustments to ensure that the writing meets its intended purpose and communicates ideas effectively.

Harmer's four-step process provides a structured approach to writing, guiding writers through the various stages of conceptualizing, organizing, refining, and presenting their ideas. This emphasizes the importance of not trying to perfect writing at an early stage, but rather allowing natural progression towards a better final version.

2.2.4 Definition of Writing Difficulties

Husna & Multazim (2019) describe writing difficulties as challenges faced by students in writing. Margareth (2017) highlight that students often encounter challenges when initiating their writing process, particularly when crafting their initial ideas. They grapple with the decision of whether to place the thesis statement at the outset or towards the end of their paragraphs. Additionally, they must be mindful of their target audience and the intended purpose of their essay, which can influence the direction and tone of their writing. Referring to students' difficulties in writing recount text, in the content section students have difficulty in determining

detailed topics. They often create a topic, but the topic is not detailed and clear, and often their topic does not match what is requested.

Zakiah (2022) describes Indonesian students find writing in English challenging as they often struggle to recognize and translate ideas from Indonesian to English.

Vocabulary is an integrated part of learning a language because the more a learner's vocabulary increases, the better their speaking and writing abilities will be (Sujadi and Wulandari, 2021). However, very poor knowledge of words, tenses and unintelligibility. Likewise, in writing recount text, the less vocabulary mastered, the less clear the text written by students will be.

Hasna et al. (2021) observe that students struggle with productivity, complexity, and grammar in their writing. These challenges in productivity, complexity, and grammar stem from various factors, such as limited writing experience, and students' lack of writing experience. Grammatical or agreement errors that often occur in writing recount text are also difficulties that are often faced by students.

Purnama Sari (2014) notes that the majority of students encounter problems in mastering the essential mechanics of writing, such as punctuation, spelling, and capitalization. Due to the intricate nature of composing written work, numerous students struggle to effectively structure paragraphs, despite having received instruction in writing for multiple years.

2.2.5 Definition of Recount Text

Chelvanathan (2023) defines recount text as a form of discourse that narrates or narrates past events, functioning as a means of conveying information about events that have occurred. This type of text as outlined by Anderson & Kathy (2011) is structured to present events in chronological order, facilitating a clear and organized retelling of past experiences.

The main purpose of recount text as explained by Anderson & Kathy is to list and describe past experiences systematically, ensuring that events are presented in the order they occurred. By following chronological order, writers can provide readers or audiences with a coherent and cohesive narrative that effectively communicates the development of events over time.

According to Sianipar et al. (2020), recount texts can be categorized into three main types. First, there's the personal recount, which involves narrating the author's personal experiences. The second type is factual recount, which involves reporting actual events, such as scientific experiments or police reports. Lastly, there's the imaginative recount, which entails presenting a fictional story. There are three generic structure of recount text, first is orientation: introducing the participants, place and time. Second is events: describing series of event that happened in the past, and the third is reorientation: it is optional, stating personal comment of the writer to the story. Recount texts typically employ simple past tense and utilize connectives like "next," "later," "when," "then," "after," "before," and "first" to link events chronologically.

2.2.6 Assessment of Student Written Work

Brown (2004) states that there are five significant components of writing.

They are content, organization, vocabulary, grammar and mechanics.

- a. Content : focus assessment in content is topic detail, the topic is complete and clear, the details are relating to the topic
- b. Organization : orientation, events and re-orientation will be assess in organization, orientation is complete and clear, events are arranged with proper connectives and re-orientation is complete and clear
- c. Vocabulary : assessing vocabulary in writing recount text is effective choice of word and word form
- d. Grammar : focus on grammatical uses in writing recount text
- e. Mechanics : It uses correct spelling, punctuation and capitalization

Researcher assess students' writing test results looking at these five aspects, content, organization, vocabulary, grammar, and mechanics.

2.2.7 Language Proficiency in Eighth-Grade Students

Writing is deeply connected to everyday communication, and it's essential for students to understand that mastery of their second language includes proficiency in writing, as Patel and Jain in Asnawan & Permatasari (2021) argue. Furthermore, Graham (2008) suggests that effective writing instruction goes beyond just teaching the correct use of forms and conventions. It should also empower writers with a broad command over diverse forms, genres, styles, and tones, equipping them with the flexibility to adjust their writing to suit various situations and objectives.

Language proficiency generally denotes the learner's level of language competence and the extent to which they have mastered various language skills (Fredri, 2020). This statement suggests that language proficiency encompasses the learner's overall ability in a language and their mastery of different language skills. It refers to how well the learner can understand, speak, read, and write in the language.

This aspect, the language skills of eighth grade students still focus on the ability to write simple texts, read some simple texts, and the ability to speak English. For the ability to write simple texts, recount text is one of the materials they receive. They learn to understand the material content of recount texts and learn to create works in the form of recount texts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. It contains several parts. They are research approach and design research, subject of the research, role of researcher, type of data, data collecting technique, instrument of the research, procedures of analyzing data, and technique of reporting data.

3.1 Approach and Design of the Research

In this research, the researcher utilizes a case study approach because it enables them to explore complex phenomena in real-life contexts, providing rich and in-depth insights. Case studies are a qualitative research method centered on comprehending human perspectives and behaviors through human viewpoints (Starman, 2013). They are particularly useful when studying rare or unique events, allowing for a thorough understanding of individual cases in their natural environment. This approach facilitates a holistic examination, capturing social, cultural, and contextual factors that may influence the phenomenon under study.

Eisenhardt in Ridder (2017) states that when formulating a theory from case study research, the significance lies not just in telling a compelling narrative but also in creating robust and quantifiable constructs. She also emphasized the necessity of applying a strict methodology throughout the processes of data gathering, analysis, and the presentation of research outcomes. Case studies involve exploring a program, event, activity, process, or one or more individuals in depth. The researcher collects detailed information using various data collection

procedures over a long period. This method allows for deeper and more contextual insights into the subject by exploring its various aspects.

By employing a case study approach in this research, the aim is to produce in-depth analytical data regarding the abilities and difficulties students face in writing recount texts. This data can provide a clear and realistic explanation of the extent of students' abilities and describe the challenges they encounter, serving as valuable material for future teacher and student evaluations.

3.2 Subject of the Research

Derived on Arikunto in Kaso et al. (2021), research subjects are the boundaries of research where researcher can determine objects, things, or people attached to research variables.

The population at MTs Al Ikhlas Losari is 155 eighth grade students consisting of five classes, VIII A-E. However, the subject of this research focused on class VIII B students with a total of 32 students, but at the time of the research only 22 students took part in the research process. There were 3 students who changed schools, and the rest did not go to school.

3.3 Role of Researcher

This research, the researcher was in charge of gathering, analyzing, and reporting the data. Initially, the researcher collected data from the subjects. After the data collection, the researcher proceeded to analyze the data. The final step involved reporting the findings, after which the researcher drew conclusions based

on the analysis. Consequently, the researcher played a vital role throughout the entire process.

3.4 Type of Data

This research used qualitative data to identify specific problems in students' recount writing abilities. The goal was to understand students' ability and difficulties in writing recount texts and to analyze the reasons why student of class VIII B finds it difficult to write recount text. The findings can help teachers and students improve recount writing skills in the future.

3.5 Data Collection Technique

Data collection methods were crucial in this research. The researcher used various methods to gather information, including:

a. Observation

Sugiyono in Hasana & Purwaningtyas (2023) defines observation is a data collection technique that has specific characteristics when compared with other techniques. Based on Creswell (2012), observation means that researcher make field notes about individual behavior and activities at the research location and record their observations and observation protocol is a form used by qualitative researcher to record and write down information while observing.

b. Interview

Sugiyono (2020) states that interview were used to gather data. This method helped identify research problems and gain deeper insights from participants.

Understanding students' challenges in writing recount texts was essential, so interviews were crucial for this research.

c. Documentation

According to Creswell (2012), documentation of qualitative procedures is a protocol for documenting the problem in detail and the development of a thorough case study database. Researcher can systematically document qualitative procedures, develop comprehensive case study databases, and contribute valuable insights to their respective fields of study.

3.6 Instrument of the Research

This research used three instruments to collect data, there are:

a. Observation

Hasana & Purwaningtyas (2023) define observation as directly observing research-related issues on-site. Participants experiencing the issues were present to provide additional information.

During the observation, the researcher documented the classroom environment by recording how the teacher instructed the students and how the students participated in the learning activities. During observation, researcher used a video recorder.

b. Interview

Creswell (2012) describes qualitative interviews as a method where a researcher poses broad, open-ended questions to participants and document their

responses. Based on this explanation, interviews are very important in research. This was done to go deeper into the real problems faced directly by respondents.

The researcher conducted individual interview with all 22 students from Class VIII B in a single session. Each student was asked 10 questions, focusing on five key aspects of writing recount texts there are content, organization, grammar, vocabulary, and mechanics. Recognizing that English might pose a challenge for eighth graders, the interviews were conducted in Bahasa Indonesia to ensure clear understanding and facilitate better responses. The researcher used video recording to capture the student interview.

c. Documentation

Observation involves researcher actively noting and recording behaviors and activities of individuals within the research setting. They document these observations through field notes, capturing the nuances of human behavior and interactions as they naturally unfold in the environment being studied. An observation protocol serves as a tool for qualitative researchers to record and write down information as researcher observe (Creswell, 2012).

The researcher documented the students' recount text worksheets. The worksheets were analyzed and assessed using an assessment rubric. The researcher determined the students' writing abilities and difficulties based on the results of the assessment of the students' writing results.

The research involved collecting data from 22 student worksheets on writing recount texts. These worksheets were analyzed and assessed by the researcher.

3.7 Procedures for Analyzing Data

The researcher began by analyzing data from classroom observations in Class VIII B. This analysis sought to identify general information about students' abilities and difficulties in writing recount texts. Secondly, students' recount text writing tests were assessed. Evaluations were conducted based on five key aspects of writing assessment as suggested by Brown (2004): content, organization, vocabulary, grammar, and mechanics.

The researcher began by analyzing data from classroom observations in Class VIII B. This analysis aimed to identify general information about the students' abilities and difficulties in writing recount text. The second is assessing students' recount text writing tests, researcher will conduct evaluations based on five key aspects in the writing test assessment as suggested.

3.8 Technique of Reporting Data

In presenting qualitative results, based on Creswell (2012), there are many ways to transfer field notes (field text) to descriptions (transcripts), and there are also many ways to express and explain the researcher experiences. It is further said that interpreting qualitative results is an 'art' that cannot be formulated.

The basic procedure in reporting the results of a qualitative study are to develop descriptions and themes from the data, to present these descriptions and themes that convey multiple perspectives from participants and detailed descriptions of the setting or individuals (Creswell, 2012). The analysis of the data in this research employed a descriptive, incorporating both narrative descriptions

and quantitative results presented as percentages and tables. This multifaceted presentation allows for a clear and comprehensive understanding of the students' abilities and difficulties in writing recount text.