An Analysis of Students' Problem in Writing Recount Text

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Abstract

This research aims at finding the writings' problem written by students in writing recount text. This descriptive research is qualitative. The choosen respondent is first semester students in Educational English Program at FKIP UMSB in Padangpanjang which consist of one class. Technique in collecting data is total sampling of ten students and analized due to the document analysis. The analysis guide has been formulated as students' writing problem indicators in writing recount text which consist of Capitalization, Punctuation, Inexpliciteness/Fuziness, Poor Organization/Illogical Sequence, Spelling And Grammatical Errors. From the document checklist, the result shows that the problem that mostly occur is Capitalization (32%) followed by Punctuation (24%) and also Inexpliciteness/fuziness problem (20%). Then Poor organization/illogical sequence (12%), Spelling (8%). while grammatical error occurs in less percentage (4%).It shows that students need more basic skills in order to improve their writing comprehension.

Keywords: *Writing Problem, Writing Analysis, Recount Text.*

Abstrak

Penelitian ini bertujuan untuk menemukan masalah menulis yang ditemui pada mahasiswa dalam menulis teks bercerita. Penelitian ini merupakan penelitian deskriptif kualitatif. Responden yang dipilih dalam penelitian ini adalah mahasiswa semester satu Program Studi Pendidikan Bahasa Inggris di FKIP UMSB di Padangpanjang yang terdiri dari 1 kelas. Teknik pengambilan data yang digunakan adalah total sampling. Sampel yang diambil dalam penelitian ini berjumlah 10 siswa. Untuk mengumpulkan data, peneliti menggunakan analisis dokumen. Panduan analisis dokumen tersebut dirumuskan dalam indikator masalah menulis siswa dalam menulis teks bercerita yang terdiri dari masalah huruf kapital, masalah tanda baca, masalah ketidakjelasan, masalah urutan tidak logis, masalah ejaan dan masalah tata bahasa. Dari analisis ini didapatkan hasil bahwa masalah terbesar mahasiswa dalam menulis teks bercerita adalah pada masalah penggunaan huruf kapital. Ini dapat dilihat dari hasil dokumen ceklis. Masalah yang paling sering muncul adalah Huruf kapital sebanyak 32% diikuti oleh masalah tanda baca sebanyak 24% dan masalah ketidakjelasan sebanyak 20%. Selanjutnya adalah masalah urutan tidak logis sebanyak 12%, ejaan sebanyak 8%. Sementara masalah tata bahasa muncul dalam jumlah yang sedikit yakni 4%. Ini menunjukkan bahwa mahasiswa membutuhkan pengetahuan dasar yang lebih lagi untuk meningkatkan kemampuan menulis..

Kata Kunci: Masalah Menulis, Analisis Tulisan, Teks Bercerita.

BACKGROUND

Reading. This skill is needed for them to support the progress of their academic achievement. By writing, the students will know how to write a good sentences into a text about the object that they want to describe and organize the ideas which is supported with relevant supporting sentences.

According to Fulwiler, writing is the thinker's way of exploring the world. By writing, people can share their feeling and get some ideas and combine it into a good

writing and the reader get something from their writing.[1]

One of the text genres that the students learn is recount text. As Hyland stated that the text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Writing recount text is one of writing skills that should be acquired by the students. The generic structures of this are orientation, record of event and reorientation.[2]

Orientation refers the students' ideas or statement about a topic or information that want to be shared with the readers. Records or event consist of core points of problem that are told in order sequences. The reorientation is a summary of the events. In this writing, the students write the events that they used to experience. The students write recount text by following the sequence of generic structures in the form of the past tense.

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The researcher found some problems of students in writing recount text. The students should express the beginning of the story as interested as possible so that the story is interesting to read. There were some problems that the researcher found. First, in writing recount text the students got difficulties to organize the generic structure of recount text. They were still confuses what the generic structures of recount text and they did not know how to start writing the text. Second, the students still have problem in grammar, they did not know how to use the simple past tense in recount text. The students still used simple present tense in their recount text. Last, the students still have problem in vocabulary, they did not have many vocabularies in their mind, so they can not share their ideas into a good sentence. Related to the problems that the researcher found, the researcher interest to do the research about the students' writing roblems in writing recount text at educational english program students in the first semester.

Some students had problem when writing, the most common problems that often made by the students are in using

[1] Fulwiler, Toby, (2002), *A Personal Approach to Academic Writing*. Boyton/Cook Publisher, Inc. P.16

[2] Hyland, Ken, (2008), *60 Writing Topics*.United Kingdom. Cambridge University Press.P.124

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[4] Hyland, Ken, (2008), *60 Writing Topics*.United Kingdom. Cambridge University Press.P.124

capitalization and punctuation. Msanjila has classified the common writing problems.[5]

1. Capitalization problem

    Using capital letters correctly is a writing norm which is required in all languages. Some students still have problem in capitalization when writing, they use small letter at the beginning of a new paragraph and using capital letters in the middle of sentences are typical examples noted in the essays.

2. Punctuation problem

    Punctuation problem is one of aspects writing role that has to be clear for the students. Students' writing seem to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively. It is the full stop(.) which has been used adequately and correctly. The commas(,) which are used extensively in order to help the readers convey the intended meaning in long sentences are not adequately used. This reduces not only understanding but also accuracy.

3. Inexplicitness/fuzziness

    In here the student difficult to conduct the idea clearly, the reletionships of elements within and across the sentences were not affectively exploited by the students.

4. Poor organization/illogical equence

    Poor organization means the student as a writer has a problem in conducting idea and organization.

They often fail to appreciate the value of organizing linguistic material strategically so as to sequre maximal impact. This weakness can be seen within and across sentences.

5. Spelling problem.

    As a foreign language, English spelling is quite difficult for the student because Indonesia as a native language have really different rules in spelling. So that the students have to read to know the spelling of English word well.

6. Grammatical errors

    Grammatical is one of the key in make the student idea in written form clearly to understand by the reader. Often the student confuse in using tense in the sentences. For example, in recount text the student has to use the simple past tense but the student often use simple present to conduct the sentences.

Zughoul and Husain in Al-Khasawneh pointed out that the lack of lexical variaety, subordination, and their heavy reliance on redundancy that does not add any new information to the text are the main problems learners have in writng skill. It means that, the student has problem in three aspect of writing process: lack of lexical variety or vocabulary, ubordination, and not add any information or difficult to developing the idea.[6]

Based on experts explanation about studentss'problem in writing above, the researcher aims to find out the kinds of writing errord that commonly occurs in

[5] Msanjila, Yohana P. 2005. *Problem of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania*. 14(1):15-25 http://www.eajournals.org.Retrieved on January 6th, 2016.

[6] Al- Khasawneh, Fadi Maher Salah.   2010. *Writing for Academic Purpose: problems faced by Arab postgraduate students of the college of business,* umm. ESP world journal, 28(2), 1-23. http:esp-esp-world.info. Retrieved on January 4th, 2016.

students' writing recount text due to Msanjilas writing indicators: Capitalization problem, Punctuation, problem, Inexplicitness/Fuzziness, Poor organizatio/Illogical Sequence, Spelling problem and Grammatical error.

Moreover, according to Martin, the generic structure of recount text are: orientation, record, reorientation.The orientation begins by telling the reader who was involved, what happened, where this event took place and when it happened. The record is described in some sort of order. The reorientation is summary of event. [7]

In addition, the generic structure of recount text are; an orientation providing information about who, where, and when, a record of events, usually recounted in cronological order, personal comments and/or evaluative remarks interspersed throughtout the record of events, a reorientation which rounds off the sequence of events.

The design of this research was descriptive qualitative study. It is aimed to know the students'writing problems in writing recount text. According to Gay and Arasian, a descriptive study determines and describes the way thing are. The researcher chose descriptive study because the researcher want to analyze and describe the problems of students writing in recount text. [8]

In this research, the researcher used qualitative research by using document analysis approach. According to Creswell, qualitative research focus on data collection, analysis, and writing, but they organite out of discipliness and flow throughout the process of research." It means that, the

qualitative was specific the data from general, include beginning from collecting the data, analyzed, and writing the result. In this research, the researcher donedocument analysis to get data from document. The data was presented in written form which was collected and analyzed to find the answer of research quastion. In this research, for answering the research quastion, the researcher wants to find the students" writing problems in writing recount text. [9]

In collecting the data, the researcher used analysis of document checklist. Document is one of the most common data collections method that use in qualitative research. The researcher used document checklist technique to answer the research question.

RESULT AND DISCUSSION

The researcher categorized an classified the data into six types of writing problems. They are, capitalization problem, unctuation problem,inexplicitness/fuzziness, poor organization/illogical sequence, spelling problem and grammatical errors. Here are the explanation and some examples of students' writing problems.

1. Students' Capitalization Problem in Recount Text.

The using capital letters correcly is a writing norm which is required in all languages. Some students stil have problem in capitalization when writing, they used small letter at the beginning of a new paragraph and used capital letters in the middle of sentences. Some students also used capital letter at the bigining of persons" name, the name of a place and the name of a city or a country.

[7] Martin, (2006), *English Text System and Structure.* Natherlands: John Benjamin C.o.P.56

[8] Gay, L.R, and Peter Airasian, (2000), *Educational Research Competencies for analysis and applications.* New Jersey: Prentice-Hall,Inc. P.275

[9] Creswell W, (2014), *Research Design: qualitative, quantitative, and Mixed Methods Approaches.* USA: SAGE Publications.P.187

Some problems found in the sentence
(a) 'I stayed in jakarta since two years a go'.
(b) 'My father's name is Mr. hidayat'

From the sentence above there must be a problem in capitalization where the name of place should be written by capital letter. So it must be '*Jakarta*' (sentence a). Beside that, the name of person is also written by capital become '*Hidayat*' in sentence (b).

2. Students' Punctuation Problem in Recount Text.
   Punctuation problem is one ofaspects writing role that has to be clerly by the students. Students" writing seem to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively. It is the full stop which has been used adequately and correctly. The commas which are used extensively in order to help the readers convey the intended meaning in long sentences are not adequately used. This reduces not only understanding but also accuracy. But in this research, the researcher found that the students still have problem in using punctuation mark specially in using fullstop and commas. Some students used fullstop in the middle of a sentence, some students did not used commas to combine two or more sentences in the text. Some example in punctuation problems were in the sentence below:
   (a) 'I usually came home once a month to meet my mother, brother little sister and my father also'.
   (b) 'I went to shool that day I brought my bag'

In sentence (a), the students did not put commas between the sequence of family members that he mentioned. While in sentence (b) the students did not use full stop while there were two full sentence in it and he missed it even twice.

3. Students' Inexplicitness/fuzziness in Recount Text.
   Inexplicitness/fuzziness in ecounttext is the student diffucult to conduct the idea clearly, the reletionships of elements within and across the sentences were not affectively exploited by the students. Its mean that, if the students think a sentense needs reasons for something in another sentences, the student should make it explicit. So, the reader get the meaning of the text or sentences. For example:

   (a) 'I like this cake, because it is so delicious.'
        If the student want to tell the reader that the argument is going to change, make it explicit.
   (b) 'I will go to the school althoughI am sick'.
        If the text needs time signal, student should make it clear. For example,
        'last week, I went to my uncles' house.'
        So the reader do not get missunderstanding of the sentences in recount text.

4. Students' Poor Organzation/Illogical Sequence in Recount Text
   Poor organization means the student as a writer has a problem in conducting idea and organization. They often fail to appreciate the value of organizing linguistic material

strategically so as to secure maximal impact. This weakness can be seen within and across sentences. the sentences and paragraph should be systematically organized and logically arranged. In this resarch the researcher found that still many students which did not organite their sentence and paragraph. In writing recount text, the student made a text in one paragraph only, without pay attention with the structure or a recount text, they did not organited where the orientation, event and re-orientation of recount text.

The common mistake that mostly occur in the data is the students sometime ignore to write the activity or event orderly. It makes the paragraph lost the main ideas and unclear topic because the activity in recount context has illogical sequence tat make the reader confuse to read it.

5. Students' Spelling Problem in Recount Text.

As a foreign language, English spelling is near difficult for the student because Indonesia as a native language have really different roles for spelling. So that the students have to reading and reading to know the spelling of English word well. In this research, the researcher found almost all of the students have problem in spelling English in writing.

(a) *'The beach was so beatiful'*

(b) *'At that time, I was whaiting for my sister.'*

There are wrong spelling from the example above. The students write wrong spelling like '*beatiful*' when it must be '*beautiful*'. Beside that the word '*whaiting*' is jwrong while the correct one is '*waiting*'. Spelling problem is one of common thing that occur in students writing. It must be avoided for the next because different spelling can define different meaning which can change the idea.

6. Students' Grammatical Error in Recount Text.

Grammatical is one of the key in make the student idea in written form clearly to understand by the reader. Often the student confuse in using tense in the sentences. For example, in recount text the student has to use the simple past tense but the student often use simple present to conduct the sentences. Researcher found many students still used simple present tense in recount text, sometimes they used present continuous tense.

(a) *(a)'At that time, we sing together'*

(b) *(b)'When they called me, I am watching TV.'*

Tense problem still occur in students; writing. In the sentence (a), it is clearly stated that the student still use V1 in his recount text writing where '*sing*' should be '*sang*' . In addition in sentence (b) there is still mistake in using continous tense. '*am*' must be '*was*' as past continous. It shows that students seem still confuse with the noun and to (be) agreement in a tense.

Table of Writing Problem Percentage in Recount Text

No	Problem Indicators	Percentage (%)
1	Capitalization	32
2	Punctuation	24
3	Inexplicitness/fuzziness	20
4	Poor organization/illogical sequence	12
5	Spelling problem	8
6	Grammatical error	4
	Total	100

From the table above, it can be seen that students still did all of the kinds of writing problem in making recount text. The problem occurs in different percentage. In general, the most common problem or error that they still face is the problem of Capitalization. They seem careless to put the appropriate capital letter in the beginning of sentence or the first letter of proper name, place and so on. This classic mistake still happen in this research. They need to be more careful in writing a text and must pay more attention about capitalization.

The second place is Punctuation problem. Students still do not pay attention seriously in putting punctuation like full stop, commas, question mark, colon, semi colon and so on. The third is Inexplicitness or fuziness which still occur in their writing. It proves the lack of writing skill ability in creating good writing with appropriate ideas and better development especially in recount text.

While Poor organization or illogical sequence still become problem for student. There are still students who can not write orderly and break the idea in the writing. It can be the classic problem how to write better and orderly. The problems which occur in the less percentage are spelling problem and grammatical error. It is probably is human error but it should be avoided to get the best writing especially in recount text.

CONCLUSION

As one of the basic skill, writing has become important to be analyzed substantively. Students seem still face many difficulties in writing perfecty. There are saveral common problems that occur in their writing especially in writing recount text

This research purposes to find out the problems in writing recount text. After doing some steps of research from collecting, classifying and analyzing the data, the research concludes that Capitalization error is the biggest problem for the students. It occurs about 32%. After that, Punctuation problems occur about 24%. While Inexpliciteness/fuziness occur about 20%. Then, Poor organization/ Illogical sequence occur about 12% and Spelling and grammatical errors occur in less percentage about 8% and 4%.

It can be seen that students need more understanding about basic knowledge in writing. They must increase more skill in basic writing in order to create more quality writing with great idea according to the kinds of writing needed.

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