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# **AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTY IN WRITING RECOUNT TEXTS AT THE SECOND GRADE STUDENTS OF SMP QU CAHAYA AL-QUR'AN PADANG PANJANG**

**THESIS**



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## ABSTRACT

*The aim of this research is to evaluate students' abilities in writing recount texts and identify the challenges students face in writing recount texts. This research uses a qualitative descriptive method. A total of 11 students from class IX. A at SMP Qu Cahaya Al-Qur'an Padang Panjang were involved in this study. This research aims to analyze the abilities and difficulties of class IX. The students at SMP Qu Cahaya Al-Qur'an Padang Panjang in writing recount texts. This research was conducted using a qualitative descriptive method involving 11 students in recount text writing research. Based on the data, the students' ability in writing recount text is rated as "Fair, " with a score of (2.09% )for the generic structure and language features. Data was collected through a recount text writing test to identify the difficulties faced by students. The research results show that students' abilities in writing recount texts in general still need improvement, especially in aspects of text structure and appropriate use of vocabulary. The main difficulties faced by students include understanding the structure of recount text, errors in the sequence of events, and limited vocabulary. This research recommends the need for a more focused teaching approach and the use of supportive learning materials to overcome these difficulties, in order to improve students' ability to write recount texts in the future.*

**Keywords:** writing ability, recount text, writing difficulty

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengevaluasi kemampuan siswa dalam menulis teks recount dan mengidentifikasi kesulitan yang dihadapi siswa dalam penulisan teks recount. Penelitian ini menggunakan metode deskriptif kualitatif. Respondent yang terlibat dalam penelitian adalah siswa dari kelas IX. A dengan jumlah 11 orang di SMP Qu Cahaya Al-Qur'an Padang Panjang. Berdasarkan data, kemampuan siswa dalam menulis teks recount dinilai sebagai "cukup, " dengan skor 2.09% untuk struktur umum dan fitur bahasa. Data dikumpulkan melalui tes penulisan teks recount untuk mengidentifikasi kesulitan yang dihadapi siswa. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam menulis teks recount secara umum masih memerlukan perbaikan, terutama dalam aspek struktur teks dan penggunaan kosakata yang tepat. Kesulitan utama yang dihadapi siswa meliputi pemahaman struktur teks recount, kesalahan dalam urutan kejadian, dan kosakata yang terbatas. Penelitian ini merekomendasikan perlunya pendekatan pengajaran yang lebih terfokus dan penggunaan materi pembelajaran yang mendukung untuk mengatasi kesulitan ini, guna meningkatkan kemampuan siswa dalam menulis teks recount di masa depan.

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

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

The current English curriculum focuses more on vocabulary management than structure. Meanwhile, it can be seen that students have very low vocabulary mastery, especially in recount texts where the vocabulary used is in the past tense, a form that requires special skills, so their ability to understand reading is very minimal. Learning English includes 4 language skills, namely: listening, speaking, reading and writing in an integrated manner. Reading is one of the language skills that students must master to capture ideas in writing. Ability is the power to do something. A person's abilities to do a job or main task in learning is influenced by several factors. Factors that influence learning ability are: feelings, emotions, intelligence, talent, creativity and mental health. Apart from these five things, learning ability is also determined by six things, namely: activeness, cooperation, creativity, initiative, interest and motivation to learn. These six things greatly influence student learning outcomes, especially in learning English.

Writing skill is described as an individual's capacity to articulate thoughts through written language. Scientific books, memos, novels, reports, letters, newspapers, magazines, brochures, diaries, and commercial adverts are all examples of written works. A writer must master all aspects of his or her craft, including a large vocabulary, understanding of syntax, and writing techniques. Writing should be significant and interesting for both the writer and the reader.



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According to Cohen, et al ( 2001) writing is a form of communication that allows individuals to share their observations, thoughts, and ideas with others using written language. according to certain rules, but literacy. has the ability to express fruits. In written language, with sentences completely, completely and clearly composed in thoughts, so that those thoughts successfully reach the reader.

Moreover, Brown (2000) defined that writing is a process to think. Writing is the most difficult skill among the other skills, such as listening, speaking, and reading. In line with that Harmer (2004:126) stated there are many advantages of journal writing: a) The value of reflection, b) Freedom of expression, c) Developing writing skills, d) Student-teacher dialogue.

According to on Kern (2000:172), writing in functional communication making learning possible to create imagine words of their own design. Writing as one of four language skill is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing seems like the most difficult skill of English that needs a long process starting from finding ideas up to the final product. Although writing is the most difficult skill of English, it is very essential to be learnt.

In this regard, the standard English writing skills for second graders in high school are that students can write a simple short essay, expressions and functional text with spelling and punctuation. students are taught various texts. They are Narrative. , procedural, narrative and descriptive text. The research focused on a Recount text that is taught in the second year of elementary

school. Recount is a type of text that students should know and is a type of text that is closely related to everyday life of the author.

Pardiyono (2007) explained recount text is a type of text tell the reader about something that has happened or is told revisit past events. On the other hand, related to Anderson (2002) provide his opinion about recount text, namely a text that tells a number of events in the past in a certain time series sequentially.

Based on observations, on September 2024 at SMP QU CAHAYA AL-QUR'AN Padang Panjang, the students have difficulty in organizing their idea, they have grammar difficulty, and they have a restricted vocabulary, so they are unable to find the appropriate words. However, not all of these elements pose challenges or problems for students. Students may struggle with one area while excelling in another.

Based on the problem above, research it is a scientific reason conducted a research about analysis students' ability in writing recount text of the second grade students of SMP Qu Cahaya Al-Qur'an Padang Panjang. It will be covered in a research entitled **"An Analysis of Students' Ability And Difficulty In Writing Recount Text at the Second Grade Students of Smp qu cahaya al-qur'an Padang Panjang.**

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

In the are there problems which can be identified namely:

1. Lack knowledge in grammatical rules, lack of vocabulary and difficult organization.



2. Lack of teacher ability to make the learning process successful interesting.  
So many students are not interested in writing. .
3. Most students think learning English is difficult and wrting is considered a boring activity.

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

Based on the identified problem, the research concentrated on discussing the examination of students' abilities to author recount texts for second grade students at SMP Qu Cahaya Al-Qur'an Padang Panjang.

### **D. Research Question**

Based on the problem limitations above, the research formulated the problem's are:

1. What is the student's ability level in writing text?
2. What are the difficulties faced by the students in writing recount text?

### **E. Purpose of the Research**

Based on the the research questions above, the objectives of this research are:

1. To determine the students' ability level at eight grade student in SMP Qu Cahaya Al-Qur'an Padang Panjang .
2. To determine difficullty experienced by Nine-grade student at SMP Qu Cahaya Al-Qur'an Padang Panjang.

### **F. Signification of the Research**

The significance of the study might be utilized to:

1. This research can help teachers to improve student learning, particularly in recount text.



2. This research can serve as a reference for future research on students' recount writing skills.

## G. Definition of Key Terms

### 1. Ability

Refers to an individual's competence or proficiency in performing a particular task or achieving specific goals, often influenced by innate talent, learned skills, and environmental factors (Green & Bavier :2008)

### 2. Writing

According to Nunan (2003), writing is the process of thinking, transferring ideas, how to express ideas, and arranging concepts into statements and paragraphs. As Jacob (1983) states that there are five components to make good writing, they are Generic Structure, Language Feature.

### 3. Recount

According to Anderson (2003) in Husna and Multazim (2019), a recount text is a piece of text which retells past events, it is usually in the order in which something happened.