THE FACTORS OF THE EIGHTH GRADE STUDENTS' PROBLEMS IN WRITING RECOUNT TEXT AT SMP NEGERI 12 KOTABUMI ACADEMIC YEAR 2022/2023

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Abstract: The aim of this study was to explain the whole factors and the most dominant factor causing the eighth grade students' problems in writing recount text at SMP Negeri 12 Kotabumi Academic Year 2022/2023. This study used a descriptive-qualitative method. The document was used as a data which examined 27 students' writing recount text by taking 6 students who have the lowest score. The research findings showed that the students have linguistic problems: grammar 23 errors, vocabulary 2 errors, and choice of sentence no error, in cognitive problems: punctuation 18 errors, capitalization 4 errors, spelling 5 errors, and paragraphing 1 error. Hence, reading a lot before writing becomes one's solution to eliminate the students' difficulties in writing text. It is recommended that the students must read more and practice the way to write good text especially in writing recount text. Students must understand well the components in writing a good paragraph, so that the students do not experience problems during the process. In addition, they must also pay more attention to the teacher's explanation when the teaching and learning process is carried out.

Keywords*: writing problems, linguistic problems, cognitive problems*

INTRODUCTION

Writing is one of the skills that students must master; there are numerous skills in English such as listening, speaking, reading, and writing. English is one of the most important worldwide languages to learn currently (Rohim, 2019). According to Setiani (2021) Writing is one of the linguistic skills that students must master. Writing allows them to express their ideas, opinions,

and thoughts. However, some students continue to make mistakes in writing exercises, particularly when producing English material. Writing should become ingrained in students' daily lives since they need to write to fulfill many of their academic objectives (Bani & Salamah, 2015). According to Setiani (2021) writing exercise may assist students enhance their vocabulary and, of course, their grammatical skills.

Some of the obstacles that students experience are as follows: that students still have difficulty in determining their ideas in a piece of writing. They are still confused about how to get an idea. It is difficult for them to get an idea that will be poured into writing. At this stage, students spend a lot of time thinking about how to get an imagination. Even though this stage is only the

initial stage is only the initial stage to start writing activities (Ningsih, 2020). The lack of interest and motivation of students in writing is also caused by their low knowledge of English. There are so many students who are still confused about English words, so that the words are not familiar to their ears. Some of the words they should understand but the meaning still considered as English words they had just heard. This is also one of the factors that cause students have the problems in writing. One of them is writing recount text.

A recount text is a piece of text that retells past events, generally in the order in which they occurred. The goal is to provide the listener with a narrative of what happened and when it happened. A recount is a recreation of something that happened in the past. According to

Harris, Ansyar, & Rajdab (2014) In a logical order, a recount recounts and reconstructs prior experiences, accomplishments, and occurrences. Some recounts will only serve as an educational tool, while others will try to entertain as well as educate. According to Sari (2021) recount texts often discuss someone's experiences or discuss events that transpired in the past. That is way, It might be challenging for certain Indonesian students to understand genre and how to write in it. It results from the regulations' complexity. Each genre has its own unique grammatical traits, social function, and schematic structure. Each genre's schematic structure has a unique beginning, middle, and end. Each genre has a particular aesthetic or social purpose. Additionally, each genre's grammar has its own set of norms. For instance, if the students

are required to write a recount narrative, they must utilize the past tense. However, students must employ the present tense, particularly imperative sentences, while writing process texts (Rass, 2015). As we all know, many pupils still do not comprehend the tense and aspects of it correctly, and the instructor cannot disregard this reality. As a result, if the instructor does not thoroughly explain the schematic organization, grammatical qualities, and social function. The students will struggle with writing genres and will quickly make mistakes.

There are several elements that students will learn while writing text, particularly when writing recount text. Such as how to use grammar correctly, how they explore their thoughts in writing recounts depending on the topic assigned by the instructor, how the students use

punctuation marks, and how they utilize word choice, and so on (Tanasy & Nashruddin, 2020). In this case, Most students are unable to utilize tenses or grammar. Because there are so many tenses in grammar that students need learn in order to grasp what the text is about. In other words, tense is one of the most difficult classes since they must understand at least sixteen tenses, each with its own explanation and function.

Referring to the School English Curriculum According to the 2013 curriculum, the goal of writing for junior high school is to inspire students to create useful texts (advertisements, brochures, personal letters, and notifications and notices). Some types of text like procedure, descriptive, recount, narrative, and report are some examples of texts that they have own qualities,

including as lexical elements, grammatical traits, general schematic structures, and social purpose. According to the 2013 curriculum, the goals of teaching writing to eighth-graders are to enable them to produce brief functional texts and straightforward monologue writings that are descriptive, recounting, and narrative. The texts' social functions (purpose), general organization, and linguistic aspects should all be understood by the students. From the results of Pre-observation done in June 03, 2022 that researchers did in SMP N 12 Kotabumi, researchers can draw conclusion about students' problems in writing recount texts. There are still many students have less ideas to express in writing. They are still confused about what to write. So it makes some students talking each other and not focuses on what they are going to write. Besides

that, their vocabulary mastery is also not sufficient to be able to make a coherent text. So, there are still a lot of missing sentences caused by their lack of understanding regarding words in English. Some students also still write the complete text in Indonesian first only then translated into English. Changing the sentences one by one like this makes them have more difficulties because there are some words that they cannot find in their English-Indonesian dictionary. This is also one of the reasons why they spend a lot of time in writing recount text.

Based on explanation above, this research was conducted at SMP N 12 Kotabumi. The students have low interest and motivation in learning English, this will affect their achievement in learning English and if left unchecked, it will hinder students and can make students less interested in English lessons. Then, the researchers choose recount text because students have studied this text. Therefore, the researchers will conduct research entitled "The factors of the eighth-grade students' problems in writing recount text of at SMP Negeri 12 Kotabumi academic year 2022/2023.

METHODOLOGY

The researchers employed both descriptive qualitative research and a qualitative approach in this study. (Aspers & Corte, 2019) claim that qualitative research is an iterative process whereby better comprehension for the scientific community is attained by creating new meaningful differences as a consequence of getting nearer to the topic under study. Then according to *Creswell, W. (2014)* The goal of qualitative research is to comprehend the phenomena of what is felt by

study subjects as a whole through verbal and written accounts, special contexts experienced, and utilizing various scientific methods.

Then according to Sugiyono (2016) Because the study is conducted in a natural environment or circumstance, qualitative research methods are sometimes referred to as naturalistic research methods. The goal of qualitative research is to comprehend social phenomena from the viewpoint of the participants. Thus, qualitative research is defined as study that is utilized to assess the state of the item. Furthermore according to Sari (2017) describes qualitative research, namely observing people in the environment, interacting with them, and monitoring their opinions about the world around them. It is related with my research which also analyze about factors of eighth grade

students' problems in writing recount text of at SMPN 12 Kotabumi. The main objective of this research is to reveal the causes of the problems experienced by students and to find out what is dominant factor toward students' problems in writing recount text. In this case the researchers came to SMPN 12 Kotabumi to do interview with the students and English teacher and then took the data from interviews and documentation.

The researchers conducted the research at SMPN 12 Kotabumi North Lampung. It is located at Perum Puri Intan, Kotabumi Ilir, Kecamatan Kotabumi, Kabupaten Lampung Utara, Lampung 34516.

The researchers chose class VIII E SMPN 12 Kotabumi as research subjects. The number of students in this class was 27. There were 7 females and 20 males. The

researchers used purposive sampling to determine this class as the research subject based on several characteristic such as students who have score below the Minimum value criteria is 6.5 and then students who said that writing is difficult especially when they write a recount text those students consist of 6 students. The reason the researchers chose this class was because the results of interviews with English teacher showed that in this class students still had many difficulties in writing recount text.

Research instrument is a tool used in a research activity, especially as a measurement and data collection. In qualitative research, the researchers themselves serve as the primary instrument or tool for data gathering through observation, questioning, listening, and data collecting. In order to ensure that not just any interviewee is used, researchers must collect reliable data. According to (Syahputri, & Masita, 2018) the research instrument is a tool used to measure to observed natural and social events. While, according to Sugiyono (2016) research instruments are a tools that can be used to collect research data or information. According to Sugiyono, (2016) qualitative research instrument is the researchers herself. It means that the researchers become a tool for recording information during the research. Below are two instruments that the researchers used in this study.

A research instrument is used to collect reliable data. The findings or data from qualitative research might be certified legitimate if there is no discrepancy between what the researchers describe and what happen to the item under

examination. There are several types of instruments that can be used in qualitative research. Such as tests, questionnaires, interviews, observations, and document. In this research, the researchers used document.

Document is data, recordings, or information that can be read, heard, or watched and that may be disseminated without the need for research are called documents. Whether on paper or in any other form of technological recording. According to Sugiyono (2016) A document is a written, visual, or monumental effort that serves as a record of past occurrences. From the foregoing description, it can be seen that the document is a source of information used to carry out research, including textual sources, videos, photographs, and anything else that can offer information for research.

To obtain the data needed to answer all the questions in the problem formulation, the data was obtained by conducting documentation. Here are some related techniques. First, the researchers did the documentation by the result of the essay students in writing recount text.

Document is data, recording or information that can be seen, read or heard and can be issued without the help of facilities (Latpate, Kshirsagar, Gupta, 2021). Whether that written on paper or other than paper recorded electronically. According to Sugiyono (2016) A document is a written, visual, or artistic representation of a past event that serves as a record. From the foregoing description, it can be inferred that the document is a

source of information used to carry out research, including textual materials, movies, photos, and other media that can offer information for research.

In this study, document is the step took by researchers in collecting data. The researchers only took the results of the students' recount text writing tests that they had done and had been assessed by the English teacher. Then, the students' recount text writing exercise books are collected for analysis. So that the researchers know what are the factors of students' problems in writing recount text.

Technique of data analysis is the process of transforming data into new information. This procedure is done out with the goal of making the data's characteristics easier and more helpful as a solution to a problem, particularly one linked to research.

According to Bogdan (2018) Data collection for qualitative research involves methodically seeking and compiling information from notes, interviews, and other sources so that it is simpler to access and share the findings with others. Below is some of the steps the researchers will take in analyzing the data

To obtain more detailed information and also to ensure that the data collected is valid, the research data must be tested. In this research, the researchers will use two ways to plan the validity of the data test. To increase the level of validity in qualitative research, researchers will use triangulation and expert judgments.

RESULT AND DISCUSSION

In this part, the researchers explained the result of the research. The research results about the factors

of students' problems in writing recount text of eighth grade at SMP Negeri 12 Kotabumi in academic year 2022/2023. The researchers used document to collect the data. The researchers took the data from the students' writing recount text as document. The data was taken from students in the eight grade at SMP Negeri 12 Kotabumi. There were 6 students as research subject in this research. The researchers decided those six students as their availability and agreement to analyze their written text.

The researchers analyzed students' writing recount text or their written after it has been checked by the teacher. Research subject in this research were 6 students in the eight grade of E class. With the initial names LHH, RPA, SA, WDR, DAL, AT. To get the data results, the researchers analyzed 6 students'

writing recount text to answer of the formulation in this research. The first question is "What are the factors of eighth grade students' problems in writing recount text at SMP Neegeri 12 Kotabumi Academic Year 2022/2023. The second question is " What are the most dominant factor toward students' problems in writing recount text of eight grade at SMP Negeri 12 Kotabumi Academic Year 2022/2023. The researchers found that the students' problems in writing recount text there were two problems namely: linguistic problems (grammar, vocabulary and choice of word), and cognitive problems (spelling, punctuation, capitalization and paragraphing). The following was an explanation of the results of students' problems in writing recount text can be seen as follows.

The following were the

results of student writing recount text analysis based in linguistic problems which is consisted of grammar, vocabulary, and choice of word.

Table 1

Studen t	Linguistic Problems		
	Gramm ar	Vocabular y	Choic e of Word
1	1	-	-
2	7	-	-
3	4	-	-
4	2	1	-
5	2	1	-
6	4	-	-
Total	23	2	-

The Result of Linguistic Problems (table title)

Based in the result of linguistic problems faced by students, it was show that the problems faced by students based in the result of their writing analysis were that the first student made errors in terms of grammar 1 time, vocabulary no problem, choice of sentence no problem. The second student made errors in terms of grammar 9 times, vocabulary no problem, choice of sentence no

problem. The third student made errors in terms of grammar 4 times, vocabulary no problem, choice of sentence no problem. The fourth student made errors in terms of grammar 2 times, vocabulary 1 times, choice of sentence no problem. The fifth student made errors in terms of grammar 2 times, vocabulary 1 times, choice of sentence no problem. The sixth student made errors in terms of grammar 2 times. Vocabulary no problem, choice of sentence no problem.

The following were the results of student writing analysis based in the cognitive problems which is consisted of punctuation, capitalization, spelling and paragraphing

Table 2
The Result of Cognitive Problems

Stu den t	Cognitive Problems			
	Punct uatio n	Capita lizatio n	Spe llin g	Parag raphin g
1	4	1	1	-

2	5	6	2	-
3	-	4	1	-
4	6	1	-	-
5	2	1	1	1
6	1	1	-	-
Total	18	14	5	1

Based in the results of the cognitive problems faced by students, it was shown that the problems faced by students based in the results of their writing analysis were that the first student made errors in terms of punctuation 4 times, capitalization 1 time, spelling 1 time, and paragraphing no problem. The second student made an error in terms of punctuation 5 time, capitalization 6 time, spelling 2 time, and paragraphing no problem. The third student made error in terms of punctuation no problem, capitalization 4 times, spelling 1 time, and paragraphing no problem. The fourth student made an error in terms of punctuation 6 times, capitalization 1 time, spelling I time, and paragraphing no problem. The fourth student made an error in terms of punctuation 2 times, capitalization 1 time, spelling 1 time, and paragraphing 1 time. The sixth student made an error in terms of punctuation 1 time, capitalization 1 time, spelling no problem, and paragraphing no problem. So the total result of the students' writing analysis related to cognitive problems was punctuation 18 times, capitalization 14 times, spelling 5 times, and paragraphing 1 time.

Based on the results of the analysis of students' writing, there are two types of problems students faced, namely linguistic and cognitive. The most dominant problem faced by students in writing paragraph based in the results of the analysis of student writing was the linguistic problem : grammar 22 times.

The researchers explained all of the data found during the research process. The researchers used the main theory: Bryne's theory about problems in writing. The researchers discussed the research findings in the research findings section above, which were related to the problem in writing text in the eighth grade at the SMPN 12 Kotabumi. The purpose of this research was to reveal the factors of the problems experienced by students in writing recount text and to find what is dominant factor toward students problems in writing recount text of eighth grade at SMP Negeri 12 Kotabumi which was carried out through analyzed students' writing recount text documents.

The first problem formulation was about problems in writing recount text. The researchers discussed the problems in writing used Ngabut's theory. Based in the theory of Bryne divides writing problems into three categories. The first is linguistic problems. Linguistics aspects such as grammar, vocabulary, language use and choice of sentence in writing. The second is physiology, namely content. The third is cognitive such as spelling, punctuation, capitalization, and paragraph. Based on the research findings, the researchers found that the students did problems in writing text which cinsisted of two types of problems: linguistic and cognitive problems.

The linguistic problems namely grammar, vocabulary, and choice of sentence. Then, cognitive problems, namely spelling, punctuation, capitalization and paragraphing. According to Alfaki (2015) because of the impact of other languages, different pronunciations,

and other historical factors, the English spelling system has become confusing for students. According to Carrol & Wils (as cited in Alfaki, 2015) students' writing encounter punctuation problems as there are no universal rules punctuation. When they have to use a comma(,) or they finish without a dot (.), capitalization for sentence initials, the beginning of paragraph, beginning of important of word, in topic, etc. It is important to use capital letters (Kroll as cited in Alfaki, 2015) However many students have problems with capitalization. They wrote sentence with capitalization when they should in write in a normal case, and (paragraphing) students have problems in the structuring of paragraph, topic, development of a paragraph, structuring the whole discourse and a theme in a discourse (Kharma as cited in Alfaki, 2015).

Based on the results of the analysis of 6 students' writing documents in linguistic problems, it showed that their mistakes in writing text in terms of grammar was 22, in terms of vocabulary was 2, and choice of word no problem. While, the results of the analysis of 6 students' writing documents in cognitive problems, it showed that they made errors in terms of punctuation consisted of 18 errors, in terms of capitalization consisted of 14 errors, in terms of spelling consisted of 5 errors and paragraphing consisted of 1 error, and for the physiology problems, namely content, there were no problems in found in the results of the analysis of 6 students' writing documents of eighth grade at SMP Negeri 12 Kotabumi.

CONCLUSION

Based on the research results

that have been disclosed in the previous chapter, it can be concluded that second semester English students have problems in writing recount text.

The researchers found that the students problems in writing recount text which consisted of two types of problems: Linguistic and Cognitive problems. The linguistic problems which consists of grammar is 23 errors, vocabulary is 2 errors, and choice of sentence is no error. Then, cognitive problems with consists of spelling 5 errors, punctuation is 18 errors, Capitalization is 18 errors, and paragraphing is 1 error. Where the most dominant errors made by students in writing recount text is grammar 23 errors.

Then, the most dominant problems faced by students was linguistic problem, grammar is 23 errors where students still experience problems in understanding the basic nature of grammar. Namely problems in terms of the appropriateness of the placement of to be, and correct pattern.

Linguistic problem, grammar is 23 errors where students still experience problems in understanding the basic nature of grammar. Namely problems in terms of the appropriateness of the placement of to be, and correct pattern of the verbs. In terms of the appropriateness of the placement of to be, and correct pattern of verbs. Problems in understanding the basic nature of grammar.

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