STUDENTS' DIFFICULTIES AND THEIR PERCEPTIONS IN WRITING RECOUNT TEXT: A STUDY AT THE SECOND YEAR STUDENTS OF MA MUALLIMIN NW ANJANI IN ACADEMIC YEAR 2016/2017

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Abstract

This study was aimed at finding out students' difficulties and their perceptions in writing recount text : A study at the second year students of MA Muallimin NW Anjani in academic year 2016/2017.The most students' difficulties in writing recount text found such as words choice, sentence structure, content and organization. While students perceptions in this type of text were difficult to understand, boring, not easy to write. The method used in analyzing the data was qualitative method.The population of this study was the second year students of MA Muallimin NW Anjani.They were158 students. The sample was 39 students taken from religion program I. All the subjects in this group of learners consisted of only male. The data gathered through test and questionnaire. In this study, the writer found that the result of data analysis could be classified as fair 1 student (2.5 %), as poor 1 student (2.5 %), and as very poor 37 students (95 %). So, the study could be concluded that the students were insufficient in comprehending recount text.

Key words : *Difficulties, Perceptions, Writing, Recount Text*

Abstrak

Penelitian ini bertujuan untuk menemukan kesulitan dan persepsi siswa dalam menulis teks rekoun : Penelitian dilaksanakan pada kelas 2 siswa MA Muallimin NW Anjani tahun pembelajaran 20176/2017. Hal yang paling sulit bagi siswa dalam menulis teks rekoun seperti pemilihan kata, struktur kalimat, isi, dan sistematika. Sementara persepsi siswa dalam menulis teks rekoun adalah sulit di mengerti, membosankan, tidak mudah menulisnya. Metode yang digunakan dalam mengalisis data adalah kualitatif. Populasi penelitian ini adalah kelas 2 MA Muallimin NW Anjani berjumlah 158 siswa. Sampel terdiri dari 39 siswa yang diambil dari Jurusan Agama I.Semuanya berjenis kelamin laki-laki. Data dikumpulkan dengan menggunakan tes dan questioner. Pada penelitian ini penulis menemukan hasil analisis data yang dapat diklasifikasikan sebagai cukup 1 siswa (2.5%) %), sebagai buruk 1 siswa (2.5 %), and sebagai sangat buruk 37 siswa (95 %).

Kata kunci : *Kesulitan, Persepsi, Menulis, Teks Rekoun*

INTRODUCTION

Writing activity is one of the most powerful tools of communication which need to be done skillfully. Writing well is also one of the most difficult and complex skills. People have to think about what they are doing and how people are going to say when they start to write. After finishing of writing they must read what they have written to ensure appropriate writing product.

This is in line with Braine and May (1996:60) who stated that." Writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation etc".

There are various ways to organize the sentences in a piece of writing. One of them is recount text. Recount text is the form of text that aims at retelling events for the purpose of informing or entertaining.

The difficulties faced by students of MA Muallimin NW Anjani grade XI in the academic year 2016/2017 happened when they tried to write good text particularly recount text, and perception influenced the ability to write, even though they had learned it for more than one year.

This study was done because of some reasons : (1) Writing is the most difficult and complicated skill in learning English. (2). Recount text is one of genres that is taught in the second year students of Senior High School. (3). Most of Senior High School students have low enthusiasm in English writing task. Hopefully, by teaching them through writing recount text, they are expected to be anthusiastic in studying English. (4). Almost all of Senior High School students have been familiar with recount text. (5). The study wants to investigate the students' difficulties and their perceptions in learning recount text.

In relation to the students' perception in writing recount text could be defined as the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. Students' perceptions are the result of direct experiences particularly in writing recount text.

In accordance with the above problems , therefore, the objectives of my study are " Students' difficulties and their perceptions in writing recount text : A case study at the second year students of MA Muallimin NW Anjani in academic year 2016/2017.

This research would like to answer the problems below :

1. What are students'difficulties in writing recount text?

2. What are the student's perceptions about writing recount text?

The purposes of the study could be formulated as follows :

1.To know students' difficulties in writing English recount text
2.To know students' perceptions about writing English recount text.

The results of this study were expected to be beneficial for the following people:

1. The result of this writing was hoped to be useful to the English teacher on how to solve students' difficulties and what perceptions should they employ in writing English recount text. So it could be one of the solutions might be needed by English teacher in MA Muallimin NW Anjani.

2. The result was expected to encourage students with the material on how to master and develop writing skill of recount text, so high motivated students would be gained in learning English using recount text.

3. The result of this study was hoped to be useful for stakeholders such as government, publisher, and those who imvolved in education world to search and develop science and technology.

4. As a reference for other researchers who were interested in the same field of study.

REVIEW OF RELATED LITERATURE

The folowing are some experts who have different opinions in term of the meaning of writing. Silva (1990:3) proposed the meaning of writing is regarded as an extension of grammar, a means of reinforcing language patterns through habit formation and testing learners' ability to produce well formed sentences. Morever, Straub (2000:9), writing is an act of discovering meaning, a willingness to engage with students' assertions in crucial and response is a central means to initiate and guide ideas. Furthermore Sokolik (2003:98) argues that

writing is a combination of process and product.

In fact, writing skill is considered the most difficult skill to master in language. As Nunan (1999 : 271) stated, in terms of writing skill, producing a coherent, fluent, extended piece of writing is probably the most difficult to do in language. In the same line, Heaton (1989 :135) stated that writing skill complex and sometimes difficult to teach, requiring mastery not only of grammatical, and rhetorical device but also of conceptual and judgmental elements.

In relation to perception, William James (2008: 279),stated "Perception is the consciousness of particular things presented to senses. Our senses are described as the gateways of knowledge or windows of the mind or soul."

Perception refers to one's ultimate experience of the world and typically involves further processing of sensory input. Perception involved more process of thinking as a result of the information received from sensory systems regards certain thing or events. It is the output perception process where the judgment or belief were produced by an individual and it influenced the way they think and feel. Perception also is a process where one will form an impression about someone or something.

According to Hyland (2004), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in

personal letters, police report , insurance claims, and incident reports(Hyland, 2004).Recount is a text which has function to retell the activities or experiences in the past. Recount text consists of three generic structures; they are orientation, series of events, and re-orientation. Orientation is a part of text which consist of character (who), setting of time (when), and setting of place (where), series of events is ordered in a chronological sequence, such as the first, the second, the third event, etc. And re-orientation is the closing part at the text which reflects the writer's feeling, personal opinion, future, planning, etc.

Recount text refers to to the text that tells a story that has happened in the past, it can be in the form of personal letters, diary, history, biography, and the similar. (Depdiknas, 2004:26):

RESEARCH METHODS

Research design of this study was categorized as qualitative research.

This study was conducted to the second year students of MA Muallimin NW Anjani in the school year of 2016/2017. The present study focused on the students' difficulties and their perception in writing recount texts.

Population of the study consisted of the second year students of MA Muallimin NW Anjani in academic year 2016/2017. They were 158 students from all programs.

.   This study took 39 students as the sample and subject taken from religion program1. All them in this group of learners consisted only of male.

The instrument of the recent study consisted of essay test and questionnaire.

To get real data, the writer collected students' worksheet at the end of activity.

Another technique of data collection applied in this study was questionnaire..

In analyzing the data, the writer used five scales of scoring guide that followed the following steps :

1. The students' maximum scores were accumulated as follow :

-Maximum scores:

Content   = 30
Choice of word   = 25
Three Major Types of Recount Text:
Organization   = 25
Sentence structure   = 20
                                        100

2. The average scores (mean scores) were formulated below:

$$M = \frac{\sum X}{N}$$

Research Design

Where:

M   = Mean score
$\sum X$ = Sum of students' score
Setting of the Study
N   = Number of students
(Nurkencana, 1983)

4. The study fined the range students' lowest and highest of the test.

Classifications of the students' score
Population of the Study
based on the following conversion :

No	Category	Score ranges
1.	Excellent	80-100
2.	Good	66-79
3.	Fair	56-65
4.	Poor	46-55
5.	Very Poor	0-45

Sample of the Study

Based on the above table the students' achievement in writing could be

categorized as excellent in score range between 80-100, 66-79 as good, 56-65 as fair, 46-55 as poor and below 45 are fail in constructing recount text.

To find the percentage of each category, the following formula was applied:

Percentage (%) = $\underline{n}$ x 100 %
                                N
n = numbers of students on each category.
N = Number of samples
(Nurkencana, 1983)

5. Analyzing the result of the questionnaire, to find the problems or difficulties and perceptions faced by the students in writing simple recount text. The data of the questionnaires were obtained from the students. Then it was analyzed carefully by counting the percentage of the students" answers in each item of the questionnaire. From the result of the questionnaire, the students" perceptions and their difficulties in writing recount text could be seen.

Findings.

The difficulties or problems were found in this study such as content, organization, words choice/dictions, and sentence structure. Those categories of the abilities are measured by using assessment as stated in chapter III.

Finding on test

The aspects were assessed in the test included content, organization, words choice/diction, and sentence structure (C, O, WC/D, and SS).

From the result of the students' score it could be concluded that the mean score of students' performance was :

X = $\underline{\Sigma x}$
        N
Σx = $\underline{1338}$
 N = 39
    = 34.3

The second year students of MA Muallimin NW Anjani got score 56 – 65 was 1 student (2.5 %) classified as fair, got score 46 – 55 were 1 students (2.5 %) classified as poor, and got score 0 -45 were 37 students (94 %) classified as very poor.

None of the sample got score 60 – 79 classified as good, and 80 – 100 classified as excellent.

Finding on Questionnaire

On questionnaire, there were ten questions that had been given to the sample as an instrument to collect the data about the students difficulties and their perception in writing recount text at the second year students of MA Muallimin NW Anjani in Academic year 2016/2017.

Based on the students' responses, most of them had problems in using the right content, organization, words choice/dictions.

Discussion

Based on the analysis, students achievement at the second year students of MA Muallimin NW Anjani in academic year 2016/2017 in writing recount text was under average which classified as very poor, it is showed by the findings that 37students (94 %)got score between 0 - 45

(very poor), one student (2.5 %) got score 46 – 55, one students also (2.5 %) got score between 56 – 65 (fair). None students (0 %) got score 66 – 79 (good) and 80 – 100 (excellent).

It meant that they found difficulties in writing aspects such as content, organization, words choice/diction, and sentence structure.

In addition, the researcher also used questionnaire to find out the students' difficulties and their perceptions in writing recount text.

Based on the students' responses, most of them had difficulties in using the right content, organization, words choice/dictions.

Conclusion

The most general conclusion which could be drawn that students' difficulties and their perception in writing recount text : A study at the second year students of MA Muallimin NW Anjani in academic year 2016/2017 was classified   as fair, poor, and very poor.

The weakest aspects of writing for most students were words choice/dictions.These two aspects of writing skill could be said as the most difficult aspects that the students got in writing class. However, some of the students were also weak in other aspects like content and organization.

From the result of the test, it could be said that the students need some treatments to improve their skill in writing recount text.

Based on the questionnaire finding, could be seen that the students who had difficulties   and perceptions could be described briefly as follow :

Most of the students often found the difficulties in understanding recount text, they thought that writing recount text was boring,   they realized or noticed that content,   organization, in words choice/diction, and sentence structure were difficult things in writing recount text. They also thought writing recount was not easy to write and they did not know how to write recount text. Otherwise, the students were motivated by writing recount text in learning English, they were happy when they were able to write recount text, and they realized that teacher always explained recount text easily, eventhough great part of them thought that generic structure of recount text was difficult to write.

Suggestions

Regarding the result of the study, as what described before, the writer wanted to give some suggestions as follow :

1. To the students

- According to the study, the students had difficulties in writing aspects   such as content,   organization,   words choice/diction, and sentence structure, so the students have to study hard more about those aspects by reading many English book, beside that their perceptions toward recount text should be changed in order to be better.

2. To the teacher

- English teacher should teach their students' deeply about aspects of writing by using interesting media or teaching method which make the students interest and enjoy teaching learning process.

- To increase the students' ability in English especially in writing recount text, the teacher should teach students' as much as possible and give them more opportunity to develop their ideas to write into English.

- English teacher should be able to understand the students' difficulties and their perceptions in learning English especially in writing recount text.

- The results of this study are fair, poor, and very poor, so the teacher should improve students' competence creatively, especially in writing aspect such as content, organization, words choice/diction, and sentence structure.

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