

Students' Difficulties in English Writing at Eighth Grade of SMP Negeri 2 Tinada - Pakpak Bharat North Sumatera

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Abstract

This research discussed about students' difficulties in writing recount text at eighth grade of SMP Negeri 2 Satu Atap Tinada - Pakpak Bharat north Sumatra. The problem of this research were the students' difficulties in writing recount text and factors that cause students' difficulties in writing recount. The objective of this research was to find out the students' difficulties in writing recount text and to describe the factors that make students have difficulties writing recount text. This research was qualitative descriptive. The source of the data of this research was eighth grade of SMP Negeri 2 Satu Atap Tinada - Pakpak Bharat north Sumatra.. Total of the were 20 students. The researcher used test and gave a questionnaire as the instruments. The researcher analysed the data by editing the data, reducing the data, tabulating the data and the last taking conclusion. The researcher found some facts in the field. First, it was found that the answer that students' difficulties in writing recount text were difficulties in developing the content, organization, vocabulary, language, and mechanics. The data were got from students' test that had been analysed. Beside that, the causes of the students' difficulties in writing recount text were grammatical weakness, knowledge and understanding, less practice, and educational background

Keywords: *Students' Difficulties, Recount text*

Introduction

Writing is absolutely necessary for several reasons. First, writing is a form of communication with other people in the world. Second, almost all occupations require the ability to write. Finally, writing can be accepted as one of the characteristics of an educated person. (Hamer, 2024) states Writing often helps in preparation for another activity, especially when students write down sentences to introduce the discussion activity. According to Rass cited in (Lestari, 2020) said, "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization", it is because there are some aspects that the students should learn to make a good writing.

According to (Brown, H. Douglas, 2000), there are three genres of writing, academic writing, job-related writing and personal writing. According to Oshima and Hogue in (Johannes, 2021), The type of writing that is needed at college or university is known as academic writing, and includes things like papers, general subject reports, essays, compositions, journals, short answer test responses, technical reports like lab reports, theses, and dissertations. Second, job-related writing is one of the writings, such as messages, emails, letters, memoranda, reports, timetables, labels, advertisements, announcements, and manuals, that gives the reader useful information, facts, and persuades them.. Third, personal Writing is the act of expressing one's opinions and emotions through words rather than through the use of facts or other supporting

documentation. Examples include letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, form submissions, medical reports, immigration documents, diaries, personal journals, and reaction. For this study, the researcher uses academic writing as a type of writing.

According to Oshima and Hogue in (Johannes, 2021), there are three criteria of good writing which consist of content, organization and writing style. Content includes purpose of text, topic and explanation about the topic. Organization of Writing consists of introduction, body paragraph and conclusion. The topic and thesis statement are clearly stated in the introduction. Meanwhile, body paragraph will elaborate all of topic in detail. In conclusion part, The author briefly recapitulates the topic before concluding the explanation. It aims to improve the reader's comprehension of what has been written.

The last criteria is writing style which is useful for the readers to understand the people. Writing style includes capitalization, punctuation, word choice, sentence smooth, spelling and coherence. Wrong spelling will make the reader confused. Meanwhile, word choice and sentence smooth make it readable. Further more, a paragraph should be coherence.

When instructed to write a paragraph, students generally struggle with a variety of topics. According to (Hasan & Marzuki, 2017), The six common difficulties that students have when writing a text are as follows: grammar, vocabulary, punctuation, spelling coherence and cohesion and the last is relevance. While Ngabut in (Za'in, 2017) stated that There are four common places in a text where students frequently make mistakes. such as content, organizing, vocabulary, and grammar. Supported by Kim in (Za'in, 2017) types of writing difficulties are content, organization, language, vocabulary, and mechanics. It means that mechanics is one of the difficulties in writing. Mechanics is the use of the graphic convention of the language, capitalization, spelling, punctuation.

According to Huwari and Fadi in (Chairunisa, 2021) state that there are four reasons behind weakness of writing such as grammatical weakness, knowledge and understanding, less practice, and educational background. Grammatical weakness means that students are unable to write a short paragraph, text, article, or passage without a lot of grammatical mistake.

In light of the explanation provided above, this study aimed to identify the difficulties students have while writing recount texts with a generic structure and find out what factors caused students' difficulties in writing recount text. This research will conducted at eighth grade of SMP Negeri 2 Tinada - Pakpak Bharat north Sumatra.

Writing requires proficiency in the target language acquisition, prior understanding of the language's generic structure and characteristics, background knowledge of the subject matter, and the capacity to use the target language's rules and structures. Language teachers must guide their students toward becoming better writers. Furthermore a lot of students still find difficulties in writing. It implies that the teachers must be aware of their difficulties. There may be many difficulties that students face, but it is the teachers' job to help students who have trouble writing recount texts. Theoretical explanations of writing each have a number of elements that provide difficulties to learners who write. For writing they are grammar, vocabulary, punctuation, spelling coherence and cohesion and the last is relevance. Therefore, all of the difficulties for each factors need to be identified in order to find the students' difficulties in writing.

Referring from all previous statements , below is presenting conceptual framework. This part give explanation about the scheme of this research.

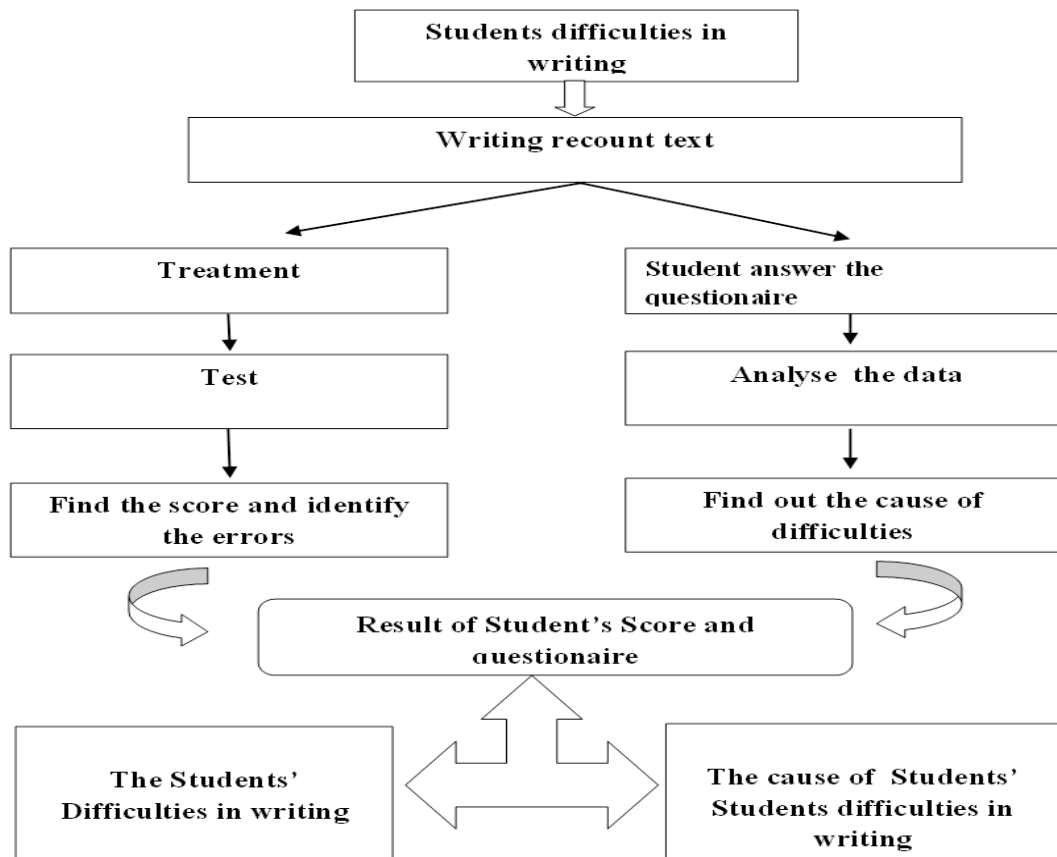


Figure 1. The Conceptual Framework of the Study

Method

In this research, the researcher used descriptive qualitative as research design. According to (Sugiyono, 2012), The state of natural objects can be examined through qualitative research. Frankel & Wallen, in (Hasibuan, 2019) states that qualitative research is characterized by verbal description as its data. It's means that data of the study was analysed by describing, identifying and analysing the text.at

The population of this research was the students of Junior, secondary School eighth grade of SMP Negeri 2 Satu Atap Tinada - Pakpak Bharat north Sumatra and the researcher decided to use the sample of this research is especially the students in grade VIII, The researcher decided to choose only one class as the sample of this research.

In this research the researcher used students' writing of recount text as an instrument to analysis students' difficulties writing recount text as a source of the data. Questionnaire was used to collected the data. The researcher gave the questionnaire to the students, then questionnaire was analysed to knew the causes of the difficulties in writing recount text.

The data in this study was collected from students" writing of recount text on Eighth grade eighth of students of secondary school and was conducted by using documentation. According the procedure of collecting data were:

1. The material about recount text was explained. After explaining the materials, the researcher taught the students how to did the test of writing recount text.
2. The teacher asked the students to wrote a recount text based their experience into 3 paragraphs that consisted of orientation, event, and re-orientation.

3. The students' writing was collected and checked by giving circle the wrong word or sentence in their writing.

After collecting the data, data analysis was done by analysed the whole data obtained. Analysing data refers to a method of treating the data was collected by the researcher. Data analysis is the process of systematically searching and arranging the students' writing, and questionnaire transcripts that researcher accumulated to increase his own understanding of them and to enable him to present what researcher discovered to others. The data of this research was analysed from students' writing. The research analysis to students' writing to found out the students' difficulties in writing recount text.

Results

Data Analyses Results

From the data analysis conducted, it was found Many difficulties in students' recount text writing was found. Those are content, organization, vocabulary, grammar and mechanic. The detail descriptions of the research result are described below:

Table 1. Students' Difficulty In Writing Recount Text

No	Name	Difficulty
1	AP	Content
2	AGP	Organization
3	ASS	Mechanic Vocabulary
4	ANB	Content
5	GNB	Organization Content
6	DAP	Content
7	EC	Vocabulary, Mechanic
8	EP	Content Grammar, Mechanic
9	EFP	Content, Grammar
10	FL	Vocabulary Content
11	GPP	Grammar, Organization
12	JWP	Vocabulary .Content
13	JSP	Content, Vocabulary, Mechanic
14	KEP	Content, Mechanic
15	RHB	Grammar Content
16	RP	Grammar, Mechanic ,
17	SC	Content, Grammar ,Vocabulary
18	SGMP	Content, Grammar, Vocabulary
19	TFP	Content, Grammar .Organization
20	YBB	Organization, Vocabulary, Mechanic

The data above then analysed based on the difficulties that was faced by students in writing recount text as the following table.

Table 2. Analysis of Students' Difficulty In Writing Recount Text

No.	Name	Difficulties	Analysis
1	AP	Content	There is no title in his Story and the students did not determine which part of the orientation, event and re-orientation" I went to brastagi with my friends. Halfaways throught we stopped at indomaret to buy snacks for the raad. After arriving at brastagi we stopped at a food stall. And after that we went to sidebuk debuk to take a shower until afternoon
2	AGP	Organization	The last sentence in the events, she wrote "I went home and the same day I went home". That sentence should be in the re-orientation, not in the events.

3	ASS	Mechanic	Most of sentences are not beginning with capital letter. Besides that, he didn't use capital letter for name of city and province. Orientation: A few monts ago, I went to cermin beach with my family. it is located in Serdang begadai district about 53 km from medan city, north sumatra . the trip there took about 1,5 hours. we left from medan at 07.30 using a car and we arrived about 09.00.
4	ANB	Content	The researcher concluded that this story was not the recount text and the student did not determine which part orientation, event, and re-orientation, and every sentence was not connected. "Every Sunday, I always bike with my father , and my mother. We reach 5 km. when we got home, we immediately cleaned up and tidy up the scattered things. I help my mother cook and my father fixes the broken part of the house. In the afternoon we rested to get ready to do our normal activities on Monday
5	GNB	Organization	there was no title. In the orientation, she wrote "10 January 2016". The first sentence in the events, she wrote "During my last holiday". The correct one was "10 January 2016" as the title . Then the first sentence in events, "During my last holiday." as sentence in orientation . So, it would be stated clearly.
6	DAP	Content	The student should add two or more sentences in events and re-orientation to make the paragraph cohesive. 'One day me and my friends went to a trip for a vacation.'" Second sentence in events is "And the purpose of me and my friends for a vacation is to an island of kalimantung". The last sentence in re-orientation is "tehn my friends and I vinally left our vacation spot with very happy faces, and vinally we arrived home'.
7	EC	Vocabulary	in the last sentence in re-orientation was "tehn my friends and I finally left our vacation spot with very happy faces, and finally we arrived home". The correct one was "then my friends and I finally left our vacation spot with very happy faces, and finally we arrived home".
8	EP	Content Grammar Mechanic	title was "Vacation in The Field". In his story, he told about his vocation on the lake Toba. The correct one was student must made the story based on the title or change the title with "My Vacation on The Lake Toba' He should put to before "the lake toba" to make the sentence clearly. "I went on vacation with my sister I went on vacation to the lake toba In his story, he didn't put full stop in the first sentence in orientation. Besides that, he put coma at the end of sentence. "One day I went on vacation with my sister I went on vacation the beach. When I arrived at the beach, I pleyed on the beach, I saw a very beautiful view of the sea".
9	EFP	Content Grammar	In his answer sheet, there was no title. From his story, the students did not determine which part orientation, event, and re-orientation, and his story was not the recount text and every sentence was not connected. 'I am go Monday the flag ceremony and on Tuesday, Wednesday and Thursday morning. Friday and Saturday I go to school wearing scow clotes. On Sunday I take my self to got out with friend. I am go Monday the flag ceremony and on Tuesday, Wednesday and Thursday morning. Friday and Saturday I go to school wearing scow clotes. On Sunday I take my self to got out with friend. The correct one was I went, I took
10	FL	Vocabulary	In his answer sheet, he wrote "the wort day I have aver passed". The correct one was "the worst day I have ever passed".
11	GPP	Grammar	In the orientation, she wrote ' I go to the brastagi with my family. 'The correct one was 'I went to the Brastagi with my family. In the event, she wrote 'after that we were looking for a villa. 'The correct one was 'after that we looked for a villa .

12	JWP	Vocabular	In his story, she wrote "Not felt, it was 10.00 o'clock . The correct is "Not felt, it was 10.00 am ". Then, in the last sentences, she wrote "at least to refresh my mind from routine aktivitties in the office." She wrote " aktivitties ", and she wrote " office ", in fact she is a student. So, the correct one was 'at least to refresh my mind from routine activities in the school '"
13	JSP	Content	She told about Holiday to jogja. In fact, she never went to jogja. So, his story is not a recount text, because that was not her experience.
14	KEP	Content	In her answer sheet, there was no title. Based on her story, the students did not determine which part orientation, event, and re-orientation, and his story was not the recount text and every sentence was not connected. " In the morning at 07.00., and right on Sunday. I went to grandma's house with my family. Arriving in the middle of the trip we stopped for a moment to approach alfamart. Bought drinks and food, after that we continued our journey to grandma's house.
15	RHB	Grammar	In the orientation, she wrote "I was went to Aceh last year. 'The correct one was 'I went to Aceh last year'. In the event, she wrote 'I go to the beach, then I went to my brother's house and I stay at my brother's home. The correct one was " I went to the beach, then I went to my brother's house and I stayed at my brother's home.
16	RP	Grammar	The first sentence in orientation, she wrote "I am at home, "last Thusday was my day off. I didn't anywhere". The correct one was "Last Thursday was my day off. I was at home. I didn't go anywhere". in the events, she wrote "I just stay at home." The correct one was "I just stayed at home". The last mistake is in re-orientation, she wrote "Many can't leave the house because of the corona outbreak, so every day they do activities at home". The correct one was "Many people can't leave their house because of corona virus, so they did their activities at home".
17	SC	Content	In his answer sheet, there was no title. From his story, it is not recount text and the student did not determine which part orientation, event, and re-orientation and every sentence was not connected. "Last week I went to the orison to the mabar field after getting there I sat down and ate the food that was there. 3 hours later I came home in the middle of the road I hit the rain to the house.
18	SGMP	Content Grammar	In this answer sheet, there was no title, Based on his story, the student should determine which part orientation, event, and re-orientation, and every sentence was not connected. "I fish in the afternoon with my friend, we go to fishing at four in the afternoon wee need time to get to the fishing spot for half an hour I and my friends get a lot of fish come home at nine. I fish in the afternoon with my friend, we go to fishing at four in the afternoon we need time to get to the fishing spot for half an hour I and my friends get a lot of fish come home at nine. The correct one was, I fished. we went, I and my friends got, a lot of fish come, we needed
19	TFP	Content Grammar	In her answer sheet, there was no title. From this story, the researcher concluded that this story was not the recount text and the student did not determine which part orientation, event, and re-orientation, and every sentence was not connected. I usually spend my holidays away from home occasionally I go to camp with some friend or sometimes I go on holiday with my parents. I really enjoy camps because I can relax and do exciting activities with my friend. The correct one was I usually spent, I went, I really enjoyed .

20	YBB	Content	In her answer sheet, there was no title. Based on her story, the researcher concluded that this story was not the recount text and the student did not determine which part orientation, event, and re-orientation, and every sentence was not connected. "I went to the Berastagi saw very beautiful views, the weather was cold like ice cube. and I saw a lot of flowers and for selvi. I was very happy to see a very beautiful view and this story lend then you.
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Based on the table above it can be said that the students' difficulties in writing recount text is described into: Content, Organization, Vocabulary, Grammar and Mechanics. In content, students have to think creatively in developing the ideas, connect every sentence, and paragraph cohesively. There were twelve students who found difficulties at content. In organization, the students had to organize the text well. The ideas should be stated clearly, well organized, logically sequence, and cohesive. There were three students found difficulties at organization. In grammatical, the students had to use the correct sentence structure, few error of agreement, and the order of article. There were nine students found difficulties at grammatical. In mechanics, it requires the students' ability to master convention, spelling, punctuation, capitalization, etc. There are three students found difficulties at mechanics.

Based on the paragraph above there were some mistakes. Most of sentences are not beginning with capital letter. Besides that, he didn't use capital letter for name of city and province. The third was AP. In his story, he didn't put full stop in the first sentence in orientation. Besides that, he put coma at the end of sentence. "One day I went on vacation with **my sister I went** on vacation the beach. When I arrived at the beach, I pleyed on the **beach**, I saw a very beautiful view of the sea". The correct one was "One day I went on vacation **with my sister. I went** on vacation the beach. When I arrived at the beach, I played on the **beach**. I saw a very beautiful view of the sea".

The last was KEP. In his story, he wrote: Events: I love singing since I was kid. I practiced so hard before the day. **my** parents were really supportive. **they** helped me to practice and prepared healthy food for me. **they** also gave me motivation in myself. The correct one was: Events: I love singing since I was kid. I practiced so hard before the day. My parents were really supportive. **They** helped me to practice and prepared healthy food for me. **They** also gave me motivation in myself.

Questionnaire

The questionnaire was made to find the cause of students' difficulties in writing recount text. The questionnaire consisted of ten questions. Though this instrument, the causes of students' difficulties in writing recount text could be identified. Questionnaire was given to the whole students in the ten grade which was consisted of 20 students. The result of questionnaire can be seen the table below

Table 3. Questionnaire Report

No	Statement	Answer	Total	Percentage
1	I have difficulty in grammar use of recount text	Yes	16	80 %
		No	4	20 %
2	I am very weak in grammar because I do not understand the verb form	Yes	19	95 %
		No	1	5 %
3	I always misuse grammar, so the reader has difficulty in understanding the text	Yes	17	85 %
		No	3	15, %
4	I do not really understand the simple past tense in writing recount text	Yes	16	80 %
		No	4	20%
		Yes	18	90 %

5	I have difficulty to write recount text because of limited vocabulary	No	2	10 %
		Yes	8	40 %
6	I like writing recount text	No	12	60 %
		Yes	6	30 %
7	I often writing recount text	No	14	70 %
		Yes	9	45 %
8	I understand about material of recount that have been taught.	No	11	55 %
		Yes	13	65 %
9	I always use punctuation mark like commas, and periods	No	7	35%
		Yes	12	60 %
10	The material that has been taught about recount text is clear	No	8	40 %

Based on the questionnaire filled by the students, the researcher conclude that the result of questionnaire showed that there are some causes of students' difficulties in writing recount text. For more detail, the researcher described cause of students of students" difficulties as follow:

1. Data number one showed that that 80 % of the students in tenth grade have difficulty in grammar use, and 20 % of the students did not have difficulty in grammar use. It could be concluded that 16 students felt difficult about grammar in writing recount text.
2. Data number two showed that 95% of the students answer yes, it means that they are very weak in grammar not understand the verb form. While 5 % of the students are not weak in grammar and understand the verb form. In summary, most of students are weak in grammar in writing recount text.
3. Data number three showed that 85% of the students answer yes, it means that they were always misuse grammar and make the reader has difficult in understanding the text. While 15 % of the students were not misuse grammar. It means that most students were always misuse grammar and make the reader has difficulty in understanding.
4. Data number four showed that 80% of the students do not really understand the simple past tense in writing recount text. While 20 % of the students understand the simple past tense in writing recount text. It means that most of students do not really understand about simple paste in writing recount text
5. Data number five showed that 75% of the students answer have difficulty to write recount text because of limited vocabulary. While 25% of the students have not difficult to write recount text because of limited vocabulary. In this case, almost all of students answered have difficulty to write recount text because of limited of vocabulary.
6. Data number six showed that 90 % of the students like writing recount text. While 10% of the students did not like writing recount text. It could be concluded that, most of the students did not like writing recount text.
7. Data number seven showed that 25% of the students often writing recount text. While 25% of the students seldom to write recount text. In summary, most of the students seldom to practice writing especially in writing recount text.
8. Data number eight showed that 40 % of the student understood about material of recount text that have been taught. While 60 % of the students did not understand about the material of recount text that have been taught. It could be concluded that the most of students did not understand about the material of recount text that have been taught by English teacher.
9. Data number nine showed that 30 % of the students always used punctuation mark in writing recount text. While 70 % of the students did not always use punctuation mark in writing

recount text. It can be concluded that half of the students understood mechanic in writing and half of them lack of understanding about mechanic in writing.

10. Data number ten showed that 45% of the students answered yes. It means that the material about recount text that have been taught is clear. While 55 % of the students answer no. in summary, the material about recount text is unclear enough.

From the result of questionnaire, the factors of students' difficulties in writing recount text could be include such as: grammatical weakness, knowledge and understanding, less practice, and educational background.

Error Classification

The data were identified and classified into their types of error. Based on that theory, errors are classified into four types: omission, addition, wrong selection, and ordering.

1) Omission

The obtained data in students' procedure writing determined that students made errors in writing text itself. This type of omission, error of omission are characterized by the absence of an item that must be appear. The researcher took some data of errors in omission made by the students.

Example of students' Error in Omission

1. Wen - (correction: went)
2. Beutiful – (correction: beautiful)
3. Arived – (correction: arrived)
4. Thusday – (correction: Thursday)
5. Wort -- (correction: worst)
 - a. The word wen in the student's text is included to omission error, the word wen should be written with went. It means that the student omitted one letter.
 - b. The word beutiful in the student's text is included to omission error, the word beutiful should be written with beautiful. It means that the student omitted one letter.
 - c. The word arived in the student's text is included to omission error, the word arived should be written with arrived. It means that the student omitted one letter.
 - d. The word thusday in the student's text is included to omission error, the word thusday should be written with thursday. It means that the student omitted one letter.
 - e. The word wort in the student's text is included to omission error, the word wort should be written with worst. It means that the student omitted one letter.

2) Addition

Errors of addition means as the error that present some elements that should no be presented. The researcher took some data of errors in addition made by the students.

Example of students' Errors in Addition

- Aktivitties – (correction: activities)

The word aktivitties in the students' text is included to addition error, the word aktivitties should be written with activities. It is means that the student added the letter.

3) Wrong Selection

1. Aver – (correction: ever)
2. Vinally – (correction: finally)
3. Sow – (correction: saw)
 - a. The word aver in the students' text is included to wrong selection error, the word aver should be written with ever. It's means that the student choosed the wrong letter
 - b. The word vinally in the text is included to wrong selection error, the word vinally should be written with finally. It's means that the student chose the wrong letter.

- c. The word *sow* in the text is included to wrong selection error, the word *sow* should be written with *saw*. It's means that the student chose the wrong letter.

4) **Ordering**

Errors of ordering means as the error that present some or sequenced the items of the sentences. The researcher took some data of errors in ordering made by students.

Example of Students' Error in Ordering

- Pleyed – (correction: Played)

The word *pleyed* in the text is included to ordering error, the word *pleyed* should be written with *played*. It's means that the student ordered when wrote the word.

From the data analysis, the researcher found that the most common error made by students in recount text is omission. Omission error is dominant error in writing because students always omitted letter in their writing. The second error that the students made wrong selection. Third error that the students made addition and ordering.

Findings

Table 4. The Result Types of Difficulties, Frequency, and Percentage

No	Types of Difficulties in Writing	Frequency	Percentage
1	Content	12	30,8 %
2	Organization	5	12.9 %
3	Vocabulary	7	17,9 %
4	Grammar	9	23,%
5	Mechanics	6	15.4 %
Total		39	100%

From the data analysis, the researcher found that the most common difficulties that students faced in writing recount text was in content. In content, there are twelve students that lack of understanding in writing recount especially determined which part of orientation, event, and re-orientation. The second, the difficulties that students faced in writing recount text was in language. In Grammar there are nine students that did mistake in changed the first verb to the second verb. The third, the difficulties that students face in writing recount text was in vocabulary. In vocabulary, there are seven students that did mistake in writing some words when the wrote their story. The fourth and fifth, the difficulties that students faced in writing recount text were in Organization and mechanic. There were six students in mechanic and five students in organization and did mistake while wrote a recount text. Additional analysis from the data, the researcher found that there were some words that some students did error when wrote recount text. the most common error made by students in recount text is omission. Omission error is dominant error in writing because students always omitted letter in their writing. The second error that the students made wrong selection. Third error that the students made addition and ordering. The researcher employed the questionnaire to students to find the causes difficulties that students faced. Based on the analysis of questionnaire, the research found that the factors of students' difficulties in writing recount text were grammatical weakness, knowledge and understanding, less practice, and educational background.

Discussion

Based on review of related to literature, there were five difficulties faced by students. Those difficulties were content, organization, vocabulary, Grammar, and mechanics. It supported

by Husna, which is stated that the students faced difficulties in vocabulary, organization, mechanic and grammar. By Ida Yulianawati, which is stated that the students faced difficulties in use of tenses, use of vocabulary, and use of specific participant

Based on result of the data, there were five aspects of students' difficulties in writing recount text, first the students had difficulties in content. Second, the students had difficulties in organization. Third, the students had difficulties in vocabulary. Fourth, the students had difficulties in Grammar. The last, the students had difficulties in mechanics. In the other word, the researcher also found that the most dominant difficulties in writing recount text is content and language.

The researcher employed questionnaire to tenth grade that consist of 24 students. The question of questionnaire consisted of ten question which is according to theory in previous chapter such as: grammatical weakness, knowledge, and understanding, less practice, and educational background.

Question number one and three were investigated the causes of students' difficulties in grammatical weakness. Question number four and five were investigated the causes of students' difficulties in knowledge and understanding. Question number six and seven were investigated the causes of students' difficulties in less practice. While question number eight until ten were investigated the causes of students' difficulties in educational background.

Based on the result of questionnaire that answered by students, the causes of their difficulties in writing recount text as follow:

1. Grammatical weakness. The students did not understand clearly about grammatical rules that used in recount text.
2. Knowledge and understanding, the students had difficulty in understanding recount text.
3. Less practice. The students seldom to write recount text, and some students did not like writing recount text.
4. Educational and background. The students still confused about the material of recount text which is had been taught. It was still unclear. Therefore, they were understood enough about the material of recount text

The researcher also found that mostly teachers do not have a specific class for writing. So writing, speaking, listening, and reading should be focus on their teaching time. Students needs more practice as the extracurricular such as course and practices in their writing. The economic situation that can not pay the budget of the course. Teachers should have to make assignment about writing each week for students

Conclusion

Based on the result of writing test, which done by the researcher about the students" writing recount text at the eighth grade SMPN 2 Satu Atap Tinada, Pakpak Barat concluded as below:

1. The students were still difficult in writing recount text. It can be seen based on indicator of writing. They were 12 in content, 3 in organization, 4 in vocabulary, 9 in g rammar, and 3 mechanics.
2. The result of questionnaire showed that the causes of students' difficulties in writing recount text were found some aspects such as: grammatical weakness, knowledge and understanding, limited vocabulary, less practice, and educational background.
3. Based on the data analysis, it was found that the students made some error in their recount text writing. there are four kinds of error, namely omission, addition, wrong selection, ordering. From the data that have been analysed, the students did error in their writing such

as: the first omission is the mostly common error in students' writing recount text with the total is 5 words. The second, in the wrong selection, there are three words that students, the next in addition, there is one word and in ordering, there is one word too. It means that the students did not know to write the word in English, they always omitted the letter, wrong selection the letter, addition the letter and ordering the letter, when they wrote the text, they just applied what they always omitted, wrong selection, addition and ordering the learned without checking in dictionary.

Based on the conclusion above, the researcher gave some suggestion as the recommendation such as making the lesson fun and enjoyable, motivating the student to continue unfinished text that teacher prepares and giving reward to a good writing

Acknowledgment

Praise the Lord God almighty for all the blessing, the love and the chance that writer can finished this research. In this occasion writer address her gratitude to the rector of Nommensen HKBP University, Dr. Richard Napitupulu for their program to push the research. To the director of postgraduate program Dr. Adanan Silaban, as the writer got the funding for this research. She is also thankful for her collages, for the students who has been done some part of the research.

There are meaningful suggestions in improving the article : it need to do further research such as reading, speaking, research for improving this article your article has been presented in an International seminar of teaching strategy, techniques in an online webinar Vicellt 9 held in 2023 on October 7th-8th. The Writers hope this research could be some of use for readers. God Bless us

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