

HALAMAN PENGESAHAN SKRIPSI

ANALYSIS OF STUDENTS DIFFICULTIES IN WRITING RECOUNT
TEXT ON THE ELEVENTH GRADE AT SMA NEGERI 21 MEDAN

DIAJUKAN OLEH:

NAMA : RIASTY LATANYA SIANTURI
NPM : 20120048
FAKULTAS : KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI : PENDIDIKAN BAHASA INGGRIS
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Panitia Ujian Akhir Meja Hijau

Dosen Penguji I



Dr. Kammer Sipayung, S.Pd., M.Pd

Dosen Penguji II



Carolina Pakpahan, S.Pd., M.Pd

Dean FKIP UHN Medan



Dr. Mula Sigitro, M.Si, Ph.D

Ketua Program Studi
Pendidikan Bahasa Inggris



Dr. Sahlan Tampubolon, M.Hum

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is commonly taught to students from a young age. To effectively communicate in English, students have to learn certain abilities. The four components of language proficiency—listening, speaking, reading, and writing—are all interconnected. Writing is one of the four talents that are constantly taught in English schools, according to Shriganeshan et al., (2017:197), Writing is a thinking process to uncover ideas, understand how to convey quality writing ideas and combine thoughts into statements and paragraphs. Randaccio (2013: 51), further claims that writing is one of the thinking processes for ideas. Learning English also includes vocabulary and grammar. Writing is one of the talents on which this research focuses.

Writing is one of the most important abilities that students should develop when learning English. Writing can also help you convey your emotions and thoughts to others. People can communicate their experiences and social identities through writing, with an emphasis on ideas, writings, and finished projects. Based on the statement, writing is also the most difficult problem to explain to students. According to Heaton, (1988,135) analysis to gather the many and diverse skills required to write a good sentence into five general components or main cores such as content, organization, vocabulary, language use (grammar), and mechanic. Writing is strongly related to various types: Examples include description, recount, narrative, process, report, explanation, discussion, hortatory exposition, analytical exposition, news item, spoof, anecdote, commentary, book review, and critical review.

Kadek et al., (2018,53) claims that Recount is narrating what transpired. This indicates that a recount is a writing that describes an incident that occurred in our lives or that is used to narrate historical events like trips, mishaps, activities, etc. Recounts are the most basic text type in this genre, according to Knapp. Recounts are technically sequential texts that only narrate an event sequence. Regardless of its complexity, every tale requires an orientation. This indicates that a recount is a type of writing that examines factual information related to prior encounters.

According to Harmer (2007:137), difficulties is something that is difficult to do or understand while errors are mistakes that students make when writing. repeated errors are called difficulties. Difficulties are experienced by students when they are faced with a confusion. This can be seen from the mistakes that students make when writing recount text. The students will find it difficult to write because coming up with new ideas, building a topic from those ideas, and choosing sentences that relate to each other is not an easy task.

Based on the preliminary study conducted at SMA Negeri 21 Medan, the researcher finds that there are some difficulties experienced by the students. These difficulties was experienced when student was writing recount texts, they are lack of content, where students are still less skilled in developing ideas or still minimal in the development of sentences that would be used to write recount text. Lack of organization, where students are still less effective in writing recount because they pay attention to the introductions, bodies, and conclusions that they draw in the recount text. Lack of vocabulary, students often complain of not understanding recount writing because of the weakness of the words they have, so they found it difficult to write recount texts. The fourth was the

lack of language use (grammar). In the use of language, students are often confused with the grammatical forms used in English whether noun, adjective, verb, pronoun, adverbs, prepositions, conjunctions, or interjections. The last mechanical disadvantage was that from observation data on students most do not know where to place points in English, so students do what they like in putting points and the spelling used in writing recount texts.

Researcher have conducted observations at SMA Negeri 21 Medan and found that many students have difficulties writing the recount text correctly. Based on the results of the test performed on students where each test always made the same mistake and it happens repeatedly so making students as confused in the mistakes that occurred in the use of grammar or language use, vocabulary, content, mechanic and organization. as in the original work example or data from the observation below:

“My name is Ad. I am is a student on SMA Negeri 21 Medan I live at a small village on the city. Every morning, I wake up in 5 o'clock. I usually have breakfast with my family. After that, I get ready go to school. I go to school use motorcycle. It takes me about 30 minutes to get to school. When, I arrive on school I usually go to the library first to borrow some books. After that, I went to my classroom to attend classes. I have many friends on school. We often play together during break time. We also study together after school. I really enjoy my time in school”.

Based on the example data above, there are still many difficulties faced by students. In the sentence "I live in a small village in the city," the content of this sentence still needs to be developed, for example: I live in a small village in the city, Kampung Durian Jalan Bamboo District Medan Barat, so the sentences described are more detailed and clear. The use of language (grammar) is not correct in the sentence "I am." I should not use is, and in the sentence "I went to my classroom," the mistake was the use of the dictionary word "went," which was inconsistent with the previous sentence

using present tense. It should be "After that, I went to my classroom to attend classes. The use of vocabulary is still minimal. one of the difficulties that often occurs to students due to a lack of vocabulary is for example, if I go to school using a motorcycle, should I go to school riding a motorcycle the use of organization means that the sentence is not too ambiguous, and the. For example, do not feel confused. The sentence above is also still very awkward for example, in the sentence: I went to my classroom to attend classes. I have many friends at school. should I went to my classroom to attend classes excited to attend my classes because I have many friends at school. so that the mechanics of the sentence are not too ambiguous and the reader does not feel confused. For mechanics, errors are not found in the writing because the use of mechanics is correct.

Data analysis shows that students' writing skills are still low, especially in writing recount texts at SMA Negeri 21 Medan. From the results of the researcher's observations, students still made many mistakes when writing recount texts that occur not only once or twice but students do it repeatedly. Thus the researcher concluded that students still have difficulty in writing a recount text correctly. With this, the researcher was interested in solving the problems that occur to students by using Heaton's theory in this study because it has proven to be a strong basis for solving problems experienced by students.

Based on the explanation above, the researcher wants to conduct a research entitled "**An analysis of student difficulties in writing recount text on the eleventh grade at SMA Negeri 21 Medan.**"

1.2 Problems of the Study

Based on the information provided above, the researcher aims to find out the students difficulties in writing recount text:

1. What are the students difficulties in writing recount text on the eleventh grade at SMA Negeri 21 Medan?
2. What are the causes of the difficulties found when writing recount text on the eleventh grade at SMA Negeri 21 Medan?

1.3 The Objectives of Study

The objectives of the study is:

1. The researcher is analyzing the difficulties in writing recount text on eleventh grade at SMA Negeri 21 Medan.
2. To identify and find the factors causing the students difficulties in writing recount text on the eleventh grade at SMA Negeri 21 Medan

1.4 The Scope of Study

According to Heaton (1988:127), writing is a task that requires students to make grammatically accurate sentences that effectively communicate their ideas on a particular topic. There are several difficulties students have with writing: content, organization, language usage, mechanics, and vocabulary. Based on the identification of problems above, the study focuses on the difficulties students encounter in writing recount texts so the author chooses Heaton's theory to solve the problems of difficulty students specifically on the five difficulty writing namely content, organization, use of language, dictionary, and vocabulary. In the context of this study, it is expected that this

study can provide new teaching to students and teachers who can develop an understanding of writing, especially recount texts. So the researcher will analyze students' difficulties in writing recount texts on eleventh grade at SMA Negeri 21 Medan.

1.5 The Significance of Study

The research is expected to have theoretical and practical significance, and the findings of the study are predicted to be relevant for:

a. Theoretical significance

1. The study analyzed students difficulties in writing recount text;
2. The study's findings can provide additional insight into students difficulties in writing recount text.

b. Practically significance

1. To teachers : teachers can understand an easier technique to teach writing skills;
2. To students : students can gain a better understanding of difficult in writing recount text;
3. Readers : can learn more about acceptable difficulties when writing recount text.

CHAPTER II

REVIEW OF LITERATURE

3.1 Theoretical Framework

This chapter provides an overview of the literature and an explanation of the related materials. Opinions are sought to clarify concepts or words used in the research. It prevents confusion between the researcher and readers. The study's concept should be defined from the start to demonstrate progress towards the research goal. It aims to align the author and readers' interests, perceptions of the research.

3.1.1 Definition of Writing

According to Heaton (1988:127), defines writing as a task that requires students to create grammatically accurate sentences that effectively communicate their ideas on a certain topic. The basic objective of writing is to express ideas and thoughts clearly in written language. The definition above suggests that writing allows us to express our thoughts, feelings, and ideas. Writing can help create meaningful experiences.

According to Telaumbanua (2020:464), furthermore Flower & Hayes (1981:469), state that “writing is best understood as the distinctive thinking processes that writers orchestrate or organize during the act of composing.” It may be seen in people's daily lives when they need to create memos, letters, notes, invitations, brochures, articles, application letters, and others.

Based on the statement above, the researcher concluded that writing is an activity that conveys ideas, opinions, feelings, or experiences through an effective sentence. He or she can use a method to express himself or herself in writing and a

combination of both effort and process when learning something. Writing is the process of expressing ideas and thoughts through construction and vocabulary to create a significant work. Writing is a key element of English study since it allows students to express and explore their thoughts, knowledge, and facts in depth. Writing involves creating effective written messages using linguistic norms and tactics.

1. To inform

One of the most prevalent reasons for writing is to convey knowledge. Your information demonstrates a thorough understanding of the course subject. Examples of informative writing include newspaper articles, scientific or corporate reports, instructions or procedures, and essays for school and university.

2. To persuade

Strong opinions and emotions may lead to attempts to persuade readers. This includes commercials, newspapers, and certain types of essays. This style involves presenting an opinion as part of a logical case supported by evidence rather than simply expressing one's personal beliefs.

3. To entertain

Some writing is purely for enjoyment, while others have a deeper purpose. Writing to entertain requires imagination and ingenuity. Examples of imaginative writing include novels, stories, poems, and song lyrics.

3.1.2 Genre in Writing

Understanding writing means understanding genres. According to Sayukti & Kurniawan (2018:53), there are 15 writing genres, including descriptive, recount, narrative, procedure, report, explanation, discussion, hortatory exposition, analytical

exposition, news item, spoof, anecdote, commentary, book review, and critical review writing.

1) Descriptive

The term “description” originates from the word "describe." To describe refers to drawing, illustrating, or picturing an object, place, or person to convey its visual appearance.

2) Recount

A recount is the retelling or recounting of an event or experience. A recount is a text that retells events or experiences from the past.

3) Narrative

The purpose of narrative is to entertain and reflect on real-life experiences.

4) Procedure

Procedure writing outlines a series of actions to accomplish a task.

5) Report

The report text aims to describe our surroundings. Report genres typically cover natural, non-natural, or social phenomena

6) Explanation

Explanation is the process of explaining both natural and unnatural occurrences.

Actually, the genre of explanation describes a formation process.

7) Discussion

A discussion is a text that presents a contentious debate. The conversation aims to examine multiple perspectives on a given problem

8) Hortatory exposition

The term exposition is sometimes used interchangeably with persuasive writing. It presented it as a logical argument from a specific point of view.

9) Analytical Exposition

Analytical exposition is a text that elaborates on the writer's perspective on a given phenomenon.

10) News item

The news covers current events in people's lives.

11) Spoof

Spoofing is a prevalent technique in writing stories. It is a text that describes a true story from the past with an unexpected and humorous finale.

12) Anecdote

Anecdotes are a novel language function that can be utilized to motivate or entertain the audience.

13) Commentary

A commentary is often brief (a few hundred words) and more journalistic in nature than personal narratives.

14) Book review

A book review provides a description and appraisal of a book. The focus should be on the book's aim, content, and authority.

15) Critical review

A critical review is similar to a normal review but emphasizes critical analysis and thought.

Genre is typically determined by audience requirements and expectations. Understanding your audience's needs and desired outcomes is crucial for effective writing. This information will help you decide the ideal genre for your literary work. Based on the genre that has been shown above, the researcher focused on recount texts because based on researcher observation, the students are still confused about whether to write a recount of their own experiences or other people's stories.

3.1.3 Writing Process

The writing process involves consecutive phases for recording experiences, observations, data, and research. It is important to understand the process of writing. Napitupulu (2018, 53) stated that the process of writing has four main elements, which are:

1. Planning

To write effectively, the author must evaluate the aim of the piece, the language used, the content, and the information to include. Second, authors should consider their audience when crafting their writing, as this influences both the structure and language used. Third, the author must organize the facts, thoughts, or arguments they intend to include. Researchers plan their first drafts. Students use writing and content structure to organize facts, ideas, and arguments.

2. Drafting

Drafting can refer to a piece of writing's first draft. Initially writing a piece with the expectation of later revisions is common practice. During the editing process and multiple drafts may be created before the final version is completed.

3.Editing

Grammar, spelling, use of prepositions, and mechanics problems are all corrected throughout editing. Other readers or editors might provide helpful feedback and suggestions when reflecting and rewriting. It enables the author to make the necessary modifications.

4.Final version

Researcher edit their drafts and make the required changes before creating the final edition. This may differ significantly from the initial plan and first draft. The editing process has changed. The researcher is now ready to send the written text to their intended audience.

Based on the foregoing explanation, students will engage in four writing processes: planning, drafting, editing, and finalizing. It is possible to see from the illustration photo above. In planning writing, students will plan what they are going to write and make it into a draft to make a point of their written text or essay; in drafting, they will then edit once they have finished drafting to find and eliminate errors in grammar, language use, mechanics, and spelling; in editing, they will check their writing for errors or to see where it works or where it doesn't and finally they will edit. The term "final version" refers to the ultimate step in the writing process; nonetheless, all of these elements should actually all of these activities should be completed at once. Writing requires more thought than other skills.

Finally, in the finalizing stage, students will produce the polished version of their text, incorporating all necessary revisions and improvements. The term "final version" refers to the ultimate step in the writing process, where the text is considered complete

and ready for submission or presentation. However, it's important to note that these activities—planning, drafting, editing, and finalizing—are not isolated steps but rather interconnected processes that often overlap and influence each other.

2.2. Concept of Recount Text

2.2.1. Definition Recount Text

There are numerous forms of text writing, such as anecdote, new item, exposition, explanation, process, narrative, report, recount, and descriptive writing. The author will talk about recount texts in this paper.

Kadek et al., (2018,53) claims that Recount is narrating what transpired. This indicates that a recount is a writing that describes an incident that occurred in our lives or that is used to narrate historical events like trips, mishaps, activities, etc. Recounts are the most basic text type in this genre, according to Knapp. Recounts are technically sequential texts that only narrate an event sequence. Regardless of its complexity, every tale requires an orientation. This indicates that a recount is a type of writing that examines factual information related to prior encounters.

Recount Text claims that it is essentially written as a report of an experience with a sequence of related events. Recounts are written to educate or amuse people about an incident. Recall Text serves as a means of narrating historical events. This means that in addition to recounting past experiences or events, the recall serves to amuse readers in order to keep them interested while they read the tale.

According to Fisya & Fudhla (2022,476), a recount is a narrative that recounts incidents with the intention of providing the audience with a description of what happened and when. According to Watkins, recounts are essentially sequential texts

that merely retell a sequence of events. Recounts are the most basic text type, so students should learn about them instead of the other genres included in the Indonesian curriculum. Thus, the students must also become experts in this field.

Based on the description above, recount text is a story written to entertain the audience, with a climax and resolution at the end. The recount text then tells the stories of both imaginary and nonfictional.

2.2.2. Function of Recount Text

Recounting historical events and narrating a sequence of them is the social function of recounting texts. According to Dirgeyasa (2016,45), the goal of a recount is to enumerate and characterize previous experiences by narrating them in chronological order. The text will go through a distinct set of steps in order to fulfill its purpose: 1) An introduction informing the reader of the parties involved, the where, the when, etc. 2) recounting a succession of occurrences in chronological order.

2.2.3. The Generic Structure of Recount Text

The generic structures of recount text are:

1. Orientation

Orientation provides information about the story's participants, setting, time, and purpose. Orientation introduces participants and sets the scene.

2. Event

The story's records reveal the contents of the recounts. Typically, events are organized in a chronological order. It describes what transpired and in what order.

3. Re-orientation

Reorientation is the story's resolution. It's an optional component. The events are

summed up in the conclusion.

2.2.4. The Language Features of Recount Text

The recount text's of language features are:

1. Pay attention to each individual or group member.

Recount texts highlight the actions of a single person or a group of people. Either the first or third person may be used when writing it. First-person experiences are being recounted by the author.

2. Using the

past tense

The verb form used to represent previous acts is called the past tense. While several linguistics explain things by term, most of them share a common core. According to Azar & Hagen (2006,24), there are four different ways to use the past tense:

- a. simple past tense

The circumstance or activity started and concluded at a specific point in the past, according to the simple past.

- b. use of nouns and pronouns to identify animals, peoples and things

- c. use of past action verbs to refers to the events.

- d. use of conjunction and times connect to make sequence events.

- e. use of adjective to describe nouns.

2.2.5 Types of Recount Text

Depending on the goal, target readership, and area of concentration, recount texts can take many forms. The many kinds of recount texts that Barwick lists are as follows (Barwick, 2011):

1. Factual Recount

A text genre known as a factual recount aims to educate readers about an authentic account of historical occurrences, such as science experiments, traffic reports, or police reports.

2. Personal Recount

This kind of writing involves the author recounting a personal event. This might just be a letter from a friend, a diary, or an oral history.

3. Imaginative Recount

An imaginative recount is a narrative that provides readers with an imagined story detail while setting it in a realistic setting.

2.2.5 Example of Recount Text

My Surprise Birthday Party

Orientation: Last Saturday was my birthday, and my friends organized a surprise party for me. I had no idea about their plans, and it turned out to be a wonderful surprise.

Event: In the morning, I was told that we were going to have a casual lunch at a friend's house. When I arrived, I was amazed to find all my friends waiting there with decorations and a big birthday cake. They had decorated the house with balloons and streamers, and there were delicious snacks and drinks on the table.

We spent the afternoon playing games, singing songs, and enjoying the party. My friends had even prepared a special video message from people who couldn't attend. It was touching and made the day even more special. After the party, we took lots of photos to remember the occasion.

Reorientation: The surprise party was one of the best birthday celebrations I've ever

had. I felt very grateful and loved by my friends. It was a memorable day filled with joy and laughter that I will cherish for a long time.

2.3. Concept of Students Difficulties

Higa's nation in Hadler warns against "circular argumentation" in assuming abstract concepts like difficulty. Difficulties are relative terms with both objective and subjective justification. This term is comparative in nature, implying a starting point and aim, as well as implicit comparisons. When defining difficulty, students and teachers often quantify the effort required to perform a job. Bonett & Wright (2015, 3) define difficulty in terms of anxiety, which reflects motivation to avoid psychological failure. Difficulty refers to a negative incident that remains in our minds. Negative incidents mean that they often happen in our minds, i.e., the first psychological failure. This refers to the fear of not being able to perform tasks or meet expectations, which leads to self-assessment. The second is anxiety; this usually occurs in students, including the emotional response to fear, which is a feeling of anxiety or discomfort associated with psychological failures. And the last one is difficulty, which arises from the interaction of anxiety and motivation to avoid psychological failure. For an analogy, imagine a student facing a difficult English test. They might be worried because they're worried about getting a bad score (psychological failure). These anxieties make the tests feel more difficult because they focus on avoiding negative results rather than solving the problems themselves. Students are known to struggle with writing.

2.3.1 Concept of Students Difficulties in Writing

Hoyle & Panter (1995,158) found that students often struggle with productivity, complexity, and grammar. This indicates that writing is a challenging task. Writing is a

valuable skill that improves communication and requires proper organization to create meaningful sentences. Students will face hurdles in developing and expanding their creativity. Author should follow written communication guidelines and express their ideas effectively.

Writing as a non-native speaker requires remembering structure rules that differ from their native language. Accounting instructors face a significant problem in improving students' writing skills due to structural constraints. They realize the challenge but lack the technical terminology to explain it to students. Structural errors are the most difficult to deal with throughout the grading process since basic indications of the problem, such as circling or emphasizing the fault, do not provide enough feedback to students. Many students do not understand the connection between logic and language.

The problems of writing Non-native speakers must memorize complex structural rules that differ from their native language. Accounting professors encounter a significant problem in improving students' writing skills. They see problems intuitively but lack technical words to explain them to students. Grading structural mistakes is challenging due to the lack of adequate feedback, such as circling or emphasizing the error. Many students do not understand the connection between logic and language.

According to Harmer, students reluctance to write stems from their lack of experience writing in their native language, making the classroom activity unfamiliar to them. L2 learners often struggle to finish writing tasks. Initially, some learners may struggle to get started. Some students are terrified of making mistakes, leading them to

avoid writing classes. Some students believe they do not need to devote as much time and effort to their writing. Sometimes process writing is not necessary due to time constraints in the classroom, a need for speedy communication, or a preference for letter writing when working independently. Students should pay attention to detail when writing, not only grammar, spelling, punctuation, and vocabulary. Failure to do so can lead to difficulty articulating coherent sentences.

2.3.2 Types of Students Difficulties in Writing

Writing skills are complicated and can be difficult to teach, as they require mastery of not only grammatical and rhetorical methods but also intellectual and judgmental components. According to Heaton's (1988, 135) analysis to gather the many and diverse skills required to write a good sentence into five general components or main cores:

1. Content

In writing, content refers to the core idea and associated sentences presented as a unit to develop a subject. According to Brown, writing must express the logical progression of ideas. The essay focuses on the required topic is well-developed, has no unnecessary information, and is reflective. He stated that content includes the thesis statement, related concepts, personal experience, illustrations, facts, and opinions. Content in writing encompasses the thesis statement, thesis development, topic coverage, and relevant facts.

2. Organization

Brown recommends writing with an introduction, body, and conclusion, including a proper title, an effective introductory paragraph, a topic statement,

transitional language, material organization, and a logical and full conclusion. He also stated that organization encompasses the effectiveness of the introduction, the logical succession of ideas, the conclusion, and the proper length. Based on their statement, writing organization is a critical feature that plays a vital part in making it easier for readers to understand a written text by ensuring cohesiveness and coherence.

3. Vocabulary

Vocabulary refers to all of the words a person knows or uses. Hadfield identifies two types of terminology. First, they have a productive (active) vocabulary, which means they can create words for themselves. The second type is receptive vocabulary (passive), which includes words they understand but may never produce. Alqahtani defines vocabulary as the entire quantity of words required to impart ideas and represent the speaker's meaning. That is why it is critical to master vocabulary. So, vocabulary is the most important aspect of language without knowing the vocabulary, it will be difficult to understand a language.

4. Language use (Grammar)

Grammar is a language structure or a verb phrase that express a temporal the relationship. Language use in writing is the use of proper grammatical form and a synthetic pattern of dividing, combining, and grouping ideas in words, phrases, clauses, and sentences to create a logical link in paragraph writing. Grammar in writing can be defined as the usage of sentence structures and constructions, including accuracy and correctness in agreement, number, tense, word order, articles, pronouns, and prepositions.

5. Mechanic

Heaton describes "the mechanic concerns about the writers' ability to correctly use those conventions peculiar to the written language, such as punctuation and spelling." The mechanics of writing also include the use of capitalization. Then, Oshima and Hogue say, "Using correct punctuation is important because it conveys meaning just as words do." While the spelling indicates what the term looks like, errors in spelling can lead to meaningless words. So, mechanics include capitalization, spelling, and punctuation in writing.

The foregoing statements indicate that many students struggle with writing. The researcher develops both theories, which can be as follows:

1. Language Use (Grammar)

a. The use of pronoun

Pronouns are used to replace nouns. There are several sorts of pronouns, including personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive. There is no repetition of nouns that may dull the audience (readers or listeners).

b. Mis-use of Tense

Language grammar describes how words change forms and combine to make sentences. Grammar refers to the rules that govern how words are used in sentences and alter depending on the situation. English has six tenses: present, past, future, perfect, and future perfect. The six tenses come in two forms: simple and progressive. misuse of tenses may occur when you employ the incorrect verb tense. The verb tense indicates whether the activity is taking place in the past, present, or future. Maintain

consistency in verb tense, unless there are specific reasons to change. For example: *I buy the book yesterday*. This sentence is incorrect since it is in the past tense. The verb should be bought.

c. Subject-verb agreement.

Subject-verb agreement follows the notion that single subjects require singular verbs and plural subjects take plural verbs. Our goal is to identify the subject and establish if the verb is singular or plural. Singular numbers refer to nouns that denote an object. Plural numbers are nouns that represent many objects. To identify singular forms, use "a" or "an" before the noun. When using singular subjects, utilize singular verbs. For example, *She has beautiful face*. *She* refers to singular verb and *has* refers to singular verbs. However, when using plurals, *They have a new house*. *They* is a plural subject, while *have* is a plural verb.

d. Article

An article is used to distinguish specific nouns. English contains three articles: a, an, and the. A and an are indefinite articles, whereas the is a definite one. They can accompany a singular or plural word. When a word starts with a vowel sound, the articles shift in pronunciation and spelling.

e. Word Order

Word order is a grammatical signal in all languages but English relies more strongly on it than others. The sentences "The man finished the job" and "The job finished the man" have distinct meanings. Similarly, "He died happily" and "Happily he died." Word order refers to the order in which words appear in phrases, clauses, and sentences. Word order refers to the organization of words inside phrases, clauses, and

sentences. English refers to as an SVO (Subject, Verb, and Object). Wren and Martin outlined the typical word order in English sentences for effective writing. The topic usually comes before the verb. Typically, the verb comes before the object. There are two objects: direct and indirect. The indirect comes first. Word order is crucial in conveying meaning, as subjects and objects share the same form (excluding pronouns). "John likes Maria" does not have the same meaning as "Maria likes John." The verb is preceded by the subject (the person who likes) and followed by the object (the one who gets the action).

f. Identifying Sentence Patterns

Sentences follow a formula, known as a sentence pattern. Sentence pattern refers to the arranging of words according to their correct form or pattern. The first pattern is subject + (action) verb. This pattern has only two needed slots: subject and verb. For example, dogs bark. The second pattern consists of a subject followed by an action verb and direct object. Verbs are referred to as transitive verbs. Transitive verbs require a direct object to get an action from the subject. Leaving out the immediate object might lead to ambiguity. For example, dogs hunt cats. The third type is subject + connecting verb + subject complement. Examples of linking verbs are be, seem, become, appear, and so on. phrase. The topic can include nouns, adjectives, adverbs of time or location, or prepositional phrases.

g. preposition

Define time, space, and abstract relationships before introducing nouns or pronouns (preposition in, on and at).

h. Types of Sentences

There are four types of sentence structures: simple, compound, complex, and compound-complex sentences. A simple sentence consists of one independent clause containing a subject and verb. A compound sentence combines independent elements to form a complete sentence. A complex sentence combines one independent clause and at least one dependent clause. A compound-complex sentence includes at least two independent clauses and one dependent clause.

i. Spelling

Spelling refers to the correct way to write a word. Sometimes students write what they say. Correct writing differs from one's spoke language to improve spelling skills and Ability children should practice with a friend or organize additional sessions

j. Punctuation

Punctuation refers to the technique of placing numerous symbols in written text to aid comprehension. when signing or punctuating statements, it's crucial to consider their significance.

k. Capitalization

Leo Finkelstein Jr. identifies many common reasons for capitalizing words: capitalize certain names, abbreviations, titles, opening words of sentences and pronoun.

2. Vocabulary

Students struggle with vocabulary since it contains both synonyms and antonyms. Vocabulary relates to selecting meaningful and acceptable words for the context. A vocabulary is a collection of words to be learned as a unit. Vocabulary refers to selecting words that correspond with the content. The author aims to explain their ideas in a clear and direct manner. Vocabulary refers to a person's knowledge of words

and their ability to use them appropriately in context. It improves our ability to communicate clearly and precisely.

3. Spelling

a. Word Spelling

Word spelling a word incorrectly can result in creating a new term with a different meaning or a meaningless word. It simply indicates that spelling is the correct way to write a word. Pay close attention to the spelling. To write effectively in English, it's essential to constantly spell words accurately. Proper spelling is crucial for effectively communicating your message. As an example, Incorrect: *acceptable*. Correct: acceptable. Incorrect: *absense, absance* correct: absence.

b. Confusing sounds and letters

Spelling can be challenging for English students due to the lack of a clear relationship between a word's pronunciation and spelling. English is often referred to as the language of exceptions, as it seems to have more exceptions than examples of following rules. However, this is not entirely accurate. The spelling in English might be problematic due to phonetic variances between words and pronunciation. There are four H's: homonyms, homophones, homographs, and heteronyms. Homonyms share the same sound and spelling.

4. Punctuation

a. Mis-use of capitalization

Some languages have unique punctuation patterns, such as capitalizing names and months and using the pronoun "I." We freak out when we write and plaster a capital letter on everything. When referring to anything specific, capitalize it; otherwise, do

not capitalize it. Capitalization is permitted for the first word of a sentence, the names of days and months, holy festivals, languages, manufacturers, names of specific people, places, or things, pronouns, religious names and terms, book, film, magazine, newspaper, or piece of music, among others.

b. Mis-use of Full Stop

A period is sometimes known as a "full stop." When finishing a statement or sentence, use a period to indicate completion. When we finish writing a sentence, we use a full stop at the conclusion. Thus, full stops are frequently employed in abbreviations. Avoid adding a period to a sentence that already has one. If an abbreviation is the last word in a sentence, adding a period will result in an error. For example, "*my new email www.com.id..*" is improper since the full stop should come after a complete phrase. It should be "*my new email www.com.id.*"

c. Mis-use of Commas

A comma is just a pause in a sentence. It is sometimes used to connect words or sentences together. In certain sentence, a comma might replace the conjunction "and". This indicates we can use a comma instead of "and" between two adjectives.

5. Handwriting

Handwriting issues include missing spaces, improper lettering, and inconsistent letter style. Improper seating position, pencil grip, paper layout, and inadequate letter formation instruction can all contribute to handwriting issues. Poor handwriting or illegible writing includes not following lines on paper, writing too small or too large, writing too light or too heavy, using an inadequate pencil grip, failing to visually monitor writing, writing letters or numerals backwards or upside down, and mixing

capital and lowercase letters properly. It indicates that handwriting is the specific way in which a letter is formed with a pen or pencil, including the size, shape, letter styles, penmanship tricks, and anything else that adds character to the writing and expresses their personality.

Based on both theories, construction involves grammar (misuse of tense, subject-verb agreement, article, word order, identifying sentence patterns, sentence types), vocabulary, spelling, punctuation, and handwriting. This research will address all forms of student challenges, except for handwriting. Students struggle with handwriting due to its abstract nature.

2.3.3 Difficulties of Writing Recount Text

According to Harmer (2001:386), difficulties is something that is difficult to perform or understand. Students' issues are circumstances in which they are confronted with a dilemma. It can be evident in students' blunders. Writing, in my opinion, is a necessary skill, but it is tough to learn and master due to the different tools involved. When it comes to learning to write well, the word "difficulty" appears regularly. Earners will struggle to write because coming up with a new notion, building a topic from the idea, and selecting sentences that link to each other is not easy task Husna & Multazim (2019:52).

Difficulties with writing recount text refers to writing that lacks proper usage such as of adverbs, verbs, and nouns, resulting in imperfect sentences. In difficulty, lack of proper usage in writing narrative text often occurs in students, such as difficulty using proper language, a lack of strong vocabulary and grammar, difficulty pouring

ideas into efficient sentences, and difficulty making clear and interesting representations.

Students often struggle with comprehension, creativity, and even failure during the learning process. Students who struggle to comprehend or fail a class may be experiencing challenges with learning. Learning problems are a multidisciplinary notion that is utilized in the field of educational psychology or medicine. Learning challenges can be attributed to a subject's study conditions, affecting learning outcomes. The causes include physical, social, and psychological factors.

According to Brown (2000, 273) “the fact that learners get difficulties and that difficulties can be observed, analyzed, and classified to reveal something or the system of rating within the learner”. Based on the views presented, the researcher concludes that obstacles stem from something being difficult to accomplish or comprehend.

Another expert who discussed the sources of difficulty is Richard. He classifies sources of difficulty into six points:

- a) Interference is a difficulty resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language;
- b) Overgeneralization is a difficulty caused by the extension of target language rules to areas where they do not apply;
- c) Unsystematic difficulty in performance might be caused by memory gaps, exhaustion, bewilderment, or intense emotions;
- d) Markers of transitional ability, which may occur naturally during the second language learning process (similar to first language acquisition);

- e) Communication and assimilation difficulties arise from attempting to communicate in the target language without fully acquiring the appropriate grammatical forms;
- f) Teacher-induced difficulty refers to difficulties caused by the teacher's educational practices or the text itself.

2.3.4 The Problems of Writing Recount Text

Simple errors include difficulties in grammar, punctuation, spelling, diction, and mechanics. One typical grammar issue is the absence of agreement between the subject and verb. Common punctuation errors include using an apostrophe in the possessive case and not using quote marks for direct quotations. Common mechanics issues include inappropriate usage of italics, abbreviations, and capitalization. grading structural errors can be challenging due to inadequate feedback such as circling or emphasizing the error. Many students do not understand the relationship between logic and language.

Poor communication quality can be caused by issues with paragraph organization (coherence, development, and unity), as well as padding. Accounting professors face significant challenges in improving students' writing skills due to structural issues. Although they perceive an issue, they lack the technical terminology to communicate it to pupils. Rewriting a sentence or paragraph without a clear explanation of why it is an improvement is often ineffective with students.

According to Harmer, students reluctance to write stems from their lack of experience writing in their native language, making the classroom activity unfamiliar to them. Some students are terrified of making mistakes, leading them to avoid writing classes. Some students believe they do not need to devote as much time and effort to

writing. Sometimes process writing is not necessary due to time constraints in the classroom, a desire for speedy communication, or the need for students to write on the spot. the author concludes that individuals who lack proficiency in their native language will struggle to write in English. Students who make grammar blunders may struggle with their writing skills.

2.3.5 Causes of Students Difficulties in Writing Recount Text

Some students struggle with the writing process, which makes it difficult to teach and learn. This can be shown in their writing score and errors. Alfaki (2015:40), identified five variables that contribute to students' writing difficulties:

a). The Nature of Writing

According to Bell and Burnaby (quoted in Alfaki), the difficulty of writing is as follows: Writing is a difficult cognitive activity that demands researcher regulate multiple variables concurrently, both inside and beyond the sentence level.

Byrne divides writing complexity into psychological, linguistic, and cognitive issues. Writing is a difficult activity that requires ongoing work and practice to produce quality writing. The activity is sophisticated and includes stages similar to writing. Students should comprehend the writing steps.

b). Lack Learner's Motivation

Motivation helps learners develop an interest in writing. It also motivates learners to write. Davies believes that motivating and engaging writing challenges can inspire learners to write more frequently. It indicates that writing projects can progress quickly when students' concerns and interests are recognized, they are given multiple

opportunities to write, and they are encouraged to participate. Furthermore, students motivation can impact their writing achievement.

c). Insufficient Time

Hedge emphasizes the importance of time in writing, as it involves various processes that require adequate time. Effective text arrangement and coherence require ample time. Writing requires students to spend a significant amount of time developing ideas and focusing on certain topics to create a well-written composition.

d). Lack of Practice

According to Wilson (1955:44), writing is a talent that requires both teaching and practice. Devis characterized writing as a creative process in which good authors learn to communicate their thoughts clearly to an invisible audience. This means that writing is not an instantaneous process. Students should practice on a regular basis to improve their writing and composition skills. Furthermore, to become an excellent writer, a student must write extensively.

e). Teacher's Feedback

Byrne suggests that for teachers to be effective readers, they should focus on what students have accomplished rather than their shortcomings. Teachers play a significant role in students' understanding of lessons learned. The teacher provides support and corrects pupils' errors in addition to judging their failures.

2.4 Previous Related Study

The first study was written by frisca sherly under the title "An Analysis of Students' Difficulties in Writing Descriptive Text. There is a similarity between this researcher and previous researcher that they have the same research to analyze the

difficulties of students in writing text and this research uses the same method that uses qualitative methods. whereas the difference between the previous researcher and this study is that the earlier researcher analyzed the difficulties of students in writing descriptive text for first grade at SMK Muhammadiyah doro in 2019/2020 whereas this study will be done by analyzing the difficulty of students to write text and will be carried out for eleventh grade at SMA Negeri 21 Medan.

The second study was written by Fitria Purnama Sari under the title "An Analysis of Students Difficulties in Writing Recount Text." On the difference between the previous study and this study, the previous researchers conducted a study a study to look at the ability of students to write recount texts and the problems that students encountered in writing recount texts. The subjects used by the former researchers were conducted in grade 8 at SMPN 29, and previous research obtained test results in which more than 50% of students scored below 60. While the similarities of this study with previous studies are the same to analyze students' difficulties with writing and to measure the extent to which students' ability to write texts, the similarity of the study and previous researchers also uses the same methods of research, i.e., qualitative descriptive research methods, and also to look at problems students face in writing using the test results that are analyzed based on aspects of writing, namely, content, organization, vocabulary, grammar, and mechanics.

The third study titled "an analysis of the eighth-grade students' difficulties in writing a recount text at mts pidua." On the difference between the previous study and this study, the previous researchers investigated the difficulties of eighth-grade students in writing recount texts in the eighteenth grade MTs Pidua, while this study was carried

out to analyze the difficulty of the students in writing recount texts. These difficulties are related to aspects of writing such as content (35.71%), vocabulary (35.71%), grammar (21.43%), and organization (21.43%). The similarity between the previous study and this study is that both use aspects such as writing, including content, grammar organization, vocabulary, and mechanics, to write well, and both analyze data using the three steps of Miles and Huberman: data reduction, data display, and conclusion or verification.

The fourth previous research by Aster Leirin Manullang with the titled "An Analysis of Student's Ability and Difficulties in Writing Narrative Text of The 8th Grade in Smp Negeri 1 Tigapanah" different from this study in that the former aimed to analyze students' abilities and difficulties in writing narrative texts at SMP Negeri 1 Tigapanah, while this research focuses on analyzing students' difficulties in writing recount texts at SMA Negeri 21 Medan. Additionally, the previous study employed a quantitative research method, whereas this research utilizes a descriptive qualitative method. In previous research, it was concluded that students were in the good category, with a percentage of 78.91%. In the second meeting, the researcher re-explained the questionnaire test, and the results from the students' questionnaires showed a score of 53.65%. Some students did not experience difficulties in writing narrative texts, as evidenced by the responses from students who chose the "always" category, totaling 47 (10.21%). The similarity with this research is that both analyze students' difficulties in writing and use several aspects such as vocabulary, language use, content, mechanics, and organization.

The last one by Suyadi titled *Analysis of Students' Writing Skills in Recount Texts among Eighth Grade Students at SMP Negeri 2 Kota Jambi*. The difference between this research and previous studies is that previous researchers constructed a complex and holistic picture, analyzing words, reporting detailed views from informants, and conducting research in natural settings. The research is considered good in the category with the percentage of student skill levels, which is 6% at the very good level, 14% classified as good, 22% classified as sufficient, 28% classified as weak, and 30% classified as poor. This study analyzes students' difficulties in several aspects, namely: organization, mechanics, language use, vocabulary, and content. In line with previous researchers, this study employs a qualitative method to uncover some of the difficulties faced by students in writing Recount Texts.

Based on the related research mentioned above, the study focuses on the difficulties experienced by students when writing recount text. It would also be useful for teachers to use it as a reference to build learning techniques based on students' writing skills in high school, students must understand the five elements of writing: content, organization, vocabulary, language use (grammar), and mechanics. It will also greatly help teachers in paying attention to the difficulties of students who can be adapted to the needs of their students in learning English, especially in the use of written language.

2.5. Conceptual Framework

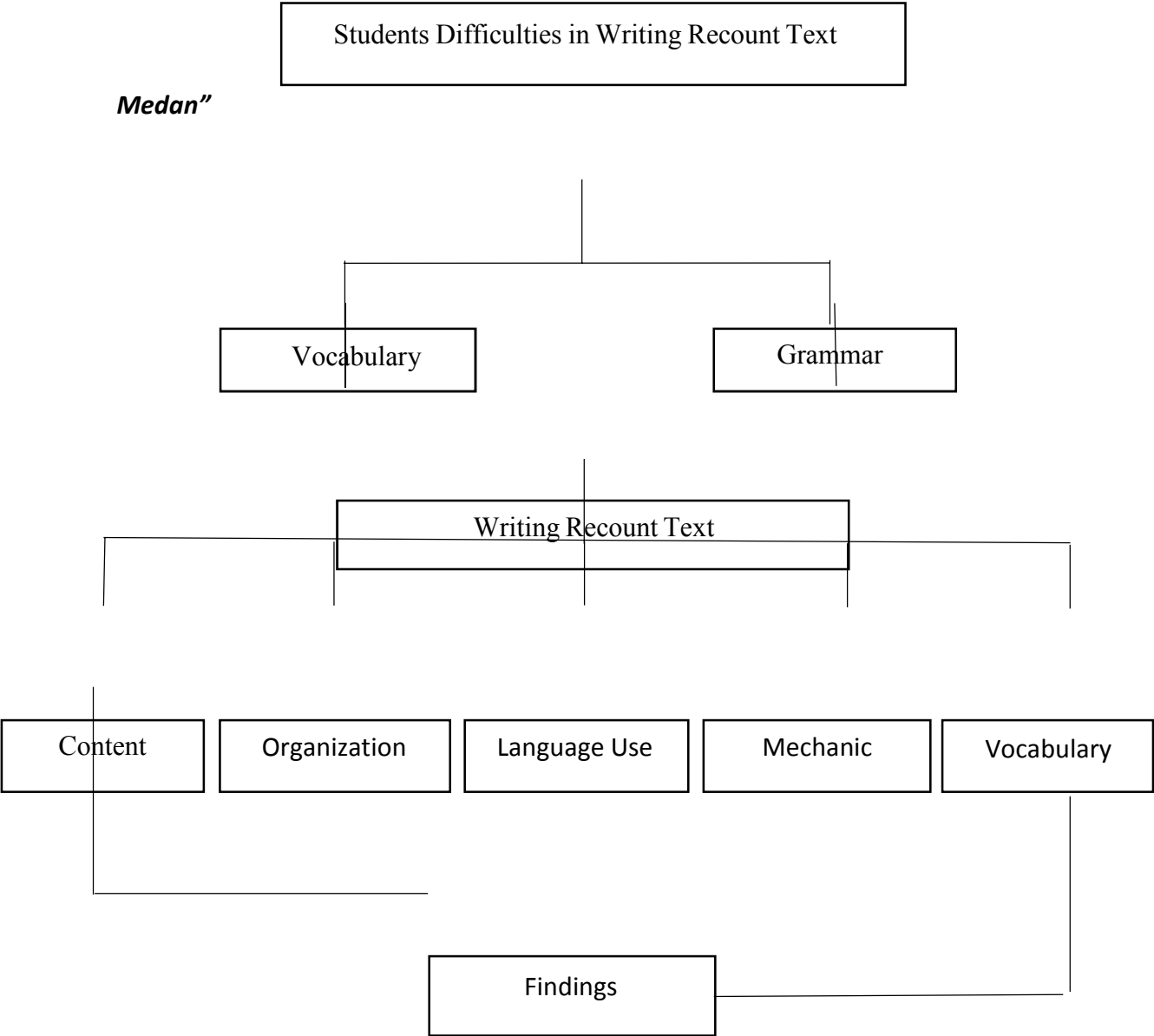
According Heaton (1988:127), defines writing as a task that requires students to create grammatically accurate sentences that effectively communicate their ideas on a certain topic. There are 15 different writing genres, including descriptive, recount,

narrative, procedural, report, explanation, discussion, hortatory exposition, analytical exposition, news item, spoof, anecdote, commentary, book review, and critical review writing. Out of all the writing genres, the researcher prefers narrative text because many students struggle to come up with ideas or write meaningful sentences in English.

The researcher focuses on the difficulties experienced by the students, according to Heaton (1988:135), there are five components of writing difficulty: content, organization, vocabulary, language use (grammar), and mechanics. The reason the author analyzes the difficulties of students in writing recount texts is because based on the experience of the researcher when doing dedication at the high school level, the author finds many students who lack in using language use (grammar), lack of understanding in content, organization, mechanics, as well as the use of vocabulary that is not good in writing sentences or text.

In particular, the researcher has noted that students frequently have trouble generating coherent content, organizing their thoughts logically, and applying appropriate grammar and mechanics. These issues often lead to difficulties in producing clear and engaging recount texts. By examining these challenges, the researcher aims to identify specific areas where students need additional support and develop strategies to enhance their writing skills. This analysis is crucial for improving overall student performance in recount writing and addressing the gaps identified through classroom observations and feedback. The insights gained from this analysis are expected to contribute to more effective teaching practices and ultimately lead to better writing outcomes for students.

Figure 2.1. Conceptual Framework in the researcher entitled “An analysis of students difficulties in writing recount text on the eleventh grade at SMA Negeri 21 Medan”



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This section would detail the researcher approach and methods for conducting the research. The descriptive-qualitative approach is used in this study to assess various difficulties on writing recount text written by eleventh grade students at SMA Negeri 21 Medan. This chapter covers the processes used to collect and evaluate data to answer the study author question. It will describe research strategies, data and data sources, data collection tools, data gathering techniques, and data analysis approaches, all with the aim of determining the problem of difficulty on writing recount text among students. Ishtiaq (2019,40) describes research design as specific techniques used in research processes such as data collection, analysis, and reporting.

This section would cover the approaches and procedures used to conduct his research. The researcher employed a qualitative descriptive approach to analyze students' difficulties in writing recount text.

The goal of this study would be to analyze recount texts based on students' difficulty. In qualitative research, the interested researcher used data to describe phenomena, articulate what students mean, and understand the meaning of student writing. Qualitative research is a study that processes descriptive data in the form of written or spoken words about the subject and its behavior. with the goal of better understanding the individual and his background as a whole.

3.2 Population and Sample

3.2.1. Population

According to Hordósy (2011, 222-223), populations are large target groups that we want to learn more about but cannot directly research. So, the researcher took samples from populations. The population for this study included eleventh grade at SMA Negeri 21 Medan during the school year 2023-2024. Each class contains a different amount of students. The population distribution is as follows:

Table 3.1 The Population of The Research

No	Class	The Number of Students
1.	XI – 1	34 Students
2.	XI – 2	33 Students
3.	XI – 3	35 Students
4.	XI – 4	30 Students
5.	XI - 5	32 Students
6.	XI – 6	31 Students
7.	XI – 7	33 Students
8.	XI – 8	33 Students
9.	XI – 9	36 Students

3.2.2 Sample

According to Cohen et al., (2007:147–156), a sample is a smaller group that is researcher from a broader population. Data are collected and processed from the sample and conclusions are derived from the population. In this study, the researcher used purposive sampling to select one of the secondary grades as the study's sample.

As a result, only one class would be used as a sample. Because this is descriptive-qualitative research, the sample size is limited. In this case, the study would use the eleventh grade of XI-3 consisting of 15 students as a sample. This would be selected based on the initial research carried out by the author before administering the

test to the student. Through observations carried on by the researcher, it would used reveal that some students in Grade XI-3 had greater difficulties in writing recount text, so the researcher concluded to choose Class XI-3 as a sample. The study focused on the tasks performed by the student through recount texts. The distribution of the sample is as follows:

Table 3.2 The Sample of the research

No	Class	Number of students
1.	XI-3	15 Students

3.3. Instrument of Collecting Data

Instruments are tools for collecting data in a study. To collect data, the researcher would used a writing test. The task performed by the student brings together the instruments that would be used by the researcher in assessing the difficulty of the student when writing a recount text. The researcher assigns the student to write narrative texts with Tittle about the student's personal experience. This activity would be designed to gather student difficulties and mistakes in the text analyzed by the researcher.

1. Test

Tests are useful measurement tools for educational research. A test involves to individuals and assigning a numerical score based on their reactions Rianti et al., (2022, 370) understand that tests are the medium for obtaining answers to questions that are deliberately and objectively organized. With consistently structured and objective tests, the results can be expressed exactly as intended. The researcher intended to assess the difficulties on writing based on the results of recount texts. So, when creating a recount

text, the researcher would still encourage the student to do the test of good in accordance with the author instructions. In this study, researcher would manage subjective written tests. Quality questions start with terms like remembering, explaining, why, how, comparing, and concluded. In this way, the researcher can give the student a written test to create a recount text that includes stories from the past or an explanation of what they are going to write. The tests are conducted in a quiet environment, students work for the same amount of time. During the execution of the written text, the researcher documented the events he did to prove that the test were true Amin et al., (2023:15-31).

2. Interview

So, after performing the written test, the researcher interviews the student. The interview would be conducted to find out directly what the student's difficulties in writing a recount text are and to know what causes or factors contribute to the difficulty the student is experiencing in writing such recount texts. The test is a useful measuring tool for educational research. A test is a sequence of incentives given to people to produce reactions from which numerical scores can be produced and so on. Ary et al., (2009:696), state the interview test is conducted for students who have difficulty writing recount, based on the findings that the researcher gave to students in grade XI-3 at SMA Negeri 21 Medan. Before conducting the interview, the researcher prepares the necessary material, such as research interview questions and cameras for documentation. Interviews would be carried out directly between the interview participants and the respondents with questions relevant to research.

3.4. Data Collection

In this study, a test would be used to gather information. According to Adosi, (2020:5), a test is any technique for measuring the existence or absence of an ability, as well as the greater capacity of a study object. According to Lund & Winke (2008:273-282), a test is a way to assess a person's skill, knowledge or performance on a specific topic.

In this study, before administering the test the researcher provide a brief explanation to remind students of the recount text they have learned and to ensure that students do not write recount texts using other sources or the internet. Students were then asked to create a recount text consisting of 1-2 paragraphs within 60 minutes. The recount text that would be written by the student personal experience, both a pleasant and a sad experience that the student has ever experienced.

3.5. Data Collection Procedure

Conducting research requires procedures or many steps. The researcher follows a systematic approach to conducting research. Procedures are given below:

1. The researcher would provide guidance and help on how to complete the written test;
2. The researcher then asks the student to compile a recount text with the theme of personal experience.
3. The researcher then emphasizes to the students that they should pay attention to Every piece of writing that would be done by them, either the writing or the contents of the recount texts;
4. The researcher would be attentive to the student during the test so that there is no Fraud.

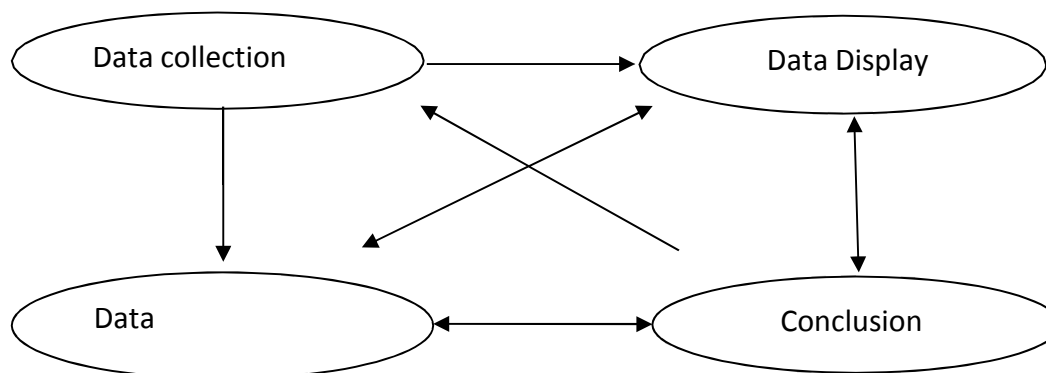
3.6 Data Analysis Technique

According to Rijali (2018:81-95), qualitative analysis consists of three steps: reducing data, displaying data, and collecting conclusions. The researcher first reduces the data, then selects and notes the data that can significantly contribute to the research problem. The following phase involves a succinct analysis of the data. The researcher categorizes data based on the learning and teaching recount text, student problems, and teachers' efforts to improve students' skills. The researcher would then organize the facts in order to draw the final conclusion. Following that, the researcher would exhibit the data by arranging the collection of facts, such as recount language that forms a field note. Finally, the researcher would consistently reach a conclusion.

The Miles and Huberman model analyzes data using the procedures below:

1. Data collection refers to gathering all of the information required to conduct the investigation;
2. Data condensation involves simplifying information gathered from field notes records, and other empirical sources. The researcher picks the necessary material assigns a mark to the phrase or sentence, and determines whether separate words are required. Then summarize, paraphrase, and select specific data for the investigation.
3. Display the data is presented in an ordered manner. it enables the researcher to comprehend the situation, form conclusions, and take action. This step involves displaying the facts in a clear and particular manner. the researcher will categorize the data and create a description.
4. Finally, conclusions the researcher verified his research by drawing conclusions from the data gathered during the process.

Figure 3.1 Analysis Components of the Miles and Huberman Model



The author evaluated the data to explain student's difficulties with recount text writing to determine the average student writing score, apply the following formula:

$$M = \frac{\sum X}{n} \times 100 \%$$

Where:

M : The average of the students

$\sum f$: Total Score

n : Number of Students

3.7 Triangulation

Triangulation is a technique for determining the accuracy of data. The researcher would use data triangulation in their investigation. Sugiyono (2010) defined triangulation as the combination of many data collection methods and pre-existing sources. There are four types of triangulation: sources, techniques, researchers, and theories. The researcher utilized sources and theories in their investigation. The researcher used a triangulation of methods to analyze students' writing during English teaching practice at SMA Negeri 21 Medan. This included documenting recount texts.

The researcher specifically employed a triangulation of methods to analyze students' writing during English teaching practice at SMA Negeri 21 Medan. This involved a multi-faceted approach that included documenting and evaluating recount texts. By integrating various methods of data collection and analysis, such as observations, interviews, and written documents, the researcher aimed to o