

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Language is a communication tool that is used by everyone to convey information both orally and in writing. Sanggam (2007:27) said that language is a legacy of the ancients that is useful for the present, namely as a communication tool in expressing ideas and opinions, and being able to interact with others. Language is very important for us as a tool communication in daily life. In language is closely related to writing, because in writing there is information given to the reader through a language. In language there are language skills namely, writing, listening, speaking, and reading. In the language there is English as the main object that is most important for us.

English is the language that is often used as the main language because English is an international language. Learning English is critical in today's world. Because English is the world's first language, anyone can speak it anywhere and at any time. As a result, we should learn English quickly. If someone wishes to be successful in English language acquisition, they must master four language abilities. There are four types of skills: speaking, writing, listening, and reading. In this case the researchers will discuss about writing skills.

Writing is one of the English abilities that have a significant impact on people's daily lives, as evidenced by personal letters, curriculum vitae, business activities, and office activities. Writing is the act of putting ideas, thoughts, and

feelings into words and expressing them in a written form. In grammatical sentences, writing is actually communicating information, a message, or an idea. Based on Kamehameha (2007), writing is a highly personal endeavor, and the same person may express himself or herself in a variety of ways. In writing, there are several types of text; descriptive, narrative, recount text, report text. In this research the researcher talks two of them like recount and narrative text.

Recount text is a sort of text in which we tell stories about our prior experience. Recount text is typically used to retell a story, offer information, and entertain the reader. Based on Erisda (2017), learners will struggle to write since coming up with a new concept, constructing a topic from that idea, and selecting phrases that connect to each other is not an easy task. Narrative text is texts that talk about imaginary stories, fairy tales, or real stories that have been exaggerated. And there is a moral value to be learned at the end of the story. A narrative text is one that tells the story of a set of logically and chronologically connected events that are caused or experienced by various elements Rebecca (2003:23).

Why the researcher chooses this title because most researchers only focus on getting a recount or focus on getting a narrative. So, researcher wants to be different from others researchers and the researcher initiative to research both of the text. The urgency of this title is because when the researchers do the teaching practice in SMAS HKBP Sidorame, the researcher found many students who don't have good writing, so the researcher wants to find out what the difficulties of the students' experiences.

From this research, the researcher finds out the problem at grade eleventh of SMAS HKBP Sidorame difficulties in the writing especially on the recount and narrative text. Many students face problems in writing recount and narrative text and component this is brought on its mile's college students themselves. Many of the students still don't have the vocabulary and grammar which play an important role in this research.

The researcher finds out the students continue to struggle with recount and narrative text. That assertion is based on the fact that the majority of pupils cannot write recount and narrative text in the field where the teacher works, because the students not understand about the use of verbs in the text so that students are not able to differentiate between recount and narrative text because in the text there are differences in the verbs used so that writer found the student's difficulties in recount and narrative text.

The researcher finds out the student's difficulties that student not understand the rules in making or differentiate recount and narrative text. Based on Harmer (2004) there are some difficult of students in write a text, they are; grammar, vocabulary, handwriting, spelling, layout and punctuation.

Example of students' writing

“When we're ironing, grandma had put charcoal into the iron, then placed it on a plate and ironed the cloth. If the charcoal has cooled means it must be replaced and it was time to replace the charcoal. I was told to replace it, after I changed the charcoal, I do it but suddenly the nails come over”.

For the example above, the supporting theory used is the theory of Harmer, that difficulties have five difficult namely grammar, vocabulary, handwriting, punctuation, spell. In this example have many mistakes in use of the grammar or use the punctuation.

The researcher will provide past studies that have been done by a researcher to prove the originality of this research, Walidah yuni (2015), in her research entitled *“Students’ Difficulties in Writing Recount Text at Grade VIII SMP 11 Padang Sidempuan”* in this research, the researcher explained about difficulties in writing, here are some of the difficulties that the researcher wanted to research, as follows :

- (1) difficulties in content related to student knowledge
- (2) difficulties organization related to communicative ideas
- (3) difficulties in vocabulary related to vocabulary
- (4) difficulties in language use related to regarding the grammar used
- (5) difficulties in mechanics are related to spelling and punctuation.

The difference between this journal and the title of the researcher is that there are two comparisons (1) in the object section, in the journal the researcher only examines recount text, while the researcher in this research examines two objects namely recount and narrative text.

(2) In the difficulties the researcher in this journal examines the dominant difficulties experienced by students in writing, while the researcher in this research only examines what difficulties these students have in writing texts. For example, the comparison between journals and researcher’s titles is when the researcher of the journal research on difficulties in mechanics which are related to spelling and punctuation in one topic, while the researcher in this title examines the same subject but in two topics.

For the reasons stated above, the researcher interested to make research about **“STUDENT’S DIFFICULTIES IN WRITING RECOUNT AND NARRATIVE TEXT”**.

1.2 Problems of the Research

The researcher formulates the problems of the research based on the difficulties indicated above:

- 1 What are the student’s difficulties in writing Recount text at eleventh grade of SMAS HKBP Sidorame?
- 2 What are the student’s difficulties in writing Narrative text at eleventh grade of SMAS HKBP Sidorame?

1.3 Objectives of the Research

The objectives of this research are to learn about the students’ difficulties in writing recount and narrative text, namely:

- 1 To find out the student’s difficulties in writing recount text at eleventh grade SMAS HKBP Sidorame.
- 2 To find out the student’s difficulties in writing narrative text at eleventh grade SMAS HKBP Sidorame.

1.4 Scope of the Research

The researcher will concentrate on students’ difficulties in writing recount and narrative material in this study. According to Harmer (2004) there are some difficult of student’s in write a text, they are: grammar, vocabulary, handwriting,

spelling, layout and punctuation. The focus in this research is the researcher wants to identify the student's difficulties in using the simple past tense in writing recount and narrative text.

1.5 Significance of the Research

The significances of this research are as follows:

1.5.1. Theoretically

The theories are difficulties:

- a. The findings of this research can be utilized as a model for similar studies in the future.
- b. The findings of this research can help readers learn more about descriptive research on students' problem in writing recount and narrative text.
- c. The findings of this research might inform readers about the most common problem students' face when writing recount and narrative text.

1.5.2. Practically

1. For the students

A study helped students to make better writing, particularly in recount and narrative text, also to learn of their wrong in writing recount and narrative text.

2. For the teachers

The study can be used by teachers to help students enjoy learning English by teaching them how to write recount and narrative texts.

3. For the researchers

1. The researcher can learn about the obstacles that students face.
2. The researcher expects that this research will serve as a resource for other researchers who are working on the same topic from different angles.

1.6 Theoretical Framework of the Research

The researcher employed a theory to support the implementation of this research in this investigation about difficulties in writing recount and narrative text by Harmer (2005: 12,255-256). The researcher also uses Kamehameha (2007:2), Erisda (2017:15), Rebecca (2003:23), Lindsay (2010:27), Nisa' et al (2018), Nuryani (2018), Husna (2019), Yulianawati (2018:42), Hartono and Rudi (2017:29), Cohen in Utami (2020) and the others linguist for supporting the theories difficulties of writing.

1.7 Key Terms of the Research

For the key terms of this research, researcher make some key terms, they are:

1. Difficulties

Difficulties are the characteristic or state of being difficult to accomplish, deal with or comprehend: the quality or state of being difficult to do, deal with or comprehend.

2. Recount

Recount text is telling the reader about a specific events, action, or activity. Recount text is a text that recounts prior events or experiences.

3. Narrative

Narrative text is a fictional story intended to entertain readers.

4. Writing

Writing is the act or talent of writing down coherent words on paper and put them together as a text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Language

Language is a communication tool that everyone uses in their day today lives to communicate information and arguments to others. In this scenario, language cannot be isolated from its culture because it represents a nation and is linked to the attitudes and behaviors of groups of language speakers.

Algeo & Jhon (2005) Said the language is a pronunciation sign of the human's communication to talk with others. Lindsay (2010:27), a language is a tool we use to communication with other people. Based on Sanggam (2007) a language is human heredity that is unique and has a significant role in human life, namely thinking conveys information or others . According to concept, a language is our material to communicating with the other we use in our everyday lives in the around us.

2.2 Language Skill

Language skill is communication abilities that allow you to express yourself clearly and precisely. You not only learn to speak well, but also to listen carefully. Another important talent in a professional situation is the ability to write effectively and concisely. Nisa et al (2018) stated that when someone is killed in picking language voices (in the form of words, phrases, stress, and intonation) and then appropriately formulating them to transmit thought, feelings, ideas, facts, and actions in various communication contexts, they are said to have high language abilities.

According to Nuryani (2018) there four components of language skills are listening, speaking, reading, and writing. These four characteristics are classified as receptive and productive language abilities Moeslichatoen (2004). The skills used to understand anything through spoken and written language are known as receptive language skills Adini (2016).

In the language skills, there are four basic things that must be learned or must we know

1. Listening, usually in this section we are taught how we can train or be fluent in listening when spoken to, listen the conversation, listen to music and others and must have a lot of vocabulary, if we don't have a lot of vocabulary, listeners can write words that have never been heard.

2. Speaking, learn how to be fluent in speaking English with other people and we must be able to have many vocabularies, to make it easier for us to have conversation, we also learn how our pronunciation is shaped to make it easier for others to hear.

3. Reading, learn how to put stress in our vocabulary and conversations so that they don't have the meaning of words that make other people misinterpret the vocabulary. In this case we are also trained to be faster in reading a text.

4. Writing, learn about how to write well and correctly in writing a text, make our conversations easier for others to understand by using correct grammar or correct punctuation besides writing can also train us on how to make questions properly and correctly.

2.3 Writing

Browne (2007:81) said Writing is a difficult task that requires many skills. Writing is a skill requires a high level of complex it easy. Learners must appreciate and recognize the situations complexity. Based on Harmer (1991) writing is skill that focuses in producing language to express someone's idea and feeling and the writing skill requires intellectual level in changing the idea or the feeling in a writing form Harmer (2004). According to proceeding, writing is a key skill that can be used to assess a learner's intellect. The statement support by Sari (2021), that writing in academic setting is regarded as a skill that requires more focus, critical thinking, and that learners require greater concentration, critical thinking, and long term learning. Writing requires of learn to pay more attention to correct language usage since they will be thinking about what they are writing. This has an impact on their language development as they work through some issues.

From the explanation above, is the ability of students to generate ideas is backed for specifics, allowing writer to inform their thoughts with readers to again extra knowledge. Learners must also follow a set of instructions while transferring information through their writing.

2.3.1. Types of Writing

According to Brown (2014:220) types of writing performance, there are four categories of written production are considered here. Each category is similar to the categories established for the other three skill areas, although these categories as always, reflect the skill area's uniqueness.

2.3.1.1. Imitative

The students must master the essential, basic tasks of writing letters, words, punctuation, and very short phrases in order to form written language. In the English spelling system, this category comprises the capacity to spell correctly and comprehend phoneme-grapheme correspondences. It's a stage where students are attempting to master the mechanics of writing. Form is the primary, if not exclusive, priority at this stage, whereas context and meaning are secondary concerns.

2.3.1.2. Intensive (Controlled)

Skills in developing acceptable language within a context, collocations and idioms, and accurate grammatical elements up to the length of a sentence go beyond the fundamentals of imitative writing. Though context and context play a role in determining correctness and appropriateness, the majorities of assessment activities focus on form and are closely controlled by the test design.

2.3.1.3. Responsive

Learners must operate at a limited discourse level when completing the assessment activity, which includes connecting sentences into paragraphs and generating logically connected sequence of two or three paragraphs. Tasks are assigned in accordance with pedagogical directions, criterion lists, outlines, and other rules. The writer begins to exercise some freedom of choice among different modes of expression of ideas under certain conditions.

2.3.1.4. Extensive

Extensive writing entails mastering all aspects of the writing process and tactics for a variety of purposes, up to the length of an essay, a term paper, a significant research project report, or even a thesis.

2.3.2. Process of Writing

Writing is made up of steps. There are stages that learners must go through before they can produce good writing Harmer (1991). A process of writing is the method of looking at what student's doing when they write a paper work Langan (2010).The following that five steps of the writing process they are.

2.3.2.1. Pre-Writing

Prewriting is a technique for generating ideas. Students prepare to write by choosing a topic, brainstorming ideas, planning, and gathering ideas to clarify the topic throughout this stage. They begin writing by generating concepts.

2.3.2.2. Drafting

The second called drafting, students who write a notion understand that they will be able to revise it. Students will discover in with each new draft. Students might start by scanning the pre-writing notes and identifying key concepts.

2.3.2.3. Revising

For the third is revising, during the editing stage, it is necessary to clarify and refine concepts in their composition. Students read their work aloud and discuss it in pairs or small groups. They then make modifications to their work

depending on their peer input, rearranging phrases and paragraphs as well as merging sentences.

2.3.2.4. Editing

For the next is editing is re-reading students' work and enhancing their writing is what editing is all about. It appears to be a procedure for fixing mechanical defects. Students edit their work or that of their peers by grammar, spell, punctuation, diction, and sentence structure at this stage; they are also involved them in compiling produce the last design to the teacher repair.

2.3.2.5. Publishing

The last step is students both publish their writing in front of the class and share it with others, or they share it privately. It maybe concluded that students writing process were encouraged to improve, and students were encouraged to practice using the writing process steps when writing to arrange into a nice paragraph. Following the development of an idea, the writer or pupils sketch it down on paper as a preliminary notion. The next phase is to review, edit, and modify the rough draft into good and correct writing, which includes grammar checks and sharing with others.

2.3.3. Genres of Writing

Talk about genres is a part of talking about writing. Sanggam (2011) there is 12 different types of writing genres: spoof, recount, narrative, procedure, hortatory exposition, anecdote, description, report, Analytical exposition, explanation, discussion, and news.

2.3.3.1. Spoof

Spoof is a technique for distorting some of the occurrences in a process in order to produce humor and a narrative. The event's punch line is an unexpected action taken by one of the characters in response to another character.

2.3.3.2. Recount

Recount is a report produced regarding a series of events. The process for writing a recount is theoretically identical to that of writing a narration. Recount the writing specifically to telling or entertaining of many people about particular event. Recount is a text that consists of 3 parts: orientations, events, and reorientations.

2.3.3.3. Narrative

In writing English text in which the author aims to amuse, entertain, or deal in various ways with actual or vicarious experience is considered written referred to as narrative. It is used to tell the tales, experiences, and events that occurred in the past. This employs the simple past tense. The Orientation, events, resolution, and coda are all aspects in a narrative paragraph. However, there is a coda.

2.3.3.4. Procedure

In writing English document where the author discusses how anything work is performed from the series by actions and steps known as the procedure. In the text have 4 procedures: aim, material, techniques, and re-orientation, in which a writer discusses how something is performed in a sequential order.

2.3.3.5. Hortatory Exposition

Hortatory Exposition is the writing of English text where the author attempts to persuade the reader that something should or should not be the case. Hortatory has 3 parts: a thesis, an opinion in problem, the last is recommended.

2.3.3.6. Anecdote

Anecdote is a tool used by a writer to tell people about an uncommon or entertaining occurrence. Anecdote is a text that consists of five parts: abstract, orientation, crisis, reaction, and coda.

2.3.3.7. Descriptive

The writer uses descriptive language to describe a thing. The object in this paper can be either concrete. Like person, animal, tree, home, even camping. Like on the subject. The term "descriptive" refers to a text that contains two elements they are description and identification.

2.3.3.8. Report

Report is the type of text that created using the description method. It gives the readers a description of an object. The length of the text described object.

2.3.3.9. Analytical exposition

Expository text is analytical exposition. About that veracity by the fact concerning the specific object. The text is written so that the reader can know the truth of the object in the text. The goal of this text we can only make the reader believe it by telling the truth, also demonstrate a truth in everyone's real life for the proving it with a fact.

2.3.3.10. Explanation

Explanation is the writing of English text where the author explains the processes involved in information on natural or socio-cultural phenomena's workings. Explanation is a text that consists of 2 parts they are general assertions and then sequential explanation.

2.3.3.11. Discussion

Discussion is the writing of English where the author gives several parts of view on a topic. Discussion has three parts: issue, argument, and conclusion.

2.3.3.12. News Item

There is no such thing as a paragraph or an essay in the news; rather, it refers for many writings of English document that contains one or more paragraphs where the writer attends to tell readers on current incident that are considered news worthy or significant. News item is a text that consists of three parts they are newsworthy occurrences, background events and sources.

2.4 Recount Text

Based on Linda & Wignell (1995), said Recount text is recount events that have happened in the past with the aim of informing people or entertaining them. And Pardiyono (2007) defines recount text as a kind of text that is aimed to inform about an event in the past. Based on Yulianawati (2018) recount text is characterized which gives back stories of the past.

The researcher concludes from the definition above that a recount text is the text that is use for inform previous events and sequence of events that

occurred in the past. As a result, if students want to recount their experiences, they can do so using the recount text.

2.4.1. Types of recount text

There are four different forms of recount text, by Cholipah (2014) they are:

1. Personal recount is a text used to retell about personal experiences that have been passed by the author using the first person (I, We) such as bad or happy experience, holiday, and postcard.
2. Factual recount is a text that contains reports of events that occurred and are not simply based on the author's opinion. For example, the ball is round and the other.
3. Imaginative recount is as sort of recount text that helps to provide imaginative stories based on occurrences, as well as events that have occurred or been experienced and then turned into text, such as fiction.
4. Biography recount is a form of recount text that contains and discusses ancient history or chronicles the life of a hero in the third person (she, he).

The writer concludes that where as in this study, the writer focuses on personal experience because it was based on first grade content and the pupils were interested in retelling a personal experience.

2.4.2. Example of Recount Text

The 3rd of last month was a very special day for me. It was my birthday. My 17th birthday. On my 17th birthday my father gave me a new cell phone as a gift. Because my old cell phone is broken. So, dad bought me a new cell phone. I am very happy with the gift my father gave me as a birthday present. Mother also

gave me a gift, namely a bag that I have wanted for a long time. Mother knew that because I once asked my mother to buy the bag. I didn't expect my mother to give me this bag as my birthday present. I am very happy with my 17th birthday, because I was able to celebrate it with my family and get the gift I really wanted.

2.5 Narrative Text

Narrative text is just one type of writing (as work of speech, writing, song, film and the other). Narrative is a set of structures for telling a story. That describes a non-fictional series of events. The researcher explains about narrative text by experts. Rudi (2017) said that narrative text is a story containing complications or troublesome situations in which the protagonist attempts to discover solutions to the problems. The narrative mode, or the set of strategies used to tell the narrative through a process narration, is an important aspect of narrative text. According narrative text is the writing telling something imaginative or merely a fantasy with only purpose of entertaining of reader. Herlina (2012) said narrative text is a text that describes a series of logically and chronologically related events that are caused or experienced as a result of several variables. Understanding narrative is aided by the use of a key. Understand of plot, character, and events, as well as how they relate to one another.

For the definitions above, that researcher believes a narrative text is a text uses chronological order or sequence of events to entertain the reader by telling stories about events that occurred in the past.

2.5.1. Generic Structure of Narrative Text

Students must understand the basic structure of narrative texts in order to write them: orientation, evaluation, complicate, resolution, and then reorientation. Meanwhile Nuzhatun (2016:2), the generic structure of narrative text are:

1. Orientation is introduction to the story that introduces the character, place, time, and others.
2. Complicate is discusses the beginning of the problem that arises and results in the peak of the problem in a story.
3. Resolution is look for ways to solve problems.
4. Re-orientation is closing in a story that provides a message or lesson about the story.

2.5.2. Example Narrative Text

Layangan Putus

An innocent teenage girl, who comes from the area, grows, develops, and finds love in a big city that is very different from the climate of her hometown. His simple dream was to continue his education and finish it in time, but that changed after he got to know a tough man.

An independent and determined man introduces her to a new world she has never met. A fun and exciting world that is totally different from the lives of teenagers in their hometown. Kinan falls in love with the fun figure. Aris also has persistent nature. Aris changed the way he saw the world.

Both share the vision and promise in marriage. Together starting all life from the bottom, Kinan faithfully accompanies, Aris to build their dreams.

Aris change in mindset again, changed Kinan's perspective on life's priorities. Kinan stays loyal to aris and forgets her dream of becoming a career woman. Choose to take care of the family at home fulfills Aris's request, and come back to know God.

2.6 Difficulties in Writing

Based on Harmer (1991) states that A difficulty is defined as something difficult to accomplish or comprehend. Students' problems are situations in which students are confronted with a problem. It can be seen in the mistakes of students. For the opinion, writing is a necessary talent, but one that is difficulties to learn of acquire due to the numerous tools involved. When it comes to learning how to write well, the word "difficulty" comes up frequently. Learners will struggle to write since coming up with a new concept, constructing a topic from the idea, selecting phrases that connect to each other is not an easy task Erisda (2017)

Writing difficulties use defined as something to stops human from mastering many parts of writing. Students struggle with anything and it prevents them from achieving their objectives, they are said to be having difficulties. According to Gumus (2019),said there are some issues that learners face when writing and these issues can cause writing difficulties.

The conclude of the explanation about writing is not easy, you have to have fresh idea and choose connecting sentences so that readers can understand it more easily and it's not easy to do.

According to Harmer (1991), there are several kinds of difficulties:

2.6.1. Grammar

A grammar is a description of the various ways in which words are used that language has an ability to change shapes and can be joined for the sentence. If grammatical rules must be followed, disobeyed frequently, conversation will be interrupted; nonetheless, developing appropriate rules is exceedingly tough to follow grammar rules. Noun phrase, verb phrase is included in the sentence formulation. Determiner, noun is found in noun phrase, whereas verb, the other of noun phrase are found in verb phrase. Consider the following scenario: The snake was bitten by a mongoose. Many pupils struggle to write proper sentences. In many circumstances, pupils must concentrate on rules of grammar. To instance, some regulations are utilized with affirmative action statements whereas use with negative sentences. How to see wrong grammar by looking at the use of to be and verb 2.

2.6.2. Vocabulary

A word has synonyms and antonyms, because the vocabulary includes in the pupils' challenges. Words have synonym that signify the same thing and almost together with thing. This difficulty for discover true synonym; for example, while costly and expensive appear to indicate the same thing on the surface, namely: we are more likely to use the former when discussing projects large, quantities large. Example, definition of full is "An opposite by empty," while the definition of cheap is "An opposite by expensive."

2.6.3. Hand - Writing

The students struggle to create English letters because their home language's spelling is so different from English's. Students, for example, should

receive specialized instruction. Occasionally, the teacher would write words neatly with spaces underneath for the kids to reproduce. It's a matter of personal preference when it comes to hand writing. Despite duplicating exercises, students should not be expected to all write in the same style. We should encourage students with poor hand writing for develop their skills. Furthermore, for most kids with learning disabilities, creating clear and correct expression through writing is a huge challenge. Written language is possibly the most difficult of all talents to master since it necessitates the successful coordination of a variety of cognitive, linguistic, and psychomotor processes.

2.6.4. Punctuation

Punctuation is one of the important things in writing, because in writing we also need to make punctuation marks, both periods, commas, and others so that the reader does not misunderstand the sentences that we have made or we researched.

2.6.5. Spell

The reason of spell might be challenging of English student that the link there's a difference between how a word sounds and how it's spoken spelled unclear. The sound can have the different of spelling (paw, poor, pore, pour, daughter, Sean) (or, word, information, worry, correspond). Fact said that English is not a factor in difficulties for children depending in what spelling variations are; especially prolonged reading is part of the best way to help the pupils improve their spelling. The writer can call their attention to spelling errors and explain why they happen.

2.7 Relevant Previous Research

This research discusses about students' difficulties in writing recount and narrative text. Where, this research has five difficulties, but just focus to research about grammar. This section includes some current studies that are closely related to this study.

First thesis written by Sari (2021) entitled "*An Analysis of Students' Difficulties in Writing Recount Text at tenth grade of Man Al-Hidayah Jambi*". The researcher of this journal analyzes two problems, namely difficulties and factors of difficulties. This research uses qualitative research that uses the criteria of a minimum score (KKM) of 6, 5. From the results of these studies can be concluded that there is a. content (6,74%) b. organization (17,98%) c. language (53,93%) d. vocabulary (8,99%) e. mechanics (12, 36%). The factor of students' difficulties in writing is because students don't have much knowledge about writing so that students don't understand in understanding the structure of writing.

The second thesis written by Manullang (2021) entitled "*An Analysis of Students' Ability in Writing Narrative Text at Grade 8th in SMP Negeri 1 Tigapanah*". This research analyzes abilities and difficulties, this research using a formula $\sum = x/n \cdot 100$. Where this research uses this formula in order make this researcher more accurate so as to provide maximum results.

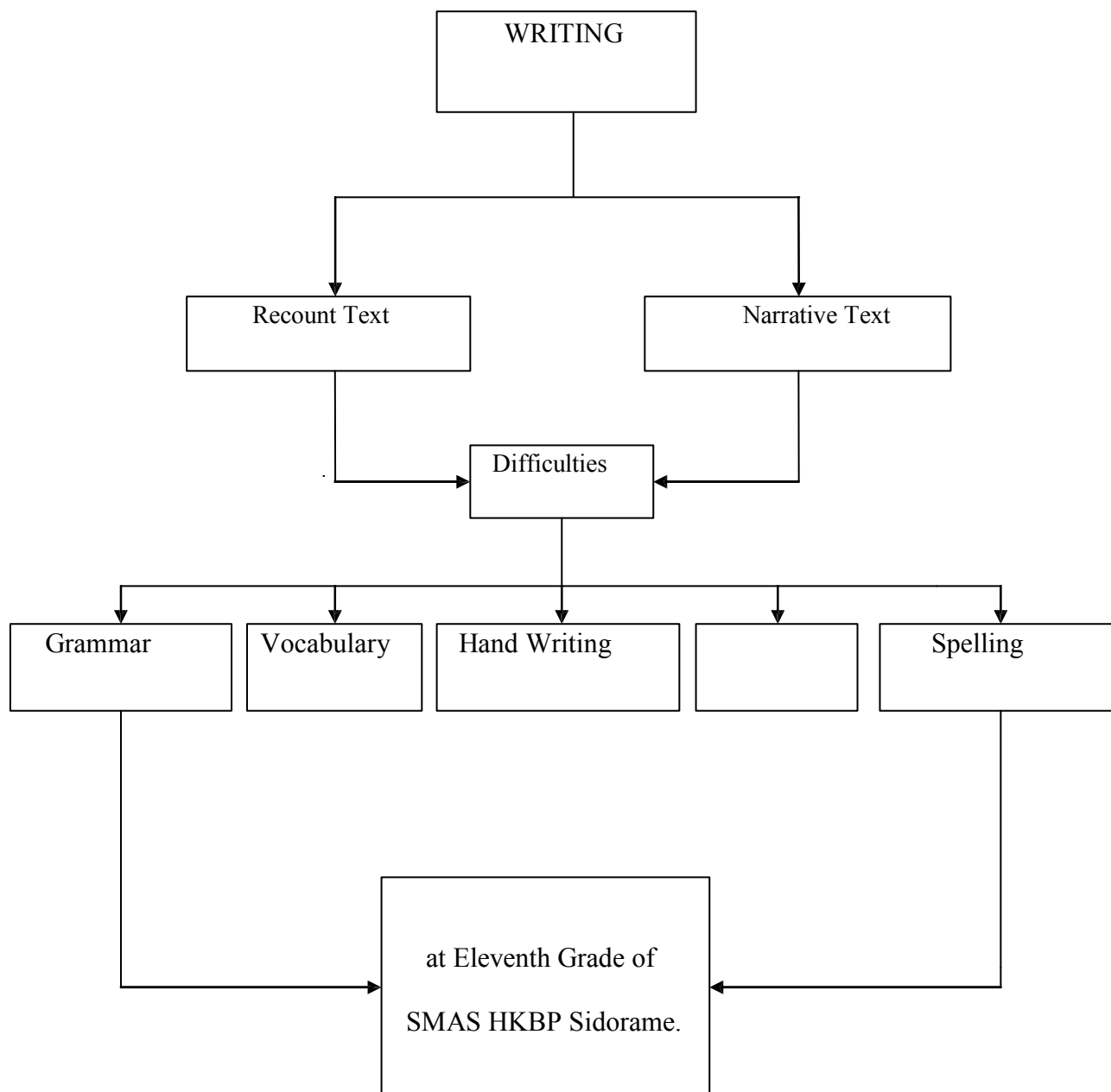
The third thesis written by Telaumbanua (2020) entitled "*Students' Difficulties in Writing Narrative Text at the Ninth Grade Students of SMP Swasta Kristen BNKP Teluk Dalam*". In this research the researcher wanted to examine the five difficulties of students' namely grammar, vocabulary, handwriting, spell,

punctuation which difficulty predominates. This research uses qualitative methods. For the results of this research, the researchers found that the grammar is most dominant part of the students in writing difficulties, but for other types students' also still have difficulties but not as much as grammar.

From the previous, all research talks about difficulties in writing recount and narrative text, the first research is about the difficulties in recount, the second research is about ability and difficulties in narrative text, the third research is about difficulties in narrative text. All the research in this proposal has an explanation so that the researcher uses the three researches as a reference to find various information about various types writing, division of narrative and recount text.

The similarity of this proposal with previous research is about difficulties in writing recount and narrative text using harmer theory, the difference between previous research and this research is that in the problem section in previous research, they examined what difficulties were more dominant in students. So, the researcher will examine the difficulties experienced by students in writing recount and narrative text at eleventh grade of SMAS HKBP Sidorame.

2.8 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of the Research

This research, the researcher used qualitative research, and it used created with descriptive qualitative. Why the researcher chooses this method because the qualitative help the research in describing the data. Qualitative research is conducted with a goal of better understanding human behavior in the context of the social and cultural environment in which it occurs, and the data obtained is reported in words rather than numbers Latief (2015). This was relevant to my research, which examined student's challenges in creating recount and narrative texts at eleventh grade of SMAS HKBP Sidorame, as well as the human condition in nature. The qualitative approach is used to describe the pupils' struggles with recount and narrative text. A primary purpose of this study is to learn about the most common issues students face when creating recount texts. The researcher went to at grade eleventh of SMAS HKBP Sidorame.

3.2 Source of the Research

Based on source data the researcher wants to research 20 participants of class IPS and object in this research is recount and narrative text. The students at eleventh grade of SMAS HKBP Sidorame, the researcher assumed that data sources include all sources obtained during the investigation. The students and students' writing served as the primary data source for this study. The type of data source employed by

the researcher was primary data. Kothari (2004) said the primary data are those that are collected fresh and for the first time, and they are unique in nature. The result, primary data refers to information that has already been obtained and made available to the researcher. The data is employed in this research since it is acquired from students at eleventh grade of IPS SMAS HKBP Sidorame through documentation.

3.3 Instrument Collecting Data of the Research

A research instrument was a device used during a research project, particularly for data collecting and measurement. It might take the shape of a survey, a list of test questions, a set of observation forms, or something. The mechanism necessary to accommodate and process the numerous data sets gathered for research must also be built into the research instrument.

According to Sugiyono (2015), humans are tool for gathering and processing data, claims. In qualitative research, the procedure outcome is influences by the researcher's aptitude for drawing conclusions. The researcher in this research use of document analysis, because the data are qualitative. Document can be a letter, an image, a text, a script, or a piece of art. This research gathers students work in the form of paper.

Data was gathered though documentation in order to obtain the necessary data to address all of the questions in the problem formulation. In this research, the documentation is the step in the data collection process. The researcher was collect the students' writing recount and narrative text test results from the document file, which was previously been measured by the English teacher. The results of the

students writing recount and narrative text test is gathered and examined so that the researcher may determine what the students' writing recount and narrative text issues are.

3.4 Technique Collecting Data of the Research

The researcher used the documentation approach to acquire the data. Documentation is a type of data collection that entails acquired data in the form of written documents. The researcher obtains data for this research by following these steps:

1. To make a class that content of twenty people.
2. To divided in two groups and divided into consist of ten people.
3. To ask ten people to do the recount text and ten people to do narrative text and to ask students to make two paragraphs of the text consisting of five sentences in each paragraph.
4. To collect their task.

3.5 Technique Analyzing Data of the Research

This research discusses about students' difficulties in writing recount and narrative text. According to (Miles and Huberman, 2014), said that four steps are involved in data analysis they are: data collection, data condensation, data display, conclusion drawing.

1. Data collection

The researcher will use the documentation approach to collect data. Documentation is a type of data collection that entails get the data in the form of written documents.

2. Data condensation

This data condensation triggers a series of events namely selecting, focusing classifying.

The following is an explanation of some of the data:

- a. Selecting, the researcher select the recount and narrative text and the researcher selects which data is true or false.
- b. Focusing, the researcher focuses on researching on the wrong text.
- c. Classifying, in this research the researcher classified the recount text and narrative text of the writings of the two groups in order to make it easier for researchers to draw conclusions.

3. Data display

A display was a collection of organized and compressed data that allows for conclusion drawing and action (Miles and Huberman, 2014). The researcher applies the difficulties experienced in writing recount and narrative text, such as grammar. The researcher will also present data I written form which makes it easier for readers to understand.

4. Conclusion drawing / verification

The conclusion will be reached based on the data analysis findings, which will then be confirmed using current theory. The researcher described the analysis result by making a conclusion in order to address the researches concerns.

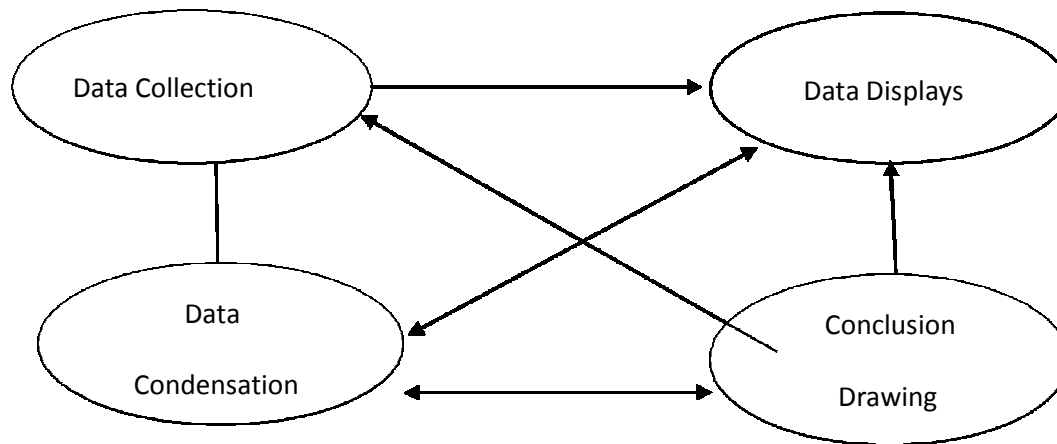


Figure 3.1: Interactive Data Analysis Model (Miles and Huberman, 2014)

3.6 Triangulation

Triangulation is a technique for confirming the accuracy of data. The researcher will employ data triangulation in this research. According to Sugiyono (2010) defined triangulation as data collecting methods that combine several data collection methods and pre-existing data sources. There are four kinds of triangulation there are sources, technique, researchers, and theories. The researcher use the sources and theories in this research. The researcher employed a triangulation of methods in this research, which included documents the students' recount and narrative text documents is use to analyzing their problem in writing recount and narrative text based on students' writing at the time to do the English teaching practice in SMAS HKBP Sidorame.