AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR

BY:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443H/2022 M

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Presented as Partial Fufillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Department

By:

Tungki Priandoko

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Sponsor   : Drs. Kuryani, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR

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　　di__

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　　AssalamualaikumWr.Wb.

　　　　Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang disusun oleh:

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Judul : **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR**

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami atas perhatiannya kami ucapkanterimakasih.

　　Wassalmu'alaikumWr.Wb.

　　　　　　　　　　　　　Metro,Agustus2021
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NOTIFICATION LETTER

Number   : -

Appendix   : 1 (One) Bundle

Matter   : **In order to hold the Munaqosyah of Tungki Priandoko**

To The Honorable,

The Dean of Tarbiyah and Teacher Training Faculty State Institute of Islamic Studies (IAIN) of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name   :Tungki Priandoko

Students Number :1501070134

Faculty   : Tarbiyah and Teacher Training Faculty

Department   : English Education

Title   : **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR**

It has been agreed so it can be continued to the TarbiyahFaculty inorder to be examined on the Munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

Metro,   february 2022

Pembimbing

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RATIFICATION PAGE

B-1880/In·28·1/D/PP·00·9/05/2022

An Undergraduate Thesis entitled AN ANALYSIS OF STUDENTS`

DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT

AT TENTH GRADE OF SMA MA`ARIF NU5 PURBOLINGGO LAMPUNG

TIMUR Written by: Tungki Peiandoko, Student Number 1501070134, English

Education Department, had been examined (Munaqosyah) in Tarbiyah and

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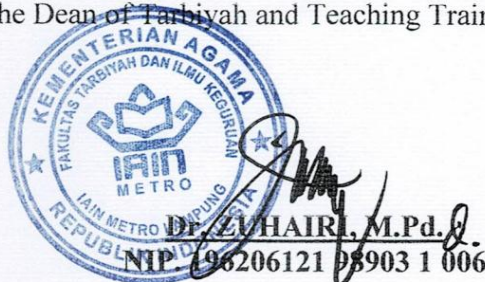
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AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR

ABSTRACT

By:
TUNGKI PRIANDOKO

This research's objectives were to investigate the students' difficulties Difficulties In Using Vocabulary For Writing Recount Text and to know the cause of students' difficulties in understanding Recount Tex. The researcher analyzed those phenomena based on the consideration of the students' problem in writing examined in the process of pre-survey. In addition, this research method is qualitative research with the type of case study conducted at SMA MA`ARIF NU5 PURBOLINGGO. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of students' difficulties in understanding recount tex.

The research results show students' difficulties in understanding recount tex that consist of the vocabulary, main idea, writing strategy, and part of speech. In addition, the second research result is about the factors that cause the students' difficulties in understanding vocabulary in writing skills among the tenth-graders at SMA Ma'arif NU5 Purbolinggo Lampung Timur. Furthermore, the researcher explains several factors that cause the students' difficulties in understanding vocabulary in writing skills for recount tex. The factors that cause students difficulties in understanding vocabulary in writing skills for recount tex are the student's interest and the student's habit.

Keywords: vocabulary, recount tex, writing skills, qualitative research.

ANALISIS KESULITAN SISWA DALAM MENGGUNAKAN KATA KATA UNTUK MENULIS TEKS RECOUNT DI KELAS X SMA MA`ARIF NU 5 PURBOLINGGO LAMPUNG TIMUR

ABSTRAK

OLEH :

TUNGKI PRIANDOKO

Penelitian ini bertujuan untuk mengetahui kesulitan siswa dalam memahami kosa kata untuk penulisan tex recount dalam keterampilan menulis dan untuk mengetahui penyebab kesulitan siswa dalam memahami tex recount dalam keterampilan menulis. Peneliti menganalisis fenomena tersebut berdasarkan pertimbangan masalah siswa dalam menulis yang diperiksa dalam proses pra-survei. Selain itu, metode penelitian ini adalah penelitian kualitatif dengan jenis studi kasus yang dilakukan di SMA MA`ARIF NU5 Purbolinggo. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena kesulitan siswa dalam memahami tex recount dalam keterampilan menulis.

Hasil penelitian menunjukkan kesulitan siswa dalam memahami tex recount dalam keterampilan menulis yang terdiri dari kosa kata, ide pokok, strategi menulis, dan part of speech. Selain itu, hasil penelitian kedua adalah tentang faktor-faktor yang menyebabkan kesulitan siswa karena kurangnya kosa kata dalam keterampilan menulis pada siswa kelas sepuluh di SMA Ma'arif NU5 Purbolinggo Lampung Timur. Selanjutnya peneliti menjelaskan beberapa faktor penyebab kesulitan siswa dalam memahami tex recount dalam keterampilan menulis. Faktor penyebab kesulitan siswa dalam memahami tex recount dalam keterampilan menulis adalah minat siswa dan kebiasaan siswa.

Kata kunci: kosa kata, tex recount keterampilan menulis, penelitian kualitatif.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

    Name   : Tungki Priandoko

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    Faculty   : Tarbiyah and Teacher Training

    Department   : English Education Department

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 8 November 2021

The Writer,

TUNGKI PRIANDOKO
St. N. 1501070134

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

    Nama   : Tungki Priandoko

    NPM   : 1501070134

    Fakultas   : Tarbiyah dan Ilmu Keguruan

    Jurusan   : Tadris Bahasa Inggris (TBI)

    Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 8 November 2021
Penulis,

TUNGKI PRIANDOKO
NPM. 1501070134

MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ۝ إِن مَعَ ٱلْعُسْرِ يُسْرًا ۝

"So verily, with hardship, there is ease, verily, with hardship, there is ease"

(Q.S. AL Insyirah, 95 : 5-6)

ACKNOWLADGEMENTS

As human being the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 8 November 2021

The Writer.

TUNGKI PRIANDOKO
St.N**:1501070134**

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CHAPTER 1

INTRODUCTION

A. Background of Study

English Language is the basic component of communication that is used to make a relationship with other people. People use languages to express their thoughts, feelings, ideas and opinions with others. According to Sapir language is a purely human and non-instinctive method for communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Language is very important to learn. Without language we cannot communicate with others to share knowledge, culture, education and many things in this world.

English is one of language that is known as an international language. It means that people use it to interact with others around the world. English language is commonly accepted as an active universal language in the world. English in Indonesia is as a foreign language taught at formal education started from kindergarten to universities. An English teacher has to equip students with four language skills such as listening, speaking, reading and writing. In science-technology, education, bussiness, sport and all aspects in life people always use English. It is proved that English is very useful for people to master in this modern era.

Indonesia is the country whose people study English as foreign language. English is the main concern that the student must learn. English seems to prepare the students to face the development of modern era.

Moreover,According to HarmerSpeaking and writing involve language production and are therefore often reffered to as *productive skill*s. Listening and reading, on the other hand, involve receiving messages and are therefore often reffered to as *receptive skills.* In writing, there are some genres of texts. According to Derewianka in Paltridge for example, in her discussion of writing in school, presents genre categories of texts which she labels as

recounts, narratives, information reports, explanations, and arguments. The elements of English are such as vocabulary, pronunciation, grammar and the other elements.

Writing is often considered as one of the most complex skills for students of English as a second or foreign language asked to master. The difficulties on writing of the students to understand the EFL (English as Foreign Language) is one of the problems to develop language abilities. They do not know how to use words for making sentences in a paragraph. They need to learn English to increase their vocabulary, and learn more about grammar in English. While EFL students obviously need an understanding of appropriate grammar and vocabulary when learning to write in English, writing is obviously not only these things. If language structures are to be part of writing course, then we need principled reasons for choosing which patterns to teach and how they can be used effectively.

However, Writing is complicated also because the student needs to do everything at once such as producing words, sentences, paragraphs and the other composition to make a good writing. Writing needs hard thinking to produce words or vocabularies, sentences paragraphs at the same time. That is the reason why writing skill is difficult. In writing, there are many components that should be mastered by the students to write well. The difficulty in writing is when the students have to arrange the subject, verbs, objects, tenses, active and passive voices, then vocabulary that needs the hardest thinking. Writing English for Indonesian students are difficult because English is different from their language in its structure certainly, such as in spellings and meanings.

The writing difficulties are one of the most significant problems that affect not only in native English speakers, but also many students that are learning English as a foreign language around the world. The fact is that students do not have interests in composing recount text, having low scores in their courses, lacking vocabulary when arranging sentences, and creating incoherent paragraphs

Writing is the difficult one of the other skills in English. There are some kinds of writing texts that is learned in Senior High School such as recount, narrative, report, analytical exposition, spoof, hortatory, and exposition text. Recount text is a kind of writing subject which is taught in Senior High School. Recount text is a text that tells an event or story in the past. The aim is to give the information to the readers. In writing recount, the students have to pay attention on grammar and vocabulary because it is commonly used in writing recount texts. The students have some problem in their vocabulary. The students do not know how the way to use the vocabulary in making recount text. It is one of reason why writing is difficult for the students.

EFL instruction shows different paradigm during Covid-19 Pandemic. Face to face or conventional classroom sessions in schools in Indonesia has transformed into Learn from Home (LFH). In addition, The Ministry of Education and Culture has issued a circular Number 15 in 2020 to regulate LFH in a response to the raise of Covid19 sufferers and victims. This study will be describe challenges faced by the teacher and students in online TEFL, especially for the senior high school. This is a case study by means of direct observation towards online classroom sessions implementing in a senior high school in lampung, documentations on their works, projects, and interview. The result shows that the challenges are students' economic background affecting their readiness in preparing gadgets and quota to get involved in online learning, internet connection, time, supplementary materials, and heterogeneous students'capability.

The data will be obtain through observation of the English learning process which took place in the period July-October 2020 through the WhatsApp Group class XA SMA MA'ARIF NU 5 Purbolinggo. Data will also obtain by documenting learning materials, assignments, and student projects recorded in WhatsApp Groups for class XA. For observation and documentation data, interviews with teachers and students were also conducted by meeting face-to-face without discussing the health protocol of voice call and voice calls, and chat or text conversations.

In line with the explanation above, the writer had investigated the problem of writing in class tenth of SMA Ma'arif NU5 based on the results of the pre-survey conducted on February 6,2020. The pre survey results are illustrated in the following table.

Table 1.1
The Students' Writing Skill of the Tenth Grader Pre-Test Result

No	Name	MMC	Score	Note
1	AFZ	73	73	Complete
2	AZ	73	60	Incomplete
3	CT	73	80	Complete
4	FN	73	55	Incomplete
5	GW	73	50	Incomplete
6	IN	73	75	Complete
7	LS	73	74	Complete
8	NDN	73	60	Incomplete
9	MDN	73	55	Incomplete
10	MAH	73	30	Incomplete
11	NS	73	80	Complete
12	NAQ	73	50	Incomplete
13	NFN	73	65	Incomplete
Total			**807**	
Average			**62,1**	

The table 1 below is the result of the students' English reading score of pre-survey at theclass A of Tenth GraderSma Ma'arif NU5 Purbolinggo. The data can be seen as follows:

Table 1.2

Representation of Pre- Survey Result
Writing Skill of the Tenth Grader
Sma Ma'arif NU5 Purbolinggo

No	Grade	Frequency	Precentage	Criteria
1	81 – 100	7 student	54%	Very Good
2	61 – 80	3 student	23%	Good
3	41 – 60	2 student	15%	Fair
4	21 – 40	1 student	8%	Poor
Total		13 student	100%	-

Furthermore, Minimum Mastery Criteria (MMC) of English subject is 73. Based on the results of the pre survey above, it is known that the percentage of students who have lack writing skills is 54% while the percentage of students who has more writing skills than MMC is 46%, meaning that the percentage of students with less than MMC is greater than the percentage of students more than MMC. Therefore, it can be concluded that the writing vocabulary of tenth grade students of SMA Ma'arif NU5 Purbolinggo is insufficient.

Based on the interview results conducted on pre-survey that was conducted at the SMA Ma'arif NU5 Purbolinggo The students who are learning writing recount text by using vocabulary have some problems when they make sentences in a paragraph. The difficulties in using vocabulary such as in word class and word building, collocation, messed up, false friend, and error in grammar. They are still confused in making paragraph by using vocabulary. The students are uncertain in choosing the words to create a sentence for making a good paragraph in writing. Especially in word classes, the students do not know how to arrange sentences by using words. The researcher tried to indentify the problems of the students" difficulties in using vocabulary for writing recount text.

The reseacher"s reason in considering SMA Ma'arif Nu 5 Purbolinggo as source of the data in his paper is that because the students have some problems in writing skill, especially in writing recount text. The students find difficulties when they are looking for some reasons to write and producing sentences. Moreover, the students do not know how to make good sentences in a paragraph and how to make a good sentence by using word by word. The students are still confused in making a paragraph by using vocabulary. The teacher prevents the students from making some mistakes by analyzing the students" difficulties especially in writing recount text by using vocabulary.

Therefore, an analysis of students" difficulties has an important role to solve the students" problem in writing recount texts, to know the causes of

the students" difficulties in writing recount, to know what are the factors that influence the students" difficulties and to know how the student can learn from their mistakes in writing recount text in order that the students do not make same difficulties in writing recount text again. Those are the reasons why the researcher is interested in analyzing students" recount text in using vocabulary. In this research, the researcher wants to find out the difficulties in using vocabulary that were made by students at tenth grade of SMA Ma'arif Nu 5 Purbolinggo focused on word classes.

Based on reason above, the researcher is interested to conduct a research entitled *An Analysis of Students' Difficulties in Using Vocabulary for Writing Recount Text at the Tenth Grade of SMA Ma'arif Nu 5 Purbolinggo.*

B. Problem Identification

Based on the research background, researcher have identified the research problems as follows:

1. The students cannot write English well in recount text.

2. The students have difficulties in using vocabulary for arranging recount texts

C. Problem Limitation

In this research, the researcher limited the research on the difficulties in using vocabulary for writing recount texts at tenth grade of SMA Ma'arif Nu 5 Purbolinggo in focused on the word classes of vocabulary. During the Covid-19 pandemic, researchers analyzed the data from studentsworksheets

in making recount text about experiencesby using the online method.The researcher also analyzed the data from interview with the teacher and documents.

D. Problem Formulation

In this research the researcher formulates the problems of the study as follows :

1. What are the students difficulties in using vocabulary for writing recount texts at the tenth grade of SMA Ma'arif Nu 5 Purbolinggo?

2. What are the strategies from the teacher to solve the students" difficulties in using vocabulary for writing recount texts at the tenth grade of SMA Ma'arif Nu 5 Purbolinggo?

E.   Objectif and Benefit of the Study

1.   Objectif of the Study

Based on research problems, the purpose of the research is finding the answers to the questions stated in problem statement as follow :

a. To describe the students" difficulties in using vocabulary for writing recount texts at the tenth grade of SMA MA'ARIF NU5 PURBOLINGGO.

b. To describe the teacher"s strategies to solve the students" difficulties in using vocabulary for writing recount texts at the tenth grade of SMA MA'ARIF NU5 PURBOLINGGO.

2. Benefit of the Study

This research is expected to provide significant benefits not only to researchers but also students, teachers and tne next researchers.

a. Theoretical Benefit

1. The result of this research can be used as a reference for conducting such kind of research in the future

2. The result of this research can add knowledge to readers about descriptive study on students" difficulties in using vocabulary for writing recount texts.

b. Practical Benefit

1. The result gives information about the students" difficulties in using vocabulary for writing recount texts.

2. The result gives information about problem solving in writing recount texts..

F. Prior Research

The researcher will show the previous studies that is in line with this research entitled *Difficulties in Writing in Vocabulary and Grammar of the Second Year Students of SMP N I Selong East Lombok West Nusa Tenggara in The School Year 2008/2009*. This thesis is written by Saiful Bahri dan Bambang Sugeng (2009). The results of the study show that eight most common errors of students" writing were: verb-tenses, articles, word forms, capital letters, punctuation, missing words, spelling, and prepositions. The students have several problems in writing skill were: students" low

motivation, lack of use of media, low frequency of the writing instruction, lack of parents" support, and lose control of students" learning.

Second previous study is written by Fitri Purnama, Refnaldi, and Rusdi Noor (2013). The title of the research is *An Analysis of Students' Ability and Problems in Writing Recount Texts at Grade VIII of SMPN 29 Padang*. This research study about the students' ability in writing a recount text and the problems faced by the students in writing recount text. The results of the study show that the students have the ability to write recount text at intermediate level. The researcher used the test results to analyze based on aspects of writing, namely: content, organization, vocabulary, grammar, and mechanics. In addition, the researchers also used a questionnaire and give it to the students. The averages of the students have problems on the mastery of grammar and vocabulary.

Third previous study is written by Ratih Wulandari (2010). The title of the research is *A Descriptive Study on Teaching Writing of Recount Text to the Second Year Students of SLTP Negeri 2 Baki in 2010/2011Academic Year*. She studied about the teaching of writing recount text for the second year students. She found out that all the students were still confused about the way of writing the text. The method applied by the teacher was still a conventional way. So, they cannot understand and write the recount text

Fourth previous study is written by Zohreh Tahvildar & Ali Emamjome Zade (2013). This research is entitled *Evaluation of Writing Skills and the Levels of Difficulty*. In the research they study is about the

development of writing competence which necessitates developing its sub-skills and its constituents concurrently. The present study is to find the levels of difficulty of various writing skills for Iranian EFL students, and the possibility of any difference between males" and females" performances as far as their writing skills are concerned.

Based on the explanation of that the previous studies, the researcher found a similarity and a difference. The similarity with this research is on the descriptive way in writing recount text. The difference from this research is on using vocabulary in writing recount texts. So, the writer in this research focuses on using vocabulary for making a good sentences in paragraphs, especially in writing recount texts.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing

1. The Nature of Writing

Writing is a complex activity. The writers must make decisions about the purpose, context, and content beside at the same time trying to conform to the conventions of grammar, structure, punctuation, and style in writing text. [1]

In teaching writing teachers should provide their students with a range of native writing opportunities across all genres of writing. Teachers should give the students the time to write and a purpose to write at every opportunity. Students need to write to express themselves in meaningful ways. The students who have positive writing experiences will want to write.

Writing is one of important skills that language learners need to learn. Writing is one of the four language skills besides listening, speaking, and reading. Writing is an activity in arranging words, sentences, and phrases that to make a good writing.

Many experts define writing variously. According to Nunan writing is both physical and mental activities. At the most basic level it is physical

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[1] Boardman, Cynthia A & Frydenberg, Jia. *Writing to Communicat,.* New York: Pearson Education., 2008.p.17

activities of committing words or an email message typed into a computer.[2] On the other hand, writing is the mental work of inventing ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. He defines writing as both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly.

Ultimately, what the audience see, wheter it is an instructor or a wider audience is a product. It can be on essay, letter and story of research report.

According to Kay in Westwood writing is a highly complex process involving multiple brain mechanisms and specific abilities. The act of writing requires the writer to formulate ideas, organize, and sequence points in logical order, select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write legibly.[3]

Meanwhile, Lyon et al in Westwood, states that writing is a complex problem solving process reflecting the writer‟s declarative knowledge, procedural knowledge, and conditional knowledge, all of which are subserved by a network of neuropsychological factors, personality factors, and other conditions (including teacher-student relationships, amount of writing instruction, and the teacher‟s knowledge of the writing process). Within this context, „declarative knowledge‟ refers to the specific writing and spelling subskills that the learner has acquired, whereas „procedural

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[2]Nunan, David.. *Practical English Language Teaching.* Singapore: McGraw-Hill Education 2003.p.22

[3] Westwood, Peter. *Learning and Learning Difficulties.* London: David Fulton Publishers Ltd, 2004..p15.

knowledge‟ refers to the learner‟s competence in using such knowledge while writing for meaning.

2. Aspect of writing

Mastropieri and Scruggs in Westwood provide some useful suggestions on aspects of written work that should be appraised. These aspects include:

a. Mechanics of writing: spelling; punctuation; capitalisation; handwriting; format. Error analysis in spelling is often needed to help identify the types of difficulty a student is having.

b. Grammar: subject-verb agreement; verb tense; pronouns; singular-plular forms.

c. Organisation: sequence of content; paragraphing.

d. Content: relevant focus; detail; accuracy; breadth and depth; originality; supporting evidence.

e. Sophistication: vocabulary; sentence length; sentence complexity; variety; interest[4].

3. Process of Writing

If we want to make a good paragraph, we need to construct a good topic sentence, starting the point, standard aspects in writing, and the process of writing. The writing process is the stages a writer goes through in order to produce something in a final written form. This process may, of

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[4] Jozsef, Horvath. *Advanced Writing in English as a Foreign Language.* English: Lingua Franca Csoport, 2001.p.35.

course, be affected by the content of writing, the type of writing, and the medium it is written in (pen and paper, commputer live chat, etc). According to Harmer the process of writing has four main elements:[5]

a. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of writing. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c. Editing (reflecting and revising)

When the order of the information is not clear, something in written is ambiguous or confusing. They may to move paragraphs around or write a new statement. Reflecting and revising are often helped by other readers (or editor) who comment and make

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[5] Harmer, Jeremy. 1991. Writing and Reading Skill in English. London: Longman.
_____. 2004. *How to Teach Writing.* London: Longman.

suggestions. Another reader"s reaction to a piece of writing will help the author to make appropriate revisions.

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. Sometimes the first three stages of the process will take almost no time at all and we will plan, (re-) draft, and (re-)edit very quickly in our heads as we write. Nevertheless, however casually we approach the process, we will still try and plan what to write, check what we have written, and revise it before sending. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written to its intended audience.

allowing more time to complete assignments; allowing manuscript print instead of cursive handwriting; encouraging the student to dictate to a scribe.

4. Characteristics of Writing

In addition to organization, writing in English must also have the characteristics of coherence, cohesion, and unity.

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The principles for ordering depend on the type of paragraph you are writing.

b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence.[6]

5. Approaches to Student Writing

However, there are three influential approaches to the teaching of student writing that it is useful to consider. We refer to these approaches in the following way: *writing as text*, *writing as process* and *writing as social practice*.

a. Text approaches

Historically, when writing has been explicitly taught in higher education, the emphasis has been on students‟ writing as final texts or „products‟. The focus instead was on specific features of the written texts, for example, spelling, text structure, vocabulary, style. In addition, little attention was typically paid to the process of writing, including the conscious and unconscious decisions that writers make in order to communicate for different purposes and to different audiences.

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[6] Jozsef, Horvath. *Advanced Writing in English as a Foreign Language.* English: Lingua Franca Csoport, 2001.p.44.

b. Process approaches

Attention in process approaches to writing is paid to the steps and stages of writing that an individual writer might work through. The emphasis in process writing was chiefly on how students could express their identities, rather than on writing as something that occurs in a social context.

c. Writing as a social practice

Here the focus is on writing as an activity that always occurs in a social context, at both a more local, immediate level and at a broader social and cultural level. In the context of higher education, there are different ways in which student writing can be understood as a „social practice‟. This focus on identity in academic writing has been emphasized in recent times; educational background, ethnicity, cultural expectations and gender have all been shown to influence how students read academic texts and respond in writing[7].

6. General Principles of Writing

According to Sousa in Westwood (2004:110) at the individual level, problems with writing can be addressed in three ways. These general approaches to writing problems are not mutually exclusive and in most classroom situations they need to be used together to help overcome or bypass the difficulty:

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[7] Nation, I.S.P.. *Teaching ESL/EFL reading and writing.* New York: Routledge, 2009.p.76.

a. *By making accommodations for the student*: for example, using a word-processor instead of writing with pen; giving the student an enlarged pencil-holder or grip;

b. *By modifying the task demands*: for example, reducing the size of the writing task; changing the nature of the task (giving a cloze passage or multiple-choice exercise instead of an essay); giving the student more direct help and guidance during the lesson.

c. *By remedying the writing difficulties*: for example, using precision teaching, explicit instruction, modelling, imitation, and guided practice; teaching the use of effective writing strategies; providing corrective feedback.

7. Writing Difficulties

In writing learning, the students will find the difficulties to write. The students do not develop and improve their writing techniques in learning English. The students" abilities for getting ideas depends on how much they write about their topic. The students feel confused on how to make a good paragraph with their words and vocab choice. The students also do not know how to make a good correlation between one sentence to the next sentence or one paragraph to the next paragraph. In students experiencing difficulties on literacy often find it very difficult to learn to write clearly and effectively.

Writing is not an innate behaviour and the brain is not preprogrammed to develop written language skills in the way it appears to be preprogrammed

for oral language acquisition. For this reason direct instruction in writing is usually required if problems are to be prevented.

According to Graham & Harris in Glynn et al writing difficulties may, in large part, be the result of three factors:

a. Lack of proficiency in the text production skills, that is, frequent errors in spelling, the use of upper and lower case, and punctuation.

b. Lack of knowledge relating to the subject content of the script to be written, and/or of the conventions and characteristics of different writing genres.

c. Lack of effective strategies in planning or revising text[8].

B. Recount Text

1. Definition of Recount Text

Based on generic structure and language feature dominantly used, texts are divided into several types. Writing in school is presented as genre categories texts which are labeled as recounts, narratives, information reports, explanations, and arguments. Recount is reconstruction of something happened in the past. Many experts propose the concept of recount.

According to Davies a recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. Derewianka states that a recount is the unfolding of a sequence of events over time and the purpose is to tell what happened. It

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[8] Haycraft, Jhon.. *An Introduction to English Language Teaching.* Singapore: Longman, 1978.p.56.

sets the scene who, what, where, and when (orientation) it recounts events as they occured (events) and has closing statement (re-orientation). It uses past tense and showing chronological order.

According to Keir this text type tells the reader what happened in an informative or entertaining way. It is important that students understand that recounts describe past events in the order in which the occurred. There are three main types of recount texts: the personal recount that tells the reader about an event in which the writer was personally involved, the factual recount that records an incident such as an accident or a science experiment, and the imaginative recount used in narrative writing. Recounts[9] are usually structured into three parts: the orientation, the record of event, and a reorientation.

Based on the statements of the experts above, it can be concluded that recount is a text that tells an event or story in the past. The aim is to give the information to the readers. Recount text has three elements : orientation or setting, events, and re-orientation or concluding statement of the story.

2. Structure of Recount Text

Recounts generally follow a similar structure, but students should be guided by the purpose for and audience of their text in their use of the following structure

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[9] Ur, Penny*A Course in Language Teaching.* United Kingdom: Cambridge University Press, 1991.p.68.

a. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that orientation is detailed and through, use the 5 x w formula (who, what, when, where, why).

b. Series of events

Events should be selected carefully to add to the audiences" understanding of the topic. Student should be prepared to discard events and details that are unimportant or uninteresting. Events are usually sequenced chronologically, but student should be encouraged to experiment with flashbacks or arranging events in order of importance.

c. Re-orientation or conclusion

This final section concludes the recount by summarising outcomes and results, evaluating the topic"s importance or offering personal comment or opinion.

3. Language Features in Recount Text

The main language features used in recounts are: nouns, action verbs, conjunctions and time connectives, adverbs and adjectives. According to Keir the language features of recount text are as follow:

a. Use word such as "I" or "we"

b. Use of passive voice.

c. Use of abstract words.

d. Use conjunctions, time connectives and adverbial phrases to connect events and build topic information.

e. Descriptive language.

f. Use past tense.

B. Vocabulary

1. **Definition of Vocabulary**

Learning new words is an important part of learning a new language. Learning a word is very important to communicate, vocabulary is essential and in recent years vocabulary has become increasingly central to language teaching. Vocabulary is one of important aspect that must be learn students in foreign language learning. Vocabulary plays important role in language learning. Vocabulary can help the leaners mastering skills in language learning.

Many definitions of vocabulary can be found, they are as follow. According to McCarthy vocabulary is the experience of most language that the single, biggest component of any language course. Vocabulary often seems to be the least systematized and the least well centered for of all the aspects of learning a foreign language. Watkins states that in an approach which values the ability to communicate, vocabulary is essential, and in recent years vocabulary has become increasingly central to language teaching.[10]

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[10] Thornbury, Scoot. *How To Teach Vocabulary.* London: Longman, 2002.p.5.

C. Vocabulary

2.   Definition of Vocabulary

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[11] Thornbury, Scoot. *How To Teach Vocabulary.* London: Longman, 2002.p.5.

3. Kinds of Vocabulary

According to Thornbury , there are many kinds of vocabulary, namely:

Word Classes. We can see from our example sentence that words play different roles in a text. Word classes are often called Part of Speech. Part of Speech consists of noun, pronoun, verb, adjective, adverb, preposition, and conjunction.

a. Noun

Noun is one of the most important part of speech. It is usually used as a subject or object. It arrangement with the verb helps form the sentence. It could be the name of person, place, and thing. Examples of noun: Sista, Manahan Studium, cat, door, and the others.

b. Pronoun

Pronoun is a substitute of word. It was used to subtitute person, thing, animal, and others. Personal pronouns substitute words of persons. It can used nominative (subject), accusative (object), possessive adjective and possessive pronoun. Examples: He is doctor, My name is Sista, His shoes is black.

erb

Verb is the word which expresses an action or a help to make a statement. It is usually used as predicate in a sentence. Example of verb: see, take, put, like and others. Example in sentences: He put the ball from a bucket.[12]

c. Adjective

Adjective is a word used to qualify noun or pronoun. Example of adjective: clever, smart, handsome, lazy, new, old, and others. Example in sentences: „She is a smart student in the class." „He is handsome boy".

d. Adverb

Adverb is a word used for qualifying the meaning of verb, adjective, or another adverb. Example: „The class is very dirty in this school".

e. Conjunction

Conjunction is a word to related one word to another one, or one sentence to another one. Example: „He is handsome and smart people". „I want to buy a ball but I do not have a money".

Word Families

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[12] Thornbury, S,*How to Teach Vocabulary*. England: Pearson Education Limited, 2002.p.23.

a. Affixes

Affixes are a feature of the grammar in most language. Example: „look", „looking", „looked".

b. Inflexions

Inflexions are the different grammatical forms of a word. Example: „plays", „playing", „played" are inflexions of „play".

c. Derivative

Derivative is a word that result from the addition of an affix to a root, and which has a different meaning from the root. Example: „replay", **„player", and „playful" are derivatives of „play".**

4. **Word Formation**

In English language this was called composite from of word, such as:

1) Compounding, the combining of two or more independent words. Example: „second-hand", „word processor", „typewriter", and soo on.

2) Blending, two words can be blended to form one new one. Example: „brunch" = „breakfast" + „lunch", „infotainment" = „information" + „entertainment".

3) Conversion, the process a word can be co-opted from one part of speech and used as another.

4) Clipping, a new words can be coined by shortening or clipping longer words. Example: „flu" (from influenza), „email" (from electronic mail), and „dorm" (dormitory). [13]

5. Students' Problems in using Vocabulary

According to Watskin learner's problem and their cause in vocabulary there are:

1. The students have both had problems with selecting the right word class, and some more activities on word building (adding bits to the beginnings and endings of a root word to make new, related, words) may help.

2. These errors are both to do with collocation. Collocation is not always predictable. For example, we say „deep trouble" but „shallow trouble" is not acceptable.

3. „Messed up" seems too informal to be used successfully in a business letter. „Departs" seems too formal to use with a friend. The students do not appreciate the degree of formality associated with these words.

4. The likeliest explanation for each of these is that the student is confused by a false friend. A false friend is when a word in the mother tongue looks like an English word and so the student guesses that it means the same, but in fact it has a different meaning in English.

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[13] Jozsef, Horvath. *Advanced Writing in English as a Foreign Language.* English: Lingua Franca Csoport, 2001.p.56.

5. The learners do not appreciate the grammar associated with the vocabulary that they are using [14]

Easiest of all are those that are more or less identical, both in meaning and form, to their L1 equivalents. The factors that make some words more difficult than others are:

a. Pronunciation: Research shows that words that are difficult to pronounce are more difficult to learn.

b. Spelling: Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word‟s difficulty.

c. Length and complexity: Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their „learnability‟.

d. Grammar: Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent . Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.

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[14] Furqon, Fajar. *Correlation Between Students' Vocabulary Mastery and Their.p34.*

e. . Meaning: When two words overlap in meaning, learners are likely to confuse them. Having learned one meaning of the word, they may be reluctant to accept a second, totally different, meaning. Unfamiliar concepts may make a word difficult to learn.

f. Range, connotation and idiomaticity: Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus put is very wide-ranging verb, compared to impose, place, position, etc. Words that have style constraints, such as very informal words (chuck for throw, swap for exchange), may cause problems. Uncertainty as the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. Finally, words or expressions that are idiomatic (like make up your mind, keep an eye on) will generally be more difficult than words whose meaning is transparent (decide, watch). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.

able 1.3

Criteria of Writing Vocabulary Scoring

Content	**30**
Organization	**20**
Vocabulary	**20**
Syntax	**25**
Mechanics	**5**
Mechanics	**100**

There is a breakdown of each trait above into subtracts of the writing scoring above, which are also small in number and homologous or corresponding. As a result, the researcher uses the rubric or composition to score the students' writing of vocabulary.

CHAPTER III
RESEARCH METHODOLOGY

A. Types and Characteristics of the Research

There are two kinds of research methods; there are qualitative and quantitative methods. The characteristic of this research is chosen based on its purpose. On the basis of Creswell, qualitative research is most appropriate to addressresearch problems where you do not know the variables and need to be explored.[15]It is very different from a quantitative that is associated with frequency' while qualitative relates to even abstract characteristics. It means that the most appropriate qualitative research that does not know its variables needs to be explored.

Qualitative research is a general term that embraces various interpretive techniques that attempt to represent, decode, translate, and otherwise pertain to the meaning rather than the frequency of the phenomena that occur in the natural social world.[16]Therefore, in this research, the researcher will use qualitative descriptive research to examine *students' difficulties in using vocabulary for writing recount text.*

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[15]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 16.
[16]Sharan B. Merriam, *Qualitative Research* (San Francisco: Jossey-Bass, 2009), 13.

B. Data Source

The data in qualitative research are collection of information and fact in the form words in sentences that is meaningful. The research data in this research were collected in the form of information about writing recount text by tenth grade student of SMA MA'ARIF NU5 PURBOLINGGO.

The source of the data in this research include events, informants and documents.

1. Event

The event in this research is in the form of teaching and learning activities of English in the classroom, especially for the tenth grade students of SMA MA'ARIF NU5 PURBOLINGGO

2. Informant :

Informant is considered as a person who gives information about something. In other words, information is a person who becomes the source of the data. In this research, the informant was English the teacher and tenth grade students of SMA MA'ARIF NU5 PURBOLINGGO

3. Document :

The documents used in this research were the written materials or tasks related to the problem of the research.

C. Data Collecting Technique

In the research, the researcher will choose students of the at tenth grade of SMA ma'arif nu5 purbolinggo. Furthermore, the researcher chose one class as the sample. The researcher chose XA class as the sample class. The number of students at XA is 13 students, 5 male and 8 female.

Sugiyono stated that data collecting technique is the first main step in the research, because the main purpose of the research is to get the data[17].In order to know the students' problem in writing recount text, the researcher used three data collecting techniques. They are documents analysis, interview, and questionnaire. Which are discussed in detail in the following sections :

1. DocumentsAnalysis

Document is official paper giving information, evidence.[18] To make the data more complete, the researcher take document from the school. The documents that will use in this research is the data from the students writing task. It helps the researcher to investigate the students' problem in writing recount text. The researcher will take the documents of the students about their recount text writing. After that, the researcher investigates the students' problem to find their problem in writing recount text.

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[17] Sugiyono, *Metode Penelitian Pendidikan* (Bandung : Alfabeta, 2013) p. 17.
[18]Manser Martin H , *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, New Edition, 1994), p. 132.

2. Interview

Interview is the way to get supporting data through face to face conversation between an interview and interviewee. Mack stated that the interview is a technique design to elicit a vivid picture of participant's perspective on the research topic.[5] According to Marguerite Lodico there are five types of interview, they are one by one, Group interviews, structured interview, semi structured interviews, unstructured interview. [6] In this research, researcher use semi structure interview.

The researcher interview the English teacher of SMA Ma'arif NU 5 Purbolinggo to get the data about the students' problem in writing recount text. In addition, this interview is aimed to make sure about the result of the research and to get more data related to this research.

Interview Guideline for Teacher :

2.   To know the students' ability in writing recount text

3.   To know the students' problem in writing recount text.

4.   To know students' problem in vocabulary

5.   To know students' problem in language

6.   To know students' problem in mechanics

3. Questionnaire

Questionnaire is a list of questions that use by obtaining information from respondent.[7] from collecting data through questionnaire, the researcher found out the causes of students' problem in writing recount text.

There are two kinds of questionnaire, they are open question and close question. Furthermore, in this research, the researcher uses close questions to the students. The answer of close question will be established by the researcher. In this case, instruct the respondents to answer by selecting from a range of two or more options supply on the questionnaire. Meanwhile, the questionnaire guideline will use by the researcher as follows:

Questionnaire Guideline for Students.

a. To know the students' problem in grammatical weakness.

b. To know the students' problem in knowledge and understanding.

c. To know the students' problem in less practice.

d. To know the students' problem in educational background.

D.   Technique for Analyzing Data

Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense and evaluate data. Data analysis is the process of organizing the data in order to obtain regularly of the pattern of from of the research. According to Miles and Huberman there are three

major phases of data analysis: data reduction, data display, and conclusion drawing or verification. [19]Data analysis conducted to create understanding of the data and to enable the researcher presents the result of this research to the readers. In this research, the researcher analyzes the data by qualitative descriptive with the step as follows:

1. Data reduction

    Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured. [20]In this case, the researcher select the data derive written test to students as documents, interview to the English teacher and questionnaire.

2. Data display

    Data display is second component is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended a piece of text or a diagram, graph, chart, table or matrix with text that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered

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[19] Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p. 12
[20]*Ibid*.p.10

during the initial process of data reduction. [21]Some activities in analyzing the data by the researcher in data displayare:

a. DocumentsAnalysis

The documents analysis in this research was students' written task. In analyzing the data, researcher analyzed students' task based on five aspects of problem in writing. There are content, organization, vocabulary, language, and mechanics. To know the students' problem in writing recount text, researcher analyzed the students' written task based on aspect above, and calculated the students' problem in writing recount text.[22]

b. Interview

In this step, the researcher was interview the teacher to get information about ability and problem of the students in writing recount text. By interviewing the teacher, the researcher knew the students' ability and problems in writing recount text.

c. Questionnaire

In this step, the researcher employed questionnaire to the students. This step conducted to know what are the causes of the students problem in writing recount text. From display the data, the researcher got the

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[21]*Ibid*.p.11

[22]Annas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarata: Rajawali Press, 2010), p. 43

conclusion in order to answer all about the research questions in this research.

3. Conclusion drawing and verification

The last step is conclusion drawing and verification that involve the researcher in interpretation: drawing meaning from displayed data. From the start of data collection, the qualitative analyst is beginning to decide what things mean, is nothing regularities, patterns, explanations, possible configurations, casual flows, and prepositions. The range of tactics used appears to be large, ranging from the typically and wide use of comparison/contrast, noting of patterns and themes, clustering, and use of metaphors to confirmatory tactics such as triangulation, looking for negative cases, following up surprises, and checking results with respondents.

Based on the technique above the researcher did some steps in analyzing the data that were related with the problems. The researcher interpreted the data taken and then made a conclusion.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. Description of the Research Setting

The researcher has taken the descriptive location of the research by using the data collecting method. There are many descriptions about the research location, such as the teacher and official's condition at SMA Ma'arif NU5 Purbolinggo Lampung Timur. The numbers of teacher and official employers in SMA Ma'arif NU5 Purbolinggo Lampung Timur are that can be identified as follows:

Figure 4.1

Condition of the Teacher and Official at SMA Ma'arif NU5 Purbolinggo Lampung Timur

NO	The Condition	Quantity
1.	S2	6
2.	S1	46
3.	SLTA	7

Based on figure II above, it can seem that the condition of the teacher and official at SMA Ma'arif NU5 Purbolinggo Lampung Timur. Teachers and officials' conditions are teachers, S2 6 teachers, S1 46 teachers and SLTA 7 Official.

Figure 4.2

The Gender of Teacher's and Official at SMA Ma'arif NU5 Purbolinggo Lampung Timur

NO	Gender	Quantity
1.	Male	25
2.	Female	34

Based on figure III, the gender of teachers and officials at SMA Ma'arif NU5 Purbolinggo Lampung Timur seem. Furthermore, the gender of teachers and officials is 25 male teachers and the female 34 teachers. Meanwhile, the quantities of students at SMA Ma'arif NU5 Purbolinggo Lampung Timur can identify as follows:

Figure 4.3

The Student's Quantity at SMA Ma'arif NU5 Purbolinggo Lampung Timur

NO	Class	Quantity
1.	X	149
2.	XI	137
3.	XII	174

Based on figure IV, it can be seen that the students' quantity at SMA Ma'arif NU5 Purbolinggo Lampung Timur. Therefore, the students' class X is 149 students, class XI is 137, and XII is 174 students.

Table 4.4
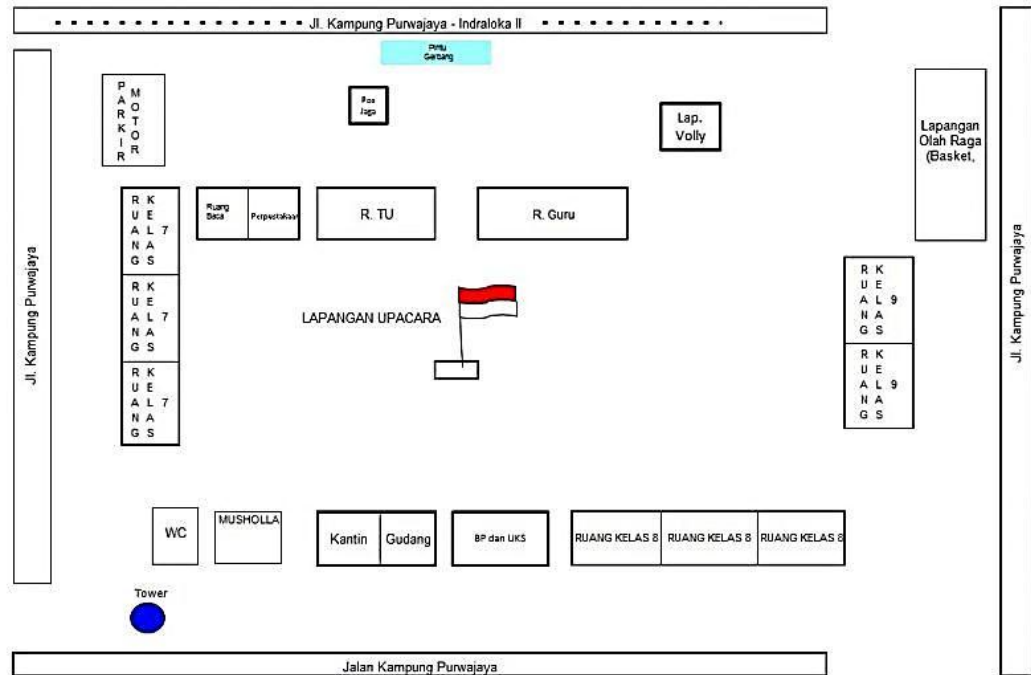
2. Description of Research Result

The description of the research results refers to the research questions, including students' difficulties in understanding vocabulary in writing skills, and why students have difficulty understanding vocabulary in writing skills.

a. Students' Difficulties in Understanding Vocabulary in Writing Skills

This study aims to analyze students' difficulties in understanding vocabulary in writing skills. In collecting data, researchers used interview techniques. Interviews were conducted on December 27, 2021 with class X students of SMA Ma'arif NU5 Purbolinggo, East

Lampung. Researchers found several difficulties faced by students in writing skills. There are some difficulties experienced by students such as:

1) Vocabulary.

The first problem was that the students are limited in their vocabulary. Based on the interview with the students in the tenth A class, his name is AN, MN, ED, SN, RA, and BN.

The Researcher	: "Are there difficulties in using vocabulary in recount text? What is the problem?"
Interviewee (AN)	: "Yes, because of my lack of knowledge about English vocabulary."
Interviewee (MN)	: "Yes, Mr, it is not easy to understand the meaning of the text of the questions."
Interviewee (ED)	: "Hard to write the recount text because my lack of knowledge about English vocabulary, Mr."
The Researcher	: "Are there difficulties with vocabulary when writing recount text? What are the difficulties?"
Interviewee (SN)	: "I do not know the meanings of each vocabulary, Mr."
Interviewee (RA)	: "It's hard to understand the vocabulary, so I can't find the main idea."
Interviewee (BN)	: "I find it difficult to make up words, because of my lack of knowledge, Mr.

From the interview above, the tenth grade students of SMA Ma'arif NU5 Purbolinggo, East Lampung experienced difficulties in writing skills. Based on interviews with students, they said that vocabulary was difficult and became a problem for students'

understanding of writing skills. Students explained that they had difficulty in writing skills because they did not know the meaning of English vocabulary. In addition, students do not understand the sentences in the text. So, they don't know the meaning of the question and the text.

2) The Main Idea.

The second problem is the main idea. Based on the interview with the students in the tenth A class, his name is AD, AB, AC, AF, and AG.

The Researcher	: What difficulties did you face when creating recount text??
Interviewee (AD)	: I'm having trouble finding the main idea to make a sentence, Mr.
Interviewee (AB)	: I don't know where the main idea is, Mr.
The Researcher	: Why are you having trouble finding the main idea?
Interviewee (AC)	: I know the sentence but can't write.
Interviewee (AF)	: I don't know the meaning of the sentence, so I don't know the main idea.
Interviewee (AG)	: I can't interpret or translate the main sentence in the text.

Based on the results of interviews with students above, they admitted that they had difficulty understanding vocabulary in writing skills to find main ideas in recount text. The difficulty of students in finding the main idea is due to their lack of ability to know vocabulary and cannot paraphrase the sentences in the main idea. In addition, students do not know the meaning of each

vocabulary, and they may misinterpret the main idea in a paragraph. In other words, students have difficulty in the main idea session because they do not understand the sentences in the text and the meaning in the text.

Writing strategy

The third problem is the students' writing strategy. The problem of class X students at SMA Ma'arif NU5 Purbolinggo, East Lampung in having difficulty understanding how to make recount text in writing skills is the students' writing strategy. Based on interviews with students in class A ten, his name is EG, AM, and FJ.

The Researcher   : When you make a recount text, do you use a writing strategy??

Interviewee (EG)   : No, Mr., I'm just writing as usual.

Interviewee (AM)   : I only answered with words similar to the text.

Interviewee (FJ)   : I don't know the strategy in writing. Sir, I made it with random words.

From the results of the interview above, the tenth grade students of SMA Ma'arif NU5 Purbolinggo, East Lampung had difficulties in understanding writing strategies and writing skills. Based on interviews with students, they said they did not use writing strategies and did not know writing strategies. Students explained that they only guessed the meaning and answers without using writing strategies. Thus, students have difficulty in writing recount text in writing skills.

b. The Factors that Cause the Students' Difficulties in Understanding Recount Text in Writing Skill

To find out the factors that cause students' difficulties in understanding recount text in writing skills, the researcher used an interview instrument. Researchers were interviewed on December 27, 2021 at SMA Ma'arif NU5 Purbolinggo, East Lampung. Researchers found several factors causing students' difficulties in writing skills. Several factors cause student difficulties, such as:

1) Students' interest

The first factor that causes students' difficulties in understanding recount text in writing skills is student interest. Based on interviews with students in the tenth grade A, his name is MED, MG, and CL.

The Researcher	: "Do you have problems learning to write English??"
Interviewee	: "Yes, Mr, I feel less interested in learning to write English."
The Researcher	: "How do you feel when you write English?"
Interviewee	: "I'm too lazy to write, especially to make up stories."

Based on the interviews with students above, the researcher found that the causes of students' difficulties were related to their interests. This is because most students are less interested in learning to write. They have no desire to write English text and are too lazy to write English text. Another factor is the

lack of student motivation to learn to write. They say writing is boring. Most of the students at SMA Ma'arif NU5 Purbolinggo East Lampung lack initial knowledge in writing English texts..

2) The Students' Habit

The second factor that causes students' difficulties in making recount texts in writing skills is student habits. Based on interviews with students in the tenth grade A, his name is PP, CC, and AC.

The Researcher:	"Have you ever been to the library, are there any English reading books on recount text?"
Interviewee:	"I rarely visit the library, Mr."
Interviewee:	"I don't know about reading books about writing recount text, Mr, all I know is there are textbooks."
Interviewee:	"I haven't been to the library since the covid-19 virus now."
The Researcher:	"When you come home, do you have a family that speaks English?"
Interviewee:	"I do not have a brother who can speak English, miss."
Interviewee:	"I do not have a family who can speak English, Mr."

From the results of the interviews above, the last factor that causes students' difficulties in understanding the problem of writing recount text in writing skills is due to student habits. In addition, there is a lack of English reading resources on recount text for students who cannot write English text well. In addition,

the students also have problems in their homes. They say that in their house, none of the families speak English.

B. Discussions

1. Students' Difficulties in Using Vocabulary in Writing Recount Text Skills

Vocabulary and writing strategies are very important in assessing writing skills. In addition, vocabulary and writing skills are tools used for assumptive assessment in education. Furthermore, vocabulary and writing skills can assess the understanding of certain parts of the text in writing skills.[23] The first research question of this research is An Analysis Of Students' Difficulties In Using Vocabulary For Writing Recount Text At Tenth Grade Of Sma Ma'arif Nu5 Purbolinggo. Researchers investigated An Analysis Of Students' Difficulties In Using Vocabulary For Writing Recount Text At Tenth Grade Of Sma Ma'arif Nu5 Purbolinggoa Lampung Timur. After the researchers conducted interviews with students, the researchers analyzed and concluded the results of this study. The researcher stated that the students' difficulties were caused by several problems in understanding recount text in writing skills. The researcher

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[23] Kayarkaya and Ünaldi, "What You Might Not Be Assessing through a Multiple-Choice Test Task," 99.

explained that students had difficulty in understanding recount text in their writing involving vocabulary, main ideas, writing strategies. The problem is caused by the lack of students' ability to understand sentences and understand the implied meaning of a sentence. This research is in line with previous research from Nurjanah. The difficulty of students in understanding recount text questions is mostly a vocabulary session followed by writing and finding the main idea. They find it difficult to conduct vocabulary sessions because they have limited knowledge of the meaning of words.[24]

1. **Factors that cause students' difficulties in understanding vocabulary in writing recount rext**

   The purpose of this second research study is about the factors that cause students' difficulties in using vocabulary in recount text writing skills. The researcher concludes the results of this study based on the analysis of student interviews. The researcher found the factors that made it difficult for students to understand writing recount text: student interests and student habits. In line with Iftanti's theory, he stated that those who have good writing habits in English will automatically be able to write well. Furthermore, the last factor that causes students to

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[24] Ratih Laily Nurjanah, "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test", *Ungaran: Metathesis: Journal Of English Language Literature And Teaching*, no.2 (2018): 260-261.

have difficulty understanding recount text in writing skills is student habits. In addition, the findings of this study are in line with previous research from Khairuddin which revealed that students' interest in writing in English was relatively low and there were significant differences between male and female students in writing interest. The writing interest of female students is higher than that of male students. In addition, there is a lack of English reading resources for students, so they cannot write English texts well. Based on previous research and this research, the researcher concludes that the results of interviews about the factors that cause students' difficulties in using vocabulary in recount text writing skills have the same factors, student interests, and student habits.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher briefly describes the conclusions of the study that provide research results on the analysis of students' difficulties in understanding the use of vocabulary in writing recount texts in tenth graders at SMA Ma'arif NU5 Purbolinggo East Lampung.

1. Students have difficulty because of vocabulary. Second, students have difficulty finding the main idea. Third, students have difficulty because they do not know writing strategies.

2. The factors that cause students' difficulties in understanding the vocabulary of writing skills of class X students of SMA Ma'arif NU5 Purbolinggo East Lampung. The researcher explains several factors that cause students' difficulties in understanding vocabulary in writing recount text skills. The factors that cause students to have difficulty understanding vocabulary in recount text writing skills are students' interests and habits.

B. Suggestion

The researcher gave some suggestions to students, teachers, and the other researchers. From the conclusion above, the researcher tries to give some suggestions as follows:

1. Suggestion for the English Teacher

    a. The teacher should give the explanation how to write a recount text and give more examples to the students to make the students understand about recount text material. Therefore, the students understand the material clearly.

    b. The teacher should give motivation and attention in their English writing.

2. Suggestion for the students

    a. The students should learn and practice more in writing in order to develop their ability in English Writing.

    b. The students should be more active in teaching and learning process; ask the teacher about particular aspects in recount text that they do not understand.

3. Suggestion for the other researchers

    It is necessary to conduct further research with the same object and different perspective in other writing problem because many students lack of knowledge in making a good writing in English. Then, the researcher recommends to further research in investigating the students' problem in writing recount text.

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APPENDIXES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Tungki Priandoko   Jurusan : TBI
NPM : 1501070134   Semester : XIII

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1	Jumat 7/22		- Ubah diagram menjadi tabel agar lebih jelas. - Tambahkan denah lokasi - ditunjukan kpd siapa, agar melakukan apa? acc to munaqosyah	

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP.197110 02 201503 1 004

Dosen Pembimbing II

Drs. Kuryani, M.Pd
NIP. 196202151995031001

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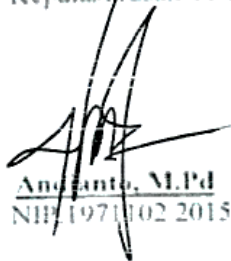Telp. (0725) 41507, Fax (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id
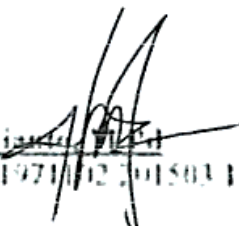
FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Jungki Priandoko   Jurusan   : TBI
NPM   : 1501070134   Semester   : XIII

No	Hari/Tanggal	Pembimbing I	Hal yang dibicarakan	TandaTangan
1	Jumat 23/7/21	✓	ACC APD	

Diketahui :
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama   : Tangki Prasidoko   Jurusan   : TBI
NPM   : 1501070134   Semester   : XIII

No	Hari/Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Senin 8/21	✓	Tambahkan Test credo dan Writing. Suruh Susun membuat Kerangan Singkat	
2	Senin 28/21	✓	ACC APD lanjut Chapter $\overline{IV}$ - $\overline{V}$	

Diketahui :
KepalaJurusan TBI   Dosen Pembimbing II

Andianto   Syahreni Siregar, M.Hum
NIP 19711102 201503 1 004   NIP 19830301 200912 2 004

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Tungki Priandoko   Jurusan : TBI
NPM : 1501070134   Semester : XII

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Senin 2/03 2020	- Background of study, learner experience atau melakukan penelitian climate problem. Peserta learning speaker perlahan atau sama dengan mengartikan vocabulary. - Technique sampling tekhnis dan ke apa yang dimaksud sampling		
2	Senin 7/03 2020	- Sample teoritis dibahas dan masukan di BAB II		

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
NIP. 19750610 200801 1 014

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Syahreni Siregar, M.Pd
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S U R A T   T U G A S
Nomor: B-0471/In.28/D.1/TL.01/02/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**TUNGKI PRIANDOKO**
NPM	:	1501070134
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA MA`ARIF NU5 PURBOLINGGO LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat . mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 15 Februari 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor   : /In.28.1/J/TL.00/00/0000
Lampiran   : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Kuryani (Pembimbing 1)
Syahreni Siregar (Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**TUNGKI PRIANDOKO**
NPM	:	1501070134
Semester	:	13 (Tiga Belas)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA`ARIF NU5 PURBOLINGGO

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 00 0000
Belum di proses,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

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INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor　　: B-0470/In.28/D.1/TL.00/02/2022
Lampiran : -
Perihal　　: **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA MA`ARIF NU5
PURBOLINGGO LAMPUNG TIMUR
di-
　　Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0471/In.28/D.1/TL.01/02/2022, tanggal 15 Februari 2022 atas nama saudara:

Nama	:	**TUNGKI PRIANDOKO**
NPM	:	1501070134
Semester	:	14 (Empat Belas)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA MA`ARIF NU5 PURBOLINGGO LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Februari 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PERMOHONAN SURAT IZIN RESEARCH

Kepada Yth.,
Dekan Fakultas
di-
    IAIN Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama	:	TUNGKI PRIANDOKO
NPM	:	1501070134
Fakultas	:	Fakultas Tarbiyah Dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris (PBI)
Semester	:	14 (Empat Belas)
IPK Sementara	:	**3,06** *(Tiga Koma Nol Enam)*
Alamat Tempat Tinggal	:	taman endah kec.purbolinggo HP. 085768915488

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi. Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi	:	AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU5 PURBOLINGGO LAMPUNG TIMUR
Tempat Research	:	SMA MA`ARIF NU5 PURBOLINGGO LAMPUNG TIMUR

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:
1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.

Metro, 14 Februari 2022
Pendaftar,

TUNGKI PRIANDOKO
NPM 1501070134

88203008420

Nomor   :   B-229/ln.28.1/J/TL/07/2020
Lampiran   :   -
Perihal   :   **IZIN *PRA-SURVEY***

Kepada Yth.,

SMA MA'ARIF NU 5 PURBOLINGGO

di-

    Tempat

Assalamu'alaikum Wr. Wb.

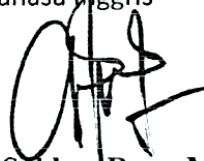Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama   :   **TUNGKI PRIANDOKO**
NPM   :   1501070134
Semester   :   10 (Sepuluh)
Fakultas   :   Tarbiyah dan Ilmu Keguruan
Jurusan   :   Pendidikan Bahasa Inggris
Judul   :   AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING VOCABULARY FOR WRITING RECOUNT TEXT AT TENTH GRADE OF SMA MA'ARIF NU 5 PURBOLINGGO

Untuk melakukan *pra-survey* di SMA MA'ARIF NU 5 PURBOLINGGO

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya pra-survey tersebut, atas fasilitas dan bantuan serta kerjasamanya kami mengucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juli 2020
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014

LEMBAGA PENDIDIKAN MA'ARIF NAHDLATUL ULAMA
SMA MA'ARIF NU 5 PURBOLINGGO
TERAKREDITASI PERINGKAT A

NPSN : 6072855521   NSS : 302120412016

Jalan Dr. Susilo Tanjung Inten Kecamatan Purbolinggo Lampung Timur Telp. (0725) 7631 306
E-mail : smamaarifnu5purbolinggo@gmail.com Website : www.smamaarifnu5purbolinggo.sch.id

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Nomor   : 420/ 2853 /SMA.MA/ 11/ VII /2020   Purbolinggo, 31 Juli 2020

Lampiran   : -

Perihal   : *Surat Balasan Hasil Riset/Penelitian*

Yth.

Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Jurai Siwo Metro

Di

    Metro

Assalamualaikum wr.wb.

Yang bertanda tangan dibawah ini :

    Nama   : Suherman, S.Pd.I.M.M.Pd

    Jabatan   : Kepala Sekolah

    Instansi   : SMA Ma'arif NU 5 Purbolinggo

Menerangkan bahwa :

    Nama   : Tungki Priandoko

    NPM   : 15501070734

    Jurusan   : TBI

    Nama tersebut telah disetujui untuk melakukan Riset/Penelitian di SMA Ma'arif NU 5 Purbolinggo sebagai syarat menyelesaikan Studi.

Demikian surat ini kami sampaikan atas kerjasamanya kami mengucapkan terima kasih.

Walaikumsalam wr.wb.

                                 Hormat kami,

                                 Kepala Sekolah,

                                 SUHERMAN, S.Pd.I.M.M.Pd

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-57/In.28/S/U.1/OT.01/01/2022

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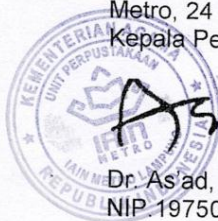
Nama : Tungki Priandoko
NPM : 1501070134
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1501070134

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Januari 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

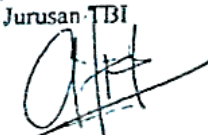Nama   : TUNGKI PRIANDOKO

NPM   : 1501070134

Fakultas   : Tarbiyah

Angkatan   : 15

Telah menyerahkan buku berjudul English Vocabulary in use

Metro, 08 Juni 2020
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama   :

NPM   :

Fakultas   :

Angkatan   :

Telah menyerahkan buku berjudul .

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

QUESTIONNAIRE GUIDELINE FOR STUDENTS

Name   :
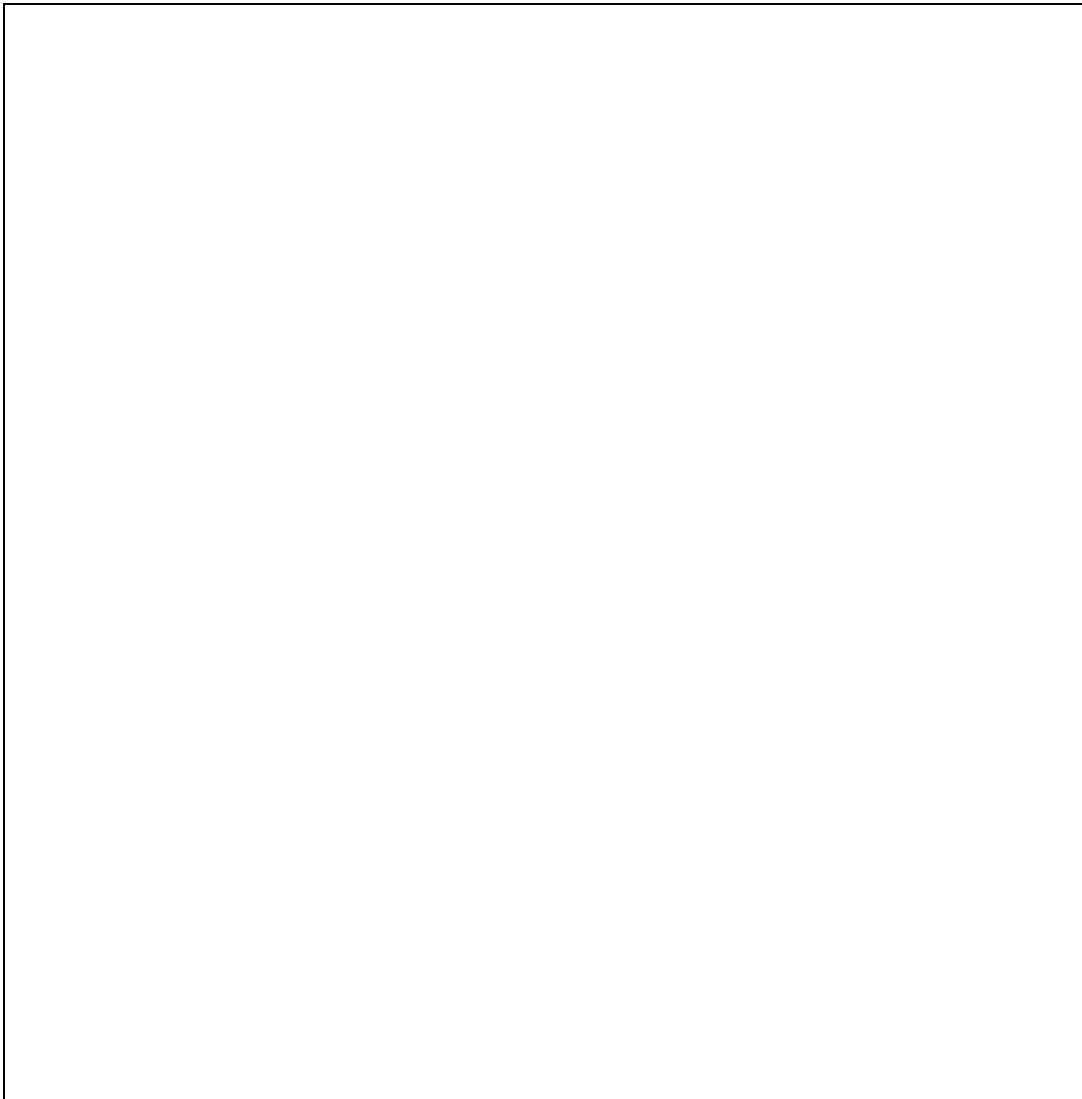
Class   :

This questionnaire is intended to obtain objective data regarding the causes of students' problems in writing, especially in writing recount texts. Read each question carefully, then put a tick (√) on the answer that is considered the most appropriate. This result does not affect the value of your learning outcomes.

No	Question	Answer	
		Yes	No
1	Are you having trouble using vocabulary in writing recount text?		
2	Do you know about the use of vocabulary in recount text?		
3	Do you understand about recount text?		
4	Are you having trouble understanding recount text?		
5	Do you need knowledge and experience in writing Recount text ?		
6	Do you have enough knowledge to write recount text?		
7	Do you like to write recount text?		
8	Do you often write recount text??		
9	Do you understand the recount text material that has been Taught?		
10	Is the material explained about recount text quite clear?		

1.   Please write briefly your experience while on holiday during the

pandemic?

Answers:

CURRICULUM VITAE

The name of writer is Tungki Priandoko. He was born on January 21th 1997, Taman Endah, Purbolinggo, East Lampung. He is the first child from Mr Juprianto and Mrs Tumarni.

He was enrolled him study in Kindergarten at TK PKK, Taman Endah, Purbolinggo on 2003-2004. Then, he continued him study at SDN 01 Taman Endah, on 2004-2009. After that, he continued him study at SMPN 01 Purbolinggo, East Lampung, on 2009-2012. Next, he continued him study at SMA Ma`arif NU5 Purbolinggo, on 2012-2015. It was long journey to find out him dream. Finally, he was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2015.