

STRATEGIES TO SOLVE WRITING DIFFICULTIES ON RECOUNT TEXT FOR JUNIOR HIGH SCHOOL IN SMP NEGERI 8 PEMATANG SIANTAR

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ABSTRACT

The purpose of this study is to learn about the teachers' strategies to help students overcome their problems in creating recount texts. This research was carried out in SMP Negeri 8 Pematang siantar eighth-grade. The study is part of a qualitative investigation. Two English teachers were among the participants in this research. Interviews with two English instructors at Junior High School were conducted as part of the research inquiry. Interviewing and recording were used to acquire data. To analyze the data, there were various steps: first, analyzing the students' issues, then interviewing the teachers, and last, descriptive analysis. The study's findings show that the teachers' strategies for overcoming difficulties are as follows: (a) in content, the teachers used picture series as learning media and guided writing; (b) in organization, the teachers used guided writing; (c) in grammar, the teachers used random words, text modeling, and mini dictionary products; (d) in mechanics, the teachers recommended that students improve their reading habits; (e) in generic structure of rec, the teachers recommended that students improve their reading habits; (f) in generic structure of recount text aspect, the teachers used semi guided and supported by picture series as learning media.

Keywords: Writing difficulties, Teachers' strategies, Recount text

INTRODUCTION

Writing skill is the last skill that must be mastered by students. This skill also requires a lot of practice and training as students must produce an acceptable form of writing that can be read and understood. It is not surprising that writing is considered more than any other skill and this skill requires more concentration and thinking skills. This statement is supported by Leo (2007), which states that writing as a process of expressing ideas or thoughts in words can be done in spare time. Children learn the steps of writing as they build new skills on top of old ones.

The process of learning writing skills is not only influenced by students but also by teachers. According to Ahmad (2013) the lack of student confidence is caused by the teacher's strategy in the teaching process that is not in accordance with the learning style and cultural background of the students. It can be said that teachers must apply appropriate strategies to teach writing, including providing fast and effective feedback to students and increasing motivation to students. Students and teachers in various classroom conditions can face a variety of problems. This study aims to determine the teacher's strategy in overcoming students' difficulties in writing recount texts. This study explores the strategies used by teachers to overcome difficulties in writing recount texts faced by inclusive students.

Prior to conducting this research, to explore related topics to be discussed, observations were made in schools and several English teachers were interviewed to obtain the actual conditions of the research location. This preliminary study aims to describe the problems to be studied more clearly. The study process is based on the concept of learning, namely the teacher's strategy to overcome students' difficulties in the eighth grade inclusive class. The purpose of the interviews with the three English

teachers was to determine the condition of the teaching and learning process, learning media, the condition of students and teachers, and teaching materials.

The preliminary study is also equipped with field notes, so that data collection is more complete. From the results of observations and interviews, it can be said that recount text is the most difficult text for students to learn because they find it difficult to express their ideas, they do not know what they will write and what they should write. In grammar and they got more theory in English material than practice a lot of practice. The teacher also found that in teaching writing recount text because students think that it is a hard thinking skill, in that, the teacher must decide the right strategy to make students feel interested and find in this material and in the assessment, to develop the product, the teacher needs a lot of time. This research was implemented in one of the junior high schools in the city of Pematangsiantar, namely SMP N 8 Pematangsiantar which is located on Jl. Pane no.38.

Similar research topics in this domain have been carried out by several researchers. First, Adas and Bakir (2013) about their study of Writing and New Solutions: Mixtures as an approach to improve Writing ability. Their study discusses the context of teaching and learning and how to integrate writing activities as part of blended learning outcomes. On the other hand, this study focuses on the teacher's strategies to overcome students' difficulties in writing recount texts. Second, Fareed, Ashraf and Bilal (2016) about their study of ESL Students' Writing Skills: Problems, Factors and Suggestions. Their study discusses the problems in writing of ESL undergraduate students, the factors that hinder students' writing ability, and how to improve the writing ability of ESL students. However, this study focuses on the completion of written recount texts for 8th grade second language learners. In short, this study explores the teacher's strategies for solving student problems. difficulty in writing recount text in 8th grade.

THEORETICAL FRAMEWORK

Recount Text

The learning process has been taught in schools and colleges. In Indonesia, junior high school students study several short functional texts. Among various types of texts, this research focuses on recount texts. Anderson & Anderson (2003) state that a recount text is a piece of text that retells past events, usually in the order in which they occurred. The social function of recount text is to tell the past experience by retelling it in the original order. Samples of recount text are experiences, diaries and personal letters. According to Lancashire Country Council (2008), a recount text has several generic structures consisting of orientation, event and reorientation. Each generic structure has a social function. An explanation of them is described below:

- a. Orientation: Orientation gives the reader the background information needed to understand the text, and the reader will recognize the setting and context of the text.
- b. Events: events are ordered in chronological order. several times, additional details are added to provide information for the reader.
- c. Reorientation: In this concluding paragraph, the author can provide comments or personal statements.

A recount text has linguistic characteristics or in English terms it is called language features. Gerot and Wignell (1994) explain that the linguistic characteristics of recount texts that must be met are certain participants, using material processes, circumstances of time and place, using final sentences and temporal sentences.

Causes of writing difficulties

- a. Koutsoftas and Gray (2012), students often have difficulty with the areas of productivity, complexity and grammar.

- b. Al-Mekhalafi (2011) reveals that this skill requires a lot of practice and because students must produce a well-accepted written form that can be read and understood.
- c. Sugiyono (2010) stated that most students hate learning to write because learning to write is boring and difficult.
- d. Lorch (1984), in learning to write recount text, many students make mistakes and have difficulty in building and developing their imagination.

Student's difficulties in writin recount text at 8th grade

- a. Aspect of content: students do not get ideas, they can only write one paragraph and they only focus on the event. It makes the content less.
- b. Organizational aspect: this aspect is related to the generic structure of recount text
- c. Grammar aspect: most of the students use present tense verbs. They are stil; confusing in changing from present tense to past tense.
- d. Mechanical aspects: Students apply incorrect spelling, punctuation, use of capital letters, and paragraphs. This can be the cause of confused meaning.
- e. The general structure of the recount text aspect: In orientation, many students only write time, in that they can build the storyline but the content is still lacking because they arrange three general structures in one paragraph. In the reorientation, most of the students forgot to write their personal comments on their writing assignments.

Teacher's strategy in teaching writing recount text

A. Personal journal writing.

Journal is a form of notebook about everyday writing. According to Orem (2001) journals are very helpful for both students and teachers in the teaching and learning process of writing. Students learn the correct use of writing in a foreign language and teachers ensure that students improve their writing skills.

B. Guided writing.

This is an alternative strategy used by teachers to guide students in writing subjects so that students find it easier to write skills. According to Crown (2007), guided writing is an important component of a balanced writing curriculum, providing an additional, supported step towards independent writing. That is, this strategy is one of the important strategies used by teachers to support students during the learning process.

C. Co-authored. Fountas (1999) says that lessons that may be interactive begin to look more like co-written when teachers and students collaborate to create longer and more complex texts. It can be said that this strategy can help students in generating ideas through writing texts together with the teacher. Students and teachers both contribute their thoughts and ideas to the process.

D. TAD (Transition-Action-Details). This strategy is a strategy writing using a TAD (Transitions-Actions-Details) graph consisting of columns and rows showing the sequence of events. There are three fields that students must fill in, namely the transition column, the action column, and the details column. Then each column can be filled by multiple rows. After filling in each row and column with sentences, students can move sentences containing songs, sequences of events, and some details of actions into a new recount paragraph. (Peha, 2003).

METHOD

This research is a qualitative research. According to Lodico (2006) qualitative case studies are to find meaning, process groups and to gain an in-depth understanding of individuals, or situations. Qualitative studies are also strategies to identify phenomena and influences that optimize and generate new basic theories about the latter. In other words, qualitative research provides a rich narrative description. This strategy is to understand the process by which events and actions occur. method finds the process through which behavior (Chaedar, 2002). This research was conducted in 8th grader at SMP Negeri 8 Pematangsiantar. The participants were 2 English teachers who had taught about recount text. Data collection techniques are interviews and recording. This data collection aims to obtain data about the teacher's strategy in overcoming the learning difficulties of class VIII students. This study uses descriptive analysis to describe the teacher's strategies in overcoming students' difficulties in writing recount texts that have been collected. After identifying and determining the data, it is then described into words or sentences.

DISCUSSION

The teacher's strategy to overcome the difficulties of the content aspect.

The second resource person said that to start learning about texts, students must be able to know the characteristics of each type of text, for example between recount text and narrative text. Both tell about past events, but recount text tells about experiences or something that has happened, for example about experiences while on vacation. Meanwhile, narrative text tells about fiction, fairy tales, legends, fables or stories that are not real. She also said that the use of media in teaching recount texts or other texts is very important, it will make students better understand the material to be presented and can reduce boredom during the learning process.

For example, the use of picture series in teaching recount text, there are students who cannot capture the material without visual media. Therefore, the teacher displays an example of a recount text through a series of pictures. In addition, the second resource person said that writing is an application of what students have learned. If students can write, they will learn to write the draft that is taught but if they cannot write the teacher will write guided to help students practice writing. He also said that the ability to understand a student's text in junior high school was only a function of the text.

The series drawing strategy is suitable to be applied in a class that has many student characteristics. A work group not only helps students gain knowledge but they can build social interactions. The learning process is also supported by serial picture media. It will make the learning process more fun and interesting. Thus, students will not be bored.

Strategy teacher for overcoming organizational difficulties

Based on the first and second interviews to start learning the recount text, the teacher and the second student shared parts of the recount text to become good organizers. The strategy used in the organizational aspect is the same as the strategy in the generic aspect because the two aspects are interrelated. The teacher calls this strategy semi-guided writing and is supported by tools such as LCDs and computers. Through this strategy, students will be more active because there is communication between teachers and students.

This is the right strategy to use in the teaching aspect because through this alternative strategy the teacher can guide students in writing subjects so that students feel easier in writing skills. In contrast to the second resource person who used mind mapping and preparation in learning to write recount text, it was applied when the students had understood the theory of recount text and started practicing writing recount text.

Teacher strategies for solving grammatical difficulties

The first informant said that before teaching students to write recount text, a teacher must teach grammar. For example, the teacher gives an example of a recount text to students, then students are given the task of identifying certain grammatical aspects such as simple past tense verbs by underlining the words. After that, the teacher will explain more about the simple past tense. To motivate or encourage students in learning recount text, the first person interviewed considers that the use of media is important, for example random words that are designed into several colors to become one sentence in each color. After arranging the colorful words into correct sentences, students arrange the sentences in the correct order into a paragraph and make recount text.

She said that to start learning recount text, the teacher gave an explanation of the relationship between the simple past tense they had learned and the recount text they were going to learn. For example, the teacher explains why we discuss the simple past tense because recount text is a form of text that uses past tense verbs, this text tells about events that happened or happened in the past. The second informant added that she gave his students the task of making mini dictionaries about present tense verbs when they were in seventh grade. And, in the Eighth grade, they continue to learn simple past tense verbs in their mini-dictionaries. So when making texts, students will learn independently to explore simple past tense verbs. This strategy is appropriate because before studying the recount text, it would be better if students could master the simple past tense.

Teacher strategies for overcoming mechanical difficulties

According to the second informant, writing is a productive skill and the most complicated language skill, so before starting writing practice, students should start learning learning skills, namely comprehensive skills such as reading activities. Students will find the correct spelling in words, application of punctuation marks, use of capital letters and paragraphs to be used in writing texts. In addition, the second interview said that if students are looking to start reading diligently, they can explore new knowledge about writing styles on their own. If they do not understand the meaning of certain words, they can look it up in a dictionary or with a teacher or study guide. So, the suggestion is that students need to practice reading more both at school and at home. The assessment of the writing mechanism is low because this section is not paid much attention both when practicing and when writing. The teacher only focuses on the subject matter.

Strategy teacher for solving generic recount text structure problems

According to the first informant, to start learning recount text, teachers and students learn and identify the parts of recount text by dividing them. The teacher presents the recount text and is guided by the teacher, the students identify which part of the text is the orientation, event and reorientation as well as the function of each part of the text. The teacher calls this strategy semi-guided writing because students are active learners.

In teaching recount text, the second resource person started by giving some examples of recount text that had been distributed according to its generic structure, so that students could immediately find out what part of the recount text was. In this strategy, the media plays a big role, supported by the media, for example picture series to guide students in compiling their own recount texts and tools such as laptops in presenting examples. In the orientation aspect, the teacher explains that the orientation function is to introduce the story before starting the event, including, when, and where or who there is an opening as a setting.

In the event aspect, this aspect is the body of the text, therefore the teacher is more focused on events. To practice building a story line, the first and second interviewees recommended using serial image media to practice it. The first resource person applied serial pictures in group work, in addition to building a storyline, this strategy could help students to improve their social interactions with other students. In the aspect of reorientation, the teacher explains that the function of reorientation is that the writer or student writes comments or his personal opinion about the event, students can write an impression of his experience. However, many students forget to do it. Everyone interviewed also

applied guided writing strategies in teaching students to write, whether writing recount texts or other texts because these strategies were easy to apply to students who had various Indonesian characters and curriculum..

CONCLUSION

The success factor of the learning process is the suitability of learning strategies in the learning process. So, teachers must determine the best strategy and use media to support the process based on the condition of school facilities and student characterization. Based on the results of interviews, the use of media in the learning process is important because one class may have many student characteristics, especially in class VIII, some students require special treatment in the learning process, if only there are conventional ones. technique, they cannot learn all the material optimally. Supported by the media, they can receive and understand the material well because they can see and work on the subject matter. The teacher's strategy in completing the content uses the media of picture series and group assignments. Series pictures are also used in solving generic recount text structures supported by guided writing strategies. In organizational difficulties, the teacher uses a semi-guided writing strategy.

The strategy that teachers can use to overcome grammatical difficulties is random words. And to overcome the mechanical difficulties, the teacher only suggested to the students to improve their reading habits to overcome their difficulties. In the generic structure of recount text, the teacher uses semi-guided writing strategies and picture series as learning media. The results of this study in particular imply that the influence of success in the learning process in writing recount texts or other texts does not only come from the students but also from the strategies applied by the teacher. students can be overcome if the teacher applies the correct strategy.

The researcher tries to provide the following suggestions based on the aforementioned conclusion:

1. Suggestuions for English Teacher

- a. The teacher should explain how to create a recount narrative to the students and provide further examples to help them comprehend the content. As a result, the pupils have a thorough understanding of the content.
- b. In their English writing, the teacher should provide inspiration and attention.

2. Suggestions for the students

- a. In order to improve their writing abilities in English, pupils should learn and practice more.
- b. Students should be more engaged in the teaching and learning process; they should inquire of the teacher about specific points of the recall text that they do not comprehend.

3. Suggestion for the other researchers

Because many students lack the expertise to write well in English, more study with the same item and other perspectives in other writing problems is required. The researchers then suggest that more study be done on the students' difficulties in creating recount texts.

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