

**AN ANALYSIS OF STUDENTS' RECOUNT TEXT WRITING ABILITY AT SMK
TELKOM 2 MEDAN**

PROPOSAL PENELITIAN



Dosen Pembimbing:

Natalia Widya Pasca Tarigan, S.Pd., M.Hum

Ketua Peneliti:

Julia Tesalonika Br Hia (213306020069)

Anggota Peneliti:

Putri Sundari Hutabarat (213306020013)

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
UNIVERSITAS PRIMA INDONESIA
MEDAN**

2025

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing is one of the most crucial skills in English language learning, enabling students to express their thoughts, ideas, and experiences effectively. It plays a fundamental role in developing communication, critical thinking, and academic success. Mastering writing skills allows students to convey their messages clearly, whether for academic purposes or professional careers.

Brown (2000) asserts that writing is a cognitive process. When compared to other talents like speaking, listening, and reading, many people believe that writing is the most challenging. Writing appears to be the most challenging English language talent, requiring a lengthy process from idea generation to the finished product. Even though writing is the hardest English skill to master, it is crucial.

Students must understand language elements including grammar, vocabulary, and content in order to produce quality writing. According to Harmer (2001), students should take into account a number of writing elements in order to produce quality writing, including content, vocabulary, grammatical structure, and writing mechanics, including punctuation, spelling, and capitalization. A well-written book employs proper grammar.

One of the text types taught in the English curriculum at SMK is recount text. This type of text is essential because it helps students organize and present past experiences in a logical and structured manner. Learning how to write recount texts effectively enables students to enhance their narrative skills and improve their overall writing proficiency. However, writing recount texts presents several challenges for students, including grammatical errors, lack of vocabulary, poor sentence structure, and difficulties in maintaining coherence. These issues often arise due to insufficient writing practice, lack of understanding of text structure, and minimal feedback from teachers.

According to Hyland (2003), recount is about telling what happened. It so clear that recount is retell about the experience that had been happened in the past. In writing recount text, students must be able to provide clear information and choose the right words so that readers can understand the information well. In fact, being able to write recount text in English properly and correctly is not an easy thing for the 10th grade students of SMK Telkom 2 Medan.

Writing recount texts is an essential skill that students are required to master as part of their language development. Recount texts, which focus on retelling events in a chronological sequence, pose significant challenges for many learners. These challenges often stem from various factors, such as limited vocabulary, inadequate understanding of text structure, and difficulties in organizing thoughts coherently. For many students, writing recounts involves not only the technical aspects of grammar and punctuation but also the cognitive demand of recalling and effectively communicating personal experiences.

Several studies have examined the obstacles that students encounter when writing recount texts. According to Aziz (2019), "students often struggle with sequencing events in a logical order, leading to confusion in their written texts" (p. 45). Furthermore, students' limited vocabulary frequently hampers their ability to express events clearly and vividly. This limitation can result in a lack of engagement in the narrative, as the recount becomes less descriptive and harder to follow.

Moreover, some learners experience anxiety or lack of confidence when tasked with writing recount texts, particularly when they feel their experiences may not be interesting or worth sharing. As stated by Siti and Kurniawan (2021), "students' lack of self-confidence often leads to simplified, unengaging recounts, which fail to capture the essence of the events they are narrating" (p. 120).

This study aims to analyze the recount text writing ability of students at SMK Telkom 2 Medan. It will focus on identifying common errors, evaluating students' strengths and weaknesses, and exploring possible solutions to improve their writing skills. The findings from this research are expected to contribute to the enhancement of English writing instruction, particularly in recount text writing, and support students in achieving better proficiency in written communication.

1.2 Research Problems

1. How is the students' ability in writing recount texts at SMK Telkom 2 Medan?
2. What are the common errors students face in writing recount texts?

1.3 Objectives Of The Study

1. Analyzing students' recount text writing ability
2. Identify common errors in recount text.

1.4 Scope Of the Study

Students in the tenth grade at SMK Telkom 2 Medan would be the main focus of this study. In order to limit the discussion of the topic, the researcher will only focus the research on the students recount text writing ability.

1.5 Theoretical Framework

Writing is one of the essential language skills in learning English. According to Harmer (2004), writing is a process that involves generating, organizing, drafting, and revising ideas into a structured text. It requires students to develop grammatical accuracy, vocabulary mastery, and coherence to effectively communicate their ideas.

Recount text is a type of text that retells past events in a chronological order. This text type typically follows a specific structure:

1. Orientation

Introduces the background information, including who, when, where, and what happened.

2. Events

Presents the sequence of events in chronological sequence.

3. Re-Orientation

Provides a personal observation or conclusion about the experience.

Writing a recount text involves several essential components to ensure clarity, coherence, and grammatical accuracy. Three key components are **Grammar**, **Cohesion**, and **Vocabulary**.

1. Grammar

Grammar plays a crucial role in recount text writing, ensuring the correct structure and meaning of sentences. Important grammatical aspects use simple past tense, action verbs, sentences structure.

2. Vocabulary

The choice of words in a recount text helps to create a vivid and engaging story. Key vocabulary aspects include descriptive words, specific nouns, varied word choice.

3. Cohesion

Cohesion ensures that ideas in the text are well-connected and flow logically. This is achieved through time connectors, conjunctions, pronoun reference.

1.6 Significance of The Study

1. For Teacher

The findings of this study help teachers recognize common difficulties students face in Introduces the background information, including who, when, where, and what writing recount texts and the findings of this study help teachers recognize common difficulties students face in writing recount texts.

2. For Students

The findings of this study help teachers recognize common difficulties students face in Introduces the background information, including who, when, where, and what writing recount texts and the findings of this study help teachers recognize common difficulties students face in writing recount texts.

3. For Researcher

This study provided the researcher with insights and a deeper understanding of students' writing ability, especially in writing recount texts. Through analysis based on structure, grammar, vocabulary, and cohesion, the researcher can identify common error patterns, challenges faced by students, and the effectiveness of learning strategies that have been applied.