AN ANALYSIS OF STUDENTS' LEXICOGRAMMATICAL PROBLEMS IN WRITING A RECOUNT TEXT

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Abstrak

Penelitian ini bertujuan untuk mengetahui masalah lexicogrammatical yang dialami siswa dalam menulis recount text dan penyebab dari masalah tersebut. Penelitian ini merupakan penelitian deskriptif. Subjek dari penelitian ini adalah siswa kelas IXa di MTsN Ganting Padangpanjang yang terdiri dari 32 siswa. Instrumen yang digunakan sebagai alat pengumpul data pada penelitian ini adalah tes menulis dan quesioner. Tes menulis digunakan untuk menganalisa masalah lexicogrammatical siswa dalam menulis recount text sedangkan quesioner digunakan untuk menganalisa faktor penyebab dari masalah siswa dalam menulis recount text. Dari hasil penelitian tersebut, peneliti menemukan bahwa ada beberapa masalah lexicogrammatical yang dihadapi oleh siswa dalam menulis recount text, yaitu penggunaan past tense, past action verb, nouns and pronouns, adverb, adjective, dan conjunction. Peneliti juga menemukan bahwa masalah tersebut disebabkan oleh beberapa faktor yaitu kurangnya kosakata, kurangnya pengetahuan tentang komponen recount text, dan kurangnya motivasi. sehingga dapat disimpulkan bahwa siswa masih mempunyai masalah dalam menulis recount text.

Abstract

This research was aimed to find out the students' lexicogrammatical problems in writing recount text and the caused of the problems. The design of research was descriptive. The subject of the research was the students of class IXa in MTsN Ganting Padangpanjang which consisted of 32 students. Instruments used to collect the data in this research were the writing test and questionnaire. The writing test used to analyze the students' lexicogrammatical problems in writing recount text meanwhile the questionnaire used to analyze the factors caused of the students' problems in writing recount text. From the result of the research, the researcher found that there were some lexicogrammatical problems in writing recount text, they are: the use of past tense, past action verb, nouns and pronouns, adverb, adjective, and conjunction. The researcher also found that the problems caused by some factors, they were lack of vocabulary, lack of knowledge about component of recount text, and lack of motivation. So, It can be concluded that the students still had problems in writing recount text.

Key Words: *Lexicogrammatical Problems, Recount Text, Writing,*

INTRODUCTION

Writing is one of ways to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. Writing has a significant function as a medium communication to express our ideas, to share knowledge and to exchange information. Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. According to Barnet and Stubbs (1990) writing is not only a way to express ideas, but also a way to acquire the ideas when it is put on paper. Writing is not simply a skill to transfer a spoken language into a text, but writing also requires particular aspects to convey a message into piece of paper clearly. Ochima and Hogue (2007) add that Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer does not actually appear on the page. It is a means of communication. Whenever the writer wants to write, he has to know the audience or reader, it will help in reaching the goal of communicating clearly and effectively. Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into coherent and logical whole, so in this case writing is undeniably based in thought.

This skill is taught from Junior High School Level. In learning writing, the students will be taught about how to write a text. According to Hartono (2005:6) there are fourteen types of genre, they are recount, narrative, news story, anecdote, spoof, procedure, explanation, report, analytical exposition, discussion, description, review, commentary and hortatory. Based on syllabus in Junior High School level, the genre limited five texts, they are descriptive, narrative, report, recount and procedure text. Those texts have different social function, generic structures, and lexicogrammatical features. One kind of texts that can be learned by the students is recount text. The researcher chooses recount text because the students have studied recount text and the researcher wants to see how to express their ideas.

According to Gerot and Wignell (1994:208) recount text is a type of text that functions to retell events for the purpose of informing or entertaining. Moreover, Murkato (2007:62) stated that recount text is writing that tell events in chronological sequence. It means that, recount text is a writing text contains of chronological sequence of someone action in the past time. Someone or writers write recount text based on the experience in the past time with the chronological sequence from the beginning until the end. In addition, according to Hyland (2008) recount text is a text that tells about past experiences or events. It means that, with recount text the students can share about their life story or something that happened in their past. Based on the experts' explanations above, it can be concluded that recount text is a text retells the story at the past appropriate with the real fact, such as experiences or events with the chronological sequences from the beginning until the end and also recount text can be said a text that used to convey some news.

As other text types, recount text has special components in form of generic structure and lexicogrammatical features. According to Gerot and Wignel (1994:194) there are five significant lexicogrammatical features of recount text. They are: focus on specific participant, use of material process, circumstances of

time and places, use of past tense, focus on temporal sequence. Moreover, according to Boardman (2008:287) and Hyland (2003:135) the lexicogrammatical features has six significant lexicogrammatical features of recount text. They are use of nouns and pronouns to identify people, animals or things involved, use of past action verbs to refer the events, use of past tense to located events in relation to speaker's or researcher's time, use conjunctions and time connectives to sequence the event, use of adverb and adverbial phrases to indicate place and time, use of adjectives to describe nouns. From the arguments of several experts above, the researcher takes the lexicogrammatical from Boardman. They are use of nouns and pronouns to identify people, animals or things involved, use of past action verbs to refer the events, use of past tense to located events in relation to speaker's or researcher's time, use conjunctions and time connectives to sequence the event, use of adverb and adverbial phrases to indicate place and time, use of adjectives to describe nouns. Lexicogrammatical features of recount text above are used as indicators to see the students' problems in writing recount text

For some students, writing is an easy task to do. However, for other students it is a difficult one. They may face some problems related to the use of grammar in writing. Their problems occur because of some factors underlying the problems. Those factors are related to the second or foreign language acquisition since the students learn English as a foreign language in Indonesia context.

There are some factors which cause the students have lexicogrammatical problems in writing recount text. According to Davies (1998:25) thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested. According to Leki (1991:9) as cited in Alfaki (2015:47), the desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no interest in. Silva (1997) in Thomsan (2003) as cited in Alfaki (2015:47) believes that it is both 'reasonable and motivating' to allow students to choose their own topics and that when students are allowed this freedom, their work is more successful. It can be concluded, if there is no motivation to write an English text, so the students will get problems in writing. It means the motivation is an important thing in writing.

Afrin.S (2016:111) states that Lack of vocabulary and motivation are the reasons behind the weakness in English writing skill. Next, Lack of vocabulary makes what learners write become uninteresting, and boring (Farooq, et al., 2012:186 as cited in Harris, 2014). Lack of vocabulary makes students cannot express their ideas. They do not know what words they have to use to put their thought in their writing. Because of lack of vocabulary, the students use the same words in different context. This condition will affect the students' writing quality, because the choice of words in writing will influence the content of their writing. Next, Bahri (2008:16) say that one aspect that makes students get difficulty in writing because of lack of vocabulary. In order to write a text well, the students should master the English vocabulary.

In addition, according to Suhaemi in Saharah (2017:8) the students' difficulties were mostly caused by lacking of knowledge about word form, grammar and practice. Supported by Ngabut (2003) as cited in Elanneri Karani said that there are many general areas encountered by the students when they are ordered to write a text. The common problems appear in at least four areas, they

are problems in content, organizing, vocabulary and grammar. Based on the explanations above, it can be concluded that there are some factors that can cause students' problems in writing recount text. They are lack of motivation, lack of vocabulary, lack of knowledge about component of the text.

In order to help students in writing recount text, their problems and the causes of the problems need to be analyzed. Analyzing the students' problems i n w r i t i n g r e c o u n t text would help to find out the factor caused of their problems in writing recount text. Therefore, the researcher was interested in analyzing the students' problems in writing recount text and the factor caused of the problems.

METHOD OF THE RESEARCH

This is a descriptive research. The purpose of this research is to gain information about phenomenon in order to describe the existed condition in the field. The phenomena that were investigated in this research were the students' lexicogrammatical problems in writing recount text and the factor caused of the problems. This research was done at MTsN Ganting Padangpanjang. The participants of the research were the students in class IXa at MTsN Ganting Padangpanjang in the academic year 2017/2018. The data of this research were the words or sentences in English writings for recount text made by the students in class IXa at MTsN Ganting Padangpanjang. In addition, the data were also the students written gotten from the questionnaire to see the factors caused the students' lexicogrammatical problems occurred in writing recount text.

There were two instruments used in this research. They were writing test and questionnaire. In collecting the data of this research, the researcher did some steps. The data were collected through writing test. The writing test was used to obtain the data of students' lexicogrammatical problems in writing recount text. In collecting the data of this research, the researcher did some steps. First, on the first day, the researcher came to the class and asked the students in class to write a recount text about the themes. Before writing the text, the researcher distributed answer sheet that has designed by the researcher. The students were given the time for 2x40 minutes and made recount text appropriate by the researcher's rule. After finishing the test, the students' writings were collected by the researcher. On second day, the researcher did same things to the students and asked the students to make recount text by the different theme from the first day. After that, the researcher and the students did same things like the first day. Then, the students asked to fill in the blank on the questionnaire by researcher. Finally, the researcher collected the questionnaire from the students.

FINDING AND DISCUSSION

There are two parts of the findings. First is what is the students' problems in writing recount text faced by the students. Second is why do the students have problems. The discussion of these things explained as follow:
1. The   Students' Problems in Writing Recount Text

The number of errors in students' lexicogrammatical problems was obtained from the students' writing test. They were asked to make two texts by different topic. For the text 1, the topics of text were my holiday and my

personal diary. For the text 2, the topics of text were my sweet moment and my bad experience. And the data of students' errors in lexicogrammatical problems can be seen in the table below:

Table 1.The Students' Problems in Writing Recount Text Viewed From Lexicogrammatical Features.

No of Students	Indicator of The Problems						Number of Errors	Percentage of Errors
	N&P	PAV	PT	C	AV	AJ		
Student 1	1	5	9	2	2		19	3,3%
Student 2	1	9	9	1		1	21	3,9%
Student 3		3	4	1	2	1	11	2,0%
Student 4	2	3	7				12	2,2%
Student 5	2	4	9	1			16	2,9%
Student 6	5	14	21		3	1	44	8,1%
Student 7	4	5	10		1	1	21	3,9%
Student 8	1	4	8	1	3		17	3,1%
Student 9	8	8	14		1	4	35	6,4%
Student 10	2	4	5		3	1	15	2,8%
Student 11	2	6	19	2			29	5,3%
Student 12								
Student 13	5	6	12		1		24	4,4%
Student 14	4	1	15		1	1	22	4,0%
Student 15	2	1	20	1			24	4,4%
Student 16		2	7				9	1,7%
Student 17	1	4	5	2		1	13	2,4%
Student 18	1	4	9				14	2,6%
Student 19	1	1	3				5	0,9%
Student 20	1	7	8				16	2,9%
Student 21	2	3	7			1	13	2,4%
Student 22		5	9				14	2,6%
Student 23	1	2	13				16	2,9%
Student 24	2	5	6				13	2,4%
Student 25	2	8	15				25	4,6%
Student 26	3	6	8			1	18	3,3%
Student 27	1	4	10		1		16	2,9%
Student 28		6	13				19	3,5%
Student 29		3	4				7	1,3%
Student 30		1	1			1	3	0,6%
Student 31		2	2				4	0,7%
Student 32		6	9				15	2,8%
Student 33	2	2	9	1			14	2,6%
Number of Errors	56	144	300	12	18	14	544	

Students of Errors	24	32	32	9	10	11	
Percentage of Errors	10,3%	26,5%	55,1%	2,2%	3,3%	2,6%	

Notes :
N/P   = Nouns and Pronouns
PAV = Past Action Verb
PT   = Past Tense
C   = Conjunction
AV   = Adverb
AJ   = Adjective

From the result of the students' writing, it can be said that the students had problems with all lexicogrammatical features of recount text. The students' problems in each indicator were explained in the following part. The students' problems were listed from the dominant problems to a little problem. Firstly, The Students' Problems in using the past tense based on the finding of the students' writing recount text, it was found that many of students had problems in using past tense. Their problems were related to: the students had problems: the students were still confuse in using to be in past tense, the students forgot to use to be in the sentence, they used to be and verb2 together, they did not know about using 2 verbs in the sentence and the students did not understand about past tense. Based on the data, there were 32 students made errors in using past tense with frequency 300 (55,1%) of 544 errors. In other word, the students did not know how to use to be and verb2 was appropriate in the sentence. Seaton & Mew (2007:106) added that past progressive and nominal sentence in past tense use helping verb or auxiliary verbs *"was and were"*. But in fact, they often forget to use to be "was/were" in the sentence or they use to be "was/were" and verb 2 together in one sentence.

The second dominant problem faced by the students was the use of past action verb. The number of students' errors in using past action verb when they wrote recount text was 144 errors (26,5%) of 544 errors. In writing recount text, the verb that used is verb2. In using verb2 there are two kinds of verbs, they are irregular verb and regular verb. For irregular verb, it should be remembered. Based on the data, the students' problems in past action are the students still forgot to change verb1 into verb2. Alexander (1990:126) stated that Regular verbs always end with a *–d or-ed* in the simple past, example *play-played, open-opened, and arrive-arrived*. Irregular verb, there are three changed. In fact, they were still confused about using regular and irregular verb and they used verb -ing in the sentence.

The third dominant problem found in this research was the use of nouns and pronouns. The numbers of errors in using nouns and pronouns was 56 errors (10,3%) of 544 errors. The students got problems in using nouns and pronouns because the students are still difficult in using pronouns as subject and pronoun as object, they have not able to use singular and plural noun

appropriately, they are still confuse to use the correct spelling or writing of the word, lack of agreement between ordinal and cardinal number. According to Eastwood (1994:234) we use possessive to express a relation, often the fact that someone has something belongs to someone.

The forth dominant problem found in this research was the use adverb and adverbial phrases. The numbers of errors in using adverb and adverbial phrases was 18 errors (3,3%) of 544 errors. The students got problems in using adverb and adverbial phrases because they could not differentiate the use of there and here and they still have not known the adverb of time or time signal for making recount text moreover they did wasting word.

Fifth, the problem faced by the students in writing recount text was the use of adjective. Adjective is used to describe a noun. The students got problems in using adjective because they could not differentiate use comparison degree appropriately and in arranging between noun and adjective. It can be said that they did not know about the rules of comparison degree. Eastwood (1994:252) added that an adjective modifies a noun. They wrote noun first instead of adjective. In fact, they should state adjective before noun. In addition, adjective also follow to be. In the students' writings, the researcher just found 14 errors (2,6%) of 544 errors.

The last problem faced by the students in writing recount text was the use of conjunction. The numbers of errors in using conjunction was 12 errors (2,2%) of 544 errors. The students got problems in using conjunction because they did not use conjunction appropriately and they did not use time connectives like usual because their knowledge about temporal sequence and also time connectives not much. That's way we can say that the students had problems in using conjunction when they wrote recount text.

2. The Factor Caused of Students' Problems in Writing Descriptive Text

In writing recount text, the students had some problems as mentioned in the previous part. Since they had problems, there must be some factors which were as the roots of the students' problems. Therefore, it was very important to see the factors caused their problems.

The percentages of the factors caused of students' problems in writing recount text number of errors in students' lexicogrammatical problems were obtained from the students' questionnaire. The questionnaire consisted of 15 questions. And the data of students' caused in lexicogrammatical problems can be seen in the table below:

Table 4.The Factor Caused of The Students' Problems in Writing Recount Text Focused on Lexicogrammatical Features.

No	The Factor Caused of The Students' Problems	Number of The Students	Percentage
1	Lack of vocabulary	27	84,3%
2	Lack of knowledge about component of recount text	26	81%
3	Lack of motivation	20	62,5%

Firstly, the lack of vocabulary. The lack of vocabulary is one aspect that causes the students got problems in writing recount text. Johana (2010:35) and Bahri (2008:16) say that one aspect that makes students get difficulty in writing because of lack of vocabulary. Based on the students' writing, there are some errors made by students were caused by lack of vocabulary. They had limited vocabulary. It was supported by the questionnaire done to 32 students. Based on the finding, 27 students (84,3%) said that The data above was supported by result of filling in questionnaire. Based on the questionnaire done to 32 students, 27 students (84,3%) said that they have not mastered the English vocabulary and many of them who said that they just mastered daily vocabulary but more than that they still have not mastered the vocabulary. So, the lack of vocabulary was one cause of the students' problems in writing recount text.

Secondly, lack of knowledge about component of recount text. Based on the students' writing, many students that still have not known about component of recount text until they got problems in writing recount text. Based on students' questionnaire done to 32 students, 32 the students (100%) did not know about the function of recount text. all of the students answered about the function of the recount text is to tell the events in the past. It meant they did not know about the function of recount text. For the generic structure of recount text, there were 20 students (62,5%) who did not know about generic structure of recount text and 25 students (78%) who did not about language feature of recount text. actually the researcher have remembered the students about recount text briefly but many students who did not attention. It means many students did not know about component of recount text that caused students' problems in writing recount text. So it can be said less of knowledge about component of recount text is one of the factor caused of students' problems in writing recount text.

The last was the lack of motivation. Based on the questionnaire done to 32 students, 20 students (62,5%) stated that they did not like writing because of that they had no motivation to write recount text. Davies (1998:25) thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested. The students said that they did not like writing because they thought that English was difficult, they did not like to study English, they also did have many vocabularies and how to write was also difficult and so on. It means that the students did not have motivation in writing English. Because of that lack of motivation was as the cause of the students' problem in writing recount text.

CONCLUSION

Based on the finding above, there are two things that can be concluded. *Firstly*, there are some lexicogrammatical problems faced by students at ninth grade students of MTsN Ganting Padangpanjang in writing recount text. Their problems from the most dominants errors to a little error were the use of past tense, past action verb, nouns and pronouns, adverb, adjective, and conjunction. The students had problems in using lexicogrammatical features of recount text because they did not use the lexicogrammatical features of the text appropriately.

Secondly, the researcher was obtained the data about the factors caused of students' lexicogrammatical problems from the students' questionnaire. There were some factors caused the students' problems in writing recount text. They were lack of vocabulary, lack of knowledge about component of recount text, and lack of motivation. So, in writing recount text, many students who still had lexicogrammatical problems that caused by some factors.

Based on the findings and conclusion of this research, the researcher would like to give some suggestion as follows: (1) It is suggested for teacher to give motivation to the students in order they have interested for English such prepare English lesson by interesting media or interesting learning method. (2) It is suggested that the teacher to ask the students restudy at home and always use dictionary to upgrade their vocabulary. If they have many vocabularies, it will decrease errors that made by the students moreover they can produce a good text by wide ideas.

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