

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
RECOUNT TEXT FOR FOURTH SEMESTER STUDENTS
AT ENGLISH EDUCATION STUDY PROGRAM**

THESIS



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2024


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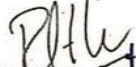
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STATEMENT OF ORIGINALITY

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DEDICATION

This graduating paper is dedicated to:

1. Lord Jesus Christ the Almighty for the blessing, goodness, health, and inspirations that have led me to completed my thesis.
2. My beloved parents, Mrs. Egae and Mr. Kernede. My dearest brother Benny Andika, and all my family members who always who always pray, support, and encourage me to complete my thesis.
3. I dedicate this graduating paper to myself for being able to go through this bravely and never give up.

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Initially, I express my gratitude to the omnipotent Lord Jesus Christ for the blessings, well-being, and inspiration that have guided me to successfully finish my thesis titled **“An Analysis of Students’ Difficulties in Writing Recount Text for Fourth Semester Students at English Education Study Program”**

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The researcher realizes that this research is far from perfect. Therefore, the researcher hopes for constructive suggestions and criticism to make this research better.

Palangka Raya, August 2024

Andreas Novendra Savio

ABSTRACT

Andreas Novendra Savio. 2024. An Analysis of Students' Difficulties in Writing Recount Text for Fourth Semester Students at English Education Study Program. Thesis. English Education Study Program, Language and Art Department, Teacher Training and Education Faculty, University of Palangka Raya. Advisors: (I) Dr. Bahing S.Pd., M. Pd., (II) Dr. Ristati, S.Pd., M.Hum.

Keywords: Recount Text, Writing Skills, Analysis, Students' Difficulties

Writing is one of important skill that must be mastered in learning English. Fourth-semester students of the English education study program were required to demonstrate proficiency in writing a range of text types, including recount texts, as part of the Advanced English Writing course. This study aims to examined the difficulties faced by fourth-semester students in the English Education Study Program at Palangka Raya University when writing recount texts. The research was carried out from June 26, 2024 to July 26, 2024. A questionnaire was disseminated using WhatsApp to collect data from 65 students, who accounted for 52% of the total population. The findings indicate that students encounter challenges in various crucial domains, such as creating relevant ideas, structuring text, employing past-tense verbs accurately, and utilizing acceptable terminology, punctuation, and capitalization.

The study highlights that 9.2% (6 students) struggle with generating relevant ideas, 26.2% (17 students) struggle to express their ideas with clarity and logical coherence, 20% (13 students) struggle with composing a recount text that effectively establishes individuals, location, and timing, 46.2% (30 students) struggle with the task of crafting a recount text that includes a fitting and noteworthy ending, 58.5% (38 students) exhibit inaccuracies in past-tense verb usage, 38.5% (25 students) has difficulties in effectively utilizing adverbs of location and time expressions to connect events, 33.8% (22 students) lack proficiency in using action verbs with a high level of accuracy, Additionally, 52.3% (34 students) lack an extensive vocabulary, 32.3% (21 students) exhibit a deficiency in their capacity to select appropriate words with effectiveness, 49.2% (32 students) demonstrate poor spelling accuracy, 12.3% (8 students) exhibit incorrect capitalization, and 12.3% (8 students) demonstrate inaccurate usage of punctuation. These problems highlight the necessity for focused teaching strategies to target and rectify specific shortcomings in students' writing abilities. The study closes by suggesting that teachers should utilize captivating teaching techniques and that students should actively participate in the process of learning and practicing English. Future research should be conducted to go deeper into the challenges associated with authoring recount texts in order to gain a more full grasp of the subject.

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