

STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT THROUGH PROJECT BASED LEARNING

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Abstract

English language lessons have become compulsory secondary schools. Especially, in era of globalization writing is very important. The purpose of this study is to investigate students' difficulties in writing recount text through Project Based Learning. This study used descriptive qualitative research. The data was gathered through questionnaire. The questionnaire were administered to eight grade students of SMPN 3 Batujajar in the academic year of 2019/2020. The questionnaires consist of 5 statements related to aspects of writing. The data was analyzed descriptively. The result showed that most of students got difficulties in writing related to five aspect of writing, such as content (23,33%), grammar or language use (56,67%), organization (36,67%), mechanic (43,33%), and vocabulary (26,67%).

Keywords: Students' Difficulties, Writing Skill, Project Based Learning

INTRODUCTION

In learning English, language has four skills that must be mastered by students. The four skills are closely related to each other in language such as reading, listening, speaking, including writing skills as a productive skill. According to defines that writing is a process of thinking of students in creating an idea in written form. Where writing skills are considered as an indicator of assessment of student success in English. Hanafiawi, Muharam, B& Parmawati (2020) state that process of teaching learning have to involve both of the teachers and students' to make some activities in the classroom, therefore occur an interactive teaching process. Therefore, students need a broader level of perception in thought process and language skills.

In era of globalization writing is very important, especially writing is important in language learning (Yusuf & Hasanudin, 2020). Because one of the importance of writing is be able used by students as a tool to communicate to each other. In addition, Firdaus & Sunaryo (2013) states that writing is a type of communication or social interaction that can connect to others as readers who receive their messages. Likewise in writing, students are not easy to develop their writings in order can be read and understood by readers. This statement is supported by Hartawan et al., (2015) cited in Harisma & Ilmiah (2019) that writing is not an easy skill to be mastered by language learners. This is a challenge for teachers who must provide opportunities for students to be able to practice and explore students' writing abilities during the learning process at school, because writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form (Gebhard, 1996 as cited Apsari, 2017). One types of text taught in junior high schools is recount text. Recount text is applied to eighth grade junior high school in the second semester. Based on observation conducted at SMPN 3 Batujajar, it can be said that the students writing skill are quite good. According to Hyland (2004) as cited in Shopiah & Anggraeni (2018) recount text is a kind of category that has social function to rettel experience for the purpose of expressive or entertaining. With the recount text students are emphasized to be able

to retel about something, their experiences, and memories that occurred in the past with the aim to entertain the readers spoken or written. Recount text is not only common used at school, but used in real life through media written such as newspaper, diary, biography, magazine, etc. The selection and application of project based learning has been done as a learning method by researcher. Project Based Learning is one type of learning method or strategy from the scientific approach in the 2013 curriculum in Indonesia. According to Apsari, Lisdawati, & Mulyani (2019) defines that Project based learning is based on the constructivist learning theory, which finds that learning is deeper and more meaningful when students are involved in constructing their own knowledge.

However, the writing skills students of junior high school are quite good, some students still have difficulties in creating their writing. Writing has been considered as the most difficult skill in learning a language for language learners since it is a productive skill (Khoii, 2011 as cited in Widayanti, Rustyana, & Haryudin, 2019). Usually, EFL students have difficulties in mastery English, for example, students have limited vocabulary, lack of knowledge of the use of grammar and make it difficult for students to develop their ideas in writing. The difficulty occurs when the teacher asks students to try to wrote a word or sentence in English.

Based on the description above, this study is aimed to answer the question: What are the difficulties faced by the students in writing recount text through Project Based Learning.

METHOD

This study used a descriptive qualitative method. Since this research aims at investigating students in writing recont text by using Project Based Learning. According to Patton (2002) cited in Azizah & Alpiyah (2018), qualitative research is characterized by its purpose, relating to understanding some aspects of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. In this study researcher used a questionnaire as an instrument in collecting data. The respondents of this study were eighth grade students of SMPN 3 Batujajar consist of 13 male students and 19 female students.

RESULTS AND DISCUSSION

Results

In this study, researcher used a questionnaire as collect the data. Which questionnaire consist of 5 statements related to 5 aspect of writing that had been filled out by 30 students each at the end of the learning process (after treatment). From these statements the researcher chose several statements that were in accordance with students' difficulties in writing recount text. The researcher found the results of the questionnaire based on the difficulty of several aspects of writing as in the table below:

Table 1. Data analysis of questionnaire

No	Statement	Percentage (%)	
		Yes	No
1.	I have difficulty using grammar when writing recount text?	56,67	43,33
2.	I have difficulty developing ideas when writing recount text.	36,67	63,33
3.	I'm having trouble spelling when writing recount text.	43,33	56,67
4.	I have difficulty when making content of projects in groups.	23,33	76,67

5. I haven't enough vocabulary to write recount text.	26,67	73,33
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Discussion

From the data analysis table above, it can be concluded that there are five aspect of difficulties faced by students. The first statement related to content aspect that about a quarter of respondents (23.33%) had difficulty in making projects in group using the Project Based Learning method. Furthermore, in the second statement related to grammar or language use aspect that more than half of respondents (56.67%) had difficulty using grammar when writing recount texts using the Project Based Learning method. Based on the third statement related to organization aspect, approximately one third of respondents (36.67%) found it difficult to develop ideas owned by students when writing recount texts using the Project Based Learning method. Then, the fourth statement related to mechanic aspect, (43.44%) respondents got a spelling when writing recount text. The last statement related to vocabulary aspect, (26.67%) respondents felt lack of vocabulary to write recount texts.

Thus on, from the five statements above, there were one third (35%) of the difficulties faced by students when writing recount text using Project Based Learning method related to several components of writing were content, language use, organization, mechanics and vocabulary.

CONCLUSION

In this study, researchers have conducted research on Student Difficulties in Writing Recount Texts Through Project Based Learning. Some difficulties students have found through the questionnaire instrument as a data collection tool. Based on the data, it can be found that there are difficulties from five aspects of writing, these difficulties are related to the five aspects of writing such as aspects of content, language use / grammar, organization, vocabulary, and mechanics. The majority of students' difficulties are in applying grammar. 56.67% of students had difficulty using written grammar in writing recount texts. Then, under grammatical difficulties (43.44%) students had difficulty in spelling aspects. Meanwhile, other difficulties in terms of organization, content and vocabulary are not too large when compared to grammatical difficulties. It means, the ability to write students in grammar aspects is still low.

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