

ABSTRACT

Adam, Muhammad Irsyad, 2021: Investigating Students' Difficulties in Writing a Recount Texts and Their Understanding of Its Generic Structure and Its Related Tenses

This research was intended to investigate students' difficulties in writing a recount texts and their understanding of its generic structure and its related tenses. This research is aimed: (1) to find out the students' difficulties in writing a recount text, and (2) to know students' understanding of its generic structures and its related tenses.

This research employed a case study style with a qualitative approach. This research was taken at the eighth grade of SMP Al-Hasan, Bandung with twenty-one students as the participants. To obtain the data, the researcher used document analysis and a questionnaire to collect the data. The document analysis was conducted to know students' understanding of generic structures and past verbs. Then, the questionnaire was distributed to find out the students' difficulties in writing recount text.

The researcher discovered several pieces of evidence in the field. First, students continued to struggle with coming up with ideas for topics to write about. In this case, they were often short on words and unsure of what their would write in the recount text, even though it was based on their own experiences, even when they were reliant on machines to translate, such as Google Translate. Second, students were still perplexed and were frequently unaware of the various types of text. In this case, they had no idea what a recount text is, from its characteristics to the structure used in its creation. Then, they were still unable to use proper grammar when writing recount text. Also, they could still not change the infinitive verb to the past verb when telling the past, as in writing recount text.

So, it can be concluded that students still have many difficulties in writing a good and correct sentence in the recount text according to the applicable rules. Consequently, based on the results of this study, it is expected that teachers can provide better teaching techniques and students can be stimulated to do more exercises to improve their writing skills.