

WRITING RECOUNT TEXT IN THE EFL CLASSROOM: AN ANALYSIS OF STUDENTS' COMMON DIFFICULTIES

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ABSTRACT

Writing serves as a fundamental medium for expressing ideas, emotions, and opinions through language. This study investigated the difficulties encountered by eighth-grade students at one of the Islamic junior high schools in Palembang in writing recount text. Employing a qualitative research approach, six students were selected through homogeneous sampling. Data were collected through interviews and analyzed using thematic analysis. The findings revealed five major areas of difficulty such as lack of ideas for content, poor abilities in organizing the structure of recount text, lack of vocabulary, lack of grammar mastery, and lack of mechanical skills. These results are intended to inform English teachers about the specific challenges students face in writing recount text, enabling them to implement more targeted instructional strategies. Additionally, the study suggests instructional strategies to address these challenges. The insights gained from this research are expected to contribute to the improvement of writing instruction in English language classrooms, especially for students at the junior high school level.

Keywords: *Recount Text, Students' Difficulties, Writing.*

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INTRODUCTION

English has become a dominant global language and serves as a key medium of communication in many parts of the world, including Indonesia. Its widespread influence can be observed in international diplomacy, education, technology, and media, making it an indispensable tool for global engagement. As stated by Putri and Wahyudin (2025), English is extensively used across various professional fields and is a key requirement for achieving global competence. The ability to use English fluently is often associated with higher employability and greater access to academic resources. Supporting this, Noviani and Ilma (2018) note that English holds an important role in daily life and is widely used across various fields such as business, commerce, and social interaction. The relevance of English in various aspects of life underscores its status as a language of opportunity. Mastery of English enables individuals to access broader opportunities and participate more effectively in global contexts. This makes

English not only a subject of academic interest but also a strategic skill for future success.

Since 1945, English has been incorporated into the Indonesian school curriculum as the primary foreign language taught in formal education. Its inclusion reflects the national recognition of the language's strategic importance in equipping students with essential global skills. Within this context, students are expected to develop proficiency in the four fundamental language skills, such as reading, writing, speaking, and listening (Yoandita, 2019). These core skills form the foundation of language mastery, each contributing to overall communicative competence. Achieving English proficiency requires students to understand and master these core skills along with various language components (Shalihah, 2022). Therefore, English instruction is not limited to knowledge acquisition but emphasizes the development of functional communication abilities. This indicates that educational institutions in Indonesia have consistently provided support and encouragement for students to learn English. The government's continuous policy support and curriculum development efforts further demonstrate the national commitment to English education.

In the process of learning English, it is essential for students to develop proficiency in all language skills, as each skill is interrelated, particularly writing, which is classified as a productive skill. Among the four skills, writing often demands a higher degree of cognitive and linguistic control, as it involves planning, organizing, and expressing ideas clearly. According to Hanafiawi et al. (2020), writing enables students to express their thoughts by organizing them into coherent texts or paragraphs following appropriate structural conventions. Similarly, Salawazo et al. (2020) noted that writing serves as a medium through which students can communicate their ideas in a comprehensible manner. Through writing, students can reflect on their learning, clarify their thoughts, and engage in deeper analysis. Considering the crucial role of writing in fostering students' language proficiency, this study focused on exploring students' specific challenges in writing recount text within a junior high school context. The research aimed to answer the following question: What were the students' difficulties in writing recount text at one of the Islamic junior high schools in Palembang? Accordingly, the objective of this study was formulated as follows: To find out the students' difficulties in writing recount text at one of the Islamic junior high schools in Palembang.

Writing is a fundamental language skill that serves as a means of expressing ideas, emotions, and perspectives through written language. It bridges internal thought and external communication, allowing learners to convey meaning with precision. In the context of foreign language learning, writing is recognized as an essential skill that must be mastered by learners (Anggia et al., 2021). The development of writing competence is often considered a benchmark for language proficiency in both academic and professional contexts. Brink (2020) outlines several reasons for the significance of writing. First, writing functions as a life skill, often used to evaluate individuals' learning, thoughts, and contributions to society. Second, it is a deeply personal activity that enables individuals to preserve personal experiences and articulate reflections, both for

themselves and others. Third, writing extends communication across temporal and spatial boundaries, allowing messages to reach broader audiences over time and distance. These elements highlight the importance of writing in both academic and personal domains. As such, writing is not merely a technical ability but a powerful tool for self-expression and intellectual development.

To produce a well-organized and unified piece of writing, students must adhere to established writing conventions. Failure to follow these conventions may lead to miscommunication and a lack of clarity. According to Niño and Páez (2018), writing allows individuals to transform their imagination into written form. This transformation of thought into text fosters creativity and encourages students to explore diverse perspectives. Several key elements contribute to effective writing, such as vocabulary, spelling, grammar, and punctuation (Bazir, 2016). These components serve as the technical foundation upon which coherent writing is built. Moreover, the writing process involves multiple stages, including planning, drafting, and revising (Shalihah, 2022). These recursive steps are crucial for refining ideas and improving clarity and accuracy in writing. Based on the junior high school curriculum, students are expected to learn various types of texts, including descriptive, recount, and narrative texts, among others (Irawan, 2020). These text types are designed to develop different dimensions of language use, from factual description to personal reflection.

In this study, the researcher focused on recount text, as it encourages students to recall and express their personal experiences through writing. Recount text is classified as a narrative genre that aims to report past events in the order in which they occurred. Its chronological nature makes it accessible to learners and supports the development of sequential thinking. It is commonly used in English language learning to help students organize and articulate their experiences. This practice also enables learners to build coherence and cohesion in their written narratives. According to Andansari et al. (2019), recount text is generally designed to communicate events that have personal relevance or significance to the writer. This personal connection can increase student engagement and motivation in writing activities. In line with this, Maizarah (2017) describes recount text as a written narrative that reflects the author's past experiences. Writing recount texts allows students to practice tenses, vocabulary related to daily life, and paragraph structure in a meaningful context. The core communicative function of recount text is to reconstruct and convey events chronologically, enabling learners to develop coherence and reflection in their writing. As such, it not only enhances students' grammatical and lexical competence but also nurtures their ability to reflect critically and express their lived experiences in a structured and meaningful way.

A preliminary study was carried out through an interview with an English teacher to explore students' performance in writing recount text. The teacher indicated that most students demonstrated low achievement in writing recount text, which was largely attributed to a lack of vocabulary and limited understanding of grammatical rules (NA, personal communication, February 21, 2024). These issues highlight the challenges faced by students in producing coherent and meaningful recount text. Consequently, this study aimed to identify

and analyze the specific difficulties in writing recount text encountered by eighth-grade students at one of the Islamic junior high schools in Palembang.

There are several previous related studies have addressed issues related to students' difficulties in writing recount text. Hayfitma (2021) investigated the types and causes of students' difficulties and found five key writing challenges, namely layout and punctuation, organizing and sequencing ideas, selecting vocabulary, checking grammatical accuracy, and broader linguistic problems. The study also identified psychological, linguistic, and cognitive factors as the primary causes. Using a qualitative descriptive method with documentation and interviews, this study was conducted at SMP N 1 Bonjol, whereas the current research only employed interviews at one of the Islamic junior high schools in Palembang. Similarly, Sukma (2022) examined the difficulties students encountered in constructing the generic structure of recount text and found five problematic aspects, such as content, organization, vocabulary, grammar, and mechanics, with grammar being the most dominant issue. The researcher applied a mixed-method approach and used interviews, written tests, and questionnaires, while the present study used a qualitative method and only interviews. Shalihah (2022) focused on identifying students' writing abilities and difficulties, revealing that language use and mechanics were the most frequent sources of error, largely due to a lack of practice and limited grammatical knowledge. This study, conducted with eighth-grade students through a descriptive qualitative design using written tests and questionnaires, also differed from the current research in terms of instruments and setting.

Meanwhile, Amelia et al. (2023) found that students experienced challenges in content, vocabulary, grammar, and organization, although they demonstrated strength in mechanics. These difficulties stemmed from limited grammar knowledge, insufficient understanding of the recount text, and a lack of writing practice. This research, similar to the present study in terms of focus and method, used written essays and questionnaires as data collection tools, unlike the current study, which only used interviews. Lastly, Ariani (2022) identified grammar as the most problematic area, followed by issues in verb usage, capitalization, use of "to be," punctuation, spelling, prepositions, and vocabulary. Students' errors were primarily categorized as misformation, omission, misordering, and addition. Conducted at SMP 15 Serang, this study used documentation, questionnaires, and interviews, whereas the current study was carried out at one of the Islamic junior high schools in Palembang using interviews alone. Overall, the reviewed studies consistently highlighted the complexity of writing recount text for students and provided varied methodological approaches that informed the current research framework.

Although writing is recognized as one of the most important skills in English language learning, many students still face persistent challenges in producing recount text that meet the expected standards of coherence, structure, and accuracy. Difficulties often arise in generating relevant ideas, arranging events in logical order, choosing appropriate vocabulary, applying correct grammatical rules, and maintaining proper writing mechanics. These challenges suggest a need for deeper investigation to understand the specific factors

contributing to students' writing difficulties and to provide insights for improving writing instruction in the EFL classroom context.

RESEARCH METHOD

Research Design

A qualitative method was utilized in this study to explore the difficulties students encountered in writing recount text. Creswell (2012) defines qualitative research as a process of understanding the meaning individuals ascribe to a social problem, while Putri (2019) highlights its capacity to portray phenomena from the participants' perspectives. Using both primary and secondary data, the study aimed to uncover specific linguistic and structural barriers students encountered in writing. The findings of the study successfully identified and described the key obstacles faced by students in constructing recount text.

Participants

This study involved eighth-grade students from one of the Islamic junior high schools in Palembang as participants, selected through purposive sampling. This technique is commonly utilized in qualitative research to identify and select individuals who are especially knowledgeable about or experienced with a particular phenomenon of interest (Palinkas et al., 2015). From the five available classes, one was chosen, and six students with the lowest scores in a daily assessment of recount text writing were selected to participate in the study. This approach is in line with Kuzel (1992) suggestion that six to eight participants are sufficient for homogeneous qualitative samples. These participants were deemed capable of providing in-depth and relevant information regarding the challenges encountered in writing recount text.

Data Collection

To obtain comprehensive insights into the students' difficulties in writing recount text, data were collected through semi-structured interviews within a qualitative research framework. The researcher chose this method because it has the capacity to elicit in-depth responses by combining a set of guiding questions with the flexibility to explore emerging topics during the interview process. As noted by Ahlin (2019), semi-structured interviews facilitate the exploration of complex issues by allowing participants to elaborate on their experiences while maintaining consistency across interviews. Due to the study's exploratory nature, interviews were prioritized to capture deeper insights. This approach enabled the gathering of more accurate and nuanced information relevant to the study's objectives.

Data Analysis

The interview data were recorded, transcribed, and analyzed using thematic analysis to systematically identify patterns related to students' difficulties in writing recount text. This method was chosen for its suitability in capturing complex qualitative data. Guided by Creswell (2009), six-phase framework, the analysis involved: (1) familiarization with the data through iterative reading and note-taking; (2) generation of initial codes to capture meaningful data segments; (3) searching for themes by clustering related codes; (4) reviewing and refining themes for coherence; (5) defining and naming each theme to reflect its

conceptual significance; and (6) producing a detailed analytical narrative that addressed the research objectives. Thematic analysis enabled the researcher to construct a comprehensive understanding of the learners' challenges in recount text composition.

FINDING AND DISCUSSION

Finding

Interviews were conducted with selected eighth-grade students from one of the Islamic junior high schools in Palembang who demonstrated difficulties in writing recount text. The analysis revealed several categories of challenges faced by the students, specifically in content development, organizational skills, vocabulary use, grammatical mastery, and mechanical accuracy. The interview data were examined using thematic analysis to systematically identify and interpret these patterns. The findings are presented in detail in the following section:

Table 1. Themes and Codes of Students' Difficulties in Writing Recount Text at One of the Islamic Junior High Schools in Palembang

Themes	Codes
1. Lack of Ideas for Content	a. Most students stated that they had difficulty finding ideas for writing recount text and inability to develop ideas from given topics.
2. Poor Abilities in Organizing the Structure of Recount Text	b. Most students claimed they struggled to organize because of limited knowledge about the text structure. c. Most students explained they did not understand the use of transition signals to organize the text.
3. Lack of Vocabulary	d. All students described difficulty conveying ideas due to limited vocabulary.
4. Lack of Grammar Mastery	e. Most students claimed they had difficulty using past tense because they did not understand the rules for changing verbs. f. Most students conveyed difficulties in changing verbs to past form, especially with the (-d)/(-ed) ending.
5. Lack of Mechanical Skills	g. Half of the students had difficulties using capital letters correctly. h. All students made punctuation mistakes and some ignored punctuation entirely. i. All students reported difficulty spelling English words because many were unfamiliar.

Lack of Ideas for Content

In the process of idea generation, students were expected to think creatively to develop relevant content in writing recount text. The findings revealed that 5 out of 6 students experienced difficulties in generating ideas, particularly at the beginning of the writing process. These challenges were mainly due to insufficient background knowledge related to the text they were required to produce. For instance, TAP stated “*Yes, Miss, I found it difficult to come up with ideas.*” (TAP, Personal Communication, December 12nd, 2024). Similarly, APP mentioned “*Yes, Miss. At first, I was confused about what story to write.*” (APP, Personal Communication, December 12nd, 2024). Other students, including ML, MA, and

MF, expressed similar challenges, explaining that they lacked understanding of recount text and could not decide what to write. These results indicate that limited content knowledge hindered students' ability to initiate and develop written ideas effectively.

Poor Abilities in Organizing the Structure of Recount Text

Effective organization requires students to arrange their ideas in a coherent, logical, and well-structured manner. The study found that 4 out of 6 students encountered difficulties in applying the appropriate generic structure, which was attributed to their limited understanding of text organization. TAP reported *"I'm confused about where to start the story, and I also don't know what should be included in the beginning."* (TAP, Personal Communication, December 12nd, 2024). Another statement by ML, *"I don't know much Miss, about the structures of recount text."* (ML, Personal Communication, December 12nd, 2024). Other students, such as AS and MA, simply stated that they did not know the structure. These results indicate that students' difficulties in organizing recount text were primarily caused by their limited understanding of the generic structure.

Additionally, 4 out of 6 students admitted facing challenges in using transition signals, resulting in poor textual coherence. As stated by TAP, *"I'm not very familiar with transition words, Miss."* (TAP, Personal Communication, December 12nd, 2024). APP admitted *"I don't really know that, Miss. When I write, I just go with what's in my mind."* (APP, Personal Communication, December 12nd, 2024). MA and MF expressed similar unfamiliarity with transition words. These results indicate that students' lack of familiarity with transition signals negatively impacts the coherence and organization of their recount text.

Lack of Vocabulary

Vocabulary knowledge plays a vital role in enabling students to express ideas clearly and accurately. The findings showed that all 6 students struggled to convey their thoughts due to a limited range of vocabulary. As stated by TAP, *"Yes, Miss. A lot of my vocabulary is incorrect. Sometimes what I think about beforehand differs from what I explain in my writing."* (TAP, Personal Communication, December 12nd, 2024). Similarly, APP explained that limited speaking ability made her forget meanings of words she had written. Other students, including AS, ML, MA, and MF, expressed related difficulties such as frequently looking up vocabulary, struggling to match ideas with correct words, and relying on dictionaries or translation tools. This suggests that insufficient lexical resources hindered their ability to translate ideas into written language effectively.

Lack of Grammar Mastery

Grammatical competence, especially the use of past tense, was essential in recount text writing. The data revealed that 5 out of 6 students encountered difficulties in using the past tense appropriately due to a lack of understanding of its rules and forms. TAP, AS, and ML similarly stated, *"Yes, it's difficult, Miss."*

because I don't understand the past tense formula." (TAP, AS, and ML, Personal Communication, December 12nd, 2024). MA admitted not knowing the formula at all, while MF stated having no idea about tenses. These results indicate that students' difficulties in using the past tense appropriately stem from their limited understanding of the rules and forms, which hinders their grammatical competence in writing recount text.

Moreover, 5 out of 6 students reported challenges in transforming base verbs into their correct past forms, reflecting their insufficient grasp of verb conjugation. For instance, TAP stated, *"Yes, Miss. Sometimes I mix up the endings of certain words, Miss. There are some that end with (-d), (-ed), and also (-ied), and I often confuse those, Miss. It's also most challenging when the words change to something different from the original."* (TAP, Personal Communication, December 12nd, 2024). Other students, including AS, ML, MA, and MF, echoed similar struggles and often relied on dictionaries without fully understanding the changes. These findings indicate that students' limited grammar mastery, particularly in tense usage, constrained their ability to construct grammatically accurate sentences.

Lack of Mechanical Skills

Mechanics, including capitalization, punctuation, and spelling, were fundamental to producing readable and well-structured writing. The study found that 3 out of 6 students had difficulty applying proper capitalization, attributed to inadequate awareness of capitalization rules. TAP stated, *"I actually know about the use of capital letters, Miss, but sometimes I am confused about which words should be capitalized."* (TAP, Personal Communication, December 12nd, 2024). APP expressed similar confusion about capitalization after punctuation, and ML admitted often using capital letters incorrectly outside sentence beginnings. These findings indicate that a lack of understanding of capitalization rules continues to hinder students' ability to apply proper mechanics in writing, particularly in distinguishing when and where to use capital letters appropriately.

Furthermore, all 6 students reported challenges in using punctuation marks correctly. As stated by TAP, *"I'm often confused about when to use commas, periods, and exclamation marks."* (TAP, Personal Communication, December 12nd, 2024). APP admitted often forgetting to use a period, while others, including AS, ML, MA, and MF, expressed similar problems, such as confusing commas with periods or neglecting punctuation entirely. These responses suggest that all students experienced significant difficulties in applying correct punctuation, stemming from limited understanding and inconsistent attention to punctuation use during writing.

Also, all 6 students encountered problems with spelling, especially unfamiliar words. For example, TAP stated, *"I often get confused with the spelling of similar words."* (TAP, Personal Communication, December 12nd, 2024). APP similarly noted frequent misspellings, particularly with double letters, while other students including AS, ML, MA, and MF, shared comparable struggles, citing the influence of English pronunciation differences, unfamiliar vocabulary, and time constraints. These findings indicate that all students

struggled with spelling, particularly of unfamiliar and irregular words, due to limited vocabulary knowledge and the complexity of English orthography, which in turn affected the accuracy and clarity of their writing.

Discussion

The present study aimed to investigate the challenges encountered by eighth-grade students at one of the Islamic junior high schools in Palembang in writing recount text. Based on the interview data, five key areas of difficulty were identified, such as content, organization, vocabulary, grammar, and mechanics. These components reflect the essential aspects of writing that students must master in order to construct a coherent and meaningful recount text. Understanding these difficulties not only provides insight into students' writing abilities but also highlights areas where instructional improvement is needed.

Content

In terms of content, students struggled to generate and develop ideas, particularly at the initial stage of writing. This issue appears to be linked to a lack of self-confidence and limited ability to elaborate on assigned topics. The inability to initiate the writing process often led to hesitation and prolonged pauses during writing activities. Some students expressed feeling overwhelmed when tasked with recounting a past experience, especially if they perceived it as uninteresting or difficult to recall. These findings align with Shalihah (2022), who notes that students frequently experience difficulty in developing given topics, and with Za'in (2017), who highlights challenges students face in translating their thoughts and emotions into written language. The inability to articulate ideas coherently suggests a need for instructional support focused on pre-writing strategies and idea development. Teachers could provide brainstorming sessions, guided questions, or visual aids such as mind maps to help students organize their thoughts before drafting. In addition, scaffolding techniques, such as modeling examples or conducting group writing exercises, can build students' confidence and reduce their fear of writing.

Organization

From the organizational perspective, students demonstrated insufficient understanding of the generic structure of recount text and frequently neglected the use of transition signals. This lack of structural awareness hindered the coherence of their writing. Most students were unable to distinguish between the orientation, series of events, and reorientation sections typically found in recount text. Instead, they often listed events randomly without clear chronological order. The absence of cohesive devices such as time connectives or logical markers (e.g., then, after that, finally) further contributed to disorganized narratives. The findings are consistent with those of Khairunnisaak et al. (2022), who reported students' weak organizational skills, and Sukma (2022), who observed students' disregard for text structure in recount compositions. These issues point to the necessity of genre-based instruction that explicitly teaches rhetorical patterns and logical sequencing. Teachers may incorporate model texts and conduct text analysis activities to help students internalize the structure of recount texts. Furthermore, peer feedback

sessions can train students to identify organizational weaknesses and suggest improvements.

Vocabulary

Vocabulary limitations also emerged as a major constraint. Students reported difficulties in selecting appropriate lexical items, which obstructed their ability to express ideas effectively. Some students tended to use simple and repetitive words, while others attempted to use unfamiliar vocabulary that was often misused or incorrectly spelled. This limitation hindered the precision and clarity of their narratives. This observation supports previous findings by Ratnasari (2015) and Suryani (2020), both of whom documented students' struggles with lexical precision and their tendency to use contextually inappropriate vocabulary. The findings indicate the importance of incorporating vocabulary development into writing instruction, particularly through contextualized and thematic approaches. Exposure to thematic vocabulary lists, word banks, and semantic mapping can aid students in acquiring a wider lexical repertoire relevant to recount writing. Moreover, integrating vocabulary games and interactive activities can make vocabulary learning more engaging and memorable.

Grammar

In the grammatical domain, students had difficulties in using the past tense, identifying correct verb forms, and applying regular and irregular verb conjugations. These challenges were evident in their confusion over verb agreement and the mixing of tenses within a single text. Many of them lacked knowledge of the grammatical rules associated with recount text. They frequently wrote sentences in the present tense or used base verbs instead of the past tense, indicating a limited grasp of English verb forms. This reinforces the findings of Fitriyani (2019) and Amalia et al. (2021), who found that students often overlook grammar rules when constructing sentences. These issues suggest that grammar instruction should be functionally integrated into writing activities, rather than taught in isolation. Teachers might consider using task-based learning strategies, in which grammatical structures are taught in the context of meaningful writing tasks. This approach can help students see the relevance of grammar in authentic communication rather than treating it as a set of abstract rules.

Mechanics

Last, mechanical aspects such as capitalization, punctuation, and spelling posed significant challenges for students. Many were uncertain about when to apply capital letters and punctuation marks, and struggled with spelling unfamiliar words. As a result, their texts lacked clarity and sometimes conveyed unintended meanings. For example, the absence of commas or full stops led to run-on sentences, while incorrect capitalization diminished the formal tone expected in academic writing. As noted by Suryani (2020) and Amalia et al. (2021), such mechanical errors are often due to a lack of explicit instruction and revision practices. This underscores the importance of developing students' metalinguistic awareness and incorporating editing and proofreading strategies into the writing process. Teachers may allocate time specifically for peer and self-editing using checklists that focus on mechanics. Additionally, teaching mini-lessons on

common mechanical errors observed in students' writing can serve as corrective feedback and foster long-term improvement.

The findings of this study underscore the importance of adopting a comprehensive and integrated approach to teaching writing, addressing linguistic accuracy, content development, structural awareness, and writing conventions simultaneously. Teachers should provide repeated opportunities for practice, reflection, and revision through scaffolding, explicit instruction, and timely feedback. Integrating grammar and vocabulary instruction into authentic writing tasks, along with genre-based and pre-writing strategies, can enhance both fluency and accuracy. Editing and proofreading activities—supported by peer and self-assessment—can strengthen students' mechanical accuracy. At the institutional level, curriculum designers and policymakers should prioritize English writing skills within the broader language curriculum to ensure sustained development. Future research could employ intervention-based or longitudinal designs to examine the effectiveness of targeted strategies and monitor writing progress over time. Addressing these challenges holistically will not only improve students' academic writing performance but also equip them with essential communication skills for lifelong learning.

CONCLUSION AND SUGGESTION

The findings of this study identified five principal areas of difficulty experienced by students in writing recount text: content, organization, vocabulary, grammar, and mechanics. Students were unable to generate and elaborate on ideas effectively, organize the text using appropriate structure and transitions, and apply accurate vocabulary and grammar, particularly in verb usage and past tense. Additionally, they struggled with basic writing conventions, including punctuation, capitalization, and spelling. These challenges indicated a need for comprehensive pedagogical strategies to enhance students' writing competence across multiple dimensions.

This study highlighted the significant challenges students faced in producing recount texts and provided a foundation for improving English language instruction in similar contexts. The results not only informed teachers about areas that required targeted pedagogical adjustments but also encouraged students to actively engage in developing their writing skills. While this study contributed to the existing body of research, it had certain limitations. The scope of the data and the methodological approach were relatively narrow, suggesting the need for further investigations that adopted more comprehensive and diversified frameworks to validate and extend the current findings.

Based on the findings and conclusions of this study, several practical recommendations were proposed to help teachers, students, and future researchers address the challenges identified in writing recount text more effectively:

Pedagogical Implications

To address the identified challenges, teachers were encouraged to apply scaffolding techniques by breaking down the writing process into manageable stages, including brainstorming, outlining, drafting, and revising, while providing step-by-step guidance for each stage. They were also advised to organize

structured peer feedback sessions that allowed students to recognize and correct errors collaboratively. In addition, teachers were recommended to use vocabulary enrichment activities, such as vocabulary games, word banks, and context-based exercises, to expand students' lexical resources, especially for past tense verbs and descriptive language. Furthermore, they were suggested to conduct grammar-focused practice to improve students' accuracy in areas such as past tense forms and subject-verb agreement, and to hold writing mechanics workshops to strengthen students' understanding and application of capitalization, punctuation, and spelling rules.

Student Engagement Strategies

Students were encouraged to read more narrative and recount texts in order to observe authentic usage of structure, vocabulary, and grammar. They were also motivated to keep a personal journal in English so they could practice recount writing regularly in a low-pressure setting, thereby fostering greater writing fluency and confidence.

Future Research Considerations

For future research, it was suggested that scholars experiment with intervention-based approaches, such as scaffolding models, peer feedback cycles, or gamified vocabulary instruction, to measure their impact on students' writing performance. It was also recommended to explore the effect of reading exposure on students' recount writing skills, conduct comparative studies between schools or grade levels to identify patterns and contextual differences in writing difficulties, and employ mixed-methods research combining qualitative and quantitative approaches for a more comprehensive understanding of the issue.

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