JELTE: Journal of English Language Teaching and Education

Vol. 6 No. 2 (2025) **E-ISSN: 2746-5012**

AN ANALYSIS ON STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT

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Abstrak

Penelitian ini mendeskripsikan kesulitan siswa dalam menulis teks deskriptif dan mencari penyebab kesulitan siswa dalam menulis teks deskriptif. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek penelitian adalah siswa kelas 7A SMP Yos Sudarso Parindu. Jumlah subjek adalah dua puluh enam siswa. Data dikumpulkan menggunakan instrumen berupa lembar kerja siswa dan pedoman wawancara. Reduksi data, penyajian data, dan penarikan kesimpulan digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa siswa kelas 7A mengalami kesulitan dalam menulis teks deskriptif, kesulitan tersebut meliputi kesulitan dalam pengorganisasian, kesulitan dalam kosakata, kesulitan dalam tata bahasa, dan kesulitan dalam aspek mekanika. Sedangkan faktor-faktor yang menyebabkan kesulitan siswa dalam menulis teks deskriptif adalah kualitas tulisan yang rendah, kurangnya motivasi, kurangnya latihan menulis, kurangnya waktu, dan kurangnya umpan balik dari guru.

Kata kunci: Teks Deskriptif, Kesulitan Menulis, Penelitian Kualitatif Deskriptif

Abstract

This study described the students' difficulties in writing descriptive text and find out the causes of students' difficulties in writing descriptive text. This research applies descriptive qualitative approach. The subjects of research are 7A students of SMP Yos Sudarso Parindu. The number of the subjects was twenty six students. The data were collected using instrument of the students' worksheet and interview guidelines. Data reduction, data display and drawing conclusion was used to analyze the data. The findings reveal that the students of 7A have difficulty in writing descriptive text, the difficulties are difficulties in organization, difficulties in vocabulary, difficulties in grammar, and difficulties in mechanics aspect. While the factors that cause the students' difficulties in writing descriptive text are low nature of writing, lack of motivation, lack of writing practice, inadequate of time, and lack of teacher feedback.

Keyword: *Descriptive text, Difficulties in Writing, Descriptive Qualitative Research*

INTRODUCTION

Worlwide language applied by nearly all of the population is English, including our own country, Indonesia. There are various skill while learning English, listening, speaking, reading, and writing. Goodwyn & Branson (2005) states since reading, writing, speaking, and listening are required to some extent in every other academic subject as well as in life, "English" is crucial and frequently referred to as the most important of all school topics. Writing is the process of delivering the writer's ideas, thoughts and emotions and put them in a form of sentence that the reader might understand.. Furthermore, Nunan (2003) state writing involve action that generates ideas, considering the way to express them, arranging the concepts into sentences and paragraphs that the reader will understand.

To make an excellent text, a writer might follow the writing components. Brown (2004) stated there are five component of writing: 1) organization; 2) content; 3) grammar; 4) mechanics; 5) vocabulary. Organization means how a writer organizes his writing Organization is concerned with the structuring of text so that readers might easily understand its structure. The word "content" referring to the logical development of ideas. In other words, a writer is supposed to communicate and develop their thoughts into logical writing. The logical develop concepts of writing will make readers easier to comprehend the contents of writing. According to (Debata, 2013), grammar is a force that directs us to be able to organize words into sentences. Mechanics is the application of the language's visual standards. It involves the proper use of punctuation and spelling. Vocabulary is an aspect of writing that judges the writer in choosing the vocabulary used to compose sentences.

Difficulty is a condition where there are obstacles in achieving goals. However, many students still lack the capacity to create descriptive text properly due to a variety of circumstances. As (Broughton, 200 3) has categorized there are several aspects that need more attention, these are: (1) Mechanic issues with the English script (2) issues of correctness of English grammar and lexis (3) Troubles with adjusting the writing style to the needs of a particular context (4) Problems in gaining ease and comfort in saying a term has to be communicated.

Writing text is a problem for kids, particularly seventh-grade junior high school students who learns about various types of text, and one among that was descriptive writing. A descriptive text contained in the sort of material which not too tough, but there are still certain challenges faced by students (Yoandita, 2019) (Husna, 2013). In addition, (Siahaan, 2013) descriptive text is designed to describe a certain person, location, or object. From the statement earlier, descriptive writing is a kind of text with purpose to describes, identifies, and defines a location or person.

From the observation on the seventh grade of SMP Yos Sudarso Parindu, the researcher found some problem dealing with students' writing descriptive text. Those problem is most because not just the student need to generate the idea but they also need to write down their ideas into understandable text and good paragraph. The students also need good control of content, sentence structure, vocabulary, punctuation, spelling, etc.

According to the above statement, the researcher is intent to conduct a research study to analyze the students' difficulties in writing descriptive text, as well as the causes in writing descriptive text. Moreover, this study is undertaken with the objective of learning the

difficulties that faced by students and the factors that cause the students' difficulties in writing descriptive text.

METHOD

This study applies a qualitative descriptive technique. The researcher used a qualitative descriptive technique in order to describe each kind of student's difficulty in writing descriptive text, as well as the factor cause the students' difficulty in writing descriptive text, detailed and properly by not using numerical data.

In this study, the researcher collected data using text analysis and semi-structured interviews. In text analysis, the researcher requests the students to write a descriptive text of their family. Students are able to pick one among the family member, such as mother, father, sibling, etc. In the interview, the researcher asks the same question to each respondent and notes their responses. A semi-structured interview is the interview when the person conducting the interview asks basically a few predetermined questions, while the rest are unplanned (Rif'at, 2018).

The instrument was used are student writing test and interview guidance. Student writing test is use in this research, the pupose of student work sheet was to let the researcher analyze the difficulties and the aspect of writing descriptive text. The researcher choose component of writing from Brown (2004). The Interview questions aim to find out more about the knowledge of these difficulties. The interview consisted of fifteen open-ended questions based 5 major cause of difficulties in writing contain 3 statement of each. The interview questions aimed to take depth knowledge of the difficulties.

After gathering the data, data analysis is done in order to examine all of the information gathered. This study applied qualitative descriptive research. The qualitative technique is used to understand phenomenon of society from the point of view of participants (Alwasilah, 2011). In relation Miles and Huberman in Sugiyono (2018:246) data analysis consists of three activities: data reduction, data display, and conclusion drawing/verification.

Data reduction occurs following the students' worksheets are gathered. The researcher selects the worksheets which demonstrate the students' difficulty in producing descriptive prose, which is then examined. The researcher then selects some students who have issues writing descriptive text and interviews them in order to found the factors that explain students' difficulties in writing descriptive text.

Data display: during this stage, the researcher examined the students' descriptive text worksheets in order figure out what difficulties students experience while making descriptive text related to their family, as well as the students' interview responses in order to identify causes which contribute to the students' difficulties in writing descriptive text.

Conclusion drawing, researcher finalizes on the difficulties that students faced in producing descriptive text as well as the factors that cause to their difficulties.

RESEARCH FINDINGS AND DISCUSSION

1. The Students' Difficulties in Writing Descriptive Text

a) The Students' Difficulties in Writing Descriptive Text on Organization

Sister girl named eva people say very extremely pretty charming. beautiful clever capaple can ning be willing wrathful and diligent. helping pekerjaan rumah (S2)

Student S2 made a descriptive text about his sister. He described his sister's appearance. Based on the descriptive text earlier, the researcher concluded the student experienced difficulty in organization. The structure of descriptive text consists of 2 paragraphs: identification and description. However, the student S2 just wrote only description paragraph. In the beginning the student needs to introduce the subject, this situation he described her with no introducing her. Next paragraph, students need to describe the subject, who in the present case was his sister. The students had previously described his sister, but he did not describe her sister in depth. The other data shown below:

I have a sister. Her name is michelle.

My sister hobby is singing. My sister so pretty she has an oval face rounded eyes, pointed nose, and long hair . she is smart. (S11)

Student S11 did not introduce or identify her sister in detail. The student need to introduce or identify the subject in the opening paragraph. In this case, the theme was her sister. The student has already introduced her sibling, but not in more detail. S11 was able to write the date and location of her sister's birth, as well as her height and weight.

From 26 students' descriptive text, the researcher discovered 24 student had difficulties in organization. The researcher had shown 3 data that represent students' difficulties. The researcher found out that, for the other 21 students had the difficulties

in organization which the students' text is too short for each paragraph and did not identify or describe the character clearly.

b) The Students' Difficulties in Writing Descriptive Text on Vocabulary

In 26 students' work, 9 students are found to have problems with the use of word choice that is not appropriate in the context of the sentence. In addition, some students have problems with their vocabulary knowledge, so they write the words in Bahasa, the data shown below:

" ***halping pekerjaan rumah***" (S2)

" *She is* ***good*** *and friendly*" (S5)

" *my mother like* ***clean pure*** **home**" (S8)

" ***He sharp nose***" (S9)

" *He* ***vored*** *to play with* me" (S10)

" ***mother I am every days get morning cook***" (S16)

" ***mother I adalah person who which past ceria and cantik***" (S16)

" *the mother skin color is* ***blekksh white***" (S17)

" *my mother is* ***beautifully***" (S20)

" *She is* ***good*** *Friendly*" (S22)

c) The Students' Difficulties in Writing Descriptive Text on Grammar

c.1. Difficulties in Writing Descriptive Text on Arrange the Word

- Difficulties in writing noun

" *I have brother*" (S6)

" *I have mother*" (S17)

" *I have is mother*" (S20)

From the data previously mentioned, the researcher discovered that from 26 students' descriptive text, the total students who experienced difficulty with writing nouns are 3 , the three statement before contained singular noun, which it's necessary to put "a" or "an", owever, students were unaware also committed a mistake. So, the two sentences earlier need to be change as " I have a brother" and "I have a mother".

- Difficulties in writing pronoun on writing "he" which supposed to be "she"

" *I have little sister. Her name is ave. He vored to play with me*" (S10)

From evidence presented earlier, researcher discovered the student struggled with pronouns. The word "he" need to be replaced to "she," because little sister is a woman and need to be addressed using the feminine pronoun "she".

- Difficulties in writing pronoun on writing “she” which supposed to be “he”

  “ *I have brother, her name is Ebets, she is school in SMA karya kasih parindu*” (S6)

  “ *Im have brother, her name is alfonsus, she is school in sma karya kasih parindu*” (S4)

  From evidence presented on top, the researcher discovered that the student had difficulty with pronouns. The word "she" need to be changed into "he" since my brother was a man and the personal pronoun "he" should be used.

- Difficulties in writing the pronoun on writing “her” which supposed to be “his”

  “ *I have younger brother her name, is onel*” (S23)

  “ *Im have brother, her name is alfonsus*” (S4)

  “ *I have brother, her name is Ebets*” (S6)

  According to the data shown above, four of the 26 students who wrote descriptive texts had difficulty with pronouns. The word "her" need to be replaced to "his". Since the term "her" referred to a subject female and "his" to a subject male. The statement above refers to the student's brother, who was a guy, as a result "her" need to be revised to "his".

- Difficulties in use determiner

  “ *I have Homework that i don’t know and mother also cleans the house*” (S26)

  “ *my brother Hobyy is Bike and favorite food is chicken*” (S4)

  From the data on top, the researcher discovered that from 26 students’ descriptive text, 2 student had difficulty using the determiner. Students should include the word “my” and “his” before noun, since students wrote related to ownership. So, the sentences above should be change into “ I have Homework that i don’t know and my mother also cleans the house” and “ my brother Hobyy is Bike and his favorite food is chicken”.

c.2. Difficulties in Writing Descriptive Text on Use Simple Present Tense

- Difficulties in arrange positive sentence of simple present tense

  “*He Fat*” (S3)

  “*He slanted*” (S9)

"*My sister so pretty*" (S11)

"*she pretty*" (S12)

"*her hobby are gardering*" (S22)

"*my mother so beautiful*" (S26)

From evidence presented on top, the researcher discovered 6 students experienced difficulties to employ the simple tense while using "is". Students failed to apply "to be" which specified in the formula. The formula is Subject + to be (is, am, or are) + adjective/adverb. Meaning following the subject, students need to include the word "is" in statement. In the case of the statement was written by S3 and S9 "*He Fat*" this sentence should be change into "*He is fat*", and "He slanted" should be change into "*He is slanted*". Another difficulties were shown below:

"*my mother like clean pure home*" (S8)

"*He like to play with me sometime*" (S15)

"*He like to hit people*" (S15)

"*he love fishing*" (S23)

"*he love play outside*" (S23)

From evidence presented previously, the researcher discovered that 3 students struggled with word arrangement. Students failed to add -s or -es following verb 1 as specified in the formula. The formula is: Subject + Ver 1 (+s/es) + Object/Adverb. Meaning following the verb 1, the students need to add "s" or "es" in their sentences. In the case of the statement was written by S15 "He like to play with me sometime" and "He like to hit people", the word "like" is as verb 1, because the subject is a single third person so it need to inserted by -s. So, the sentence need to be change to "He likes to play with me sometime" and "He likes to hit people"

d) The Students' Difficulties in Writing Descriptive Text on Mechanics

d.1. Difficulties in Writing Descriptive Text on Punctuation

From 26 students' descriptive text the researcher found 7 students that have difficulties in using punctuation. Here are some cases of punctuation problems:

"*He still like tobe* ***carried***" (S3)

"*she is school in SMA karya kasih* ***parindu***" (S6)

"*i have a mother name* ***wati*** *my mother like clean pure home house dwel-liring* ***bulding*** *my mother is* ***pretty***" (S8)

"*He is the youngis in the* ***fmaily***" (S15)

"*I have a* ***mother*** *she is always in the* ***house*** *she always cook food for* ***me***" (S22)

"*I have younger* ***brother*** *her name, is* ***onel*** *he love fishing*." (S23)

"*I have* ***mother*** *she is always in the house and she is always cook in the* ***house*** *she always Help me when I have Homework that i don't know and mother also cleans the house*." (S26)

From the example on top, the students forgotten adding the punctuation. For example, the sentence that written by S3, S6, S15 should add "full stop" or "." at the end of sentence. While the sentence that written by S22, S23 and S26 should add "full stop" since the first and second statements have different meanings and are not relevant.

d.2. Difficulties in Writing Descriptive Text on Capitalization

These These are the following examples of capitalist problem:

"***sister*** *girl named* ***eva***" (S2)

"*He name is* ***velik***" (S3)

"*her name is* ***alfonsus***" (S4)

"*she is school in SMA* ***karya kasih parindu***" (S6)

"*Manda is so* ***Pretty***" (S7)

"*i have mother name* ***wati***" (S8)

"***he*** *still likes to be carried*" (S9)

"***my*** *sister* ***Favorit*** *colornis blue*" (S10)

"*Her name is* ***michelle***" (S11)

"***mother's*** *hobby is volle ball*" (S17)

"*She is smart and* ***Friendly***" (S18)

"*Mother my faforite calor are* ***Red****, white,* ***Black****,* ***Jingga*** */orange,* ***Brown***." (S20)

"***she*** *is always cook food for me*" (S22)

"***he*** *has an black hair, light skin, skinny*" (S23)

"*mother faforite color are black, white,* ***Blue****,* ***Pink***." (S25)

"***my*** *mother hobby is dance, cooking*" (S26)

From evidence on top, the researcher discovered which from 26 students' descriptive text, 16 students had difficulties in capitalization. For example, the sentence that written by S2, S8, S9, S10, S17, S22, S23 and S26 needs to be written in capital letters since it is the first word in a sentence. The sentence that written by S3, S4, S6, S8 and S11 needs to be written in capital letters since it is the first word in a sentence.

d.3. Difficulties in Writing Descriptive Text on Spelling

In this study, spelling problems happen when students make a mistake in writing a word. The evidence are shown below:

"***ike*** *play* ***ike*** *to shout*" (S1)

" *beautiful clever* ***capaple*** *can* ***ning***" (S2)

"*my brother* ***Hobyy*** *is Bike and* ***favorit*** *food is* ***chiken***" (S4)

"*Hobby is* ***mecanik*** *and* ***faforit foot fird chiken***" (S6)

"*my mother* ***favorit*** *food is rice* ***nodles*** *my mother* ***favorit*** *color is* ***yelow hobe*** *mother* ***voly***" (S8)

"*my sister* ***favorit*** *color is blue*" (S10)

"*me sister* ***hobeyy*** *sleep*" (S12)

"*I have mother my* ***prtty mather***" (S14)

"*He is the* ***youngis*** *in the* ***fmaily***" (S15)

"***mather's*** *hobby is* ***volle*** *ball*" (S17)

"*my* ***prtty*** *mother*" (S19)

"*my* ***faforite*** *food mother*" (S20)

"*my* ***faforite*** *food mother is* ***beut*** *ball mother* ***faforite*** *color are black*" (S25)

The data on top are shown that 13 students had difficulties out of 26 students descriptive text in spelling word.

e) The Students' Difficulties in Writing Descriptive Text on Content

From the results of students' work, the researcher discovered that there are no difficulties in writing content. The students considered to write content appropriately. In writing content, students can write simple content according to the theme requested, which was one of family member.

From the data explanation above, it can be conclude that the students had difficulties in writing descriptive text. The researcher found 24 students had difficulties

in organization, 9 students had difficulties in vocabulary, 14 students had difficulties in grammar and 20 students had difficulties in mechanics.

2. Cause of Students' Difficulties in Writing Descriptive Text

a) The low of Nature of Writing

From 10 interviewee the researcher found that all of the interviewee had a difficulty in writing rules.

The researcher: "Do you feel that writing rules is difficult?" "why you feel that writing rules is difficult?"

S8: "*I feel writing rules is a little bit difficult, and it is hard because i am having trouble writing it down with all the rules.*"

S9: "*I feel writing rules is difficult because it is hard to remember all the rules" "Also i feel confused about writing rules.*"

S10: "*I feel writing rules is kind of hard" "Ifeel difficult to follow the rules*."

The student S8, S9 and S10 said that they all having a difficulty in writing rules. For the other interviewee, they had the same answer as the data above. The other interviewee said they feel writing rules is difficult.

It is considered to have very complex rules, and it is very different from Indonesian. So it was the factor that cause the students difficulties in writing descriptive text.

b) The Lack of Motivation

The researcher: "*What do you think about writing activity?*"

S2: "*I think writing is an unusual activity to do, only do it on school during class hours*"

S3: "*I feel writing activity is a bit difficult*"

S8: "*I think writing activity is boring*"

From 10 interviewee the researcher found that all of the interviewee do not have motivation to write. The researcher only shown 3 interviewee that represent the interview. For the other 7 interviewee, they had the same answer as S2. The other interviewee said that they feel writing is an activity that only done at school during class hours.

The student S3 said that she feel difficult about writing activity, the student S10 said that she feel boring with writing activity. So it can be said that the students do not have the motivation to write because the students do not have the habit of writing

c) The Lack of Practice

The researcher: "*What is your motivation to write*?"

S4: "*I do not have motivation to write. I feel writing is very difficult*."

S9: "*I do not have motivation, because i do not like writing.*"

S10: "*I do not have motivation, because i feel writing is not fun to do*."

From 10 interviewee the researcher found that 4 interviewee do not have motivation to write. For the other 6 interviewee, they all said that they sometimes have motivation and sometimes do not have motivation.

d) Indequate of Time

The researcher: "*How is your process to complete your writing?*"

S1: "*I need to find the idea first, what im going to write. My source is from book.*"

S4: "*I need to find the idea, and then i need to think about the plot*."

S9: "*I need proces to complete my writing. I need to find the idea, after that i need to arrange the sentence into right order and at last i need to complete my writing*."

From 10 interviewee the researcher found that all of the interviewee need process to complete their writing. The researcher only shown 3 interviewee that represent the interview. For the other 7 interview, they had the same pattern of answer. From the data above students admit that they need a process to finish their writing. They also realize that writing is an activity that takes a lot of time to do. There are many steps to be done to write. They say that they need to think of an idea before they try to write it down.

e) The Lack of Teacher Feedback

The researcher: "*What do you think about teacher method on teaching writing?"* "Is the teacher consider not to have a method that suits students?"

S1: "*I think the method that used by the teacher is not suitable. The teacher is too much explaining*."

S2: "*I think the method is good*"

S9: "*i think the method is suitable*."

The researcher: "*What do you think when the teacher considered monotonous and fleeting in teaching*?" "*Is the teacher considered monotonous and fleeting in teaching*?"

S8: "*I feel really boring since i can not understand*."

S6: "*Yes, and it makes me feel lazy*."

S7: "*Yes, im not happy with the teacher monotonous and fleeting in teaching*."

From 10 interviewee the researcher found that 3 interviewee feel that teacher's teaching method is not suitable, 7 interviewee feel the teacher's teaching method is suitable. 3 interviewee feel that the teacher considered monotonous, 7 interviewee feel the teacher's not considered monotonous. 6 interviewee feel that the teacher considered passes the discussion quickly, 4 interviewee feel that the teacher not considered passes the discussion quickly.

CONCLUSION

The results of the study discovered that writing descriptive text is a difficult level for 7A class students of SMP Yos Sudarso Parindu. It can be seen from the number of difficulties related to the use of organization, vocabulary, grammar, and mechanics aspects. Overall, all the writing difficulties are caused by the lack of students' awareness of writing. Furthermore, this study finds five factors that caused difficulties in writing descriptive texts for students. The first is the low nature of writing. The findings show that students do not have the skills related to mastery of grammar and vocabulary. The second is the lack of motivation. In this factor, students are not interested in English lessons, so students feel lazy. The third is the lack of writing practice. Students stated that writing is not something they usually do because they only write when it is necessary. The fourth is inadequate time. The findings show that limited time to write makes students feel under pressure, so they find it difficult to write. The fifth is the lack of teacher feedback. Based on students' opinions, they did not get enough teacher feedback because the teacher's way of delivering the material did not suit them.

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