

AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT

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Abstract

The writer interested in descriptive text, because it is an interesting material. By writing it, the students could show their ideas. Since English is a foreign language, writing descriptive text was not easy for Indonesian students. The aims of this research were: to know the first graders' difficulties in writing descriptive text and to know the factors of difficulties in writing descriptive text. This research used descriptive qualitative research design. The subject of this study was the first grade students of SMK Muhammadiyah Doro in the 2019/2020 academic year. The instruments of the study were observation, test and questionnaire. The result showed that The first graders' difficulties in writing descriptive text faced on the five writing aspects was classified as high. In addition, most of students has difficulty in each aspects such as such as grammar 83% of students, vocabullary 75% of students, mechanic 75% of students, content 67% students, and organizing 58% of students. The factor as causes first graders' difficulty in writing descriptive text, they concern with learners' background, teachers' technique, and learners' environment.

Keywords: *students' difficulties, the factors causing the difficulties*

INTRODUCTION

Language is an important aspect in our daily life, because it enable us to communicate. Language is very important to human beings, people us it to communicate with one another, to express their feelings, to give and accept the information, to solve problem, etc. In other words, language is one the most important things to carry out our activities in our lives.

Language is the process or set of processes used to ensure there is an agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication. The symbols themselves, although typically not the accompanying non-verbal activity, are usually described as words. The schema for combining them is usually described as grammar. The study English, we had to see what kind of skill English. English had four skills that were studied and mastered if we want to know English well. They are speaking, listening, writing, and reading. One of language skills that is important for learner is writing, because by writing people can express his or her ideas in written form. This skill should be taught to the students in SMK Muhammadiyah Doro. It is stated that the students are expected to be able to communicate in English either written or spoken forms. It means that these skills should be interrelated and supported one another.

According to Harmer, writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how toput written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form. According to Wyrick (1987:227), the writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. In other words, descriptive text was derived from

the word “describe” which means to explain someone about the thing, person, or animal. Descriptive text has three structures which were description, identification, and conclusion. Descriptive text is very important to improve students writing skill, especially in writing skill. By writing descriptive text, the students are able to describe something.

RESEARCH METHOD

This research used descriptive qualitative as the method of the research used observation, interview, and test for collected data. Descriptive research, in and of itself, however is not very satisfying, since most researchers want to have a more complete understanding of people and things. Descriptive research is suitable for a research type of data. It is a research which the writer must describe the result of data in this research. In this research, the word and action are analyzed in such a way. Example of descriptive studies in education include identifying the achievements of various groups of students, describing the behavior of teacher, administrator, or counselors; describing the attitudes of parents; and describing the physical capabilities of schools.

Qualitative researches go directly to the particular setting in which they are interested to observe and collect their data. They spend a considerable amount of time actually being in a school, sitting on faculty meetings, attending parent-teacher association meeting, observing teacher in their classrooms and in other locales, an in general directly observing and interviewing individuals as they go about their daily routines (Fraenkel& Wallen,1974: 190).

The aims of this research were: to know the first graders’ difficulties in writing descriptive text and to know the factors of difficulties in writing descriptive text. Based on the purpose in this paper, this study used descriptive qualitative method. It is called descriptive

qualitative because this study about describes to analysis of difficulties the students in writing descriptive text. This is called the descriptive qualitative because the step of the method are collecting the data, making an analysis, and drawing the conclusion.

Therefore, the researcher will use descriptive research with qualitative descriptive approach, since the method will be collecting the data, analyzing the data and drawing the conclusion based on the data. In descriptive qualitative the researcher can describe more detail about the analysis.

FINDINGS AND DISCUSSION

The first data is obtained from the result of the observation researcher to know all condition of students, teacher, class, school, teaching and learning. The second data is obtained from the result of the test given to the students is about the difficulties faced in writing descriptive text. The last data is obtained from the result of the questionnaire distributed to the students is about the factor causing the students' difficulties in writing descriptive text.

Conducted the test on Friday, 13 November 2020, this study was continued to analyze the data which were collected though test. The observation method is carried out in class. The writer made observations in class X TBO. The writer provides material to the students of the first grade of TBO (*Teknik Body Otomotif*), which consist of 12 students.

The function of this method is to know the applying of the writing skill difficulties of descriptive text. The next method is test. The writer wants to know the difficulties of the students in writing descriptive text. From the grammar and also determine the generic structure of the text. And the last method is questionnaire. The writer want to know the advantages and the disadvantages from the first grade students (TBO) of SMK Muhammadiyah Doro.

Especially, in learning English Language and in writing descriptive text.

1. Students' Difficulties in Writing Descriptive Text

In this research, test is used by the researcher to know the students' difficulties in writing descriptive text. In the test the students were asked to create a descriptive text.

Tabel 4.1 Students' Score in Writing Descriptive Text

No	Code	Score					
		O	C	G	M	V	TS
1.	A	20	14	15	15	14	78
2.	B	15	11	13	14	11	54
3.	C	15	11	12	14	6	58
4.	D	11	5	6	7	5	34
5.	E	10	15	15	14	14	48
6.	F	18	15	11	6	6	56
7.	G	15	15	15	11	11	67
8.	H	12	11	6	6	5	40
9.	I	15	11	15	11	6	58
10.	J	15	14	13	13	15	70
11.	K	20	15	18	15	15	83
12.	L	10	15	11	6	5	45

Notes :

1. O = organization
2. C = content
3. G = grammar
4. M = mechanics
5. V = vocabulary
6. Ts = total score

Table 4.2

The Table of Analysis Scale

Elements of writing	Excellent	Good	Adequate
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Organization	20-18	17-15	14-12	11-6	5-1
Content	20-18	17-15	14-12	11-6	5-1
Grammar	20-18	17-15	14-12	11-6	5-1
Mechanics	20-18	17-15	14-12	11-6	5-1
Vocabulary	20-18	17-15	14-12	11-6	5-1
Total score	100-86	85-71	70-56	55-26	25-9

2. Factors of Causing The Students' Difficulties

The researcher revealed the factors of causing the students' difficulties in writing descriptive text gained from the result questionnaire which consist of seventeen items. If they give answer seldom or never then the researcher concludes that the question of questionnaire is the cause of the difficulties faced by the students, and if they respond always or usually it is not the cause of the difficulties faced by the students. The result of the data is classified into three variables factors which contain some sub-variables factors.

The table above showed the students' ability in writing descriptive text. The highest score is 83 and the lowest score 34, and the mean score is 57,66, that indicated their ability is low category. And the table also showed all the points assessment considered to be the first graders' difficulty in writing descriptive text. According to the rubric of scoring, students have five difficulties in writing descriptive text, they are content, organizing, grammar, vocabullary, and mechanic.

Table 4.3 Students' Difficulties

N o	Difficulties	N	F	Percentage
1.	Content	12	8	67%
2.	Organizing	12	9	75%
3.	Grammar	12	10	83%
4.	Vocabullary	12	9	75%
5.	Mechanic	12	7	58%

The table showed the highest percentage is 3% of students have difficulty in grammar, the second percentage are 75% of students have difficulty in organizing and 75% of students have difficulty in vocabullary, the third percentage 63% of students have difficulty in content, and the last percentage is 58% of students have difficulty in mechanic.

CONCLUSIONS

1. The First Graders' Difficulties in Writing Descriptive Text

The first graders' difficulties in writing descriptive text faced on the five writing aspects was classified as high. Most of students has difficulty in each aspects such as such as grammar 83% of students, vocabullary 75% of students, mechanic 75% of students, content 67% students, and organizing 58% of students.

2. The Causes of First Graders' Difficulty in Writing Descriptive Text

The factor as causes first graders difficulty in writing descriptive text, they concern with learners' background, teachers' technique, and learners' environment. That is based on result of data analyses of questionnaire and observation.

There are three background factors to learners that cause their difficulties. First, 83% students are lack of interest in learning writing. Second, 75% students are lack of motivation to learn writing. Lastly over 66% of students experienced a lack of background knowledge about writing either from grammar, vocabulary or English text. The teaching technique becomes the next factor because it affects

the students' understanding of the material described by the teacher.

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