

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 1 KUALA
KAMPAR**

A THESIS

*Submitted to the Department English Education, The Faculty of Education and
Teacher Training as a Partial Fulfillment of the Requirements for the Sarjana
Degree*



ASTRIANINGSIH

176311000

**ENGLISH LANGUAGE EDUCATION
FACULTY TEACHER TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF RIAU
PEKANBARU
2021**

ACKNOWLEDGMENT

Alhamdulillah, I would like to thank Allah SWT for his blessings and guidance in the process of completing this thesis. I am very grateful for the valuable learning that I got through the struggle of the thesis process. However, I realized this thesis could not be completed without much help from the whole family, lecturers, friends and all institutions involved in completing this thesis.

In this memorable moment, I would like to express my deepest gratitude to the very adorable.

1. **Dr. Hj. Sri Amnah, M.Si** as the Dean and all staff members of Teacher Training and Education Faculty who have given their assistance for the completion of this thesis.
2. **Muhammad Ilyas, S.Pd., M.Pd** as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English language Education who gave support and permission to write the thesis.
3. **Estika Satriyani S.Pd, M.Pd** as my advisor, i would like to say a big thank for your support, criticism, advice, and convenience in the guidance period in my thesis. Thankyou for your quick response to my questions eventho i texted you at night or weekend, you are the nicest lecturer and i will never forget your kindness and joyful. Hopefully, Allah Subhanawata'ala will repay all your kindness. Thank you very much.

4. **All lectures** in English Language Education Teacher Training And Education Faculty Universitas Islam Riau who gave contributed their knowledge to me during the course.
5. My beloved father, **Mr. Nofrialdi** and My beloved Mother, **Mrs. Sumarmi**, My sister **Nadia Noviya**. Thanks a lot for greatly supporting me either materially and spiritually.
6. My lovely friends **Sally tamara S.T, Anna Nurjannah S.Pd, Rodiah S.Pd, Sisra Yosi S.Pd, Rafika Mahera S.Pd, Fenny khalilah** and all my friends in **Class B** . Thankyou for being a good friend who always be here with me in the hardest time and never leaving.
7. For some one who always beside the researcher in happy and sad situation, **Rudi Ispiadi S.E** thanks for everything that you have done for me.

May Allah SubhanawaTa'ala reward all deeds and kindness to all parties involved in helping the researcher to complete this thesis, aamiinyarabbalalamin.

Pekanbaru, October 2021

Astrianingsih

ABSTRACT

Astrianingsih, 2021. An analysis of students' difficulties in writing descriptive text at the first grade of SMAN 1 Kuala Kampar. Thesis

Keywords: *writing, descriptive text, writing difficulty*

The purpose of this study to find out the students' difficulties in writing descriptive text. Writing is one of the skills that can be called success in learning English. The purpose of writing is to convey an ideas that are in someone mind and put in to writing. Writing descriptive text is not east to student because English is a second or foreign language for students. In this study the researcher tried to find out the students difficulties in writing descriptive text.

This research used descriptive qualitative research. The data was taken from the first grade students of SMAN 1 Kuala Kampar. The research took 30 respondents from first grade students of SMAN 1 Kuala Kampar as sample. In this research, the researcher used questionnaire as research instrument.

The researcher found that the first grade students at SMAN 1 Kuala Kampar had difficulties in writing descriptive text including organization, vocabulary, grammar, mechanics and content. Based on the result of the highest percentage from each indicator, the main difficulties of students in writing descriptive text were vocabulary was 84%, grammar it was 84%, then followed by content it was 83%, organization was 82%, an the last is mechanics it was 77%.

TABLE OF CONTENT

ACKNOWLEDGEMENTS	i
ABSTRACT	iii
TABLE OF CONTENT	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I INTRODUCTION	1
1.1. Background of the Problem	1
1.2. Identification of the Problem	4
1.3. Focus the Problem.....	6
1.4. Research Questions	6
1.5. Objective of the Research	6
1.6. Significance of the Research.....	7
1.7. Assumption	7
1.8. Definition of the Key Term.....	7
CHAPTER II THEORICAL FRAMEWORK	9
2.1. The Nature of Writing.....	9
2.2. Component of Writing	11
2.3. Writing Difficulties	15
2.4. Descriptive Text.....	17
2.5. Generic Structure of Descriptive Text	18
2.6. Future of Descriptive Text	19
2.7. Learning Writing Descriptive Text	21
2.8. Process of Writing Descriptive Text.....	22

2.9. Past Study.....	27
CHAPTER III RESEARCH METHODOLOGY	30
3.1. Research Method.....	30
3.2. The Location and Time of Research.....	30
3.3. Population and Sample.....	30
3.3.1. Population	30
3.3.2. Sample.....	31
3.4. The Instrument of Research	32
3.4.1. Questionnaire	32
3.4.2. Interview	33
3.5. Data Collecting Technique.....	34
3.6. Data Analysis Technique	35
CHAPTER IV RESEARCH FINDINGS	38
4.1. Data Description.....	38
4.2. Data Analysis	38
4.2.1. Questionnaire Result Presentation	38
4.2.2. Interview Result	54
4.3. Discussion	57
CHAPTER V CONCLUSION AND SUGGESTION	59
5.1. Conclusion	59
5.2. Suggestion.....	59
REFERENCES.....	61

LIST OF TABLES

Table 3.1 The distribution of the members of population by class.....	31
Table 3.2 The Blue Print of Questionnaire	32
Table 3.3 Score of Likert Scale	33
Table 3.4 Criteria in the interpretation of respondents based on Likert Scale... 33	
Table 3.5 Questionnaire	35
Table 4.1 Respondents about students' difficulties in writing descriptive text based on indicator of organization	39
Table 4.2 Respondents about students' difficulties in writing descriptive text based on indicator of vocabulary	38
Table 4.3 Respondents about students' difficulties in writing descriptive text based on indicator of grammar.....	39
Table 4.4 Respondents about students' difficulties in writing descriptive text based on indicator of mechanic.....	39
Table 4.5 Respondents about students' difficulties in writing descriptive text based on indicator of content	43
Table 4.6 Recapitulation of students Questionnaire	39

LIST OF APPENDICES

APPENDIX I	66
APPENDIX II	70
APPENDIX III	71



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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

English is an international language that people use when they want to communicate. As one of the international languages, of course it cannot be separated from the skills that must be mastered by that person, especially students. English education in schools can certainly help students communicate or interact socially and also gain knowledge about English. English is a very important language which must be actively learn by students. In English, there are several skills namely listening, speaking, reading, and writing. All these skills must be mastered by students.

Writing is one of the skills that can be called success in learning English. So, learning in English writing is very important to be taught by teachers for the purposes of student success in English. Basically, the purpose of writing is to convey an idea or ideas that are in someone's mind and put into writing. Another goal, namely writing, aims to tell what is inside the mind or feelings of someone in writing. Many students cannot write text in English perfectly because writing is not a very easy skill for students to master. So there must be advantages or broad thoughts so that writing English by students can be mastered perfectly

According to Sangkala (2012), writing is a process according to writer to explorer thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought

available for reflection. For this reason, in writing students must be able to explore with their minds to create good and interesting written work to read. If an essay they write is not concrete, the result of the writing or an essay will not be interesting for many people to read. Without having good thinking skills the students will not be able to compose or compose sentences well.

So far, the students still have difficulties in writing. The students difficulties face in writing a text can be caused by lack of vocabulary, less understanding of grammar, and so on. Text is a part of language. As far as speech and writing are concerned, a text stands alone as an act of communication (Knapp and Watkins, 2005). In addition, Elhabiri (2012) says that, the definition of the text is made in different ways according to daily and scientific language. So, this can make it difficult for students to write a text especially descriptive text. In fact, although the students have learn about how to describe someone, animal or things, the students still have not able to write descriptive well.

In addition, there are some types of the text should be learned by tenth grade in English subject, namely descriptive text, recount text, narrative text, and procedure text. But, in this research we are focus on descriptive text. Descriptive text is a description of people, places, objects, and events using appropriate details. To write descriptive text, students must have a lot of knowledge about something to be written. In addition, students must also know about vocabulary, grammar, compose words or sentences well, and be fluent in writing. If students

do not know much about these things, they will find it difficult to write or write descriptive texts.

In this research, the researcher interesting to analysis difficulties in writing descriptive text because it can make students explore their idea to describe something. Descriptive text is one of the functional text which is difficult enough to be learn by the students. Descriptive text is a text gives information about a particular person, place, or thing. In writing a descriptive text, students can use the simple present tense. descriptive text is a kind of a text which is used to describe the real object person, places, and things (Fitriani, 2019).

Based on the researcher interview some of teacher. The teacher said that some student got difficulties in writing descriptive text at SMA N 1 Kuala Kampar. First, the students have deficiencies of good organize. The students still unable to compile and differentiate between introduction, body and conclusion. While in writing descriptive text there is identification and description, so that when the students write it will look the same between identification and description and there is no difference. Second, the students have lack of vocabulary. Lack of vocabulary of students will make it difficult to write or express their ideas. Usually students get the vocabulary from the dictionary, but they only know the words. Vocabulary is important knowledge for writing a text. If students only know a little in their vocabulary it will be difficult to explore their ideas into the writing.

Third, the students have less understanding of grammar. Based on the students writing, the students can not arrange between one sentence and another sentence. The students also do not uses verb correctly, because their understanding of grammar is not good enough. Fourth, the student have deficiencies in mechanic of writing. Based on the students writing, the stydets still can't put comma, period, and capitalization is well. Because in their writing there are many deficiencies that must be fixed about the mechanic. Fifth, the students lack in determining ideas. When writing, the students still can not decide which idea should fit according to their topic. So that, in one sentence and another sentence it is not connected and difficult to understand

Based on problems and phenomena's above, the researcher interest to analyze the problem face by students at SMA N 1 Kuala Kampar especially research entitle: **"AN ANALYSIS OF STUDENTS DIFFICULTIES IN WRITING DESCRIPTIVE TEXT AT THE GRADE X OF SMA N 1 KUALA KAMPAR"**.

1.2 Identification of the Problem

Based on the explanation in the background about the problem faced by the students in writing descriptive text, the researcher present their problems. There are some problems that students face in writing descriptive text.

Firstly, the students have deficiencies of organize in writing. When writing, the students must be able to determine which introduction, body and conclusion. In the descriptive text there are two structures, namely identification and

description. Meanwhile, the students have not been able to compile the part properly, so the writing of students produce does not match the structure of the descriptive text.

Secondly, students have lack of vocabulary. Limited vocabulary owned by students, can make it difficult for students to write. Because in writing, students have to master a lot of vocabulary in order to produce good writing or writing that is worth reading. If students are not good at it, every time they want to write a text they will often look at the dictionary. The number of vocabulary that students have, they will make it easy to get information about what they write.

Thirdly, the students have less understanding of grammar. When students want to write descriptive text, students must master grammar first. Because grammar is very necessary in writing a text. If there are errors in writing, for example mistakes in placing words, the result of the writing will look bad and not worth reading. Because readers will be confused about analyzing or understanding a text.

Fourthly, the students have deficiencies in mechanic of writing (punctuation, spelling, capitalization). Mechanic is the use of the graphic conventions of the language. it refers to the appearance of words, to how the they are spelled or arrange on paper. For this time, the students still cannot use punctuation, spelling and capitalization properly. So, the students should know about the mechanics.

Fifthly, the students still lack determining ideas (content). In writing an idea text is very necessary. If students do not have ideas, the writer will not be able to write a text and will not be able to produce a good writing. Before students want to write descriptive texts, students must determine a topic to write about and think about ideas and what to write about.

1.3 Focus The Problem

Focus of this research is on analysis the student's difficulties in writing descriptive text based on organizing, vocabulary, grammar, mechanics and ideas (content).

1.4 Research Question

The problem of this research is as follow:

1. What are the difficulties face by the students in writing descriptive text of the first grade at SMA N 1 Kuala Kampar?

1.5 Objective of the Research

The objective of the research is to find out the difficulties of the first grade students writing descriptive text at SMA N 1 Kuala Kampar

1.6 Significance Of The Research

Through performing in this research, the writer expects that:

1. to know student's difficulty in writing descriptive text by the first grade students at SMA N 1 Kuala Kampar.

1.7 Assumption

The researcher assumes that the first grade students of SMA N 1 Kuala Kampar face difficulties in writing descriptive text.

1.8 Definition Of The Key Terms

- 1.7.1 Writing is one of language skills in English that is used to express ideas. In writing, the writer will be involved in the process of building the larger units of ideas from the larger ones. These will be linked to a form a piece of paragraph which will be also linked together to form a larger unit of writing, that is a piece of composition.
- 1.7.2 Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of descriptive text is divided into two namely, identification and description.
- 1.7.3 Writing difficulty is an obstacle in the writing process to achieve a goal and produce a good writing result worthy of publication. In this study, students experienced difficulties in writing descriptive texts. The basic point that makes writing difficult is the use language aspect in written like punctuation, spelling and capitalization

CHAPTER II

THEORITICAL FRAMEWORK

2.1 The Nature of writing

Writing is a way to communicate by expressing knowledge or ideas possessed by a writer. Writing is also expressed as active text creation. In the writing, there are several parts, namely coherence and cohesion which are very important characteristics. Coherence is a theme that can unite a text and cohesion is part of the language system which is expressed in grammar and vocabulary.

Writing is a fundamental component of language (Cole & Feng, 2015). Writing is the skill that most students are least proficient in when acquiring a new language. when the students write, thoughts and knowledge are blended together creating a unique meaning. Consequently, students identify the skill of writing as more difficult than listening and reading.

According to Langan (2012) that writing a skill, such as typing, driving, or cooking, it can be learned. So, to gain knowledge, everyone is required to work hard and practice more. Not only that, in writing students must also be more creative in expressing the ideas that are in their minds. Because a good idea can produce a written work that is interesting and worth reading.

In this line, Nordin (2017), considers writing as a skill that can be improved by writing, and states that is a process that involves research, reviewing and reorganizing thoughts on a piece of paper. In other words, if we want to write

something we should know the main factors that need for a good written. Such as parts or components in writing.

In addition, writing activity is a process that involves obtaining and expressing information (Celik, 2019). Writing is the most important skill for students to express ideas and is also the key to success for a student. To achieve this goal, the teacher is the most important motivator for students so that the teacher can help students organize their thoughts and help them prepare the things needed and use teaching materials that are appropriate to these materials. If this skill is acquired by students, the habit of writing in the target language can also be established in the learner.

Writing is something that is very important to develop students' potential in learning English. Writing plays an important role in learning English because it can increase knowledge about something to be written, increase vocabulary, understand good grammar, and much more. Therefore, writing instruction is essential in second language learning curriculum.

Based on explanation above, writing is the ability to write a text, process a text to be written or made, and understand what you want to write. A person's ability can be seen from the way they think and express ideas about what they want to write and their own skills in writing a text. Writing skills must also have a lot of knowledge about a topic to be written, so that readers can be interested and can understand the content of the text. If students lack the ideas or ideas about writing a text, then the results of the writing will not be perfect and the reader also

finds it difficult to understand the content or message conveyed from the text.

There are a number of approaches or ways to improve writing skills,

2.2 Component of Writing

In order to produce a good text, a writer could follow the component of writing.

Brown (2004) stated that there are five component of writing:

1) Organization

Organizations means how a writer organizes his writing. The content should be well organized from the introduction, body and in the last is conclusion.

2) Content

Content means logical development of ideas. In other words, a writer is expected to express and develop his / her ideas into writing logical. The logical development ideas of writing will make the readers easy In getting the substances of writing.

3) Grammar

In writing, especially in English, a writer has to employ the grammatical forms and syntactic patterns.

4) Mechanics

Mechanics is the use of the graphic conventions of the language. it includes the correct use of punctuation and spelling.

5) Style

Style means the use vocabulary, quality of expression and register.

In addition, Hughes (2008) points out that “in analytic scale, it has five components in writing, namely:

1) Content

The content writing should be clear to readers, so that the readers can understand the message that is conveyed and gained from content of the information itself. In order to have a good content of writing, its content should be well unified and completed. The term is usually known as unity and completeness, which becomes the characteristic of a good writing.

2) Organization

Organization in writing includes coherence, order of important, general to specific or specific to general, chronological order, and spatial pattern.

- a. Coherence means all ideas have to be sticking together, in the right order, and clear.
- b. Order of importance means arranging and building the ideas to give a strong ending in paragraph.
- c. General to specific means arranging the topic sentence to make a general statement followed by a series of supporting sentence with specific, details, examples, and facts. On the other hand, specific to general is the contrary of general to specific.

- d. Chronological order means the paragraphs are organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first and earliest to the last or latest. Not paragraph arranged chronologically tell stories. Some give directions of explanation a process: other summarizes historical events, and still others report on the steps or action taken by an individual or organization. Nevertheless, they all share and underlying similarity; the students present their ideas in the order in which they happened.
- e. Spatial order means telling how something looks and is more effective in describing.

3) Vocabulary

One of requirements of a good writing always depends on the effective use of words. In personal description, word plays a due role: to communicate and to evoke; and then, to the readers, it is to perceive and to feel. This twofold purpose is evident even it is a practical and common form of writing as in advertisement. Effective use of words also deals with connotative or figurative languages which are forms of writing, but mostly in personal description. In such description, word values in association are more effective than those mainly in communicating information.

4) Language use

Language use in writing involves correct usage end points of grammar such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier or adjectives, adverbs, and participle form. There are many opportunities for errors in the use of verb, and mistakes in agreement are very common. Mistake in written work, and however are much more serious, and since people have and opportunity to reread and to correct what have been written. Errors in verbal forms, subject verb agreement, and pronoun antecedent agreement and in case of noun and pronoun should be avoided.

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what exactly the writer means. The use of favorable mechanics in writing will make the readers easy to understand the conveyed ideas or the message that is stated in writing.

Based on the component above, it can be concluded that if the students want to be successful in writing they must do some step.

2.3 Writing Difficulties

Like all learning problems, difficulties in writing can be devastating to a students education. English writing is categorized as a productive skill and it is one of the skill that is difficult to be mastered. One of the genres in writing that must be taught in senior high school level is descriptive text. It is taught by the teacher in order to make the students know how to describe person, place or thing. However, many students have problems in writing descriptive text. Writing skill is difficult since it involves not only generating and organizing ideas, but also such as control of content, format sentence structure, vocabulary, punctuation, spelling, etc.

According to Richards and Renandya (2002), writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only generating and organizing ideas, but also in translating these ideas into readable text. The difficulty becomes more noticeable if the student language proficiency is weak.

Difficulty is something that is not easy to do. Writing becomes the most difficult when is learned by the foreign language learners. In this study, the meaning difficult refers to a problem in writing descriptive text. According to Rass (2001), writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues such as organization, content, purpose, vocabularies, audiences, and mechanics such as spelling, punctuation, and capitalization. This is because, to make good writing,

there are several aspects that must be studied by students. These aspects are grammar, vocabulary, and mechanic.

If the teacher wants to know about students ability in English, the teacher can see from writing skills of students. In language learning, writing is one important skills because it is the most effective way to show someone English Proficiency, include the abilities and difficulties (Ren, et al, 2009). In writing, there are also difficulties that students have such as lack of vocabulary, less understanding of grammar and so on.

In the writing/revising stage, novice writers often have difficulty in deciding what to say in the next sentence (Cheung, 2016). The student always doing repetition of word. The student usually too concerned about mistakes in grammar and spelling. Hence, they tend to use simple vocabulary and sentence structures.

The students difficulties in writing English can be influenced by lack of vocabulary, lack of grammar, lack of written exercises and ideas. It is supported by Sulasti (2003), the problems that they mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure. So in this case, the students have a lot learn about vocabulary, understanding of grammar, and always exercises explore their ideas.

2.4 Descriptive Text

Descriptive text is one of genres which is demanded to master by senior high school students in Indonesia. Descriptive text is one of the functional text which is difficult to be learn by the students. As descriptive text is included in the English Curriculum in Indonesia (Kemendikbud, 2013).

Descriptive texts is clear description of people, places, objects, or events using appropriate details. According to Husna (2013) descriptive text is a kind of writing that consist of description characteristics and definition of object or something. So, if the students want to write descriptive text, they must write about a known object and master the knowledge of that object. To write a descriptive text, the students must tell in detail about something such as the characteristics of an object to be written.

In addition, Siahaan (2013) descriptive text is a text which is intended to describe a particular person, place or thing. It means that, if we want to describe someone, a place or thing it can be called descriptive text. The purpose of the descriptive text is to entertain the readers and increase the readers knowledge about something.

Zemach and Rumisek (2005) say that a descriptive paragraph explains how something is done. Write that a good description is a word picture; the reader can imagine the object, place, or person in his or her mind. So, the writer is not

just writing or describing something, but also must be able to make the reader imagine about people, objects, places, into his mind.

2.5 Generic Structure of Descriptive Text

the process of describing is done through ordering their characteristics early. The characteristics is starting from naming them and classifying them. So that the readers can possibly notice what writer is writing about as if they could directly see it through their own eyes.

Descriptive text have some characteristics that make it difference with other genres. Like other genres, descriptive text also has its generic structure or stages. The elements or schematic structure of descriptive text are called identification or general statement and description. Identification is aimed at introducing and identifying specific participants such as a person, a thing, a place, an animal, and or an event. Description, on the other side is structured to describe that participant from its characteristic, appearances, personality, and habits or qualities (Butt, Fahey, Feez, Spinks, & Yallop 2000).

In the generic structure of descriptive text, there are two stages as follow:

1. Identification

Identification is necessary in order to avoid having general statement. It means writer needs to identify something about something or subject to be described. The subject can be a person, thing or place. If a students writes identification part

clearly, they will develop the ideas basically in description part. it means that, the sentences or paragraphs can guide the student organize and develop ideas to be good writing.

2. Description

It describes specifically parts, qualities, and characteristics of the phenomenon or a subject details that is being described. It means that, if the writer expresses the message clearly although the readers are not faced with the writer directly.

Based on explanation above, it can be concluded that descriptive text there are two generic structures namely identification and description. The identification usually stated in the first paragraph to introduce the reader what the topic to be describe in the next paragraph. In description, the writer explains about the subject in detail to support identification.

2.6 Future of Descriptive Text

Each kind of the text has its own characteristics and language features. The student should understand and master all these language features especially descriptive text. Descriptive text is one of the required writing topics in senior high school. The aim of the descriptive text is to describe people, things, and places. To write the descriptive text, the students should know about the future language use of descriptive text. Descriptive text use simple present tense. Folse (2009) stated that simple present tense is used for habitual and repetition activity; thus, it is used because writing descriptive text has a lot of description about

general and habitual of thing in each paragraph itself. In term of vocabulary, in writing descriptive text the students still having a lot of vocabulary is necessary to avoid repetition words.

According to Emilia (2010), linguistics features of descriptive text are: use specific participant, written in present tense, use linking verb, use adjectives, use relational and material process. In addition, Sudarwati (2007) descriptive text uses other language features such as adjective, linking verb, relating verb, and compound adjective. It means that, if the students want to write descriptive text they should understand about the language features of descriptive text.

Knap and Watkins (2005) state that there are several grammatical features of descriptive writing as the following:

- 1) In descriptive text, the present tense is predominantly used
- 2) Although present tense may be used in literary description, it is past tense that tends to dominate
- 3) Relational verbs are used, when classifying and describing appearance / qualities and parts / function of phenomenon.
- 4) Action verbs are used when describing behaviors / users.
- 5) Mental verbs are used when describing feeling literary descriptions.
- 6) Adjectives are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.
- 7) Personal and literary description generally deal with individual things.

From the explanation about the language features on descriptive text, the researcher can conclude that descriptive text uses simple present tense. not only that, but in the descriptive text there are also other language features. The language features are adjective, linking verb, specific participants, etc.

2.7 Learning Writing Descriptive Text

There are several texts in academic writing (Sudarwati, 2007). Those are narrative, procedure, descriptive, recount, report, discussion, spoof, and expository. This study uses descriptive text especially to analyze difficulties writing descriptive text.

Writing a text is a challenge for students, specially for the students of senior high school. Writing descriptive text is one of this challenge. Because, the students need to pay attention to detail object will be describe along with correct grammar. Describing an object means explaining a whole part and creating real impressions of the object.

According to Rusmawan (2017) reveals that the most challenging text is the descriptive text. Therefore, teachers must be able to avoid monotonous learning methods for students. As a teacher, the students must be able to find a unique way of learning and be able to practice the material well. In this case, strategies and techniques are needed by teachers in teaching descriptive text so that students can be interested in the lesson. Because learning descriptive text is a lesson that is

quite difficult for students to understand. Therefore, the correct strategy and technique is needed.

Wyrik (2000) states that in writing descriptive text, it is important that the writer is able to give details of the object being described so that the readers can create a mental picture of the person, place, or object. In writing descriptive text, students must determine the appropriate choice of words so that readers can easily understand the reading text. In addition, choosing a good word also influences the delivery of a text or the purpose of the writing, such as vision, taste, and feeling to provide a clear picture for the reader.

Based on explanation above, the researcher can conclude that learning writing descriptive text is very important to be learned by students. Writing descriptive text is one of the challenges that is very difficult for students. Because to write descriptive text, you have to pay attention, for example choosing the right words, grammar, etc.

2.8 Process of Writing Descriptive Text

Writing process is needed so that a work can be produced perfectly, therefore this is very important to know by students. According to harmer (2004) claims that although a writing process must be affected by the content and the type of writing works, even by the medium used to write, four main elements must be involved every time it is conducted:

1. Planning

In this stage a writer just simply thinks about what she/he is going to write. Generally, these three issues will be the main consideration: the purpose of writing, the target readers, and the sequences of how the content will be arranged.

2. Drafting

Drafting is recognized as the first version production in a writing process. Next the draft may be edited and revised before becoming a fixed written work.

3. Editing (reflecting and revising)

When a writer realizes something must be deleted, added, and replaced and starts to put various marks on his or her writing, she/he is exactly dealing with the editing stage. In this stage readers allow the writer to reflect and revise the works.

4. Final draft

Final draft is the written product which is ready to be presented to the readers. Usually there are several parts that are different from the first draft since there must be several changes done during the editing stage.

The conclusion is that writing is the process of conveying thoughts and ideas in writing. The things that affect the process depend on the environment of a writer. Compared to other English lessons, writing is a very difficult lesson to

learn. Because writing is learning related to structure and mechanics which must be arranged in an organized manner so that the meaning of the writing can be understanding clearly.

In addition, Mclean (2012) described about the stages of the writing process as the following:

1. pre-writing

pre-writing techniques can be helpful in all stages of the writing process, the steps of prewriting can be seen as follow;

- a. choosing a topic
- b. using experience and observations
- c. reading
- d. free writing
- e. asking question
- f. brainstorming
- g. idea mapping
- h. searching the internet
- i. writing an outline

2. Drafting

Drafting is the stage of the writing process in which the writer develops a complete first version of a piece of writing, and the steps of drafting can be seen as follow:

- a. Writing a title
- b. Beginning writing with the part writer knows the most about
- c. Writing one paragraph at a time and then stop
- d. Taking short breaks to refresh the mind
- e. Being reasonable with the goals
- f. Writing at first draft should include the following elements:
 - 1) An introduction
 - 2) Thesis statement
 - 3) A topic sentence in each
 - 4) Supporting sentence in each paragraph
 - 5) A conclusion

3. Revising

Revising is the process when the writer revises, takes a second look at the ideas and the steps of revising can be seen as follow:

- a. Creating unity
- b. Creating coherence
- c. Identifying wordiness

- d. Choosing specific, appropriate words
- e. Completing a peer review

4. Editing

Editing is the process when the writer edits, takes a second look at how he expressed his ideas and the steps of editing can be seen as follow:

- a. Examining the surface features of the text
- b. Examining the spelling, grammar, usage, and punctuation
- c. Examining the proper format

5. Publishing

Publishing is the process when the writer submits or present the essay in order to ready by someone else. The simple step of publishing is turning in a paper to the reader.

Based on the explanation above, it can be conclude that writing can be defined as an action, process or activity of someone who will write something text. In writing, there are several processes that must be done if you want to write something. If students want to write a text, this process is indispensable to produce a good and perfect writing that is worthy of publication.

2.9 Past Study

The researcher takes three previous studies as inspiration and consideration in conducting the study.

The first previous study is a thesis entitled: An Analysis of Students's Ability and Difficulties In Writing Descriptive Text (A study at SMA Negeri Bunga Bangsa, Nagan Raya), Conducted by SantiNovita (2017).

The method used in this research is a qualitative research. The writer collects the data by written test, interview, and observation. Based on the study, the result show that the students still have low in writing descriptive text. It was shown by the test with the mean score 54.67. The score showed that the students still have a lot of error in their writing. As the result, the students got low score. Meanwhile, in the data interview, the students say that they have some difficulties in writing descriptive text. Students have difficulty in determining the generic structure of descriptive text, consist of describing objects in detail and grammar mastery such as simple present tense. in addition, students also have difficulty making sentences and write correct spelling words. In addition, the lack of vocabulary also makes them write words that are repeated in writing. Apart from students, the writer also interviews the teacher. According to teacher, students are more active in speaking than writing. The most students are able to identify structure organization and language features of descriptive text, but they are difficult in writing descriptive text. In the classroom environment, it is very comfort for

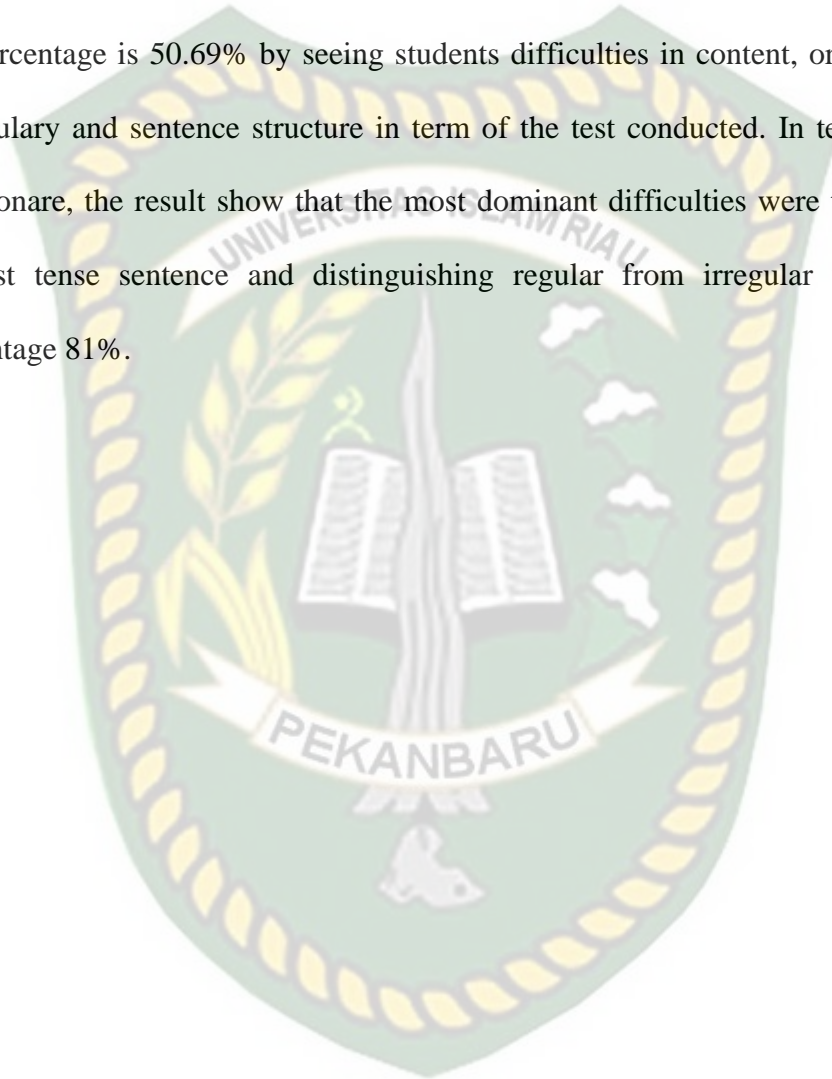
teaching especially for writing task. In addition, the interactions between teachers and students or interactions between fellow students are not sufficient.

The second previous study is thesis entitled: The Analysis of Students Problem in Writing Descriptive Text at the Tenth Grade Students of SMAN 1 Petanahan, conducted by Lilis Kurniawati (2017).

The method used in this research is a descriptive qualitative method. The writer collects data by did some steps. The first step is preparing the test for students, the second step is consulting the test to the teacher, and the last is giving the test instruction to the students. Based on the study, the result show that the mean score is 65.73. it means that the ability of the tenth grade students of SMAN 1 Petanahan were in the sufficient level. The research findings also showed that the student still have problems in writing descriptive text. The percentage of students problems in aspect of organization 24%, content 8%, grammar 24%, mechanics 21.33% and vocabulary 22.66%.this research shows that there are many students has difficulties in organization, grammar, mechanics, and vocabulary.

The third previous study is a thesis entitled: An Analysis of Students Difficulties in Writing Recount Text: A Case Study at the Eleven Grade Students of MA Putra Al-Ishlahuddiny Kediri, conducted by HeniYuniMustika (2017).

The method used in this research is quantitative and qualitative descriptive method. The writer collects the data by test, questionnaire, and interview. From the analysis it was found that students were generally categorized as mean score with the percentage is 50.69% by seeing students difficulties in content, organization, vocabulary and sentence structure in term of the test conducted. In terms of the questionnaire, the result show that the most dominant difficulties were the making of past tense sentence and distinguishing regular from irregular verbs with percentage 81%.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

The method of this research is a qualitative descriptive method. According to Creswell (2012), qualitative research is a research which explores the phenomenon of study. The research applied only one variable that was analysis of student's difficulties in writing descriptive text at the first grade of SMAN 1 Kuala Kampar.

3.2 The Location and Time of Research

This research is conducted at SMAN 1 Kuala Kampar, particularly to the first grade students. The location of this research was on Jl. PenguluDongsa No. 2 Kuala Kampar. The research is started from May 2021

3.3 Population and Sample

3.3.1 population

The population of this research was the first student of SMAN 1 Kuala Kampar. Arikunto (2010) stated that population is the whole subject of research. There were 110 students occupying four classes. The distribution of the research population can be seen below:

Table 3.1 the distribution of the members of population by class

No.	Class	Number of students
1	X1	30
2	X2	27
3	X3	25
4	X4	28
	Total	110

3.3.2 sample

Based on the table above the researcher think the numbers of the first grade students of SMAN 1 Kuala Kampar that quite large, so the researcher take the sample. Arikunto (2006) stated that If the subjects are less than a hundred, it is better to take all of them as sample, however; if the subjects are more than hundred, it is suggested to take 10-15%, 20-25% or more. In this research, the total numbers of the population the first grade of SMAN 1 Kuala Kampar were 110 students. In selecting sample, the researcher decided to take a class sample based on random sampling technique by using of plotting the whole class. After getting the result, it turns out

that in all classes there are similar knowledge and problems of writing descriptive text. And then the researcher used 20-25% or more, so that the sample were 30 students in class X1.

3.4 The Instrument of Research

3.4.1 Questionare

In this research, the researcher use question is to collect the data. Questionare is one type of collecting data from subject of the research. The questionare have some question for the students answer. The researcher give Questionare to the students. Then, it employs questionare are set to likert scales: strongly disagree, disagree, agree, and strongly agree. The original likert scale used a series of question with five respon alternative. The researcher choose component of writing based on to Brown (2004).

Table 3.2The Blue Print Of Questionare

Indicator	Item
Organization	1,2,3,4
Vocabulary	5,6,7,8
Grammar	9,10,11,12
Mechanic	13,14,15,16
Content	17,18,19,20

Table 3.3
score of likert scale

Scale	Score
strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

Table 3.4
Criteria in the interpretation of respondents based on likert scale

Interval	Criteria
81.24% - 100%	Very difficult
62,49% - 81,25%	Difficult
43,74% - 62,50%	Moderate
25% - 43,75%	Easy

3.4.2 Interview

According to Arikunto (2013:189) the interview is also often called an interview or oral questionnaire, a dialogue conducted by the interviewer to obtain information from the interviewee. for the interview, the researcher ask the questions to the students based on indicators namely organization, vocabulary,

grammar, mechanic and content. The researcher used 10 students to answer the question. This is the example of interview:

Researcher: How do you overcome difficulties in writing descriptive text?

Interviewer: By collecting information about something that is described, understanding of grammar, increasing vocabulary so that when writing you don't repeat words a lot.

1. What are the difficulties that you face when writing descriptive text on vocabulary?
2. Do you have difficult to arrange correct grammar?
3. What are the difficulties do you have when building ideas or content in writing descriptive text?
4. what are you the difficulties in organizing a text or sentence in writing descriptive text?
5. do you have difficulty in writing mechanics such putting commas, period, and others?

3.5 Data Collecting Technique

Before collect the data, first the researcher In collecting the data, the researcher applied the questionare and interviewed to the students. The questionare is given to the respondent that is the first grade students of SMAN 1

Kuala Kampar to answer to items available in the questionnaire and the respondents, the students have limited time on 20-30 minutes for completions. Moreover, after the students finish to answer the questionnaire, the researcher interviewed the students. To the answer the question, the researcher give the students time 60 second to respond the question. The interview is used to know the honesty of students and supported from the questionnaire.

3.6 Data Analysis Technique

in this research, the researcher needs to analyze the data so that it is easy to understand. Data analysis is also needed in order to get a solution to these problems. This research, the researcher used Likert Scale to analyze the data. For the interview, the researcher ask some students to answer the question. Then the students can give they statement based on the question. To analyze the data, the researcher used the as follow formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of items

F = Number of Frequency

N = Total number of respondent

(Anassudijono, 2010)

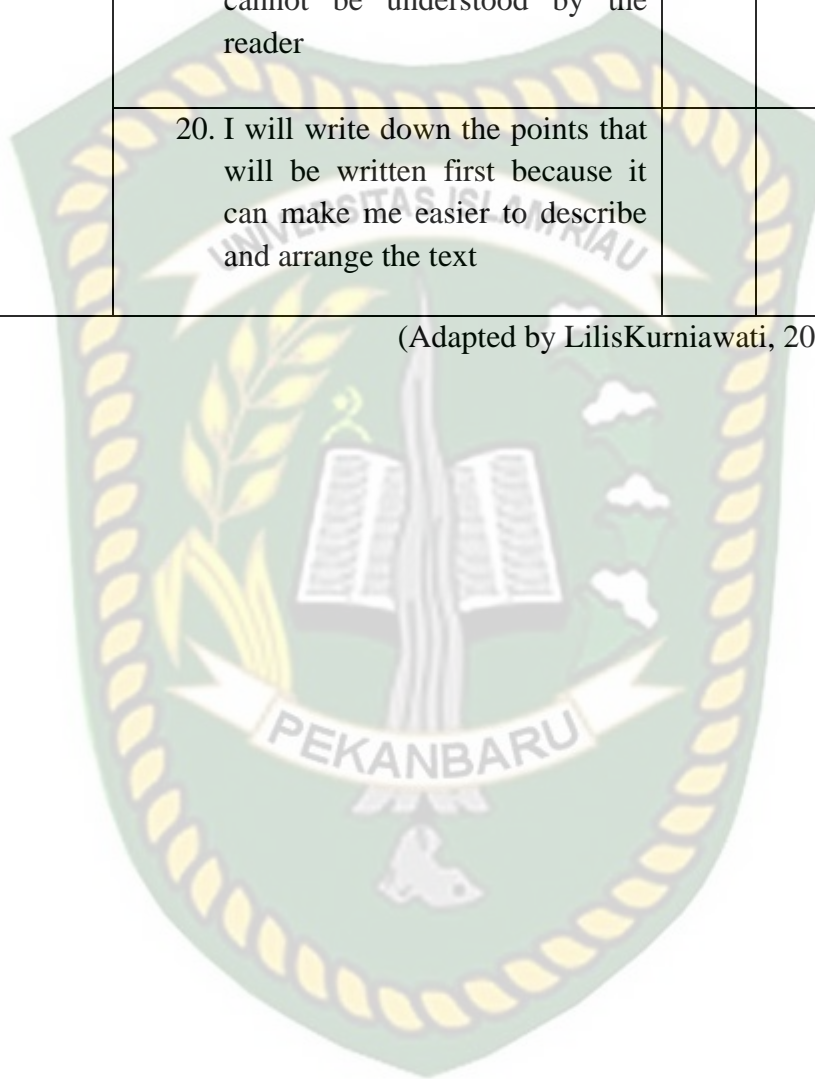
Table 3.4 Questionnaire

Indicator	Statement	SDA	DA	A	SA
		(1)	(2)	(3)	(4)
Organization	1. I still lack in compiling introduction, body, and conclusion				
	2. I still confused in putting words between identification and description				
	3. I cannot connect the writing descriptive text between identification and description, so it's hard to understand				
	4. I have a problem with the facts that I convey in the text, so the facts do not support identification and description				
Vocabulary	5. I have difficulty in describing things due to limited vocabulary				
	6. I always write with repetition of words in every sentence because of limited vocabulary				
	7. I always use a monotonous vocabulary, so the words in the sentences do not vary				
	8. I do not arrange words well in writing descriptive text				

Grammar	9. I am very weak in grammar because I do not understand the verb form				
	10. I always have problems in using grammar, so readers will not understand the purpose of my writing				
	11. I always misuse grammar, so that the reader has difficulty in understanding the text				
	12. I do not really understand the simple present tense				
Mechanics	13. I am weak in the mechanics of writing				
	14. I always use the wrong punctuation marks like commas, periods, and so on				
	15. I always make mistakes in capitalization				
	16. I do not really make a difference between one sentence and another because I do not use good writing rules				
Content	17. I do not have enough knowledge about the topic that I will describe so it is difficult to write				
	18. If I have a lot of knowledge about the topic I want to describe, then I will find it easy				

to write				
19. The development of my ideas is not on topic so that my writing cannot be understood by the reader				
20. I will write down the points that will be written first because it can make me easier to describe and arrange the text				

(Adapted by LilisKurniawati, 2017: 34-38)



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Description

In this chapter the researcher will be present the results of the questionnaire and interview. The researcher presented the result of the data presented clearly with the procedure of conducted data at tenth grade in SMA N 1 Kuala Kampar. The researcher took 30 students to be sampling for this research. The research explained the result to find out the students' difficulties in writing descriptive text. So the research supported by the existence of the questionnaire were Adapted by Lilis Kurniawati (2017) and given the students. The questionnaire has 20 question. For the interview, there are 5 question.

4.2 Data Analysis

Based on the result of the questionnaire. the researcher found data that was relevant to research problem.

4.2.1 Questionnaire Result Presentation

In this questionnaire there are 20 question about students' difficulties in writing descriptive text.

Table 4.1

**Respondents about the students' difficulties in writing descriptive text
based on indicator of organization**

Item	SD (1)	D (2)	A (3)	SA (4)	%
1	1	5	12	12	79%
2	-	4	14	12	82%
3	-	-	14	16	88%
4	-	5	15	10	73%

Based on the table 4.1, for statement 1 it showed that only 1 student strongly disagree have difficulty in organizing still lack compiling introduction, body, and conclusion when writing descriptive text, 5 students who stated that they disagree have difficulty in organizing still lack compiling introduction, body, and conclusion when writing descriptive text, then 12 students who stated that agree have difficulty in organizing still lack compiling introduction, body, and conclusion when writing descriptive text ,and 12 students strongly agree have difficulty in organizing still lack compiling introduction, body, and conclusion when writing descriptive text. Based on the explanation, the result is 79% of

students have difficulty in organizing still lack compiling, introduction, body and conclusion.

Based on the table 4.1, for statement 2 it show that there was no any student strongly disagree that confused in putting words between identification and description, 4 students who stated that they disagree have difficulty in organizing still confused in putting words between identification and description, 14 students who stated that agree have difficulty in organizing still confused in putting words between identification and description, and 12 students who stated that they strongly agree have difficulty in organizing still confused in putting words between identification and description. Based on the explanation above, there is 82% of students felt that have difficulty in organizing still confused in putting words between identification and description.

Based on the table 4.1, for statement 3, the researcher found that there was no any students strongly disagree and disagree have difficulty when writing descriptive text cannot connect between identification and description, 14 students who stated that they agree have difficulty when writing descriptive text cannot connect between identification and description , and 16 students who stated that strongly agree have difficulty when writing descriptive text cannot connect between identification and description. So the result is 88% of students felt that have difficulty when writing descriptive text cannot connect between identification and description.

Based on the table 4.1, for statement 4, the researcher found that there was no any students strongly disagree that they have problem with the facts that they convey in the text, 5 students who stated they disagree have problem with the facts that they convey in the text, 15 students who stated that agree have problem with the facts that they convey in the text, and 10 students who stated strongly agree have problem with the facts that they convey in the text. So, the result is 73% of student felt that they have problem with the facts that they convey in the text.

Table 4.2
Respondents about the students' difficulties in writing descriptive text
based on indicator of vocabulary

Item	SD (1)	D (2)	A (3)	SA (4)	%
5	-	2	15	13	84%
6	-	1	12	17	88%
7	-	4	12	14	83%
8	-	5	15	10	79%

Based on the table 4.2, for statement 5, the researcher found that there was no any students strongly disagree that they have difficulty in describing things due to limited vocabulary, 2 students who stated disagree that they have difficulty in describing things due to limited vocabulary, 15 students who stated agree that they have difficulty in describing things due to limited vocabulary, and 13 students who stated strongly agree that they have difficulty in describing things due to limited vocabulary. Based on the explanation above, there was 84% of students have difficulty in describing things due to limited vocabulary.

Based on the table 4.2, for statement 6, the researcher found that there was no any students strongly disagree that they always write with repetition of words in every sentence when writing descriptive text, only 1 students who stated disagree that they always write with repetition of words in every sentence when writing descriptive text , 12 students who stated agree that they always write with repetition of words in every sentence when writing descriptive text , and 17 students who stated strongly agree that they always write with repetition of words in every sentence when writing descriptive text. So, 88% of students always write with repetition of words in every sentence when writing descriptive text.

Based on the table 4.2 for statement 7, the researcher found that there was no any students strongly disagree that they always use a monotonous vocabulary, 4 students who stated disagree that they always use a monotonous vocabulary , 12 students who stated agree that they always use a monotonous vocabulary , and 14 students who stated strongly agree that they always use a monotonous vocabulary.

Based on the results of the statement above, 83% of students always use a monotonous vocabulary.

Based on the table 4.2, for statement 8, the researcher found that there was no any students strongly disagree that they having difficulty to arranging words well in writing descriptive texts, 5 students who stated disagree that they having difficulty to arranging words well in writing descriptive texts, 15 students who stated agree that they having difficulty to arranging words well in writing descriptive text, and 10 students who stated strongly agree that they having difficulty to arranging words well in writing descriptive text. Based on the results of the statement above, 79% of students have difficulty to arranging words well in writing descriptive text.

Table 4.3
respondents about the students' difficulties in writing descriptive text
based on indicator of grammar

Item	SD (1)	D (2)	A (3)	SA (4)	%
9	-	1	18	11	83%
10	-	2	9	19	89%

11	-	5	6	19	87%
12	-	5	20	5	75%

Based on the table 4.3, for statement 9, the researcher found that there was no any students strongly disagree that they very weak in grammar, only 1 students who stated disagree that they very weak in grammar, 18 students who stated agree that they very weak in grammar, and 11 students who stated strongly agree that they very weak in grammar. So, there was 83% of students felt that very weak in grammar.

Based on the table 4.3, for statement 10, the researcher found that there was no any students strongly disagree that they always have problems in using grammar, 2 students who stated disagree that they always have problems in using grammar, 9 students who stated agree that they always have problems in using grammar, and 19 students who stated strongly agree that they always have problems in using grammar. So, 89% of students always have problems in using grammar.

Based on the table 4.3, for statement 11, the researcher found that there was no any students strongly disagree that they always misuse of grammar, 5 students who stated disagree that they always misuse of grammar, 6 students who stated agree that they always misuse of grammar, and 19 students who stated

strongly agree that they always misuse of grammar. So, 87% of students felt that always misuse of grammar.

Based on the table 4.3 for statement 12, the researcher found that there was no any students strongly disagree that they have difficulty to understanding the simple present tense when writing descriptive text, 5 students who stated disagree that they have difficulty to understanding the simple present tense when writing descriptive text , 20 students who stated agree that they have difficulty to understanding the simple present tense when writing descriptive text, and 5 students who stated strongly agree that they have difficulty to understanding the simple present tense when writing descriptive text. So, 75% most of students have difficulty to understanding the simple present tense when writing descriptive text.

Table 4.4
Respondents about the students' difficulties in writing descriptive text based on indicator of mechanic

Item	SD (1)	D (2)	A (3)	SA (4)	%
13	5	-	18	7	73%
	-	5	20	5	75%

14					
15	-	5	19	6	76%
16	-	3	13	14	84%

Based on the table 4.4, for statement 13, the researcher found that there was 5 students who stated strongly disagree that they very weak in the mechanics of writing descriptive text, no any students who stated disagree that they very weak in the mechanics of writing descriptive text, 18 students who stated agree that they very weak in the mechanics of writing descriptive text, and 7 students who stated strongly agree that they very weak in the mechanics of writing descriptive text. Based on the results of the statement above, there was 73% of students felt that very weak in the mechanics of writing descriptive text.

Based on the table 4.4, for statement 14, the researcher found that there was no any students strongly disagree that they always use the wrong punctuation marks like commas, periods, and so on when writing descriptive text, 5 students who stated disagree that they always use the wrong punctuation marks like commas, periods, and so on when writing descriptive text, 20 students who stated agree that they always use the wrong punctuation marks like commas, periods, and so on when writing descriptive text, and 5 students who stated strongly agree

that they always use the wrong punctuation marks like commas, periods, and so on when writing descriptive text. So, 75% of students always use the wrong punctuation marks like commas, periods, and so on when writing descriptive text.

Based on the table 4.4, for statement 15, the researcher found that there was no any students stated strongly disagree that they always make mistakes in capitalization when writing descriptive text, 5 students who stated disagree that they always make mistakes in capitalization when writing descriptive text , 19 students who stated agree that they always make mistakes in capitalization when writing descriptive text, and 6 students who stated strongly agree that they always make mistakes in capitalization when writing descriptive text. So, 76% of students felt that always make mistakes in capitalization when writing descriptive text.

Based on the table 4.4, for statement 16, the researcher found that there was no any students stated strongly disagree that when writing descriptive text not make a difference between one sentence and another, 3 students who stated disagree that when writing descriptive text not make a difference between one sentence and another, 13 students who stated agree that when writing descriptive text not make a difference between one sentence and another, and 14 students who stated strongly agree that when writing descriptive text not make a difference between one sentence and another. Based on the explanation, 84% of students felt that when writing descriptive text not make a difference between one sentence and another.

Table 4.5

**respondents about the students' difficulties in writing descriptive text
based on indicator of content**

Item	SD (1)	D (2)	A (3)	SA (4)	%
17	-	5	14	11	80%
18	-	3	4	23	92%
19	-	8	14	8	75%
20	-	2	13	15	86%

Based on the table 4.5, for statement 17, the researcher found that there was no any students stated strongly disagree that they do not have enough knowledge about the topic when writing descriptive text, 5 students who stated disagree that they do not have enough knowledge about the topic when writing descriptive text, 14 students who stated agree that they do not have enough knowledge about the topic when writing descriptive text, and 11 students who stated strongly agree that they do not have enough knowledge about the topic

when writing descriptive text. So, 80% of students agree that they do not have enough knowledge about the topic when writing descriptive text.

Based on the table 4.5, for statement 18, the researcher found that there was no any students stated strongly disagree that if they have a lot of knowledge about the topic when writing descriptive text it can be easy to describe, 3 students who stated disagree that if they have a lot of knowledge about the topic when writing descriptive text it can be easy to describe, 4 students who stated agree that if they have a lot of knowledge about the topic when writing descriptive text it can be easy to describe, and 23 students stated strongly agree that if they have a lot of knowledge about the topic when writing descriptive text it can be easy to describe. So, 92% of students felt that agree that if they have a lot of knowledge about the topic when writing descriptive text it can be easy to describe.

Based on the table 4.5, for statement 19, the researcher found that there was no any students stated strongly disagree that the development of the ideas is not on topic when writing descriptive text, 8 students who stated disagree that the development of the ideas is not on topic when writing descriptive text, 14 students who stated agree that the development of the ideas is not on topic when writing descriptive text, and 8 students stated strongly agree that the development of the ideas is not on topic when writing descriptive text. Based on the result is, 75% of students felt that the development of the ideas is not on topic when writing descriptive text.

Based on the table 4.5, for statement 20, the researcher found that there was no any students stated strongly disagree that if write down the points that will be written first it can make easier to describe and arrange in writing descriptive text, 2 students who stated disagree that if write down the points that will be written first it can make easier to describe and arrange in writing descriptive text , 13 students who stated agree that if write down the points that will be written first it can make easier to describe and arrange in writing descriptive text, and 15 students who stated strongly agree that if write down the points that will be written first it can make easier to describe and arrange in writing descriptive text. So, 86% of students agree with the statement.

Table 4.6

Recapitulation of students questionnaire

Indicators	SDA	DA	A	SA	Total Score	%
Organization	1	28	165	200	394	82%
Vocabulary	0	24	162	216	402	84%
Grammar	0	26	159	216	401	84%
Mechanics	5	26	210	128	364	77%

Content	0	36	135	228	399	83%
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In the explanation about the table above from indicator of organization the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $4 \times 4 = 16$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $16 \times 30 = 480$. So the calculation of the percentage the difficulties in writing descriptive text at SMA N1 Kuala Kampar, using the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{394}{480} \times 100\% = 82\% \text{ (very difficult)}$$

So it can be concluded that, in the first indicator there was 82% of students felt that very difficult in organizing.

In the explanation about the table from indicator of vocabulary, the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $4 \times 4 = 16$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $16 \times 30 = 480$. So the calculation of the percentage the

difficulties in writing descriptive text at SMA N1 Kuala Kampar, using the following formula:

$$P = \frac{402}{480} \times 100\% = 84\% \text{ (very difficult)}$$

So, it can be concluded that, in the second indicator there was 84% of students felt that very difficult in vocabulary.

In the explanation about the table from indicator of grammar, the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $4 \times 4 = 16$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $16 \times 30 = 480$. So the calculation of the percentage the difficulties in writing descriptive text at SMA N1 Kuala Kampar, using the following formula:

$$P = \frac{401}{480} \times 100\% = 84\% \text{ (very difficult)}$$

So, it can be concluded that, in the third indicator there was 84% of students felt that very difficult in grammar.

In the explanation about the table from indicator of mechanic, the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result

$4 \times 4 = 16$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $16 \times 30 = 480$. So the calculation of the percentage the difficulties in writing descriptive text at SMA N1 Kuala Kampar, using the following formula:

$$P = \frac{369}{480} \times 100\% = 77\% \text{ (difficult)}$$

So, it can be concluded that, in the fourth indicator there was 77% of students felt that difficult in mechanic.

In the explanation about the table from indicator of content, the total from the results of the student using a questionnaire can be seen by the number of scores on the indicator multiplied score of each liker scale. In this case, the highest score on total likert scale multiplied by the questions, and get the result $4 \times 4 = 16$. So the total desired score is the highest score multiplied by the number of respondents, get the result is $16 \times 30 = 480$. So the calculation of the percentage the difficulties in writing descriptive text at SMA N1 Kuala Kampar, using the following formula:

$$P = \frac{399}{480} \times 100\% = 84\% \text{ (very difficult)}$$

So, it can be concluded that, in the fifth indicator there was 84% of students felt that very difficult in content.

Based on twenty items that were asked to students through a questionnaire about organization, most of the students (82%) answered that they had difficulty to organize in writing descriptive text

Vocabulary that is too difficult to understanding when writing descriptive text of the first grade of SMAN1 Kuala Kampar. There are (84%) students who answered questions having difficulty to write because limited vocabulary and always do repeat the words in every sentences.

Grammar also one of the difficulties for students when writing descriptive text. Based on the answers to the student questionnaire, 84% of students stated that they became confused to arrange the correct grammar.

Mechanic also of the difficulties for students when writing descriptive text. Because based on the answer question, most of student (77%) answer that they had difficulties to putting punctuation, spelling and capitalization.

Content also on of the difficulties for student when writing descriptive text at the first grade of SMAN 1 Kuala Kampar. Because based on the answer student from the questionnaire, most of student (83%) answer that they had difficulty to explore their idea when writing descriptive text.

4.2.2 Interview Result

in conducting interviews, the questions given to participants the same such as questionnaire question. So the point to use is the same, namely discussing

students difficulties in writing descriptive text. The results of the interviews were used by researcher to convince and strengthen students responses in the questionnaire. The researcher present interview data consisting of 5 basic question that are slightly developed as follow:

Researcher: “what are you the difficulties in organizing a sentence in writing descriptive text?”

Students: based on the students answer, all of student have the same answer that they have difficulty when writing descriptive text in organizing sentences in the introduction, body and conclusion.

The first question is about whether the students have difficulties in organizing a sentence in writing descriptive text. In this case, it can be concluded that students of the first grade at SMAN 1 Kuala Kampar in organizing the writing they are not understand about it. Because, they still have difficulty to determine in introduction, body and conclusion in writing descriptive text.

Researcher: “what are the difficulties that you face when writing descriptive text in vocabulary?”

Student: all students answered "yes" that they have difficulties when writing descriptive text because of limited vocabulary. They also said that they always repeat the words in each sentence so that the words in the sentence not varies.

The second question is about whether the students have difficulties in vocabulary when writing descriptive text. In this case, it can be concluded that students of the first grade at SMAN 1 Kuala Kampar have difficulty when writing descriptive text because of limited vocabulary..

Researcher: “do you have difficult to arrange the correct grammar?”

Student: students 2,5,7 answered that they had no difficulties in grammar. while students 1,3,6 said that they had difficulties in grammar such as difficulty in arrange the sentences, not understanding about tenses especially past tense.

The third question is about difficulty to arrange the correct grammar. In this case, it can be concluded that there was 3 students had no difficulty in grammar. While 3 students answered that had difficulties in grammar.

Researcher: “do you have difficulty in writing mechanics such as spelling, punctuation, and capitalization?”

Student: student 1 answered that there is no difficulties in writing mechanics. But 6 student answered that they had difficulty in determining where to put the correct punctuation like commas and capital letters in writing

From the various answer above, the researcher can concluded that most of students have difficulty in writing mechanics such as spelling, punctuation, and capitalization.

Researcher: “what are the difficulties do you have when building ideas or content in writing descriptive text?”

Student: students 2, 3, 5, 6 answered that they had difficulties when writing descriptive text because they could not explore ideas in a sentence and they did not have more knowledge about the topic they were going to write. but students 1,4,7 answered that they had no difficulty when writing descriptive text because before writing they had already made important points that they would write.

From the various above, 4 student have difficulty when writing descriptive text because they can't explore the ideas. While, 3 student had no difficulty when writing descriptive text.

4.3 Discussion

In this discussion, researchers focus on the results of research that has been carried out and the results of analyzing student difficulties In writing descriptive text of the first grade at SMAN 1 Kuala Kampar.

First the problem is difficulty to organizing when writing descriptive text. In line same with Santi Novita (2017), stated that Students have difficulty in determining the generic structure of descriptive text and have difficulty making sentences. In addition, Lilis Kurniawati (2017) stated that the students still have problem in writing descriptive text for organization.

Second problem is difficulty in vocabulary. In this research same with Santi Novita (2017), stated that lack of vocabulary also makes them write words that are repeated in writing. Lilia Kurniawati (2017) also stated that the students still have problem in writing descriptive text for vocabulary with the 22,66% percentage.

Third problem is difficulty in grammar, In line same like Santi Novita (2017), stated that consist of describing objects in detail and grammar mastery such as simple present tense. The research finding Heni Yuni Mustika (2017) also stated that the students have difficulty of sentence in term of the test conducted.

Fourth problem is difficulty in writing mechanic, in line same like Santi Novita (2017), stated that students also have difficulty making sentences and write correct spelling words. Lilis Kurniawati (2017) also stated that the students have problem in mechanics when writing descriptive text is 21,33%.

And the last problem is difficulty to content, in line same with HeniYuniMustika (2017), stated that students have difficulties in content. Because the students can't explore their ideas when writing descriptive text.

Based on explanation above, The researcher found that there were the same difficulties faced by first grade students at SMA N 1 Kuala Kampar, namely organizing, vocabulary, grammar, mechanic and content.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

In conclusion, the researcher found that the first grade students at SMA N 1 Kuala Kampar difficulties in writing descriptive text including organization, vocabulary, grammar, mechanics and content.

Based on the result of the highest percentage from each indicator, the main students difficulties in writing descriptive text were vocabulary was 84%, grammar it was 84%, then followed by content it was 83%, organization was 82%, and the last is mechanics it was 77%.

5.2 Suggestion

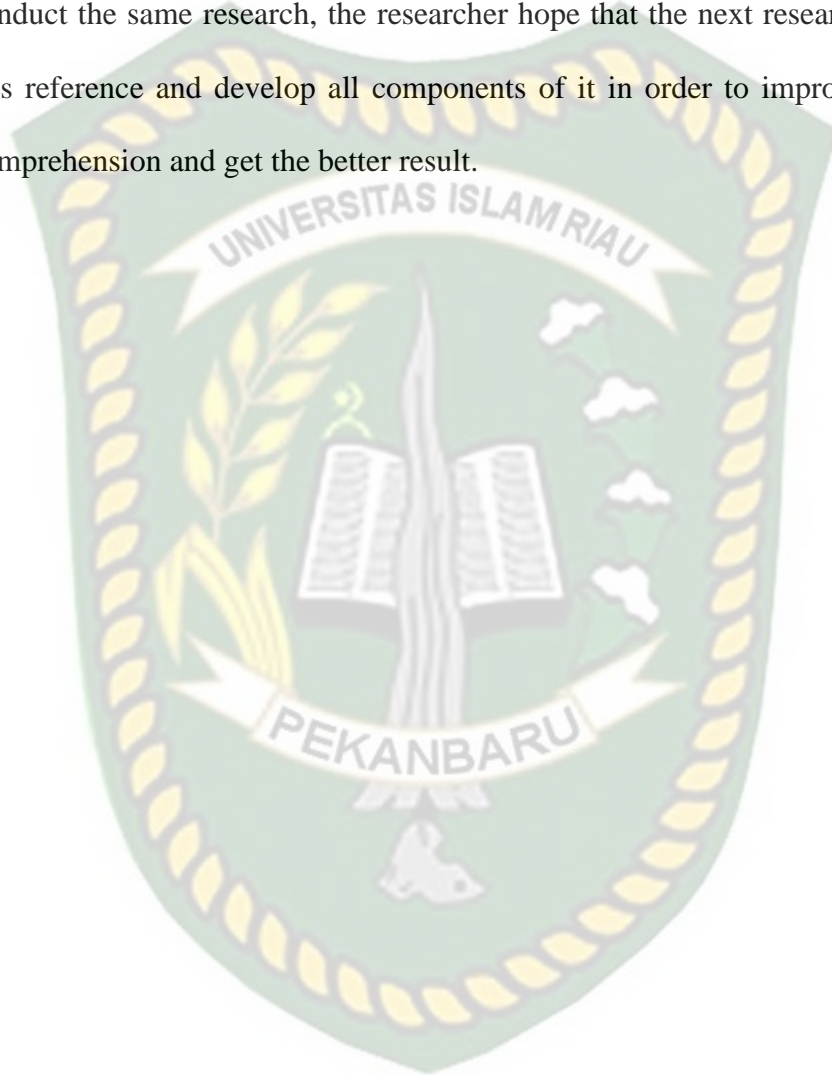
From the results of the research, the researcher would like to give some suggestion as follows:

1. Students of first grade at SMAN 1 Kuala Kampar

Student of first grade at SMAN 1 Kuala Kampar should always do exercises in writing descriptive text. Students should have to learn a lot about vocabulary, use of grammar and other difficulties in writing descriptive text. Students also need a lot of motivation and broad thinking in writing descriptive text.

2. The next researcher

For the next researcher the researcher give suggestion who intended to conduct the same research, the researcher hope that the next research can use this reference and develop all components of it in order to improve reading comprehension and get the better result.



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