

**STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT AT
VIII GRADE STUDENTS' OF JUNIOR HIGH SCHOOL
17 JAMBI CITY**

A THESIS

**Submitted as a Partial Fulfillment of the requirement for the Degree of
Sarjana Pendidikan (S.Pd) in English Education**



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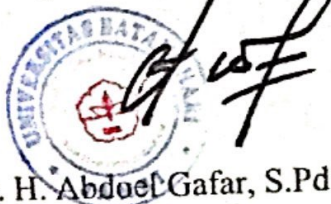

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States that:

1. The thesis that I wrote with the title Students' Difficulties in Writing Descriptive Text at VIII grade Students' of Junior High School 17 Jambi City, is original and has never been submitted for an academic degree either at Batanghari University or at any other tertiary institution..
2. This thesis is purely my own ideas, judgments, and formulations, without any unauthorized assistance from other parties, except for the direction of the Advisory Team.
3. In this thesis, there are no works or opinions that have been or have been published by other people, unless they are clearly quoted and included as a reference in this thesis with the name of the author mentioned and listed in the references.
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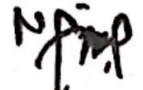

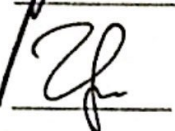
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LETTER OF RATIFICATION

This thesis has been defended before the Thesis Examiner of the English Education Study Program, Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2021/2022 on:

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MOTTO

Don't be the same, be better,

Always involved God in every way, to make all the affairs to be easier.

Time keeps running, learn from the past, prepare for the future, give the best reply
to this day

This thesis dedicated to my beloved parents, my brother and sister, and my family
who always give me motivations, praying and love.

ABSTRACT

Yulanda, Putri. 2022: Students' Difficulties in Writing Descriptive Text at VIII Grade Students' of Junior High School 17 Jambi City Academic year 2021/2022. A Thesis. English Education Program Teacher Training Education Faculty Batanghari University Jambi. The First Advisor Khidayatul Munawwaroh, M.Pd. The Second Advisor Nurul Fitri, S.S. M.Hum.

This study aims to determine the students' difficulties in writing descriptive texts. The method used in this research is descriptive quantitative. The researcher uses a written test as an instrument, a written test in the form of an essay test to make a descriptive text about yourself. The population in this study were students of class VIII SMP Negeri 17 Jambi City. the 2021/2022 school year. The sample is class VIII I which consists of 35 students selected using cluster sampling. This finding shows that students' difficulties in writing descriptive texts are based on 5 assessment components in writing descriptive texts. first, the content component with an average score of 3.17 or including good criteria, second, the organizational component with an average of 2.66 or including sufficient criteria, the third grammatical component with an average of 2.11 or including poor criteria, fourth , the vocabulary component with an average of 2.06 or poor criteria, and lastly, the mechanical component with an average of 2.17 or including bad criteria. From the results of the data, only 2 components are classified as good and there are 3 components that are under the good category. This proves that at the level of students' difficulty in writing descriptive texts academically, they are still classified as poor.

Keyword : difficulty, writing. descriptive text

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This is one of requirements to get strata 1 (one) Degree of English Education Program Teachers Training and Educational Faculty Batanghari Uversity Jambi. This thesis, directly or not has widely involved so many people with whom I should not forget. It would be unfair on part if the efforts of those persons who helped me are not mentioned.

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Finally, as human being, the researcher who has many weaknes and mistakes in making this thesis. any criticism or suggestions are very welcome to improve this thesis.

Jambi, 16 Februari 2020

The Researcher



Putri Yulanda

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DEDICATION

I greatly praise Allah Subhanahuwata“ ala for His blessing so that I am able to survive and finish this thesis entitled “Students’ Difficulties in Writing Descriptive Text at VIII grade Students’ of Junior High School 17 Jambi”.

In completing this thesis, I would like to thank my parents who I love very much. This thesis is my little dedication to my mother Ratnawati. when the world closes its doors on me, mother opens her arms for me, when people close their ears for me, mother opens her heart to me. thank you for always being there for me. Then I also dedicate this thesis to my brother Asril Yoni and my sister Putri Mela Sari. Thank you for giving me your support and love all this time.

I dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

I do not forget to dedicate this thesis to all of my family and friends, because without their support I might not be able to finish this thesis on time.

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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Writing is sometimes considered the most hardest skill to learn, not only because it requires mastery of several English skills, such as reading, speaking, and listening, but also because of the differences between the learners' native language rules and those of the language being studied. Students are expected to be able to write in English according to the junior high school Competency Based Curriculum. The talent of writing is taught in Indonesian junior high schools utilizing a genre-based approach. Students are taught about some genres through a reading text model in which they are explicitly taught about the genres' social function, generic structures, and language aspects. They are expected to grasp and understand the differences between one genre and another in English after being introduced to reading model texts, so that they may write the genres themselves with the correct order of generic structures and use of genre language elements.

Junior high school pupils are taught five different genres. Descriptive, recount, narrative, procedural, and report are the five types. The study focused on descriptive text, which is taught in high school in the second year. As previously said, the descriptive text is taught by exposing students to a model text in the hopes of them being able to write the genre successfully.

A descriptive text is one in which the writer tries to visualize the subject of his description. Description is a word used to describe a particular thing, place, or person. Descriptive text is significantly different from other types of writing. Text

that explains something is called descriptive text. "Description writers produce word images of people, places, objects, and emotions through careful selection of details to create an effect on the reader," writes Wyrick (1987:227). According to Brown (2001) states that writing thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them. According to the previous statement, descriptive writing is a type of writing that includes a description, quality, and definition of something, thing, or person. Descriptive material is often written in the simple present tense after that. It is the teacher's responsibility to make teaching and learning to write descriptive language more interesting.

Researchers is interested in this study because composing descriptive texts can help pupils in junior high school in Jambi City build critical thinking abilities and develop their thoughts. Why do academics prefer detailed text? Because descriptive texts are regarded suitable for this research, it turns out that, although being simpler to understand, descriptive texts are still tough for students, particularly pupils in Jambi City's junior high school 17. The researcher concentrated on the students' challenges in writing descriptive writings, such as creating ideas, arranging thoughts, syntax, mechanics, and effectively employing terminology. because it is backed by the fact that, despite their teachers' guidance, kids at junior high school 17 in Jambi City commonly struggle to compose descriptive texts. Students face a number of challenges when it comes to creating descriptive paragraphs. Several factors come into play, including: First and foremost, there is a lack of desire to write. Second, a lack of vocabulary expertise. third, a lack of comprehension of the text's grammar, and so forth. It is hoped that

conducting this research will assist students in identifying their limitations in creating descriptive texts. Furthermore, researchers anticipate that teachers will be able to help kids improve their writing skills. And also the teachers can improve their teaching about descriptive writing. Therefore, researchers are interested in conducting descriptive research with the title: "students' difficulties in writing descriptive text at VIII grade students' of junior high school 17 jambi city"

1.2. Limitation Of The Research

The study will look into the problems that students in Jambi City's junior high school 17 have composing descriptive texts. Following the identification of the research problem, the researcher focused on the students' skill in writing descriptive prose. The researcher aims to look at the challenges pupils have composing descriptive texts in VIII I junior high school students in Jambi City.

1.3. Problem of the Research

What are the challenges that students in the eighth grade of junior high school 17 in Jambi City confront when composing descriptive texts?

1.4. Purpose of the Research

The goal of this study backdrop, as indicated above, is to determine the challenges that students in the eighth grade of junior high school 17 in Jambi City face when producing descriptive texts.

1.5. Significant Of The Research

In this research, there are two significances of the research, namely:

1. Theoretically Contribution

The study's ultimate purpose is to provide further information and knowledge to readers, particularly English Department students and lecturers who are interested in reading this article.

2. Practically Contribution

Practically, this study is expected to have contribution for:

a. For the teachers

The researcher hopes that this study will give English teachers in junior high school some pointers on how to help their students overcome writing issues.

b. For the reasearcher

The researcher expects that this study will provide new insight into the difficulties in writing descriptive text. The researcher expects that this will help to improve writing skills, and this study will be completed as part of the requirement for an S1 degree in English Education from Batanghari University Faculty of Teacher Training and Education.

c. For Others

The researcher expects that this study will be helpful as a guide for future researchers interested in learning more about the difficulties students' in writing descriptive text, as well as how it might benefit society.

1.6. Definition of Keyterms

Based on the title of this research, there are several terminology related to this to this research. They are as follow:

1. Difficulty

Based on Merriam-Webster dictionary, difficulty is the quality or state of being hard to do, deal with, or understand.

2. Writing

Harmer (2004:86) states that writing is a process and that we write is often heavily influenced by constrains of genres. Then these elements have to be present in learning activities, analyzing a certain written genre in order to be able to write within that genre is an integral part of the planning stage in a process approach.

3. Descriptive Text

According to Kistono and Ismukoco in (2006:9), descriptive text is used to describe a particular person, place, or thing. The purposes of descriptive text are to describe a particular place/ thing/ person, describe a special place and explain why it is special, describe the most important person in your life, describe the animal's habitat in report.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1. Definition of the Writing

Writing skills are more difficult to teach since they require mastery of not only grammatical and rhetorical methods, but also conceptual and judgmental abilities. Students are expected to write their written products in a grammatically correct manner during the writing process. As the steps to developing rhetorical devices in the written form, they must express their idea and reach a conclusion.

According to Harmer (2004:86), writing is a process, and what we write is frequently influenced by genre constraints. These characteristics must then be included in learning activities; for example, examining a literary genre in order to be able to write within that genre is an important part of the planning step in a process approach.

According to Meyers (2005:2), writing is a technique of expressing yourself in the same manner that you do when you speak. Writing is a form of communication that takes place on paper or on a computer screen. Writing is also a process of uncovering and organizing your thoughts, as well as putting them on paper, altering, and editing them. In other words, according to Palmer (1994:5), writing is recursive. We plot a little, put words on paper, stop to think about what we want to say next, go back and tweak a sentence, or change our ideas entirely.

Writing is a personal act, according to Lyons in O'Malley (1996:136), in which authors take ideas or suggestions and turn them into "self-initiated" themes. Writing is a complicated skill that encompasses practically all aspects of English

proficiency, including vocabulary and grammar mastery, the development of ideas, and self-expression. The competence of students is another component of writing. Many abilities, such as spelling, grammar, and capitalization, have a background. Furthermore, according to Oshima and Hogue (1999:3), writing is a process, not a result. This means that a piece of writing, whether it's a composition for English class or a novel, is never finished; it's always possible to go back and revise it. To summarize, writing is a complex talent that is difficult to teach. Writing is a method of expressing one's thoughts and producing language in the form of text. It is frequently influenced by genre constraints, which must then be presented in learning activities.

2.2. The Process of Writing

Writing is a difficult intellectual job that requires a variety of skills, some of which students may not fully acquire and others of which they may only half master. These abilities include, for example:

1. Reading comprehension
2. Analytical ability
3. There are various significant components to writing abilities. starting with the fundamentals of writing, such as grammar, sentence structure, and spelling. then Plan a writing approach, then communicate your thoughts effectively and succinctly, and last, construct a fair and verifiable argument. Gather evidence effectively, use sources appropriately, and finally, organize ideas effectively.

When students lack these skills, their writing might suffer from a number of flaws, ranging from bad language and syntax to a lack of structure to weak logic

and argument. The fact that many students' reading skills are equally inadequate complicates problems. For example, they will be unable to react to the essential point of an argument in their writing if they are unable to identify it in their reading. In order to succeed in school, you must be able to write well. Breaking down processes is the greatest way to teach writing, which is a complex collection of abilities. The writing process entails a set of processes that must be completed in order to produce a final piece of writing. Educators have discovered that focusing on the writing process helps practically everyone learn to write well. The mystery is removed, and writer's block is eliminated, by breaking down the text step by step. Most significantly, students benefit from constructive comments on their writing, and they are becoming more adept at, and even loving, writing.

The writing process is divided into four parts, according to Oshima and Hogue (2007:15): prewriting, planning, writing and revising the draft, and writing the final copy for submission. In addition, according to Oshima and Hogue (200:15), the writing process consists of four parts. Create an idea as the initial stage. Organize the thoughts in the second stage. Write a rough draft as the third phase. Last but not least, improve the rough manuscript by editing and reworking it. According to Oshima and Hogue (2007:16), the writing process is as follows:

- 1). Prewriting

Prewriting is the initial phase in the process. Pre-writing is a technique for generating ideas. Students select a topic and gather information to describe it in this step. There are a variety of methods for generating ideas. The technique of listing is one of them. Students write down a topic on a piece of paper and then construct a brief list of words or phrases that spring to mind.

2). Organizing.

The following phase in the writing process is to organize your thoughts into concise outlines.

3). Writing.

The next step is to create a rough draft as rapidly as possible, using the outline as a guide, without stopping to think about grammar, spelling, or punctuation. Simply jot down your thoughts on paper. The rough manuscript may have several errors. Anyway, this is extremely typical and okay; it's just a rough draft, and the errors will be corrected later.

4). Polish: revise and edit.

This procedure is also known as revising and editing. Polishing is most effective when done in two parts, the first of which focuses on the most serious content and organization concerns (revising). After that, concentrate on the lesser grammar, punctuation, and mechanics (editing) issues.

2.3. The Components of Writing

Writing is a type of communication that involves the use of language, such as words, sentences, punctuation marks, and a well-structured document. Readers will be able to understand the content more readily this way. Content, Organization, Grammar, Vocabulary, and Mechanics are the five general components of writing, according to Heaton (1998:146).

2.4. Definition of the Descriptive Text

Descriptive writing is employed to describe a certain person, location, or item, according to Kistono and Ismukoco (2006:9). The goal of descriptive language is to describe a specific area, thing, or person, to describe a unique location and explain why it is unique, to describe the most significant person in your life, and to describe the habitat of an animal in a report.

The generic structures of descriptive texts, according to Hartono in Yanora (2005:9), are identification and description, which identifies the person, location, or thing to be described and description, which describes parts, attributes, and features.

The term "description" refers to the separation of one person, item, place, or event from all others in order to show what the selected topic is like. "Description" is "found in circumstances that demand specific information." To be effective, police reports, order letters, lab tests, and leases all require description." By putting the feel, sound, taste, smell, and appearance of things into words, description recreates the sensory impression. Emotion could also be described. Happiness, anxiety, loneliness, sorrow, and joy are examples of feelings." The reader can imagine a place or a person by using their imagination, or understand a sense or an emotion by using description.

2.4.1 Descriptive Text in Linguistics Aspects

The following analysis attempts to group the many and varied skills necessary for a good writing divided into:

- a. Language use: the ability to write correct and appropriate sentences

- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, capitalization, spelling.
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information, (Heaton, 1988: 135).

It is supported by Raimes cited in Cupep (2010), there writing components writing. The components are:

1. Grammar: rules of verb, agreement, pronouns.
2. Mechanics: handwriting, spelling, punctuation.
3. Content: relevance, clarity, originally, logic.

Writers must pay attention to them when composing paragraphs or essays in order to achieve good writing results. This is in line with Nunan's statement in Syarifuddin (2012:12) that knowing the mechanism of letter production, as well as mastering and respecting spelling and punctuation norms, is necessary for success in writing. The content is then organized at the paragraph and full-text levels using a grammatical scheme to express the intended meaning. enhancing and refining one's first attempts Finally, select a style that is appropriate for the target audience. Grammar and mechanics of descriptive text are split into three categories, according to Oshima and Hogue (1997: 54): Present continuous tense, Adjective The subject it, and The expletive there. Capitalization, Punctuation, Italics and Underlining, Abbreviations and Numbers, and Spelling are the five parts of Clouse's (2004: 560) writing mechanics.

According to the above idea, the elements of a linguistics aspect must be grammatically correct while using a structure and mechanism in a systematic manner. Tenses are used to structure a phrase depending on the type of writing,

such as descriptive text, which uses present tenses. The usage of punctuation, on the other hand, is emphasized because it determines the coherence of the writing.

2.4.2 Purposes of Descriptive Text

The goal of descriptive prose is to provide the reader a vivid picture of a person, location, thing, or event. Description is used by the authors to influence others to think or act in certain ways. Description allows us to entertain, as the examples in the accompanying chart demonstrate. Feelings should be expressed, experiences should be related, information should be given, and persuasion should be given.

Because description is frequently emotive, it frequently aids writers in sharing their thoughts. As humans, we are driven by a strong desire to connect with others by sharing our experiences.

2.4.3 Kinds of Descriptive Text

According to the various theories examined, a descriptive text is a text that is used to describe anything, such as people, places, or things. Here are some simple explanations, according to Michael E, et al, (1976:149-150):

1). Description of person

Every person is one-of-a-kind, and as a result, they are all different. When describing someone, you might say "how or what they appear like." Identification, impression, and character sketch are three various ways to describe someone depending on the situation.

a. Identification

Only certain statistical information (height, weight, and age), physical traits (hair, skin, and eyes), and distinctive markers are used to identify someone (scars, birthmark).

b. Impression

The impression, unlike identification, may not be able to identify a person. However, it does communicate a general impression of him or her. Although impressions are typically less thorough and informative than identification, they may be more effective in capturing an individual's striking or distinctive trait.

2). Character sketch

Character sketches are more detailed portrayals of persons; they may also be referred to as profiles, literary portraits, or biographical sketches. A character sketch, as the name implies, depicts a person's character, or at the very least his or her key personality features. Identification and an impression may be part of the procedure.

b. Description of a place

In describing a place, there is no pattern for organizing phrases in a descriptive paragraph. It is not required to start with one region before moving on to another. The description must be structured in such a way that the reader can see the situation described. According to Smalley and Rotten, you can include a controlling notion that indicates an attitude or impression about the areas being described to make the paragraph more engaging, and the organization of the details in your description relies on your subject and goal.

c. Description of a Things

To describe something, the writer needs have a good imagination. In addition, proper nouns and effective verbs can be used to make our subject fascinating to our readers:

1). Using proper noun

To add precise specifics to our descriptive writing, we may wish to use a number of proper nouns, such as the names of specific people, places, and things that the readers are familiar with and can recognize easily, such as Arizona and the University of Tennessee.

2). Using effective verb

We all know how crucial verbs are in narrative, but a good verb may also add a lot to a description. To make descriptions more specific, accurate, and intriguing, writers employ. "The wind chiseled deep grooves into the sides of the cliffs," for example, is more precise than "the wind produced deep grooves." The verb chiseled also paints a more accurate picture of the wind's movement than the verb created.

2.4.5 Structure of Descriptive Text

Every piece of writing has its own structure. Each text has its own set of rules, and each one is unique. That is the rationale for descriptive text structure, according to Artono W, et al. (2008: 122).

a. The generic structures of a description

- 1). Identification: In this stage, you'll identify the phenomenon you're going to describe.
- 2). Description of features: In this stage, the writer explains significant features such as physical appearance, qualities, and other characteristics of the thing he or she is describing.

b. The generic features of description

1). Verb in present tense

The writer should utilize the present tense as the verb in a descriptive text.

a. Adjectives

Adjective is also important in descriptive text, because it use to describe the features of the subject.

b. Topic sentence

It use begin paragraph and organize the various aspect of the description.

c. The factual description scaffold

1. A general opening statement in the first paragraph

This statement introduces the audience to the subject of the description. It can provide the audience with basic information about the subject's when, where, who, and what.

2. A series of paragraph about the subject

A topic sentence usually starts each paragraph. The topic sentence foreshadows the information that will be presented in the rest of the paragraph. Each

paragraph should focus on a different aspect of the subject. The subject is described in this paragraph.

d. concluding paragraph (optional)

The text comes to a close with the concluding paragraph. This section is optional. Sometimes the writer will utilize it, and other times they will not.

2.5. Previous Study

To support this research, researchers who are relevant to this research present several previous studies on descriptive texts consisting of research at national and international levels. Including the following:

First, a researcher named Isna Wahyumi with the research title “An analysis of students abilities and difficulties in writing descriptive text (a study at second grade of SMP N 3 Bontonompo)”. This study aims to determine the abilities and difficulties of students at SMP N 3 Bontonompo in writing descriptive text. The method used in this research is descriptive quantitative. the researcher used a written test as the instrument. This finding indicates that the students' ability in writing descriptive texts is very low. while students' difficulties in writing descriptive texts are linguistic characteristics of descriptive texts consisting of describing objects and details, lack of mastery of vocabulary and grammar so that most students find it difficult to make sentences and write correct spelling words. from these results the researcher can conclude that students do not have a deep understanding in writing descriptive texts.

Second, a researcher named Muhammad Farid Gazali Kadir with the research title "An Analysis on the Students' Ability and Difficulties in Writing Descriptive Text at Third Semester at Muhammadiyah University of Makassar" where the researcher in this study used the Quantitative Descriptive Method. Data collection was carried out using two instruments. . The first instrument is written text to determine students' ability to develop content in writing descriptive texts and the second instrument is a questionnaire to determine the difficulties faced by students. The findings of this study illustrate that the students' ability in writing descriptive texts is good. The total mean score in writing is 70.3 (the ability is classified as good and they have some difficulties in writing rules in terms of punctuation, grammar items, and vocabulary. Students need more development and practice in writing descriptive texts.

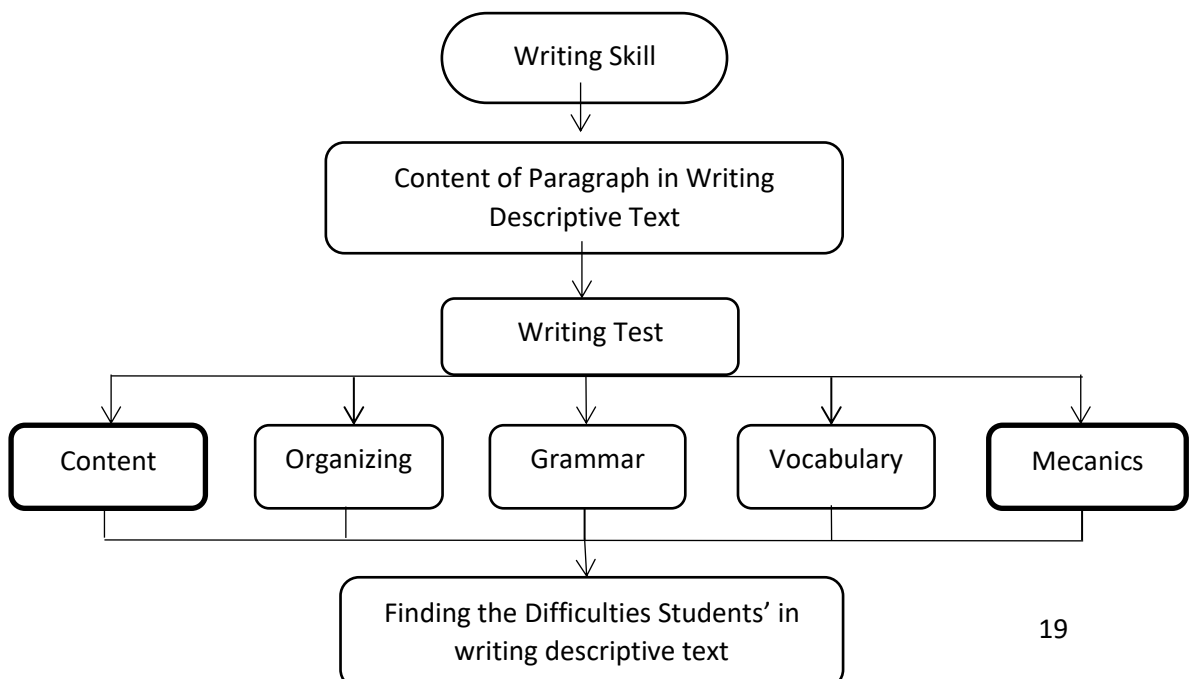
Finally, a researcher named Ibtisam Ali Hassan Al Badi with the research title "Academic Writing Difficulties of ESL Learners" Colleges of Applied Sciences-Sohar, the Sultanate of Oman university in Australia. Where the researcher in this study used the Quantitative, Two questionnaires were used to gather the data of this study. The results suggest that the subjects tend to have similar difficulties in academic writing regardless of their previous educational contexts. The most common one is related to language use as well as coherence and cohesion. Others are related to writing own voice, finding relevant topics and sources; and the last and less problematic one is referencing and citations. Another conclusion which can be drawn is that a variety of factors may contribute to those difficulties. The main factor is the lack of previous experience and knowledge about

the conventions of academic writing and the expectations of the institution they are studying at.

The similarities of the research that the writer will do with several researchers are: they are both researching on the same topic, namely difficulties writing descriptive text. Then, with several equations the researchers found several factors that influence students in writing: Lack of student motivation in writing and some of the results of their research that can help researchers as further reference material. (researcher Hidayatul Fitri). then the following equation has similarities in the title where the researcher discusses the difficulties of students writing descriptive text with similarities about the theory of the descriptive text (researcher Muhammad Farid Gazali Kadir). Finally, The equation of the next research is to find out the difficulties found by previous researchers in writing. where found several factors supporting difficulties in writing. This will later be the author's reference in future research (Ibtisam Ali Hassan Al Badi).

2.6. Conceptual Framework

Figure 1



Based on the conceptual framework above, it describes the process to find out students' difficulties in writing descriptive texts. In this study, the researcher first found out the level of students' writing skills regarding text descriptions. Then an explanation of the descriptive text itself, such as the contents of the paragraph in writing descriptive text, then using an instrument in the form of a written test to determine student learning outcomes in developing ideas in paragraphs with the concept of descriptive writing. The form of text writing starts from the components of content (developing ideas), organizing, grammar, vocabulary and mechanics. After the test results are obtained, the results of the research will find students' difficulties in writing descriptive texts from an academic perspective.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The method in this study uses quantitative research methods. The theoretical basis is used as a guide so that the research focus is in accordance with the facts on the ground. According to Creswell (2012:169), as stated in Novita (2017), quantitative research was a study that looked into the phenomenon of the study. According to Arikunto (2010), quantitative research was carried out in a natural environment and in a normal circumstance in which the conditions were not changed.

The quantitative research design is applied in this study. Quantitative descriptive research, according to Slinger and Shohamy (1989:117), is "a sort of study that relates to investigation that uses already existing data". The reason the researcher chose the quantitative method was because it was in accordance with the research objective, namely knowing the difficulties experienced by students in writing descriptive texts from an academic point of view.

3.2. Population and Sampel

3.2.1 Population

The population, according to Arikunto, is the total research subject. Sugiyono's (2015; 114) population is a generalization area made up of subject objects with specific features and attributes that researchers have specified should be investigated and conclusions generated. All students in class VIII (VIII A, VIII

B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I) a total of 292 people for the 2021/2022 academic year. classes (VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I) a total of 292 people for the 2021/2022 academic year.

Table. 1

Population of the Research

No	Class	Population
1	VIII A	34
2	VIII B	32
3	VIII C	33
4	VIII D	33
5	VIII E	31
6	VIII F	31
7	VIII G	31
8	VIII H	32
9	VIII I	35
Total		292

Source: Administration of SMP N 17 Kota Jambi

3.2.2 sample

The sample is a representation of the population's size and features. The researcher intends to employ clustered sampling to calculate the sample size. Cluster sampling is a multistage method, according to Patricia (2017:110). Pre-existing clusters are first chosen from a population. After then, each cluster's elements are sampled (in some cases, all elements in each cluster are included in

the sample). The researcher chose a sample of this investigation. The researcher will analyze class VIII I as a sample of the research. There are 35 students in Class VIII I.

The considerations determined by the researcher in this study are the class that is considered to know best about what the researcher expects and that class has the highest interest in learning English. Based on these considerations, class VIII I was selected from all VIII grade of junior high school 17 Jambi city in the academic year 2021/2022. This number met the determination of the descriptive research sample according to Gay and Diehl (1992) of 10% of the population.

Table. 2

Sample of the Research

No	Class	Students		Total
1.	VIII I	MALE	FEMALE	35
		7	28	

Source: Administration of SMP N 17 Kota Jambi

3.1 Research Instrument

According to Borg (1991:271), test is an instrument for assessing individual differences along one or more that given a dimension of behavior. meanwhile Tests are excellent measuring instruments for educational research, according to Ary, Jacob, Sorensen, and Rezavieh (2010:201). A test is a series of stimuli provided to an individual with the goal of eliciting answers that can be used to calculate a numerical score. The researcher finds that the test is a process used to examine the

ability of individual differences as long as one or more scores may be assigned, based on numerous expert opinions on the test.

The purpose of this written test is to measure how difficult it is for pupils to write descriptive writings. Students must create a two-paragraph descriptive text. This paper's theme is "people's descriptions of yourself" (students may use dictionary tools). Kadir, Muhammad Farid Gazali provided the inspiration for this test. "Students' abilities and problems in producing descriptive text at Muhammadiyah University of Makassar in the third semester.

3.2 Technique of Data Collection

The researcher used a written test to acquire accurate data about students' challenges in generating descriptive text. According to the guidelines The purpose of this study instrument was to discover the students' challenges in creating report papers. The researcher conducted this study by administering a test on how to produce descriptive prose and then extracting information from the writing in terms of content, structure, grammar, vocabulary, and mechanics. Students compose descriptive texts of the type defined by the researcher, namely descriptions of persons with a self-description topic. Researchers provide the highest score 4 in 5 components In writing the text, the researcher gave five scores following: content, organization, grammar, vocabulary, and mechanics. The researcher gave 20 for each very good score. So the highest score is 100. The researcher uses an analytical assessment rubric adapted from Brown (2007).

Table. 3

Scoring rubric of writing

Aspect	Score	Performance Descriptive
Content (C) 30% - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20% - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement Inaccuracies
	1	Frequent grammatical or agreement inaccuracies

Vocabulary (V) 15%	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation and Capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and Capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

3.3 Technique of Data Analysis

Because it is a process of organizing and assessing data, data analysis is a vital stage in any research. In the analysis of data from the students' writing ability test, the questions on the test are in English. A test is given to determine which section of the descriptive text is difficult to comprehend. The results of this test will be utilized to figure out what's causing the students' issues. The researcher calculated the mean score of the pupils using the following formula:

$$\bar{x} = \frac{fi}{f}$$

\bar{x} = Mean/Average

Fi = Sum of the value/score

F = Total of data/respondents

Purwati (2016) cites Reid (1993:235) who states that the evaluation that uses analytic technique breaks down the written product into five components. Content, form organization, vocabulary or style, language use or grammar, and mechanics are the five categories. These elements are utilized to determine the score criteria in writing, and the criteria are as follows:

Table. 4
Criteria scoring writing

No	Score	Criteria
1	91 – 100	Excellent
2	81 – 90	Very good
3	71 – 80	Good
4	61 – 70	Fair
5	51 – 60	Poor
6	<50	Very poor

Sources: Adapted Reid (1993:235)

CHAPTER IV

FINDING AND DISCUSSION

4.1 Findings

This study was conducted for class VIII I students at Junior High School 17 in Jambi City in the academic year 2021/2022. Students' Difficulties in Writing Descriptive Text was discovered through a written test. The purpose of this week-long study was to learn more about students' problems in creating descriptive texts. A total of 35 students were involved in this study, with 7 males and 28 females. The study took place over the course of a week, between February 2nd and February 8th, 2022.

The students' challenges in creating descriptive writings are detailed in the following findings. The researcher employed one of the tools, a writing test, as previously indicated in the previous chapter. The researcher utilized a writing exam to see how difficult it was for pupils to write descriptive prose. The researcher has decided on a sample size of 35 students. To categorize students' levels of difficulty in producing descriptive writings. The researcher uses the technique of adding the average value of 5 assessment indicators, namely: content, organization, grammar, vocabulary, and mechanics. then from each indicator will be given a score of 1 to 4. then the value of each indicator is added up and the average value of the indicator is obtained. Finally, to determine the criteria for assessing student difficulty, the average results of each indicator are changed in a score range of 1 to 100. with the terms excellent, very good, good, fair, poor, and very poor.

Table. 1**Students' Scores In Writing**

No	Name	Content	Organization	Grammar	Vocabulary	Mechanics	Score
1	Student 1	4	3	4	2	1	14
2	Student 2	4	3	3	2	3	15
3	Student 3	2	2	1	1	1	5
4	Student 4	1	1	1	1	1	5
5	Student 5	1	1	1	1	1	5
6	Student 6	4	3	1	1	1	10
7	Student 7	4	3	1	1	2	11
8	Student 8	3	2	1	1	1	8
9	Student 9	4	3	1	1	1	10
10	Student 10	4	4	3	2	3	16
11	Student 11	3	2	1	2	1	9
12	Student 12	4	4	2	3	3	16
13	Student 13	4	3	2	1	3	13
14	Student 14	4	3	1	1	2	11
15	Student 15	4	4	3	3	3	17
16	Student 16	4	4	3	3	1	15
17	Student 17	4	3	3	2	2	14
18	Student 18	4	4	4	3	3	18
19	Student 19	4	3	3	3	3	13
20	Student 20	3	2	1	2	2	10
21	Student 21	3	2	1	2	2	10
22	Student 22	3	2	2	4	3	15
23	Student 23	3	2	2	2	3	11
24	Student 24	3	2	4	2	2	13
25	Student 25	3	3	2	4	3	15
26	Student 26	3	3	2	2	3	13
27	Student 27	3	2	2	1	2	10
28	Student 28	2	2	3	3	2	12
29	Student 29	2	2	2	3	3	12
30	Student 30	3	3	2	2	2	12
31	Student 31	2	3	3	2	2	12
32	Student 32	2	2	2	2	3	11
33	Student 33	3	3	2	3	2	13
34	Student 34	4	3	2	2	3	14
35	Student 35	3	2	3	2	3	13
Total Score		111	93	74	72	76	421
Mean Score		3.17	2.66	2.11	2.06	2.17	12.03
Scor (0 – 100)		79.29	66.43	52.86	51.43	54.29	

4.1.1 Students' Difficulties in Writing Descriptive Text

According to the results of the data analysis, the majority of the students struggled to write descriptive writings. The majority of kids in each category are classed as poor, as evidenced by the results of the students' writing assessments.

a. Content

Based on the results of the data in this study, it was found that the lowest level of student difficulty was in the content category. It is evident from the results of the tests given to 35 students, by calculating the overall score of students getting a total score of 111, then the average value obtained from the total score divided by the number of samples (35 students) then the average result is 3.17 (score range 1 to 4). This result is multiplied by 25 to become a score range of 1 to 100 to determine the assessment criteria. obtained a score of 79.25 which is classified as "good" criteria.

This means that only a few students have difficulty with the content indicator, with details of 7 people having difficulty in the content category because they got the lowest score. Among them there are 5 students who get a value of 2 and 2 students get a value of 1 (below average). students are less able to write coherent and coherent paragraphs, students are less able to write the specified topic completely and clearly and the details provided are less related to the topic.

b. Organization

In the organizational category found a higher level of difficulty. evidenced from the calculation of the value obtained from the 35 students. In the organization

indicator, the total score of 35 students is 93, then the average value is calculated by dividing the total score (93) by the number of samples (35 students) obtained an average of 2.66 (based on a score range of 1 to 4), to determine the assessment criteria, the average value (2.66) is multiplied by 25 so that the score will be in the assessment category from 1 to 100, so a score of 66.43 is obtained which based on this assessment criteria is classified as "Fair" (with the provisions of 61-70 fair category).

This proves that the difficulties experienced by students are still relatively safe. with details where 15 students experienced difficulties based on the results obtained. Consisting of 13 students who got a score of 2 and 2 students got a score of 1. They were not able to adequately describe the contents of each paragraph about themselves, there was incomplete identification and very few descriptions that did not describe part of the sentence cluster.

c. Grammar

In the grammar category, many students have difficulty in writing descriptive text. It is evident from the results of the assessment calculations of the 35 students studied that the total score of 35 students is 74. Then the total score (74) is divided by the number of samples of 35 students to obtain an average score of 2.11 (from a score range of 1 to 4). To determine the assessment criteria, the average value is changed to a value range of 1 to 100, namely by means of the average value of the grammar indicator (2.11) multiplied by 25 to obtain a score of 52.86 which belongs to the "poor" criteria (51-60 poor criteria). .

based on the calculation of the value, it can be seen that quite a lot of students have difficulty in grammar indicators, this is evidenced by the discovery of 23 getting the lowest score, consisting of 12 students getting a score of 2 and 11 students getting a score of 1.

d. Vocabulary

Based on the results of the data obtained, the vocabulary category found the highest level of difficulty. This is based on the calculation of student assessment calculations from 35 samples obtained a total score of 72, then to calculate the average overall score, the total score (72) is divided by the number of samples (35 students) obtained an average score of 2.06, to find the assessment criteria, the average score of 2.06 (score range 1 to 4) was multiplied by 25 to obtain a score of 51.43 (score range 1 to 100). based on the results of these scores, this indicator is categorized as a "poor" criterion.

The "poor" criteria obtained indicate the level of student difficulty is quite high compared to other assessment indicators. It is evident from 35 students who took the test there were 25 students who had difficulty in this category by obtaining the lowest score of them, 15 students got a value of 2 and 10 students got a value of 1. This is because students have difficulty in choosing the right words in sentences supported by good vocabulary mastery. less so that they do not know how to choose the right words to make sentences in writing descriptive texts.

e. Mechanic

In the mechanical category, the difficulty level is quite high. This is evidenced by the calculation of the indicator assessment, first the total score of the entire sample (35 students) is 76, then to determine the average value of the overall indicators, namely the total score (76) divided by the total sample (35 students) an average score of 2.17 is obtained. To find the assessment criteria, the student's average score (2.17) is multiplied by 25 in order to change to a form of assessment, a score range of 1-100 is obtained by a score of 54.29. This means that the assessment criteria obtained on the mechanics indicator is "Poor".

This indicator shows that the level of difficulty experienced by students is still high from the 35 students who took the test. 20 students experienced difficulties consisting of 11 students scored 2 and 9 students scored 1. students did not master conventions, dominated by spelling errors, punctuation marks and the use of capital letters, especially the use of capital letters. letter.

4.2 Discussion

Based on the instrument used in this study, namely the test. it was found that grade VIII I students at Junior High School 17 Jambi City generally still had difficulties in writing descriptive text. This is indicated by the mastery of the components of students' descriptive text writing skills from five categories. In this study, in finding the difficulties of students in writing descriptive text to get effective data results, the researcher was assisted by one of the English subject teachers who was the homeroom teacher of this sample.

In determining the academic difficulty of each number that appears in this study, the researcher uses tests and assessments to get the respondent's score in real terms, this is the measure of the student's level of difficulty. first, calculate the average (mean) of the sample used by adding up all respondents' values based on their respective components which are then divided by the number of respondents. So, the average value obtained is the range (1-4). To determine the criteria in the assessment, the average result is changed in the form of a score ranging from 0-100, this is obtained by multiplying the average value by 25 (because the highest score is 4 when multiplied by 25 it will get a result of 100). To make it easier for readers, the researcher also made an assessment in the form of a percent. This was obtained from the results of the number of students who got the same score divided by the total number of students (sample) then multiplied by 100.

First, the component of descriptive text writing skill that has the lowest difficulty is content. based on the data obtained from the test in finding students' difficulties in writing descriptive texts the students were not able to write coherent and coherent paragraphs. seen from the large percentage of errors found in student tests of 20%. Exactly 14.29% had difficulty in integrating details with the topic. For example, about 5 students were unable to write down the specified topic completely and clearly and the details provided barely contained a paragraph (too few). Then as many as 5.71% or about 2 students had difficulty in explaining the topic and in detail and supported by the details provided almost did not contain a paragraph. The written text has paragraphs that are less related to each other and difficult to understand, lastly there is still poor word development. In example student (4).

Second, in the organization component there are 2 parts, namely the identification paragraph and the description paragraph. many students have difficulty compared to the previous component. It was found that 42.86% had difficulty in organizing a paragraph which was divided into 37.14% or about 13 students could not identify the contents of the paragraph and describe it according to the given topic, while 5.71% or about 2 students could not significantly distinguish between paragraphs. identification and description as well as the paragraphs made do not meet the components of either identification or description. In the example student (23).

Third, the difficulties in the mechanical components are divided in terms of punctuation, capitalization and spelling. It was found that 57.14% had difficulty writing descriptive text. 31.43% have difficulty in writing spelling, punctuation, and capitalization, or about 11 students have 3 difficulties in each part of the mechanical component. students find it difficult to write punctuation of the size of the first letters such as names, class writing, punctuation at the end of sentences, and spelling. Then 25.71% or about 9 students have more difficulty understanding the mechanical component parts, this is evidenced by the more errors found in the use of capital letters in words, placement of punctuation marks and also spelling. In the example student (1).

Fourth, it was found that the difficulty was quite high in the grammar component, 65.71% containing more than half the number of students experiencing difficulties in the grammar component. There are 34.29% 23 or about 12 students have difficulty making complete sentence structures, as evidenced by the finding of many grammatical errors or agreement and 31.43% or about 11 students more often write grammatical errors or agreements that cause students' difficulties. difficulty

in forming sentence structures and the use of inappropriate pronouns, the use of "to be". For example: me now school, name my brother Briliando, I beautiful, skin brown. In the example (student 9).

Finally, it was found that the highest student difficulty was in the vocabulary component. 71.43% or about 25 students have difficulty choosing the right words in a sentence, about 42.86% or about 15 students have difficulty choosing the right words in forming sentences. Found some limited range of confusing words. And 28.57% or about 10 students with poor knowledge or words, tenses, and cannot be understood. For example: I'm to stay in, I'm eternal in jambi, I'm daughter one, younger brother one, reading hobby, playing badminton. In the example (student 7).

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

For class VIII I Junior High School 17 Jambi City, after doing research and analyzing data utilizing a written test instrument. Based on study into students' challenges in creating descriptive texts, the following conclusions can be drawn:

1. The prominent difficulty in writing descriptive text research on students is found in the vocabulary component. It is proven by the percentage result of 71.43%. Students tend to find it difficult to choose the right words in sentences. Supported by finding inappropriate word choices, word choices that change the meaning of a sentence so that it does not form a coherent paragraph. And the lack of vocabulary mastery in students,
2. The second highest difficulty found in this study was found in the grammar component. It is proven by the percentage result of 65.71%. More than half of the students had difficulty in forming the correct sentence structure. It is proven by the finding of several tense errors, and the placement of sentence structures with the wrong choice of words to form different meanings.
3. Finally, the major difficulty found in this study is the mechanical component. As many as 57.14% have difficulty in using uppercase letters of a word, using capital letters and spelling. This is evidenced by the discovery of writing errors in terms of mechanics. Many students do not understand the use of each.

5.2 Suggestion

Based on the conclusions above, the researchers provide the following:

1. Teacher

The results of this study are a reflection of the form of student difficulties, where teaching teachers must understand it better with various methods that can be used by the teacher. Teachers play a big role in ensuring student understanding of a learning topic.

2. Student

For students, the results obtained in this study can be used as a reflection for self-correct and understand each other's inadequacies and motivate themselves to overcome the difficulties experienced. Researcher hope that students find a way out of the difficulties they face.

3. Future Researchers

For future researchers, this research is only limited to finding out what students have difficulty in writing descriptive text. Furthermore, further researchers can look for the causes of these difficulties that have been disclosed in this study. So the nature of the research is complete this research.

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APENDIX I

Students Score In Writing

No	Name	Content	Organization	Grammar	Vocabulary	Mechanics	Score
1	Student 1	4	3	4	2	1	14
2	Student 2	4	3	3	2	3	15
3	Student 3	2	2	1	1	1	5
4	Student 4	1	1	1	1	1	5
5	Student 5	1	1	1	1	1	5
6	Student 6	4	3	1	1	1	10
7	Student 7	4	3	1	1	2	11
8	Student 8	3	2	1	1	1	8
9	Student 9	4	3	1	1	1	10
10	Student 10	4	4	3	2	3	16
11	Student 11	3	2	1	2	1	9
12	Student 12	4	4	2	3	3	16
13	Student 13	4	3	2	1	3	13
14	Student 14	4	3	1	1	2	11
15	Student 15	4	4	3	3	3	17
16	Student 16	4	4	3	3	1	15
17	Student 17	4	3	3	2	2	14
18	Student 18	4	4	4	3	3	18
19	Student 19	4	3	3	3	3	13
20	Student 20	3	2	1	2	2	10
21	Student 21	3	2	1	2	2	10
22	Student 22	3	2	2	4	3	15
23	Student 23	3	2	2	2	3	11
24	Student 24	3	2	4	2	2	13
25	Student 25	3	3	2	4	3	15
26	Student 26	3	3	2	2	3	13
27	Student 27	3	2	2	1	2	10
28	Student 28	2	2	3	3	2	12
29	Student 29	2	2	2	3	3	12
30	Student 30	3	3	2	2	2	12
31	Student 31	2	3	3	2	2	12
32	Student 32	2	2	2	2	3	11
33	Student 33	3	3	2	3	2	13
34	Student 34	4	3	2	2	3	14
35	Student 35	3	2	3	2	3	13
Total Score		111	93	74	72	76	421
Mean Score		3.17	2.66	2.11	2.06	2.17	12.03
SCORE (1-100)		79.29	66.43	52.86	51.43	54.29	

APENDIX II

Scoring Rubric of Writing

Aspect	Indicator	score	Perfomance Descriptive
Content (C) 30%	1. Paragraph Unity (Topic, Topic sentence, Supporting sentence, Concluding sentence)	4	The topic is complete and clear and the details are relating to the topic
		3	the topic is complete and clear but the details are almost relating to the topic
	2. Coherence (The sentence hold together, understandable)	2	the topic is complete and clear but the details are not relating to the topic
		1	the topic is not clear and the details are not relating to the topic
Organization (O) 20%	1. Identification (identify the name of people, describe the complete features of the people)	4	Identification is complete and descriptions are arranged with proper connectives
		3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2. Description (parts, qualities, and characteristics)	2	Identification is not complete and descriptions are arranged with few misuse of connective
		1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20%	to describe actions or conditions that are usual habitual or permanent, to state general/ truth, for future action in certain time)	4	Very few grammatical or agreement inaccuracies
		3	Few grammatical or agreement inaccuracies but not effect on meaning
		2	Numerous grammatical or agreement Inaccuracies
		1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	1. Word choices (choose the appropriate and accurate words to express ideas)	4	Effective choice of words and word forms
		3	Few grammatical or agreement inaccuracies but not effect on meaning
		2	Limited range confusing words and word forms

		1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15%	1. Punctuation (comma, period, the colon, semicolon, apostrophe, quotation marks, the dash)	4	It uses correct spelling, punctuation and Capitalization
		3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and Capitalization	
	1	It is dominated by errors spelling, punctuation and capitalization	
	3. Spelling (avoid misspelling)		

APENDIX

Test

A. Tes tertulis

1. Petunjuk pengisian:
 - a. Atas partisipasi dan kerja samanya peneliti mengucapkan banyak terima kasih.
 - b. Isilah identitas anda sesuai dengan petunjuk yang telah disediakan!
 - c. Kerjakanlah tes ini dengan sebaik – baiknya!
 - d. Anda diperbolehkan membuka kamus selama mengerjakan tes ini.
 - e. Waktu untuk mengerjakan tes ini selama 90 menit.
 - f. Selamat mengerjakan

 2. Buatlah karangan anda sesuai dengan petunjuk sebagai berikut :
 - a. Jenis karangan : Deskriptive Text
 - b. Topic : people (your self)
 - c. Jumlah : Minimal 2 Paragraf
 - Paragraf Pembuka (Identification Paragraph)
 - Paragraf Pendukung (Description Paragraph)
- a. Waktu 90 Menit.

APENDIX 4

Student Test Result

Student 1

Title

Hello my name is Dywalade Albar, i'm the thirteenth student...
from 8i, i live with my Father and mother, my Father works on village At
Tanjung Jabung timur, my mother is The teacher and works At sman 5,
i'm the 3rd kids from my family, my older sister live At Kerinci,
And the middle sister is the student At IPB university, i live At
Mendalo darat

My Height is Around 175cm and my weight is Around 58kg,
my hobby is Doing Experiment on insects, my characteristic is Acting
dumb Everytime, my Goal is Being Happy.



Chiaki Mayad

Student 4

Title

Permission name I Juanda Dwi Sa Putra, I
School in Junior high school 17, I School
Usually wake up at 5 am.

I Sometimes Indecisive individualist incre bulky,
I In capable, Inarticulate, and incre bulky

Student 7

Title

My name is AZWA AZURA. I'm to stay in Jl.
Poros Bougen vite Perum. Mahakarya Block B. Number two.
I'm 14 years old. I'm eternal in Jambi, 04 - Januari -
2008. I'm daughter one. I'm from to be younger
brother. Younger brother one name AIVINO HIDAYAT,
and younger brother two name DAMU ORRADO.

I'm have hobi read, I'm like music, and Play
Badminton, hobi: read I'm that comic and novel.

Student 9

Title

My name is Elisabeth, I'm child three, my age 14 th, and me eternal in Jambi. Me now school in SMP14 (Jambi). I have Parents, my mom name is N. Sinaga and my Father name is S. Simarmata. And me have brother and sister, ~~my~~ name my brother Brivando - Simarmata and ~~name~~ my sister Tiar Natara Simarmata.

I have Phobic snake, a beautiful, I have height 161 cm, I have skin brown, my eyes brown, I have hair straight and I like music

Student 23

Title

Hi
my name is Ratu, I'm class 15 Bi, my age is 13 y.o. March 16th it's my birthday. I have one brother and one sister.

I have body high 153 cm. My character is insecurity when people. I have hoby play basketball. and I have best friend, her name is Vina.

APENDIX 5
Documentation



