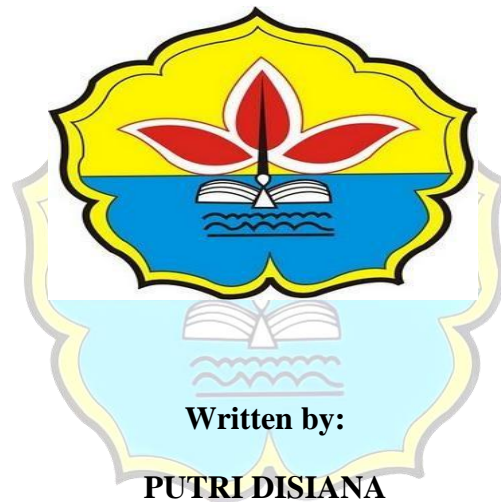


**AN ANALYSIS OF STUDENTS PROBLEMS IN WRITING DESCRIPTIVE
TEXT AT THE EIGHTH GRADE OF LABORATORIUM STKIP JUNIOR
HIGH SCHOOL JAMBI**

A THESIS

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



1700888203049

**ENGLISH LANGUAGE EDUCATION FACULTY OF TEACHER
TRAINING AND EDUCATION UNIVERSITY OF BATANGHARI**

JAMBI

2023

APPROVAL

This thesis entitled "An Analysis Of Students Problems In Writing Descriptive Text At The Eighth Grade Of Laboratorium STKIP Junior High School Jambi" written by:

Name : Putri Disiana
Student's Number : 1700888203049
Study Program : English Education
Faculty : Teacher Training and Educational Sciences

Has been corrected and approved to be presented in front of the team examiners.

Jambi, August 10th 2023

Accepted by:

The First Advisor

Dr. Yanfi Ismiyati/M.Pd.

The Second Advisor

Siti Aisyah, M.Pd.

Approved by:

The Head of English
Education Program

Ridho Praja Dinata, M.Pd

The Dean of Teacher

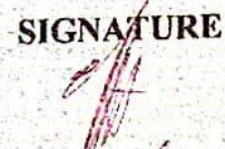
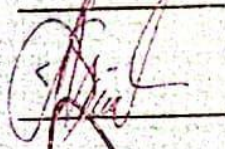
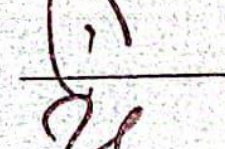

Training and Education Faculty

Dr. H. Abdoel Gafar, S.Pd, M.Pd

LETTER OF RATIFICATION

This thesis entitled "An Analysis Of Students Problems In Writing Descriptive Text At The Eighth Grade Of Laboratorium STKIP Junior High School Jambi". Written by Putri Disiana, student's number 1700888203049, was accepted and approval by team of examination Faculty of Teacher Training and Education University of Batanghari on August 2023.

Team of Examiners


NAMES	POSITIONS	SIGNATURE
Dr. Yanti Ismiyati, M.Pd.	Chairwoman	
Siti Aisyah, M.Pd	Secretary	
Efa Silfia, M.Pd	Main Examiner	
Ridho Praja Dinata, M.Pd.	Examiner	

The Head of English
Education Program


Dr. Yanti Ismiyati, M.Pd.

Ratified by:

The Dean of Teacher
Training and Education Faculty


Dr. H. Abdoel Gafar, S.Pd, M.Pd

DECLARATION

Hereby I state that a thesis entitled "An Analysis Of Students Problems In Writing Descriptive Text At The Eighth Grade Of Laboratorium STKIP Junior High School Jambi" is fully my own work. I am totaly aware that I have quoted some statements and ideas from other sources, and they are properly acknowledged in the thesis.

Jambi, August 10th 2023

Declared by,



Putri Disiana

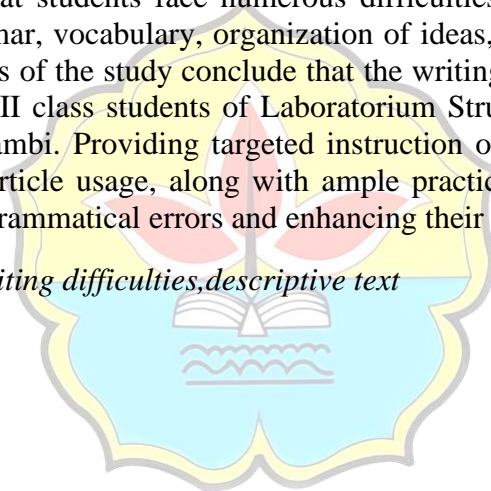
1700888203049

ABSTRACT

Disiana, P. 2023. “An Analysis Of Students Problems In Writing Descriptive Text At The Eighth Grade Of Laboratorium STKIP Junior High School Jambi.” Thesis. English Language Education, Faculty of Teacher and Educational Sciences, University Of Batanghari, Jambi, 2021. First Advisor: Yanti Ismiyati, S.Pd, M.Pd and Second Advisor: Siti Aisyah, M.Pd

This study aims to identify the specific issues faced by eighth-grade students at Laboratorium STKIP Junior High School in Jambi when writing descriptive texts. The research adopts a case study design and utilizes the descriptive qualitative research method. The data were collected through interviews with students as the researchers aimed to understand the students' difficulties in writing descriptive text. The findings reveal that students face numerous difficulties in various aspects of writing, such as grammar, vocabulary, organization of ideas, spelling, prepositions, and articles. The results of the study conclude that the writing of descriptive texts is a difficult level for VIII class students of Laboratorium Structural Kinematics and Interaction (STKIP) Jambi. Providing targeted instruction on verb tenses, subject-verb agreement, and article usage, along with ample practice exercises, can assist students in rectifying grammatical errors and enhancing their writing accuracy.

Keywords: *students, writing difficulties, descriptive text*



ABSTRAK

Disiana, P. 2023. "Analisis Masalah Siswa dalam Menulis Teks Deskriptif di Kelas Delapan Laboratorium STKIP Junior High School Jambi." Tesis. Pendidikan Bahasa Inggris, Fakultas Ilmu Keguruan dan Pendidikan, Universitas Batanghari, Jambi, 2021. Pembimbing Pertama: Dr. Yanti Ismiyati, S.Pd, M.Pd dan Pembimbing Kedua: Siti Aisyah, M.Pd

Penelitian ini bertujuan untuk mengidentifikasi masalah-masalah khusus yang dihadapi oleh siswa kelas delapan di Laboratorium STKIP Junior High School Jambi dalam menulis teks deskriptif. Penelitian ini mengadopsi desain studi kasus dan menggunakan metode penelitian kualitatif deskriptif. Data dikumpulkan melalui wawancara dengan siswa-siswa karena peneliti bertujuan untuk memahami kesulitan-kesulitan yang dihadapi siswa dalam menulis teks deskriptif. Temuan penelitian mengungkapkan bahwa siswa menghadapi banyak kesulitan dalam berbagai aspek menulis, seperti tata bahasa, kosakata, organisasi ide, ejaan, preposisi, dan artikel. Hasil penelitian menyimpulkan bahwa menulis teks deskriptif merupakan tingkat kesulitan yang tinggi bagi siswa kelas VIII di Laboratorium Structural Kinematics and Interaction (STKIP) Jambi. Memberikan instruksi yang ditargetkan mengenai waktu kata kerja, kesepakatan subjek-kata kerja, dan penggunaan artikel, bersama dengan latihan yang cukup, dapat membantu siswa dalam memperbaiki kesalahan tata bahasa dan meningkatkan akurasi menulis mereka.

Kata Kunci: siswa, kesulitan menulis, teks deskriptif

ACKNOWLEDGEMENT

Assalamualaikum, Wr. Wb

Alhamdulillahirabbil'alamiin, all praises and thanks to Allah SWT, because of Allah SWT the writer could finish this thesis entitled *An Analysis Of Students Problems In Writing Descriptive Text At The Eighth Grade Of Laboratorium STKIP Junior High School Jambi*. However this success would love be achieved without support, quidance, advice, help, and encouragement from individuals and institutions.

This thesis is one of requirements to get one Degree of English Education Study Program Faculty of Teacher Training and Educational of Batanghari University. This thesis directly or not has widely involved so many people with whom I should not to forget. It would be unfair on my part if the efforts of those persons who helped me are not mentioned:

1. Prof Dr. Herri, SE. MBA., as Rector of Batanghari University.
2. Dr. H. Abdoel Gafar, S.Pd, M.Pd as the Dean of Faculty of Teacher Training and Educational Sciences of Batanghari Universtity.
3. Ridho Praja Dinata, M.Pd as the Head of English Department of Batanghari University.
4. My First Advisor,Dr. Yanti Ismiyati, S.Pd, M.Pd for diligence in

providing feedback and encouragement for the finalization of the thesis. All lecturer in English Education Program and Faculty of Teacher Training and Education who had given a lot of priceless thing, knowledge, and experiences.

5. Siti Aisyah, M.Pd as my Co-Advisor, who has always patiently supervised the writer until the end of this chapter. Her high academic standards always inspired the writer. Without her, the writer could not have finished this thesis.
6. My beloved parents, brother and sister and the whole family that I can't write it one by one, thank you so much for love, support, and always trust me.
7. For my beloved partner Ivan, thank you so much for accompanying me on my thesis journey. Your support during my challenging times and assistance in completing my thesis mean a lot to me.
8. My beloved students in Eighth Grade Of Laboratorium STKIP Junior High School Jambi.
9. And for my classmates in English Education 2017.

Finally, as a human being the writer realize that there are must be some weakness in this thesis. Therefore any constructive criticism is welcome for improvement if this thesis.

Jambi, August 10th 2023

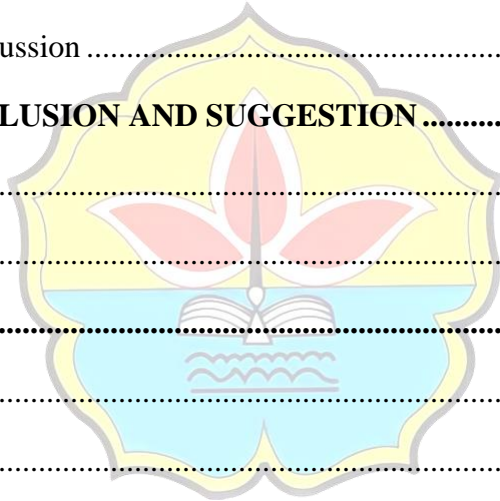
The Researcher

Putri Disiana

TABLE OF CONTENTS

COVER	i
APPROVAL	ii
LETTER OF RATIFICATION.....	iii
DECLARATION.....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENT.....	vii
TABLE OF CONTENT.....	ix
LIST OF APPENDICES.....	xi
CHAPTER I INTRODUCTION.....	1
1.1 Background of The Research.....	1
1.2 Identification of The Research.....	3
1.3 Formulation of The Problem.....	3
1.4 The Purpose of The Problem.....	3
1.5 The Benefit of The Research.....	4
1.6 Definition Key Terms.....	5
CHAPTER II REVIEW OF THE RELATED LITERATURE.....	6
2.1 Definition of Writing.....	6
2.2 Definition of Descriptive Text.....	11
2.3 Previous Studies.....	14
CHAPTER III RESEARCH METHODOLOGY	16

3.1 Research Design	16
3.2 Setting of The Research.....	17
3.3 Subject of The Research	17
3.4 Instrument of The Research.....	18
3.5 Technique of Data Collection.....	18
3.6 Technique of Data Analysis.....	20
CHAPTER IV FINDINGS AND DISCUSSION	23
4.1 Research Findings.....	23
4.2 Research Discussion	33
CHAPTER V CONCLUSION AND SUGGESTION	38
5.1 Conclusion	38
5.2 Suggestion.....	39
REFERENCES.....	41
APPENDIX I.....	49
APPENDIX II	55



LIST OF APPENDICES

Appendix I Jacob Analytical Scoring.....	45
Appendix II Student Works	49
Appendix III Student Interview Transcript	55
Agreement Form	61



CHAPTER I

INTRODUCTION

1.1 Background of The Research

English is a vital language that students need to learn in order to communicate with teachers, friends, and people from different countries. In Indonesia, English is taught to students from primary school to university. It is essential for students to have a strong command of English in all four language skills: listening, speaking, reading, and writing. English is widely used for international communication, both written and spoken. Moreover, numerous books on various subjects such as science, technology, and art are written in English.

The English language encompasses four essential skills that individuals need to acquire: listening, speaking, reading, and writing. These skills are also integral to the learning process of the Indonesian language. As stated by Tarigan (2008), individuals gradually develop these skills, beginning in childhood with listening and speaking, and later progressing to reading and writing.

Moreover, Brown (2001) states that writing involves the thinking process, as it is the act of translating thoughts into words and putting them down on paper. Alkautsar (2015) considers writing as a challenging skill to learn for students and emphasizes the need for an integrated approach in teaching it.

These skills are interconnected and must be mastered by students as they

progress in their language learning. However, the researcher has identified several problems in schools, such as grammar errors, limited vocabulary, lack of mechanics, and difficulties in generating ideas. Descriptive texts, in particular, pose challenges for students due to poor vocabulary, difficulty in generating ideas, and grammar issues.

The researcher has identified certain challenges that students may encounter while writing descriptive texts. These challenges encompass areas such as vocabulary limitations, occasional grammatical errors, efforts in effectively organizing ideas within paragraphs, and describing audio or instructed content. Furthermore, students might face complexities in identifying suitable topics, providing relevant supporting details, drawing conclusions, maintaining unity, and achieving coherence within their writing. It is important to note that these challenges are not uncommon, and the researcher's intention is to comprehensively analyze the issues that students may face in this particular domain.

In conclusion, students encounter challenges in various aspects of writing, such as grammar, vocabulary, organization of ideas, spelling, and punctuation. These difficulties can hinder their ability to produce high-quality written work. A significant factor contributing to these problems is a lack of student engagement and motivation in learning the English language. This research aims to identify the specific issues faced by eighth-grade students at Laboratorium STKIP Junior High School in Jambi when writing descriptive texts.

1.2 Identification of The Research

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.

1. The students have lack of vocabulary.
2. The students have a limited understanding of grammar.
3. The students have deficiencies in the mechanics of writing (punctuation, spelling, capitalization).
4. The students struggle with generating ideas and determining the content.

1.3 Formulation of The Problem

Based on the provided explanation, the research question can be formulated as follows. “What are the problems of students in writing descriptive text at the eighth grade of Laboratorium STKIP Junior High School Jambi?”.

1.4 The Purpose of The Problem

In general, the purpose of this research is to assess the ability of students in writing descriptive text and to find out the problems faced by eighth-grade students at Laboratorium STKIP Junior High School in Jambi when writing descriptive texts.

1.5 The Benefit of The Research

1. Theoretical Benefit

The research contributes to the theoretical understanding of teaching and learning writing descriptive texts in the context of English education.

It adds to the existing body of knowledge on students' challenges in writing descriptive texts at the eighth grade level.

2. Practical Benefit

a. a. Student:

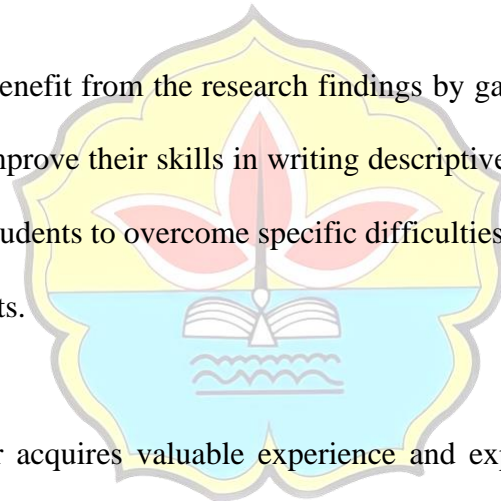
Students can benefit from the research findings by gaining insights and strategies to improve their skills in writing descriptive texts. It provides guidance for students to overcome specific difficulties encountered in writing descriptive texts.

b. Researcher

The researcher acquires valuable experience and expertise in language education, specifically in teaching writing descriptive texts. It enhances the researcher's proficiency in guiding students to develop their writing skills in this genre.

c. Reader

Readers gain comprehensive knowledge and understanding of writing descriptive texts through the research findings. It serves as a resource for individuals interested in improving their writing abilities in the descriptive genre.



d. Other Researcher

The research findings can contribute to the broader academic community by complementing and expanding existing studies on students' proficiency in writing descriptive texts. It serves as a foundation for future research endeavors in the field of writing instruction and language education, specifically in relation to descriptive writing.

1.6 Definition Key Terms

In this research, there are certain important terms that are commonly used and require clear definitions to prevent any confusion. These terms play a crucial role in understanding and interpreting the research accurately :

1. **Writing** is undoubtedly a challenging language skill for students to acquire, as it requires a multifaceted blend of linguistic proficiency, creativity, critical thinking, and effective communication.
2. **Descriptive text** refers to a type of text that aims to provide information about something or someone.
3. **Students' problems in writing descriptive text** encompass various elements, including grammar, vocabulary, organization of ideas, spelling, and punctuation marks.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Writing

The concept of writing encompasses various interpretations. Writing involves the systematic development and arrangement of thoughts and ideas, expressed through appropriate language, to achieve specific objectives and present them in written form. According to Kirsznner and Mandell (2011), writing is a multi-step process that requires students to engage in planning, organizing, drafting, revising, and editing, with the goal of ensuring clarity and comprehension for the readers of their written work.

According to Brown (2001), writing is a cognitive process that involves generating and refining ideas before their final presentation. It can be inferred that writing is a means of expressing one's thoughts and intentions on paper.

Meyers (2005) in Risan adds that writing is a form of language production similar to speaking, while Ur (1996) defines writing as the communication of ideas and messages to readers. Harmer (2007) views writing as a multi-step activity that requires planning and purposeful expression of messages.

Urquhart and McIver (2005) emphasize the recursive nature of writing, where students revise their work throughout the process and learn strategies for generating content. They further state that effective writing fulfills the writer's intention and meets the readers' needs.

From these various definitions, it can be concluded that writing involves expressing one's thoughts, feelings, or ideas in written form, while considering different aspects and stages of the writing process to ensure reader understanding. Writing is a complex skill that requires attention to organization, content, grammar, punctuation, spelling, mechanics, style, and quality of expression, as assessed by indicators of writing competence.

2.1.1 Purpose of Writing

According to Grenville (2001), writing serves three main purposes: to entertain, to inform, and to persuade.

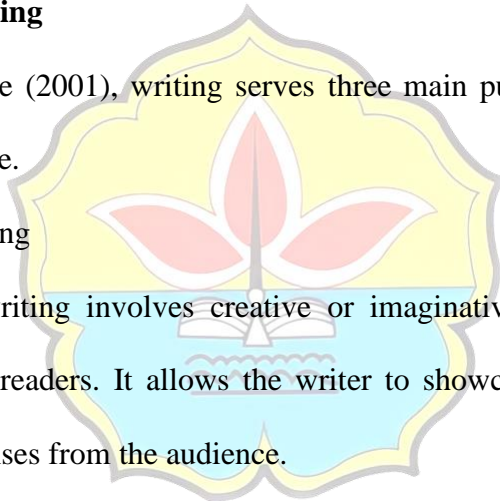
a. Entertaining Writing

Entertaining writing involves creative or imaginative content that aims to captivate and engage readers. It allows the writer to showcase their creativity and elicit emotional responses from the audience.

b. Informative Writing

Informative writing focuses on providing readers with knowledge or information about a particular subject. This type of writing can be found in articles, newspapers, business reports, scientific papers, and academic essays. It aims to educate and enhance the reader's understanding of the topic.

c. Persuasive Writing



Persuasive writing aims to convince readers of the validity of a particular point of view or opinion. The writer presents data, facts, and arguments to persuade readers to adopt their perspective and take action based on it.

2.1.2 Types of Writing

According to Harmer (2004: 4), the writing process involves various stages that writers go through to produce a final written piece. This process can be influenced by the content, type, and medium of the writing. Troyka (1987) categorizes writing into four types: exposition, argumentation, description, and narration.

a. Exposition

Exposition is a rhetorical model of discourse used in speeches and writing. Its purpose is to provide background information and inform readers about the plot, characters, setting, and theme of an essay, story, or film.

b. Argumentation

Argumentation, also known as persuasion, involves logical reasoning based on claims and premises. It encompasses the arts and sciences of civil debate, dialogue, conversation, and persuasion. It is used in various fields, such as law and evidence testing.

c. Description

Description is a rhetorical mode of discourse that aims to visually present a person, place, event, or action. It helps readers create a mental image of what is being

described. Description is also used in fiction writing as one of the recognized modes of expression.

d. Narration

Narration involves retelling events or stories. It selects and emphasizes certain occurrences while possibly omitting others. Narration shapes the narrative by presenting the scene and unfolding the story.

2.1.3 Problem in Writing

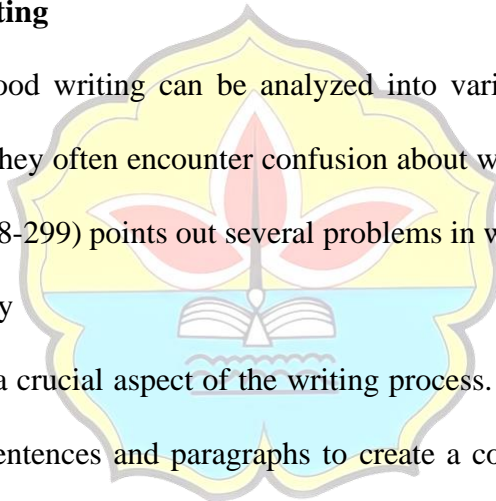
The skill of good writing can be analyzed into various groups and aspects. When students write, they often encounter confusion about what they want to express. Nurgiantoro (2001: 298-299) points out several problems in writing:

a. Lack of vocabulary

Vocabulary is a crucial aspect of the writing process. Writers need to find the right words to form sentences and paragraphs to create a coherent piece of writing. Without a sufficient vocabulary, students may struggle to express their ideas effectively. Having an extensive and appropriate vocabulary helps students compose better writing and understand the reading passage.

b. Grammatical mistakes

Grammar plays a vital role in writing as it governs the structure and correctness of our sentences. Proper grammar is essential for producing high-quality writing. Students should pay attention to using correct verb tenses, subject-verb



agreement, etc. Grammatical errors can lead to vague content and misunderstandings in the writing.

c. Organizing ideas

Many students face challenges in organizing their ideas into coherent sentences. They might write content that does not align with the theme because they have difficulty developing their ideas or deciding what to write. Understanding the rules of writing paragraphs can help improve the organization of compositions.

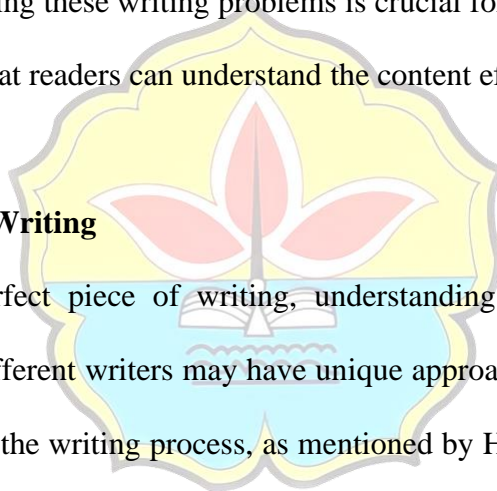
In conclusion, addressing these writing problems is crucial for achieving good writing results and ensuring that readers can understand the content effectively.

2.1.4 The Process in Writing

To create a perfect piece of writing, understanding the writing process is essential. Although different writers may have unique approaches, there are generally four main elements in the writing process, as mentioned by Harmer (2004): planning, drafting, editing, and the final version.

a. Planning

Students need to consider important aspects before starting their writing. They should decide the purpose of their writing, think about language styles, and carefully consider the content.



b. Drafting

The drafting stage involves creating the initial version of the writing. At this point, students should focus more on organizing their ideas and their progress rather than perfecting grammar, spelling, or punctuation.

c. Editing

During editing, students review their draft to identify and correct mistakes. Revision is done to improve the overall quality and minimize errors.

d. Final Version

The final stage is the creation of the final version. It's possible that the final version may differ significantly from the initial plan and draft due to changes made during the editing process. Any irrelevant information from the draft can be removed.

By following this process, the result of the writing will be much better compared to spontaneous writing. This approach ensures that the writing is well-organized, error-free, and ready to be shared with the readers.

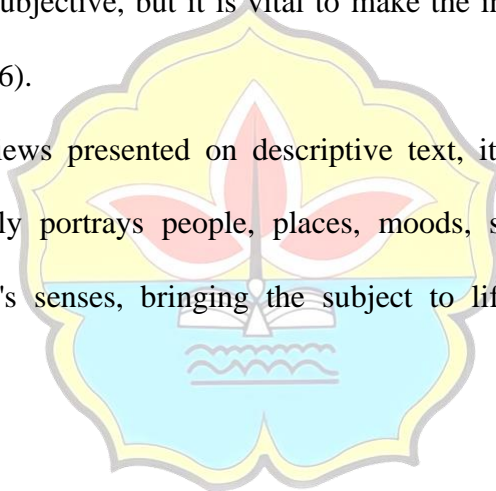
2.2 Definition of Descriptive Text

Descriptive text aims to create a vivid portrayal of people, places, and emotions by carefully selecting details to leave a specific impression on the reader. Its purpose is to vividly describe a particular subject, whether it's a person, place, or thing. To make the description unique and captivating, it is essential to observe and include specific details that add depth and richness to the subject (Zulaikah, 2018).

Moreover, Wardiman (2008: 122) defines descriptive text as a form of writing that vividly portrays a specific thing, animal, person, or any other subject, such as our pets or someone well-known.

As stated by Clouse (2004), descriptive writing plays a crucial role in our lives as it stirs our emotions and broadens our experiences. It takes us to places we might not otherwise know much about, which explains its popularity in descriptive travel essays found in magazines and newspapers. Description serves various purposes, whether objective or subjective, but it is vital to make the intended purpose clear to the reader (Miller, 1986).

Based on the views presented on descriptive text, it can be concluded that descriptive text vividly portrays people, places, moods, situations, and more. It appeals to the reader's senses, bringing the subject to life through detailed and expressive language.



2.2.1 Component of Descriptive Text

According to Djuarie (2007), descriptive texts consist of two main components: identification and description. In the identification part, the writer introduces the person, place, or thing that will be the focus of the text. The introduction is presented in a general manner to help readers grasp the subject being discussed. In the description part, the writer provides a detailed account of the chosen subject, starting from its physical appearance and characteristics to its qualities, as mentioned by Gerrot and Wignell (1994).

2.2.2 Kinds of Descriptive Text

As previously mentioned, descriptive text serves to depict and describe various subjects, including people, places, and things. Consequently, it adopts three main forms:

a. Description of people

Describing individuals can be complex and may involve identification, impressions, or character sketches, depending on the situation and context.

b. Description of place

When describing a place, like a room, there is no fixed order for organizing sentences in a descriptive paragraph. However, the description should be well-structured to help readers vividly imagine the scene being portrayed.

c. Description of things

Describing objects requires a writer's imaginative abilities to present subjects interestingly and vividly, utilizing proper nouns and effective verbs.

To assess students' writing, teachers employ various evaluation methods to ensure an accurate reflection of student learning outcomes. O'Malley and Pierce (1996) suggest that writing assessment should consider multiple aspects, encompassing not only mechanical and grammatical elements but also the writing processes to assess students' diverse achievements. For this purpose, Weigle (2002) proposes analytical scoring as an effective tool, incorporating multiple criteria, including content, organization, vocabulary, language usage, and mechanics. The following table illustrates the scoring criteria:

2.3 Previous Studies

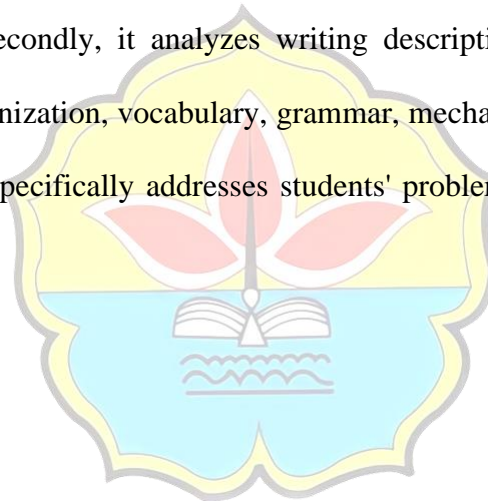
The current study draws inspiration from previous research focusing on the topic at hand. Firstly, Diyah Alifah Afiani (2021) conducted a qualitative descriptive research investigating “students' difficulties in writing descriptive text among junior high school students in Jakarta”. The study identified three main writing difficulties: vocabulary, language usage, and mechanics. These challenges were attributed to students' lack of awareness of writing rules, along with other factors like the nature of writing, time constraints, motivation, feedback, and practice. Overall, writing descriptive text was deemed challenging for students.

Secondly, Renda Lestari and Afrinaldi (2020) conducted a research titled "An Analysis of Student Difficulties in Writing Descriptive Text at Eighth Grade at SMP N 4 Muara Bungo." This qualitative study explored students' difficulties in writing descriptive text and their underlying causes. The findings revealed weak grammar understanding and a lack of vocabulary as significant challenges faced by the students. Suggestions were provided to teachers to address these constraints and improve writing skills.

Thirdly, Ronal Candy S. Lasaten (2014) conducted a qualitative research titled "Analysis of Error in the English Writing of Teacher Education Students in the Philippines." This study examined linguistic errors in the writing of English language

teacher education students, including verb form, sentence structure, punctuation, diction, spelling, prepositions, and articles. The research aims to help teachers assess their teaching methodologies and guide students in selecting appropriate writing strategies and topics. However, a majority of these errors were attributed to the learners' limited knowledge of the target language and vocabulary.

This current research is distinct from the previous studies in several ways. Firstly, it delves into students' problems in writing descriptive text and collects data through interviews. Secondly, it analyzes writing descriptive text issues based on indicators such as organization, vocabulary, grammar, mechanics, and ideas (content). Thirdly, the research specifically addresses students' problems in writing descriptive text.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of this research method is qualitative. Qualitative research is a type of social science research that collect and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places.

The research adopts a case study design and utilizes the descriptive qualitative research method. The case study design is chosen for its ability to offer a comprehensive and profound understanding of the research subject, while the descriptive qualitative method is favored for its effectiveness in exploring, analyzing, and depicting the intricacies of the research issue. Through this approach, the study seeks to comprehend, elucidate, and delve into the students' perceptions, attitudes, and experiences concerning writing descriptive texts.

According to Michael Quinn Patton (Encyclopedia of Statistics in Behavioral Science, 2005), qualitative research analyzes data derived from direct field observations, in-depth open-ended interviews, and written documents. Qualitative researchers engage in naturalistic inquiry, examining real-world settings inductively to generate detailed narrative descriptions and construct case studies. Inductive analysis across cases reveals patterns and themes, which are the outcomes of quality research.

The researchers conclude that qualitative research typically collects data from participants who are encountering issues or challenges. Qualitative researchers usually gather diverse forms of data, including interviews, observations, and documents, rather than relying solely on a single data source. Qualitative research is utilized to ascertain the difficulties faced by eighth-grade students in writing descriptive texts at Vocational Laboratorium STKIP Junior High School in Jambi.

3.2 Setting of The Research

The researcher conducted this research with the eighth-grade students of Laboratorium STKIP Junior High School in Jambi during the academic year of 2022/2023.

3.3 Subject of The Research

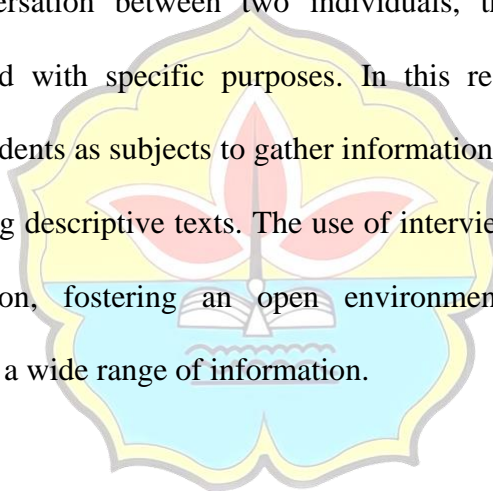
The researcher has selected eighth-grade students from Laboratorium STKIP Junior High School in Jambi, for the academic year 2022/2023, as the research subjects. The sampling technique used in this study is purposive sampling, which involves selecting cases that meet specific criteria relevant to the research objective. By employing purposive sampling, the researcher can carefully choose participants who can offer valuable insights into the challenges students encounter when writing descriptive texts.

For this research, the researcher has chosen a sample of 6 students from the eighth grade at Laboratorium STKIP Junior High School. The selection criteria

focused on students who have shown lower performance in learning English. Six participants were deemed sufficient for the study. These students were chosen because they have demonstrated more difficulties in writing descriptive texts, making it easier to analyze the problems they face.

3.4 Instrument of The Research

The instruments used in this research is interview . Lexy (2004) defines an interview as a conversation between two individuals, the interviewer and the interviewee, conducted with specific purposes. In this research, interviews were conducted with the students as subjects to gather information about the problems they encounter when writing descriptive texts. The use of interviews allows for direct and flexible communication, fostering an open environment that encourages the participants to provide a wide range of information.



3.5 Technique of Data Collection

The data were collected through interviews with students as the researchers aimed to understand the problems students face in writing descriptive texts. The steps followed during the interviews are as follows:

1. The researcher selected the informants based on the purposive sampling technique, considering specific criteria for the participants to be interviewed.
2. The type of interview to be conducted and the relevant information needed to answer the research question were determined by the researcher.

3. The researcher prepared a recording device to capture the conversation with the informants. The interviews were conducted face to face.
4. A list of interview questions was compiled by the researcher.

Table 2 The Interview Guidelines

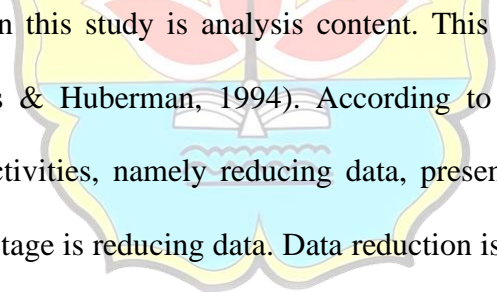
No	Indicator	Sub Indicator
1	Lack Of Vocabulary	Limited range of descriptive words used
		Repetition of basic vocabulary
		Inadequate use of adjectives and adverbs
2	Grammatical Mistake	Incorrect verb tense usage
		Errors in subject-verb agreement
		Difficulty in using articles (e.g., a/an, the)
3	Organizing Idea	Lack of coherence and organization in writing
		Insufficient supporting details or examples
		Difficulty in developing a clear main idea or thesis statement

5. The timing for conducting the interviews was determined.
6. The interviews were carried out by posing the prepared questions to the informants.
7. Once all the interview questions were answered by the informant, the researcher concluded the interview.

3.6 Technique of Data Analysis

After collecting the data, the researcher proceeded with the following steps:

- I. The researcher collected the data through interviews. The answers obtained from the interviews were carefully examined to determine if they provided sufficient information.
- II. After selecting the relevant data, the researcher organized them into coherent and well-formed sentences.
- III. Once the data were displayed, the researcher drew conclusions based on the analysis.



Data analysis in this study is analysis content. This study uses the analysis steps stated by (Miles & Huberman, 1994). According to them, data analysis is carried out in three activities, namely reducing data, presenting data, and drawing conclusions. The first stage is reducing data. Data reduction is done after the students' work data and interview data have been collected. The writer analyzes both data sources by reducing unnecessary data related to the research focus. After that, the data is coded to facilitate data classification. In analyzing the students' work data, the writer calculates the error percentage and classifies the error percentage into Jacobs' writing score theory by using simple percentage formula:

$$P = \frac{\square}{\square} \times 100 \%$$

Explanation:

P = percentage

F = total frequency of error

n = total frequency of all errors

After the percentage of student errors is obtained, the data will be recalculated to determine the level of students' difficulty in writing descriptive text

Table 3 The Qualification Difficulty Level Test Score

Score	Level of Difficulties
86-100	Very Easy
76-85	Easy
65-75	Medium
56-64	Difficult
0-55	Very Difficult

The table above will represent a scoring table that will be used to assess the level of students' writing difficulties (Burn, 2000). The researcher will calculate the average total difficulty of students using the following formula:

$$\text{Mean } (\bar{x}) = \frac{\sum x}{N}$$

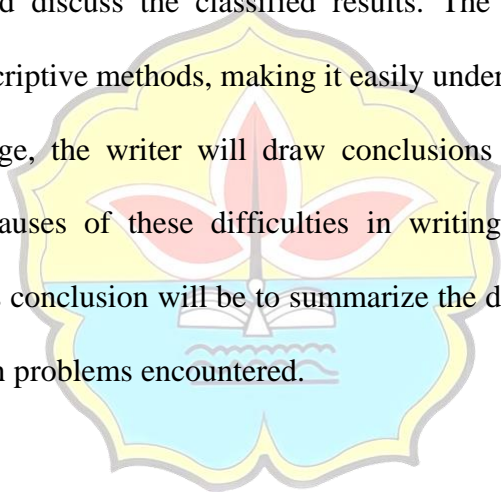
$\sum x$ = Sum of all score

N = Number of student

Meanwhile, during the transcription of the interview recordings, the researcher will eliminate unnecessary data to analyze the interview data effectively. Subsequently, the researcher will categorize the interview data based on the aspects of writing difficulties and causal factors. This approach will enable a clear analysis and description of the research questions' answers.

The second stage will involve presenting the data. Once the students' work and interview data have undergone the reduction stage, the writer will present the data in a detailed manner and discuss the classified results. The data will be discussed sequentially using descriptive methods, making it easily understandable for readers.

In the concluding stage, the writer will draw conclusions regarding the students' difficulties and the causes of these difficulties in writing descriptive texts. The purpose of writing this conclusion will be to summarize the data's results and provide answers to the research problems encountered.



CHAPTER IV

FINDINGS AND DISCUSSION

3.1 Research Findings

This study divides the findings based on the research objectives, namely students' difficulties and their causes in writing descriptive texts.

3.1.1 Students' Problems in Writing

Based on the results of student writing work carried out by 6 students, there are 116 total errors yang found. The following is a table of student errors classified into five aspects of writing based on Jacob's theory:

Table 4 The Result of Student's Error

No	Name	Content	Organization	Vocabulary	Language Usage		Mechanic			Total Errors
					Grammatical	Sentence Structure	Punctuation	Spelling	Capitalization	
1	S1	1	2	8	4	1	5	7	8	36
2	S2	-	1	2	4	3	2	1	5	18
3	S3	3	2	2	4	1	3	3	2	15
4	S4	1	-	2	2	3	3	2	3	16
5	S5	1	1	3	3	2	1	3	1	15
6	S6	-	1	3	2	2	2	4	2	16
Total		6	7	20	17	14	16	20	21	116

Based on the error table above, the study found that many errors occurred in the results of students' work. In writing content, students can write simple content according to the theme requested. In addition, the organization of writing is also done properly because they write the text according to the proper descriptive text structure, namely identification and description. However, the content and organization found in their work still needs improvement. this is because the content and organization are not so developed.

Second, the result shows that there are 20 errors related to vocabulary made by all students. In students' work, students are found to have problems with the use of word choice that is not appropriate in the context of the sentence. In addition, some students have problems with their vocabulary knowledge. This problem can be seen in the example sentences. In the sentence "alwys try to catch his tail sometimes," the word "alwys" is a misspelling of "always." The correct word "always" should be used to indicate that the cat consistently tries to catch its tail.

Similarly, in the sentence "he used to jum everywhere and hard to catch," the phrase "hard to catch" should be modified to "hard to catch him." This change is made to ensure grammatical accuracy and clarity. By adding the pronoun "him," it becomes clear that it is the rabbit who is hard to catch, providing a more complete and understandable sentence.

Based on the interview, students did not understand using vocabulary as well. They did not consider the categories of vocabulary used. They seemed to choose words only because of the meaning to complete the sentence. In sum, students' word choice errors occur because students have less vocabulary. *“I don't have much vocabulary. I do not remember. So, I only write down words that I know according to their meanings”*.

Third, the results show that there are many errors that occur related to grammatical aspects and sentence structure as part of language usage. There are 17 grammatical errors made by all students. There are some types of grammatical errors found, such as subject-verb agreement, article, and adjective usage. The highest grammatical error is the use of the subject-verb agreement. It can be seen in the example sentences, "His Fur Is white" The word "His" indicates that the fur belongs to a single rabbit, making the subject singular. However, the verb used in the sentence, "Is," is the third person singular form of the verb "to be.". To ensure subject-verb agreement, both the subject and the verb should be singular or plural. In this case, since the subject is singular, the verb should also be singular. The next grammatical problem found is the use of article. Students also have grammatical problems related to the use of definite and indefinite articles. It can be seen in the example sentence, First, the phrase "the largest rodent" should be preceded by the indefinite article "a" to indicate that capybara is one of many large rodents. Second, in the phrase "this animal is originally from south america," the definite article "the" should be used before "south america" to refer

to a specific region. In addition, the problem of the use of adjectives position is also found in the students' writings. It can be seen in the example sentences, "so, i could just put him on his cage because I'm afraid that he might running away." The phrase "he might running away" should be "he might run away" to use the correct form of the verb "run."

Furthermore, there are 14 sentence structure errors made all students. In students' work, students are found to have a sentence structure error of the fragment sentence type. It can be seen from the example sentences, such as "i have a stray cat as my pet, he is really playfuul. he loved to play with me and the new things he found.". There is a lack of proper sentence structure and organization in this text. The sentences are not well-structured, resulting in unclear communication. Students seem to want to describe someone with a sentence, such as "I have a stray cat as my pet. He is really playful and loves to play with me and explore new things." Sentence structure errors of the Run-on sentence type are also found in the students' writings, such as "I have a rabbit. His Fur Is white and black spots. he has long ears and a short tail. he also has cute red big eyes!" This sentence contains run-on sentences and lacks appropriate punctuation. the sentences are joined together without appropriate punctuation, creating run-on sentences. The first sentence should end after "rabbit," and a new sentence should begin with "His fur is white and black spots." Additionally, the pronoun "his" should be changed to "its" since we are referring to a rabbit, which is an animal and not a person. In addition, each sentence should be separated by

periods. This errors can be seen in the example sentence, "my buny has four litle cute feet and he likes to jump to my beed whenever i eta a banana he will runn and jumpt to me so he can take a bite his fur is brown and is like other rabbits morty;s faporite". The sentence structure is fragmented, and there is a lack of proper punctuation. The sentences are not separated by periods, resulting in run-on sentences. This makes the text difficult to read and understand.

Based on the interview data, the difficulty of using the language use aspect was due to grammatical understanding. They often felt confused by many grammar rules, so it made them feel difficult to apply them in the sentence. The impact was they often wrote sentences by interpreting word for word. It can be seen from the student' opinions S1 and S6. *"Grammatical is a complicated thing to understand. It's because grammar has a lot of rules, and it's quite confusing for me,"* "I only write what I can. I tend to write by interpreting the words in the sentences that I will write. Because my understanding of grammar is not good."

Fifth, the results also show that there are many errors that occur related to the aspects of spelling, punctuation, and capitalization as part of the mechanic aspect. There are 20 spelling errors made by all students. In students' works, students are found to have problems in writing the spelling of the word, which is not appropriate. Spelling problems are found in each student's writing. It can be seen in the example sentence, "She likes to cook fraide rice." Besides that, there are also spelling errors which found, such as *buny,playfuul,destinantion and beautiful.*

These errors show that spelling is something that needs to be considered in writing. This spelling error occurs because the pronunciation and the letters of the words are not in sync, so students experience confusion and errors in writing the words.

There are 16 punctuation errors made by all students. In students' work, students are found to have problems with the use of punctuation marks in the form of commas and dots. The errors in the use of commas are found in writing the elements of detail. This error can be seen in the example sentence, "Playfuul" is misspelled, and the correct spelling is "playful." Additionally, "rubs h" should be "rub his" to indicate possession. The correct punctuation helps to clarify that are referring to rubbing the fur of the cat, specifically "his" fur.

Furthermore, there are 21 capitalization errors made by all students. It can be seen in the example sentence, "raja ampat". In this example, students have capitalization errors because they do not capitalize on the first letter of each name. So, the sentence must be changed to "Raja Ampat". In addition, errors in the use of capitalization are also found in the writing of text titles, such as "my buny" and "capybara" the sentence must be changed to "*My Bunny*" and "*Capybara*". Capitalization that must be used at the beginning of sentences is also found in some of the students' writings.

Based on the interview, mechanical difficulties were caused by students' lack of understanding. Regarding the difficulties of mechanical punctuation and capitalization, students admitted that they were not used to applying both when

writing. *“Actually, I don't really know punctuation and capitalization theory is. I am not used to using them”* . Furthermore, spelling difficulty was caused by the lack of vocabulary knowledge. They argued that the spelling of a word was often difficult and confusing. It can't always be spelled with the alphabet, like when they spelled a word in Bahasa. So, they wrote vocabulary by guessing the spelling through the pronunciation. *“I often find it difficult to spell words because spelling English vocabulary is different from Indonesian. I only guessed the spelling based on the pronunciation”*

To find out the students' frequency problem in writing descriptive text, the results of this problem are calculated in percentage errors by the writer. The following is the result of students' problems percentage:

Table 5 The Result of Student's Error Percentages

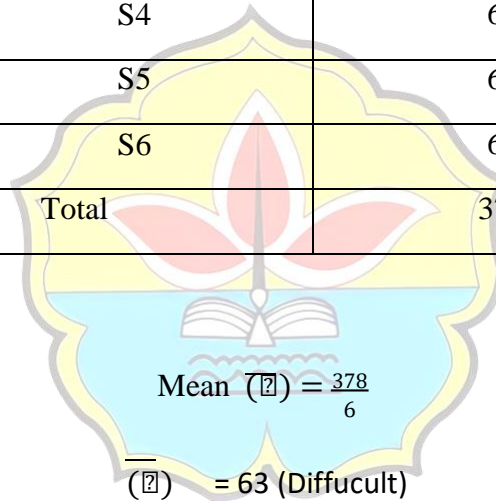
No	Kind of Difficulties	Frequency	Percentage
1	Content	6	5%
2	Organization	7	6%
3	Vocabulary	20	17%
4	Language Usage	31	27%
5	Mechanic	57	49%
Total		116	100%

Based on the table above, the study found that the highest error aspect that occurred in the students' descriptive text is the language usage aspect. In contrast, the lowest

error aspect is the vocabulary aspect. The errors found in the students' work are considered as students' difficulties in writing descriptive text. The following is the result of measuring the level of student difficulty:

Table 6 The Result of The Level Difficulties

No	Name	Total Difficulties
1.	S1	56
2.	S2	62
3.	S3	65
4.	S4	63
5.	S5	64
6.	S6	68
Total		378



Based on the calculations above, the study found that writing descriptive text for students of STKIP Junior High School Jambi is difficult.

3.1.2 Cause of Students's Problems in Writing

Writing difficulties found in students' writing are caused by various factors. The following are students' views regarding the factors that cause writing difficulties:

Table 7 The Result of The Level Difficulties

No	Cause of Students' Writing Difficulties		
1	The Lack of Vocabulary	Limited range of descriptive words used	6
		Repetition of vocabulary	6
		Difficulty in finding appropriate words to express ideas	6
2	Grammatical Mistake	Incorrect verb tenses	5
		Problems with subject-verb agreement	5
		Inconsistent or incorrect use of articles	6
3	Organizing Idea	Lack of coherence and organization in writing	5
		Incomplete or underdeveloped descriptions	6
		Difficulty in selecting relevant details to support the main idea	5

Based on the table of interview results above, there are several aspects that underlie students' writing difficulties which are focused on the three factors that cause writing difficulties.

The first factor is lack of vocabulary. The results of the interview showed that there are six students who had difficulty writing because of this factor. According to the six students who are interviewed, The students faced challenges due to a limited range of descriptive words. They tended to use the same vocabulary repeatedly, resulting in a lack of variety in their writing. Additionally, they experienced difficulty in finding appropriate words to express their ideas

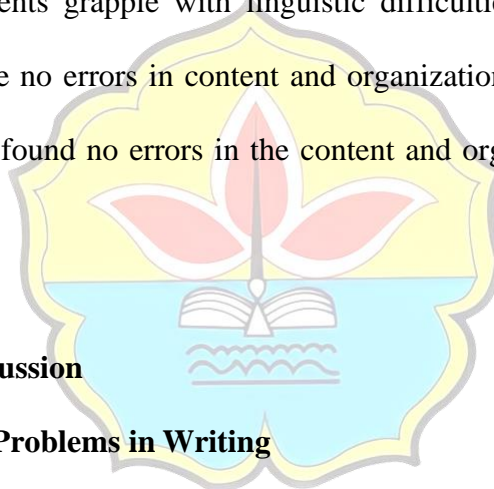
effectively. This indicates that their vocabulary repertoire may be insufficient, hindering their ability to convey their thoughts accurately. As a solution, they admit that they often use a dictionary or a translator to help their weaknesses. Six students felt that writing using a dictionary or a translator made them more confident. It makes them feel helpful.

The second factor is Grammatical Mistake. The results of the interview showed that there are five students who had difficulty writing because of this factor. Some students acknowledged difficulties in using correct verb tenses, which affected the clarity and accuracy of their writing. Others mentioned struggling with subject-verb agreement, leading to errors in agreement between subjects and verbs. *"I don't really understand writing because I am also lazy to learn English. English is difficult, and I don't really like it".*

The third factor is Organizing Idea. The results of the interview showed that there are five students who had difficulty writing because of this factor. Students expressed a lack of coherence and organization in their writing, finding it challenging to structure their thoughts logically. They also mentioned difficulty in selecting relevant details to support the main idea, suggesting a struggle in determining the significance of information. *"I don't have good writing skills, so I am just afraid of making mistakes" .*

The main objective of this study is to investigate the challenges that students encounter when writing descriptive texts. The findings reveal that

students face numerous difficulties when engaging in this type of writing. Writing descriptive texts appears to be a complex task for students, aligning with the findings of another study (Afrisma & Handayani, n.d.) that also identified challenges in writing among Junior High School students. The difficulties students experience in writing descriptive texts are primarily attributed to a lack of awareness of the writing rules, which falls under the category of linguistic problems. Notably, the research by Pratiwi (2015) yielded similar results, showing that students grapple with linguistic difficulties rather than cognitive ones, as there were no errors in content and organization aspects. Likewise, this current study also found no errors in the content and organization aspects of the students' writing.



3.2 Research Discussion

3.2.1 Students' Problems in Writing

This study aims to know the difficulties in writing descriptive texts faced by students. Based on the result, the students are found to have many problems in writing descriptive text. It happens because writing descriptive text is found to be at a difficult level for students. This result is similar to the research (Afrisma & Handayani, n.d.), which found that Junior High School students have a difficult level in writing. Overall, students' difficulties in writing descriptive texts are considered

because they are not aware of the writing rules, which are part of the linguistic problem. Based on the findings of (Pratiwi, 2015), students have linguistic difficulties but do not have cognitive difficulties because no errors in content and organizational aspects are found. In line with this, the results of this study also found that there are no errors in the aspects of content and organization.

On the other hand, students are found to make the third-most errors in grammatical aspects, which include aspects of subject verb-agreement, article, and verb are the highest errors experienced by students. The results of this study are similar to the finding of (Situmorang & Manurung, 2020), who find that the students' greatest difficulty in writing descriptive text is grammatical. (Ismayanti & Kholiq, 2020) also found that many students had difficulties in writing related to grammar, such as pronouns, articles, adverbs, prepositions, etc. In line with this, (Bulqiyah et al., 2021) find that more than half of students claim grammar as the main problem for students in writing English. Furthermore, the difficulty of sentence structure as part of the grammatical aspect is also found in most students' work. According to (Alisha et al., 2019), most students are found to have difficulty in arranging sentences properly and correctly due to their lack of proficiency related to grammatical use. In addition, (Palupi & Septiana, 2018) found many structural errors caused by students making sentences by translating word for word. Based on the difficulties above, the researcher concludes that grammar has a very important role in students' writing. It's because poor grammar mastery is the main thing that causes the grammatical difficulties found by

students. Limited knowledge makes students only write down what they know without paying attention to the meaning and writing rules. Therefore, students find it difficult to write sentences properly. The impact is that many students make errors in their writing without them realizing it.

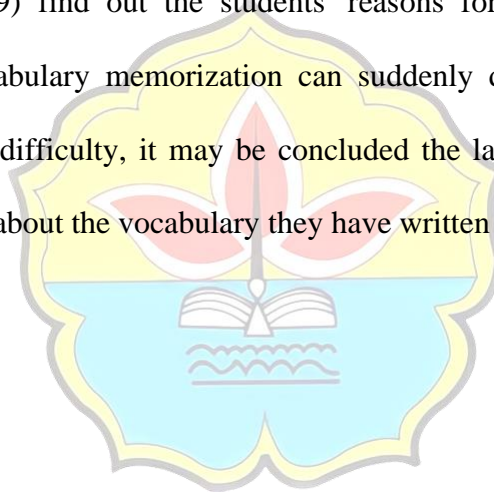
Punctuation, spelling, and capitalization errors related to the mechanic difficulty are the second most common errors found in students' work. Similarly, (Husna et al., 2013) find that mechanic difficulties found by the students are punctuation, spelling, and capitalization. Regarding the difficulty of punctuation, (Nurfidoh & Kareviati, 2021) also finds results that quite a lot of students are found to have difficulties related to this aspect. Furthermore, (Hasan & Marzuki, 2017) finds that students are found to have a problem in using punctuation like commas because they use commas in places that are not needed, even they are found using commas in the position of the dot. Based on this result, punctuation is a writing rule that they do not understand well. Using punctuation is also not something they usually do when writing. They feel that using punctuation is unnecessary because they feel that their writing is correct without punctuation. Therefore, the errors in using punctuation are often not realized by them.

The use of punctuation is not so different from the use of capitalization, which becomes writing difficulties caused by students' ignorance of its use. (Situmorang & Manurung, 2020) has a result similar to this finding, that the difficulty of using capitalization is at a low. (Hasan & Marzuki, 2017) finds that students have problems using capitalization where students are found to use

lowercase letters after the period and use capital letters in words that should not be. Students' views on the problems of using capitalization are not too different from the use of punctuation. They are not aware of using capitalization in their writing. Based on these difficulties, it can be concluded that students' unfamiliarity with using punctuation or capitalization can lead to errors that lead to difficulties for them.

The difficulty of spelling is a difficulty that needs attention because it shows the second-highest result. Students' difficulties related to spelling become writing difficulties which are also found in descriptive writing (Situmorang & Manurung, 2020), (Ismayanti & Kholiq, 2020), and (Nurfidoh & Kareviati, 2021). According to (Palupi & Septiana, 2018), the spelling problems found in students' writing are caused by a lack of vocabulary mastery. Based on the data of spelling problems, students do not know the spelling of vocabulary for sure. They seem to be just guessing the spelling of vocabulary. Regarding this result, (Toba et al., 2019) found students' opinions that the problem with spelling is caused because they did not memorize the spelling of the written vocabulary. They also argue that the spelling of a word is often confusing. It can't always be spelled with the alphabet, like when they spell a word in Indonesian. Two of them are different. So, the way they write vocabulary is by guessing the spelling of words. In addition, they often feel that their spelling is correct according to the pronunciation even though it is different.

Difficulty related to vocabulary is also found as the second-highest difficulties aspect in students' writing. The results of the finding are similar to (Afrisma & Handayani, n.d.), which found that students had difficulties in using word choice correctly to compose sentences into writing. This is because students have the lack vocabulary. In line with this, (Yaumil et al., 2020) also found the similarity of results that many students have limited vocabulary so that they find it difficult to produce sentences using the right vocabulary. In line with the result, (Toba et al., 2019) find out the students' reasons for vocabulary difficulties because their vocabulary memorization can suddenly disappear when writing. According to this difficulty, it may be concluded the lack of vocabulary makes students not think about the vocabulary they have written so that errors occur.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study is conducted to find out the students' difficulties and the causes in writing descriptive text. The results of the study concluded that writing descriptive text is a difficult level for VIII class students of STKIP Junior High School Jambi. It can be seen from the number of errors related to the use of vocabulary, language use, and organizing idea. It means students are determined not to be good at mastering language characters in descriptive texts. Overall, all the writing difficulties are caused by the lack of students' awareness of writing. Furthermore, this study finds three factors that caused difficulties in writing descriptive texts for students. The first is the lack of vocabulary. The findings show that students do not have the skills related to mastery of vocabulary. The second is the limited understanding of grammar. In this factor, students are made errors in using the correct verb tenses, which can affect the clarity and accuracy of their writing. Furthermore, problems with subject-verb agreement indicate a lack of understanding regarding the agreement between subjects and verbs in terms of number and person. Inconsistent or incorrect use of articles also suggests a lack of grammatical proficiency among the students. The third struggles with generating ideas and determining content. Students students encountered challenges in generating ideas and organizing their writing. They displayed a lack of coherence and organization in their compositions, indicating difficulty in structuring their thoughts logically. Moreover, their descriptions were often incomplete or

underdeveloped, suggesting a need to enhance their ability to provide detailed and thorough explanations.

5.2 Suggestion

The writer would like to provide suggestions to students, English teachers, and future researchers that are expected to support the reduction of students' writing difficulties.

Based on these findings, several suggestions can be proposed to address the students' writing difficulties. Firstly, it is imperative to focus on enhancing their vocabulary skills. Encouraging extensive reading and incorporating vocabulary-building activities can help broaden their word choices and descriptive abilities. Secondly, a concerted effort should be made to improve their grammar proficiency. Providing targeted instruction on verb tenses, subject-verb agreement, and article usage, along with ample practice exercises, can assist students in rectifying grammatical errors and enhancing their writing accuracy. Lastly, nurturing idea generation and organization skills is crucial. Teaching pre-writing strategies, guiding students in effective paragraph and essay structures, and emphasizing the inclusion of relevant details can help students develop coherence and logical flow in their writing.

Moreover, it is vital to foster writing awareness among the students. Creating a writing culture that emphasizes the significance of writing skills and provides a supportive environment for their development is essential. Regular writing practice,

constructive feedback, and individualized support will empower students to identify areas for improvement and set personal goals in their writing endeavors.

By implementing these suggestions, educators can effectively support students in overcoming their writing challenges in descriptive texts. With consistent practice, guidance, and a positive learning environment, students will experience notable progress and enhance their overall writing proficiency.



REFERENCES

- Afrisma, R., & Handayani, F. (n.d.). The Analysis of Students' Difficulties in Writing Descriptive Text. January 2019, 319–330.
- Alisha, F., Safitri, N., & Santoso, I. (2019). Students' Difficulties In Writing EFL. 2(1), 20–25.
- Alkautsar, A. A. (2015). *The Effect of Quantum Learning on Students Achievement In Writing Descriptive Text (Doctoral Dissertation, UNIMED)*.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods (5th ed)*. Boston, MA: Pearson.
- Bulqiyah, S., Mahbub, M. A., & Nugraheni, D. A. (2021). Investigating writing difficulties in essay writing: Tertiary students' perspectives. *English Language Teaching Educational Journal*, 4(1), 61.
<https://doi.org/10.12928/eltej.v4i1.2371>
- Burn, R. B. (2000). *Introduction to Research Methods (4th editio)*. Person Education Australia: Longman
- Brown, H. D. (2001). *Principles of Language and Teaching*. New Jersey: Prentice Hall, inc.
- Clouse. (2004). *The Students Writer: Editor and Critic (6th edition)*. New York: McGraw-Hill Companies.k : St Martin's Press, Inc.
- Creswell, John W. 2014. *Research design: qualitative, quantitative, and mixed method approaches*. The United States of America: SAGE Publication, Inc.

- Djuharie, O. S. (2007). *Genre Dilengkapi 700 Soal Uji Pemahaman*. CV. YRAMA WIDYA.
- Gerot, L., & Wignell, P. (1994). *Making Sense of Functional Grammar*. NSW: Antipodean Educational Enterprise.
- Grenville, K. (2001). *Writing from Start to Finish: A Six Steps Guide*. Australia: Crows Nest: Allen & Unwin.
- Harmer, Jeremy. (2004). *How to teach Writing*. Malaysia: Longman.
- Hasan, J., & Marzuki, M. (2017). An Analysis of Student's Ability in Writing at Riau University Pekanbaru - Indonesia. *Theory and Practice in Language Studies*, 7(5), 380. <https://doi.org/10.17507/tpis.0705.08>
- Husna, L., Zainil, & Rozimela, Y. (2013). An Analysis of Students' Writing Skill in Descriptive Text. *English Language Teaching (ELT)*, 1, 1–16.
- Ismayanti, E., & Kholiq, A. (2020). An Analysis of Students' Difficulties in Writing Descriptive Text. *E-LINK JOURNAL*.
- Kirszner, Laurie. G and Mandell, Stephen R. 2011. *Focus on Writing: Paragraph and Essays*. Boston: Bedford ST Martins.
- Kumar, R. (2011). *Research Methodology A Step-by-step Guide for Beginners (Third Edit)*. London: SAGE.
- Lexy, J. Moleong. (2004). *Metodologi Penelitian Kualitatif*. Bandung: Rosdakarya.
- Meyers, A. (2005). *Gateways to academic writing: Effective sentences paragraph and essay*. New York, NY: Longman.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. USA: SAGE

Publications Ltd

Miller, George. (1986). *The Prentical-Hall Reader*. New Jersey: Prentice-Hall.

Nurfidoh, S., & Kareviati, E. (2021). an Analysis of Students' Difficulties in Writing Descriptive Text. , 4(1), 10. <https://doi.org/10.30736/ej.v7i1.260>

Nurgiyantoro, B. (2001). *Penelitian Dalam Pengajaran Bahasa Dan Sastra*. Yogyakarta: BPFE.

O'Malley, J. ., & Pierce, L. V. A. (1996). *Authentic Assessment for English Language Learners : Practical Approaches for Teachers*. Massachusetts: Addison Wesley Publishing Company.

Palupi, R., & Septiana, A. R. (2018). An Analysis On Students ' Writing Problems In Academic Writing Class Of English Department STKIP PGRI Tulungagung In Academic Year 2017 / 2018. 2(1), 37–45.

Pratiwi, K. D. (2015). Students ' difficulties in writing English : A study at the third semester students of English education program At University of Bengkulu. E Journal Universitas Bengkulu, 1(2), 1–13.

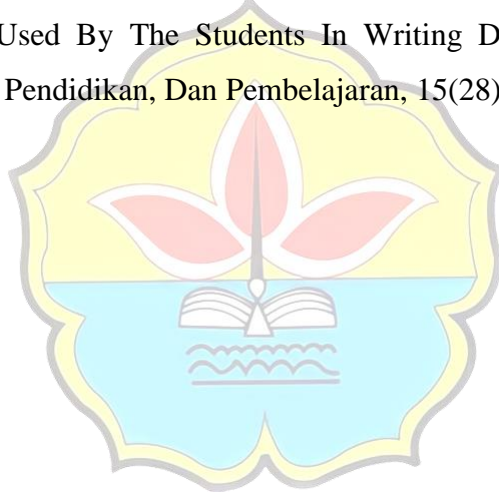
Situmorang, F. Y., & Manurung, P. (2020). An Analysis Of Students' Difficulties In Writing Descriptive Text. *Journal Language League*, 9(1), 592–600.

Tarigan, H. G. (2008). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Toba, R., Noor, W. N., & Sanu, L. O. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>

Troyka, Q. L. (1987). *Teori and Praktik Mengajar Bahasa Asing*. Jakarta: Katalis.

- Ur, Penny. (1996). *A Course in Language Teaching*. Melbourne: Combridge University.
- Urquhart, V. & McIver, M. (2005). *Teaching writing in the content areas*. United States of America.
- Wardiman, Artono. (2008). *English in Focus, for grade VIII Junior high school*. Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional.
- Weigle, S. C. (2002). *Assessing Writing*. University Cambridge: Cambridge Press.
- Yaumil, Y., Alaydrus, Y., & Fikri, D. (2020). The Difficulties Encountered And Strategies Used By The Students In Writing Descriptive Text. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 15(28).



APPENDIX I

Table 1 Jacob Analytical Scoring

ASPECT	SCORE	LEVEL/CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to the topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing

ORGANIZATION	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom
	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well-organized • logical sequencing • cohesive
		choice and usage • word from mastery • appropriate register
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of words/idiom form, choice, usage, but meaning not obscured
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate

LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex construction • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization,


MECHANICS		paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

APPENDIX II

STUDENT WORK

ANIMAL

candra



my bunny has FOUR little cute feet
and he LIKES to jump to my bed
whenever I eat a banana ;
he will run and jump to
me so he can take a bite
his fur is brown and white
other Rabbits morley's favorite

(56)

mistake

- Vocab = 8
- Grammar = 4
- Sentence = 1
- Punctuation = 5
- Spelling = 7
- Capitalization = 8
- Content = 1
- Organization = 2

ANIMAL

No.: ALIA Date:

CAPYBARA belongs to the class of mammal
 and is the largest rodent. This animal
 is originally from South America the capy
 bara ~~weight~~ weighs about 35 to 66 kg,
 while the height can reach 135 cm.

Vocabulary = 2
 Grammar = 2
 Sentence = 3
 Punctuation = 3
 Spelling = 2
 Capitalization = 3
 Content = 1
 Organization = -

(63)

ORKEY

ANIMAL

Nama: Winda

No.:

Date:

My lovely Cat

65

I have a Stray Cat as my Pet.
he is really Playful, he loved to
Play with me and the new things
he found.

He has Orange and white fur.
his fur is so soft and I like to
hugs it for him.

He has a long tail, he likes to
play with it, he is also always try to
catch his tail sometimes.

I also like to hold him in my
hand, when I hold him like that
he will fall asleep

<input type="checkbox"/>	Vocab	= 2
<input type="checkbox"/>	Grammar	= 4
<input type="checkbox"/>	Sentence	= 1
<input type="checkbox"/>	Punctuation	= 3
<input type="checkbox"/>	Spelling	= 3
<input type="checkbox"/>	Capitalization	= 2
<input type="checkbox"/>	Content	= 3
<input type="checkbox"/>	Organization	= 2

ANIMAL

No.: Amelia

Date:

My Rabbit

I have a Rabbit. His fur is white and black spots. he has long ears and a short tail. he also has cute red big eyes! my Rabbit likes to eat carrot and other vegetables. when I release my rabbit out of his cage, he used to jump everywhere and hard to catch. so, I could just put him on his cage because I'm afraid that he might running away. I don't wanna lost my Rabbit because I love him very much.

64

- Vocab = 3
- Grammar = 2
- Sentence = 2
- Punctuation = 2
- Spelling = 4
- Capitalization = 2
- Content = -
- Organization = 1

OKLEY

PERSON

Name: Azila

I have a classmate at school. Her name is Mark. We met often to play and he was always nice to me. Mark's body was tall and well-proportioned. His senior boys made his friends envious. Mark also has an actor like face which many female students like.

Vocab	= 3
Grammar	= 3
Sentence	= 2
Punctuation	= 1
Spelling	= 3
Capitalization	= 1
Content	= 1
Organization	= 1

68

PLACE

Rts. Meisya Anggraini
VII

(62)

Raja Ampat

Raja Ampat is one of popular nature destination in Papua, Indonesia.

Raja Ampat is well-known tourist destination for its beautiful beach, sea activities, and wonderful underwater views. Raja Ampat is a natural habitat of fish and sea animals.

Vocab = 2
Grammar = 4
Sentence = 3
Punctuation = 2
Spelling = 1
Capitalization = 5
Confer = -
Organization = 1

APPENDIX III

STUDENT INTERVIEW TRANSCRIPT

What types of descriptive words do you often use in your writing? Do you feel that you have limited word variations?

S1 : *"I don't know much about grammar. There are many rules that confuse me, and I often make mistakes. So, I just write what I can understand."*

S2 : *"I don't have much vocabulary. I do not remember. So, I only write down words that I know according to their meanings. I often find it difficult to spell words because spelling English vocabulary is different from Indonesian. I only guessed the spelling based on the pronunciation"*

S3 : *"I don't realize when I make grammar mistakes. Maybe it's because I don't understand grammar well. I often forget to use it correctly."*

S4 : *"I have a lot of trouble with grammar, so I only write based on what I know. I don't have a good understanding of it. And I don't have good writing skills, so I am just afraid of making mistakes."*

S5 : *"I don't know grammar well, so I find it difficult and make errors when writing. That's why I only write what I know."*

S6 : *"Grammar is complicated. I often forget the rules I've learned. It's because there are many rules, and they can be confusing for me."*

Apa jenis kata-kata yang sering kamu pakai dalam tulisanmu? Apa kamu merasa kurang memahami banyak variasi kata dalam bahasa inggris?

S1 : *"Aku gak banyak tahu tentang tata bahasa dalam bahasa inggris. Ada banyak aturan yang bikin aku bingung, dan sering banget aku salah. Jadi, aku cuma nulis yang aku pahami aja."*

S2 : *"Kosakataku gak banyak. Aku gak hafal banyak kata. Jadi, aku cuman nulis kata-kata yang aku tau artinya. Sering susah banget ngejain kata-kata karena ejaan kosakata Bahasa Inggris beda dari Bahasa Indonesia. Aku cuma nebak ejaannya berdasarkan cara bacanya."*

S3 : *"Aku gak sadar kalo aku salah tata bahasa. Mungkin karena aku gak ngerti tata bahasa dengan baik. Sering aku lupa pake aturan yang bener."*

S4 : *"Aku banyak kesulitan sama tata bahasa, jadi aku cuma nulis yang aku tahu. Aku gak paham banget soalnya. Terus aku juga gak punya kemampuan nulis yang bagus, jadi aku takut banget buat salah."*

S5 : *"Aku gak tau tata bahasa dengan baik, jadi aku merasa susah dan sering salah kalo nulis. Makanya aku cuma nulis yang aku tau aja."*

S6 : *"Tata bahasanya ribet. Sering lupa aturan-aturan yang udah dipelajari. Soalnya ada banyak aturan, dan kadang-kadang bikin bingung."*

What types of grammatical errors frequently occur in your writing?

S1 : "I often make mistakes with verb tenses in my writing. Sometimes I get confused about when to use past, present, or future tenses, which can make my sentences hard to understand."

S2 : *"When I write, I often make grammatical errors with verb tenses. It's challenging for me to use the right tense in different situations, and it can affect the clarity of my writing."*

S3 : *"I frequently encounter grammatical errors in my writing, especially with verb tenses. It can be confusing for me to choose the correct tense, and it affects how well my sentences convey the intended meaning."*

S4 : *"In my writing, I often make grammatical errors, particularly with verb tenses. It's not always easy for me to use the right tense, and it can make my sentences sound awkward."*

S5 : *"I frequently make grammatical errors in my writing, especially when it comes to verb tenses. Actually, I don't really know punctuation and capitalization theory is. I am not used to using them."*

S6 : *"I often forget the rules I've learned. It's because there are many rules, and they can be confusing for me."*

Apa jenis kesalahan tata bahasa yang sering muncul dalam tulisanmu?

S1 : *"Aku sering salah dalam penggunaan waktu kerja dalam tulisanku. Kadang aku bingung kapan harus pakai waktu lampau, sekarang, atau masa depan, yang bisa bikin kalimatku jadi sulit dimengerti."*

S2 : *"Saat aku nulis, aku sering bikin kesalahan tata bahasa terkait waktu kerja. Sulit buatku memilih waktu kerja yang tepat dalam situasi yang berbeda.."*

S3 : *"Aku sering ketemu kesalahan tata bahasa dalam tulisanku, terutama yang berhubungan dengan waktu kerja. Kadang bingung pilih waktu kerja yang benar, dan ini mempengaruhi sejauh mana kalimatku bisa menyampaikan makna yang dimaksud."*

S4 : *"Dalam tulisanku, aku sering bikin kesalahan tata bahasa, khususnya yang terkait dengan waktu kerja. Gak selalu gampang buatku pilih waktu kerja yang tepat, dan kadang bikin kalimatku terdengar aneh."*

S5 : *"Aku sering bikin kesalahan tata bahasa dalam tulisanku, terutama soal waktu kerja. Sebenarnya, aku gak terlalu tahu teori tanda baca dan kapitalisasi. Aku gak terbiasa menggunakannya."*

S6 : *"Aku sering lupa aturan-aturan yang udah dipelajari. Karena ada banyak aturan, dan bisa bikin bingung bagiku."*

How do you organize ideas in your writing? Do you often have difficulty in structuring coherent and well-organized sentences? Do you find it challenging to develop clear main ideas ?

S1 : *"I try to organize my ideas by making a plan before I start writing. Sometimes, it's hard for me to put my sentences in the right order and make them make sense. I also find it challenging to come up with a clear main idea"*

S2 : *"I organize my ideas by making a list of what I want to write about. But sometimes, my sentences don't sound right or make sense."*

S3 : *"I make a plan before I start writing to organize my ideas. But sometimes, my sentences get mixed up and don't make sense."*

S4 : *"I try to organize my ideas by making an outline. But sometimes, my sentences don't flow well or make sense. And I don't really understand writing because I am also lazy to learn English. English is difficult, and I don't really like it."*

S5 : *"Before writing, I make a plan to organize my ideas. But sometimes, my sentences don't fit together or make sense."*

S6 : *"I organize my ideas by planning before I write. But sometimes, my sentences don't sound right or make sense. It's also a bit tricky for me to come up with a clear main idea"*

Bagaimana cara kamu mengatur ide-ide dalam tulisanmu? Apakah kamu sering mengalami kesulitan dalam menyusun kalimat yang koheren dan teratur? Apakah kamu merasa sulit untuk mengembangkan gagasan utama yang jelas?

S1 : *"Aku coba mengatur ide-ide dengan membuat rencana sebelum mulai menulis. Kadang sulit buatku menyusun kalimat dalam urutan yang tepat dan membuatnya masuk akal. Aku juga merasa susah untuk menghasilkan gagasan utama yang jelas."*

S2 : *"Aku mengatur ide-ide dengan membuat daftar tentang apa yang ingin aku tulis. Tapi kadang-kadang, kalimat-kalimatku terdengar aneh atau gak masuk akal."*

S3 : *"Aku membuat rencana sebelum mulai menulis untuk mengatur ide-ide. Tapi kadang, kalimat-kalimatku jadi berantakan dan gak masuk akal."*

S4 : *"Aku coba mengatur ide-ide dengan membuat garis besar. Tapi kadang-kadang, kalimat-kalimatku gak mengalir dengan baik atau masuk akal. Dan aku juga gak terlalu ngerti menulis karena aku juga males belajar Bahasa Inggris. Bahasa Inggris susah, dan aku gak terlalu suka."*

S5 : *"Sebelum menulis, aku bikin rencana untuk mengatur ide-ide. Tapi kadang-kadang, kalimat-kalimatku gak nyambung satu sama lain atau gak masuk akal."*

S6 : *"Aku mengatur ide-ide dengan merencanakan sebelum menulis. Tapi kadang, kalimat-kalimatku gak terdengar pas atau gak masuk akal. Juga agak sulit buatku mengembangkan gagasan utama yang jelas"*

AGGREMENT FORM

**YAYASAN PENDIDIKAN JAMBI
SEKOLAH MENENGAH PERTAMA (SMP)
LABORATORIUM STKIP JAMBI**

Jl. Slamet Riyadi, SUNGAI PUTRI, Kec. Telanai Pura, Kota Jambi Provinsi Jambi Telp 60673

SURAT PERNYATAAN

Nomor : SMPL-STKIP-/207/2023
Perihal : Balasan Permohonan izin Penelitian

Kepada Yth,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Batanghari Jambi
Di tempat

Dengan Hormat,

Sehubungan dengan surat saudara pada tanggal 8 Juni 2023 perihal perizinan tempat penelitian dalam rangka menyusun skripsi mahasiswa atas nama Putri Disiana dengan judul, " An Analysis Of Students' Problems In Writing Descriptive Text At The Eighth Grade Of Laboratorium STKIP JUNIOR HIGH SCHOOL JAMBI CITY ".

Perlu kami sampaikan beberapa hal sebagai berikut :

1. Pada prinsipnya kami tidak keberatan dan dapat mengizinkan pelaksanaan penelitian tersebut di tempat kami.
2. Izin melakukan penelitian diberikan semata-mata untuk keperluan akademik.

Demikian surat ini, atas kerjasama yang baik kami ucapkan terima kasih.

