

An Analysis of Students' Difficulties in Writing Descriptive Text at Tenth Grade of Smk Negeri 4 Kota Jambi

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ABSTRACT

The purpose of this research is to analyze students' difficulties in writing descriptive text. The problem of this research is students' difficulties in generic structure, language feature, lack of vocabulary and arranging sentences in writing descriptive text. The objective of this research is to identify the students' difficulties in writing descriptive text. The research conducted at SMK Negeri 4 Jambi in academic years 2019/2020. The population of this research is tenth grade student of fashion class IV. The sample is all of the fashion class IV at the tenth grade which the total number of students are 33 female students. The type of the research is qualitative descriptive. The data were obtained by using online questionnaire by using google forms. Overall, the result of this research is 60% students have difficulties on language feature. While, 30% students have difficulties in generic structure which is as same as the students are who have limited vocabulary in writing descriptive text. Moreover, the biggest percentages which are majority of students have difficulties on arranging sentences to be paragraph.

Keywords: An Analysis of Students' Difficulties of Writing Descriptive Text.

INTRODUCTION

A language is used for many kinds of purposes especially English which is an international language. English has many kinds of skill, Reading, Speaking, Listening and writing. Thus, it has many functions as well. According to Lynn Quitman Troyka, Simon and Schuster (1993) stated that writing is a way of communication to express writers' feeling or convey their messages to readers. Writing English is the most important skills, the reason why, it is because to conduct the international articles we should use the English as an international language. Even more, writing activity is one of the complex ways to teach the students and make the students more interesting in English lesson, even, writing more often can help the language learners in acquiring the language, because students' thinking will be enhanced and if students using the targeted language more often, language learners or

students can get used to it and might be able to use the language well in orally or written especially in writing descriptive text which tell and give the identification or classification of things, place and person.

To build this writing skill, the students must know any part of Writing which is consists of some elements such as vocabularies, grammar, organization of the text, spelling, and punctuation. Writing is also considered as the indicator toward the student success in learning English. Since writing is productive skill, it also helps the students to develop their ability in expressing what they feel and think. In addition, writing skill is one of the skills that should be structured by grammar and sentences, paragraph. There are some common language problems in writing. most of the students are poor vocabulary, phrasing and unconventional grammar, sentence structure and word order, trouble reading back what is written, spelling,

and meanings. So that, Writing is the complex subject which most of the teacher face several problems.

Therefore, the students' problems are, they still do not understand how to organize the sentences and paragraphs correctly. Especially in choosing words to words. Also, they do not understand the generic structure of descriptive text and the grammar forms are used for it text. Elii (2004) States that descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. While, there are still many students especially in senior high school who are not able to write a descriptive text. Muhammed, in Nasser (2018) states that the students may face many writing difficulties and problems at different stages of their learning. In my opinion, most of the students have faced the difficulties in writing descriptive text at some parts of component, such as, vocabulary, grammar and generic structure of the text. They also could not arrange the sentences to be a paragraph especially using the time signal of descriptive text. for example, the text often use the present tenses and many kinds of adjective and adverb of vocabularies. Moreover, most of students are still uninteresting to English which they argue that English is one of the bored lesson and difficult to learn and practice it. Even more, writing subject is, not only writing in Indonesia language, but also in English writing especially for vocational high school.

Currently, I do the teaching practice in the vocational high school which is one of the favorite school in Jambi, which is named SMK 4 Jambi. I have found many kinds of students' difficulties especially in learning writing English subject. They do not understanding how to start write the descriptive text. This is because, they do not understand the generic structure or organization of the text. And they have limited the vocabularies especially in adjective and adverb that these vocabularies are the keys to arrange sentences. They are also, confuse how use the tenses to describe things, place or person. While, writing skill is one of the important subject for them which can help them in the field

job for their future. Therefore, students need a guidance to apply proper strategies to write the text and to help them quickly conduct any kinds of things or person that they will be written.

THEORIES OF WRITING

In addition, writing skill needs careful thinking in the way how we write the ideas and arranging the words to be sentences and sentences to be paragraph. Writing should have good arrangement of the structure or sentence appropriate with grammatical rule. Reynolds, J. (2018) He said that to have good writing is way more important than perfect grammar. Good writing can also make reader hold the message from the writing without arise misses understanding. Good writing is writer can appropriate directly to convey meaning to reader, so the reader can understand with their through. Bar (1982) He stated about criteria for having good writing as follows: 1.) Good writing has a lot less to do with following grammatical rules. 2.) Good writing usually does have correct spelling. Unless it's an intentionally bad or odd spelling to make a point. 3.) Good writing does not have to have big words, though some of my favorite good writing uses mostly simple English with an occasional and well-placed use of something a little tastier, without becoming overtly erudite or patently pedantic. 4.) Good writing is frequently universal. Those are some ways to have good writing. Writing skill divided into two types of writing process and writing output.

THEORY OF DESCRIPTIVE TEXT

Text description is writing about characteristic features of a particular thing. Bar (1982) Descriptive writing appeals to the senses, so it tells how something looks, feels, smells,

tastes, and/ or sounds. In addition, Reynolds (2018) he also said that a decent portrayal resembles a "word picture" the peruser can envision the article, spot, or individual in their brain of a decent depiction resembles a craftsman who paints an image that can be seen obviously in the psyche of the peruser. Other statement from composing distinct content, the understudies need to satisfy the five segments of Harmer (Fourt Edition). composing, they are creating thoughts, putting together thoughts, sentence structure, jargon and mechanics. Recorded as a hard copy distinct content the understudies need to utilize a fitting language, for this situation straightforward current state. In addition, Hood (2013) said that in creating the content, understudies need to pick the fitting and exact words to communicate the thoughts. In mechanics segment, understudies need to utilize the great accentuation, spelling and capitalization. By dissecting the parts of the understudies' spellbinding content, understudies will compose or depict things, spot or individuals explicitly. From syntax as well as from sentences' design and utilizing accentuation. Moreover, having good writing skills especially in writing descriptive text, writer should intention on some ways of writing.

Here are six steps to write ideas to write a description text, they are issues to keep in mind, choosing a topic, prewriting, organizing, drafting, and revising your draft Harmer (Fourt Edition). At the point when understudies compose something, they hustled to utilize their insight into design to get sentences that have a significance, the investigation of writing by and large, composing only from time to time to be utilized, for the most part structure practice is the manner by which to finish words in discrete sentence structure or filling in the clear at a book.

THEORIES OF TEACHING WRITING

In showing composing, instructors additionally need to situate on a few sorts of composing information in particular information on the substance, information on composing steps to associate the thoughts, information on

composing rules, and procedural information expected to utilize the three different sorts of information recorded as a hard copy a composed item Siahaan (2013). Those are as head segments to instructing keeping in touch with understudies. The hypothesis is likewise upheld by Harmer (Fourth Edition) that to comprehend a particular undertaking recorded as a hard copy, journalists (understudies) requires the scope of information which can be summed up as follows: a) Content information It is the information on the ideas associated with the branch of knowledge. b) Context information It is the information on the setting where the content will be perused. c) Language framework information It is the information on those parts of the language framework vital for the fulfillment of the errand. d) Writing measure information. e) It is the information on the most suitable method of getting ready for a particular composing task. To have the option to create a decent composed book, educators ought to expect systems to encourage writing to be accomplished the targets of instructing composing.

Having viable on training composing requires a few things, Hood (2013) expressed that instructing composing has a serious level of association in regards to the turn of events and organizing of thoughts, data and contentions. Besides, the highlights, for example, a serious level of precision, complex language gadgets, a cautious decision of jargon and sentence structures to make style, tone and data fitting for the perusers of one's composed content Lundh (2007). Every one of these focuses make the instructing of composing an intricate matter, since this ought to be thought about for proficient learning of composing strategies. Reynolds (2018) There are numerous techniques which can be utilized by instructors to educate composing. These methodologies rely upon the capacity of the instructor to pick the suitable one. One of the methodologies which can be utilized to train composing is composing enlightening content.

In light of Harmer (Fourth Edition) there are two methodologies in instructing composing. Those two methodologies are follows

1. Product-arranged

In Brown the arrangements of item situated methodology should: a) Meet certain guidelines of recommended English explanatory style; b) Reflect precise punctuation; be coordinated in similarity with what the crowd would consider to be customary. Item based methodologies consider writing to be for the most part worried about information about the construction of language, and composing advancement as fundamentally the aftereffect of the impersonation of contribution, as writings given by the educator.

2. Process-situated

Harmer (Fourth Edition) adapted from Shih, measure approaches do the vast majority of the accompanying: a) Focus on the way toward composing that prompts the last composed item; b) Help understudy scholars to comprehend their own making cycle; c) Help them to fabricate collections of procedures for prewriting, drafting, and revamping; d) Give understudies time to compose and rework; e) Place focal significance on the interaction of correction; f) Let understudies find what they need to say as they compose; g) Give understudies input all through the creating interaction (not simply on the eventual outcome) as they endeavor to carry their appearance consistently nearer to expectation; h) Encourage criticism from both the educator and companions; I) Include singular meetings among instructor and understudy during the cycle of piece.

Training composing has some exercise intends to lead the learning exercises could arrive at the objectives. In view of Jack C (2002) he said that Lesson plan expects to help remind the instructors what they proposed to do. In Addition, According to harmer in Shen (2012) she said in her diary that Genre-Based Approach is a suitable methodology. Type Based

Approach (GBA) is a methodology which guides understudies to comprehend the social reason, association, and language highlights on each sort of text. As indicated by Brown in Lundh (2007) said that Genre Based Approach has the social reason that mirrors its schematic construction or text association and language highlights, to be specific syntax, jargon, connectors, and so forth.

STUDENTS' DIFFICULTIES IN WRITING

There are as yet numerous understudies who can't compose a spell binding book. Muhammed Nasir, Eni Ismayanti (2020) States that the understudies may confront many composing troubles and issues at various phases of their learning. Fais in his research Fais (2016), he express that the understudies shows that they have a few troubles recorded as a hard copy illustrative content. They are: 1) conventional design; 2) syntax; 3) spelling. The challenges on nonexclusive construction of unmistakable content comprise of portraying object in detail Fais (2016). The understudies need to coordinate their thoughts into great passage, the understudies need to make their composing comprehensible. To compose an illustrative book, the understudies can arrange their thoughts by distinguishing the theme and give the portrayals about the point Sundem (2007).

Other explanation from Sundem (2007) in his exploration, he said that language challenges will impact certain examples of how words are assembled to frame the right sentences. The understudies had a few troubles in utilizing basic current state. The understudies committed a few errors when they expounded the thought in basic current state. It's make the understudies hard to compose clear content. The understudies challenges can be brought about by some factor, as indicated by Graham and Harris in Shen (2012) composing troubles may in huge part, be the consequence of two elements, they are:

First and foremost, the greater part of the understudies have incessant blunders in spelling, the utilization of upper and lower case, and accentuation. The measure of consideration that must be exhausted on lower-level abilities is thought to meddle with higher-request abilities of preparation and the age of substance

Furthermore, understudies likewise have less information identifying with the subject substance of which is to be composed. At the end of the day, it is difficult for the understudies to understand an account text. They need to perceive, every one of the components of the content such direction, intricacy, goal and reorientation, the sentence structure, additionally the jargon. Thus, instructing perusing story text ought to have a few speculations and procedures. In conventional schooling, yet additionally, in internet learning at some application types of courses.

In addition, based on the difficulties in generic structure which have many rules in writing. Sundem (2007) stated that According to Betty Schramfer says that “this list to find out what kind of difficulties the students got and then make the necessary correction”. Those are:

1. Subject and verb for example wrong simple predicate, superfluous be, and in simple predicate missing.

Verb agreement tense and form, for example miss-formation of the next verbal word, the verb comes after the subject, and a form of have/has.

2. Article

The occurrence of the article varies depending upon the type of noun. The definite and indefinite article is customary to recognize a zero article. The two article are the and a/an. They may be used with singular or plural noun. Each of article undergoes a change before a word beginning with a vowel sound – the changes in pronunciation a changes in both pronunciation and spelling.

3. The use of pronoun Number is the form of word to show whether it is singular or plural.

Singular number is when noun denotes on object. Plural number is a noun denotes than one object. Singular can be identified by putting “a” or “an” before noun. Preposition Define time, space and more abstract relationship, and precede nouns or pronoun (in before, of, according to, despite).

4. Word choice or diction Word choice or diction is choosing the right word in a sentence sometimes on word has the same meaning but has different. For example see and sea looks same in spelling but they are different. See is a verb and sea is noun, they are used in different way. In this case, students make error. Students get difficult in word choice because they lack knowledge. Add a word sometimes, the students miss several words in their text when the students were writing a composition. Because of that when the writer analyzes each of students’ writing; he/she should add some words to complete their writing. For example “I very hungry” it should be “I am very hungry”

5. Omit a word Omission is characterized by the absence of an item that must appear in well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some type or morpheme are omitted more than other. Spelling is how to write a word correctly. Sometimes the students write what he or she says. Actually, the correct writing is different from he/she speak. Spelling problem can be overcome only through practice and if the students need more practice, they should arrange practice session with a friend.

6. Punctuation is the practice or system of inserting various in writing text in order to old interpretation. The important things in this case to sign or punctuate the sentences are the meaning of the sentence.

RESEARCH METHODOLOGY

This research is qualitative research design. Creswell (2014) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In

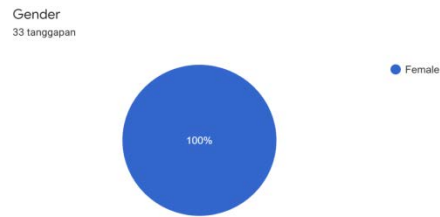
conducting this research, the researcher will take the research in vocational high School. This research discussed about the students' understanding on descriptive. In addition, this research uses the phenomenology of research design which is related to the Creswell (2014) that he stated, phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon.

Sample is a smaller group of population. The researcher determines the sample by using random sampling technique which is called Probability Sampling. Cresswell, (2009) He stated that this sampling technique is called random sampling. This is because in taking the sample, the researcher mixes the subjects in the population so that all subjects are considered the same. In this research, thus, the researcher gives equal rights to each subject to have the opportunity to be selected as a sample. In this research, the sample of this research is students from tenth grade of fashion class which the researcher take one class of fashion class IV (Kelas Tata Busana) at Vocational School SMK Negeri 4 Kota Jambi in academic year 2019/2020. The total students is displayed in the table below.

FINDINGS

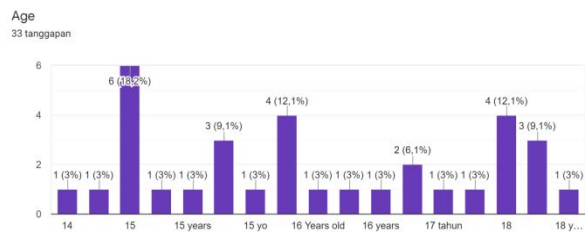
In this chapter the researcher will display the data that the researcher have gotten in the questionnaire result from the tenth grade students of Fashion Class IV at Vocational school 4 Jambi city in Academic year 2019/2020. This research conducted on 18th February 2021.

**Chart 1
Students' Gender**



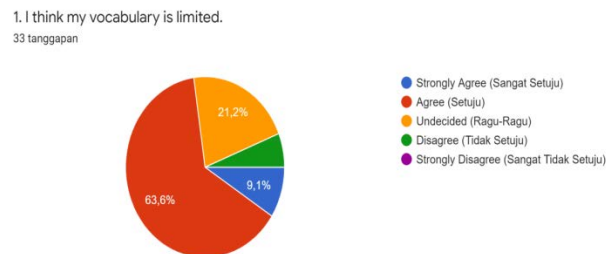
The students of tenth grade in Class IV at fashion class are female students. who interested in fashion class are more female students than male.

**Chart 2
Students' Age**



This chart shows the percentages of students age in fashion class IV at tenth garde. it shows that the students' age are vraitid. it started from 14 years old to 18 years old. While, the biggest percentages of students' age is 15 years old which has 6,18% and 4,12% is 16 and 18 years old.

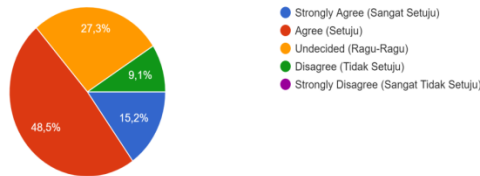
**Chart 3
Questionnaire**



As a result for the first question of the questionnaire is 72% students strongly agree,

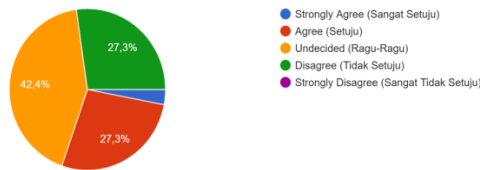
and agree and 21% have chosen undecided that students argued that they have a little vocabulary. While, no one of students argued that they are agree, strongly disagree about their limited vocabularies.

2. I feel it is difficult to find the generic structure and language feature of the text.
33 tanggapan



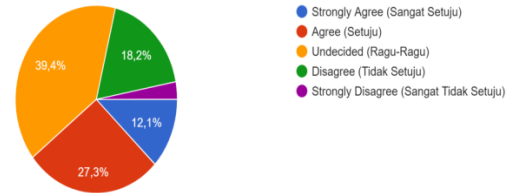
As the chart shows that 63% of the students answered agree, strongly agree that they have difficulties in understanding generic structure and language feature of the text and 9,1% of students argued that disagree about their difficulties. While, students have chosen undecided about the second question which has 27,3%. It means that 27,3% students have little understanding in generic structure and language feature of descriptive text. Whereas, 9,1% students are disagree which they understand correctly about descriptive text.

3. I do not know the tenses which is used in the text
33 tanggapan



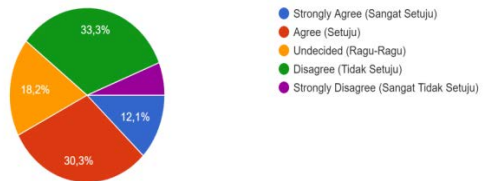
Different from the second questions' result, this question has 42,4% of students answered undecided, which they have understood about tenses of descriptive text. and 27,3% choose agree that the students totally do not know about the tenses. As well as, other options are 27,3% disagree that the students totally know about the tenses of the text. It means that students have little understanding in tenses are used in the text.

4. I feel confused in how to arrange correct sentence in writing descriptive text
33 tanggapan



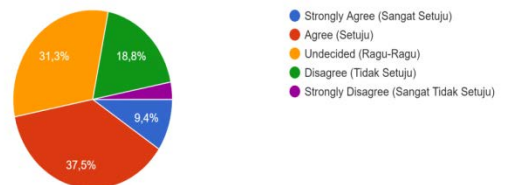
It shows that undecided options has the biggest percentages which is 39,4% students confused in arranging sentences, and 39% students agree and strongly agree that they cannot arranging sentences, and 18,2% students disagree. It means that 18% students only can arranging sentences. While students who totally can arrange sentences 0%.

5. I never practice arranging a sentence.
33 tanggapan



In this chart, it shows that 42% students never practiced arranging sentences, and 18,2% students are rarely in practicing arranging sentences. While, 33,3% students have practiced in arranging sentences, and 0% students who have never practiced it.

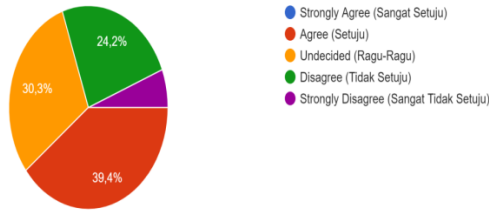
6. I feel it is difficult to read something in English.
32 tanggapan



It shows that 46% students argued that read something in English is difficult and 31,3% feel that reading in English is not too difficult. While, 18,8% students argued that reading in

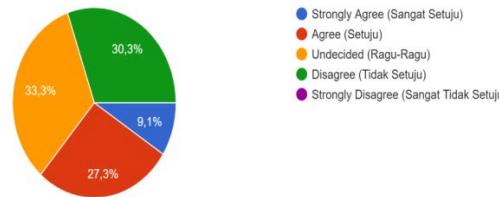
English is not difficult and 0% students argue that reading English is easy.

7. I feel it is difficult to write something in English.
33 tanggapan



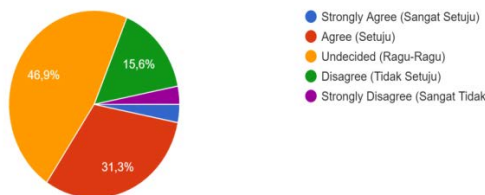
It shows that 39,4% students argued that write something in English is difficult and 30,3% feel that writing in English is not too difficult. While, 24,4% students argued that write in English is not difficult and 0% students argue that write in English is easy.

8. I cannot answer questions in English easily.
33 tanggapan



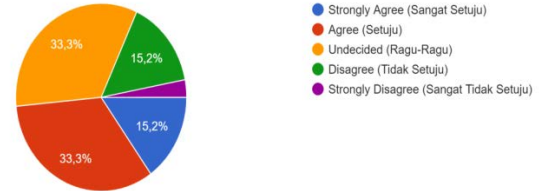
It shows that 36% students argued that they cannot answer the question in English easily and 33,3% think that answering English question is little bit difficult. While, 30,3% students think that answering the English question is easy. And no one of students sure that they cannot answer the question easily.

9. I cannot use punctuation correctly
32 tanggapan



It shows that 46,9% the students who undecided in using punctuation, and 31,3% students agree that they do not understand in using punctuation. While, only 15,6% students argued that they can use punctuation in their writing. Also the students who totally undesrtadn and not is 0%.

10. I have many spelling errors
33 tanggapan



It shows that 33,3% students undecided about their correct spelling and agree that they have error in spelling. While 15,2% students argued that they are sure about error in spelling and do not error in spelling.

Table 1
The Categories of Students' difficulties

No	Categories	Number of Students
1	Students' difficulties on understanding of Language feature of Descriptive Text.	20 Students
2	Students' difficulties on understanding of Generic Structure of Descriptive Text.	10 Students
3	Students' who have lack of vocabularies	20 Students
4	Students' difficulties on arranging Sentences	33 Students

Result of the Online Questionnaire analysis (2021)

To know the percentages of the percentages of each category, the researcher makes analysis the result by using likert scale form.

$$\frac{F}{N} \times 100 = . \text{ It could be seen below;}$$

Firstly, the researcher makes analysis the data of students' difficulties on understanding of Language feature of Descriptive Text, which have 17 number of students.

$$\frac{20}{33} \times 100 = 30\%$$

The percentages result of Students' difficulties on understanding of language feature of descriptive text is

Secondly, Data analyzing of students' difficulties on understanding of generic structure of descriptive text is 10 number of students.

$$\frac{10}{33} \times 100 = 30\%$$

The percentages result of students' difficulties on understanding of generic structure of descriptive text is.

Thirdly, Data analyzing of students' who have lack of vocabulary is 19 number of students.

$$\frac{19}{33} \times 100 = 60\%$$

The percentages result of students' who have lack of vocabulary is Lastly, the biggest frequency of data analyzing of students' difficulties on arranging sentences is all of the students have this difficulty which the total number 33 students.

$$\frac{33}{33} \times 100 = 100\%$$

The percentages result of students' difficulties on arranging sentences is From the questionnaire result, the researcher found that students' difficulties on understanding language feature is 30%. While in generic structure is 60%. Also, students who have lack of vocabulary are 60%. Moreover, the biggest percentages in each categories of students' difficulties in writing narrative text is on arranging sentences to be paragraph which has 100%.

DISCUSSIONS

Based on the students' result from the online questionnaire by google forms, this research discussed about students' difficulties in writing descriptive text. the discussion will be presented below.

First and foremost, the researcher will discuss about students' difficulties on language feature of descriptive text which most of students do not understand about it which has 30%. Based on the theory from Bar (1982) he stated that "the language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun". This related to students faced in learning language feature of descriptive text which is also connected to grammar subject about tenses of simple present tense. Even, simple present uses the simple form, the students argue that they are difficult to choose the verb and the subject correctly.

Furthermore, discussing about students' difficulties on generic structure of descriptive text is in which has 60%. Based on the theory from Harmer (Fourth Edition), he stated that descriptive text has two generic structure identification and description. So that in writing

descriptive text the students should organize the paragraph in two of generic structure to make the text organized well. In fact, the research result showed that students have difficulty in organizing their descriptive text by using the generic structure of descriptive text.

In addition, discussion about students' vocabularies which has 19 students have limited of vocabularies. This is also one of the crucial factors in writing descriptive text. Based on the theory from Hood (2013) he stated that "in composing the text, students have to choose the appropriate and accurate words to express the ideas". In research's result showed that 60% students have limited vocabularies. Moreover, students are difficult in choosing the accurate words for writing descriptive text.

The last is discussion about students' difficulties in arranging sentences, which has the biggest percentages 100%. This factor is the important thing in writing descriptive text. Related to the theory from Lundh (2007) he stated that, he stated that the Writing Process writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. From the theory above, we could conclude that arranging sentences have many components that the students should know. So that these categories have the biggest percentages which all of the students Fashion Class IV (TBS IV) argued that this difficulty is the most crucial things of difficulties.

CONCLUSION AND SUGGESTIONS

This research focuses on students' difficulties on writing descriptive text at the tenth grade students in vocational school 4 Jambi city. The main problems of this research are students' difficulties on writing narrative text in some factors. Such as, understanding language feature, generic structure of narrative text and students' vocabularies and arranging sentences to be paragraph are. Based on the

research' result, the researcher found many problems in students' writing descriptive text. Like, 60% students who do not understand about language feature are. Also, 30% students who do not understand about generic structure and who have limited vocabulary in writing narrative text are. Moreover, the majority of students who have difficulties in arranging sentences to be paragraph are 100%.

With regards to this research, the researcher proposes some suggestions for English teacher and other researcher as follows.

a. For English Teacher

It is important to the teacher that writing descriptive text should be tough in each part of language feature, generic structure, vocabularies which are related to the topic and guide the students about how to arrange the sentences to be a good paragraph.

b. For Other Researchers

This research focuses only in students' difficulties in writing descriptive text. Therefore, other research may conduct the research on teacher difficulties in teaching writing especially in descriptive text. To find the solution both of students and teacher which this solution could give the contribution in learning process effectively.

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