

**STUDENTS' DIFFICULTIES IN WRITING
ENGLISH DESCRIPTIVE TEXT AT
SEVENTH GRADE OF SMP DR.SOETOMO
SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the
degree of Sarjana Pendidikan (S.Pd) in Teaching English



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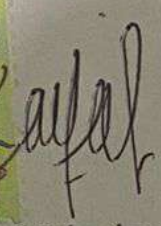
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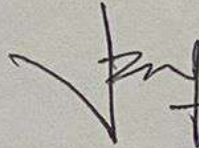

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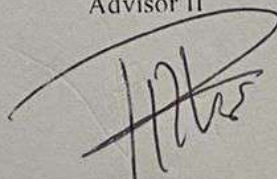
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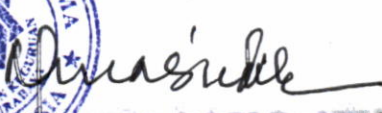
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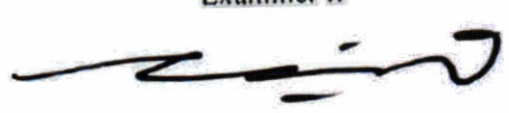
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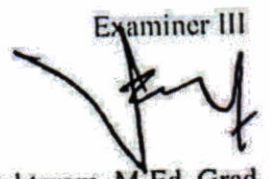
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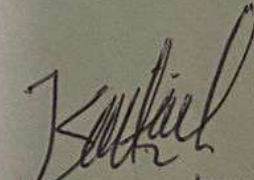
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ABSTRACT

Khotimah, Kusnul. (2020). *Students' Difficulties In Writing English Descriptive Text At Seventh Grade Of SMP Dr.Soetomo Surabaya*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed, Gred, Dip. TESOL. Advisor II: Rizka Safriyani, M.Pd.

Key Words: Students' Difficulties, factors causing difficulties, writing English descriptive text, Students' difficulties in writing English descriptive text, commonly factors causing students' difficulties in writing English descriptive text.

Writing an English descriptive text is not easy. Some students get difficulties when they write an English descriptive text. There are many factors that can influence the students' difficulty in writing descriptive text, such as internally and externally. The research was aimed to investigate the students' difficulties faced by the students in writing English descriptive text and to investigate the most common factors causing the students' difficulties. This research used a qualitative method and the data was collected through questionnaire and interview. The questionnaire and interview was conducted to the students' of VII C at SMP Dr.Soetomo Surabaya. This research found there are five difficulties faced by the students' in writing English descriptive text. The five most highly rated from the respondent are vocabulary (24%), language (23%), content (20%), organization (17%), and mechanics (16%). There are four common factors that causing students' difficulties such as less of time, less of practice, and less of motivation. The students get difficulties in writing English descriptive text because they are not familiar with the vocabulary and the sentence structure. Moreover, the students also confused in determining their ideas. This result of study are in line with the finding of previous study that vocabulary, language, content, organization and mechanics is common difficulties faced by the students.

ABSTRAK

Khotimah, Kusnul. (2020). *Students' Difficulties In Writing English Descriptive Text At Seventh Grade Of SMP Dr.Soetomo Surabaya*. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed, Gred, Dip. TESOL. Advisor II: Rizka Safriyani, M.Pd.

Kata Kunci: Kesulitan Siswa, Faktor yang menyebabkan kesulitan, menulis teks deskriptif bahasa Inggris, Kesulitan siswa dalam menulis teks deskriptif bahasa Inggris, faktor umum yang menyebabkan siswa kesulitan dalam menulis teks deskriptif bahasa Inggris.

Menulis teks deskriptif dalam bahasa Inggris itu tidak mudah. Beberapa siswa akan mengalami kesulitan ketika mereka menulis teks deskriptif. Ada banyak faktor yang dapat mempengaruhi kesulitan siswa ketika menulis teks deskriptif, seperti faktor internal dan faktor eksternal. Penelitian ini bertujuan untuk mengetahui kesulitan siswa yang dihadapi ketika menulis teks deskriptif dalam bahasa Inggris dan mengetahui faktor yang paling umum menyebabkan siswa mengalami kesulitan. Penelitian ini menggunakan metode kualitatif dan data yang didapatkan dari kuesioner dan wawancara. Kuesioner dan wawancara dilakukan kepada siswa kelas VII C SMP Dr.Soetomo Surabaya. Hasil penelitian ini menunjukkan bahwa terdapat lima kesulitan yang dialami oleh siswa ketika menulis teks deskriptif dalam bahasa Inggris. Peneliti mengurutkan dari lima yang tertinggi yaitu kosa kata (24%), bahasa (23%), konten (20%), organisasi (17%), dan mekanik (16%). Ada empat faktor umum yang menyebabkan kesulitan siswa seperti kurangnya waktu, kurangnya praktek, dan kurangnya motivasi. Siswa mengalami kesulitan menulis teks deskriptif dalam bahasa Inggris dikarenakan mereka tidak terbiasa dengan kosa kata bahasa Inggris yang mereka gunakan dan dalam menentukan struktur kalimat. Selain itu, siswa juga bingung dalam menentukan ide-ide mereka.

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CHAPTER I INTRODUCTION

In this chapter discusses the reasons why researcher conducted this research. This chapter also explain the research questions, objectives of the research, significances of the research, scope and limitation of the research, and definition of key terms.

A. Background ofThe Study

Writing is one of a complex ability in English. When the students have the ability in vocabularies and sentence structure, they will write fluently. Every students have different problems when they write. Writing is the most complex language ability. According to Jack C. Richard and Willy A. Renandya, writing is the most complicated ability to master by second language learners. The problems is not about producing or arranging the ideas, but also in interpreting their ideas into legible text.¹ Writing requires not only one process, before the writer begins to writing, the writer should create idea and organize it. When we write we always need a thinking skill and creative skill. Writing is not easy even smart students will have difficulty.

When in junior high school there are several kinds of texts that will be studied and one of them is the description text. Description text is a text used to describe a thing, person, place or event to give description for someone. Descriptive text is also used to describe how a person looks, something, or a specific place.² In descriptive text there are two parts, namely the introduction part and the description part. In introduction part the students will introduces the character, and in description part students give detail explanation about the character. Students must pay attention when writing descriptive text they must use simple present and adjective

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice* (New York: Cambridge University Press, 2002), 303.

² Artono Wardiman, et. al. *English in Focus*, for grade VII Junior high school (SMP/MTs), (Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional, 2008), 115.

clause. From the clarification above, it can be resumed that the aim of descriptive text is to make the readers or listeners are able to get the same feeling or emotion as what the writer feel. Usually students feel difficult in writing descriptive text. They usually feel difficult to arrange their ideas, therefore students made some error in develop their imagination.

When writing descriptive text sometimes students still find it difficult even though it has been explained by the teacher. There are some difficulties that are usually experienced by students when writing descriptive text. The first is developing their ideas. Sometimes there are many students who write one paragraph but there consists of more than one main idea and the idea of the paragraph was still ambiguous. Students must arrange their ideas into good paragraphs, so that the results of their writing will be easily read. To write a perfect descriptive paragraph students must identify the topic and provide a detailed explanation of the topic.

Another difficulty experienced by students is the grammar. Sometimes students are still confused about how to unite one word with another word to form a sentence. Another difficulty that is commonly faced by students is that they lack of vocabulary and develop ideas that are relevant to the topic. Students also still have difficulty in choosing the right words.

Based on phenomena, it can be conclude that students also have errors in mechanic terms. The mechanical aspects consist of spelling, punctuation and capitalization. Writing need some aspects to be mastered. All those difficulties can be solved by giving a motivation to students, giving studentsthe opportunity to write things they like, and also often giving them advice if there are errors in their writing.³

Content, organization, vocabulary, language and mechanics those are the difficulties students face when writing descriptive texts. Content refers to the paragraph that suitable with the topic of text. Then, organization refers to the logical organization of the content. Then, vocabulary means selection of words which suitable with the content. While language refers to arrangement of words

³Rico, Lenny Johan Alvarado, “*Identifying Factors Causing Difficulties to Productive Skills Among Foreign Languages Learner*”.

and grammar used in the text. Then, mechanics refers to capitalization, punctuation and spelling.

Internally and externally become factors that affect the students difficulty when they write. Students less of motivation, less of interest, personality, element language are included in internal factor. While in external factors is like teacher's competence, school facility, and learning media include learning strategy. However, teachers have important role in the class, how the way the class running well it depends on how the teacher in manages the class and how the teacher controls students in the class.⁴ Every students are confused to describe themselves. When the teacher asks with the question "what does Aleta look like?" then the students answer "she is beautiful and white skin". In general this sentence is not wrong but in grammatical form this sentence was wrong because the question is about physical appearance. Physical appearance is like she has white skin, curly hair, sharp nose, fat body, long hair and all about appearance while in personality adjective is like she is kind, she is beautiful, ugly, arrogant and all about characteristic the subject. It indicates that students still confused about how to describe a person based on physical appearance and personality. When students write a sentence they must pay attention to the structure of the sentences because structure can deliver message of the sentences.⁵ According to Duffield, students often difficult to writes English complex sentence because contains of clauses.⁶

Some researchers have been conducting the study about writing descriptive text in different ways. Some researchers studied about the problem in writing descriptive text, the factor of causing students difficulties, and also the solution for those problems. Muhammad Hanafi found that students at MA Ni'matul Aziz Jelapat I Barito Kuala had difficulties in writing descriptive text and also found some factors causing the difficulties. The

⁴Jeremy Harmer, *The practice of English Language Teaching Fourth edition*(USA : Pearson, 2009),108.

⁵Gordon Taylor, *A Students Writing Guide*(Cambridge: Cambridge University press, 2009), 9.

⁶RaymonMurphy, *Grammar in Use* (Cambridge: Cambridge University Press, 2001),170.

difficulties are in content, organizing, grammar, vocabulary, and mechanic. The researcher found a factor that often causes difficulties, namely the background of students. For example they are not interested in learning to write, lack of motivation, and lazy to write. Another factor is that students experience a lack of knowledge about writing English text. The researcher also found other factors, namely how the teacher teaches or can be called teacher teaching techniques. The last factor causing the difficulties is their environment.⁷ The other related study has conducted by Junita The aim of the study is to investigate towards the tenth grade who have difficulty in writing descriptive text. It is found that the students from senior high school in Bandung that medium and advance achievers have good ability about the schematic structure of descriptive text. The researcher also found that low ability still feel confusion in identifying the grammar used in descriptive texts. In conclusion the low ability students get many mistakes in the text they wrote.⁸ The other related study has conducted by Yosi. The researcher found that students in SMA Negeri 1 Wonosari get some mistakes when writing descriptive text, which are write the ideas, arrange the idea, less of vocabulary, sentence structure, and grammar, different competence of the students, and limit term. Teacher can give material clearly, asked simple task, repeat the previous material, and used mix language to overcome those problems.⁹ Main difference among those researches and this study is the object and the subject of the study. This study focuses on students' difficulties in produce written text English descriptive text and factors causing difficulties and subject of the research is

⁷Muhammad Hanafi, “*An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018*”, (Banjarmasin: Antasari State Islamic University), 2017.

⁸Junita Siahaan, “*An Analysis of Students’ Ability and Difficulties in Writing Descriptive Texts*”, (English Education Study Program of Indonesia University of Education), June 2013.

⁹Yosi Mareta Mutia Chusna, “*Developing Students’ Ability in Writing Descriptive Text: A Case Study in SMA Negeri 1 Wonosari*”, (Submitted as a Partial Fulfillment of The Requirements for Getting Bachelor Degree of Education in English Department), 2016.

seventh grade of SMP Dr. Soetomo Surabaya. While, the population of this research is seventh C of SMP Dr. Soetomo Surabaya. The reason why researcher conduct research at this school is because before conducting research, researcher conduct preliminary research schools and it is include the criteria of this research that have difficulties in the field of writing and researchers also use a purposive sampling method that related with qualitative method.¹⁰ While, the subject of Muhammad Hanafi's study is at MA Ni'matul Aziz Jelapat I Barito Kuala and focus on three classes of eleventh grade, while Junita's subject of the study are on senior high school in Bandung and she focused on one class only, while Yosi's subject of the study is at SMA Negeri 1 Wonosari and she focused on English teacher and students of A and B class. The two researcher conducted their research at senior high school, while in this research the researcher conduct at junior high school. The different between senior high school and junior high school is the level of difficulty. However the basic competence in writing English descriptive text also different between senior high school and junior high school.

B. Research Question

Based on the background of the study, researcher will formulate the following questions:

1. What are the difficulties faced by the students in writing English descriptive text?
2. What are the most common factors causing the students difficulties in writing English descriptive text?

C. Objective of The Study

Related to the problems formulated, there are two objectives in this research.

1. To investigate the students' difficulties faced by the students in writing English descriptive text.
2. To investigate the most common factors causing the students difficulties in writing English descriptive text.

¹⁰ J.R. Raco, "Metode Penelitian Kualitatif", (Jakarta: Gramedia Indonesia, 2010), p. 109

D. Significance of the Study

The result of this research are has intended to be useful for students, English teachers and future researchers.

1. For students, this research intended to provide a contribution of knowledge for students about students difficulties in writing descriptive text. By knowing their difficulties, they can overcome their difficulty and also find strategy to increase their ability in writing descriptive text.
2. For English teacher, this research is usefull as information. The teacher will know what difficulties students experience and what factors cause difficulties when students write descriptive texts. Beside that, the result of this research will direct the English teacher to do evaluation and revision his learning.
3. For further researcher it is hoped that the researcher can give information for the readers about students difficulties and common factors that causing difficulties in writing English descriptive text. This research also can give the view to the others who will do same research with different subject.

E. Scope and Limitation

The scope of this research is focused on the difficulties in writing English descriptive text and factors causing difficulties in writing English descriptive text. Researcher will investigate the content, organization, vocabulary, language and mechanics that students experience when writing descriptive texts and what are the factors that caused these difficulties especially in internal factors such as lack of motivation, having less time, less of practice, and less of teacher feedback. The scope would be applied to answer theresearch question by conducting the questionnaire and interview in students’.

The resreach is limited to collect data at seventh grade of SMP Dr.Soetomo Surabaya and the research focuses on two scopes, those are students’ difficulties in writing English

descriptive text and internal factors that causing the difficulties. The study conducted on December 2019 to have questionnaire and interview.

F. Definition of Key Terms

In this section the researcher gives an understanding of several key terms to make the reader easily understand what is meant by the researcher.

1. Writing English

Writing is an activity that is useful for expressing ideas and opinions in all thoughts in written form. According to Petty and Jensen writing is an activity that produce ideas or opinions by using writing agreement which are ideas, thought, feeling using written form.¹¹ Context of writing in this research is the ability of students to describe objects or objects in descriptive text.

2. Difficulties in writing

A difficulty is that some of the conceptions, which allow the students to solve correctly a given set of problems, are found mistake when applied to more general situations.¹² In this research difficulties in writing means some problems or mistakes that students faced when they write descriptive text. Content, organization, vocabulary, language and mechanics those are the difficulties students face when writing descriptive texts. Content refers to the paragraph that correspond to the topic of the text. Then, organization mean logical organization of content. Then, vocabulary means choosing words that are relevant to the contents of the paragraph. While language means arrangement of words and grammar used in the text.

¹¹ Petty, W.T and Jensen, J M, “*Developing Children’s*”, (USA. AD nd Bacon, Inc, 1980), p.399.

¹² C. Batanero, and P. Holmes, “Error and Difficulties in understanding elementary statistical concepts”, *International Journal of Education in Science and Technology* 25(4), 1989, 528

Then, mechanics refers to capitalization, punctuation and spelling.

3. Causes of difficulties in writing

Many factors that causing difficulties. Every students have a different factor that causing their difficulties in writing descriptive text. There are external and internal factors that causing difficulties. Internal factor in writing descriptive text in this research are students lack motivation, knowledge and understanding, and also less of practice. According to Dr. Ibrahim Mohamed Alfaki there was four factors causing students difficulties in writing such as teachers' feedback, students lack motivation, having less time, and less of practice.¹³ Lack of motivation means students are not motivated to learn. Then, knowledge and understanding means the background of the students about writing. While in less of practice refers to students can not improve their writing skill to make a good paragraph when they are not practice to write in English. So the researcher focused on internal factors based on the theory Dr. Ibrahim Mohamed Alfaki.

4. Descriptive text

Explanation for specific people, place or thing all of that is in descriptive text. Descriptive text will describe on specific participant. In descriptive text tell about the participant or object that will be described. This text is used to give details information and what is look like. In descriptive text students not only give the information but also creates the certain image of the object.

¹³ Dr. Ibrahim Mohamed Alfaki "University Students' English Writing Problems : Diagnosis and Remedy". *Published by European Centre for Research Training and Development UK*. Vol. 3 No.3, 2015.

CHAPTER II

REVIEW RELATED LITERATURE

This section explains several theories that support the research problem. Those theories are about writing, and descriptive text. The theories have some subheading that includes in some points. Then, several previous studies which also support this research.

A. Literature Review

In this research, the researcher explains some theories regarding this study those are.

1. Writing Skill

a. The Definition of Writing Skill

Writing is a skill students must have besides listening, reading and speaking. Through writing we can tell about people, remember facts and ideas. Beside that students must also be able to express their feelings and experiences. According to Petty and Jensen writing is an activity that produce ideas or opinions by using writing agreement which are ideas, thought, feeling using written form.¹⁴ Through writing students will be more open to what they think and how they feel. Therefore, they need to master writing skill because writing always needed in all aspects of life. Even though the students understand about the language most of them face some problems in delivering the ideas effectively.

Harmer stated that writing requirements is to provide information and express what has happened through the understanding of the past. Things that must be considered are making writing easily understood by the reader.¹⁵

¹⁴Petty, W.T and Jensen, J M, “*Developing Children’s*”, (USA. AD nd Bacon, Inc,1980), p.399.

¹⁵Jeremy Harmer, “*Practice of English Language Teaching*”. (London : Longman, 2001), p.3.

Writing is not only arrange words into a sentence, but also think about how to arrange them into paragraphs. A good paragraph starts with a general sentence describing the topic. Besides that, writing is also the ability to create coherent and cohesive conversation.

Meyer stated that writing also an action to express ideas, describe them on paper and revise them.¹⁶ It indicates that writing has many process. Thinking about what is going to write and write the idea. After finished writing the writer need to re-read to the written text and make changes and corrections when necessary.

Hughey stated there are three necessary elements of writing, such as the message or the subject, the writing purpose, and the reader.¹⁷ The subject contains the author who will write the information message. In the purpose of writing is when the writer determines whether the writing is intended to provide information, amuse, or telling smething. Than the reader is who will read the message.

b. Process of Writing

The process of writing has many steps not only writing down the ideas but also doing some steps to make the writing better. If we want to make a good paragraph, we need to develop a good topic sentence, starting the point, aspects in writing, and process of writing. Drafting, editing, and final version are included in process of writing, according to Harmer.¹⁸ It explained below:

1) Planning

Before starting to write, writers must think about what they will write. There are several writers making outline before start to write. the

¹⁶Alan Meyers, “*Gateway to Academic Writing: Effective Sentences, Paragraph and Essays*”, (New York: Longman,2005), p.1.

¹⁷Hughey, Jane, “*Teaching ESL Composition Principle and Techniques*”, (Massachussetts: Newbury House Publisher inc), p.39.

¹⁸Jeremy Harmer, “*How to Teach Writing*”, (New York : Longman, 1991), p.5.

compilation starts planning the writer must discuss the main issue or idea. First they must determine the purpose of writing, the purpose for which they write, and what the contents of each section are.¹⁹Prewriting is another word for planning. Writers also usually write an outline. This means that when the writer writes in outline it means the writer only wrote a few important points that will be written later.

2) Drafting

After the writer has finished planning, then proceed with writing the draft. Therefore, during drafting stage the writer pours all ideas completely, such as sentence and paragraph. Writers will organize their ideas with the aim that readers will understand the contents of the author's message.

3) Editing

When the author find an words is not obvious enough, or the sentence is ambiguous or confusing. They may to replace with new statement. The writer might start editing with the focus of editing errors. Revising will also help other readers who provide comments and make suggestions. Suggestions and commenst are certainly very helpful for authors to make appropriate revisions.

4) Final version

When the students finish editing or revising their draft they have produced the final version of their writing and submitted it to their teacher. From the last part of writing is publishing. The process makes students understand all parts of writing at each point. Therefore the process of writing is very important to make writing perfect.

¹⁹Ibid.

c. Difficulties in Writing

Writing is difficult skill in English. Students will write and make good paragraphs when they have a lot of vocabulary and understand the sentence pattern. Vocabulary expertise, grammar expertise and technique for good writing are needed by students in writing ideas and feelings. The students feel confused about how to make good paragraphs using their own words and vocabulary choices. Some students also don't understand how to make a good relation from one sentence to another or one paragraph to another paragraph.

A difficulty is that some of the conceptions, which allow the students to solve correctly a given set of problems, are found mistake when applied to more general situations.²⁰ There are many difficulties faced by students when they are write a text. Content, organizing, vocabulary, and grammar are general difficulties according to Ngabut.²¹ This is proven by students who have the ability to choose vocabulary and good sentence structure so they can write perfectly.

Content, organization, language, vocabulary and mechanics are type of difficulties in writing based on Kim.²² In other hand, mechanical, grammar, style of writing and expression are four type of difficulties based on Broughton et.al.²³ Based on those statements the researcher focused on students difficulties based on Kim's theory because the theory covers all aspects.

²⁰ C. Batanero, and P. Holmes, "Error and Difficulties in understanding elementary statistical concepts", *International Journal of Education in Science and Technology* 25(4), 1989, 528.

²¹ Ellneri Kirani, "Area of Problems in Writing Recount Text", (Palangka Raya : Palangka Raya University), p.11.

²² Kim Jung Hwa, "EFL Writing Problem In Korean Students", (Seoul : Korea University), p.180.

²³ Geoffrey Boughton, et.al, "Teaching English as A Foreign Language", (London : Routledge Education Books, 1980), p.116.

1) Content

Content in writing descriptive text is a paragraph that suitable with the topic of the text. A paragraph requires organization or areasonable order.²⁴Students must provide their ideas with good paragraphs. Students must also make the paragraphs that they make easily read and understood. To write a paragraph of description theycan discuss ideas by providing a topic of conversation and providing a description of the topic.²⁵

2) Organization

Organization is the logical organization of the content. Organization in descriptive text consist of identification and description. A good descriptive text should start with identification, and then continued by description.

3) Vocabulary

Vocabulary is word choice and usage of word which suitable with the content. Several students were still look confused when choosing the correct word. Student feel confused in writing their ideas when they get less of vocabulary. Students usually memorizing the translation from Indonesian to English.

4) Language

When writing descriptive text the language is a suitable arrangement of words and grammar used. Giving description to some facts in the object so this text is used simple present tense. Difficulties in grammar will cause how words are formed to make a correct sentence.

5) Mechanics

Capitalization, punctuation, and spelling are included in mechanics form. These mechanical

²⁴Lailatul Husna, Zainil, and Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang".

²⁵Ibid,

errors can also become one of affect the meaning of a sentence in a paragraph. It causes the reader to feel confused with the meaning of the sentence and also the paragraph.²⁶ If the students mistakenly enter punctuation it will also have an impact on the meaning.

d. Causes of Difficulties in Writing

Many factors that causing difficulties. Less grammatical, awareness and understanding, less of practice, and educational background are four reasons that cause difficulties of writing based on Huwari and Fadi.²⁷ When they write a paragraph they get a lot of mistakes in grammar. This is because they lack knowledge of the wording and tenses used when writing. Awareness and knowledge is when students know about the process of writing and writing ideas that fit the topic. As well as a lack of practice, they will not hone their writing skill if they don't practice it often. Educational background is how teachers deliver learning material in class. So, the success or failure of teaching in the classroom will have an impact on students.

According to Dr. Ibrahim Mohamed Alfaki stated in his journal that there was 4 factors causing students difficulties in writing : teachers' feedback, Student lack motivation, having less time, and less of practice.²⁸ So the researcher focused on internal factors that causing students difficulties in writing English descriptive text.

²⁶Ibid,

²⁷Ibrahim Fathi H and Fadi Maher Al-Khasawneh, "*The Reasons Behind the Weakness of Writing in English among Pre-year Students' at Taibah University*" (Medina: Taibah University, 2013), p. 4.

²⁸Dr. Ibrahim Mohamed Alfaki "University Students' English Writing Problems : Diagnosis and Remedy". *Published by European Centre for Research Training and Development UK*. Vol. 3 No. 3, 2015.

1) Student lack motivation

Motivation plays an important role in mastering English as second or foreign language. Motivation is a very important factor because it will have an impact on school success and long-term learning later. Gardner argues motivation as one of the main factors influencing success in learning a foreign language. He also said that motivation has direct effect on second language achievement.²⁹ According to Leki writer will be more difficult if they write about something that they have no interest in.³⁰ According to Silva if the students are allowed to choose their own topics their work will be more successful.³¹ Students' will interest if they have opportunity to choose their own topics that make them feel easy to write. According to De Borotoli stated that having an interest and enjoying the learning process not only feels difficult and the quality of learning will also lead to learning in certain situations that will result in learning motivation.³²

2) Less of practice

The best ways to learn any skill is to practice it. According to Grabe and Kaplan, writing does not come naturally but we should often and hard to practice.³³ Students must often practice write, especially in descriptive text so they can get a lot of vocabulary and can distinguish between

²⁹ R. Gardner and W. Lambert. "Motivational variables in Second Language Acquisition", *Canadian Journal of Psychology* 2:1, 2015, 15

³⁰Dr. Ibrahim Mohamed Alfaki "University Students' English Writing Problems : Diagnosis and Remedy", *Published by European Centre for Research Training and Development UK*, Vol. 3 No. 3, 2015.

³¹Ibid,

³²Lisa De Bortoli and Sue Thomson,"*Contextual Factors that Influence The Achievement of Australia's Indigenous*", (Victoria: ACER Press, 2010), 28.

³³Ibid,

personality adjective and physical appearance. Writing as a physical act, it requires material and energy. All physical actions is to be done, to have fun both for players and spectators, and that all also needs practice according to Baret and Stubb's.³⁴

e. Types of Writing

In English, we will often find various kinds of writing. Kinds of writing that have their own character and function. Based on the learning syllabus established by the government there are several kinds of writings that must be taught in junior high school, such as: procedure, descriptive, recount, and narrative.

1) Procedure

Tells the reader or listener how to do something or how to make something is a definition of a procedure text.³⁵ This text aims to show instructions on how to make something or do something. For example: recipes, itineraries, instruction manuals, directions. A procedure text has three generic structures. There is an opening sentence that contains the purpose or goal of the procedure, then proceed with describing the ingredients. The final step is how they will complete to achieve their goals.

2) Descriptive

Describes how a person looks, not only people can also objects, places, buildings, or cities is the definition of descriptive text. The purpose of this text is to inform the reader about how something looks. A more

³⁴Baret and Stubb's, "*Practical Guide to Writing*", (Canada: Brown Company, 4th edition 1983), p.3.

³⁵Mark Anderson and Kathy Anderson, "*Text Types in English 3*", (Australia: Mac Milan, 1998), p.28.

complete explanation will be explained in the next session.

3) Recount

To informed past event, usually which they happened is definition of recount text.³⁶ The purpose of this text is to inform or entertain the listener. Orientation, event, and re-orientation those are the generic structure of recount text. Whether in orientation the writer provide the setting and introduce the participant. In the part of event the writer tell the squence happened. The las part is re-orientation which is explain about the closure of event.

4) Narrative

A narrative is usually interpreted as stories told by the narrator. The aim of this text is to amuse or entertain and to deal with true event in different ways. There are several kinds of narrative text such as: humor, romance, crime, fantasy, real-life fiction, mystery, adventure, dairy-novel, etc.³⁷ There are some parts of this text such as orientation, evaluation, complication, resolution, and re-orientation.

2. Descriptive Text

a. The Definition of Descriptive Text

Text that contains very specific information about people, places, or objects is the description of descriptive text. Descriptive text extend many explanation about specific people, things, and place obviously and detail³⁸.In descriptive text tells about

³⁶Ibid,

³⁷Ibid

³⁸Bachtiar Bima M and Cicik Kurniawan, *Let`s Talk*, (Bandung: Pakar Raya, 2005), p. 15.

the information and introduces the object in detail. Identification is about introducing subject or object to be described. It can introduce their family, their friends, their favorite place, thing or etc. In description is very brief description of who is going to be described and what is being described³⁹.

In the description tells about the senses described in words, namely taste, sound, smell, feel, and appearance of something. In emotions explain the description of feelings such as happy, sad or enjoy. The description will help the reader imagine what the writer is experiencing and understand how the writer feels.⁴⁰ Based on that statement descriptive is the clear description of people, places, objects, and specific descriptions are used to communicate certain tastes and things to describe what the writer sees, hears, smells, touches, and tastes.

Below is an example of a word that describes the five senses used in descriptive text.

Tabel 2.1
List of descriptive words⁴¹

Sight	Sound	Smell	Touch	Taste
Light	Noise	Musty	Soft	Salty
Glare	Bang	Fresh	Velvety	Sweet
Moonlight	Tinkle	Rain washed	Sharp	Sour

³⁹Imelda Wardani, Hasan Basri, and Abdul Waris, *“Improving the Ability in Writing Descriptive Text through Guided-Questions Technique”*.

⁴⁰George E. Wishon and Julia M Burks, *“Let’s Write English”*, (New York: Litton Educational Publishing, 1980), p.128.

⁴¹George Brain, *“Writing form Source”*, (USA: Mayfield Publishing Company, 1996), p.98

When we write the descriptive text we must try to awaken the five senses perfectly so that the reader will know how we feel.

b. Purpose of Descriptive Text.

The purpose of description is to give the reader an idea of the subject or setting. Meanwhile, Fred D. White state that there are some purposes of descriptive text:

- 1) To notice means to help the reader to see or imagine the things, people, and sensations the writer present.
- 2) To explain to the reader about the meaning of the subject.
- 3) To persuade means the writer provide interesting information that makes the reader interested.
- 4) To re-write means the writer succeeded in getting the reader to make something.
- 5) To show means the writer wants to tell the reader about something.⁴²

c. The Generic Structure of Descriptive Text

Based on Gatot and Wignel the arrangement of descriptive text are:

- 1) Identification is common idea of the object that will be describe.

I have a friend. Her name is Fluvy. Fluvy is a japanese origin. She is moved here while in fourth grade. She is a present from god for me.

- 2) Description is specific explanation about something which is described.⁴³

⁴²Fred D. White, “*The Writer’s Art...*”, p. 32-33.

⁴³Gatot and Wignell, *E-Journal of English Language Teaching Society (IELTS)*. Vol. 2 No. 1, 2014- ISSN 2331-1841.

She is very interesting enough. She is beautiful and cute. She has a thick brown hair. Her smile so shine. I don't need her to always accompanies me everyday. Fluvy always give a positive vibes for me. Fluvy is really nice person. I love her very much.

d. The Generic Features of Descriptive Text

The general aspects of descriptive text are use verbs in the form of present tense, use adjective clauses to describe aspects of the subject, topic sentences to start paragraphs and arrange various aspects of description.⁴⁴

B. Previous Study

There were some researchers who have done the research in the same case of difficulties in writing. The first previous research that related with this study was done by Muhammad Hanafi untitled Investigating of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jelapat I Barito Kuala.⁴⁵ This study aims to find out students' difficulties in writing descriptive text and also the cause of the difficulties faced by students at eleventh grade of MA Ni'matul Aziz Jelapat I Barito Kuala and also the cause of the difficulties. The research design was descriptive quantitative. The researcher focuses on 30 students who have low achievement in writing skill of 3 classes. The researcher used

⁴⁴Mark Anderson and Kathy Anderson, *“Text Type in English 3”*, (Australia: MacMillan, 1998), p. 26.

⁴⁵Muhammad Hanafi, *“An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018”* (Banjarmasin: Antasari State Islamic University), 2017.

observation, test making a descriptive text, and also questionnaire as the instrument.

The second previous study was done by Lenny Johana Alvarado Rico untitled *Analyzing the Factors Causing Difficulties to Productive Skills Among Foreign Languages Learners*.⁴⁶ This study focused on analyzing the factors that affected EFL students and the difficulties during learning process. This design of study was qualitative case study. The researcher used observation, interview, and field notes as the instrument. This study focuses on three participants from an advanced English course at the Foreign Language program of the Universidad de Pamplona.

The third previous study was done by Junita Siahaan untitled *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts*.⁴⁷ This study purpose on survey towards the tenth graders' ability and difficulties in writing descriptive text. This research design was qualitative case study. This study was hold in one of senior high school in Bandung and focus on a class of tenth grader students. The researcher only choose nine students and were categorized into low, middle and high achievers.

The fourth previous study was done by Annab Abderraouf untitled *Analyzing EFL Students' Writing Difficulties and Common Errors in Writing*.⁴⁸ This study purposed to have a survey into EFL students' writing difficulties and the common mistakes they make when they write English text. Mixed method was used as the design. The researcher used questionnaire and a corpus analysis as the instrument.

The fifth previous study was done by Lailatul Husna, Zainil, Yenni Rozimela untitled *An Investigating of Students'*

⁴⁶Lenny Johana Alvarado Rico, "*Identifying Factors Causing Difficulties to Productive Skills Among Foreign Languages Learners*".

⁴⁷Junita Siahaan, "*An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts*", (English Education Study Program of Indonesia University of Education), June 2013.

⁴⁸Annab Abderraouf, "*Investigating EFL Students' Writing Difficulties and Common Errors in Writing*", (A Case Study of Third Year LMD Students of English at The University of Bejaia).

Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang.⁴⁹ This study focus on students competence in writing descriptive text. The design of this research was descriptive quantitative. The researcher used test in collected the data.

Another similar study was done by Isrina Fitri, Eripuddin, and Pipit Rahayu untitled Investigation of Students Skills in Writing Descriptive Texts in Class VIII Junior High School Tambusai Utara.⁵⁰ This study purpose to investigae the students' skill in writing descriptive text. This research design was descriptive qualitative. Writing test was used as the instrument. This study focuses on 40 participants which taken from the eighth grade students.

The last similar study was done by Yosi Mareta Mutia Chusna untitled Developing Students' Ability in Writing Descriptive Text: Case Study in Wonosari 1 High School.⁵¹ This study aims to describe classroom procedures, teachers techniques, problems faced and teacher's solutions of teaching writing descriptive text. This design was descriptive qualitative. Observation, interview, and documentation was used as the instrument. The subject of this research is English teacher and students of A and B class.

Those are the seven related previous studies, but there are some differences among those studies with this study. They are, the field of this study is not only in the seventh grade of junior high school. The other difference is the object that the researcher is going to study. The object of this study focuses on

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⁴⁹Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang", Journal English Language Teaching (ELT), vol 1, no 2, Juli 2013.

⁵⁰Isrina Fitri, Eripuddin, and Pipit Rahayu, "An Analysis of The Students' Skill in Writing Descriptive Text at The Eighth Grade of SMPN 7 Tambusai Utara", (English Study Program Faculty of Teacher Training and Education University of Pasir Pengairan), 2017.

⁵¹Yosi Mareta Mutia Chusna, "Developing Students' Ability in Writing Descriptive Text: A Case Study in SMA Negeri 1 Wonosari", (Submitted as a Partial Fulfillment of The Requirements for Getting Bachelor Degree of Education in English Department), 2016.

the students' difficulties in writing English descriptive text and factors causing the difficulties.



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S U R A B A Y A

CHAPTER III RESEARCH METHOD

In this section the researcher explains the methodology and procedures of this study. This section also describes research design, research setting, data and source of data, data collection technique, research instrument, data analysis technique and research stages.

A. Research Design and Approach

This study aims at finding out what are the difficulties faced by the students in writing English descriptive text and what are the internal factors causing the difficulties in writing English descriptive text. To discover the students' difficulties in writing English descriptive text, this study examined the students' problems in writing English descriptive text and also the internal factors causing those problems.

The researcher prefers to do qualitative method, because this study describes the students' difficulties in writing English descriptive text by using descriptive method to present the data of research. According to Ritchie and Lewis, qualitative method is a method that is used to get information about social phenomena. Especially, descriptive qualitative research is used to reveal conditions of the phenomena as clearly as possible without any treatments.⁵² Therefore, the appropriate design for this research is descriptive qualitative approach.

In this study, the phenomena investigated is the students' difficulties in writing English descriptive text and to investigate the factor that causes the students to get those some problems, to get information about the students' difficulties in writing English descriptive text and the factor causes those some problems, the researcher collected the data naturally in the learning descriptive text process without any treatment.

⁵² Ritchie and Lewis, *“Qualitative Research Practice : A Guide for Social Science Students and Researchers”* ,18.

This method is appropriate for this research because the aims of the study is to get information about the students' difficulties in writing English descriptive text by using research question what are the difficulties faced by the students in writing English descriptive text. Besides, to see the problem deeply the researcher uses research question about the factor causing their difficulties. To produce the data this research used descriptive qualitative.

B. Subject and Setting of the Research

The research was taken at SMP Dr.Soetomo Surabaya academic year 2019-2020. It is located on JL. Manyar Rejo 1 No. 39 Menur Pumpungan Sukolilo Surabaya. The subject of the study is seventh grade. The researcher had chosen seventh grade because their English competence start to be increased in order to face their future life. By knowing their difficulties in early time, it will avoid them to make mistake in the future especially in writing.

In designing quality of the resrach sample, the sample of the research had been chosen by purposively. Purposively means that the researcher chose the sampling by considering some consierations. According to Creswell, the aim of purposively sample is to understand and learn the main phenomenon by selecting the participant of the research.⁵³ Furthermore, there are 5 classes but the researcher took 1 class that consist of 32 students and the researcher only focused on 12 students to answer the interview guideline.

C. Data and Source of the Data

The data and source of the data of this study are:

1. Data

There were two data about difficulties in writing English descriptive text that should be collected for this research. The first is students' difficulties in writing English

⁵³ John W. Creswell, *Research Design: Qualitative, and Mixes Method Approaches, Second Edition* (California: Sage Publications, Inc, 2013), 17.

descriptive text. The second is the factor causes the difficulties.

2. Source of Data

The source of data is the result of students' questionnaire and interview. In this research, the researcher distributes the students' questionnaire (see appendix I) in order to get information about the students' difficulties in writing descriptive text. The researcher also used interview (see appendix III) to get information about the factors causing the difficulties it self. The data were gotten from the students of SMP Dr.Soetomo Surabaya in academic year 2019-2020. The researcher took the data from 7C of seventh grade of junior high school that consist of 32 students.

D. Data Collection Technique

In conducting the research, the researcher used several ways to collect the data that appropriate for this research. As stated by Creswell, there are observations, documents, interviews, questionnaire, and audiovisual material can be used to collect qualitative data.⁵⁴ The researcher used questionnaire and interview.

1. Questionnaire

By delivering or distributing a questionnaire to the respondent is a technique of collecting data using questionnaire with the hopes that they was respond the questionnaire.⁵⁵ questionnaire as the instrument of the research in this study used to collect the data from respondents to evaluate students' difficulties in writing English descriptive text.

The researcher distributed the questionnaire to students of SMP Dr.Soetomo Surabaya in academic year

⁵⁴ John W.Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition, (Boston: Pearson Education, Inc,2010), 212.

⁵⁵Dr. Juliansyah. Noor, S.E., M.M. *Metodologi Penelitian Skripsi*, Tesis, Disertasi, dan Karya Ilmiya, 87.

2019-2020. Questionnaires will be distributed into seventh grade class which contains thirty students in class. Specifically, the researcher focused one class since this study will use purposive sampling. Approximately it might take their time almost 10 or 15 minutes to answer the questionnaire.

2. Interview

According to Creswell, interview can give information that cannot be observed directly and it gives personal detail information.⁵⁶ The researcher is using interview technique to get information completely from the participants who got difficulties in writing English descriptive text. Interview was held with students related to the factor causing their difficulties. The interview was held after the researcher got the data from the questionnaire. So, the researcher directly interviewed the students in break time or when the teaching learning activity has done. The researcher used audio taping during the interview as the result of the interview.

E. Research Instrument

The instrument of the research is necessary to answer the research question of this study. According to Wiersma, the instrument is a tool which is used in order to measure the variables of research.⁵⁷ The researcher provides two research questions. The first question is to identify the students' difficulties in writing English descriptive text, while in the second question is to know the common factors causing the students' difficulties in writing English descriptive text. These specific tools are necessary for collecting the data in this study :

⁵⁶ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* 4th Edition, (Boston: Pearson Education, Inc, 2010), 212.

⁵⁷ Wisma Wiliam, *Research Method in Education: an Introduction*, Seventh Edition. (Boston: Allyn and Bacon, 2002), 12.

1. Questionnaire

Questionnaire is a written question that used to get information from the students. The researcher used close-ended question because it provides answer options. The researcher gives some question with five alternatives answers.

The questionnaire is written in Bahasa Indonesia. The researcher arranged the questionnaire based on the theory of factor difficulties has been discussed in previous chapter. Content, organization, vocabulary, language, mechanics those are five aspects in the questionnaire. The number of the question will be shown in table. (See appendix I)

Table 3.1 Questions of Students' Difficulties in Writing English Descriptive Text

Indicator 1 Content	Indicator 2 Organization	Indicator 3 Vocabulary	Indicator 4 Language	Indicator 5 Mechanics
No 1,2 and 3	No 4,5 and 6	No 7,8 and 9	No 10,11 and 12	No 13,14 and 15

2. Interview Guideline

In this step, the researcher did interview with students. The researcher used open-ended question as interview guideline. Open ended question gives the participant opportunity to answer the question based on their own way.⁵⁸ Every students may has different answer to another. The process of students interview was taken note and audio taped. The result of students' interview was compare with questionnaire to get finding about students' difficulties in

⁵⁸John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Edition, (Boston: Pearson Education, Inc, 2010), 218.

writing English descriptive text and factor causing the difficulties.

F. Data analysis technique

The data of this study is analyzed descriptively because this method of research is qualitative. In qualitative research, data analysis technique has meaning to organize result of observation and interview the opinion, theory or new ideas.⁵⁹ So, in this research the researcher will analyze the data narratively. The researcher will use several techniques to analyze the data.

1. Data from questionnaire

Data analysis technique is an important part in conducting a research. There are several steps applied by the writer to the data from the students' problems in writing English descriptive text and the factors that caused difficulties. These steps are as follows;

- a. Data identification is based on the statement that students have difficulty in writing English descriptive texts and the factors that cause difficulties.
- b. Classification of each answer based on each point of the questionnaire. Researcher used qualitative methods based on how many students answered each point in the questionnaire.
- c. Compile data taken from questionnaires in tabular form.
- d. Data from the questionnaire was calculated and analyzed using a simple percentage using the formula below:

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

⁵⁹J.R. Raco, *Metode Penelitian Kualitatif* (Jakarta: Gramedia Widiasarana Indonesia, 2010), 121.

P : percentage of students' difficulties

F : number of frequency answers from respondents

N : total of respondents

- e. Interpreting the data of the questionnaire.
 - f. Drawing the conclusion by making description, explanation about the result of the discussion. The researcher related to the theories also made argumentation writing in the discussion.
2. Data from interview
- The data were analyzed by using steps:
- a. The researcher analyzed what are the students' difficulties in writing English descriptive text and what are the factors that caused the difficulties.
 - b. The researcher combined the result of the interview that is students' difficulties with the result of the questionnaire.
 - c. The result of the interview was used to support the previous data collected by the questionnaire and preented together as the finding of this ressearch

G. Research Stages

The research stages was the section, in which the researcher describes the way of the study will be carried out. Here were the steps on conducting the research:

1. Preliminary Research

The researcher asked the principal for permission and explain the purpose of the study. Then, the researcher asked the English teacher about the difficulties faced by students in the process of learning English. According to the teacher the students get difficulties or problems in writing process. The teacher give suggestion to investigate difficulties in writing descriptive text.
2. Deciding on a Research Design

Previously,the researcher determine the research title and takes the research problems. Then, the researcher explains several phenomena related to

the research and the limitation of the study. After that the researcher chose the research design that is qualitative research and went to the outline the research.

3. Conducting the Research

The researcher gained the data through the questionnaire and interview with the students. The information about the difficulties in writing English descriptive text and the factors that caused the difficulties. The audio recording was used as the evidence of the interview. It was taken to support the interview data.

4. Analysing the Data

The researcher analysed the data as stated in the data analysis technique above. The result of the data was related with the theory in the Chapter 2.

5. Concluding the Data

After all of the data were collected, the result would be gained as the final report of the research.



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this section researchers describe the findings of research and discussion of research. The finding focus on answering two research question above. The discussion describes about research finding that related to the theory. Moreover, for analyzing the data is based on the order of research question.

A. RESEARCH FINDINGS

The researcher have conducted research and have obtained complete data from all instruments. the researcher also conducts research based on data collection techniques that have been described in the research method. The data of findings in this study is based on the information of the two research questions; (1) What are the difficulties faced by the students in writing English descriptive text of seventh grade at SMP Dr.Soetomo Surabaya? (2) What are the most internal factors causing the students' difficulties in writing English descriptive text of seventh grade at SMP Dr.Soetomo Surabaya?. The findings of this research were taken from the questionnaire and interview.

To get the purpose of this study, researcher analyzed data systematically and accurately. Then the data is analyzed by providing conclusions from the objectives of the study. The research had been conducted from 23 December – 25 December 2019. This research shared questionnaires to 32 students. The questions in the questionnaire consist of 15 kinds of questions, that use close-ended question. For the interview, the researcher collected 12 students. To find out the result of this research clearly, the result will be categorized based on research questions as follows.

1. Students' Difficulties in Writing English Descriptive Text.

The first research question of this study was about the students' difficulties in writing English descriptive text. According to Kim there were five difficulties in writing English descriptive text. They are : (1) Content, (2)

organization, (3) vocabulary, (4) language, (5) mechanics. In this research, the researcher gained the data from questionnaire. The researcher's finding was explained in the following section.

a. Content

The first problem that researcher found is in content. Based on questionnaire, the researcher had found several problems related to content. There are 3 statements that related to content aspect.

Table 4.1 Students' Difficulties in Writing Descriptive Text in Content Aspect

Aspect	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Content	1.I have difficulty in designing the topic	6,25% (2)	9,38% (3)	62,5% (20)	18,75% (6)	3,13% (1)
	2.I have difficulty in giving description about the topic	12,5% (4)	18,75% (6)	56,25% (18)	9,38% (3)	3,13% (1)
	3.I find difficulty to express ideas into descriptive text that is coherent in English	31,25% (10)	15,62% (5)	46,88% (15)	6,25% (2)	

Related to students' difficulties in writing English descriptive text, table 4.1 shows that the first factors from those aspect is Content which has three statements. This is indicated by responses to the first statement "I have difficulty in designing the topic" around 2 students (6,25%) choose that they strongly agree, 3 students (9,38%) choose agree, 20 students (62,5%) choose neutral, 6 students (18,75%) choose disagree, and 1 student (3,13) choose strongly disagree.

The second statement is "I have difficulty in giving description about the topic" the result showed 4 students (12,5%) choose strongly agree, 6 students (18,75%) choose agree, 18 students (56,25%) choose neutral, 3 students (9,38%) choose disagree, and 1 student choose strongly disagree. The data shows that students feel neutral in giving description about the topic.

The last statement is "I find difficulty to express ideas into descriptive text that is coherent in English" the result showed 10 students (31,25%) choose strongly agree, 5 students (15,62%) choose agree, 15 students (46,88%) choose neutral, and 2 students (6,25%) choose disagree. The data explain that students feel neutral in express their ideas into coherent form.

b. Organization

The second problem is organization. Based on questionnaire, the researcher had found several problems related to organization. There are 3 statements that related to organization aspect.

Table 4.2 Students' Difficulties in Writing English Descriptive Text in Organization Aspect

Aspect	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Organizat	1. I have	6,25%	21,87	31,25	25%	15,62

ion	difficult y in identifi ng the object	(2)	% (7)	% (10)	(8)	% (5)
	2. I have difficult y in describi ng the object		46,87 % (15)	31,25 % (10)	12,5% (4)	9,38% (3)
	3. I have difficult y in logical sequenci ng			34,37 % (11)	40,63 % (13)	25% (8)

Related to students' difficulties in writing English descriptive text, table 4.2 shows that the second factors from those aspect is Organization which has three statements. This is indicated by responses to the first statement "I have difficulty in identifying the object" around 2 students (6,25%) choose strongly agree, 7 students (21,87%) choose agree, 10 students (31,25%) choose neutral, 8 students (25%) choose disagree, and 5 students (15,62%) choose strongly disagree.

The second statement is "I have difficulty in describing the object" the result showed 15 students (46,87%) choose agree, 10 students (31,25%) choose neutral, 4 students (12,5%) choose disagree, and 3 students (9,38%) choose strongly disagree.

The third statement is "I have difficulty in describing the object" the result showed 11 students (34,37%) choose neutral, 13 students (40,63%) choose disagree, and 8 students (25%) choose strongly disagree.

c. Vocabulary

The third students difficulties is vocabulary. Based on questionnaire, the researcher had found several difficulties related to vocabulary. There are 3 statements based to vocabulary aspect.

Table 4.3 Students' Difficulties in Writing English Descriptive Text in Vocabulary Aspect

Aspect	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Vocabulary	1. I have difficulty in choosing vocabulary to arrange into a correct sentence in English	12,5% (4)	34,37% (11)	31,25% (10)	21,87% (7)	
	2. I have difficulty in combining vocabulary	31,25% (10)	43,75% (14)	9,38% (3)	13,62% (5)	
	3. have difficulty in using vocabulary which	43,75% (14)	46,87% (15)	6,25% (2)	3,13% (1)	

	suitable with the content					
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Related to students' difficulties in writing English descriptive text, table 4.3 showd that the third difficulties from those aspect is Vocabulary which has three statements. This is indicated by responses to the first statement "I have difficulty in choosing vocabulary to arrange into a correct sentence in English", there are 4 students (12,5) choose strongly agree, 11 students (34,37%) choose agree, 10 students (31,25%) choose neutral, and 7 students (21,87%) choose disagree.

The second statement is "I have difficulty in combining vocabulary" the result showed 10 students (31,25%) choose strongly agree, 14 students (43,75%) choose agree, 3 students (9,38%) choose neutral, and 5 students (13,62%) choose disagree.

The third statement is "I have difficulty in using vocabulary which suitable with the content" there are 14 students (43,75%) choose strongly agree, 15 students (46,87%) choose agree, and 1 student (3,13%) choose disagree.

d. Language

The fourth students difficulties is Language. Based on questionnaire, the researcher had found several difficulties related to language. There are 3 statements based on language aspect.

Table 4.4 Students' Difficulties in Writing English Descriptive Text in Language Aspect

Aspect	Statemen nt	Strong ly Agree	Agre e	Neutr al	Disagr ee	Strong ly Disagr ee
Langua ge	1. I have difficulty in determini ng the	37,5% (12)	43,75 % (14)	18,75 % (6)		

	grammar used in descriptive text					
	2. I have difficulty in determining a suitable sentence pattern	28,12 % (9)	40,62 % (13)	21,87 % (7)	6,25% (2)	3,12% (1)
	3. I have difficulty in choosing adjective clause	21,87 % (7)	15,62 % (5)	31,25 % (10)	6,25% (2)	6,25% (2)

Related to students' difficulties in writing English descriptive text, table 4.4 showed that the fourth difficulties from those aspect is Language which has three statements. This is indicated by responses to the first statement "I have difficulty in determining the grammar used in descriptive text", there are 12 students (37,5%) choose strongly agree, 14 students (43,75%) choose agree, and 6 students (18,75%) choose neutral.

The second statement is "I have difficulty in determining a suitable sentence pattern" the result showed there are 9 students (28,12%) choose strongly agree, 13 students (40,62%) choose agree, 7 students (21,87%) choose neutral, 2 students (6,25%) choose disagree, and 1 student (3,12%) choose strongly disagree.

The third statement is "I have difficulty in choosing adjective clause" there are 7 students (21,87%) choose strongly agree, 5 students (15,62%) choose agree, 10 students (31,25%) choose neutral, 8 students (25%) choose disagree, and 2 students (6,25%) choose strongly disagree.

e. Mechanics

The third students difficulties is mechanics. Based on questionnaire, the researcher had found several difficulties related to mechanics. There are 3 statements based to mechanics aspect.

Table 4.5 Students' Difficulties in Writing English Descriptive Text in Mechanics Aspect

Aspect	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Mechanics	1. I have difficulty in using capitalization		6,25% (2)	15,62% (5)	53,12% (17)	25% (8)
	2. I have difficulty in determining correct punctuation			31,25% (10)	40,62% (13)	28,12% (9)
	3. I have difficulty in using symbols in sentence	18,75% (6)	56,25% (18)	18,75% (6)	6,25% (2)	

Related to students' difficulties in writing English descriptive text, table 4.5 showd that the fifth difficulties from those aspect is Mechanics which has three statements. This is indicated by responses to the first statement "I have difficulty in using capitalization", there are 2 students (6,25%) choose agree, 5 students (15,62%) choose neutral, 17 students (53,12%) choose disagree, and 8 students (25%) choose strongly disagree.

The second statement is “I have difficulty in determining correct punctuation” the result showed there are 10 students (31,25%) choose neutral, 13 students (40,62%) choose disagree, and 9 students (28,12%) choose strongly disagree.

The third statement is “I have difficulty in using symbols in sentence” there are 6 students (18,75%) choose strongly agree, 18 students (56,25%) choose agree, 6 students (18,75%) choose neutral, and 2 students (6,25%) choose disagree.

On the result of the questionnaire the researcher found the difficulty of students when writing descriptive texts there are five aspects namely content, organization, vocabulary, language, and mechanics. The researcher can analyze the most difficulties in writing English descriptive text in the chart 4.1 below. The analysis of the chart is as follow below.

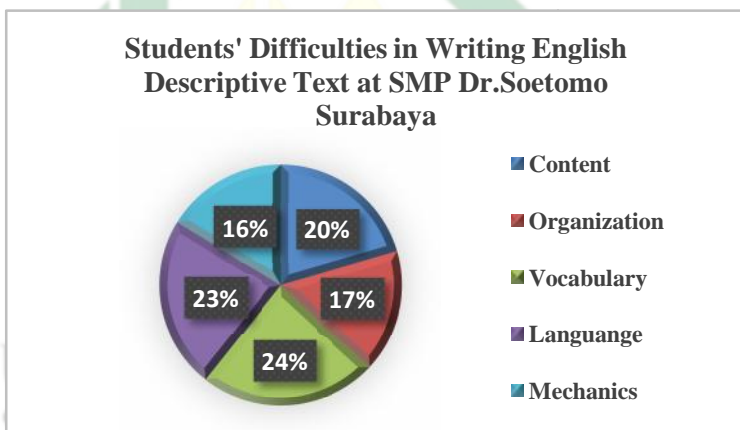


Chart 4.1 Students Difficulties in Writing English Descriptive Text at SMP Dr.Soetomo Surabaya

Based on chart 4.1 above, the researcher analyzes the five difficulties in writing English descriptive text is as follow:

Based on chart 4.1 above, we can conclude that the main difficulties faced by students when writing English descriptive text is vocabulary with the total of respondents is (24%). In

vocabulary the students should choose and use words which suitable with the content.

The second highest difficulty faced by students when writing English descriptive text is language with the total of respondent (23%). In language part the students should pay attention in to grammar and sentence pattern.

The third highest difficulty faced by students when writing English descriptive text is in content with the total of respondent (20%). In part of content the students should write a paragraph that appropriate with the topic. Students also write their ideas by identifying topics and giving clear descriptions.

The fourth highest difficulty faced by students when writing English descriptive text is organization with the total of respondent (17%). In part of organization the students should begin with write an identification and than followed by description.

The last difficulties faced by the students in writing English descriptive text is mechanics with total of respondent (16%). In the mechanical part, students should pay attention to writing capital letters, punctuation, and spelling.

2. The Factors of Causing Students' Difficulties

The second research question is what are the most common factors causing the students' difficulties in writing English descriptive text. The researcher divided the most common factors causing difficulties into four factors ; (1) teachers' feedback (2) students lack motivation, (3) having less time, and (4) less of practice. To get the data the researcher conducted interview to twelve students from SMP Dr.Soetomo Surabaya which have difficulties in writing. There are seven questions included in the interview section but the main question are four.

Based on the interview result of factors causing difficulties in writing English descriptive text. Furthermore, there are twelve students' of this research such as S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, and S12. The result of interview can be seen in the table below:

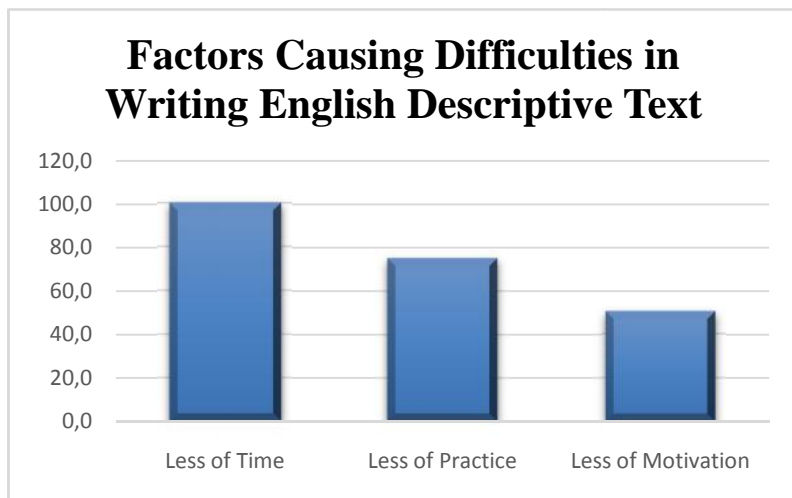


Chart 4.2 Factors Causing Difficulties in Writing English Descriptive Text.

Chart 4.2 above shows that there are four factors caused difficulties in writing English descriptive text. From 12 students' there is no students' get factor difficulty in teachers' feedback. The second factor there are 6 from 12 students' get less of motivation so they had difficulty in writing English descriptive text. The third factor all the students' get less of time to write English descriptive text so they had difficulty. The last factor there are 9 from 12 students' get less of practice so they had difficulty. The findings are more described as follow:

a. Teacher feedback

The data above show that there is no students' get factor difficulty in teachers' feedback.

All the students said that they get feedback from their teacher. They also said the feedback was very helpful. Student S2 stated *"the teacher giving feedback, and that was very helpful"*.

According to students S1, S3, S4, S5, S6, S7, S8, S9, S10, S11 and S12 stated that *"yes, the teacher always giving feedback"*

b. Less of motivation

According to the table above show that there are 6 students' get less of motivation so they had difficulty in writing English descriptive text. It felt among students' S2, S3, S5, S8, S10, and S11. The result of the interview is presented below:

Based on students S2 stated that they feel less motivation to write because the students' don't know about the vocabulary.

"I feel lack of motivation and enthusiasm when the teacher ask me to write, maybe because i did not understand the material and the difficulty in translating the words so it was rather lazy" (Student S1)

According to Student S3 said that motivation is very important because from motivation the students' will enjoy their writing.

"Motivation for writing, how can we be more enthusiastic in writing. Because motivation is important, whether it's from our self or other people" (Student S3)

According to Student S5 said that the teacher has a very big role in motivation. Because from teacher's motivation they will enthusiasm.

"Yes of course, maybe motivation from the teacher too. So, i feel less motivation in writing" (Student S5)

According to Students S8 and S10 said that less of motivation make them get difficulty in writing.

"I feel very lacking in motivation. Maybe from lack of motivation is one of factor that make me feel difficult" (Student S8 and S10)

Based on Student S11 said that additional motivation for students is very necessary because it can build their enthusiasm for writing.

"Maybe need additional motivation to be more enthusiastic in writing and not getting difficulties" (Student S11)

c. Less of time

The data above show that all the participants get less of time to write English descriptive text so they had difficulty. This was experienced by S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, and S12. The result of the interview is presented below:

Based on Student S1 and S2 said that they only get an hour and that is very little.

“Yes of course, because it is only an hour to write a descriptive text or maybe can also less than an hour” (Student S1 and S2)

According to Student S3 and S4 said that they need more additional time to write a good descriptive text.

“I need more additional time in writing because it will affect the result” (Student S3 and S4)

According to Student S5 said that student must open their dictionary first so it will take many times.

“I am confused in translating the word so it takes a long time to open the dictionary too. I have to search one word to another” (Student S5)

According to Student S6 and S7 said that they need more additional time to write because they don't know the translation, vocabularies and they are confused in the grammar section.

“I don't know the vocabularies, the translation and also the grammar. So, i need more additional time to write” (Student S6 and S7)

According to Student S8 and S9 said that they confused in determine the idea and also the vocabulary. They feel confused what idea that will be write.

“I feel confused what idea that will be write, and i don't know all the vocabularies” (Student S8 and S9)

According to Student S10, S11 and S12 said that they confused in vocabulary part because they must determine the appropriate vocabulary so it takes a long time to write.

“I must determine the appropriate vocabulary and i still confuse in using vocabulary” (Student S10, S11, and S12)

d. Less of practice

According to the table above shows that there are 9 students' from 12 students' feel less of practice so they had difficulty. It felt among students' S1, S2, S3, S4, S5, S8, S9, S10, and S11. The result of interview is presented below:

Based on Student S1 said that student need more practice so they will not feel less of practice.

“Yes actually less of practice, we need practice so we can write a descriptive text perfectly” (Student S1)

Based on Student S2 and S3 they feel less of practice so they had difficulty in writing English descriptive text.

“Yes, actually less of practice” (Student S2 and S3)

According to Student S4 said that student less of practice, so they will feel difficult in write a descriptive text perfectly.

“Yes of course, i rarely practice writing so i find it difficult” (Student S4)

According to Student S5 and S8 said that they feel less of practice so they had difficulty. They are rarely write English text so they need more practice.

“Yess of course less of practice, because we are rarely write English text. Maybe if we often write English text we will smoothly in translating the words” (Student S5 and S8)

According to Student S9, S10, and S11 said that they feel less of practice so they had difficulties in writing English descriptive text.

“Yes of course less of practice so we had difficulty in writing descriptive text” (Student S9, S10, and S11)

B. RESEARCH DISCUSSION

This session describes the research finding reflected from theory and the previous study stated in chapter 2. In this discussion, the researcher analyzes the research findings of students' difficulties in writing English descriptive text and the factors causing the difficulties.

1. Students' Difficulties in Writing English Descriptive Text

A difficulty is that some of the conceptions, which allow the students to solve correctly a given set of problems, are found mistake when applied to more general situations.⁶⁰ There are some difficulties faced by students' in writing especially descriptive text. Based on Kim the types of difficulties in writing are contents, organization, language, vocabulary and mechanics.⁶¹ When students have vocabulary skills and they are able to master grammar they will find it easy to write good paragraphs. Broughton et.al point out the difficulties of writing into four parts, such as mechanical, grammar, style of writing and expression.⁶²

From all the aspects of difficulties in writing, the researcher points out from the result of the questionnaire, there are five difficulties faced by the students in writing English descriptive text. Those five difficulties are; content, organization, language, vocabulary and mechanics. This result of this study in line with the previous research, it has some similar aspects in the different level of rate with the study from Hanafi.⁶³

In this study, the result for the first level of difficulty faced by the students in writing English

⁶⁰ C. Batanero, and P. Holmes, "Error and Difficulties in understanding elementary statistical concepts", *International Journal of Education in Science and Technology* 25(4), 1989, 528.

⁶¹ Kim Jung Hwa, "EFL Writing Problem In Korean Students", (Seoul : Korea University), p.180.

⁶² Geoffrey Broughton, et.al, "Teaching English as A Foreign Language", (London : Routledge Education Books, 1980), p.116.

⁶³ Muhammad Hanafi, "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jalapat I Barito Kuala Academic Year 2017/2018", (Banjarmasin: Antasari State Islamic University Banjarmasin), 2017.

descriptive textis vocabulary. It also supported by theory from Ngabut in Kirani that vocabulary is part of common difficulties in writing.⁶⁴ This is also linked with the statement from the students that, they have difficulty in choosing vocabulary to arrange into a correct sentence in English. The students also stated, they have difficulty in combining vocabulary and they have difficulty in using vocabulary which suitable with the content. This statement also supported by the previous study that has same result.⁶⁵ In the previous study by Hanafi, the researcher points out that vocabulary is the most second difficulties that faced by the students.

The second main finding is, second highly-rated aspect of difficulties faced by the students in writing English descriptive text is language. Difficulties in grammar will affect in how the word is formed to be a correct sentence.⁶⁶ This statement also supported by the student's response, they think that the difficulties from determining the grammar used in descriptive text, and also determining a suitable sentence pattern. The other hand the students also stated that they have difficulty in choosing adjective clause. The explanation of the finding is the same as the previous study but at a different rate. In this study language is in the second-rated while in previous study this aspect is on the first rated.⁶⁷ It indicated that most of students have high difficulties in grammar.

⁶⁴Ellnner Kirani, "Area of Problems in Writing Recount Text" (Palangka Raya : Palangka Raya University), p.11.

⁶⁵Muhammad Hanafi, "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jalapat I Barito Kuala Academic Year 2017/2018", (Banjarmasin: Antasari State Islamic University Banjarmasin), 2017.

⁶⁶Lailatul Husna, Zainil, and Yenni Rozimela, "An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang".

⁶⁷Ibid,

Furthermore, the third highest-rated aspect of difficulties faced by the students is content. According to George from the description will help the reader through the imagination, to see someone, or to understand sensations or emotions.⁶⁸ This statement also supported by the result of this study that they have difficulty in designing the topic. They also stated that they have difficulty in giving description about the topic. It shows that they still confused when giving description about the object. Another statement is they have difficulty in express their ideas into descriptive text that is coherent in English. Regarding this aspect, the previous study also stated that the biggest problem in writing descriptive text are in developing idea and in arranging idea.⁶⁹ In this case, the students write few paragraphs.

Then, the fourth highly-rated aspect of difficulties faced by the students is organization. According to Gatot and Wignell identification is general illustration of the object that will be describe and description is detailed explanation about the object which is described.⁷⁰ As mention that, in identification part the students give illustration from the object, and in the description part the students should give detail description about the object. But, in this case the students have difficulty in identifying the object. They also have difficulty in describing the object. In another hand, the result of this aspect is

⁶⁸George E. Wishon and Julia M Burks, “*Let’s Write English*”, (New York: Litton Educational Publishing, 1980), p.128.

⁶⁹Puri Eka Yoandita, “An Analysis of Students’ Ability and Difficulties in Writing Descriptive Text “(Universitas Suryakencana) *Journal of JOEPALLT*. Vol. 7 No. 01, 01 Maret 2019.

⁷⁰Gatot and Wignell, *E-Journal of English Language Teaching Society (IELTS)* Vol. 2 No. 1, 2014- ISSN 2331-1841.

have same problem with the previous study.⁷¹ In that case, the highest frequency is poor. Eighteen students were on poor quality by percentage 60%. Besides, the lowest frequency is for very poor quality. There were three students 10% for the lowest frequency. On the other hand there are half students who have little ability.⁷²

Then, the last highly-rated aspect the difficulties faced by students when writing descriptive texts are in the mechanical part. The meaning of the sentence in each paragraph is also influenced by spelling, punctuation, and capitalization. They will make the readers confused with the meaning of each sentence or paragraph.⁷³ As mention that, spelling, punctuation and capitalization is also affect on writing descriptive text. If the students use punctuation incorrectly, it will have an impact on the meaning of the sentence. It was also shown from the result of this study that students had difficulty in using capitalization, and determining correct punctuation. They also have difficulty in using symbols in sentence. Regarding this aspect, the previous study also has same result.⁷⁴ In the previous study by Hanafi, the researcher has result that students are still forget in using capital letters at the beginning of a sentence and also they forget in the

⁷¹Elfa Kirana, Hermawati Syarif, Desvalini Anwar, “Students’ Writing Ability in Descriptive Texts and Their Problems of Using Appropriate Adjective in SMP” (Universitas Negeri Padang) *Journal of International Conferences on Education, Social Sciences and Technology*, 14-15 February 2018.

⁷²Ibid

⁷³Lailatul Husna, Zainil, and Yenni Rozimela, “An Analysis of Students’ Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang”.

⁷⁴Muhammad Hanafi, “An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jalapat I Barito Kuala Academic Year 2017/2018”, (Banjarmasin: Antasari State Islamic University Banjarmasin), 2017.

use of commas. Hanafi concluded that students were still not careful and were still forgetting simple things but actually it was very important.

In conclusion, the main discussion of this research is there are five difficulties students faced when writing English descriptive text at SMP Dr. Soetomo Surabaya. Those difficulties are vocabulary, language, content, organization and mechanics. The results of the current study carried out in line with previous research from Muhammad Hanafi but in the different rated difficulties.

2. The Factors of Causing Students Difficulties

a. Students' Less Feedback From The Teacher

The result of the interview indicated that there are no students get less feedback from their teacher. It can be concluded that less of feedback is not a factor of difficulty in writing English descriptive text. Give new instruction innovation in order the students feel easy to understand.⁷⁵ Students must be close to the teacher. By communicate with the teacher the students will get easy way and anticipate the difficulties. In fact, feedback from the teacher is the way to anticipate the difficulties.

b. Students' Get Less Motivation so They Had Difficulty in Writing English Descriptive Text

Based on the result of the interview with 12 students, there are 6 students indicated get less motivation so they had difficulty in writing English descriptive text. Another hand according to Gardner motivation is the main factor that influences students learning foreign language sooner or later. He also said

⁷⁵Stockwell Glenn, “*Computer Assisted Language Learning Diversity in Research and Practice*”, (Cambridge University, 2012), p.76.

that motivation has direct effect on second language achievement.⁷⁶ But in this case, there are 6 students' get less motivation in writing English descriptive text such as Students S2, S3, S5, S8, S10, and S11.

Based on the resulting interview from the student S2 stated that they feel less motivation to write because the students' don't know about the vocabulary. They feel lack of motivation and enthusiasm when the teacher asks them to write because they do not understand the material presented and the difficulty in translating the words. When the students confused about they vocabulary automaticly they will lost their enthusiasm for writing. According to Leki writer will be more difficult if they write about something that they have no interest in.⁷⁷ Based on the previous study related by Hanafi stated that the most factor of difficulties are students get a lack of interest in learning to write, they also feel lazy to write English text, and lack of motivation to learn writing.⁷⁸

According to interview result to Student S3 stated that motivation is very important because from motivation the students' will enjoy their writing. Students also said that motivation is important, whether it's from them self or other people because it will make

⁷⁶ R. Gardner and W. Lambert. "Motivational variables in Second Language Acquisition". *Canadian Journal of Psychology* 2:1, 2015, 15.

⁷⁷Dr. Ibrahim Mohamed Alfaki "University Students' English Writing Problems : Diagnosis and Remedy", *Published by European Centre for Research Training and Development UK*. Vol. 3 No. 3, 2015.

⁷⁸Muhammad Hanafi, "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jalapat I Barito Kuala Academic Year 2017/2018", (Banjarmasin: Antasari State Islamic University Banjarmasin), 2017.

them more enthusiastic. According to De Borotoli stated that having an interest and enjoying the learning process not only feels difficult and the quality of learning will also lead to learning in certain situations that will result in learning motivation.⁷⁹ Based on statement students will get difficulties if they not interested. When the students are motivate in writing descriptive text it will make them enthusias. Based on the previous study related by Hanafi stated that the most factor of difficulties are they are lack of interest in learning writing, lazy to write English text, and lack of motivation to learn writing.⁸⁰

Another result of the interview about lack of motivation that faced by Student S5 and S11 said that the teacher has a very big role in motivation. Because from teacher's motivation they will enthusiasm in writing English descriptive text. However, teachers have important role in the class, how the way the class running well it depends on how the teacher in managing the class and how the teacher control their students in a class.⁸¹ It also stated in previous study by Hanafi there are twenty five students who were presented

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⁷⁹Lisa De Bortoli- Sue Thomson, “*Contextual Factors that Influence The Achievement of Australia’s Indigenous*” (Victoria: ACER Press, 2010), 28.

⁸⁰Muhammad Hanafi, “*An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jalapat I Barito Kuala Academic Year 2017/2018*”, (Banjarmasin: Antasari State Islamic University Banjarmasin), 2017.

⁸¹Jeremy Harmer, “*The practice of English Language Teaching Fourth edition*”(USA : Pearson, 2009),108.

at 83% they said if they experienced a lack of motivation to learn to write.⁸²

According to Students S8 and S10 said that less of motivation make them get difficulty in writing. They also stated that one of factor that make them get difficulties is from motivation. They need big motivation in writing. Because as we know writing is the most difficult skills to be learned. It also supported by Jack C. Richard and Willy A. Renandya writing is the most difficult skill for second language learners to learn.⁸³

The finding of this research supported by Muhammad Hanafi.⁸⁴ Based on research conducted by researcher the result of these data are the most important factors experienced by students is the background of students with a percentage of 80.2%. That is because students experience a lack of interest in learning to write, they are lazy when writing English texts, they are afraid to write English texts, lack of motivation when learning to write and the last is they think that learning to write is boring.

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⁸² Muhammad Hanafi, *“An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jalapat I Barito Kuala Academic Year 2017/2018”*, (Banjarmasin: Antasari State Islamic University Banjarmasin), 2017.

⁸³ Jack C. Richards and Willy A. Renandya, *“Methodology in Language Teaching: An Anthology of current practice”*, (New York, Cambridge University Press:2002), p.303.

⁸⁴ Muhammad Hanafi, *“An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jalapat I Barito Kuala Academic Year 2017/2018”*, (Banjarmasin: Antasari State Islamic University Banjarmasin), 2017.

c. Students' Get Less of Time to Write English Descriptive Text so They Had Difficulty

Based on the result of the interview to 12 students indicated all the students get less of time so they get difficulties in writing English descriptive text. According to Hedge to write an idea needs to get enough time because the writing activities basically have different stages.⁸⁵ It also stated in previous study by Lenny that during interview the students said that the time allocation was not enough. They also stated that the process of writing need lot of time, not only to write but also to think, read and investigate. They also confirmed that problems come up when they could not do it because time was over.⁸⁶

Based on Student S1 and S2 said that they only get an hour and that is very little. According to Student S5 said that student must open their dictionary first so it will take many times. According to Student S6 and S7 said that they need more additional time to write because they don't know the translation, vocabularies and they are confused in the grammar section. According to Student S8 and S9 said that they confused in determine the idea and also the vocabulary. They feel confused what idea that will be write. According to Student S10, S11 and S12 said that they confused in vocabulary part because they must determine the appropriate

⁸⁵ Dr. Ibrahim Mohamed Alfaki "University Students' English Writing Problems : Diagnosis and Remedy", *Published by European Centre for Research Training and Development UK*. Vol. 3 No. 3, 2015.

⁸⁶Lenny Johana Alvarado Rico, "*Identifying Factors Causing Difficulties to Productive Skills Among Foreign Language Learners*".

vocabulary so it takes a long time to write. It can be concluded that students need more time to write English descriptive text because they should open their dictionary, organizing their idea, grammar and also their vocabularies. Meyer stated that writing is also the work of finding and giving ideas, carrying those ideas by writing on paper and revising them.⁸⁷

The finding of this research supported by Nguyen Thanh Huy.⁸⁸ Based on the results of the analysis conducted by researchers, there were 49% of students thinking that the time given was very less for writing practice. Students do not have enough time to learn to write it also affects the teacher because the teacher does not have enough time to give lessons to write effectively.

d. Students' Feel Less of Practice so They Had Difficulty

Based on the result of the interview to 12 students indicated 9 students' from 12 students' feel less of practice so they had difficulty in writing English descriptive text. According to Grabe and Kaplan, writing does not come naturally but we should often and hard to practice.⁸⁹ But in this case there are 9 students get less of practice, such as: students S1,S2,S3,S4,S5,S8,S9,S10, and S11.

⁸⁷ Alan Meyers, “*Gateway to Academic Writing: Effective Sentences, Paragraph and Essays*”, (New York: Longman,2005), p.1.

⁸⁸Nguyen Thanh Huy, “Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School”, *Asian Journal of Educational Research*. Vol. 3 No. 2, 2015.

⁸⁹Dr. Ibrahim Mohamed Alfaki “University Students’ English Writing Problems : Diagnosis and Remedy”, *Published by European Centre for Research Training and Development UK*. Vol. 3 No. 3, 2015.

According to interview result student S1, S2, S3, S4, S9, S10 and S11 said that student need more practice so they will not feel less of practice so they had difficulty in writing English descriptive text. They also said that if they get enough time they will write perfectly. It also stated in previous study by Lenny that unwillingness and lack of practice were negative factors that affected participants' language production.⁹⁰

Based on interview to Student S5 and S8 said that they feel less of practice so they had difficulty. They are rarely write English text so they need more practice. Maybe when they are often write English text they will write smoothly. According to Grabe and Kaplan, writing does not come naturally but we should often and hard to practice.⁹¹ From the statement we can conclude that if the students want to mastered in writing skill they must practice writing often. It also stated in previous study by Lennythe unwillingness to use the language was also caused by the lack of practice on the participants' part. During the interview, students agreed that learning a foreign language implied a series of practice.⁹²

⁹⁰Lenny Johana Alvarado Rico, “*Identifying Factors Causing Difficulties to Productive Skills Among Foreign Language Learners*”.

⁹¹Dr. Ibrahim Mohamed Alfaki “University Students’ English Writing Problems : Diagnosis and Remedy”, *Published by European Centre for Research Training and Development UK*. Vol. 3 No. 3, 2015.

⁹²Lenny Johana Alvarado Rico, “*Identifying Factors Causing Difficulties to Productive Skills Among Foreign Language Learners*”

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this study about students' difficulties in writing descriptive text and factors causing the difficulties. This chapter also presents suggestion of this study for English teacher and future researcher.

A. CONCLUSION

Based on the research finding and discussion in the previous chapter, there are two main points in conclusion which is related to research questions.

1. Students difficulties in writing English descriptive text

As stated in the previous study there are five difficulties faced by the students in writing English descriptive text, which are content, organization, language, vocabulary and mechanics. The result of this study points out the most five rated difficulties that faced by the students in writing English descriptive text. Those are vocabulary (24%), language (23%), content (20%), organization (17%), mechanics (16%). Those difficulties are common faced by the students in writing English descriptive text.

2. The Factors of Causing Students Difficulties

Based on finding indicates there are three factors causing students difficulties, which are less of time, less of practice, and less of motivation. There are 12 students get less of time to write English descriptive text so they had difficulty. 9 from 12 students feel less of practice so they had difficulty. The last there are 6 students get less of motivation so they had difficulty in writing English descriptive text.

B. SUGGESTION

Based on the conclusion above, the significant suggestions were aimed for:

1. For English teachers:
As a result of this study, the suggestion for the teachers is to pay attention to difficulties that usually faced by the students in writing English descriptive text and also the factors that causing the difficulties. After the teacher knows about the difficulties and also the factors that causing the difficulties, the researcher hoped that the teacher can give solution to avoid the problems.
2. For the further researchers:

The suggestion for the further researcher is, in this research explain about five difficulties faced by the students in writing English descriptive text and also four factors that causing the difficulties. So, other researchers can use this research as a reference to do same research but in different text and different subject.



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