

**AN ANALYSIS OF THE STUDENTS' DIFFICULTIES IN  
WRITING DESCRIPTIVE TEXT AT TENTH GRADE X MIPA  
OF MA MODEL HIDAYATUL HASAN LUMAJANG**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In Partial Fulfillment of the Requirements  
for a Bachelor Degree (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



**By:**

**TASNIM MAGFIROH**  
**NIMT20176017**

UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ

**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
JANUARI 2023**

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JEMBER

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a bachelor's degree of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

**Day: Thursday**  
**Date: 5<sup>th</sup> of January, 2022**

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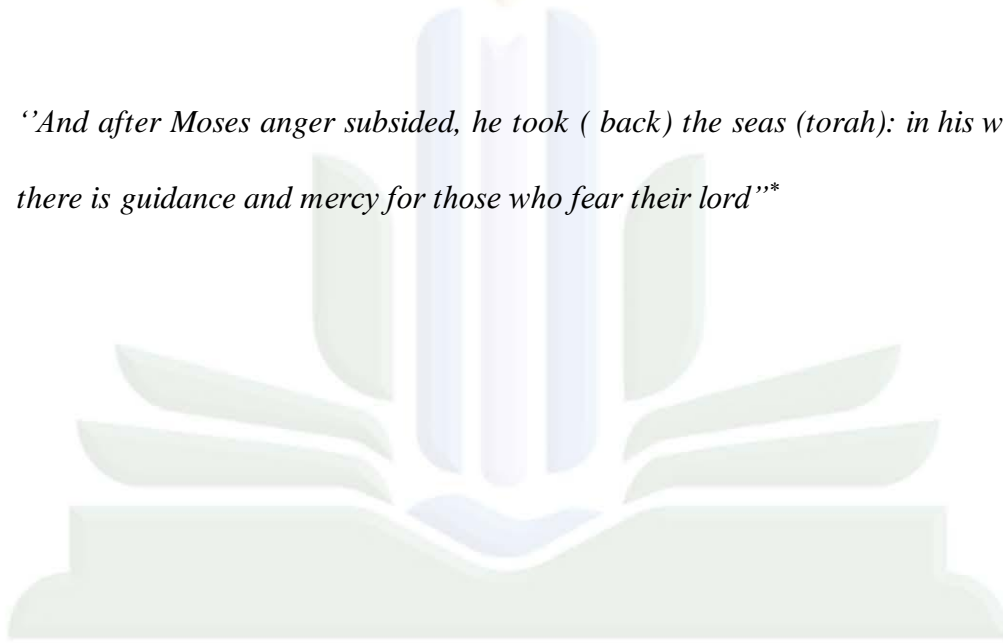
Approved by  
Dean of Faculty of Tarbiyah and Teacher Training

**Prof. Dr. Hj. Mukni'ah, M.Pd.I**  
**NIP. 196405111999032001**

## MOTTO

وَلَمَّا سَكَتَ عَن مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابَ <sup>صَلَّى</sup> وَفِي نُسْخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ  
هُمْ لِرَبِّهِمْ يَرْهَبُونَ ﴿١٥٤﴾

*“And after Moses anger subsided, he took ( back) the seas (torah): in his writing  
there is guidance and mercy for those who fear their lord”*\*



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\* Moch. Yazidul Khoiri. *Kajian Surat Al-A, rafayat 154 Dalam Prespektif Pentingnya Alat Tulis*, vol 3(Jurnal Manajemen Pendidikan Islam,2020),96.

## DEDICATION

I proudly dedicated this thesis for:

1. My lovely Father and Mother

Big thanks to Mr. Agus Purnomo as my beloved father and Mrs.Suliyana as my beloved mother for their support, motivation, love, and prayer for me to finish my thesis.

2. My older sister, my young sister namely Fatimah Putri Hermawan, Meylin Auliyatul Azka , my little boy Elzhio Zhian Saquille Keano and my big family who always give me support , attention, and prayer for me.

3. My best inspiration and supporters who are always there as I am in bad condition my beloved friends Succes Squad (Siti Umayyah Al MAsuroh, Norma Istiqomah, and Hoirul Ummah). And also my lovely friends (Vega Octavia Anggraeni, Siti Murroh, Suci Linda, and Diana Falhabibah Saifur Ridzal). All of them have an important role in my entire life as I am able to be as like today.

4. My best partner Ahmad Yunus who has given me support and motivation to finishing this thesis. The only one that make me happy everyday.

5. For all my big family of my class namely Diamond Class.

By all those, I have been built who I am today, thanks without any limit for all those, May Allah give all of you more than what I have got to be.

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الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

Firstly, thanks and all praises due to Allah SWT for giving me blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.


The researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I as researcher would like to express her special gratitude to the following people:

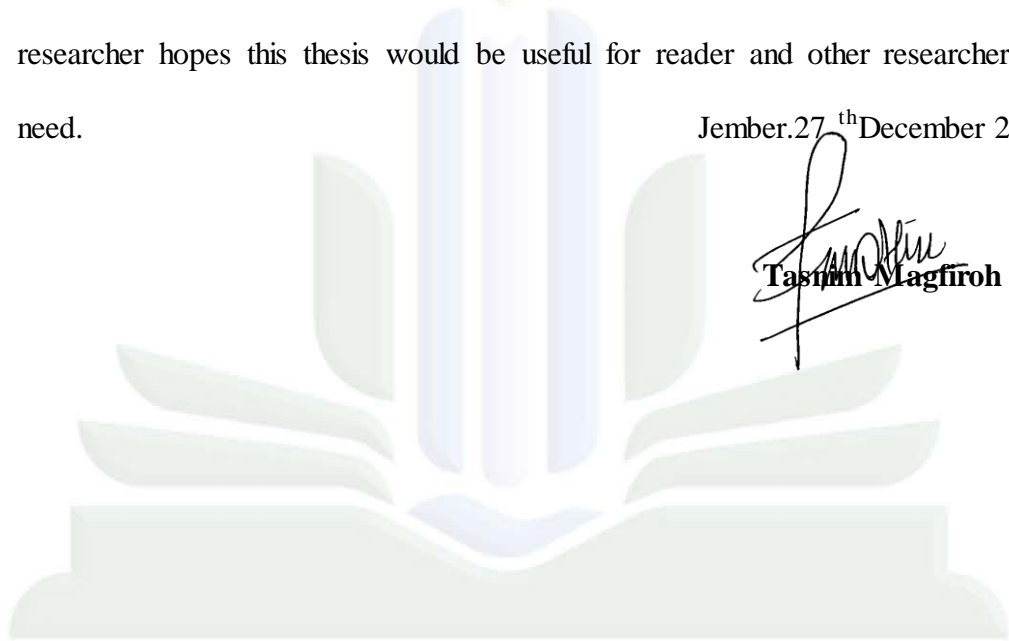
1. The Excellency, Prof. Dr. H. Babun Soeharto, SE. MM, as a Rector of State Islamic University of KH ACHMAD SIDDIQ Jember who has given me opportunity to study in this institute.
2. Dr. Hj. Mukni'ah, M.Pd.I as the Dean of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH ACHMAD SIDDIQ Jember who has facilitated me to study in this faculty.
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6. My all beloved lecturers who have been patient and generous to teach me anything about English language and the general knowledge.

I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion would be appreciated. The researcher hopes this thesis would be useful for reader and other researcher who need.

Jember.27<sup>th</sup>December 2022

  
**Tasnim Magfiroh**



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## ABSTRACT

**Tasnim Magfiroh, 2022:** *An Analysis of Students' Difficulties in Writing Descriptive text at Tenth Grade X MIPA of MA Model Hidayatul Hasan Lumajang*

Writing as a productive skill plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing communicate effectively also to reinforce the grammar and vocabulary that they learn in the class. One of genres in writing at tenth grade students is descriptive text. Descriptive text is a text that describes the features of someone, something, or certain place.

There are two research questions in this research, those are : (1) what are students' difficulties in writing descriptive text at tenth grade X MIPA of MA Model Hidayatul Hasan Lumajang? and (2) what are the factors that influence students' difficulties in writing descriptive text at tenth grade X MIPA of MA model Hidayatul Hasan Lumajang?

To answer those research questions, the researcher used qualitative descriptive as research method. The researcher used document review and interview to collect the data. The researcher used data condensation, data display, and conclusion as data analysis. The data that the researcher obtained with documentation techniques is students' worksheets to analyze students' difficulties in writing descriptive text. In the students' worksheets the students make the paragraph about descriptive text. It was conducted in MA Model Hidayatul Hasan Lumajang, the number of populations were 20 students worksheets and interviewed with English teacher and 6 students. In this research the researcher used triangulation source and technique triangulation.

The result from research showed that most of the students still have difficulties in writing descriptive text. The result of students' worksheets there are 3 categories make a difficulties when the students writing in descriptive text namely (1) lack of vocabulary, (2) lack of grammar and (3) lack of knowledge . the result there are 6 students lack of vocabulary, 7 students lack of grammar and 7 students lack of knowledge. The factors that influence students' difficulties in writing descriptive text were found (1) less of motivation, (2) less of time and (3) less of practice.

**Keywords :** writing difficulties, descriptive text



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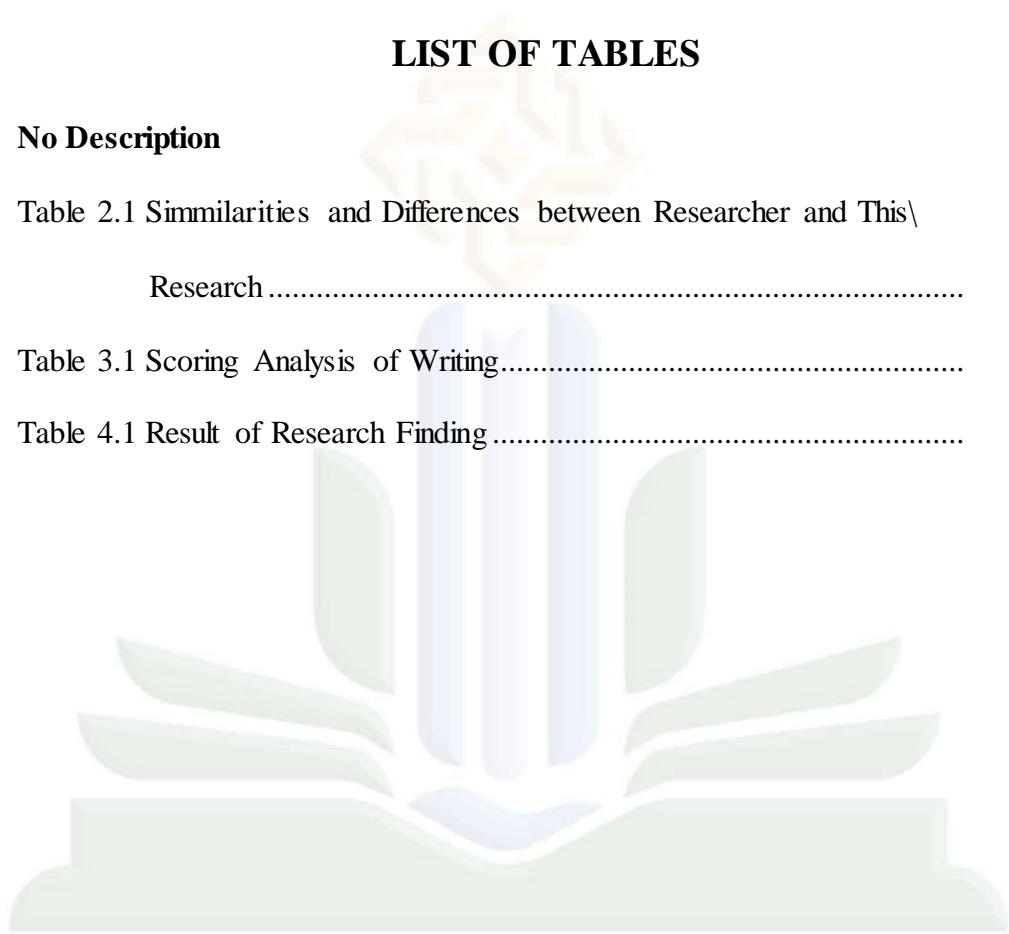
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# CHAPTER I

## INTRODUCTION

### A. Research Background

English as international language is very important as tool of communication with other people to share human moods, According to Wardhaugh, language is a system of random vowel symbols used for human communication<sup>1</sup>. People can share their feelings, experiences, and needs with each other by speaking and writing using language. We all know that people cannot interact with one another without the use of language. Today, English is one of the most important languages, which is used in many countries as the main means of communication. On the other hand, communication through the written word also needs proficiency in order to be effective. As we know, in the English language, there are four skills to be mastered. They are listening, speaking, reading, and writing. Writing is one of the four language skills that should be mastered by students. It means that writing skills become one of the subjects that must be taught in school. Through writing, people are supposed to be able to express their ideas in written form.

In Islam, writing is one of the most effective ways to prevent loss of knowledge. As Allah explained in the Holy Qur'an an (Al- A'raf (154)):

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<sup>1</sup>Ronald Wardaugh, An Introduction to Sociolinguistics fifth Edition (Australia: Blackweel publishing, 2006), 296.

وَلَمَّا سَكَتَ عَن مُّوسَى الْغَضَبُ أَخَذَ الْأَلْوَاْحَ <sup>ط</sup> وَفِي نُسْخَتِهَا هُدًى وَرَحْمَةٌ لِّلَّذِينَ  
 هُمْ لِرَبِّهِمْ يَرْهَبُونَ ﴿١٠٤﴾

The meaning: *“and after Moses anger subsided, he took ( back) the seas (torah): in his writing there is guidance and mercy for those who fear their lord*

This verse states an oath and a warning from Allah to His servants that Allah gives a guide and His mercy through writing, which means that useful writing can give us knowledge and understanding to be used by us as a guide so as not to get lost on the wrong path. We can understand that by writing we can convey useful information and spread the religion of Allah to all corners of the world so that the religion of Islam is maintained.

Writing in human life is very important because in everyday language it is associated with written and spoken language that humans always use. Therefore, learning to write from time to time is getting better and better. Written English is more formal than spoken English. Sometimes, there are also times when someone speaks English, often using short answers and ignoring grammar. In fact, learning to write should involve grammar structures, verb forms, vocabulary, and punctuation marks. Therefore, students often complain because they are not interested in expressing their ideas when they make essays or English texts in writing.

Writing has in an important role in communication. The role of writing is to accelerate information from one place to others. It helps the writer not only in finding and arranging the idea, but also in connecting the idea. Besides,

writing is one of the language skills that has been integrated and taught to students not only in Junior high school but also in university level. In writing especially writing in education area, every student is free to write down their idea under the guidance of their teacher.

Besides, Nation states that writing is an activity that can usefully be prepared for work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. Writing is also considered as an indicator toward the student's success in learning English. Since writing is a productive skill, it also helps the student to develop their ability in expressing what they feel and think<sup>2</sup>.

Writing is usually regarded as the most difficult skill to learn, not only because of the need to master other skills of English, such as reading, speaking, and listening, but also because of the difference between the learner's native language rules and the language being learned. Besides, writing also involves a complex cognitive activity in which the writer is interested in analyzing and focusing on students' difficulties in writing itself. "Writing is a difficult skill for native speakers and non-native speakers alike, because writers must be able to write about multiple issues such as content, organization, purpose, audience, vocabulary, and mechanics such as punctuation, spelling, and capitalization<sup>3</sup>.

There are many genres in writing, those are narrative text, procedural text, recount text, descriptive text, etc. Descriptive text is a text which a writer

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<sup>2</sup>Nation. *Teaching ESL/EFL Reading and Writing*. (New York:Routledge,2009).

<sup>3</sup> R. Abu Rass, *Integrating Reading and Writing for Effective Language Teaching* (English Teaching Forum, 2001), p. 30.

tries to picture what he or she is describing. Descriptive text consist of introduction and description. An introduction is about how to introduce things, person, places, or object by describing from the characters, such as features, forms, colors or anything related to what the writer describe. As stated before that wrting is more diffuclt than other skills since it needs more aspect. It involves many different component such as content, organization, grammar, vocabulary and mechanics.

Descriptive text is the kinds of text that has a purpose to give information about something or someone.<sup>4</sup> Acorrding to Gerot and Wignell, ” descriptive text is a kinds of text with a purpose to give information<sup>5</sup>. The context of this kind of text is the description of particular thing, animal, person or others. Description reproduces the ways thing look, smell, feel or sound. It can be used to describe appearance of people an also to tell about the traits of character of personality. An important think aboaut descriptive text is the text should describe what the thing looks like, not based on speaker opinion only.

So, descriptive text can be conclude as a text which gives the description or lists the characteristic of person, animal, a place, a thing and else using word that appeal to the sense of sight, smell, touch, and taste in order to that reader can better visualize those being described or understand a sensation or emotion.

In MA Model Hidayatul Hasan Lumajang, one of the texts taught to the tenth rade students is a descriptive text. As the result prelimenary research

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<sup>4</sup> Gerot,L, and Wignell,P, Making Sense of Funcional Descriptive text,208.



the researcher found that students explain how they have some difficulties in writing descriptive text because they don't have several knowledge about vocabulary, grammar, capitalization, spelling. Its also be proven by teacher explanation that students have small value in writing. Its because the students have poor vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of subject. Students also complain that they cannot think of anything significant enough to write and also they confused how to start their writing until they spent much time ti writing. Students do not know how to organize their ideas and some of them do not even have any idea to what have to be written by them.

Based on the background above many problems that students complain about writing descriptive text until the researcher would focus on the student's difficulties in writing descriptive text. If we know about the difficulty level of students, we automatically know how to find the difficulties in writing descriptive text at Tenth Grade of MA Hidayatul Hasan Lumajang.

## **B. Research Question**

Based on the background above, the researcher analyzed the student's difficulties in writing descriptive text so that researcher formulated the problem as follows:

1. What are the student's difficulties in writing descriptive text at tenth Grade of MA Hidayatul Hasan Lumajang?
2. What are the factors that influences student's difficulties in writing descriptive text at tenth grade of MA Hidayatul Hasan Lumajang?

### **C. Research Objective**

Based on the research question above, the objectives of this research were:

1. To investigate the student's difficulties in writing descriptive text at tenth grade of MA Hidayatul Hasan Lumajang.
2. To investigate the factors that influence student's difficulties in writing descriptive text of MA Hidayatul Hasan Lumajang.

### **D. Significant of Research**

The results of this study are expected to provide theoretical and practical knowledge, which are explained as follows:

#### **1. Theoretical Significance**

Hopefully, the results of this study are expected to increase knowledge about the progress and development of English learning.

#### **2. Practical Significance**

This study can provide a lot of information about the student's abilities in writing descriptive text. Furthermore, the result of this research hopefully can provide the information to the teacher on student's difficulties in writing descriptive text.

### **E. Definition of Key Term**

The following definitions are given to make readers have the same understanding or perception of some terms used in this research. They are also intended to avoid confusion or misunderstanding in comprehending the research. The terms provided in this research title are:

### 1. A Student's Difficulties in Writing

Students' difficulties in writing mean problems faced when students cannot express their ideas in composing words or sentences. Some factors cause difficulties in writing, especially descriptive text, such as lack of proficiency, knowledge relating to effective strategies, etc.

### 2. Descriptive Text

A descriptive text is a text that tells us how something looks, feels, smells, tastes, and sounds. As a result, good descriptive text is often like a "word picture," in which the reader can imagine the object, place, or person in his or her mind.

## F. Structure of the Report

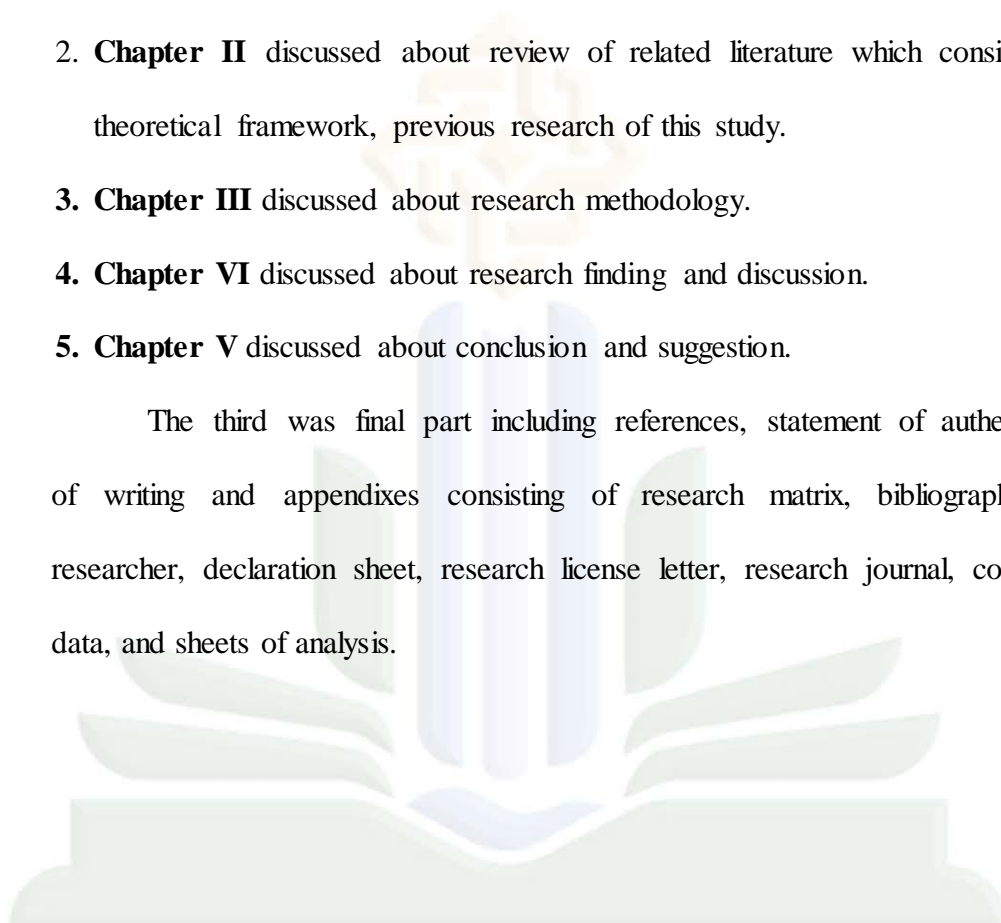
There were four chapters in this research and each chapter had several sub chapters having relevance to each other. Generally, a research had three parts. They were initial part, core part, and final part that would be explained as follows:

The first was initial part. It included the research title, approval sheet, ratification sheet, motto, dedication, acknowledgement, abstract, table of content and list of table. The second was core part that included:

1. **Chapter 1** discussed about introduction of the thesis which consists of research context, research focuses, research objectives, research significance, and definition of key terms, research methodology and structure of the report.

2. **Chapter II** discussed about review of related literature which consists of theoretical framework, previous research of this study.
3. **Chapter III** discussed about research methodology.
4. **Chapter VI** discussed about research finding and discussion.
5. **Chapter V** discussed about conclusion and suggestion.

The third was final part including references, statement of authenticity of writing and appendixes consisting of research matrix, bibliography of researcher, declaration sheet, research license letter, research journal, code of data, and sheets of analysis.



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## **CHAPTER II**

### **RELATED LITERATURE REVIEW**

#### **A. Previous Research**

There are many researchers discussed about student's difficulties in writing descriptive text. Here, there are some previous researches to support this research, some of them are:

1. The first, a thesis that was written by Cut Santi Novita from State Islamic University of Ar-Raniry Darussalam Banda Aceh, 2017 entitled "An Analysis of Student's Ability and Difficulties in Writing Descriptive Text, a Study at SMA Negeri Bunga Bangsa, Nagan Raya". She used descriptive qualitative research which focused on the student's ability and difficulties in writing descriptive text at a Study at SMA Negeri Bunga Bangsa, Nagan Raya. For the data collection, the researcher used test, interview, and observation to find student's ability and difficulties in writing descriptive text.

This research was conducted to find students ability and difficulties in writing descriptive text. The result of student's writing ability was 54,67 from the mean. The result from student's interview was the difficulties of writing low in generic structure, grammar, and spelling. The result from teacher's interview was students more active in speaking then writing. The result from classroom environment was very comfort for teaching and learning process especially for writing tasks.

2. The second, a thesis that was written by Yesika Johannes from English Education Study Program of Tadulako University, 2021 entitled

“Analyzing Difficulties in Writing Descriptive Text of Grade Ten Students at SMA Negeri 3 Tana Toraja”. For the method, the researcher used the qualitative method and document analysis, interview, and observation as the data collection technique. The main purpose of this research is to analyze student’s difficulties in writing descriptive text in at the tenth grade of senior high school in SMA Negeri 3 Tana Toraja. From this analysis, the writer found the most student’s difficulties was in grammar aspect, especially Simple Present Tense and Noun Phrase. Lack of vocabulary and mechanic aspect also found as the student’s difficulties in writing descriptive text.

3. Beti Septia from English Education Program of STKIP Muhammadiyah Kotabumi Lampung, 2018 entitled “An Analysis of Student’s Difficulties in Writing Descriptive Text at the Tenth Grade Sains 1 of Senior High School 1 Kotabumi Academic Year 2017-2018”. This research used case study as the research design with qualitative approach. Documentation and field note as the data collection. The researcher analysed the student’s difficulties in writing descriptive text. Based on the analysis result, it found that 8 problems cause student’s difficulties in writing descriptive text, those were grammar, sentence’s structure, word choice, punctuation, capitalization, spelling, content and organization.

4. Nely Kristianaan article in journal vol.7 no.1 from University of Bengkulu, 2021 entitled “Student’s Difficulties in Writing Descriptive Text at the Seventh Grade of SMP SINT Carolus Bengkulu”. This research used quantitative descriptive research to design the data. The main purpose of this research was student’s difficulties in writing descriptive text at seventh grade of SMP SINT Carolus Bengkulu. Based on the result, the researcher found student’s difficulties in three aspects, those were linguistic, grammatical items, vocabulary, learner’s behavior, feedback and organization of ideas.
5. Eni Ismayanti in article in journal vol.7 no.1 from Islam University of Lamongan, 2020 entitled “An Analysis of Student’s Difficulties in Writing Descriptive Text at Tenth Grade (MIPA 6) of SMAN 1 Sukodadi”. This research used quantitative descriptive to design the data. The researcher used worksheets, interview, and observation as the data collection technique. Based on the result, the researcher found student’s difficulties in grammar, generic structure, and spelling. The researcher also found the factors that influence student’s difficulties in writing descriptive text was lack of proficiency in the text production skill, lack of knowledge relating to the subject content, and lack of interest in learning English.

**Table 2.1**  
**The Similarities and Differences**  
**Previous Research and the Researcher's Study**

No	Researcher's Name and Title	Similarities	Differences
1	2	3	4
1	Cut Santi Novita ,” An Analysis of Student's Ability and Difficulties in Writing Descriptive Text, a Study at SMA Negeri Bunga Bangsa, Nagan Raya”	<ul style="list-style-type: none"> <li>• Both research analyze sudent's difficulties in writing descriptive text.</li> <li>• Both of the research used qualitative descriptive</li> </ul>	The previous research used test, interview and observation and researcher uses documentation and interview .
2	Yesika Johannes ;“Analyzing Difficulties in Writing Descriptive Text of Grade Ten Students at SMA Negeri 3 Tana Toraja”.	Both research analyze sudent's difficulties in writing descriptive text	The previous research used document analysis,interview and observation as the data of collection technique and researcher uses documentation and interview.
3	Beti Septia ,“An Analysis of Student's Difficulties in Writing Descriptive Text at the Tenth Grade Sains 1 of Senior High School 1 Kotabumi Academic Year 2017-2018”.	Both research analyze sudent's difficulties in writing descriptive text	The previous research used case study and the researcher uses qualitative descriptive. The previous research used documentation and field note as data collection and the researcher uses documantation and interview.
4	Nely Kristiana ,“Student's Difficulties in Writing Descriptive Text at the Seventh Grade of SMP SINT Carolus Bengkulu”.	Both research analyze sudent's difficulties in writing descriptive text	Types of research design,the previous researc used quantitative descriptive and the researcher uses qualitative descriptive.



1	2	3	4
5	Eni Ismayanti ,“An Analysis of Student’s Difficulties in Writing Descriptive Text at Tenth Grade (MIPA 6) of SMAN 1 Sukodadi”.	Both research analyze student’s difficulties in writing descriptive text	Types of research design,the previous researc used quantitative descriptive and the researcher uses qualitative descriptive.

Based on the explanation above, it could be seen that all of researchers had their own ways to analyze their object of the research. The similarities of the five previous research above with this study were both student’s difficulties in writing descriptive text. Meanwhile, the differences between this study and the five previous researches were the type of research and data collection use to analyze the data. Those previous research use quantitative descriptive and case study as the type of research, but in this research, researcher use qualitative descriptive. Those previous research use documentation, interview, observation as the data collection of the research, but in this research, researcher used documentation and interview as the data collection. Therefore, this research focuses on analyzing the student’s difficulties in writing descriptive text using qualitative descriptive used Browns’ theory that include 5 aspect to analyzed writing those are:<sup>6</sup> in vocabulary, mechanic, grammar, content and organization of ideas. But to explain the factors that influence students’ difficulties in writing descriptive text the researcher used Dr. Ibrahim Mohamed Al fakis’

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<sup>6</sup>Brown, H.D. Teaching by Principles: An Interactive Approach to Language Pedagogy (2<sup>nd</sup> Edition),(Addision Wesley Longman,2001)p.334

theory that there are 4 factors that influences students' difficultes in writing descriptive text <sup>7</sup>namely

## **B. Theoretical Framework**

In analyzing this research, it needs the existence of several theories that related to this research. This theoretical framework would help the researcher to answer the research question. Those are: definition of writing, aspect of writing, the process of writing, the purpose of writing, definition of descriptive text, parts of descriptive text, social function of descriptive text, and the example of descriptive text.

### **1. Writing**

#### **a. Definition of Writing**

Writing is one of important skills that language learners need to learn as an essential component, not only for their academic practice but also in their professional life. Writing is more than picking up a pen and putting words on paper. Because the real purpose for writing is to send a message to someone, so the reader must understand the writer's ideas .Writing requires thought and planning if it is to mean anything to the receiver who reads it. Writing is an activity to produce something in written form so that people can read, perform or use it.<sup>8</sup>

Writing can be defined in various ways. There are some definitions of writing proposed by experts.in various ways. There are

---

<sup>7</sup>Dr, Ibrahim Mohamed Alfaki” University Students’ english writing problems: diagnosis and remedy.” *Published by Eroupen centre for reserach training and development UK*.Vol.3 no. 3.2015.

<sup>8</sup>Oxford Advanced learner’s Pocket Dictionary, 2008. 516

some definitions of writing proposed by experts. According to Clay in Browne stated that writing is a way of communicating which employs regular features and form including letter shapes, print direction, consistent spelling, and punctuation marks.<sup>9</sup>

The next definition by Nation he says writing is an activity that can usefully be prepared for work in the other skills of listening, reading and speaking. Writing is also considered as the indicator toward the students to develop their ability in expressing what they feel and think.<sup>10</sup>

Writing is one of language skills which is important for the students to acquire well in order to master English.

Dorothy E Zemach stated that writing is an important form of communication in day to day life it is especially important in high school and college.<sup>11</sup> Writing is a form of language using activities in the form of written. Writing is central to our personal experience and social identities and we are often evaluated by our control of it. Writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying.<sup>12</sup>

The next definition is given by Harris, he said that writing is a process that occurs over a while, particularly if we take into account the sometimes extended periods of thinking that precede creating and an

<sup>9</sup>Harris, John. 1993. *Introduction Writing* London: Allen and Unwin

<sup>10</sup>. Nation, J.S. *Teaching ESL/EFL Reading and Writing*, (New York : Routledge, 2009)

<sup>11</sup>Dorothy E Zemach & Lisa A Rumisek, 2005. *Academic Writing* New York: MACHMILLAN, 5.

<sup>12</sup>Ken Hyland, 2009. *Teaching and Research in Writing*, Malaysia: Longman, 2.

initial draft.<sup>13</sup> Besides, that writing language was thought by some to be spoken language put into written form. Furthermore, the assumption that writing is putting the spoken language into writing form is only true for activity like taking own dictation or transcribing a tape.

From these statement, the conclusion is that writing is a process organizing the idea, opinions, and feeling into written form. It is a complex activity with the control language both of the sentences level as like grammatical, structure, vocabulary, punctuation, spelling and etc.

### **b. Elements of Writing**

In order to produce a good writing, the writer needs to consider some elements of writing. Brown proposes five major elements of writing that have to be required by a writer in producing a written text.<sup>14</sup> Those aspects of writing are vocabulary, grammar, mechanic, content, organization of ideas.

#### 1) Vocabulary

In writing, vocabulary deals with the choice of words. A writer should choose the word carefully in writing, it means that students need to pay attention on the words they use when they are writing because each word may represent a different meaning. Vocabulary also deals with the ability in making in use the words employed in the

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<sup>13</sup>Harris John, 1993. *Introduction Writing*, London: Allen and Unwin.

<sup>14</sup>Brown, H. D., *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition)*, (Addison Wesley Longman, 2001), p.15.

composition as rich as possible. The greater of vocabularies used for text, the higher opportunities for a better result would be produced.

Considering that vocabulary refers to a set of words, Raymond Murphy clarifies words into eight different words that are familiar to most people. Those words are as follows: <sup>15</sup>

- a) Verbs: eat, write, read, and sleep
- b) Nouns: book, soap, window, chair.
- c) Determiners: this, that, the, any.
- d) Prepositions: at, in, on, between.
- e) Adjectives: beautiful, ugly, diligent, smart.
- f) Pronouns: he, You, they, we.
- g) Conjunctions: but, or, and, because.
- h) Adverbs: tomorrow, yesterday, today and last week.

## 2) Grammar

Grammar refers to the patterns or rules which are used to construct the setences in English correctly and aacceptably. Grammar is the study of the forms or structure which are used im language.

Grammar also called rules which are used as guidance to form the language sentences. Gerot and wignell state that grammar is a theory of a language of how lagunage put togeteher and how it .works.<sup>16</sup>this elements consist of the discussion of grammaticals form and syntatic pattern.

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<sup>15</sup>Raymond Murphy, *English Grammar in Use*. (Cambridge University Press, 1994),p.68-120.

<sup>16</sup>Gerot, L., and Wignell, P.*Making sense of Functional Grammar*.(GerdStabler, 1994)

### 3) Content

The content refers to the topic and its explanations, discussion, evaluation, and conclusion, it should be clear, specific, and relevant. To good content had full the criteria such as full of information substantive make a clear thesis development and relevant with the problem.

Content is also one of the important aspects in writing that should be noticed by students when they are writing. Content in writing deals with the ability to give clear information related to the topic of writing. Furthermore, it belongs to the important aspect in writing because it also refers to the clarity of the paragraph. Clarity is a crucial component in writing as it includes an explanation about examples, reasons and word choice.<sup>17</sup> To have a good content in writing, writer need to write clearly by completing their explanation with the additional information to make the readers more understand to the idea of writers. For example,if the writers want to write about herbivores, they need to give the example of the animal that include to herbivores, explain the reason why the animal mentioned belong to herbivores category and pay attention to word choice.

To conclude, the meaning of content is about the material existed in the composition such as topic,explanations,discussion, and

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<sup>17</sup>Swick, Ed. *Writing BetterEnglish for ESL Learners Second Edition*.(McGraw-Hill Companies,2009)

the core of the main topic discussed. That kind of thing should be considered well for beginning a good writing result.

#### 4) Mechanic

Mechanic is the use the graphic conversations of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The rules of mechanics try to make the writing seem consistent and clear. The convention may seem arbitrary. It was develop from thousand of experiences. The mechanic represents the economic and efficient way of writing.

Mechanic deals with the punctuation, spelling, capitalization as well as the type of handwriting whether it is clear and illegible or not. It is important to arrange the writing mechanics well since it can affect the writing result. Mastering te role how to write using true mechanic would make the sentence be readable and apporopriate with the meaning. Those aspects influennce one another. The stdents have to consider about the rules of languange, punctuation and spelling, case of information, and relevant with the roblems or topic of writing task.<sup>18</sup>

#### 5) Organization of Ideas

Organization skill refers to the ability to organize the ideas in logical sequence paragraph. Reep states that “a paragraph achieves coherence when the sentences process in a sequence that supports one

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<sup>18</sup>Elfrieda H.Heibert and Michael L. Kamil ,op.cit.p.3

point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences".<sup>19</sup> The sentences in the paragraph should be organized in logical sequence to make united contribution to whole paragraph. In addition, Oshima and Hogue state that a good paragraph also has the elements of unity and coherence.<sup>20</sup>

a) Unity

Unity is an important element of a good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If you start to discuss a new idea, begin a new paragraph. The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence. All of the sentences stick together.

b) Coherence

Another requirement of well-organized paragraph is coherence. Coherence means that the sentences must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next. Harmer states that coherence is elements of text that the phrases and sentences relate

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<sup>19</sup>Reep, Diana. *Technical Writing: Principles, Strategies*, Journal English Language Teaching (ELT). Vol.1 No.2, Juli 2013,82.

<sup>20</sup>Oshima, A. & Hogue, A. *Introduction to Academic Writing (2nd Edition)*. (Addison Wesley Longman, 1991), p. 17.



to each other.<sup>21</sup> In developing a coherence paragraph, a writer should know some writing skills. Coherence means that ideas and sentences flow together smoothly in a logical, organized manner. In addition, developing coherence in the body of paragraph requires the following writing skills:

- (1) Knowing how to organized information chronologically, spatially, and in order of importance frequency.
- (2) Knowing how to use sentence variety and how to combine sentences.
- (3) Knowing how to connect ideas and sentences by transition words.

It means that how the students organize their idea. Wheather each paragrapgs organize well or not. However, a good text consist of paragraphs which are arranged well with some connecting words which can make the paragraph coherence.

### **c. Types of Writing**

According to Nichol writing is divided into four types they are descriptive, exposition, argumentation and narrative.

#### 1) Descriptive

A descriptive is a visual representation. In its pure form, nothing much happens. "Description" tells us what something looks like, feels like, tastes like, sounds like, or smells like without action or

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<sup>21</sup>Harmer.*How to Teach Writing*.(Addison Wesley Longman Limited,2004), p. 24.

events. It doesn't explain a relationship or a process beyond oneself. It focuses on one's immediate subjective perceptions

## 2) Exposition

Exposition is one of four theoretical model of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of essay, story or motion picture.

Expository writing "exposes" or explains things about a subject. It is also sometimes called "information writing" because it gives information about a person, place, thing, relationship, or idea. To accomplish that, it is best developed by the use of clear reasons, facts and statistical information, cause and effect relationships, or examples. Since expository paragraphs are factual, they are written without emotion and are usually written in third person. Nevertheless, you *can* use "I" in your expository writing if the focus is on external, neutral descriptions and explanations rather than personal feelings (personal feelings move you into "descriptive writing"). Indeed, expository paragraphs and essays are sometimes confused with descriptive writing because they can both spend a lot of time describing things. But again, the big difference is that expository description tends to focus on external objects, situations, and

processes in order to explain something in a neutral, matter-of-fact manner.

### 3) Argumentation

Argumentation, or often called persuasive writing, aims at persuading and convincing the reader of the writer's point of view on a particular issue. Therefore, persuasive writing can be found in editorials, letters to the editor, reviews of business or research proposals, opinion essays, magazines, and books that argue a point of view. It conclude the arts and sciences of civil debate, dialogue, conversation, logic and procedural rules in both artificial and real word setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

### 4) Narrative

A narrative is to amuse, entertain, and deal with an actual or vicarious experience in different ways. The narrative deals with problematic events that lead to a crisis or turning points in some problems, which in turn find a resolution.

The verb in a narrative is usually in the form of a past tense, except in direct speech. There are two kinds of verbs: relational and action verbs, "To be" and "have" are relational verbs. We usually use them to describe the characteristics of characters or things. So it can

be concluded that a narrative text is a text that contains a story either written or spoken, and where there is a series of connected events, the social function is to entertain or amuse the reader.

#### **d. Purpose of Writing**

Writing text is an important part of the language learning process because it is used to help learners focus on accuracy, to consolidate the new language being learned into themselves as well as to develop literacy skills. According to Harmer, writing is taught for the following purposes.<sup>22</sup>

- 1) Reinforcement: writing is used as an aid to committing the new language to memory.
- 2) Language development: writing is a part of an ongoing learning experience.
- 3) Learning style: writing helps learners to produce language in a slow way.

Writing as a skill, writing is a basic language skill that should be taught in order that learners know how to put written reports together, how to replay to advertisement, etc.

From these notions of the purposes of teaching writing, it can be concluded that writing is taught as a means of reinforcement and literacy skill development, as an aid to developing language, and as a language skill itself. The teacher needs to make sure that students have some

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<sup>22</sup>Harmer.How to Teach Writing.(Addison Wesley Longman Limited,2004)

writing to aim for. Effective writers usually have a purpose in mind and construct their writing with a view to achieving that purpose.

#### **e. Process of Writing**

To make good writing, it need to followsome steps. According to Harmerthe process of writing has four steps namely Planning, Drafting, editing, final version.<sup>23</sup>

##### 1) Planning

Before starting to write, the writer would try and decide what it is they are going to write. For some writers, this may involve making detailed notes. When planning, writers also have to think about three main issues. In the first place, they consider the purpose of their writing and, in the second, experienced writers think of the audience. what they are writing for. The last, writers have to consider the content and the structure.

##### 2) Drafting

Drafting has the aim to translate plans and ideas into a provisional text, drafting allows writers the flexibility to explore, make discoveries, and change their ideas. Drafting allows the writers to start producing their writing by developing heir ideas. it is often that as writers proceed with creating a text, they come to redefine ideas., think of new ideas and perceive the different and more significant way of sequencing their ideas.

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<sup>23</sup>Harmer ,Jhon.2004.*How Teaching Writing*. Essex : Pearson Education Limited.

In drafting, the writers write down on paper what the ideas that they gets from their mid. The writes can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

### 3) Editing

In editing there are reflecting and revising,when writer have produced a draft they usually read trough what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear, something in written is ambiguous or confusing, reflecting and revising are often helped by other readers who comment and make suggestions.

### 4) Final version

In final version, once writers have edited their draft, making the changes they considers to be necessary, they produce their final version. This may look considerabaly differebt from both the original plan and the first draft, because things have changed in editing process. But the writer is now ready to send the written text to reader.

## **f. The Factors of Student Difficulties in Writing**

According to Graham and Harris the students difficulties in writing can be caused by some factor they are ;<sup>24</sup>

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<sup>24</sup>Harris and Graham.*Writing Difficulties*.2006.98.

### 1) Lack of Proficiency

In the text production skills that is frequent errors in spelling, the use of upper and lower case, and punctuation. The amount of attention that has to be expended on lower level skills is thought to interfere with higher order skills of planning and the generation of content.

### 2) Lack of knowledge

Relating to the subject content of the script to be written, actual task is important, and that the writer reflects on the different genre and the structure and accessibility of the writing for the reader and how the reader may be guided through the writing .knowledge of the process is also important for metacognition and reflection.

### 3) Lack of Effective

In planning or revising text Graham and Harris adopt a cognitive approach to supporting students experiencing writing difficulties because this approach emphasizes the component processes of writing production which can then focused upon individually.

## 2. Descriptive Text

### a. Definition of Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place, or thing. It means that descriptive text is designed specially

about person, a place, or things. Descriptive text also tell about subject by describing its features without including personal opinion.

According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, taste, and sounds.<sup>25</sup>A descriptive text is a general text that can be included in another text. According to Husna, descriptive text is a kind of written text that consists of descriptions of the characteristics and definition of an object or something. <sup>26</sup>Based on the definition of descriptive text above, it can be concluded that a text that describes people, places, and things physically by their appearance. Mastering descriptive text helps the students write other kinds of text, such as narrative text, recount text, and report text.

Generic Structure of Descriptive Text

### **b. Generic Structure of Descriptive texty**

According to Gerot and Wignel generic structure of descriptive text consistof identification and descriptioint. <sup>27</sup>Those are as follows :

#### 1) Identification

Identification is a part of a paragraph that introduces or identifies the character. Identification also means an introduction to the subject of description. In identification, it identifies the subject to be described. The identification is usually stated in the first paragraph to introduce the reader to the topic being described in the next

<sup>25</sup> Oshima,A & Hogue,A. *Introduction to Academic Writing* (2<sup>nd</sup> Edition).(Addision Wesley Longman,1997),p.50

<sup>26</sup>Husna.*An analysis of students' writing skills in descriptive text at eleven grade at MAN 2 Padang*. English Language Teaching, 2013. Hal 7

<sup>27</sup> Goodwyn,*Teaching English*, Routledge falmer: New York,2005



paragraph. Identification serves to introduces to readers about the object that we would explain before we tell in more detail about the object in the next paragraph. The purposes is to identify an object that you want to describe. Identification serves to introduce to readers about the object that we would explain before tell in more detail about the object in the next paragraph. Identification is a part of a paragraph that introduces or identifies the character. Identification also means an introduction to the subject of description. In identification, it identifies the subject to be described. The identification is usually stated in the first paragraph to introduce the reader to the topic being described in the next paragraph. Identification serves to introduces to readers about the object that we would explain before we tell in more detail about the object in the next paragraph. The purposes is to identify an object that you want to describe. Identification serves to introduce to readers about the object that we would exolain before tell in more detail about the object in the next paragraph

## 2) Decription

Description means describing parts, qualities, characteristics, etc. This part is used to give a sufficient description of the object as mentioned in the identification part. So, a description in a descriptive text is a part of the paragraph that describes the character itself.

### c. Language Features Descriptive text

Descriptive text also has language features that support formed a descriptive text. Gerot and Wignell stated that the language features usually found in a descriptive text are:<sup>28</sup>

- 1) Focus on specific participant. In describing something in written descriptive text must focus only one subject, for example: my bicycle, a dog and so on.
- 2) The use of simple present tense. In which usually found the passive voice in the descriptive text especially when describes about particular place.
- 3) The use attributive and identifying processes. It is about the use have or has.
- 4) The use of frequent epithets and classifiers in nominal group, like attractive and beautiful.

From explanation above, the researcher can conclude that there are some requirements dealing with language features of descriptive text.

A descriptive text must have specific characters; using simple present tense, focusing on specific participant, and using descriptive adjective to build up nominal group.

### d. Social function of Descriptive text

According to Hartono the social function of descriptive text is to give information. The social function of descriptive text is to tell about

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<sup>28</sup>Gerot, L., and Wignell, P., *Making of Functional Grammar*, 2008.

the subject by describing its features without including personal opinions. Contextual factor or social context from this kind of text is describing things, it can be person, animals, or place.

#### e. Types of Descriptive text

Descriptive text is a text to describe something such a person, things, animals and so on. According to Adelstein and Pival there are three types of descriptive text, they are:<sup>29</sup>

##### 1) Description of a person

Usually to describe a person, the students can use:

##### a) Identification

Identification in description of people consist only of certain statistical information, such as height, weight, and age; visible characteristics such as color of skin, eyes or hair; and recognizing marks, such as scars and birthmark. The students can identify the people based on the visible characteristic that can be seen.

##### b) Character Sketch

More complete descriptions of people are usually called character sketch: they may also be referred to as profile, literary portraits, and biographical sketches. A characters sketch may be about a type rather than an individual, revealing the characteristic to the members of a group, such as cheerleaders, art students,

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<sup>29</sup>Adelstein, Michael E. and Jean G.Pival.1976.*The writing commitment*. New York: Harcourt Brace Jovanovich.

religious fanatic and etc. As its name indicates, character sketch delineates the character of a person it may include identification and an impression, but it would do more than tell what people look or seem like : it would they are like.

## 2) Description place

Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive text. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described.

## 3) Description of a thing

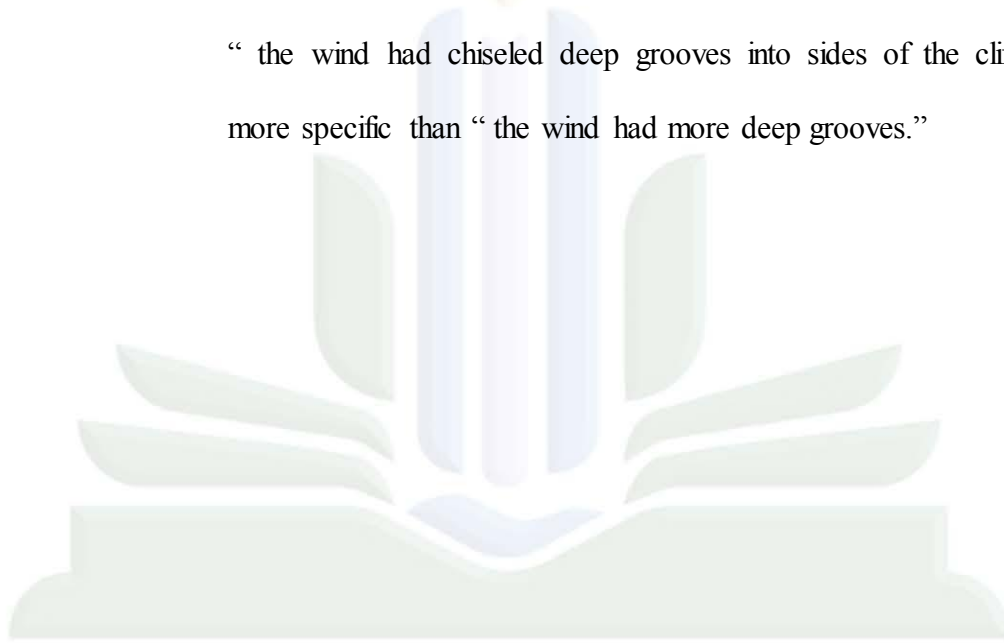
To describe a thing the students must have a good imagination about that would be described. Besides, to make subjects as interesting and as vivid to readers, the students can use proper nouns and effective verbs.

### a) Using Proper noun

In addition to filling the descriptive text with concrete details and figures of speech students might also want to include a number of proper nouns, which are the names of particular person, places, things, for example : Arizona, University of Tennessee . Including proper nouns that readers recognize easily can make what students are describing more familiar to them.

### b) Using Effective Verbs

Verbs are important to narration, but effective verbs can also be added to a piece of description. Verbs are used to make description more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into sides of the cliffs” is more specific than “the wind had more deep grooves.”



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JEMBER

## CHAPTER III

### RESEARCH METHOD

#### A. Approach Type of Research

In this research, the researcher used a qualitative descriptive method. According to Margono, the type of qualitative research was provide systematically and accurately, fact and the nature of certain research subject.<sup>30</sup> Qualitative research is research that intends to understand the phenomenon of what is experienced by object of research. Qualitative research was understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

The researcher used a qualitative descriptive method because she tried to describe each type of students' difficulties in writing descriptive text and the factors that cause the student's difficulties in writing descriptive text in detail and clearly without numerical data. Qualitative research was research that intends to understand the phenomenon of what is experienced by the object of research. Qualitative research was understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal was a holistic picture and depth of understanding rather than a numeric analysis of data. So, the result of this study was provided in the form of a description.

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<sup>30</sup>Margono. S, *Metode Penelitian Pendidikan* (Jakarta: PT Rineka Cipta,2010),8.

## **B. Data and Source of Data**

In this research, the main source of data was the result of students worksheet writing of descriptive text. It was taken from student of MA Model Hidayatul Hasan Lumajang, exactly at the ten grade X MIPA which consist of 20 students, 6 males and 14 females. The researcher analyzed the student's difficulties in writing descriptive text in MA Hidayatul Hasan Lumajang. Meanwhile, the purpose of this study was analyzed the student's difficulties in writing descriptive text use on Browns' Theory. So, the researcher took all student's descriptive text worksheets.

## **C. Technique of Data Collection**

This section explains how researchers would collect data and the tools that are used in data collection methods or tools and materials used in the research. To get data that is relevant to the problems discussed in the study, the data collected must be representative. The accuracy in choosing a method allows objective data to be obtained that is very supportive of the research. Data collection was observing the variables to be examined by interview, observation, and so on.<sup>31</sup> This research used documentation and interviews as data collection techniques.

### **1. Document review**

Document review was a method of collecting data by looking for data about things or variable from notes, transcripts, books, agenda

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<sup>31</sup> Arikinto, *Prosedure Penelitian Suatu Pendekatan*, Bumi Aksara, Jakarta, 2006, p. 232.

meeting and so on.<sup>32</sup> The data that the researcher obtained with documentation techniques was student's worksheet. In this research the researcher uses student's worksheet that would be analyzed based on Browns' theory, such as analyzing use five aspect that have to be required by student in producing a written text. Those aspects of writing were vocabulary, grammar, content, mechanic, and organization of ideas.

## 2. Interview

Interview was the process of getting explanation by asking some question face to face between researcher and respondent using interview guide.<sup>33</sup> In this research, the researcher used semi structured interview that was type of interview in which the interviewer ask only a few pretermind questions while the rest of the question are not planned in advance. In semi structured interviews, some question are predetermined and asked all candidates, while others arise spontaneously in a free flowing conversation.<sup>34</sup> The purpose of some question was to find out more information about student's difficulties in writing descriptive text. The data that can be obtained by using interviews are :

- a. The English teachers at tenth Grade of MA Model Hidayatul Hasan Lumajang.
- b. Six students from tenth Grade of MA Model Hidayatul Hasan Lumajang.

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<sup>32</sup> Suharsimi Arikanto, Prosedur Penelitian Suatu Pendekatan Praktik, ( Jakarta: Rhineka Cipta, 2006), pp 206.

<sup>33</sup> Moh. Nazir, Metode Penelitian, (Vol.2) (jakarta: Ghalia Indonesia, 1999), 129

<sup>34</sup> Sugiyonno, Metode Penelitian Pendekatan Kuantitatif dan Kualitatif, (Bandung: Alfabeta, 2016), 233



## D. Technique of Data Analysis

After collecting the data, data analysis would be done to analyze the whole dataset obtained. Analyzing data refers to a method of treating the data that have been collected by the researcher. The reader would easily understand the essential meaning and important parts of the data. This study uses data analysis developed by Miles and Huberman that was analyzed data by three steps: data condensation, data display, and conclusion drawing/verification.

### 1. Data Condensation

Data condensation was the first step in the analysis of qualitative data. Data condensation was a form of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified. Data condensation was not something separate from analysis. It was a part of the analysis.

Data Condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appears in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.<sup>35</sup>The research took the data from the student's worksheet and the students' descriptive text. In this study, described as follows:

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<sup>35</sup>Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (Arizona State University Press, 2014), 10.

a. Selecting

In selecting, researchers usually choose in advance about the data they want to use in research. In selecting techniques, this was usually done by researchers before carrying out research activities.

b. Focusing

After the researcher did the selecting, then the researcher did the focusing. In this focusing, the researcher focuses on data related to the formulation of the problem, meaning that the researcher only limits data based on the formulation of the problem.

c. Abstracting

Abstraction was an attempt to make a summary of the core, process, and statements that need to be maintained so that they remain in them. At this stage, the collected data was evaluated, especially those that have been collected and evaluated, especially those relating to the quality and adequacy of data.

d. Simplifying and Transforming

The data in this study are further simplified and transformed in a variety of ways, including rigorous selection, summary or brief description, data classification into one broader pattern, and so on.

Based on the explanation above, the researcher eliminates and selects the data. Meanwhile, the researcher only focuses on the data about descriptive text in Students' Difficulties in Writing Descriptive Text in the Tenth Grade of MA Model HidayatulHasan in the Academic Year of

2021–2022. Then, the researcher categorizes the data related to the Students' Difficulties in Writing Descriptive Text at Tenth Grade of MA Model Hidayatul Hasan in the Academic Year of 2021–2022.

## 2. Data Display

The next step was to present the data. Data display was an organized, compressed assembly of information that allows conclusion drawing and action. Display of the data can also be defined as a description of the data. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, tables, graphs, and the like. Thus, it would be easier to understand what was happening and plan further work based on what has been understood to draw a conclusion

## 3. Conclusion and Verification

The last stages of analysis activity are conclusion drawing and verification. At this stage, the researcher draws conclusions and verifies the analyzed data, which was expected to find new findings or credible data. It means that the researcher draws the conclusion from the data. The researcher draws the data after describing and interpreting the data continuously and throughout the course of study as the outcome of interpretation. The researcher interpreted the data and then came to a conclusion. The outcome of the study was the analysis of the student's difficulties in writing descriptive text in the tenth grade of MA Model Hidayatul Hasan.

### **E. Validiy of Data**

In this research, the researcher used triangulation to test the validity of <sup>36</sup>the data. “Triangulation was a powerful way of demonstrating concurrent validity, particularly in qualitative research.”

In this research researcher used source triangulation and technique triangulation. Source triangulation uses different sources to get the same data. It was used to check the information that was taken from different times. While triangulation refers to collecting the same data using different techniques or methods of data collection. So, after obtaining observational data during the teaching and learning process of reading, especially regarding students' difficulties in writing descriptive text, the researcher compared it with the results of interviews from various (between teachers and students) and compared the results of the interview with the related documents.

### **F. Scoring Analysis of Writing**

Analytic scoring may be appropriately called as analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. Brown designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from “unacceptable” to “excellent”

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<sup>36</sup> Louis Cohen, et al, *Research Method in Education*, (New York: Routledge, 2007), 141

**Table 3.1**  
**Scoring Analysis of Writing**

Five aspect of writing	Score				
	Excellent to Good (20-18)	Good to Adequate (17-15)	Adequate to Fair (14-12)	Unacceptable (11-6)	Not college level work (5-1)
Organization	Appropriate title, effective introductory paragraph, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations, conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or missed	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
Mechanic	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems
Vocabulary	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register ok; style fairly concise	Some vocabulary missed; lacks awareness of register; may be too wordy	Poor expressions of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. The Description of the Object**

##### **1. History of MA Model Hidayatul Hasan**

Madrasah Aliyah Model Hidayatul Hasan was established in 2010 under the auspices of the Hidayatul Hasan Islamic Boarding School Foundation. At the beginning of its establishment, there were only 14 students managed by this institution. This institution obtained an operational license on November 8 2011 with No Kw.13.4/4/PP.00.6/1333/2011 from the Regional Office of the Ministry of Religion of East Java Province. And the decision of this letter was ratified on November 8, 2011. At that time the head of the madrasa was Slamet, S.HI. He served as the head of the first Madrasa as well as the founder of the MA Model Hidayatul Hasan and until now 2012 At the beginning of the founding of the Hidayatul Hasan Model MA in 2010 the head of this madrasa wanted to create a madrasa based on the foundation's ideals, namely wanting the Hidayatul Hasan Model Madrasah Aliyah to have a model of student ability starting with comprehensive academic knowledge and having life skills. With these lofty ideals which have been set forth in the RKM in 2011 or the second year of its establishment, students have been able to use English and Arabic as well as have convection skills, so that this ability must continue to be developed. In July 2012 students of MA Model Hidayatul Hasan were selected to take part in a national level

Jamboree camp on the island of Batam and won third place, said Gori Mading.

## 2. The Geografis Location

MA Model Hidayatul Hasan is located at Doctor No.2 Blukon street Lumajang Regency, East Java.

## 3. Structure Organization of MA Model Hidayatul Hasan

Name	Position
Yuli Ahadiyah S.Pd.	As Headmaster
Luqman Haris S.Pd.	As Commite Chairman
Ady Surya D	As Head of Curiculum
Ilham Abdullah SE.	As Head of Student Assistant
Mia Ibniyah S.Pd.	As Head of Infastructure
Akbar Umbunay	As Head of Public Relation

## 4. Vision and Mission of MA Model Hidayatul Hasan

The vision: to resilient in defending and developing Islamic teachings ahlussunnah wal jama'ah.

The mission :

- a. Carry out learning and guidance effectively, so that each student develops optimally according to their potential, whether in the form of spirituality, science, technology, and character.
- b. Carry out coaching, encourage and assist students to recognize their potential in the academic field so that students can grow and develop optimally and intact.



- c. Carry out coaching and guidance effectively so that each student recognizes their potential to be developed in the fields of discipline, craft, beauty and environmental cleanliness.

## **B. Research Finding and Data Analysis**

In this research the researcher presented the data based on the document review and interview. The researcher analyzed student's difficulties in writing descriptive text at tenth grade of MA Model Hidayatul Hasan Lumajang used Brown's theory. Based on Browns' theory there were 5 categories that analyzed about to producing a written text. those were: in vocabulary, grammar, mechanic, content, and organization of ideas Then the researcher indentified the factors influence student's difficulties in writing descriptive text used Dr. Ibrahim Mohamed Al Fakis' theory. Based on the dr. Ibrahim Mohamed Al Fakis' theory there were 4 factors that influence student's difficulties in writing descriptive text they were there is no teacher feedback, less of motivation, less of time and less of practice.

### **1. Students' difficulties in writing descriptive text**

In this research, the researcher calssified the finding into some points that consist of student's difficulties in writing descriptive text and the factors that influence stident,s difficulties in writing descriptive text. Obtaining the data, the researcher used document review to analyze student's difficulties in writing descriptive text. The researcher took the student's worksheet for the test. The test was given to students to make a paragraph of descriptive text according to student's abilities. The process of

collecting the data was held in 10<sup>th</sup> of January, 2022 until 26<sup>th</sup> of September, 2020. The researcher also used interview to know the factors influence the student's difficulties in writing descriptive text. The subject of the research was limited at ten grade X MIPA of MA Hidayatul Hasan Lumajang. There were six data collected by the researcher the researcher analyzed the student's difficulties in writing descriptive text to know how the student's difficulties in writing descriptive text. The type of the worksheet was done by students was essay make paragraph about descriptive text. based on student worksheets researchers gave assignments to students to make paragraphs about descriptive text and researchers looked for student difficulties in several categories according to Brown's theory.

Their worksheet could be known as follow :

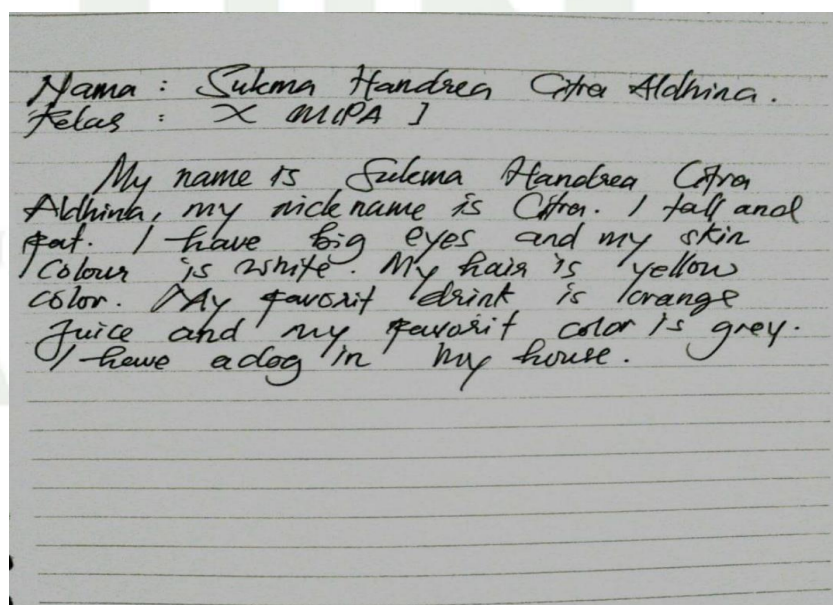
a. SL

Name: Selvia.  
 Class: X MIPA 1  
 Date: \_\_\_\_\_  
 I have a cat her name is orcha. She have a black and white hair. She is very energetic and she have mother. Her name is caca. She have a white hair and they are really like eat and sleeping.

The first students' worksheet is a female student. In finding we can see that We can see from the first student worksheet that these students are still unsure of what they have written, because they have several reasons for having difficulty writing descriptive texts, in this case

Some of these reasons cause difficulties for students in writing descriptive texts, so students are afraid to develop their ideas when writing. Vocabulary in the paragraph consisted of nouns, verbs, determiner, prepositions, adjective and adverb. Grammar in the that paragraph was true because language features of descriptive text used simple present tense. Then, mechanic in the paragraph that consisted of punctuation and capitalization. But, in the capitalization was false word about name of animals and name of person must be written in capital the words are "Orcha and Caca". Content in the paragraph was true because it relevant to the assigned topic. Organization of idea in the paragraph was good because complete in generic structure of Descriptive text. But in this worksheet conclude that the students' difficulties in writing descriptive text still poor in

b. SHC

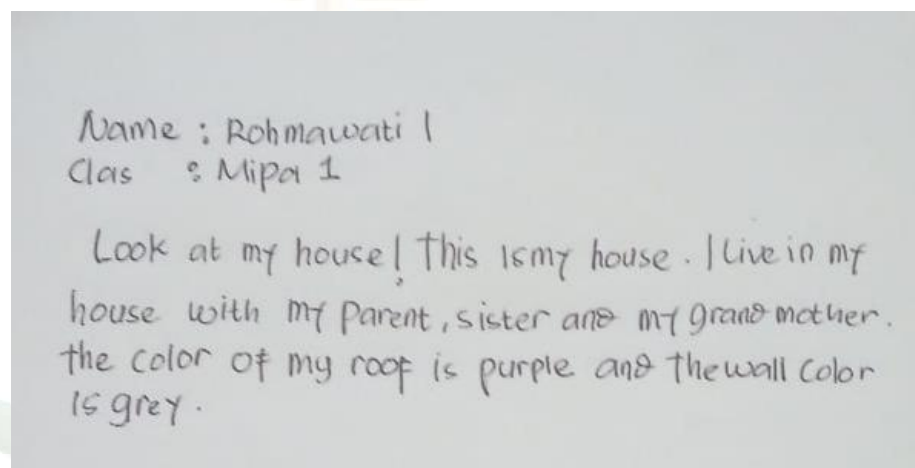


The second student worksheet is a female student. It can be seen that students have difficulty recognizing words due to lack of vocabulary mastery. In student worksheets there is only vocabulary that is generally used in the sense that the vocabulary used by students in making descriptive texts is an easy vocabulary so that, the vocabulary used is vocabulary that is often used and written repeatedly in their writing. This case includes linguistic problems in writing difficulties. descriptive text. In addition, vocabulary has an important role when students write descriptive paragraphs students to understand the meaning of words, sentences and paragraphs and they must master vocabulary knowledge without mastering various vocabulary, students would find it difficult to understand sentences in these paragraphs.

The second student's difficulty in writing descriptive paragraphs causes a lack of vocabulary mastery. the second student found foreign words and did not recognize the meaning of these words, which made them confused to start writing paragraphs. Grammar in the paragraph was true. Mechanic in the spelling was true, in the capitalization is also true but in the punctuation were false. In the sentence “ my nick name is Citra, “ must be changed the last sentences must used (.) dot not (,) comma. Content in the paragraph was true because was relevant to the assigned topic and organization of idea was true. It conclude that the students' difficulties in this worksheet in writing descriptive text is about

lack of the vocabulary even though the vocab that is written is correct but there are still not many other vocabulary.

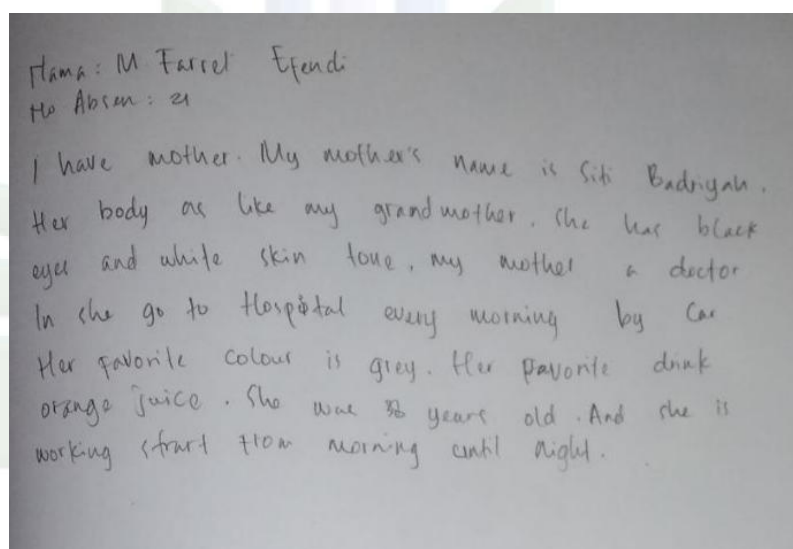
c. RM



The third students' worksheet was a female student. In finding that students still lack vocabulary to develop their sentences. in writing the text of this student worksheet, she is still lacking in vocabulary mastery so that, when the student does not have much vocabulary then the ideas or ideas designed to make a piece of writing would not be good and correct writing and also the third student still has difficulties about the general structure of descriptive text. The third student did not understand what the structures contained in the descriptive text were, when students were asked to make descriptive texts students still had difficulty writing texts and could not make a descriptive text according to the structure. This case is included in cognitive problems in writing. So that, this student does not have many ideas about what he wants to write due to lack of vocabulary and does not understand the structure of descriptive text in the sense that in writing descriptive texts this student

has not been able to express his ideas or ideas to make good and correct writing and is also confused about the order what good sentence structure is like in writing descriptive text. It conclude that the result of this worksheet is lack of vocabulary, the generic structure was not complete was pure.

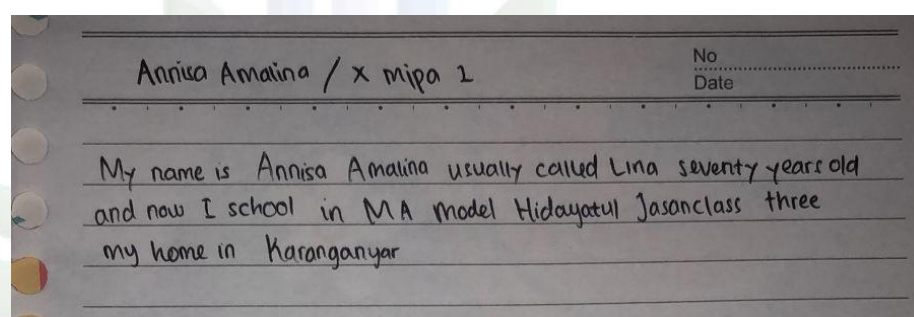
d. MFE



The fourth student's worksheet was male. In finding grammatical error. On the worksheet of Grammar students S4 in the sixth sentence "his favorite drink is orange juice" should be added "is" after his favorite drink so it must be changed to "his favorite drink is orange juice". Like in the next sentence, the sentence "he is 38 years old" must be changed to "he is 38 years old" and in the next sentence "he works from morning to night" must be changed to "he started working from morning to night" because of the characteristics of the writing language descriptive text using simple present tense. In this case the researcher found that the

students' difficulty in writing descriptive text was grammar and this problem was included in linguistic problems. The mechanic, vocabularies, organization of idea was good but in the grammar were false so it conclude that the result in this students' worksheet in the linguistic problems namely Grammar.

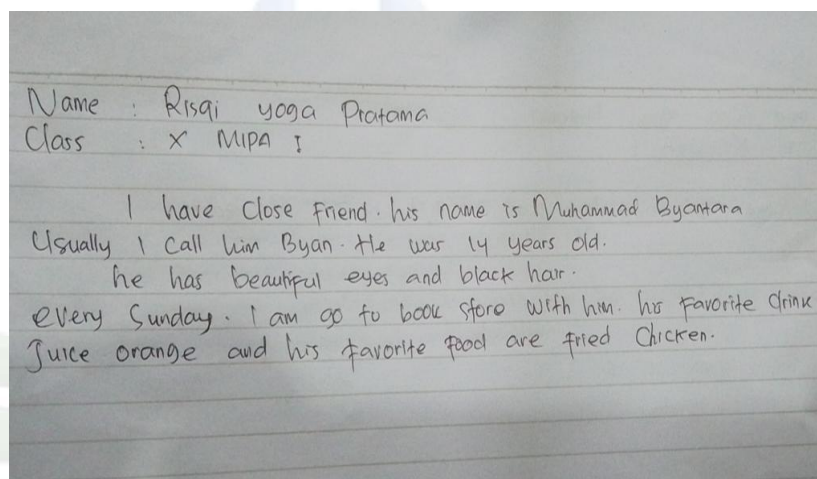
e. AA



The fifth student's worksheet was female. In finding From the data between the student worksheets above, it can be seen that the fifth student has difficulty writing descriptive text because he does not know or understand what is descriptive text? so that, when student get the task of writing descriptive text, student write according to what she know and she understood. The researcher found that in the fifth student's worksheet the descriptive text was written incorrectly because it was seen from the students' writing results starting from the generic structure of the descriptive text, the vocabulary, the types of sentences also did not comply with the rules for writing good and correct descriptive text. This is due to several reasons such as lack of feedback from the teacher, lack of motivation and also lack of vocabulary so that this fifth student writes without using rules or procedures in writing descriptive text in the sense

of writing with what only she knows. The researcher found that this fifth student had difficulties in writing descriptive texts which included all aspects. Vocabularies, mechanic, organization of idea, content was pure.

f. RYP

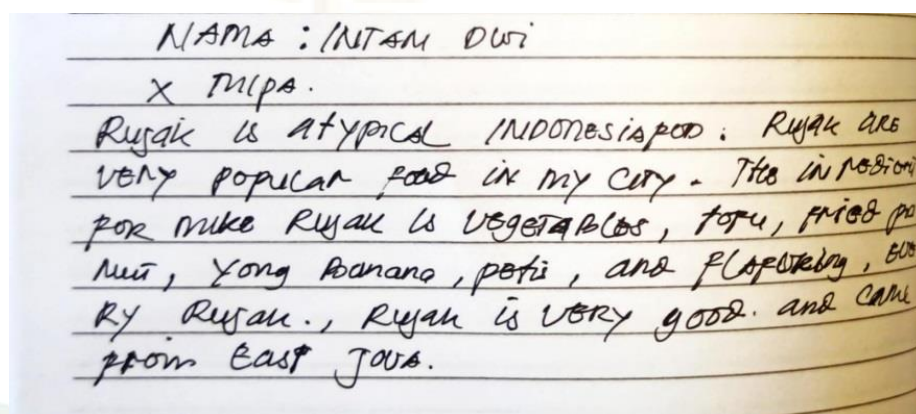


The sixth students' worksheet was male. In finding the researcher found grammatical error in his worksheet as was the case with the fourth students' worksheet. In the fourth sentences " he was 14 years old " must be change " he is 14 years old" and the next sentence is " he has beautiful eyes and black hair" must be changed " he have beautiful eyes and black hair" because in descriptive text use simple present tense. The next sentences is " I am go to book store with him" must be change " I go to school with him". In this sentences not use tobe " am". The last sentences is " his favorite drink is juice orange" must be changed to " his favorite drink is orange juice". Mechanic, vocabulary, organization of idea was good but in the grammar was false. It conclude that in this



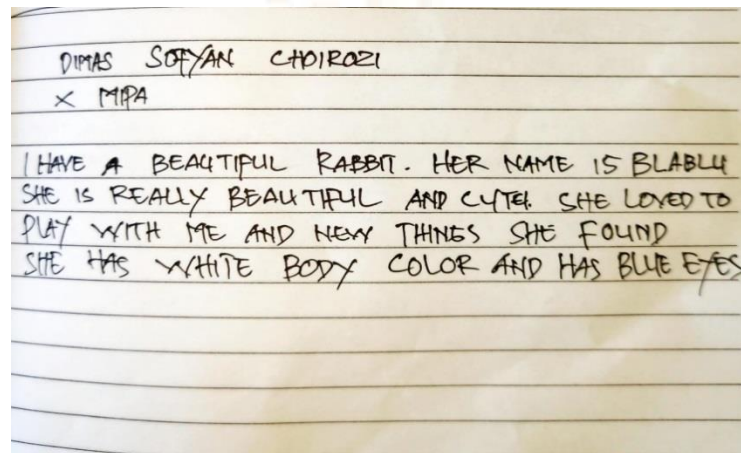
students' worksheet the students 'difficulties in writing descriptive text is about in Grammar problem.

g. ID



The seventh student was Female student. In finding the researcher found grammar error in the two sentence and third sentences namely “rujak are very popular food in my city must be changed to “rujak is very popular food in my city. In the third sentences “the ingredients for make rujak is vegetables, tofu, fried peanut, young banana, petis, and flavoring. The vocabulary in this worksheet was false in the word “ingredient” must be changed “ingredient” in the word “flavoring” must be changed “flavoring”. Mechanic and organization of idea was true. Based on the students' worksheet from student S7 that she has difficulties in grammar and vocabulary.

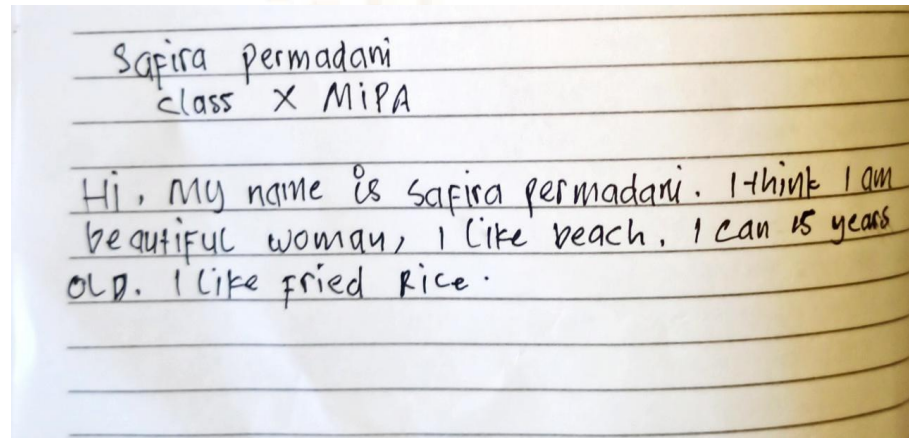
## h. DSC



The eighth student was male student. In finding the researcher also found grammatical error in the students' worksheet. He write in the third. The sentences is " she loved to play with me and new things she found." Must be changed to " she love to play with me and new things she find " the language features of descriptive text use simple present.

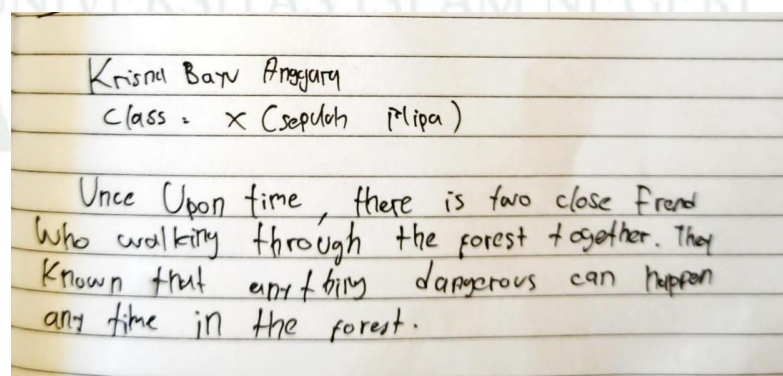
The mechanic in this students' worksheet was poor because still in the capitalization was false because in the sentences still use capitalization alphabet in the all sentences. Based on the result the ressearcher found that the students' difficulties from Student S8 is grammar eror and capitalization. It conclude that the students S8 still lack of grammar to make the descriptive text.

## i. SF



The ninth student was female students. In finding that the result of students' worksheet from student S9 was lack of vocabulary. She cannot make good paragraph in writing descriptive text because lack of vocabulary. In the grammar of that paragraph was true. Mechanic in the paragraph from student S9 was true, in organization of idea was poor, because she has difficulties in lack of vocabulary until when she want to write she cannot make a paragraph, she can't find her idea and can't to develop her written. It concludes that student S9 has difficulties in writing descriptive text namely lack of Vocabulary.

## j. KBA



The tenth student was male student. In finding the researcher found that the kind of the text from this students' worksheet is narrative text not descriptive text. The text tell about someone not describe about someone. The researcher found that the difficulties from this student is lack of knowledge, The student can't write descriptive text because of a lack of knowledge about descriptive text. So, he writes about narrative text because he does not know what is descriptive text mean ? So, whatever he knows he would write even if his writing is wrong.

The grammatical in this worksheet was false because not use simple present but in language featres of descriptive text use simple present tense. The mechanic was true. And the last the generic structure was false because the sentences not about descriptive text.

## **2. The Factors that Influences Students' Difficulties in Writing Descriptive Text**

### **a. Data from Interview with English Teacher**

On 11<sup>th</sup> of January 2022, the researcher interviewed with the English Teacher of the tenth grade X MIPA 1 of MA Model Hidayatul Hasan Lumajang. Firstly, the researcher ask to English Teacher about the teaching process in the class and about the factors of influences students' difficulties in writing descriptive text. She answered that :<sup>37</sup>

“Saya mengajar anak anak tentang pelajaran Bahasa Inggris sebelum diberi tugas tentang descriptive text anak anak saya ajarkan beberapa koskata yang umum atau mudah dan sering di

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<sup>37</sup> Interviewed with English Teacher, 11<sup>th</sup> of January 2022 in MA Model Hidayatul Hasan Lumajang

pakai. Dan pada pelajaran Bahasa Inggris juga saya tekankan untuk membawa kamus agar mempermudah siswa mengetahui arti kosakata Bahasa Inggris. Ketika mengajar tentang descriptive text saya menjelaskan beberapa generic struktur tentang descriptive text tersebut, pengertian dan beberapa contoh tentang teks tersebut dengan jelas tetapi hanya ada beberapa siswa saja yang bisa membuat descriptive text yang benar. Adapun juga beberapa

faktor yang mempengaruhi kesulitan siswa dalam menulis descriptive text yaitu :

- 1) Siswa tidak suka menulis bahasa Inggris dan saya bertanya mengapa? ketika mereka ingin mencoba membuat kalimat mereka merasa bingung mereka berkata karena saya tidak mengerti tentang tata bahasa.
- 2) Kurangnya penguasaan kosa kata
- 3) Siswa tidak suka menulis bahasa Inggris karena kurangnya pengetahuan yang berkaitan dengan teks deskriptif yang akan ditulis.
- 4) Kurangnya praktek yang dilakukan oleh siswa.
- 5) Kurangnya keterampilan dalam menulis .

Based on interview between researcher and English teacher. The researcher knows that the teacher forbid her students from writing descriptive text starting with providing easy and general vocabulary. The teacher also advises everyone to bring an English dictionary so that, students can look up the meaning of vocabulary that is difficult to understand. As for several factors that influence the difficulty in writing descriptive texts, namely lack of vocabulary, lack of willingness to learn English because students do not understand the grammar used in

English lessons, lack of skills in writing and the last is a lack of knowledge about descriptive text.

#### **b. The Data from Interview with students**

The researcher interviewed with the students at tenth grade X MIPA 1 of MA Model Hidayatul Hasan held on 6<sup>th</sup> of June 2022. The researcher interviewed about factors that influence students' difficulties in writing descriptive text.

Based on the interview beside researcher and student 1. The researcher found that there are many students still lack of motivation from teacher until the student did not understand about the material and student have difficulties in translating the word ,because the student did not know about the meaning of word that cause the student can not make a paragraph when they want to write. Moreover, it was support from interview between researcher and student 1. The data from interview are shown below :

*SI :<sup>38</sup>“ Saya merasa kurang motivasi bu, ketika guru meminta saya untuk menulis teks bahasa Inggris, karena saya tidak mengerti materinya dan kesulitan menerjemahkan kata sehingga ketika saya ingin mengerjakannya saya agak malas.*

from the interview above, the researcher found that there were students who said that they lacked motivation and enthusiasm from the teacher. This lack of motivation can make students less interested in developing their skills to learn to write, students motivation is very

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<sup>38</sup> Interviewed with Student 1 Sukma Handrea C.A. 23<sup>th</sup> of May 2022 in MA Model Hidayatul Hasan Lumajang.

important because to obtain optimal student learning outcomes. So that, teachers are guided creatively to arouse student learning motivation and effective student behavior is formed. So, it was concluded that, student S1 was weak in the motivation of a teacher so that, due to the lack of teacher motivation student could not develop his ideas for writing because student did not understand the material so that, when the student wanted to complete his assignment student felt a bit lazy. Student 2 statement supported this opinion:

*<sup>39</sup>“ saya juga butuh motivasi dari guru, karena motivasi itu penting bagi diri saya sendiri atau murid lainnya bu. Mungkin dengan motivasi bisa bikin saya lebih tau dan lebih semangat dalam belajar menulis, sehingga saya tau mau dimulai dari mana saya belajar dan cara untuk lebih semangat lagi belajarnya.*

Based on the results of the interview with S2. It was shown that most of the students felt less of motivation from teacher, even though motivation from teacher was important and really needed to students. If students have a motivation to study in learning English, they have a spirit and many method be able more diligent to develop that skill in learning especially in writing. So, the students must have motivation to learning. The students does something learning activity because someone encourages it. Be motivated as the basic driving force that encourages someone that to learn. When students already motivated to learn, then the students would do deep learning activities certain time span. Therefore,

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<sup>39</sup>Interviewed with Student 2 Selvia Anandita.23<sup>th</sup> of May 2022 in MA model Hidayatul Hasan Lumajang.

motivation is recognized as the driving force that encourage one's learning activities.

In addition student 3 explain about her opinion the factors that influence students' difficulties in writing descriptive text as follow:

<sup>40</sup> “ *ya benar memang bu, kadang saya juga suka heran dan suka bingung juga kenapa saya males banget mau mengerjakan tugas apalagi tugasnya Bahasa Inggris, mungkin juga kurang arahan atau motivasi dari guru yang bisa membuat saya semangat atau bisa dalam mengerjakannya.* ”

This can be seen from the S3 interview. Students still feel confused why they are lazy to do the assignment of writing descriptive text. This student is also lacking in getting directions from the teacher in encouraging these students to be able to do it. So that , these students need motivation from the teacher to make them more enthusiastic in doing their assignments.

the results of interviews with students 4 nd student 5 are as follows:

S4 :<sup>41</sup> “ *saya butuh banyak waktu dalam menulis teks descriptive karena memang susah bu jadi lama ngerjakannya.* ”

S5: <sup>42</sup> “ *saya juga bu, saya mengerjakan masih liat kamus dulu bu, buat translate kosakatanya saya tidak begitu hafal mengenal koskata jadi lama ngerjakannya ”* ”

Based on the interviewed with student 4 and student 5. The researcher found that student 4 has difficulty in writing descriptive text

<sup>40</sup>Interviewed with Student 3 Wardatul Jamilah.23<sup>th</sup> of May in MA Model Hidayatul HASAN Lumajang.

<sup>41</sup> Interviewed with student 4 Muhammad Faisal. 23<sup>th</sup> of May in MA Model Hidayatul Hasan Lumajang

<sup>42</sup>Interviewed with student 5 Krisna Bayu A. 23<sup>th</sup> of May in MA Model Hidayatul Hasan Lumajang



because he need more much time to write that assignment. Same with problems of Student 5 she also need more much time to do the assignment in writing descriptive text because student 5 when she was doing the assignment of writing descriptive texts she still looked at the translation of the vocabulary in the dictionary. So to finished that assignment she needs a lot of time to translate what she wants to write.

Based on the interviewed between researcher and student 6 about the factors that influence students' difficulties in writing descriptive text ae shown below:

*<sup>43</sup> “ ya tentu saja bu , salah satunya kekurangan praktek dalam menulis Bahasa inggris,kita jarang menulis teks Bahasa inggris,mungkin kalo sering dilatih menulis ya bisa agak lancar bikin teksnya dan juga bisa dalam menerjemahkan setiap katanya. “*

Based on the result from interview with student 6. The researcher found that, students still less of practice because students still lack practice in writing descriptive texts, with this lack of practice student found difficulties in writing descriptive text, because a lack of practice in writing can also make in students not being used to trying to develop their ideas in written form. It also make the students being weak in manage the words in the sense that making a sentence into a paragraph of descriptive text is not so good and fluent.

Based on the all data and result of interview with students. The researcher analyzed the student's difficulties in writing descriptive text

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<sup>43</sup>Interviewed with student 6 Anisa Amalina. 23<sup>th</sup> of MA Model Hidayatul Hasan Lumajang

use Dr. Ibrahim Mohammed Alfakis' theory in his journal there was 4 factors that causing students' difficulties in writing descriptive text : feedback teacher, students lack motivation, having less time and less practice.<sup>44</sup>

From all interview data with students the researcher found 3 several factors that influenced students' difficulties in writing descriptive texts, namely students lacked of motivation from their teacher. So that, the students need a motivation from the teacher because the students feel confused with their material until they don't know they can write and start from where they would write. The other factor is the students have difficulty writing descriptive text on less of time . Students can not make their descriptive text because they needed a lot of time to do their assignment, As for the factors that affect students' difficulties, namely the less of practice to write of descriptive text and so that when students get the task of making descriptive texts they still don't understand how to make descriptive text because they need more practice to write descriptive text. With always practice to write English, students can make her written with good and they can get used to writing practice so, they can produce good writing fluently.

The matrix of data finding about the students' difficulties in writing descriptive text and the factors that influences students'

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<sup>44</sup> Dr. Ibrahim Mohamed Alfaki “ *University Students' English writing Problems*”. Publised European entre for research Training and Development UK. Vol.3 No , 2015.

difficulties in writing descriptive text at student tenth Grade X MIPA of MA Model Hidayatul Hasan Lumajang was presented as follow:

**Table 4.1**  
**The Result of Research Finding**

NO	Research Focus	Research Finding
1,	What are the student's difficulties in writing descriptive text text at tenth grade X MIPA of MA Model Hidayatul Hasan Lumajang?	Students' difficulties in writing descriptive text at tenth grade X MIPA of MA Model Hidayatul Hasan Lumajang had difficulties in writing descriptive text consisted of : a. Lack of vocabulary b. Lack of Grammar c. Lack of Knowledge
2.	What are the factors that influences students' difficulties in writing descriptive text at tenth grade X MIPA of MA Model Hidayatul Hasan Lumajang ?	Factors that influences students' difficulties in writing descriptive text at Tenth Grade X MIPA of Ma Model Hidayatul Hasan Lumajang had consisted of : a. Less of motivation b. Less of Time c. Less of Practice

### C. Discussion on the Result of Data Analysis

In this research, the researcher discussed the research finding covering the students' difficulties in writing descriptive text and the factors that influence students' difficulties in writing descriptive text. After the researcher analyzed the results of the student worksheets, the researchers concluded that in the MA Model Hidayatul Hasan students had difficulty writing descriptive texts. In this study, the researcher tried to analyze various students' difficulties in writing descriptive text and identify the factors that influence students' difficulties in writing descriptive texts through the mistakes they made in student worksheets. The researcher also identified the factors that influence

students' difficulties in writing descriptive texts through the results of interviews with students. The details of the discussion can be explained as follows:

1. Students' difficulties in writing descriptive text

In the research, the researcher tried to identify student's difficulties in writing descriptive text, the researcher used Brown' theory. He said there are 5 categories problems students' difficulties in writing they are in vocabulary, grammar, mechanic, content and organization of ideas. In MA model Hidayatul Hasan, the researcher found 3 students' difficulties in writing descriptive text. There are lack of vocabulary, weak about grammar and lack of knowledge. There were student's difficulties in writing descriptive text as follow :

- a. Lack of vocabulary

Based on student worksheets, the researcher gave the task of writing descriptive texts to students to find out about their difficulties in writing descriptive text. Most of them do not understand the word because they have a lack of vocabulary and they fail to write a paragraph about descriptive text. So that the lack of vocabulary also influences them to develop words into a sentence or paragraph. the results of this study indicate that the difficulty of students in writing descriptive texts is so low. The findings above are in accordance with Bryne's theory about students' difficulties in writing. The findings above are in supported from Wehmeir's theory that vocabulary is the

source of words used to learn a foreign language. Vocabulary becomes an important role to make good and correct writing. The more people master the vocabulary the easier it is for them to write in English.<sup>45</sup> This is due to the mastery of vocabulary can make writing good and correct and also understood by readers. It mean that, if students are still lacking in vocabulary mastery, it would be difficult for students to write a paragraph because they fail to develop words into a sentence.

b. Lack of Grammar

Based on the students' worksheet. The researcher gave task to students to make paragraph of descriptive text so that, the researcher knew where the difficulties of students are in writing descriptive text. Most of them failed in the grammar error. The results of the research show that students in making a descriptive text are still not completely correct. when one of the students has mastered vocabulary, but in terms of grammar there are still many who fail because they cannot combine words in each paragraph properly and correctly. If students understand proper grammar, students can definitely make paragraphs perfectly.

The finding above were suitable with Browns' theory about students' difficulties in writing descriptive text. This theory supported by Wehmeirs' theory he stated that grammar is the rules of language

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<sup>45</sup>Wehmeir. *Writing Academic English*. New York : Edinburg Gate.2005.442

for changing the form of word and joining them into sentences.<sup>46</sup> Based on the result of students' worksheet most of students admitted that they have problem in grammar that can affect their writing. It means that, the most students felt confused with the tenses, while English grammar is important and much needed to form a right sentences, if the students do not mastery in grammar, they would not able to produce sentences in right grammatically. So, the students should increase their grammar.

c. Lack of Knowledge

Based on the students' worksheet. The researcher gave task to students to make paragraph of descriptive text. The researcher knew most of them lack of knowledge about English. This case is a case that covers everything about knowledge or understanding in writing. in cases one and two, namely lack of grammar and lack of vocab also includes a lack of understanding but in this case it is clearer and covers everything from lack of vocab, grammar, lack of time and lack of knowledge about generic structures in descriptive text. Students lack understanding or knowledge can cause difficulties in constructing sentences properly. They cannot develop ideas clearly in writing descriptive texts, the different structures between Indonesian and English also make students confused when they want to transfer their ideas into written form. This theory is also supported by Jacobvits

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<sup>4646</sup>Wehmeir. *Writing Academic English*. New York : Edinburg Gate.2005.365

who says that students' prior knowledge influences their ability to learn foreign languages.<sup>47</sup> Students who have a lot of knowledge would find it easier to learn new subjects. It means that the conclusion is that having all the knowledge to learn a foreign language starting from grammar, vocabulary and the generic structure of a text is important because everything is the basis for making good and correct writing.

2. The factors that influence of students' difficulties in writing descriptive text.

In this research the researcher tried to identify the factors that influence students' difficulties in writing descriptive text from interviewed with the students. The researcher identified the factors that influence students' difficulties in writing descriptive text used Dr. Ibrahim Mohammed Alfaki Theory. He states that 4 factors that influence students' difficulties in writing descriptive text such as teacher feedback, less of motivation, less of time and less of practice. In MA Model Hidayatul Hasan Lumajang the researcher found 3 factors that influence students' difficulties in writing descriptive text. That factors was described as follows

a. Less of Motivation

Based on the finding. It was known that the motivation from teacher were less. According to Sardiman can be said to be a driving

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<sup>47</sup>Jacobvits. *Languange Teaching Writing*.2015.Oxford University: New York. 21

force from within and within the subject perform certain activities to achieve a goal. It means that motivation is someone that encourages to carry out activities in order to achieve goals so that the overall driving force of student attraction can generate itself to arouse enthusiasm for learning and can provide direction to students when in the teaching and learning process. It could be seen from the interview with the student.

The students S1, S2 and S3 said that they have less motivation when they study English especially in writing descriptive texts, students found the difficulties in writing descriptive text because the main factor is the lack of motivation from the teacher who can encourage them to be more capable and more enthusiastic in the learning process. This is also supported by Uno's theory that motivation to learn is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or elements that support. This means that, the motivation from the teacher is an encouragement that arises both from within and from outside the student, which is able to generate enthusiasm and enthusiasm for learning and provide direction to learning activities so that the desired goals can be achieved.

#### b. Less of time

Based on the finding. It was known that the students still have more factors that influence difficulties in writing descriptive text namely less of time. It can be shown the result of the interview between the researcher and students. The students said they needed a lot of time to do their



assignment namely to write descriptive text. They feel less of time because when the student write the descriptive text they still look the dictionary to know the meaning each word want to write. According to Hedge to write an idea needs to get enough time because the writing activities basically have different stages.<sup>48</sup> Based on the student S4 and S5 said that they feel the less of time to do their assignment, namely writing descriptive text, According to them said that such

have to open their dictionary first, because they have many knowledge about vocabulary. It would take more additional time and the time is not enough to complete the assignment. The finding of this research supported by Nguyen Thanh Huy.<sup>49</sup>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.

### c. Less of Practice

Based on the finding. It was known that the students had a factors that influences their difficulties in writing descriptive text such as less of practice. According to Grabe and Kaplan, writing does not

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<sup>48</sup> 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.

<sup>49</sup>Nguyen 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.

come naturally but we should often and hard to practice.<sup>50</sup> It could be seen based on the interviewed with teacher said that the students still felt difficulty in writing descriptive text because they have many factors that influences to write as like lack of understanding and skills of writing. According to result of interview with student S6 said that the student S6 feel less of practice so had difficulty. The student are rarely write English text so the student need more practice. Maybe when she is often write English text they would write smoothly, According to Grabe and Kaplan, writing does not come naturally but we should often and hard to practice.<sup>51</sup> 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.

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<sup>50</sup>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.

<sup>51</sup>ibid

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the research and suggestion for English teacher, students, and further researcher who are interested in the similar research.

#### A. Conclusion

The objectives of this research were analyze students' difficulties in writing descriptive text and the factors that influences students' difficulties in writing descriptive text at tenth grade X MIPA of MA Model Hidayatul Hasan Lumajang. Based on the research findings and discussion in the previous chapter, it could be conclde that :

Based on the analyzing the data from students' worksheet, some of these problems most of the students in this case found some of their difficulties in writing descriptive text, namely: first, lack of vocabulary, second lack of learning grammar and lack of knowledge. Based on the result in students' worksheet there are 6 students lack of vocabulary, 7 students lack of grammar, 7 students lack of knowledge in writing descriptive text. And also based on the scoring analysis used Brown's scoring in the students' worksheet, the result from the data there are 9 students belonging to be good level, 1 students were belonging to be excellent level, 6 students were belonging to an adequate level, 2 students were belonging to unnaqtable level and the last 2 students were belonging not college level. So, the conclusion is most of them still many difficulties in writing descriptive text.

From the result of interviewed between students, teacher and researcher. The researcher found that the factors that influenced students' difficulties in writing descriptive text. The first factor was less of motivation,. The second factor was less of time . The last factor was less Practice.

### **B. Suggestion**

Based on the conclusion above, the researcher provides some suggestions for the teacher and other researchers who are interested to do related research.

1. For the teacher, the researcher hopes result of this thesis could be a consideration and provide information about improving students' writing skill in descriptive text.
2. For the researcher, the researcher suggest the to analyze further about studnts' difficulties in writing descriptive text and use better technique In analyzing.

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## Appendix I

**AUTHENTICITY STATEMENT OF WRITING**

The under signed below :

Name : Tasnim Magfiroh  
NIM : T20176017  
Study Program : English Education Department  
Faculty : Tarbiyah and Teacher Training  
Institution : UIN KH Achmad Siddiq Jember  
Place and Date of Birth : Lumajang, 13<sup>rd</sup> March 1999  
Adress : Dawuhan Wetan – Rowokangkung, Lumajang

Hereby declares that the analysis of the thesis its about “ **An Analysis of Stuednts’ Difficulties in Writing Descriptive text at Tenth Grade X MIPA of MA Model Hidayatul Hasan Lumajang**” is the result of my research/ work, exepcept in part referred by the source.

Jember, 10<sup>th</sup> of December 2022

Stated By



**Tasnim Magfiroh**  
**NIM. T20176017**







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## Appendix II

## JOURNAL OF RESEARCH

## AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE X MIPA I OF MA MODEL HIDAYATUL HASAN LUMAJANG

No.	Hari, Tanggal dan Tahun	Kegiatan	Tanda Tangan
1.	10 <sup>th</sup> of January 2022	The researcher was giving permission research letter	
		The researcher observed teaching and learning about descriptive text	
2.	11 <sup>th</sup> of January 2022	The researcher interviewed with English teacher	
3.	23 <sup>th</sup> of May 2022	The researcher was interviewed with students 1,2,3,4,5,6	
4.	25 <sup>th</sup> of May 2022	The researcher was giving assignment make paragraph about descriptive text to the students to make document review for research	
5.	26 <sup>th</sup> of september 2022	The researcher was asking for finishing letter to school	

Lumajang, 26<sup>th</sup> of September 2022  
The Headmaster



Yuli Ahadiyah, S.Pd.

KH. ACHMAD SIDDIQ  
JEMBER



## Appendix III



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005. Kode Pos : 68136  
 Website : [www http://ftk.iain-jember.ac.id](http://ftk.iain-jember.ac.id) e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-1802/In.20/3.a/PP.009/17/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Madrasah Aliyah Model Hidayatul Hasan  
 Jl. Doktren No.02 Blukon, Kec. Lumajang, Kab. Lumajang, Jawa Timur.

*Assalamualaikum Wr. Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20172017  
 Nama : Tasnim Magfiroh  
 Semester : 10 (sepuluh)  
 Program Studi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai " An Analysis of students' difficulties in writing descriptive text at tenth grade X MIPA of MA Model Hidayatul Hasan Lumajang di lingkungan lembaga wewenang Ibu Yuli Ahadiyah, S.Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala MA Model Hidayatul Hasan
2. Guru Bahasa Inggris Kelas X MIPA

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr. Wb.*

Jember, 10 Januari 2022

an. Dekan,

Wakil Dekan Bidang Akademik,



**MASHUDI**

## Appendix IV



## MA MODEL HIDAYATUL HASAN

Akta Notaris : ACHMAD MUTHAR, SH No. 77 Tanggal 23 Oktober 2015  
 KEPUTUSAN MENTERI HUKUM DAN HAK ASASI MANUSIA RI  
 NOMOR AHU-0019979.AH.01.04. TAHUN 2015  
 NSM : 212235080007 NPSN 20557134 Akreditasi BAP No. 022315  
 Jln. Doktren RT.07 RW.02 Desa Blukon Kec. / Kab. Lumajang Jawa Timur

### SURAT KETERANGAN

Nomor: 450/273/101.3.29.9/2022

Yang bertanda tangan dibawah ini :

Nama : YULI AHADIYAH, S. Pd  
 NIP : -  
 Jabatan : Kepala Sekolah  
 Unit Kerja : MA Model Hidayatul Hasan  
 NPSN : 20580829  
 NSM : 131235080027

Dengan ini menerangkan dengan sesungguhnya bahwa :

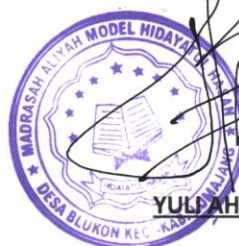
Nama : TASNIM MAGFIROH  
 NIM : T20176017  
 Perguruan Tinggi : UIN KYAI HAJI ACHMAD SIDDIQ JEMBER  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Program Studi : Tadris Bahasa Inggris

Telah melakukan penelitian/ riset mengenai **“An Analysis Students’ Difficulties in Writing Descriptive Text at Tenth Grade X MIPA of MA Model Hidayatul Hasan Lumajang”**.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Lumajang, 26 September 2022

Kepala Sekolah,



**YULI AHADIYAH, S. Pd**

## Appendix V

## STUDENTS' WORKSHEET

Annisa Amalina / X mipa 2

No .....  
Date .....

My name is Annisa Amalina usually called Lina seventy years old  
and now I school in MA Model Hidayatul Jasan class three  
my home in Karanganyar

Name : Risqi yoga Pratama  
Class : X MIPA 1

I have close friend. his name is Muhammad Byantara  
Usually I call him Byan. He was 14 years old.  
he has beautiful eyes and black hair.  
Every Sunday. I am go to book store with him. his favorite drink  
Juice orange and his favorite food are fried Chicken.

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Nama : M Farrel Efendi  
No Absen : 21

I have mother. My mother's name is Siti Badriyah. Her body are like my grandmother. She has black eyes and white skin tone. My mother a doctor. In she go to Hospital every morning by car. Her favorite colour is grey. Her favorite drink orange juice. She was 38 years old. And she is working start from morning until night.

Name : Rohmawati I  
Clas : Mipa 1

Look at my house! This is my house. I live in my house with my parent, sister and my grandmother. The color of my roof is purple and the wall color is grey.

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Nama : Sukma Handrea Citra Aldhina.  
 Kelas : X MIPA 1

My name is Sukma Handrea Citra Aldhina, my nickname is Citra. I tall and fat. I have big eyes and my skin colour is white. My hair is yellow color. My favorit drink is orange juice and my favorit color is grey. I have a dog in my house.

Name: Selvia.  
 class: X MIPA 1

Date

I have a cat her name is orcha. She have a black and white hair. She is very energi and she have mother. Her name is caca. She have a white hair and they are really like eat and sleeping.

IMA & NOVEL LIA S.  
5 & XI

My name is : NOVEL LIA SAFITRI , LIFE IN LUMAJANG  
My hobby is a Cook , My Favorite Color Red  
While I like Cook . I like ~~book~~ read a book

I school in Senior high school hidajatul hasan  
I Class Eleven room .  
I like write

I like Cat , because cat have beautiful eyes  
the last I say For me thank You

Wardah's

My name is wardah syaba kamila I born in cute family, I have brothers with differat traits <sup>was</sup>  
I grateful I can born between them . I'm school in senior high school hidajatul  
hasan . When I'm school I'm always remember my mother for a support .  
I like look carcters of someone because I have ideale a ~~psychology~~ psychology.  
My hobby is a read book , make cinematic Video , ~~and~~ speak up , and I  
like recognize new people .

~~I~~ I afraid with snake , and I phobia with Dark room .

The last I say for me thank you .

JEMBER

Nama: Siti Fatimah  
XI.

My name is : Siti Fatimah i live in Lumajang

I like singes. My favorite color blue

When im sing , i feel happy

While i like sing , i like cook

I school in senior high school hidayatul hasan

I class eleven room .

I dont like read book.

the last i say for me , thank you.

Najaa.

Hi, my name is najaa . I 16 year old and i stay in lumajang.  
I school in MA model hidayatul hasan.

I like beach . the beach name is papuma beach.

Papuma beach located in Jember

Papuma is my favorite beach . Papuma beach very - very beautiful  
when afternoon there is an sunset.

I have a hoby , my hoby is cooking . I fill the free time with cooking  
why I like it cooking ? I don't know , but I always cooking  
that I want.

and I also like everything kayenders of sport

NAMA : INTAN DWI

X MIPA.

Rujak is atypical Indonesian food. Rujak are very popular food in my city. The ingredients for make Rujak is vegetables, tofu, fried pean nut, young banana, petis, and flour, but my Rujak., Rujak is very good. and came from East Java.

DIMAS SOFYAN CHOIROZI

X MIPA

I HAVE A BEAUTIFUL RABBIT. HER NAME IS BLABLU SHE IS REALLY BEAUTIFUL AND CUTE. SHE LOVED TO PLAY WITH ME AND NEW THINGS SHE FOUND SHE HAS WHITE BODY COLOR AND HAS BLUE EYES.

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Safira permadani  
class X MIPA

Hi, My name is Safira permadani. I think I am beautiful woman, I like beach, I can 15 years old. I like fried rice.

Krisna Bayu Anugrah  
class = X (Sepuluh MIPA)

Once Upon time, there is two close friend who walking through the forest together. They know that anything dangerous can happen any time in the forest.

Muhammad Faisal  
X MIPA

On the weekend, my friends and I go to Bali Island, we go there by ship. We arrive afternoon and direct look for homestay. after take a Rest for moment we go to pandawa beach. the beach so wonderful and pretty. we play and the sand and swimming for moment. after that we eat seafood while watching sunset. the holiday so good, I like ~~it~~ it so ~~very~~ much.

Date

Latifah

x Mipa 1

This is my house. My parents, sister and I live here. The color of the roof brown and the wall color white. The color of the door brown.

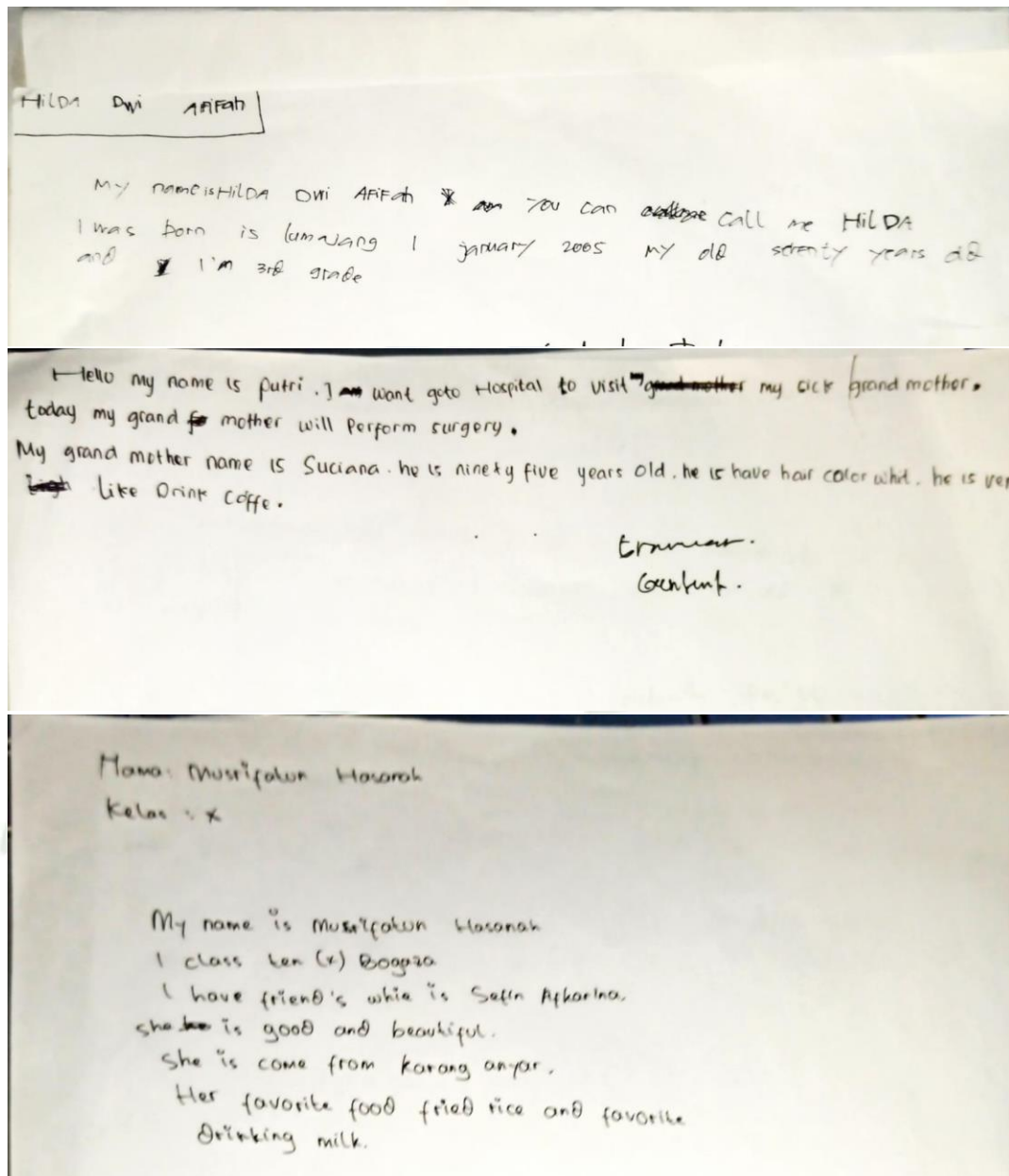
There are three bedrooms, two bathrooms a kitchen, a dining room and a living room. We like to spend time in the living room. We usually watch TV there after dinner.

Ridwan gosani

x MIPA

One day - my father pick me to the zoo. Zoo is the place for animals. There is many animals i meet. I like there skin. The colour black and white. So, funny and awesome.

Next - there is lion, He is King of animals. The lion so big and scary. The hair in his neck make impressive. After that I take a rest before go home. I very happy.



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**SHEET OF ANALYSIS**  
**Students' Worksheet of Descriptive Text**

Aspect of Writing	Classification/ Score				
	Excellent ( 20- 18 )	Good ( 17- 15 )	Adequate ( 14-12 )	Unacceptable ( 11- 6 )	Not Colloge Level Work ( 5-1 )
<b>Organization of Idea</b>	Appppriate title, effective intoductry paragraph, leadsno body, transitional expressions used, arrangement of material show plan .supporting evidence given for generalizations, conclusion, logical and complete.	Addequate title, introduction, and conclusion, body of essay is acceptable, but some of evidence may be lackingsome ideas aren't fully develop, sequence is ogical but transitional may be absent or missed.	Mediocre or scant introduction or conclusion, problems ith the order ideas in body, thegeneralitations may not be fully, supported by evudence given, problems of organization interfere	Shaky or minimally recognizable introduction, organization can barely be seen, several problems with ordering of ideas, lack of supporting evidence, conclussion weak or illogical inadequate effort at organization	Abseence of introduction or conclusion, no apparent organization of body, severe lack of supporting evidence: writer has not made any effort to organizw the composition

Aspect of Writing	Classification/ Score				
	Excellent ( 20- 18 )	Good ( 17- 15)	Adequate ( 14-12 )	Unacceptable ( 11- 6 )	Not Colloge Level Work ( 5-1 )
<b>Content</b>	Essay addresses the esigned topic: the ideas are concreate and thoroughly developed: no extraneous material: essay reflect thought	Essay addrses the issues but misses some points : ideas could be more fully develop some extraneous material is present.	Development of ideas not complee or essay is somewhat of the topic; paragraph aren't divided exactly right.	Ideas incomplete ; essay does not reflwct careful thinking or hurriedly written ; inadequate effort in area	Essay in completey inadequate and does not reflect college level work; no appareant effort to consider the topic carefully.

Aspect of Writing	Classification/ Score				
	Excellent ( 20- 18 )	Good ( 17- 15 )	Adequate ( 14-12 )	Unacceptable ( 11- 6 )	Not Colloge Level Work ( 5-1 )
<b>Grammar</b>	Native like fluency in English grammar : correct use of relative clauses, prepositions modals, article, verb forms, and tenses sequencing or run on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of the : no. fragments present..	Ideas are getting trough to reader, but grammar problem are apparent and have a negative effect on communication; run on sentences or fragments present	Numerous serious grammar problem interfere with communication of the writers ideas; grammar review of some areas clearly needed difficult to read sentences	Severe grammar problems interfere greatly with the message : reader an't understand what the writer was trying to say unintelligible sentence structure.

Aspect of Writing	Classification/ Score				
	Excellent ( 20- 18 )	Good ( 17- 15)	Adequate ( 14-12 )	Unacceptable ( 11- 6 )	Not Colloge Level Work ( 5-1 )
<b>Mechanic</b>	Correct use of english writing conventions: left or right margin. All needed cspitals, paragraph idented, punctuation and spelling very neat	Some problems with writing conventions or punctuation occasional spelling errors leftmargin, correct paper is neat and legible.	Uses general writing conventions but has errors soelling problems, distract reader punctuation erors interfere with ideas	Serious problrms with format paper; part of essay not legible; errors in sentences punctuation and final punctuation and final punctuatiom unacceptable to educated readers	Complete disregard for English writing convention paper illegible obvious capitals missing, no margins, severe spelling problems

Aspect of Writing	Classification/ Score				
	Excellent ( 20- 18 )	Good ( 17- 15)	Adequate ( 14-12 )	Unacceptable ( 11- 6 )	Not Colloge Level Work ( 5-1 )
<b>Vocabulary</b>	Precise vocabulary usage ; use of parallel structure consist register good	Attempt variety ; good vocabulary, not wordy, register ok; style fairly concise .	Some vocabulary missed lack of ; problems awareness of register may be too woody	Poor expression of ideas ; problems awareness In vocabulary lack variety of structure.	Innapropriate use of vocabulary no concept of reister pr sentence variety.

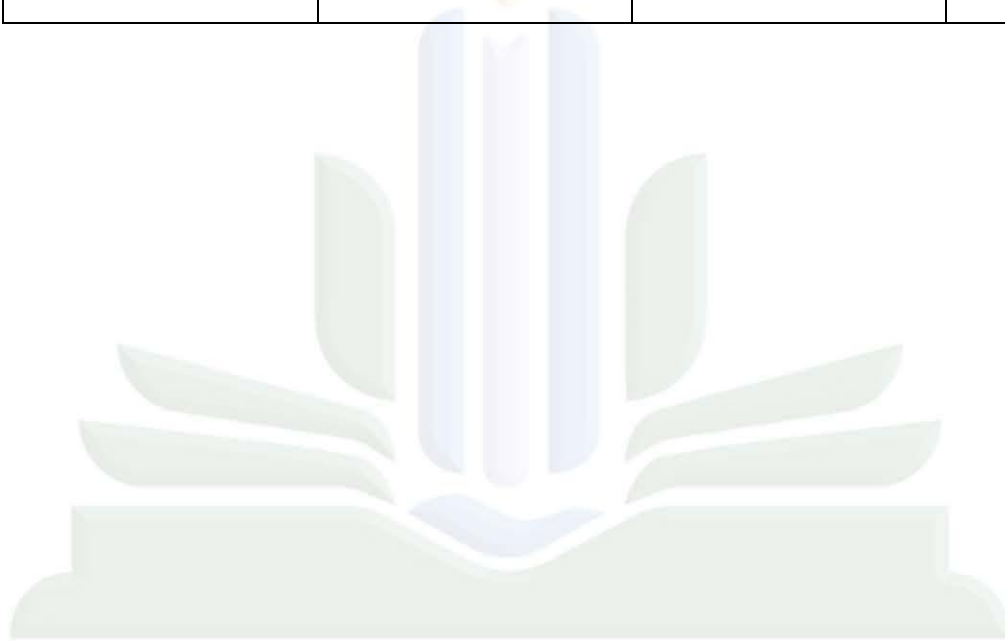


## Appendix VII

## Result of Analysis students' difficulties

Code of data	Result of Analysis students' difficulties				
	Vocabularies errors	Grammar errors	Mechanic errors	Content errors	Organization errors
ND	-	-	-	-	-
SF	-	✓	-	-	-
SHC	-	-	-	-	-
RM	✓	-	-	-	✓
MFE	-	✓	-	-	-
AA	✓	✓	✓	-	✓
RYP	-	✓	-	-	-
NL	✓	-	✓	-	✓
WR	-	✓	-	✓	✓
SL	-	-	✓	-	-
FS	-	✓	✓	-	✓
LT	-	✓	✓	-	-
GA	✓	✓	✓	-	-
RG	-	✓	-	-	-
ID	-	-	✓	-	-

<b>SC</b>	-	✓	-	-	-
<b>SP</b>	✓	✓	✓	-	-
<b>KBA</b>	✓	✓	✓	✓	✓
<b>MDA</b>	-	✓	✓	-	✓
<b>PTS</b>	-	✓	✓	-	-



**UIN**

## Appendix VIII

## SCORING

Code of Data		Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
SL	I have a cat her name is orcha. She have a black and white hair. She is very energetic and she have mother. Her name is caca . She have a whitr hair and they are really like eat and slepping.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was good	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling but in the capitalization was false we can found in word "caca" and "orcha.	Content in this paragraph relevant with the assigned topic that was descriptive about her cat.	Organization of idea was consisted of complete generic structure pf descriptive text it self those were identification and description.	Good

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
SHC	My name is Sukma Handrea Citra Aldina, my nickname is Citra. I tall and fat. I have big eyes and my skin color is white. My hair is yellow color. My favorite drink is orange juice and my my favorite color is grey. I have a dog in my house.	Vocabularies in this paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was good	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was true..	Content in this paragraph relevant with the assigned topic that was descriptive about her self	Organization of idea was consisted of complete generic structure pf descriptive text it self those were identification and description.	Excellent

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
RM	Look at my house! This is my house. I live in my house with my parents, sisters and my grandmother. The color of my roof is purple and the wall color is grey.	Vocabularies in this paragraph consist of nouns, verbs, adjectives, conjunctions.	Grammar in this paragraph was good	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was good	Content in this paragraph not relevant with the assigned topic..	Organization of idea was consisted of identification and description. The generic structure in this paragraph not complete was pure..	Adequate

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
MFE	I have mother. My mother name is Siti Badriyah her body as like my grandmother. She has black eyes and white skin tone. My mother a doctor. She go to Hospital every morning by car. Her favorite color is grey. her favorite drink orange juice. She was 38 years old and she is working start from morning until night.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs.	Grammar in this paragraph was false because grammar found grammar eror in the seven and eight paragraph.	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was true..	Content in this paragraph relevant with the assigned topic that was descriptive about her mother t.	Organization of idea was consisted of complete generic structure pf descriptive text it self those were identification and description.	Good

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
AA	My name is Annisa Amalina usually called Lina. Seventy years old and now I School in MA model Hidyatul Hasan class three. My home karangnayar.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling but in the capitalization was false .	Content in this paragraph relevant with the assigned topic that was descriptive about her self	Organization of idea was false because not complete .	No colloge level work

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
RYP	I have close friend. His name is Muhammad Byantara. Usually I call him Byan. He was 14 years old. He has beautiful eyes and black hair. Every Sunday, I am go to book store with him , her favorite drink juice orange and his favorite food are fried chicken.	Vocabularies in this paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false . in descriptive text must use Simple present tense	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was good .	Content in this paragraph relevant with the assigned topic that was descriptive about her close friend.	Organization of idea was consisted of complete generic structure of descriptive text itself those were identification and description.	Good



Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
NL	My name is Lia Safitri. Life in Lumajang. My hobby is a cook, my favorite color red. While I like cook I also like a read book. I school in senior high school hidayatul hasan. I class eleven. I like a cat because cat have beautiful eyes .	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling but in the spelling was false .	Content in this paragraph relevant with the assigned topic that was descriptive about her self.	Organization of idea was false because not complete	Unnacceptable

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
WR	My name is Wardah Syaeba Kamila. I born in case family. I have brother with him different trainters . I grateful I can born between him. I am school in senior high school of hidayatul hasan Lumajang. When I am school I am always remember my mother for a support. I like look caracter someone because I have ideals a psychology doctor.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false in descriptive text must used Simple Present tense	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling but in the capitalization wasgood .	Content in this paragraph not relevant with the assigned topic that	Organization of idea was false because the paragraph try to tell about her not describe about her..	Edequate

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
ND	My name is Nadya. I sixteen years old and I stay in Lumajang. I school in MA Model Hidayatul Hasan. I like a beach, the beach name is Papuma Beach. Papuma beach located in Jember city. Papuma is my favirite beach. the panorama of Papuma beach is very beautiful when Afternoon there is sunset in the beach.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was good	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was good	Content in this paragraph relevant with the assigned topic.	Organization of idea was consisted of complete generic structure pf descriptive text it self those were identification and description.	Excellent

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
SF	My name is Siti Fatimah. I live in Lumajang. I like singing, my favorite color blue. When I am singing I feel happy. While I like song and also I like to cook. I go to school in senior high school Hidayatullah Lumajang. I am in class eleven room. I don't like to read a book.	Vocabularies in this paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false because in descriptive text must use Simple Present tense	Mechanics in this paragraph that consisted of punctuation and capitalization and spelling was false	Content in this paragraph relevant with the assigned topic that was descriptive about herself.	Organization of ideas was consisted of complete generic structure of descriptive text itself those were identification and description.	Adequate

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
FS	On the weekend, my friends and I go to Bali island. We go there by bus and followed by ship. We arrive at afternoon and look for homestay. After take a rest for moment we go to Pandawa beach. The beach so wonderful and pretty. We play in the sand and swimming for moment. After that we ea eafood while watching sunset. The holiday so god, I like it so much.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar eror fond in the second paragraph. First sentences.	Mechanic eror es pecially punctuation found in the second paragraph first sentences .	Content in this paragraph relevant with the assigned topic.	Organization of idea was uncompleted it just consisted of identification and need more description of the topic.	Adequate

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
LT	This is my house, my parents, sister and I live here. The color of the roof dark brown and the wall color white. There are 3 bedrooms, two bathrooms, a kitchen, a dining room and a living room. We like to spend time in the living room. We usually watch tv there after dinner.	Vocabularies in this paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar error in found in the first paragraph third and fourth sentences.	Mechanic error especially punctuation found in first paragraph second sentences and in the second paragraph first sentences.	Content in this paragraph relevant with the assigned topic	Organization of idea was consisted of complete generic structure of descriptive text itself those were identification and description.	Good

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
Siti Fatimah	My name is Siti Fatimah. I live in Lumajang. I like singing, my favorite color blue. When I am singing I feel happy. While I like song and also I like to cook. I go to school in senior high school Hidayatul Hasan Lumajang. I am in class eleven room. I don't like to read a book.	Vocabularies in this paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false because in descriptive text must use Simple Present tense	Mechanics in this paragraph that consisted of punctuation and capitalization and spelling was false	Content in this paragraph relevant with the assigned topic that was descriptive about herself.	Organization of ideas was consisted of complete generic structure of descriptive text itself those were identification and description.	Adequate

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
RG	<p>One day, my father pick me to the zoo. Zoo is the place for animals. There is many animals I meet. First is Zebra, I like there skin. The color is black and white. So funny and awesome.</p> <p>Next, there is lion. He is king of animals. The lion so big and scary. The hair in his neck make more impressive, after that I take rest before o home. I very happy</p>	<p>Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs</p>	<p>Grammar error found in the first paragraph first, third and sixth sentences ot also found second paragraph, third, fifth and sixth sentences.</p>	<p>Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was true</p>	<p>Content in this paragraph relevant with the assigned topic that</p>	<p>Organization of idea was consisted of complete generic structure pf descriptive text it self those were identification and description.</p>	good



Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
ID	Rujak is typical indonesion food. Rujak is very popular food in my city. this is inrediant for make rujak is vegetables, tofu, fried peanurt, yong banana, petis, and flaforing. Rujak is very good and come from East Java.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was true	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was false in the third sentences.	Content in this paragraph relevant with the assigned topic that was descriptive text	Organization of idea was consisted of complete generic structure pf descriptive text it self those were identification and description.	Good

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
SC	I have beautiful rabbit, her name is Blablu. She is very beautiful and cute she loved to play with me and new things she found. She has white body color and has blue eyes .	Vocabularies in this paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false because in descriptive text must use Simple Present tense	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was false	Content in this paragraph relevant with the assigned topic that was descriptive text	Organization of idea was consisted of complete generic structure of descriptive text itself those were identification and description.	Good

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
SP	Hi, my name is Safira Permadani. I think I am beautiful women. I like beach/ I am 15 years old. I like fried rice	Vocabularies in third paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs still was poor because the vocabularies more less.	Grammar in this paragraph was false because in descriptive text must used Simple Present tense	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was false	Content in this paragraph relevant with the assigned topic that was descriptive text	Organization of idea was uncompleted.	Adequate

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
KBA	Once upon time , there is two close friend who wlking through the forest together, they known that anything dangerous can happen any time in the forest.	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false because in descriptive text must used Simple Present tense	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling wastrue.	Content in this paragraph not relevant with the assigned topic because the topic not descriptive text	Organization of idea was false because the text iits about narrative text not descriptive text.	Not colloge for work level

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
HDA	My name is hHlda Dwi Afifah. You can call me Hilda . I ws bron is Lumajang I January 2005 my old seventy years old and I am 3 <sup>rd</sup> grade.	Vocabularies in thidsparagraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was false because in descriptive text must used Simple Present tense	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was false	Content in this paragraph not relevant with the assigned topic	Organization of idea wauncomplete.	Adequate

Code of Data	Descriptive Text	Students' Difficulties					Score
		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
PTS	Hello my name is Putri. I want go to hospital to visit my sick grandmother. Today my grand moother would perform surgery. my grand mother name is Suciana, he is ninty five years old. He is have hair color white. He is verry like drink coffe,	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was true	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was false .	Content in this paragraph relevant with the assigned topic that	Organization of idea was uncomplete	Adequate

		Vocabularies	Grammars	Mechanics	Contents	Organization of Ideas	
MH	My name is Misrifatun Hasanah. I class ten of Bogaza class. I have friens while is Sefin Afkarina. She is good and beautiful. She is come from karanganyar. Her favorite food is fied rice and favorite drinking milk	Vocabularies in thid paragraph consist of nouns, verbs, adjectives, conjunctions and adverbs	Grammar in this paragraph was true but only in the last sentence was false.	Mechanic in this paragraph that consisted of punctuation and capitalization and spelling was false	Content in this paragraph relevant with the assigned topic that was descriptive text	Organization of idea was consisted of complete generic structure pf descriptive text it self those were identification and description.	Good

Appendix IX

**DOCUMENTATION**







UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

## Appendix X

**RESEARCHER BIBLIOGRAPY****Personal Information :**

- Full Name : Tasnim Magfiroh
- NIM : T20176017
- Gender : Female
- Place, Date of Birth : Lumajang, March 13rd  
1999
- Adress : Dawuhan Wetan – Rowokangkung,  
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- Religion : Islam
- Department : Languange Education/ English  
Teacher
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**Education Background :**

2005 – 2011 : SDN Dawuhan Wetan 01

2011 – 2014 : Mts. Modern Hidayatul Hasan Lumajang

2014 – 2017 : MA Zainul Hasan Genggong Probolinggo