

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING
DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE
TENTH GRADE OF SMA MUHAMMADIYAH 2 BANDAR
LAMPUNG IN 2020/2021 ACADEMIC YEAR**



A Thesis

Submitted as a Partial Fulfillment of
the Requirements for reaserch

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ABSTRACT

Writing is one of the important skills in English. However, English writing is considered difficult for foreign learners because it is different from Indonesian language in its structure, spelling, and lexical meaning. Based on the preliminary research the researcher found that students had difficulties in writing, organize the idea, and lack of vocabulary. Therefore, the researcher was interested to know the students' difficulties in writing descriptive text at the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung. The objective of this research is to find and to know the dominant problem faced by students in writing descriptive text at SMA Muhammadiyah 2 Bandar Lampung.

This research was descriptive qualitative research. The sample was chosen based on purposive sampling, the researcher choose X IPS 3 as the subject of the researcher, because the students of X IPS 3 got the lowest score in writing descriptive text. The number of X IPS 3 was 25 students. The researcher used documents, interview, and questionnaire to gather the data. To analyze the data, researcher used three steps by Miles and Huberman, they are: data reduction, data display, and conclusion drawing verification.

The result showed there were five aspects of problem faced by students in writing descriptive text such as: content (5.8%), vocabulary (19.94), organization (3.58%), language (36.82%), and then mechanics (61.63%). It means that, the most dominant problem in writing descriptive text is mechanics.

Keywords: Analysis, Descriptive, Difficulties, Writing

DECLARATION

I hereby state that this thesis entitled: “An Analysis of Students Difficulties in Writing Descriptive Text at the First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.

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MOTTO

وَالْقَلَمِ وَ مَا يَسْطُرُ وَ نُّ

“ Nun. By the pen and by the (record) which (men) write.”
(Al Qolam : 1)¹

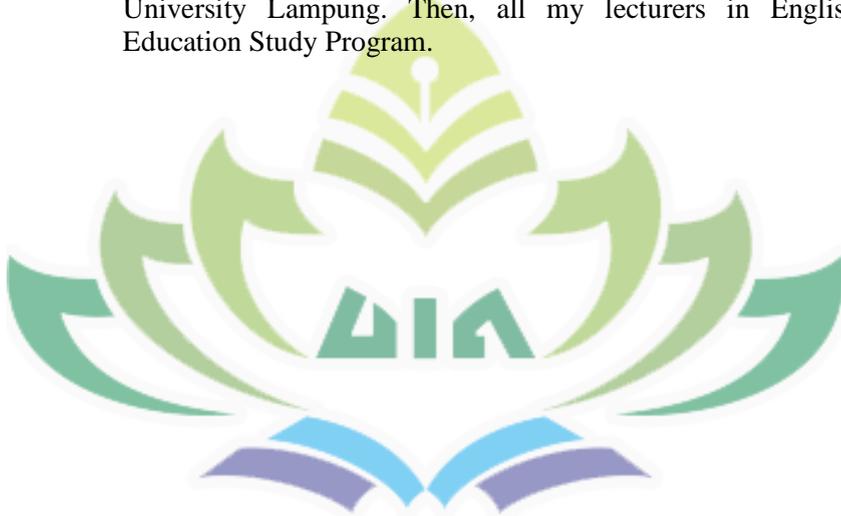


¹ Abdullah Yusuf Ali, *The Meaning of Holy Quran New Edition with revised translation, commentary and Newly Compiled Comprehensive Index* (Maryland: Amana Publication, 1999), p. 1666

DEDICATION

This thesis is dedicated to:

1. Allah SWT who always loves and keeps me everywhere and everytime.
2. My beloved parents, Mr. Irwansyah and Mrs. Ermayati who always prays for my success and give motivation and support. I love both of you.
3. Myself who have been struggling up to this point. I am very grateful.
4. My beloved old sister, little sister, and little brother who support me as always.
5. My beloved almamater of Raden Intan State Islamic University Lampung. Then, all my lecturers in English Education Study Program.



CURICULUM VITAE

Mia Chairunnisa was born May, 10th 1997 in Natar, Lampung Selatan. Mia comes from Natar, Lampung Selatan. Mia is the second child from four siblings from Mr. Irwansyah and Mrs. Ermayati.

Mia accomplished her first education at kindergarten Aisyiyah Muhammadiyah Bandar Lampung. She was graduated from SDN 02 Labuhan Ratu, Bandar Lampung in 2009. Then continued her study at SMPN 8 Bandar Lampung and graduated in 2012. Next, she continued her study at SMA Muhammadiyah 2 Bandar Lampung and graduated in 2015. After that she continued her study at UIN Raden Intan Lampung in 2015, she took English Education Study Program, Tarbiyah and Teacher Training Faculty.



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This thesis entitle “An Analysis of Students Difficulties in Writing Descriptive Text at the First Semester of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung”. This thesis is presented to the to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing done this thesis is to fulfill the requirement for S1 degree.

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Finally, none or nothing is perfect and neither in this thesis.
The researcher truthfully welcomes criticism and suggestion for
the betterment of this thesis.

Bandar Lampung, 10 Mei 2021
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In this globalization era, English had increasingly played an important role. Indonesia government had agreed to declare that English is the first foreign language to be taught from junior high to tertiary level. The importance of English is undeniable. By mastering English, it would be easier to communicate and establish relationships with people from any country in business activities, study, and exchange of thoughts, introductions and others.

Writing is one of the important skills in English. It is one of the skills that must be mastered by students. According to Ur, writing is a combination of processes and product.¹ The process of writing is the process of findings ideas that would be explained in writing and the product is the result of an idea that has become writing. Writing was made with the intention to express the results of personal thoughts and reflection or writings were made based on the request from other people. However, English writing was considered difficult for foreign learners because it was different from Indonesian language in its structure, spelling, and lexical meaning. According to Richard and Renandya, writing is the most difficult skill for second language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.² It could be concluded that writing is one of the English skills those were difficult to be learnt by the students. This difficulty happened because writing had own characteristics and categories that

¹Caroline T.Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, 2005), p.98

² Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York: Cambridge University Press: 2002), p.303

were different from mother tongue and in a foreign language especially English language. Beside, in writing the students have to put their ideas and thoughts into good paragraphs.

Moreover, there were many kinds of text that have to be studied by the students and one of them is descriptive text. Descriptive text is used to describe everything in the world, so descriptive text is drawing everything in written form. In fact, making a descriptive text was not easy for some students. Consequently, the majority of the students could not describe something clearly.

The students should be able to write a descriptive text when they sat on the first year in senior high school as it stated in the syllabus of the first year in senior high school. The fact showed on the generic structure of descriptive text is easier than another kind of text like narrative text, even though both of them were learnt by the first year students in senior high school. It became a problem when the student cannot write a descriptive text well when they have to learn another text.

The generic structure of descriptive text was divided into two parts, introduction and identification. Meanwhile, the grammar rule of descriptive text was using simple present tense. It was simpler than the generic structure of narrative in which consisted of some parts; orientation or introduction, rising problem, climax, problem solving and ending or reorientation.

According to Zaida, descriptive text is the text that describes the particular person, place, or thing.³ It meant that descriptive text was used to describe about place, person or things. Descriptive text also could describe about taste, shape, size, atmosphere, appearance, and feeling, touching or hearing.

³ Nur Zaida, *Practice Your English Competence*, (Jakarta: Penerbit Erlangga,2009), p.9.

Siahaan said that description is a written English text in which the writer describes an object. In this text, the object could be concrete or abstract object. It could be person, or animal, or tree, or a house, or camping. It could be about any topic.⁴ Descriptive paragraph is giving information about something or someone.

Based on explanation above, the researcher concluded that descriptive text is a text that described an object clearly, it meant there were creating visual images and sensory impression through words that use to inform an audience about something how something or someone looked in descriptive text. Descriptive text described a particular person, place or thing in detail which consisted of specific words that appeal to the sense (sight, sound, taste, smell, touch and others).

The researcher conducted preliminary research in the SMA Muhammadiyah 2 Bandar Lampung. The researcher conducted preliminary research in two different ways by conducting interviews and distributing questionnaires while the interviews were conducted with teacher and the list of questionnaire conducted only with students. The researcher obtained information from the English teacher that descriptive text was the material that the tenth graded had learned at SMA Muhammadiyah 2 Bandar Lampung.

Based on the preliminary research, by interviewing the English teacher of SMA Muhammadiyah 2 Bandar Lampung Neneng Hartati, the researcher asked about the difficulties in writing descriptive text those were faced by her students, she said that students still had difficulty in writing descriptive text, especially for students who have not mastered grammar and students also still had difficulty in developing topics in detail. Here was the detail description of students' score in writing descriptive text

⁴ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89

Table 1
The students score of writing

No	Score (KKM)	Classes					The Number of Students	Percentage
		X IPA 1	X IPA 2	X IPS 1	X IPS 2	X IPS 3		
1	≥75	13	9	12	8	7	49	39.2%
2	<75	12	16	13	17	18	76	60.8%
TOTAL		25	25	25	25	25	125	100%

Source: Teacher's Documentation of the Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung.

The minimum criteria score in writing skill at SMA Muhammadiyah 2 Bandar Lampung is 75.⁵ Based on the data, it could be known that only 39.2% could get the Criteria of Minimum in writing skill while 60.8% of students get a score under the Criteria of Minimum in writing skill. From the data, it could be seen that 76 students from 125 got low score or under the Criteria of Minimum in writing skill. It meant that the students have the problem in writing and in this case is in writing descriptive text.

There were some previous studies related to this research, the first came from Hanafi with his research entitled "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'Matul Aziz Jelapat I Barito Kuala Academic Year of 2017/2018". This previous study had similar problem with the problem in this research. Hanafi's research focused on to know what were the eleventh graders' difficulties in writing descriptive text at Ma Ni'matul Aziz Jelapat I Barito Kuala Academic Year of 2017/2018.⁶ In his research, he examined the difficulties of students in writing. He got a conclusion by the result of post test. This research

⁵ Neneng Hartati, *Interview an English Teacher*, SMA Muhammadiyah 2 Bandar Lampung, July 19th, 2019

⁶ Muhammad Hanafi, *An Analysis Of Eleventh Graaders, Difficulties In Writing Descriptive Text at Ma Ni'Matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018*. (S1 Thesis. Antasari State Islamic University Banjarmasin, 2017)

showed the highest score is 83.75, the lowest score is 25, and the mean score is 36.46 that indicated their ability is in low category.

The second research was done by Choir with his title “A Study the Tenth Grade Students’ Problems in Writing Descriptive Text at Islamic Senior High School (MAN) Rejoso Peterongan Jombang in the Academic Year of 2016/2017. This previous study had similar problem with this problem. The purpose of this research was to elaborate writing descriptive ability of the tenth grade students of MAN Rejoso Peterongan Jombang.⁷ The result of this study showed that there were several common problems or difficulties faced by the students such as the students had a weakness in grammar aspect, limited vocabulary, many problems with spelling and punctuation. The students sometimes did not know about the object, another student also faced problem in content aspect, and the students also did not know generic structure of descriptive text.

Based on explanation above, the researcher was interested to analyze the difficulty faced by the students when writing descriptive text. Therefore, the researcher conducted a research entitled “An Analysis of Students’ Difficulties in Writing Descriptive Text at The First Semester of The Tenth Grade of SMA Muhammadiyah 2 Bandar Lampung in 2020/2021 Academic Year.”

B. Identification of the Problem

Regarding to the background of the problem above, the researcher identified some problems, they were:

1. The students had difficulties in writing Descriptive Text,

⁷Mishbachul Choir, *A Study On The Tenth Grade Students’ Prolems In Writing Descriptive Text at Islamic Senior High School (MAN) Rejoso Peterongan Jombang In The Academic Year 2016/2017.*(S1 Thesis. State Islamic Institute (IAIN) Tulungagung, 2017)

2. The students had difficulties to translate from Bahasa to English.

C. Limitation of the Problem

Based on the identification of problem, the researcher focused on analyzing students' difficulty in writing descriptive text of tenth grade at SMA Muhammadiyah 2 Bandar Lampung in 2020/2021 academic year.

D. Formulation of the Problem

Based on the limitation of problem, the researcher formulated the problems as follow:

1. What are students' difficulties in writing descriptive text at SMA Muhammadiyah 2 Bandar Lampung in the academic of year 2020/2021?
2. What is the most dominant problem in writing descriptive text at SMA Muhammadiyah 2 Bandar Lampung in the academic of year 2020/2021?

E. Objective of the Research

The objectives of this research were as follow:

1. To know the students difficulties in writing descriptive text at SMA Muhammadiyah 2 Bandar Lampung academic year of 2020/2021.
2. To know the most dominant students difficulties in writing descriptive text at SMA Muhammadiyah 2 Bandar Lampung academic year of 2020/2021.

F. Use of the Research

In this research, this research was expected to give contribution both theoretically and practically.

1. Theoretically: to give information to the students in writing descriptive text, with expectation that the

students could decrease their difficulties in writing descriptive text.

2. Practically

a. For the English Teachers

This research was expected to give information about the solution of students' difficulties in writing descriptive text.

b. For the Students of Grade X of Senior High School

This reaserch was expected to make the students easier to understand writing descriptive text.

c. School

For the school, this research was expected to provide solutions for teachers about students difficulties in writing descriptive text.

d. For the other researchers who would conduct the relevant study

this research could be used as a source of information for other researchers who were interested in conducting the relevant research.

G. Scope of the Research

The scopes of the research were as follows:

1. Research Subject

The research subject was the students of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in 2020/2021 academic year.

2. Research Object

The research object was the students' difficulties in writing descriptive text.

3. Research Place

The research was conducted at SMA Muhammadiyah 2 Bandar Lampung.

4. Research Time

The research was conducted at the first semester of 2020/2021 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching, as stated by Brown in his book, is the process of showing or helping someone to learn how to do something, giving instruction, guiding, in the study of something, providing with knowledge, and it is causing someone understand about something that learned.⁸ It means that teaching is the process of guiding someone to learn how to do something that he or she does not know. Furthermore, teaching can also help someone understand and learn about something new. This also means that teaching process is very important for someone to learn about something that will be learned.

English has usually been studied by students since they were in the basic level of education. In Indonesia, English is known as a foreign language. Foreign language is belonging to another nation that is mastered and it is usually taught through formal education and which is socioculturally not considered as its own language. A Foreign language is one not widely used in the learners' immediate social context which might be used for future travel to other cross-cultural communication situations or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.⁹ It means that the students who learned foreign language have little opportunities to use their English in real life.

Based on the explanation above, it could be concluded that teaching English as a foreign language was the process of helping someone to learn English, the language they used

⁸H. Douglas Brown, *Principles of Language Learning and Teaching*, (London: Longman, 2000), p. 7

⁹Muriel Saville-Troike, *Introducing Second Language Acquisition*, (Cambridge: Cambridge University Press, 2006), p. 4

either as mother tongue or the second language. It was used by her or him in daily life for communication that was influenced by ideas on the nature of English and learning conditions.

B. Concept of Teaching and Learning Writing

Teaching writing is processes to make students able in expressing ideas, thoughts, and feelings on the papers meaningfully. The teachers pay attention more to the process of students' writing. So the students can express what they really want to communicate to someone else. According to Tribble, this implies that, for variety of particle reason, it through they mastery of writing that the individual comes to be fully effective in intellectual organizing, not only in management of everyday affairs, but also in the expression of ideas and argument.¹⁰

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea of the topic. The rest of the sentences in the paragraph support that point.¹¹ It means the researcher wants to convey a feeling and thought in a work or sentence in written that can be accepted by the reader. The process of writing has roughly four steps. In the first step, you create the ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.¹² It means that with these four steps the students were expected to produce writings that are acceptable to the reader. In this case, the students could use these four steps in developing their writing well. So, hopefully the teacher could guide the students in developing their ideas based on the four steps above to make good writing in learning teaching process.

¹⁰Christopher Tribble, *Language Teaching* (London : Oxford University Press, 1996), p.13

¹¹Alice Oshima and Aan Hogue, *Introduction to Academic Writing*, (Longman: 1997), p.3

¹²*Ibid*, p.15

C. Concept of Writing

1. Definition of Writing

Writing is a productive skill besides speaking.¹³ Writing is a process of expressing ideas, thoughts, and feelings of the writer by using a conventional system. Thus, the readers understand the message or information that has been sent.

Writing is a basic language skill, just as important as listening, speaking, and reading. Students need to know how to put written reports together, how to replay the advertisement, and how to write using electronic media. They need to know some of writing special conventions (punctuation, paragraph construction etc.) They need to know how to pronounce spoken English appropriately.¹⁴

It could be conclude that writing was as important as other skill. The students needed to know how to write and how to make a good sentence. Therefore, the reader could understand the message or the information of the written text. This also meant that writing was used for communicating one's idea in written form to the readers.

Writing is a progressive activity. When you first write something down, you have already thinking about what you are going to write and how you are going to write it. After you have finished writing, you read over what you have written and make changes and corrections.¹⁵ It means that writing is an activity that use thought, mind, and feeling based on what we want to write.

Furthermore, Weigle states that the ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society beyond school, and for some,

¹³ Jeremy Harmer, *How to Teach Writing*, Malaysia: Longman, 2004. p.3

¹⁴ *Ibid*, p. 33

¹⁵ Alice Oshima and Ann Hogue, *Writing Academic English*, Third Edition, (New York: Addison Wesley Longman, 1997), p. 3

to pursue careers that involve extensive writing.¹⁶ Students are expected to convey their ideas, feelings, desire and knowledge by writing.

Based on all those explanations above, it could be concluded that writing was a complex skill that included the capability to organize the ideas based on the right structure and it could be understood by a reader. Writing was a way to communicate and express our thoughts, feelings, and opinions to others.

2. Process of writing

Writing is one of the important skills in English. Writing is a communicative act, a way of sharing observations, information, thought, or ideas with others. There are many different definitions of writing given by experts in many resources. According to Harmer, writing is used to help students perform a different kind of activity. Students need to be able to write to do their activities.¹⁷ According to Hedge, writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to: produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.¹⁸ It means the important things in writing is not only about the accuracy of sentences or the completion of sentences, but also how the writer can develop the ideas or information and argument that can receive and understand by the readers.

Writing cannot be produced instantly because it needs process that is the stages a writer goes through in order to produce something in its final writing form. This process may be affected by the content (subject matter) of the writing, the type of writing (letters, essays, novels, or reports) and the medium of writing (paper, pen, live chat, computer word file,

¹⁶ Weigle, S. C, *Assesing Writing*, (Cambridge: Cambridge University Press, 2009), p. 4

¹⁷ Jeremy Harmer, *How to teach Writing*, (New York: Longman, 2004), p. 4

¹⁸ Tricia Hedge, *Writing(2nd Ed)*,(New York: Oxford University, 2005), p.7

and others). According to Harmer, there are four main elements of writing that can be represented in the following ways:¹⁹

a. Planning

In planning stage, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice the structure of the piece that is, how is best to sequence the facts, ideas, or arguments which they have decide to include.²⁰ In the other words, the planning stage also known as prewriting. It requires preliminary thinking about the written assignment as good as some exploration and formal planning of ideas into a structure outline. It means that in this step we just write down the sentences as we think without worrying about the sentences correct or not. Besides that, it can generate ideas and develop main thesis purpose statement.

b. Drafting

Drafting refers to the first version of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way the final version.²¹ Therefore, during the drafting the writer puts her/his idea into complete thought, such as sentences and paragraph. The writer organizes her/his ideas in a way that allows the reader to understand her/his message.

¹⁹ *Ibid.*, p.4

²⁰ *Ibid.*, p.4

²¹ *Ibid.*, p.5

c. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the other of the information is not clear. Perhaps the way something is written ambiguous or confusing. They may then move around or write a new introduction. They may use a different form of words for a particular sentence. More skills writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comments and make suggestions. Another reader's reactions to a piece of writing will help the author to make appropriate revisions.²² It can be conclude that editing is processing, not a one-time event. When the writer edits his/her work, he/she is checking the place of error. Its typically errors are spelling, punctuation, capitalization and formatting (identifying of paragraph).

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.²³ So, that this is the final stage in the writer process and the written text is ready to be publication, the processes above provide the students with a series of planned learning experiences to help them understand the nature of writing at every point. Therefore, the process of writing is important to produce a good writing.

Based on the explanations above, it could be concluded that writing cannot be produced spontaneously, but it needed process. The writing was a skill that needed process to develop and it needed much amount of practice to master. Because of what writer write was not only unrelated sentence

²²*Ibid.*, p.5

²³*Ibid.*

or words, writer have to be careful and concerned about “what to write” and “how to write” so that the message of the writing could be caught correctly by the readers.

D. Concept of Students Writing Ability

According to Langan, writing ability is a skill, it makes sense that the more you practice writing, the better you will write.²⁴ In other word, writing is process where the students know their writing ability to make a good writing. People who have good writing skills will be easy to communicate or deliver the messages which can be understood by the readers.

Writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.²⁵ It means that, by writing, the students can express their ideas and thoughts in written form, and also the students can write something as much as possible.

Harmer states that if we want to our students to be good writing in English, we need to teach them how to use punctuation conventions correctly.²⁶ In other word, before you create or write something, you must know the components and rules that should be known and mastered in writing. There are some components of languages in writing, includes: spelling, punctuation, grammar and vocabulary.

E. What to Test in Writing

According to Tribble, there are five fundamental aspects which have to fulfill in writing activity. The five aspects of writing are as the criteria of good writing, such as content, organization, vocabulary, language, and mechanics.

²⁴ John Langan, *Exploring Writing Sentences and Paragraphs*, (New York: McGraw-Hill Companies, Inc., 2009), p. 13

²⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (White Plains, NY: Longman, 2000), p.337

²⁶ Jeremy Harmer, *How To Teach Writing*, (Essex: Longman, 2004), p.49

1. Content : the ability of develop the writing thoughts express, content related to the topic.
2. Organization: the ideas obviously stated and supported, logically sequenced, connective in appropriately way.
3. Vocabulary : the selection of words that matces with the topic or content.
4. Languages : the ability to use of structure forms and syntactical pattern.
5. Mechanics : the use of graphic convection of language such as punctuation, spelling, and capitalization.²⁷

Based on explanation above, the researcher could conclude that there were five aspects in writing which must be known in to be good writing and it used in scoring writing ability. They were content, organization, vocabulary, languages and mechanics.

F. Concept of the Difficulties in Writing

Writing is a process to express ideas or feelings into written form. There are several kinds of text stated in syllabus of the tenth grade of Senior High School. The students should understand about the generic structure and language feature of the text. The students should pay attention also to the content, organization, vocabulary, language, and mechanics when writing a text. Writing is a skill that very important to be learnt well. As the writer, she/he should know how to develop paragraph or text into good composition. It includes the ideas, unity of paragraphs, sentence pattern, grammar, correct punctuation, vocabulary, spelling, and capitalization.

²⁷ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p.130

1. Definition of the Difficulties in Writing

Writing is a complicated skill in English. When students have good vocabulary and sentence pattern, they were able to write and arrange a good composition of writing. In addition, writing is the way for students for expressing their idea and feeling that is combined with vocabulary mastery, grammar mastery and technique to write a good written form. Based on explanation above, it can be concluded that writing is skill of English in expressing idea and feeling that is combined with vocabulary mastery, grammar mastery and technique to write a good written form. According to O'Donnell in Nabeela, some students are less careful about their performance and some students have learning disabilities and these issues hinder students' writing performance. It is very common to almost every class that students' have different spelling style; handwriting is not clear and sometimes their writings do not make any sense.²⁸ In other words, the problem that occurs in writing is a problem caused by students. Some students are still not careful in making writing, and also do not understand how to find ideas and develop an idea..

The kind problems in writing are grammatical problems, sentence structure problems, word choice problems, and cognitive problems. Grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing English.²⁹ It means that expert in the opinion that the problem that occurs in students is the ineffectiveness of students in applying grammar, structure and other rules of writing.

²⁸Nabeela Sanjana Chowdhury, Thesis “*Observing Writing Classes to Explore Students' Writing Problem*”, BRAC University, Dhaka, Bangladesh, 2015.

²⁹Ibrahim Muhamed Alfaki, "University Students Writing Problems: Diagnosis and Remedy". International journal of English language teaching. Vol .3, no. 3, 2015, p. 44

Good writing must have good meaning develop interesting ideas and each sentence and paragraph that are coherent so that it can be understood by the reader. then, the use of rules in writing such as word selection, use of grammar, use of punctuation and other rules must be applied in a writing. So that writing will be produced that is not only good in meaning but also true in writing. And when a text does not meet the rules or criteria that have been mentioned, the writing has a problem.

Based on the explanation above, it could be concluded that writing was a complex skill about how a writer communicated and expressed their thoughts, feelings, and opinion to others on the right structure and it could be understood by a reader.

2. Kinds of Difficulties in Writing

According to Rass in Husna, writing is a difficult skill for native speakers and non-native speakers because writer must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as spelling, and capitalization.³⁰ Content refers to substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The next is organization; organization refers to the logical organization of the content (coherence), while vocabulary refers to the use of the correct grammatical form and syntactical pattern. It is identified from the construction of well-formed sentence. Supported by Brown, he adds that the types of writing difficulties are contents, organization, language, vocabulary and mechanics.³¹ It means that mechanics is one of the difficulties in writing. Mechanics is the use of the graphic convention of the language, capitalization, spelling, paragraphing and punctuation.

³⁰ Lailatul Husna, *An Analysis of Students' Skill In Writing Descriptive Text* (Padang University), p.3

³¹ H. Douglas Brown, *Language Assesment*, (London: Longman, 2004), p.244.

Moreover, Broughton et.al categorized the difficulties of writing in four parts, as follows:

- 1) Mechanical problems with the script of English, 2) Problems of accuracy of English grammar and lexis, 3) Problems of relating the style of writing to the demands of a particular situation, 4) Problems of developing ease and comfort in expressing what needs to be said.³²

In summary, the difficulties include mechanical, grammar, style of writing and expression. Style of writing is the manner of expressing thought in language characteristic of an individual, period, school or nation. Beyond the essential elements of spelling, grammar, and punctuation, writing style is the choice of words, sentence structure, and paragraph structure, used to convey the meaning effectively. In this case, expression can be merged into style of writing. So, the difficulties above can be concluded into mechanical, grammar, and style of writing.

Furthermore, Mojica stated that writing difficulties are:

- (1) Word usage and English expression, (2) confusion about the subtle differences among similar words due to insufficient cultural knowledge, (3) limited vocabulary, (4) grammatical errors, (5) organization, (6) error on preposition, (7) L1 influence and (8) independent thinking-ranging from lexical, syntactic level to rhetorical and cultural levels.³³

Based on explanation above, the researcher would only focus on students' difficulties according to Brown. The researcher chose Brown theory because it was more detail and covered all aspects of the writing difficulties or problem, such

³² Geoffrey Broughton, et.al, *Teaching English as A Foreign Language*, (London: Routledge Education Books, 2005), p.116.s

³³ Leonisa A Mojica, *An Investigation on Self-Reported Writing Problems and Actual Writing Deficiencies of EFL Learners in the Beginners' Level* (De La Salle University), available on <https://www.google.com/search?q=leonisa+a+mojica+an+investigation+on+reported+writing&client=ucweb-bchannel=sb>, p.26.

as contents, organization, language, vocabulary and mechanics. Therefore, researcher analyzed the students' written task based on five indicators such as content, organization, language, vocabulary and mechanics.

3. Cause of Difficulties in Writing

Cause is a reason for an action or condition. Huwari and Fadi state that there are four reasons behind weakness of writing such as grammatical weakness, knowledge and understanding, less practice, and educational background.³⁴ Grammatical weakness means that students are unable to write a short paragraph, text, article, or passage without a lot of grammatical mistake. In this case students do not understand well yet about the sentence pattern and tenses that is used in writing. Knowledge and understanding refers to students misunderstanding the requirement of writing. It included understanding about process of writing, and writing ideas which appropriate with the topic. Meanwhile, less practice means the students seldom do writing. Therefore, they cannot improve their writing skill to make a good writing if they are not practice to write in English. Then, educational background refers to how the teacher explains the material in the classroom. Whether the teacher teaches writing clearly or not, it can affect the students' effective writing. In short, there are four causes of difficulties in writing; grammatical weakness, knowledge and understanding less practice, and educational background.

G. Concept of Paragraph

Most English writing is organized into paragraph. According to Oshima and Hogue, paragraph is a basic unit of organization in writing in which a group of related sentences

³⁴ Ibrahim Fathi H and Fadi Maher Al-Khasawneh, *The Reasons Behind the Weakness of Writing in English among Pre-year Students' at Taibah University* (Medina : Taibah University, 2013), available on <https://www.google.com/search?q=ibrahim+fathi+and+fadi+maher+the+reasons+behind+weakness&client=ucweb-b&channel=sb>, p.4.

develops one main idea.³⁵ It can be made up short sentences or long sentences. The paragraph should be long enough to develop the main idea clearly. In other words, a paragraph is a group of related sentences that supports one main idea.

Moreover, Siahaan states that a paragraph is a piece of written text that can be classified into three parts; there are beginning, the body, and the ending.³⁶ It can be summarized that a paragraph is a written text that contain several sentences and has three parts that develop one main idea. Furthermore, Zemach and Rumisek stated that paragraph is a group of sentence about a single topic.³⁷ It means that the sentence of the paragraph explain the writer's main idea about the topic.

Based on explanation above, the researcher concluded that the paragraph was a group sentence that had relation to develop several sentences about main topic and a paragraph consist of three parts, they were introduction that as the introductory sentence, body that consisted supporting sentences, and the last was the ending that concluded the paragraph.

H. Types of Text

In English, we can find type of writing. Each of these writing has its own characteristics and functions. The students of senior high school should knowledge of those writing text. Gerot and Wignell state that in English there are many kinds of genre in writing, they are:

1. Spoof

Spoof text is a text that used to retell an event with a humorous twist.

³⁵ Alice Oshima and Ann Hogue, *Writing Academic English* (New York : Longman, 1997), p.16.

³⁶ Sanggam Siahaan, *The English Paragraph* (Yogyakarta : Graha Ilmu, 2008), p.5.

³⁷ Dorothy E Zemach, Lisa A Rumisek, *Academic Writing from paragraph to essay*, (Spain : Mc Millan, 2005), p.11

2. Recount

Recount text is a text form that is usually used to describe past events.

3. Report

Report is a text that contains information about what happens in a scope.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News item

News text item is a text that presents new news to provide the most updated information that occurs.

6. Anecdote

Anecdote text is text to tell strange things that usually happened in the past.

7. Narrative

Narrative text is a text that contains a story of an event that follows the writer timeline.

8. Procedure

Procedure text is a text that explains the steps and ways to do things correctly.

9. Description

Descriptive is a text that contains a description of an object.

10. Hortatory Exposition

Hortatory explanation text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text that explains the occurrence of an event clearly and completely and in detail.

12. Discussion

Discussion text is applied to present points of view about an issue at least from two sides namely protagonist and antagonist.

13. Review

The review is a text that contains comments and evaluations about a particular item or product.³⁸

Based on the statements above, the researcher concluded that there were 13 types of text in English, such as spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews. In this research, the researcher would focus on descriptive text. Therefore, the researcher would analyze students' written task of descriptive text to find and to know their difficulties in writing descriptive text.

I. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is text is kind of text with purpose to describe and reveal particular person, place or thing. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.³⁹ According to Siahaan and Shinoda description is a written English text in which the writers describe an object. In this text, the object can be a concrete or abstract object. It can be a person, an animal, a plant and another thing.⁴⁰ It can conclude that descriptive text is a text that can give information to the reader about person, place or thing.

Based on explanation above, researcher concluded that descriptive text was a text which was telling about the

³⁸Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: GerdStabler, 2001). p. 192-220.

³⁹Alice Oshima. *Op. Cit.*, p.61

⁴⁰ Sanggam Siahaan and Kusno Shidoha, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.89

characteristics of a particular thing, such as persons' or things' characteristics or description, with a structure and a feature language. The purpose of descriptive text was to give information to the readers.

2. Generic Structure of Descriptive Text

According to purwanti in fatimah descriptive text has structure as below:

- a. Identification; identifying the phenomenon to be described.
- b. Description; describes parts, qualities, and characteristics of the person, place or thing to described.⁴¹

It meant that descriptive text consisted of two generic structures. Identification was to identify the object that going to be described while description was to give sufficient description about the object as mentioned in the identification.

3. Grammatical Feature of Descriptive Text

Knapp and Walkins write there are several grammatical features of descriptive writing as the following:⁴²

- a. In descriptive text, the present tense is predominantly used.
- b. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
- c. Action verbs are used when describing behaviors/users.
- d. Mental verbs are used when describing feeling in literary descriptions.

⁴¹ Helvira Y, Fatimah T, Adzani P, *Teaching Writing Descriptive Text By Using Collaborative Technique*, (English Department The Faculty of Teacher Training and Education Bung Hatta University), available on <http://ejurnal.bunghatta.ac.id/index.php?journal=JFKIP&page=article&op=view&path%5B%5D=2438> , accessed on 3 rd, March 2019, p.4

⁴² Siti Masitoh & Dasep Suprijadi, *Improving Students' Ability In Writing Descriptive Text Using Genre Based Approach (GBA)*, (English Department The Faculty of Teacher Training and Education STKIP Siliwangi Bandung), *ELTIN Journal Vol.3(1)*, 2015, p.41, from <http://e-journal.stkipsiliwangi.ac.id/index.php/eltin/article/view/120/109>

- e. Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.
- f. Personal and literary description generally deals with individual things.

Each type of text had its grammatical features as well as descriptive text. Based on expert opinion above, descriptive text had seven grammatical features and all of them must be understood by students when they would write descriptive text.

4. Types of Descriptive Text

Most writing contains description. The following are a few of writing that depend heavily on descriptive language:⁴³

- a. Description of a person, place or thing contains sensory details that bring to life actual people, place, and things.
- b. Observation describes an event the writer has witnessed. Often, the event takes places over an extended period of time.
- c. Travel brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

Based on expert opinion above, there were four types of descriptive text that explained about person, observation described an event, brochures that contained factual information, and described character or personalities. It meant that descriptive text was a text that that contained how someone described something.

⁴³ Joyce Armstrong Carrel, *Writing and Grammar Communication and Action*. (America : Prentice Hall, 2001), p.101

Below is the example of descriptive text:

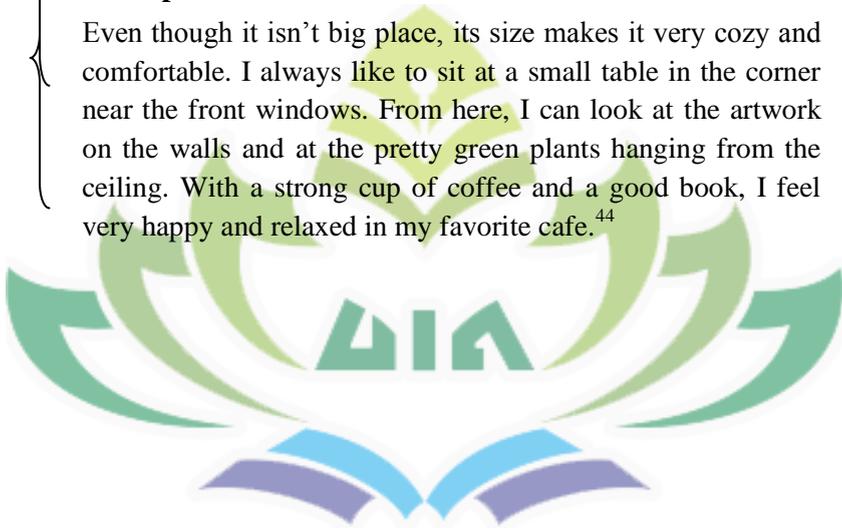
My Favorite Place

Identification

My favorite place to relax is a small cafe down the street from where i live. This cafe is on a small side street as soon as you see it, you feel like going in. There are three windows on either side of the door, and each window has a small window box with brightly colored flowers. There is a small wooden door that opens into the cafe, and as you go in, you can see a dozen small tables all around the room.

Description

Even though it isn't big place, its size makes it very cozy and comfortable. I always like to sit at a small table in the corner near the front windows. From here, I can look at the artwork on the walls and at the pretty green plants hanging from the ceiling. With a strong cup of coffee and a good book, I feel very happy and relaxed in my favorite cafe.⁴⁴



⁴⁴ Dorothy E Zemach & Lisa A Rumisek, *Academic Writing From Paragraph to Essay*, 2005, p. 26

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