

**AN ANALYSIS OF STUDENTS' WRITING ABILITY IN DESCRIPTIVE
TEXT AT EIGHTH GRADE STUDENTS IN SMP AL-HUDA JATI AGUNG**

A Thesis
Submitted in Partial Fulfillment of the Requirements
for the Bachelor Degree

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LAMPUNG
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ABSTRACT

AN ANALYSIS OF STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT EIGHTH GRADE STUDENTS IN SMP AL-HUDA JATI AGUNG

By;
Ahmad Ridwan

The purpose of this research is to describe students' writing ability in descriptive text and the factors of difficulty faced by students in writing descriptive text. Descriptive writing portrays people, place, things, moment and theories with enough detail to help the writer create a mental picture of what being written about. The background of the problem of this research is students in eighth grade in SMP Al-Huda Jati Agung have still low understanding in writing descriptive text which is this skill is one of crucial skill for the students' skill development to face the future.

The design of this research was qualitative method. The respondent of this research were the students of the eighth grade of SMP Al-Huda Jati Agung in academic year 2022/2023. But the researcher took one class (VIII E) as the subject. The class consisted of 36 students. The subject of using total sampling technique. The researcher used document and questionnaire as the instruments. In collecting the data, the researcher did some steps. The researcher prepared the research instruments, gave the instrument to the students.

The result of this research shows that the mean score of the students is 36.44. It means that the writing ability of the eighth grade of SMP Al-Huda Jati Agung is on poor level. The difficulties that faced by students in writing descriptive text are in content that the students do not have enough knowledge about the topic that will described, lack of grammar in tenses and subject-verb agreement, confused in putting words in organization of identification and description paragraph, lack of vocabulary mastery and in mechanics lack of punctuation and spelling.

Keyword: *Writing, Students' Writing Ability, Descriptive Text, Qualitative Descriptive.*

ABSTRAK

AN ANALYSIS OF STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT EIGHTH GRADE STUDENTS IN SMP AL-HUDA JATI AGUNG

Oleh:
Ahmad Ridwan

Tujuan dari penelitian ini adalah untuk mendeskripsikan kemampuan menulis siswa dalam teks deskriptif dan faktor-faktor kesulitan yang dihadapi siswa dalam menulis teks deskriptif. Penulisan deskriptif menggambarkan orang, tempat, benda, momen, dan teori dengan detail yang cukup untuk membantu penulis membuat gambaran mental tentang apa yang sedang ditulis. Latar belakang masalah penelitian ini adalah siswa kelas VIII SMP Al-Huda Jati Agung masih memiliki pemahaman yang rendah dalam menulis teks deskripsi dimana keterampilan ini merupakan salah satu keterampilan yang sangat penting untuk pengembangan keterampilan siswa menghadapi masa depan.

Desain penelitian ini adalah metode kualitatif. Responden penelitian ini adalah siswa kelas VIII SMP Al-Huda Jati Agung tahun pelajaran 2022/2023. Namun peneliti mengambil satu kelas (VIII E) sebagai subjeknya. Kelas tersebut terdiri dari 36 siswa. Subjek menggunakan teknik total sampling. Peneliti menggunakan dokumen dan kuesioner sebagai instrumen. Dalam mengumpulkan data, peneliti melakukan beberapa langkah. Peneliti menyiapkan instrumen penelitian, memberikan instrumen tersebut kepada siswa.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa adalah 36,44. Hal ini berarti kemampuan menulis siswa kelas VIII SMP Al-Huda Jati Agung tergolong kurang baik. Kesulitan yang dihadapi siswa dalam menulis teks deskriptif adalah pada isi yaitu siswa tidak memiliki pengetahuan yang cukup tentang topik yang akan dideskripsikan, kurangnya tata bahasa dalam kata sifat dan kata kerja, bingung dalam menyusun kata-kata dalam pengorganisasian paragraf identifikasi dan deskripsi, kurangnya penguasaan kosa kata dan dalam mekanika kurangnya tanda baca dan ejaan.

Kata kunci: *Writing, Students' Writing Ability, Descriptive Text, Qualitative Descriptive.*

DECLARATION

I am a student with the following identity:

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Student's Number: 1811040337
Thesis : An Analysis of Students' Writing Ability in
Descriptive Text at Eighth Grade Students in SMP
Al-Huda Jati Agung

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, March 30th 2023

The Researcher



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ADMISSION

A thesis entitled: "An Analysis Of Students' Writing Ability In Descriptive Text At Eighth Grade Students In SMP Al-Huda Jati Agung", by: Ahmad Ridwan, NPM: 1811040337, Department: English Education, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The thesis defense was held on Tuesday, 27 June 2023

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

Nun. By the pen and
what everyone writes.¹

(QS. Al-Qalam: 1)

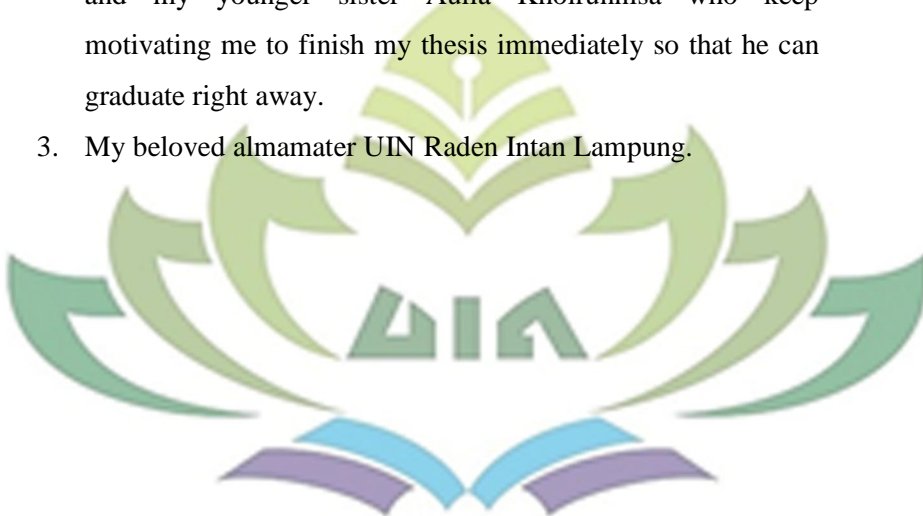


¹ Ma'sum, Al-Quran QS. Al-Qalam / 68:1

DEDICATION

From the bottom of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. My beloved parents, Mr. Junaidi and Mrs. Supartini who always love and care about him. They both keep praying and motivating me for my life and my success.
2. My beloved older brothers Lukmanudin, Muhammad Sidik and my younger sister Aulia Khoirunnisa who keep motivating me to finish my thesis immediately so that he can graduate right away.
3. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Ahmad Ridwan. His nickname is Ridwan or Iwan. He was born in Margodadi, Jati Agung, South Lampung on September 26th, 2000. He is the third child of four children of Mr. Junaidi and Mrs. Supartini. He has two older brothers name Lukamanudin, Muhammad Sidik and younger sister names Aulia Khoirunnisa. In his academic background, he studied earlier at the age of five in kindergarten of TK Al-Azhar 14 Margodadi and finished in 2006. Then, after he graduated from kindergarten, he decided to continue his study in elementary school of SDN 1 Margodadi until in 2009 and continued in SDIT Ulul Albab Jati Agung then finished in 2012. After graduating from elementary school, he still continued into higher education in SMPN 2 Jati Agung and graduated in 2015. After graduating from SMPN 2 Jati Agung, he continued into higher education in SMK Al-Huda Jati Agung and finished in 2018. In the same year, he was accepted into one of the best colleges in Lampung namely, Raden Intan State Islamic University of Lampung. He was accepted through UM-PTKIN and accepted to be a student of English Education Department.

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First, all praise is due to Allah SWT, the most merciful, the most beneficent for his blessing and mercy are given to the researcher during his study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “An Analysis of Students’ Writing Ability in Descriptive Text at Eighth Grade Students in SMP Al-Huda Jati Agung”.

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student’s task in partial fulfillment of the requirement to obtain an S-1 degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore, the researcher would like to express the deepest sense of gratitude to:

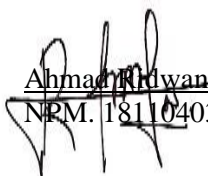
1. Prof. Dr. Hj. Nirva Diana, M.Pd. the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung.
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Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, March 30th, 2023
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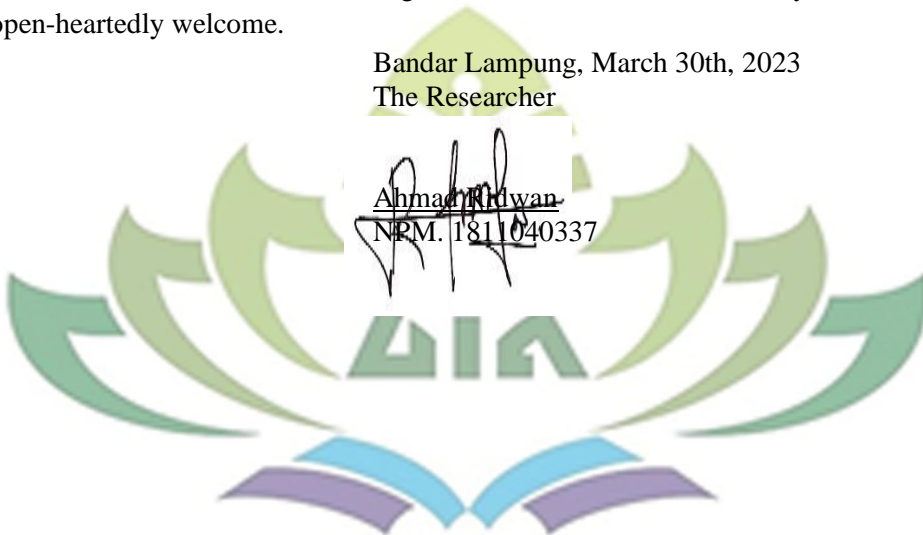


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CHAPTER I INTRODUCTION

A. Title Confirmation

To help readers understand the title of this thesis and avoid misunderstandings, the researcher explains several terms associated with the title of the thesis. The name of this project is to examine the ability of students to write descriptive texts in the eighth grade at SMP Al-Huda Jati Agung. The name of this study can be used as an explanation of some words.

According to Ary, analysis is a process of research that is applied to written or visual material for the purpose of identifying specific characteristics of the material. It can be said that, analysis is used to evaluate students' abilities and difficulties of descriptive text.¹

Writing is an important skill for both native and foreign speakers. Writing is the act of coming up with ideas and putting them on paper. Ontario in Kurniawati says that writing is a powerful tool for students to express their thoughts, feelings and decisions about what they have read, seen or experienced.²

Descriptive text is a type of monolog text that describes the characteristics of an object with clear explanations to help readers see what is being described. Ghaith and Wahyumi say that descriptive text shows people, places, things, time and ideas enough to help the writer create an idea of what is being written about.³

The ability of students to write descriptive text is the skill of creating text that describes people, places, situations, situations and other things which contains the components. It also describes

¹Febriyanti, The Students' Difficulties of Writing Descriptive Text Paragraph Faced by Eighth Grade Students of MTSN 8 Muaro Jambi. (Jambi: State Islamic University of Sultan Thaha Saifuddin 2021), Page 20.

²Lilis Kurniawati, "The Analysis of Students' Problems in Writing Descriptive Text at the Tenth Grade Students of Sma N 1 Petanahan in the Academic Year of 2016/2017" (Muhammadiyah university of purworejo. Purworejo. 2017) page 2.

³Wahyumi, I, An Analysis of Students Ability and Difficulties in Writing Descriptive Text: A Study Second Grade of SMPN 3 Bontonompo. (Makassar: English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar, 2019) page 15

what pleases the mind. Woodson says that descriptive writing is the process of creating visual and emotional images through words in the vocabulary, organization, grammar, content and mechanic.. Descriptive is part of another piece of writing and is used to inform the audience about what or who looked at or visualized the audience.⁴

Al-Huda Foundation is located at Jalan Pesantren Al-Huda, Jati Agung District, South Lampung. Al-Huda Foundation is a school with a junior high school, a high school and a vocational high school that was established on July 15, 1997. The school, which used to have only three classrooms, now has 31 classrooms with four office rooms. and other resources. In its development, Al-Huda Foundation has always focused on religious education.⁵

Based on the statement above, this research is about students' writing ability in descriptive essays. The researcher expects this research to help the education department to know how students are able to write and explain in school. As a result of this research, the research expects the teachers to know what next steps to take in their interpretation classes.

B. Background of the Problem

Writing is one of the most important language skills that English teachers should consider teaching students, writing is an important skill for both native and foreign speakers. Writing is the act of coming up with ideas and putting them on paper. Ontario states that writing is a powerful tool for students to express their thoughts, feelings, and judgments about what they read, see or experience.⁶

On the other hand, teaching writing is difficult and complex, requiring not only grammar and procedural knowledge but also

⁴Dila, The Problem Faced by Students in Writing Descriptive Text in Individual Work and Group Work at Eighth Grade in Smpn 1 Tinggimoncong. (Makassar: Muhammadiyah University of Makassar, 2018) Page 22.

⁵Bella Wiesiani, Implementasi Manajemen Tenaga Kependidikan Di SMP Al-Huda Kecamatan Jatiagung Kabupaten Lampung Selatan, (Lampung : Islamic states university of raden intan lampung, 2020). Page 55.

⁶Lily.

critical thinking according to Heaton.⁷ Also, face the fact that writing is very important in all aspects of modern life, and it is one of the language abilities that is evaluated in national research.

Writing as a way to express our thoughts or ideas in words should be done in our spare time⁸. The principles of English grammar and mechanics, such as using correct verbs and pronouns, as well as other punctuation rules, will teach students to write beautiful sentences. To prevent mistakes, the researcher must use the whole sentence when writing.

The most common thing that students have is language and word structure. Students do not have a good understanding of descriptive language in learning English text. Students should study English in order to improve their writing skills. Students must practice writing in order to produce well-written comments. It's hard to write well without doing it. According to Richard and Renandya, "writing is the most difficult skill for second language learners to learn. The difficulty is not only in generating and organizing ideas, but also in translating these ideas into readable text."⁹ Descriptive writing is one of the most difficult functional writings for students to learn. Descriptive text is text that describes the characteristics of a person, thing, or place. Annotated text contains features and descriptions. Identification is the part of the paragraph that introduces the character, and description is the part of the paragraph that describes the character. The students can use simple tenses and sentences in descriptive writing. In writing descriptive text, students often have difficulties. According to Msanjila, there are common writing problems such as inference problems, punctuation problems, lack of clarity/distortion, poor organization, spelling problems and

⁷Diyah Listiani, "Analysis on Writing Exercises of Junior High School Book" Communicative & Interactive English" for the Year VIII of junior High School published by "Yrama Widya"

⁸Harjum, "Students' difficulties in writing a thesis as a final text in Iain Palopo"

⁹Alawi, FF (2011). Enhancing students' writing skills in descriptive writing using the summary method. Jakarta: Syarif Hidayatullah State Islamic University.

grammatical errors.¹⁰ Many students make some mistakes and have difficulties to develop and develop their ideas.

The researcher conducted a preliminary study at SMP Al-Huda Jati Agung Lampung Selatan. The researcher conducted the first research by conducting an interview during the discussion with the teacher and the students. The researcher received information from the English teacher that the descriptive text is what the eighth graders learned at SMP Al-Huda Jati Agung.

Based on the preliminary analysis, the researcher found that there are some problems related to this research. Students have any problems in writing such as lack of content creation, organization, low understanding of grammar, words and errors in punctuation and spelling, the researcher also found that students have problems in class, they are not interested in Although the subject is English and influential. Students are tired of explanations.

In addition to the interview with the English teacher of SMP Al-Huda Jati Agung Lampung Selatan, the researcher asked about the difficulties in writing descriptive texts that his students faced, he said that students still have difficulty students unable to write descriptive text, it prevents students from learning writing in descriptive text.

In this research, the researcher investigated the students' writing ability in descriptive writing. In relation to the problem of this research, the researcher conducts a research entitled "Analysis of student's writing ability in descriptive text at eighth grade students in SMP Al-Huda Jati Agung ". The researcher hopes that the field of education for this research can help teachers to know what they should do to improve the writing ability of students and descriptive writing in eighth grade students. The researcher also expects the teachers to know what to do about the process or alternative treatment.

¹⁰Sari, M. K. (2017). An Analysis of Students' Problem in Writing Recount Text. *Journal Educative : Journal of Educational Studied*, 17.

C. Focus and Sub-focus of the Problem

Based on the background of the problem, this research is based on the analysis of students' writing ability in descriptive writing. Currently, this research focuses on students' writing ability and difficulties in descriptive writing.

D. Problem Formulation

1. How are students' writing ability in descriptive text at eighth grade students in SMP Al-Huda Jati Agung?
2. What are the difficulties faced by students in writing descriptive text at eighth grade students SMP Al-Huda Jati Agung?

E. Objective of the Research

1. To describe the students' writing ability in descriptive text at eighth grade students in SMP Al-Huda Jati Agung.
2. To describe the students' writing difficulties in descriptive text at eighth grade students in SMP Al-Huda Jati Agung.

F. Significance of the Research

a. Theoretical Significances

a. For the students

It is hoped that the results of this research can help students to increase their writing skills.

b. For the teachers

This research can provide answers or information for the school to make students have the ability to write especially in descriptive writing

b. Practical Significances

a. For the students

This study can be organized and can make descriptive text well based on writing standards. They can identify their strengths and weaknesses so that they can fix weaknesses and improve strengths in descriptive writing.

- b. For Teachers,
English teachers can use this finding to improve their methods of identifying students' strengths and weaknesses in producing descriptive texts and other types of texts.
- c. For Researchers,
It is hoped that this research will provide guidance for the researcher of descriptive writing. It is hoped that it will be an inspiration for researchers studying in this area. They can use it as a guide to study better.

G. Relevant Research

That's why the researchers made a similar study in the current research as follows:

- a. Feni, 2019. An analysis of students' ability and difficulty in writing narrative text. He found that the ability of students to write a good story. It was shown by a score of 88.73 in the writing test for the essay. In addition, he found that the students still had problems creating narrative texts. It is shown by the average score of the interview and the language issue in the second class for the first semester of Muallimin Muhammadiyah Makassar High School is 43,78.
- b. Diyah, 2022. An investigation of students' difficulties in writing descriptive text. In this study, Diyah found that the result according to the findings of the study, class VIII in a private Jakarta school finds it difficult to write descriptive text. It is evident from the great extent of the inaccuracies of the text, grammar and usage. This shows that the students are determined to tackle the language character in the descriptive text. Generally, lack of writing knowledge among students is to blame for all writing issues. This study also identified five characteristics that made it difficult for students to write descriptive paragraphs. The first is that writing is a poor art. The results show that children lack the necessary skills to understand grammar and vocabulary.
- c. Febriyanti, 2021. The students' difficulties of writing descriptive paragraph faced by eighth grade students of MTSN 8 Muaro Jambi. The conclusion of this study is that there are many factors

that can cause problems. The researchers divided the factors in this data into two types: internal factors and external factors. Students' interest in learning English is one of the factors that influence the motivation to learn English. The researcher's opinion on the teacher's input that the researcher believes that students often get time is an example of external influence. The children's English teacher provided answers to these problems. The students must first make an effort to learn the English language by using their own methods, such as looking for a suitable place to learn how to write a descriptive paragraph. The second English teacher always encourages students to enjoy writing descriptive paragraphs in class and to pursue their studies.

- d. Ismayanti 2020, An analysis of students' difficulties in writing descriptive text. The result of this research shows that students have difficulty in writing descriptive text. The factors that cause of the students' difficulties are in grammar, spelling and lack of motivation.
- e. Utami, 2013. An analysis of students' ability in narrative texts. The result of the study focusing on the analysis of students' ability in writing narrative text, the analysis of the data indicates that the students from low and middle achievers have insufficient knowledge of writing narrative, the students still need a lot of writing guidance from the teacher.

Based on the relevant studies above, there are few differences in the research conducted between other previous studies. Some of those focus on only the difficulties of students who can write descriptive text, and in different types of writing, I write a story that focuses on the use of language and grammar. Current research focuses on evaluating students' writing ability in descriptive essays and discusses the content, organization, grammar, vocabulary and mechanics of students' difficulty in writing descriptive essays.

H. Research Method

a. Research Design

In this research, the researcher used qualitative research. Bodgan and Taylor and Bambang Setiyadi say that qualitative research is a study that produces descriptive data in the form

of written or spoken words from the subject and his actions that can be seen, so the goal is to understand who he is any and all on its own.¹¹

This research is a qualitative research since the research will explain something. Miles and Huberman state that qualitative research uses structured and extended text.¹² Moelong says qualitative research seeks to understand the content of the subject's experience as behavior, thoughts, motivation, or behavior.¹³ It means that qualitative research is a type of study that focuses on the phenomenon being studied, gathers the information and presents it well.

b. Data Source

All information about the change is called data analysis. Data is analyzed and this analysis is primary data. The main data is the main data, which is used for research. Data such as the results of document of the eighth grade students' essays in descriptive writing, the results of the questionnaire that make eighth grade students write essays in descriptive writing.

The source of data of the respondent is some eighth grade students in SMP Al-Huda Jati Agung. The number of students in the eighth grade at SMP Al-Huda Jati Agung in the 2022/2023 academic year can be seen in the following table:

¹¹ Ag. Bambang Setiayadi, "Metode Penelitian untuk Pengajaran Bahasa Asing", (Graha Ilmu, Yogyakarta 2006), page 32.

¹² Matthew B. Miles, A. Michael Huberman and Johnny Saldana, *Qualitative Data Analysis: A Method Source* 3rd ed, (California: SAGE Publications Inc, 2018), page 6.

¹³ Lexy J. Moelong, *Metode Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2014), page 6.

Table 1.1 The Population of the Students at Eighth Grade in SMP Al-Huda Jati Agung

NO	Class	Gender		Total
		Male	Female	
1	VIII A	4	21	25
2	VIII B	0	42	42
3	VIII C	33	0	33
4	VIII D	0	34	34
5	VIII E	36	0	36
Total		73	97	170

c. Research Instrument

1. Document

This document is like a paper that seeks to describe students' ability to write descriptive texts. This document is to look at the abilities of each students from the teacher of the English teacher in the school. In the result, the students were asked to write about a descriptive text about a person, animal, place or topic.

2. Questionnaire

This question aims to find out the difficulty students have in writing descriptive texts. Students are given some questions to know the difficulty of writing in descriptive text.¹⁴ In this research, the researcher used questionnaires to collect data. Questionnaires are one form of collecting data from research subjects.¹⁵ This questionnaire is open-ended and has nine questions for students to answer. The researcher gives questionnaire to the students. Then, manuals are used. The researcher chooses the part of the text based on Brown¹⁶:

¹⁴Karevati & Nurfidoh. (2021) "An analysis of students' difficulties in writing descriptive texts". IKIP Siliwangi. Page 17.

¹⁵Humairoh. (2021) Exploring Students' University Difficulties in Writing. Jakarta: Syarif Hidayatullah State Islamic University.

¹⁶Astrianingsih (2021) "An Analysis of Students' Difficulties in Writing Descriptive Text at the First Grade of SMAN 1 Kuala Kampar" UIN Riau, Pekanbaru, Page 32

Table 1.2: The Blueprint of Questionnaire in Writing Descriptive Text

	Aspect		Item
Students' Difficulties in Writing Descriptive Text	Aspect of Writing	Grammar (Language Feature)	1,2,3
		Vocabulary	4
		Mechanics	5,6
		Organization (Identification & Description)	7,8
		Content	9

Table 1.3: Criteria in the Interpretation of Respondents

Interval	Criteria
81.24% - 100%	Very difficult
62,49% - 81,25%	Difficult
43,74% - 62,50%	Moderate
25% - 43,75%	Easy

d. Data Collecting Technique

1. Document

The researcher used the result writing of some texts to evaluate the students' ability to write descriptive texts. In this research, the researcher uses literary analysis.

2. Questionnaire

The researcher distributed questionnaire to the students to find out the students' difficulty have in writing. according to Moleong open-ended questionnaire is an instrument of qualitative research that aims to know and understand an event or phenomenon experienced by research subjects. The examiner divided these questions into several aspects of presentation: organization, mechanics, grammar, vocabulary and content.¹⁷

¹⁷Humairoh, (2021), "Exploring students' difficulties in writing" Uin Syarif Hidayatulla, Jakarta, Page 16.

e. Data Analysis

According to Miles and Huberman that analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing. Regarding the three lines will be discussed further as follows:

1. Data Reduction

According to Miles and Huberman that Data reduction refers to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making cluster, making partitions, writing memos).

2. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. Miles and Huberman stated that better data display are the primary means for valid qualitative analysis, which consist of: various types of matrices, graphics, networks and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. An analyst can see what is happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

3. Conclusion Drawing

According to Miles and Huberman, conclusion is only half of a gemini configuration. Conclusion are also verified as the analyst proceed. When in the midst of data collection, researcher had a brief conclusion. To draw conclusions, of course, cannot be done haphazardly, it must go back to see the data to be verified. The final conclusions do not only occur at the time of the data collection process, but need to be verified so that they are truly accountable. The

researcher used a research paper to analyze the data about the art-writing and writing skills of students from Brown:¹⁸

Table 1.4: Scoring Rubric of Writing

Aspect	Score	Performance Descriptive
Content (C) - article - details	20-18	It's great, essays cover topics written essays express ideas; the mind concentrates and carefully; no additional content.
	17-15	Well, although it addresses the topics, the article leaves out some important details, and some unnecessary information is included.
	14-12	Fortunately, the development of ideas is not broad or the essay is not thematic, and the paragraphs are not well divided.
	11-6	Not Acceptable, Inadequate Attempts in Subject Area; misconceptions; an essay that doesn't show serious thought.
	5-1	A non-college-level work, the Essay is incomplete and does not represent a college-level work; there is no indication that the author tried to learn this word well.
Organization (O) identity details	20-18	Excellent, use appropriate titles, strong introductions that state the message clearly, and then continue with the body: Using business terminology, how the message is structured shows the plan (which the reader can interpret), the general summary is supported by supporting data, and the conclusion is reasonable and comparable.
	17-15	Well, the body of the essay is acceptable with a proper title, introduction, and conclusion.
	14-12	A pairwise, complete explanation may not be supported by the data presented because of insufficient or small openings or closures, issues related to physical theory, or structural issues.
	11-6	Poor, Weak or irrational conclusions; a shaky or awkward introduction; no supporting evidence.
	5-1	Poor level service, lack of openings or closures; body without special structure; great evidence; a writer who has not made any effort to organize the text; the reader cannot explain it.

¹⁸ Asyikin, (2021), "Assessment of students' abilities in writing descriptive texts in the second MA DDI Kulo Sidrap" Parepare. Page 29.

Grammar (G)	20-18	Preferably, in an appropriate way to use the phrase to speak, prepositions, modals, and articles, with grammatical grammar-like a native. There are no run-on sentences or fragments; only verb tenses and verb forms.
	17-15	It's good enough. Advanced rules of English grammar; some grammatical terms do not affect relationships, even when the reader knows them; no fragments or run-on sentences.
	14-12	Fortunately, although an idea is conveyed to the reader, grammatical errors are evident and have a negative impact on communication; run-on sentences or scattered fragments.
	11-6	Unacceptable, many serious grammatical errors prevent the writer's ideas from being expressed; the study of grammar is really needed in many places; difficult sentence to understand.
	5-1	It's not a college-level assignment, some grammar issues get in the way of the meaning; The reader does not understand what the writer is trying to convey. Sentence structure does not make sense.
Vocabulary (V)	20-18	It is good, using the word; take a similar approach; be brief; and has a good record.
	17-15	It's good, try for different; real words, not words; admission registration; style is usually brief..
	14-12	True, Some words are wrong; there is a lack of understanding of the registry, but it can be a meaningless word.
	11-6	Unacceptable, negative thoughts; linguistic issues; no change in structure.
	5-1	Not a college-level assignment, to use an inappropriate term; lack of understanding of sentence register change.
Mechanics(I) - A kiss - Text - Capitalize on	20-18	Ideally, English text should be concise: left and right capitalization makes all the necessary capitalization, paragraphing, purpose, punctuation, and spelling; very clean.
	17-15	Well, some issues with writing standards or grammar; occasional spelling errors; proper left margin; A book is required and can be read.
	14-12	Appropriate, using broad but flawed written rules; spelling difficulties distract the reader; A punctuation error contradicts logic.
	11-6	Unacceptable, Difficult words in the structure of the book; part of the article cannot be explained; errors in punctuation and end of punctuation; not suitable for teaching readers.

	5-1	It's not a college-level assignment, too much disrespect for English writing rules; each other has no understanding; Clear caps are missing, there are no borders, and there are many spelling errors.
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The researcher found that students mean scores using this method:

$$X = \frac{X}{N}$$

Note :

X : the mean score

X : the sum of all the score

N : number of subject in particular group, according to Gay.

According to Reid as cited in Purwati said that research that uses research methods to define written products into five factors. They are content, style, vocabulary or style, use of language or grammar and mechanics. Those are used to determine the criteria of marking in the text.¹⁹The principle is:

Table 1.7: Criteria Scoring Writing

No	Score	Criteria
1	80-100	Excellent
2	66-79	Good
3	56-65	Sufficient
4	40-55	Fair
5	<39	Poor

b. Questionnaire

A questionnaire is a method of data collection that involves giving or distributing a questionnaire to the respondent with the expectation that they will answer the questions. The question is a question in which the respondent is asked to give a detailed and objective answer. On the other hand, open ended questionnaires allow

¹⁹Wahyumi.

respondents to respond the detail answer explanation based on the questions.

In this research, the researcher used a open-ended questionnaire, the students were given some questions using open-ended questions that the students have to answer with reasons. After the students read the questions, the newspaper is distributed. The students were asked to collect the questionnaire to the researcher.²⁰

In order to determine the difficulty in writing descriptive text from interviews, the researcher used the percentage method as follows:

Where:

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

P = percentage

F = frequency of respondents' answer

N = total sample

The researcher calculated the scores of the students using the method as suggested by Arikunto:

Where:

$$M = \frac{\sum x}{N}$$

M = mean score

$\sum x$ = total score

N = number of students

To measure the percentage of students' responses to the communication strategy, the researcher used the criteria as follows:

²⁰Muhammad Hanafi, (2018) "Analysis of eleventh graders difficulties in writing descriptive text at Ma'nimatul Aziz Jelapat I Barito Kuala academic year 2017/2018" Islamic State University Antasari Banjarmasin. Page 38.

- 1) Score 84.01-100% is categorized excellent.
- 2) Score 68.01-84% is categorized very good.
- 3) Score 52.01-68% is categorized good.
- 4) Score 36.01-52% is categorized fair

f. Trustworthiness of the Data

The researcher used the method of triangulation to demonstrate the reliability of the data. Moleong defines triangulation as "the process of collecting data by combining some data sources." Triangulation is defined as a data collection method that combines multiple data collection methods and available data sources. The purpose of triangulation is to gain a better understanding of whatever is being researched.

The researcher used triangulation in this study. Triangulation refers to the researcher's use of multiple methods to examine data obtained from a single subject or source. Here, the researcher obtains information through various methods such as interviews, observations, and documents. Based on Denzin and Moleong triangulation was used to analyze data based on sources, methods, researcher and theory.²¹

Sugiyono defines reliability as consistency and consistency of data or findings. From a logical perspective, cross-cultural reliability is thought to be the consistency of data from observations made by different researchers. The researcher uses researcher triangulation in this study. Researcher triangulation is used by many researchers. The ability to confirm findings across researchers without prior communication or collaboration can increase the reliability of the findings. Researcher triangulation is particularly useful in eliminating bias in data collection and analysis.²²

²¹Linda Ayu, (2019) "An analysis of the students' ability in writing descriptive text at the seventh grade of MTS Sunan Ampel Pangen Tuban ". IKIP PGRI Bojonegoro, page 23.

²²Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: Alfabeta, 2017), page 205

I. Method of discussion

The discussion of this research is organized into three parts of the discussion. The format of this discussion is as below:

CHAPTER I: This chapter deals with the name recognition, the background of the problem, the evaluation and assessment of the research, the structure of the problem, the purpose of the research, the need for the research, the need for research, the research process. reliability of data and process discussion.

CHAPTER II: This chapter presents some ideas related to the research topic. It consists of an explanation of the importance of the text, the importance of the text, the parts of the text, the purpose of the text, the text, the style of the text, the definition of the descriptive text, the type of descriptive text, the social function of the descriptive text, the linguistic characteristics of the descriptive text. , Structure of descriptive writing, parts of descriptive writing, ability of students in descriptive writing, difficulties of students in descriptive writing.

CHAPTER III: This chapter has a detailed description of the material, but there are facts and data analysis data to show how to show the results of data analysis.

CHAPTER IV: Data analysis and study findings are presented in this chapter. Data analysis will explain the analysis of data analysis by explaining the facts and data found. The findings of the researcher will represent the research that responds to the study and bring conclusions about the knowledge that is based on the assessment of the researcher.

CHAPTER V : Conclusions and recommendations are included in this chapter. The conclusion will include a summary of all study results related to the

research topic. The recommendation includes advice for future scholars interested in this topic.



CHAPTER II LITERATURE REVIEW

A. The Concept of Writing

Writing is an important skill for both native and foreign speakers. Writing is the act of coming up with ideas and putting them on paper. Ontario says that writing is a powerful tool for students to express their thoughts, feelings and decisions about what they have read, seen or experienced.¹

According to Oshima and Hogue, writing is a work in progress. This means that even before you start writing, you have planned what you are going to say and how you are going to say it. When you're done writing, go back to what you wrote and edit or make any necessary changes. Hence, writing is not a one-step process; rather, it is a multi-step process².

According to Tarigan, writing is the productive ability to write and communicate openly, and the idea of character is very different from that which is communicated through direct speech, so writing requires the ability writing. On the part of Harmer also said that text is a form of communication that can be conveyed or expressed through written form.³

Writing is the process of expressing one's creativity through the use of written language. Sometimes refer to the results of writing something new by writing a speech or even an essay. Although some argue that the two names have different meanings, they both refer to the same thing. The word "writing" is associated with the scientific method of creation.

Writing can be created in a number of ways. Brereton divides the method of creating an essay into six methods which are: description, narration, definition, process, comparison, contrast

¹Lilis Kurniawati, "The Analysis of Students' Problems in Writing Descriptive Text at the Tenth Grade Students of Sma N 1 Petanahan in The Academic Year of 2016/2017" (Muhammadiyah university of purworejo. Purworejo. 2017) page 2.

²Diyah Listiani, (2009) "An Analysis on Writing Exercises Of junior High School Book"Communicative & Interactive English" for The Year Viii Ofjunior High School Published By "Yrama Widya".

³Nur Asisa, (2020) "The Analysis of Students' Problems on Writing Thesis" Page 3.

and persuasion. Meanwhile, Kirzner and Mandell point to nine ways of creating essays. There are narrative, description, example, method, cause and effect, comparison and contrast, division and classification, definition and argument. From the above considerations, it can be said that there are four main elements of the text. There are narrative, expository, descriptive and argumentative.⁴

a. The Necessity of Writing

Hairston said that writing is very important for some reasons such as the following:

1. Writing is a tool of discovery as it stimulates our brain processes and allows us to access information and images.
2. Writing develops new ideas by allowing us to interact and collaborate.
3. Writing helps us understand our own thoughts. We can arrange them in logical order.
4. When we write about a subject, we learn it better because it helps us understand and organize knowledge.
5. Writing allows us to solve problems by putting things into written form, which we can analyze and change.
6. Writing about a topic makes us active learners instead of passive ones:
 - 1) Two-term course (18-24 months)
 - 2) Telegraphic system (24-30 months)
 - 3) Most speech stage completed (30+ months)⁵

b. Components of Writing

1. Grammar

According to Christina and Putri that grammar usually becomes the general problem of the writer in writing a descriptive text. Basic knowledge of grammar is required for understanding language well and for successful writing.

⁴Feni Aulia, "An Analysis of Students' Ability and Difficulty in Writing Narrative Text" Page 9.

⁵Harjum

Grammar is a description of language structure and how language components such as words and phrases are combined to form sentences in the language that people interact with. Therefore, if individuals speak the wrong language and speak the wrong language of foreigners, it can lead to misunderstandings in the conversation. Grammar is important in our communication.

2. Vocabulary

Christina and Putri stated Vocabulary is the capability of the writer using effective idiom/word and choice of the word. Because thoughts and feelings can be represented through words or expressions, words are especially important in improving English skills. Words are the tools used in writing because they have a meaning to convey the writer's message. As mentioned, words are needed to build communication and create ideas in writing.

3. Mechanic

According to Heaton, mechanics is the ability to use correct punctuation and spelling in written language. It suggests that when we write a paragraph or text, we should pay close attention to grammar and spelling. If a word is misspelled, the meaning changes, and the meaning of the whole work can be affected. Text is something that requires the reader to raise his voice or lower it and stop completely.

4. Content

According to Christina and Putri that content discusses the generic structure of descriptive text knowledge of text, and topic development. Students' ability to structure sentences correctly and easily. Besides that, it is said that the paragraph is well known when the structure and vocabulary are always chosen.

5. Organization

Design and writing are thought processes. According to Hughes, it is important for this paragraph to have structure

or structure, which means that all the sentences in it discuss only one main idea.⁶

According to the definition above, writing is one of the most important skills that students and teachers should learn since not everyone can write on paper to express thoughts, ideas, and more.

c. Writing Purposes

1. Expressing Writing

Expressing writing is usually about the writer himself, with the writer's feelings, experiences, feelings, personality, and more. Its purpose is to make the readers understand something about the author's personality in relation to his audience.

2. description Writing

A descriptive essay mainly deals with the writer's thoughts, actions, observations, or strategies on the issue at hand. The idea is not so much to express feelings but to express ideas. Most texts have a reference purpose, which is to provide readers with information that explains the writer's point of view or position.

3. Persuasive Writing

Persuasive writing is more about the audience than it is about the readers. The goal is to get the audience to change their mind or take action on a controversial topic - the goal is to write something that makes sense for the audience's time and some of their feelings. The audience's point of view is an emphasis in any setting placed in the text.⁷

B. Text

According to Halliday, text is a systematic link between environment and grammar. This text includes not only grammar, but also the meaning of a language and the function of that language. The text is connected to the context. Both are examples of the same

⁶Sutika, B. (2019). An Analysis of Students' Writing Ability of Narrative Text of Second Year Students of SMP IT Imam Asyafi'i 2 Pekanbaru. Pekanbaru: Universitas Islam Riau.

⁷Harjum, page 1.

process. There is context whenever there is text. Halliday said the context is text that follows language. It makes a bridge between the language and its environment.⁸

a. Types of Writing

1. Narration

A story is a story, a series of connected events, or events. Shows that make up stories are often told in the order in which they will actually happen. When creating a story project, it's important to connect events in chronological order. The following are the most common methods for reporting: (1) before the event, (2) during the event, and (3) after the event.

2. Descriptive

The text describes the effects of the effects of objects, sounds, tastes, and looks. It is useful to the reader. Using his imagination to imagine a scene or person, or to understand a feeling or emotion. The Longman Dictionary of Contemporary English defines definition as "describing how language is used." On the other hand, descriptive text describes and reveals a person, place, or thing by saying what the person or thing is like.

3. Argumentation

For argumentation, we must find a tone that uses facts as necessary. We insects communicate in a humble and rational way. Allow for time and uncertainty, and build a side argument in an appendix that the reader can follow.

4. Comparison and Contrast

Comparison and contrast essays are created from similarities or similarities between people, places, or abstractions. The purpose of this study is to look at one type of text, which is descriptive text.

In this study, the researcher selects descriptive text in the above-mentioned type of text. Its purpose is to assess students' descriptive writing skills.⁹

⁸Zainuddin., I. A. (2021). Text Types Used In The Textbooks: A Systemic Linguistic-Based Study. *Jurnal Linguistik Terapan Pascasarjana*, page 3.

⁹Feni. Page 15.

b. Definition of Descriptive Text

Descriptive text is a type of monolog text that describes the characteristics of an object with clear explanations to help readers see what is being described. Ghaith says that descriptive writing shows people, places, things, time and ideas enough to help the writer create a mental picture of what is being written about.¹⁰

There are 12 types taught to students in high school. Those are description, reporting, report, method, discussion, statement, news item, news report, report and analysis. The researcher focused on descriptive essays taught in junior secondary schools. A descriptive essay describes a person, place or thing in such a way that the reader can visualize the subject and enter into the writer's experience. It is a way to enrich other types of articles or as the most important strategy for creating pictures of things like.

Therefore, based on the above words, it can be concluded that a descriptive text is a text that describes the characteristics of a person, place, or thing. There are some things: first, the general system has definitions and characteristics and the second is language characteristics.

c. Kinds of Descriptive Text

1. Description of a People

Readers tend to be attracted to individuals. Their physical appearance is attractive, especially if it reflects their personality. When one thinks of a description, one usually thinks of adjectives and perhaps adverbs. It is not unusual to find that a clear definition is the result of the use of verbs. For example, saying that a person wobbles or stumbles while walking, for example, can paint a more accurate picture of that person than a list of adjectives.¹¹

¹⁰Wahyumi.

¹¹Maspupah. (2017). *The Influence of Using Picture Word Inductive Model Toward The Students' Writing Ability in Descriptive Text*. Tangerang: Universitas Islam Negeri Sultan Maulana Hasanuddin Banten.

2. Description of a Place

What do you first describe when describing a place, such a house, land, unlike paragraphs that are structured chronologically, descriptive paragraphs do not follow a set pattern. Starting from one area and moving to another is not necessary. However, the sentences should not be put in any order. How the description is structured will determine how well the reader can see the situation being described. You can include a dominant idea that expresses an idea or a point of view to make the paragraph more interesting. Additionally, your topic and goals will determine how you organize your data and comments.

3. Description of a things

A writer should have a sharp mind when describing anything to do it justice. In addition, to make our articles as attractive and bright for our readers as they are for us: the use of appropriate adjectives and strong verbs.

1) Using Proper Noun

Researcher may want to include more proper nouns in our descriptive text in addition to including facts and definitions, as we all know, proper nouns are the names of some people, places, and things. For example; Arizona, University of Tennessee. Along with the proper name that the readers easily understand can make them more familiar with what we are describing.

2) Using Effective Verb

Although the perfect verb can make an explanation better, we all know how important verbs are for telling a story. Writers use verbs to enhance the specificity, accuracy, and relevance of their descriptions. For example, "the wind made deep holes in the sides of the rocks" is more specific than "the wind made the deep holes." The chiseled verb also gives the reader a more accurate

description of the atmospheric behavior than Buscemi did.¹²

d. Social Function of Descriptive Text

The social function of descriptive text is to describe a person, place or thing said by Hartono & Purwanto.¹³ The social function of descriptive language is to provide information about things (whether human or not). Also, the researcher can give advice to the readers on how to interpret the material.

e. Language Features of Descriptive Text

1. Focus on specific participants

It shows that the present tense should be the main subject of any text, such as "My English Teacher", "My eyes", "My favorite place" and so on. It is recommended that you make the words easy to wrap. In addition, it enables readers to improve their focus.

2. Simple present tense

The simple present tense is one of the most commonly used tenses in descriptive writing. The daily activities are described in this. It is sometimes used to set the stage for a broad statement of fact. According to Azar, the present continuous and simple can be used in the following ways:

a) Simple present of verbal form

Table 2.1: The Pattern of Verbal Simple Present Tense

The Patterns of Simple Present Tense		Example
(+)	S+ V1+ s/es+ O	Michael sees a beautiful flower.
(-)	S+ do/does+ not+ V1+O	Michael does not see a beautiful flower
(?)	Do/Does+ S+ V1+ O+?	Does Michael see a beautiful flower?

b) Simple present of nominal form

Table 2.2: The Pattern of Nominal Simple Present Tense

The Patterns of Simple Present Tense		Example
(+)	S+ to be (is, am, are)+N/Adj/Adv	I am a student
(-)	S+ to be (is, am, are)+ not+N/Adj/Adv	I am not a student
(?)	To be (is, am, are) + S+ N/Adj/Adv	Am I a student?

¹²Dila, I. (2018). The Problem Faced by Students in Writing Descriptive Text in Individual Work and Group Work at Eighth Grade in Smpn 1 Tinggi moncong. Makassar: Muhammadiyah University of Makassar

¹³Khurayyah, I. (2018). The Effect of round table technique on Students' Writing Skill in Descriptive Text. Study Program of English Language Education Faculty of Tarbiyah and teaching Science Islamic University of Nahdlatul Ulama Jepara.

3. The use of noun phrase

It means that the writer should organize the present noun clause when thinking about the idea of the subject or object, such as "My teacher has beautiful hair". From the previous example, it shows that beauty appears as an adjective while hair appears as a noun rather than a noun followed by an adjective that can be used as a noun phrase.

4. The use of auxiliary verb

It includes the use of possessive words such as have or have. Each subject uses different powers and is part of it, it, when it has it is mine, you, them, us. For example: "Roni has a big house"

5. The use of linking verb

It involves using to be (is, am, is) in sentences. It is used to connect the subject and complement. For example: "He is my best friend"

f. Generic Structure of Descriptive Text

Findings and explanations make up the structure of descriptive text. Research involves coming up with something or a subject to be discussed, while description is just a few details about who or what the subject is. The arrangement of textual material to support its purpose can be referred to as general arrangement. According to Shiahann and Shinoda, the generic structure for descriptive writing is as follows:

1. Identification

It includes details on the subject being discussed. An introduction to this topic is included in the message.

2. Description

Meanwhile, this part describes the parts, qualities, and characteristics of things. In other words, this section focuses on describing the subject as it is.

According to the justification given, identity and description are two constructs that make up the text. This article is introduced in the feature section, while the article is presented in the description section. These outlines make it easier for readers to understand the purpose of each paragraph. Djuharie says that the parts of descriptive text are: identification and explanation. In

identity, a person, place, or thing introduced by the writer as a text object. In order for the reader to understand what the writer is going to discuss, the writer must first provide a broad explanation. In the description, the author explains what is chosen and the characteristics, it can start from his physical appearance and character of the object.¹⁴

C. Students' Writing Ability in Descriptive Text

The researcher found that the four things that show the understanding reveal many problems that students encounter. according to Dinar, Specifically, because the percentage of each symptom is less than 60%, (a) to understand the main idea of the text; (b) to recognize the complete information of the text; and (c) understanding vocabulary.¹⁵

The following are the main reasons why students find it difficult to understand descriptive text:

1. Students' vocabulary and grammar are limited. Grammar and vocabulary teaching is the most important part of reading teaching. The students cannot understand the contents of the book unless they are familiar with both. The students get confused because they don't understand the meaning of the word when they see a difficult or new word in the text. The students struggle to understand complex sentences when they encounter them in books. It comes as a result of the teacher's narrow focus on the text's concepts, aspects and questions. It also has something to do with students' behavior, since they do not improve in reading in English and read a lot of English texts. Also, the students are less motivated to learn English.
2. A teacher still uses different teaching methods when teaching reading. According to the interviews with the students, the teacher uses the same method to teach all types of textbooks, especially descriptive language. Students are not interested and

¹⁴Mawar Diana (2021) “ An error analysis of language features in writing descriptive text of the tenth graders at sman 1 balong ponorogo ” IAIN Ponorogo. Page 36.

¹⁵Setiyani, D. (2016). Students' Capability in Understanding Descriptive Text At The Second Year Students Of SMP N 1 Juwangi Boyolali in 2012/2013 Academic Year. Seminar Nasional Kajian Bahasa dan Pengajarannya, 1.

interested in reading textbooks because of this. Now is not the time to use this strategy. A teacher needs to be flexible and offer variety when teaching the cognitive component. It is because in SMP N 1 Juwangi Boyolali multimedia equipment is still limited.

D. Students' Difficulties in Writing Descriptive Text

According to Richards and Renandya, writing is the most difficult skill for second or foreign language learners to learn. These challenges lie not only in generating and organizing ideas, but also in making them into comprehensible texts. If the student's language skills are not good, this challenge will be more obvious.

Hard things are not easy to do. When learning a foreign language, writing becomes the most difficult skill to learn. The difficulty in this study description refers to the challenge in writing descriptive language. According to Rass, writing is a difficult skill for both native and non-native speakers; because the writers must be able to write it on many issues such as structure, content, purpose, vocabulary, audience, and mechanics such as spelling, punctuation, and headings. This is because students need to study many different areas in order to produce outstanding writing. These areas are content, structure, grammar, vocabulary and mechanics.¹⁶

Students' writing ability can provide information to the teacher about the students' English skills. Writing is one of the most important skills to master when learning a language because it is the best way to demonstrate language skills, both in terms of strengths and weaknesses. Students encounter other challenges when writing, such as lack of vocabulary and poor grammar.

Novice writers often struggle during the writing/drafting process to decide what to say in the next sentence Cheung. The learner uses one word. A learner is often overly concerned about spelling and grammar mistakes. Most of the time, they use straight words and phrases.

Lack of vocabulary, grammar, and lack of writing and thinking skills can contribute to students' writing problems in English.

¹⁶Astrianingsih (2021) “ An Analysis of Students' Difficulties in Writing Descriptive Text at the First Grade of SMAN 1 Kuala Kampar “ UIN Riau, Pekanbaru, Page 15.

According to Sulasti, the most common problems they face are how to write, what to write, lack of vocabulary and lack of organization. As a result, students in this situation have a lot to learn about vocabulary, grammar, and regular exercises to evaluate their thinking. Writing can be a challenge that reveals the challenges that writers face.

According to Byrne in Alifah. Student writing problems, which include language problems, cognitive problems, and cognitive problems, can make writing difficult and confusing for many learners, both first language learners and second language learners. two. According to Solikhah, language problems in writing are problems related to the ability of the writer to apply the rules of language according to the norms of writing. Depression is a mental disorder that originates from within the writer, which affects anxiety, self-esteem, and motivation. According to Byrne, cognitive problems are problems related to the writer's understanding of aspects of written instruction. There are five important aspects that should be considered in writing, namely content, structure, vocabulary, grammar and mechanics.

1. Content

Content is the subject matter to be written and posted. Content can be seen as a topic of debate. Data, assumptions, and personal observations can be relied upon. According to Roza, content can be defined as the way a person develops his thoughts in a text. Many writers find it difficult to generate ideas and organize them into writing. This can happen due to the lack of knowledge of the products of the discussion. Difficulty in developing content is defined as part of comprehension difficulty by Alfaki.

2. Vocabulary

Organization focuses on text structure so that readers can understand the structure of the book. Following this example, Harris says that structure is defined as how the writer speaks to his readers. One of the most popular things in writing is organization because it is difficult for many writers to create and organize their ideas. According to Raimes, the difficulty of identifying topics and supporting ideas is part of the problem of writing. Difficulty in processing text is also described as part of Alfaki's comprehension difficulties.

3. Grammar

The use of words in the text is an example of how to analyze the words used by the writer to construct sentences. The writer must choose the appropriate vocabulary to ensure that the meaning of the sentence is clearly and accurately expressed. Difficulty in putting words together is part of Alfaki's language difficulties. A writer's lack of expertise in this area contributes to the difficulty of writing about language. According to Langan, writers should take the time to choose words carefully instead of starting with words that come to mind. It is because good writers will try hard to choose and use many words that exist in the language.

4. Organization

The first cause of language challenges is grammar. According to Debata, the force that guides us to organize words into sentences. To put it another way, grammar is the science that explains how words work in language. In writing, grammar plays a very important role. A writer's thoughts can be expressed in a well-written and well-written speech using grammar. Putting ideas into well-structured sentences gives them meaning when you write. According to Oshima & Hogue, a sentence is a collection of words that a writer uses to express an idea. Sentences can be created in the form of simple sentences, compound sentences and complex sentences. When students struggle with writing sentence structures, they cannot write sentences that need to be subordinated to structures and longer sentences. To avoid mistakes when writing in these sentence structures, skill and knowledge are required. Also, Oshima & Hogue mention that there are five sentence problems:

- a. A sentence fragment is a word form of a sentence when the meaning of the clause is unclear and ambiguous.
- b. A critical sentence is a word in a sentence structure where the sentence is short.
- c. type. It is possible to classify it as a non-academic text. When two separate clauses are written as a single clause without being separated by punctuation marks, it is known as a run-on sentence.
- d. A comma-splice is a difficult term that arises when two irregular clauses are joined together with unrelated commas.

- e. A complex sentence is a sentence that contains multiple clauses and the sentence does not end. It goes on like a thread. Typically, the conjunction is used to find this (and, but, or, etc.).

Also, Mabuan says that there are seven types of grammar problems, such as the use of verb tense, subject-verb agreement, prepositions, morphology, subject, verb, and pronoun.¹⁷

5. Mechanic

According to Saputra, the virtual machine parts are punctuation, capitalization, and spelling. According to Alfaki, all these aspects are part of the difficulty of understanding. Punctuation is a system used to help people understand reading. According to Shweba & Mujiyanto, punctuation is used to avoid misunderstandings and improve the overall understanding of the text. Byrne, argues that punctuation needs to be recognized as difficult because punctuation does not have the same standards as spelling. In addition, he said that many students use punctuation as a finishing tool rather than as an important part of the writing process. This may be one of the reasons why students make punctuation mistakes. Many punctuation marks are available for writing, such as capital, comma, hyphen, colon, semi-colon,

Capitalization is the practice of capitalizing certain words. As Patan said, the most important purpose in using capitalization is to give a clear explanation of what the word means to the readers so that there is no nonsense. This sentence shows how the wrong capitalization can change the meaning. According to Pathan, many students make big mistakes because they don't know the rules of proper usage and ignore them. They usually raise the first letter of each word and even each letter of the word they want to draw attention to Swick, capital words can be used in many situations below:

- a. Capital is used for sentence starters.
- b. A lot of money is spent on articles
- c. A large amount is used for the name of a company or company

¹⁷Diyah, 2022. "An investigation of students' difficulties in writing descriptive text" UIN Syarif Hidayatullah, Jakarta, Page 15.

- d. A lot of money is spent on reputation
- e. A lot of money is spent on individual names
- f. Large amounts are used for days and months
- g. A large coin is used for each word unlock letter.

Spelling is a part of the writing program that involves writing the letters of a word. According to Harmer, spelling difficulties can occur because the agreement between the sound of words and the way the letters are spelled is not always easy. Byrne, also said that spelling is a problem for language learners. This is because of the complex relationship between sounds and symbols in spelling. By developing better writing habits and receiving feedback from peers or teachers, one can improve their spelling skills.¹⁸



¹⁸Maulidiyah & Mandarani, Analysis of Students' Difficulties in Writing Descriptive Texts Facing First Grade Students of Junior High School" Universitas Muhammadiyah Sidoarjo, Sidoarjo, Page 8.

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