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Students Ability and Difficulties in Writing Descriptive Text

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Abstract—Writing is one of the language skills in learning English that must be mastered by students even though there are difficulties considering the fact that there are several aspects needed to score goals in writing. The researcher formulates the objective of study as follows: To know the ability of student in writing descriptive text. To know the difficulties in writing descriptive text. The writer use descriptive method because it is very useful to get data from the research and it is easy to understood because writer must not uses a complex statistic techniques. Based on the analysis of the students ability in writing descriptive, the total mean score of the students was 66. It means that the students ability in writing descriptive text was classified as poor. The score of the students writing ability in content categories was 72. It was classified good. The score of the students in organization was 72. It was classified good. The score of the students in vocabulary was 70. It was classified fair. The score of the students in grammar was 59. It was classified poor. And the mean score of the students in mechanic was 58. It was classified poor. The result of the students test showed that all of the students got difficulties in writing descriptive text. The students' difficulties in writing descriptive text consist of describing object in detail and grammar mastery such as simple present tense. In addition, majority of the students are difficult to create the sentences and write correct spelling words. Moreover, lack of vocabulary makes them write a lot of repetition word in their writing.

Keywords—writing, descriptive text

Abstrak—Menulis merupakan salah satu keterampilan berbahasa dalam pembelajaran bahasa Inggris yang harus dikuasai oleh siswa meskipun terdapat kesulitan mengingat ada beberapa aspek yang diperlukan untuk mencetak hasil yang baik dalam menulis. Peneliti merumuskan tujuan penelitian sebagai berikut: Untuk mengetahui kemampuan siswa dalam menulis teks deskriptif. Untuk mengetahui kesulitan dalam menulis teks deskriptif. Penulis menggunakan metode deskriptif karena sangat berguna untuk mendapatkan data penelitian dan mudah dipahami karena penulis tidak harus menggunakan teknik statistik yang rumit. Berdasarkan analisis kemampuan siswa dalam menulis teks deskriptif, nilai rata-rata total siswa adalah 66. Artinya kemampuan siswa dalam menulis teks deskriptif tergolong kurang. Nilai kemampuan menulis siswa dalam kategori isi adalah 72. Termasuk dalam kategori baik. Nilai siswa dalam berorganisasi adalah 72. Termasuk dalam kategori baik. Nilai siswa dalam kosa kata adalah 70. Itu tergolong cukup. Nilai siswa dalam tata bahasa adalah 59. Itu tergolong kurang. Dan nilai rata-rata siswa di penyusunan kata adalah 58. Hal tersebut tergolong kurang baik. Hasil tes siswa menunjukkan bahwa semua siswa mengalami kesulitan dalam menulis teks deskriptif. Kesulitan siswa dalam menulis teks deskriptif terdiri dari mendeskripsikan objek secara detail dan penguasaan tata bahasa seperti simple present tense. Selain itu, sebagian besar siswa sulit untuk membuat kalimat dan menulis kata ejaan yang benar.

Selain itu, kurangnya kosa kata membuat mereka menulis banyak pengulangan kata da-
lam tulisan mereka.
Kata kunci —menulis, teks deskriptif

INTRODUCTION

Writing is one of the language skills in learning English that must be mastered by students even though there are difficulties considering the fact that there are several aspects needed to score goals in writing. writing is a skill that is acquired through learning. Writing is one of the English skills that must be taught in an integrated manner, but is considered the most difficult language skill for students to learn. It is often considered the most difficult language skill because it requires a more productive level of language control than any other skill. In fact, students are not able to make good writing. Descriptive text, according to Emilia (2008: 82), descriptive text is a type of text that has the aim of providing information about something or someone. In line with Emilia, Gerot and Wignell (2010) stated that descriptive text is a kind of text that aims to provide information. One way that can be used to determine students' knowledge of writing is by analyzing students' texts/writings which can help English teachers to find out the abilities and difficulties of students, which usually stems from students' weak learning abilities. general ideas; they have no idea what to write first. Second, students have difficulty in making writings that are relevant to the topic. Students also have difficulty in choosing words due to lack of vocabulary. In addition, students tend to be bored and have low participation in writing classes. Therefore, the researcher is interested in focusing the research on analyzing students' abilities and difficulties in writing, especially in descriptive texts. The researcher intends to conduct a qualitative descriptive research with the title "Students' Ability and Difficulty in Writing Descriptive Text. Considering the background above, the researcher formulated the research question as follows: How is the ability of students in writing descriptive text?; How is the difficulties of students in writing descriptive text? The researcher formulates the objective of study as follows: To know the ability of student in writing descriptive text; To know the difficulties in writing descriptive text.

RESEARCH METHODOLOGY

The writer use descriptive research in this research to describe the problems deeply. Mack et.al (2015: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth interview with the participants. While descriptive qualitative is research that effort to say existing problem solving now based on data, so he also presents the data, analyzes the data, and interprets the data (Narbuko and Abu Achmadi, 2013:44). Descriptive qualitative research is research that efforts to draw problem solving without through procedure of statistics or quantitative form.

The research focus are ability and difficulties in writing descriptive text the students at SMP N 1 Dander. Not all of the students of SMP N 1 Dander are taken as sample, but the writer only takes the second year students as subjects of the research.

The source of data in the study is the subjects from which the data can be collected for the purpose of research (Arikunto, 2018:129). The researcher can use the library which is collecting books, audio, documents, and other printed materials as the source of data. The data of this study are all the descriptive text.

The instrument that the researcher used in this study was writing test. The test in this study was a material related to descriptive text. The researcher asked the students to write descriptive text in two paragraphs in 60 minutes. In this research, the researcher uses test supported by observation and documentation.

Data analysis is the process of systematically searching and arranging the materials that the writer accumulate to increase understanding of them and to enable her to present what she has discovered to others. Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what she will tell others.

Nevertheless, Ary et al (2015:283) states the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation.

FINDINGS AND DISCUSSION

The finding cited below were the analysis of students writing descriptive text. As mentioned before in previous chapter, the researcher conducted, the researcher used one instruments, that was writing test. the researcher used writing test to saw the students ability and difficulties in writing descriptive text.. In order to collect the data, the researcher conducted a test. The test given was writing descriptive text. The sample that researchers have determined as many as 30 students. The analysis of ability and difficulties in writing descriptive text of the student to classify the level of the student writing text, the writer used excellent, very good, good, fair, poor, very poor. The discussion method is an activity of exchanging information, opinions, and elements of experience on a regular basis. The goal is to get a clearer and more thorough understanding of something together. In addition, to prepare and complete joint decisions. After analyzing all of the data of the research, it is necessary to discuss the result of the study. The aim is to figure out the answer of the research questions. First research question is "How is the ability of 30 students in writing descriptive text ?". It can be explained by the result of students test. Based on the result of the test, the researcher finds out the students average score, that is 66. This means that the students' ability was fair and need more efforts to improved. It means, almost all of students have the difficulties in writing descriptive text.

The second question is, "How is the difficulties of students in writing descriptive text?". It can be explained by the result of the students test that there are some difficulties in writing descriptive text for students. The difficulties were faced by the such as description of the text and grammar rules. Moreover, the students' obstacles are vocabulary and spelling words. All of the students have difficulties in writing descriptive text.

Beside the data was analyzed in general, each aspect was also being analyzed. First is from the aspect of vocabulary. This aspect consist word choices. Indicator of word choices is choose the appropriate and accurate words to express ideas. With the guide of aspect, the researcher can collect and analyze the data. The result of col-

lect and analyze the data finding and to shows that the score in vocabulary aspect is 70 and according to the score classification theory the categorized as average level. Compared with the results of previous research conducted by Lina (2016) in her thesis by the title : An Analysis of the Students' Ability in Writing ADescriptive Text on the Eighth Grade at MTsN Bandungin the Academic Yearof 2015 / 2016, found that the mean score in vocabulary aspect is 64and according to the score classification theory the categorized as good level.

The last aspect to be analyzed is organization. The identification consists of identify the name of place and location, describe the complete features of the place. And the last description consists of part, qualities, and characteristic. With the guide of aspect, the researcher can collect and analyze the data. The finding shows that the mean score in organizing idea aspect is 72 and according to the score classification theory the categorized as good level. Compared with the results of previous research conducted by Lina (2016) in her thesis by the title : An Analysis of the Students' Ability in Writing A Descriptive Text on the Eighth Grade at MTsN Bandung in the Academic Year of 2015 / 2016, found that the mean score in organizing aspect is 66 and according to the score classification theory the categorized as good level.

The next aspect is mechanic. There are two indicators in this aspect, they are punctuation and capitalization. The punctuation consists of comma, period, the colon, semicolon, apostrophe, quotation marks, the dash. The next capitalization consists the first word in sentence, capitalize pronoun I, capitalize the titles of composition, capitalize the proper noun, capitalize name of detail, title, month, day, specific group or geographic areas, and specific structures. With the guide of aspect, the researcher collect and analyze the data to shows that the mean score in mechanic aspect is 58 and according to the score classification theory the categorized as poor. Compared with the results of previous research conducted by Lina (2016) in her thesis by the title : An Analysis of the Students' Ability in Writing A Descriptive Text on the Eighth Grade at MTsN Bandung in the Academic Year of 2015 / 2016,found that the mean score in mechanics aspect is 46 and according to the score classification theory the categorized as average level.

In addition, the students were not creative in writing descriptive text, as result their writing is monotonous. In this case, the researcher also discussed about the research finding and compared with two previous studies.

First, the current study compared with Hanafi (2018). The aimed of his study were to find out the student difficulties in writing, that makes different with current study was not only to find out the difficulties but also the ability of student in writing descriptive text. He classified the students difficulties into grammar, vocabulary, mechanic, content, and organization. That classification was different with the current study, the researcher also classified identification aspect in students ability in writing descriptive text. But to find out the students difficulties, the researcher analyzed the students writing test and conducted interview to know the information about the cause of difficulties experienced by the students in writing descriptive text.

Second, the current study compared with Rahma (2017). The aimed of his research were to know the students ability in using noun phrase in writing descriptive text. It was different with the currents study that the researcher classified the students ability in content, organization, identification, grammar, vocabulary and mechanic aspect. The similarities of the previous study with the current study was both

researches classified the students ability as a excellent, good, average, and poor criteria. Based on the differentiation and similarities that was compared with the two previous study above, the researcher concludes that both the previous study and current study try to find out the students ability and difficulties in writing descriptive text.

CONCLUSION

Based on the analysis of the students ability in writing descriptive, the total mean score of the students was 66. It means that the students ability in writing descriptive text was classified as poor. The score of the students writing ability in content categories was 72. It was classified good. The score of the students in organization was 72. It was classified good. The score of the students in vocabulary was 70. It was classified fair. The score of the students in grammar was 59. It was classified poor. And the mean score of the students in mechanic was 58. It was classified poor.

The result of the students test showed that all of the students got difficulties in writing descriptive text. The students' difficulties in writing descriptive text consist of describing object in detail and grammar mastery such as simple present tense. In addition, majority of the students are difficult to create the sentences and write correct spelling words. Moreover, lack of vocabulary makes them write a lot of repetition word in their writing.

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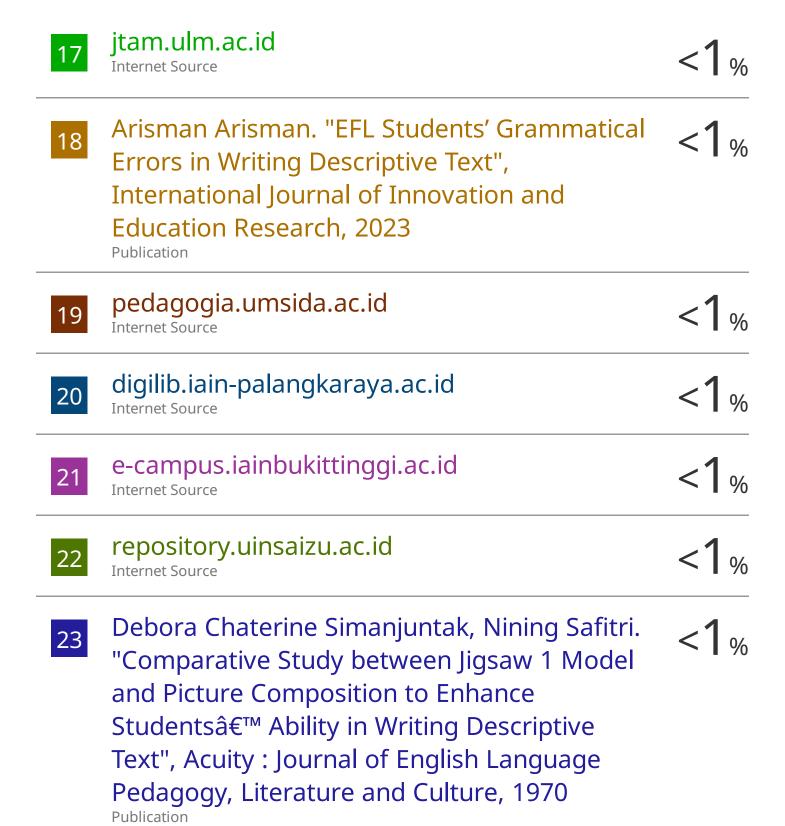Ary, et al. 2006. Introduction to Research in Education. Wadsworth: Cengage. Learning.

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