

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT

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Abstract

The research is an analysis focusing on the difficulties in writing descriptive text done by students at Kisaran in Academic Year of 2019/2020. The objective of this research to find out the difficulties of students faced by the eleventh grade students in writing descriptive text. The techniques of collecting the data are interview and test. The instrument of the research was a writing test which used analysis design. The research used random sampling technique to choose the subject of the research, and the research choosed by 36 students. The research used the theory of Betty Scramfer's model that consist of eleven difficulties that students faced in writing English Text. Therefore the result of the research shows that there was subject and verb 8,77% of 10 students, verb agrremnt 12,28% of 14 students, article 12,28% of 14 students, pronoun 6,14% of 7 students, add a word 4,38% of 5 students, omit a word 6,94% of 10 students, spelling 14,03% of 16 students, punctuation 4,16% of 6 students, capitalization 10,41% of 15 students, preposition 17,54% of 20 students and word choice and diction 2,77% of 4 students. So clearly, the students need to learn more about the rules in writing descriptive text.

Key words: Descriptive Text, Writing, Difficulties

Introduction

Language is one of the most important things and communication and it is used as a tool of communication among the nation all over the world. Language as a means of communication is central of human being in the process of socialization. The main purpose of the language use to enable them to express ideas, thought and opinions to one another. People use language to communicate effectively in their daily activities. It is a very complex

activity and it can not be fully accounted for anyone within one wholly consistent and comprehensive theory of the target language.

In Indonesia English is regarded as a foreign language which is studied from junior high school up to the university level. Therefore, the students are expected to master the four language skills, they are listening, speaking, reading, and writing. The four language skills should be followed by language components which include vocabulary, grammar, and pronunciation should

be taught. The importance of understanding the four language skills because with these four skills we can easily master the English language itself. Learning the language of its purpose only form the four language skills that alone, through practice and practice.

Writing skills are those abilities where you take ideas and information and present them in a nice written format for others to read. Depending upon the type of writing you are doing, you present what you know in a format that conforms to the expectations of the reader.

Among the 4 skills namely listening, speaking, reading and writing, writing is quite difficult to teach because of the various nuances involved in it. This research focus on students' difficulties in writing skill especially in analysis writing descriptive text. Based on the research from the student's test and reviewer, the students experience that they are feel difficult to writing because writing requires a different kind of organization then speaking, and much more detailed organization, writing is also less forgiving of grammatical and other technical errors. For example the difficulties in understand the concept of verb agreement he students usually faced the difficulties such as wrting this sentence "Martha work as a bagger at the grocery store". This is incorrect sentence, it should be "*Martha works as a bagger at the grocery store*". Another students' difficulties namely to use of pronoun for example "at the bus, in the room". This is incorrect sentence "*on the bus, at the room*".

The difficulties that students faced caused by lack of english vocabulary mastery so students cannot write English well in descriptive text.

Writing

Murcia (1991: 207), writing is an act of communication that requires an interaction process which takes place between the writer and reader via text. Writing is also a process of discovering and organizing your ideas, putting them on a paper, reshaping and revising them.

According to Byrne (1997: 1). He stated that writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked together, they will form a coherent whole. This coherent whole is called as text. A text may consist of one paragraph or more.

The Difficulties in Writing

According to Betty Schramfer says that "this list to find out what kind of difficulties the students got and then make the necessary correction". Those are:

Subject and verb for example wrong simple predicate, superfluous be, and in simple predicate missing.

Verb agreement tense and form, for example miss-formation of the next verbal word, the verb comes after the subject, and a form of have/has.

Article

The occurrence of the article varies depending upon the type of noun. The

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definite and indefinite article is customary to recognize a zero article. The two articles are *the* and *an*. They may be used with singular or plural nouns. Each article undergoes a change before a word beginning with a vowel sound – *the* changes in pronunciation *a* changes in both pronunciation and spelling.

The use of pronoun

Number is the form of word to show whether it is singular or plural. Singular number is when noun denotes one object. Plural number is a noun denotes more than one object. Singular can be identified by putting “a” or “an” before noun.

Preposition

Define time, space and more abstract relationship, and precede nouns or pronoun (in, before, of, according to, despite).

Word choice or diction

Word choice or diction is choosing the right word in a sentence sometimes one word has the same meaning but has different. For example see and sea look same in spelling but they are different. See is a verb and sea is noun, they are used in different way. In this case, students make error. Students get difficult in word choice because they lack knowledge.

Add a word

Sometimes, the students miss several words in their text when the students were writing a composition. Because of that when the writer analyzes each of students' writing, he/she should add

some words to complete their writing. For example “I very hungry” it should be “I am very hungry”

Omit a word

Omission is characterized by the absence of an item that must appear in well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some type or morpheme are omitted more than other.

Spelling

Spelling is how to write a word correctly. Sometimes the students write what he or she says. Actually, the correct writing is different from he/she speak. Spelling problem can be overcome only through practice and if the students need more practice, they should arrange practice session with a friend.

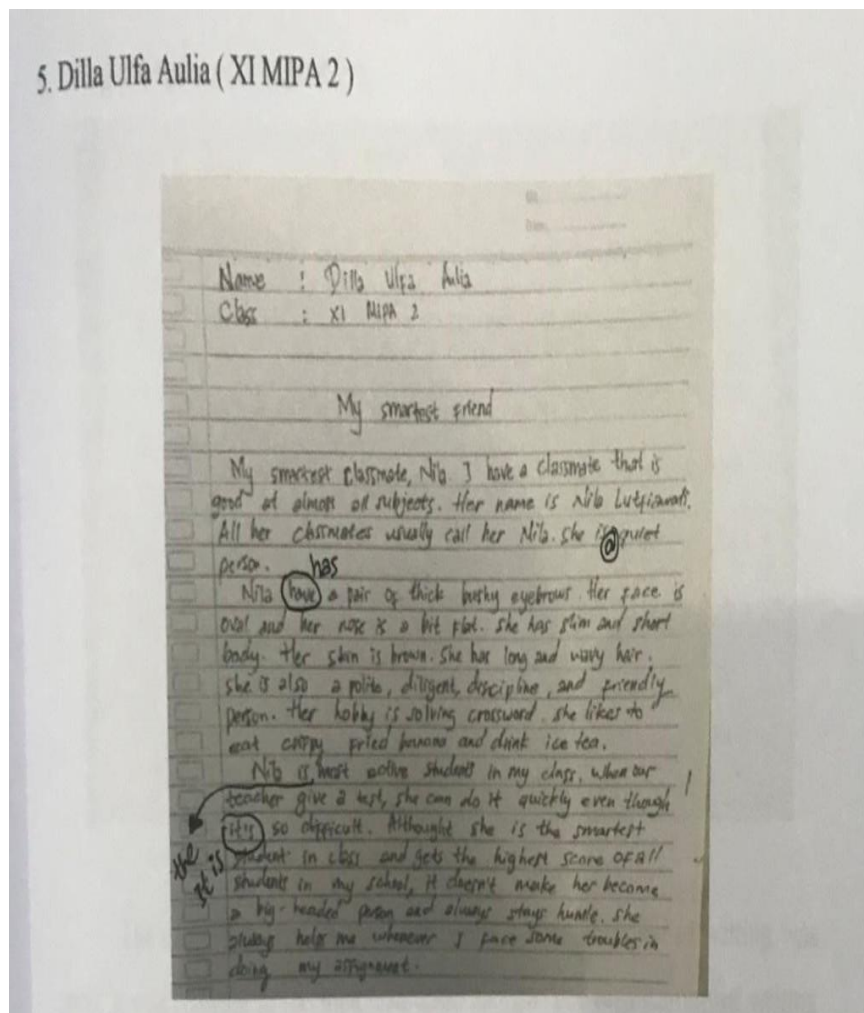
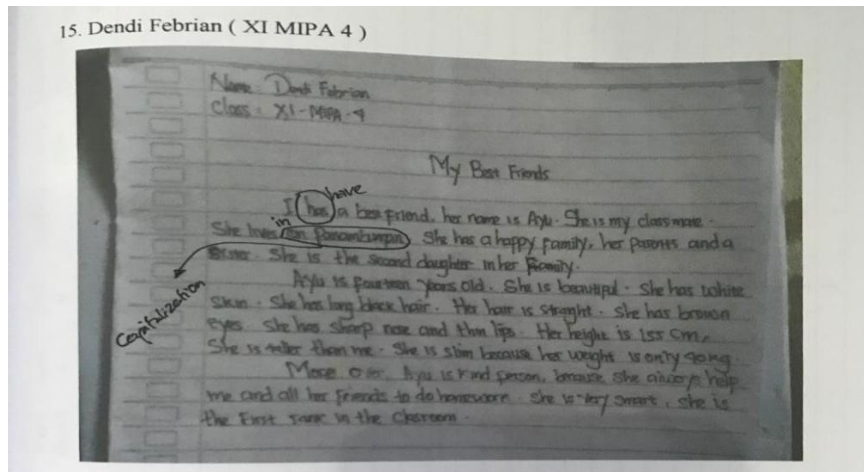
Punctuation

Punctuation is the practice or system of inserting various in writing text in order to avoid interpretation. The important things in this case to sign or punctuate the sentences are the meaning of the sentence.

1. Capitalization

According to Leo Finkelstein Jr, there are some common reasons for capitalizing words: Capitalize names of specific person, place, or things, capitalize abbreviations or acronyms, capitalize title that precede a person's name, and capitalize the first word of every sentence and the pronoun.

Examples' the result students' test



There were some difficulties that student found for example in first paragraph error in article *I has = I have*. The students make error in using Have/has, they dont understand when there is third singular person as a subject they have to use "has" so it can be suggested that the right one is **I have a best friend**. Then the difficulties in first paragraph "*She lives on panumbangan*", error in preposition and capitalization. "she live **in Panumbangan**". The difficulties in last paragraph error in article "*Ayu is kind*" **Thus sentence is incorrect because there is no article a before word kind, it should be "Ayu is a kind"**. Error capitalization in the last sentence "she is the **First** rank" = "she is the **first** rank".

The content of the student's writing above was good. It was relevant to the topic and detail enough. Organization of writing explain clearly. The organization of writing consist of identification and description. But there ere some difficulties that student found for example in identification part "*She is quiet person*" this sentence was incorrect because there was no article *a* before word is quiet. It can be suggested that correct one is "*She is a quiet person*". The word best always followed bye article a. The next difficulties in the second paragraph namely description part "*Nila have a*

pair of thick bushy eyebrows" error in article It can be suggested that correct one is "*Nila has a pair of thick bushy eyebrows*". Then the third paragraph error in article "*Nila is most active students in my class*" = "*Nila is the most active students in my class*". There some errors of spelling "*it's so difficult*" = "*it is so difficult*".

The Analysis difficulties in writing descriptive text

No	Stude nt's Name	The difficulties										Σ Diffic- ulties	
		SV	VA	A	P	P	WC	AW	OW	S	P		C
1	AS	1	-	-	1	-	1	-	-	-	-	-	3
2	AAF	-	-	1	-	-	-	-	-	-	1	-	2
3	CAM	-	-	-	-	1	-	1	1	-	-	-	3
4	DEASL	-	-	-	-	-	-	-	-	-	-	1	1
5	DS	-	-	2	-	1	-	-	-	-	-	2	5
6	DF	-	1	-	-	-	-	-	-	2	-	2	5
7	DK	1	-	-	1	-	-	-	-	-	-	-	2
8	DUA	-	-	1	-	-	-	-	-	1	-	-	2
9	DF	-	3	-	-	1	-	-	1	-	-	1	6
10	EMS	-	1	-	-	-	-	-	-	1	-	1	3
11	FA	1	-	-	-	-	-	1	-	-	-	-	2
12	FAL	-	-	1	-	5	-	1	-	-	-	-	7
13	GA	-	-	1	-	1	-	-	-	1	-	-	4
14	GCP	-	1	-	-	2	-	1	-	-	-	-	4
15	IC	-	1	-	-	-	-	-	-	-	-	1	1
16	IY	-	-	-	2	-	-	1	-	-	-	2	7
17	JUP	-	2	-	-	-	-	1	-	1	-	1	5
18	KMS	-	2	2	-	-	-	-	-	-	-	1	3
19	NA	-	-	-	-	1	-	-	1	-	1	-	2
20	NSS	-	-	-	-	-	-	-	-	-	-	1	1
21	NH	1	-	-	1	-	-	-	-	-	1	-	3
22	NZ	-	-	1	-	3	-	-	-	-	2	1	7
23	PF	-	-	1	-	-	-	-	-	1	-	-	2
24	RCN	-	1	-	1	-	-	-	1	-	-	-	3
25	RA	-	-	1	-	2	-	-	1	-	-	-	4

26	SF	1	-	-	-	1	-	-	1	-	-	-	3
27	SA	-	-	-	-	-	-	-	-	-	1	1	2
28	SN	-	-	-	-	1	-	-	-	-	-	1	3
29	SU	1				1	1						3
30	SI	-	-	1	-	-	-	-	-	-	-	1	2
31	SD	-	1	-	-	-	-	-	-	1	3	-	5
32	SR	-	-	-	1	-	-	-	-	1	-	-	2
33	TC	-	-	-	-	-	-	-	-	1	1	-	2
34	VC	1	-	1	-	-	-	-	1	-	-	-	3
35	WNS	-	1	-	-	-	-	-	-	-	-	-	1
36	ZD	-	-	-	-	-	-	-	1	-	-	-	2
	Σ	10	14	14	7	20	4	5	10	16	6	15	144

Difficulties

Information :

SV = Subject Verb VA = Verb Agreement A = Agreement P = Pronoun P = Preposition WC = Word Choice AW = Add a Word OW = Omit a Word S = Spelling P = Punctuation C = Capitalization

Based on the table the writer know that most of student still confused to write descriptive text well. It is means, the students have

difficulties in writing descriptive text. The most of difficulties faced the students in writing descriptive text are tense and diction.

The Frequency and percentage

No	Kind of Difficulties	Frequency	Percentage
1	Subject and verb	10	8,77%
2	Verb agreement	14	12,28%
3	Article	14	12,28%
4	Pronoun	7	6,14%
5	Preposition	20	17,54%
6	Word choice and diction	4	2,77%
7	Add a word	5	4,38%
8	Omit a word	10	6,94%
9	Spelling	16	14,03%
10	Punctuation	6	4,16%

11	Capitalization	15	10,41%
Total		121	99,7%

Conclusion

Based on data analyzed there are, the researcher found that the highest frequency of difficulties made by students in writing descriptive text based on Preposition with 17,54% or 20 items, meanwhile the lowest one is Word choice and diction with 2,77% or 4 items. Then the other type of difficulties are subject and verb with 8,77% or 10 items, verb agreement 12,28% or 14 items, article 12,28% or 14 items, Pronoun 6,14% or 7 items, Preposition 17,54% or 20 items, Add a word 4,38% or 5 items, Omit a word 6,94% or 10 items, Spelling 14,03% or 16 items, Punctuation 4,16% or 6 items, Capitalization 10,41% or 15 items.

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