

**THE PROBLEMS IN WRITING DESCRIPTIVE TEXT
OF THE ELEVENTH GRADE STUDENTS
MAS DARUL 'ADAALAH PADANG LAWAS**



A Thesis

*Submitted to State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement
for the graduate Degree of Education (S.Pd.) in English*

Written by:

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PADANGSIDIMPUAN**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Yeni Rizky Yanti Sitrgat** entitled "**The Students' Problems In Writing Text At The Eleventh Grade Students Of MAS Darul 'Adaalah Padang Lawas**" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English Education Department Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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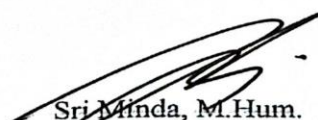

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ABSTRACT

This study is intended to investigate the students’ problem in writing descriptive text at the eleventh grade students of MAS Darul ‘Adalaah Padang Lawas. The purposes of this study are to find out the students’ problem in writing descriptive text and to find out the factor that cause the students’ problem in writing descriptive text of Eleventh grade of MAS Darul ‘Adalaah Padang Lawas. This study used qualitative method, which used to find students’ problem and to find the factor that causes the students’ problem. The participants of this research took one class at eleventh grade or about twenty five students as a sample. The data were collected through test about descriptive text, the kind of the text was essay test. The result of this study There were six students reported to have the ability to write in terms of perfect language use without errors, where twelve students and a student faced difficulty mostly in articles, agreements, tense, and constructions. Eleven students experienced ‘good to average’ level. There were seven students categorized in ‘excellent to very good’ level and a student in ‘very poor’ level that faced difficulty in mechanics, such as lack of punctuation, capitalization, and spelling.

Key Words: *Students’ Problem, Writing Descriptive Text*

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ABSTRAK

Penelitian ini dimaksudkan untuk menyelidiki masalah siswa dalam menulis teks deskriptif pada siswa kelas sebelas MAS Darul ‘Adalaah Padang Lawas. Tujuan dari penelitian ini adalah untuk mengidentifikasi permasalahan siswa dalam menulis teks deskriptif pada siswa kelas XI MAS Darul 'Adalaah Padang Lawas, dan untuk mengetahui faktor penyebab permasalahan siswa dalam menulis teks deskriptif pada siswa kelas XI. kelas mas darul 'adalaah padang lawas. Penelitian ini menggunakan metode campuran (mix method), yaitu menggunakan metode kuantitatif untuk menemukan permasalahan siswa dan metode kualitatif untuk menemukan factor penyebab permasalahan siswa. Partisipan penelitian ini mengambil satu kelas di kelas XI atau sekitar 25 siswa sebagai sampel. Pengumpulan data dilakukan melalui tes tentang teks deskriptif, jenis teksnya adalah tes esai. Hasil penelitian ini Terdapat 6 siswa (31,5%) dilaporkan memiliki kemampuan menulis dalam hal penggunaan bahasa yang sempurna tanpa kesalahan, dimana 12 siswa (63,2%) dan 1 siswa (5,3%) menghadapi kesulitannya kebanyakan pada artikel, perjanjian, tense, dan konstruksi. 11 siswa (57,9%) mempunyai tingkat ‘baik sampai sedang’. Terdapat 7 siswa (36,8%) dengan kategori “sangat baik hingga sangat baik” dan 1 siswa (5,3%) dengan kategori “sangat buruk” yang mengalami kesulitan dalam mekanika, seperti kurangnya tanda baca, penggunaan huruf kapital, dan ejaan.

Kata Kunci: *Masalah-masalah Siswa, Menulis teks Deskripsi*

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خلاصة

MAS Darul تهدف هذه الدراسة إلى التعرف على مشكلة الطالب في كتابة النص الوصفي المشكلة التي يواجهها الطالب في دار عدالة العوامل المسببة لمشكلة الطالب Adalaah Padang Lawas. في كتابة النص الوصفي في الصف العاشر لمدرس دار العدالة الطالب في كتابة النص الوصفي في الصف ومعرفة العامل الذي يسبب ، MAS Darul 'Adalaah Padang Lawas الحادي عشر لطالب مشكلة الطالب في كتابة النص الوصفي في الصف العاشر. درجة ماس دار العدالة بادانج الواس. استخدمت هذه الدراسة الطريقة المختلطة، حيث استخدمت الطريقة الكمية لحل مشكلة الطالب والطريقة النوعية للعثور على العامل الذي يسبب مشكلة الطالب. وقد أخذ المشاركون في هذا البحث فصلاً واحداً في الصف الحادي عشر أو حوالي 25 طالباً كعينة. تم جمع البيانات من خلال اختبار حول النص الوصفي، وكان نوع النص اختبار مقال. نتيجة هذه الدراسة كان هناك 6 طالب (31,5%) أفادوا بأن لديهم القدرة على الكتابة من حيث أ الاستخدام المثالي للغة دون خطأ، حيث واجه 12 طالباً (63,2%) وطالب واحد (5,3%) صعوبة 11 طالباً على مستوى "جيد إلى متوسط". كان هناك 7 طالب في الغالب في المقالات والتفانيات والتوتر (57,9%) (5,3%) في "جيد جداً" وطالب واحد v تم تصنيفهم في المستوى "ممتاز إلى (والإنشاءات. حصل) 36,8% المستوى "ضعيف جداً" ويواجهون صعوبة في واحد. 5.3% (في المستوى "ضعيف جداً" ويواجهون صعوبة في

الكلمات المفتاحية: مشكلة الطالب، كتابة النص الوصفي

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, let me say a lot praise, gratitude, honor and glory to ALLAH SWT, the Gracious and the Merciful for giving me the guidance, power, patience, love and ability to finish this research , namely **The Problems Writing in Descriptive Text Of The Elevent Grade Students Mas Darul ‘Adaalah Padang Lawas**. Peace and Salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence that has guide the human being from the bad character in Jahiliyyah era into this era.

It is pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways since the process of this thesis, I got a lot of guidance, helping, inspiration and a warm hugs from people around me. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Special thanks to Mrs. Dr. Eka Sustri Harida, M.Pd., and Mrs. Sri Rahmadhani Siregar, M.Pd., as my advisors who have guided me to finish this thesis, who has given me motivations, ideas, love, warm hugs and warm words, alwo who have patiently see my progress until finishing this thesis.
2. The Rector and the Vises of State Islamic University Syekh Ali Hasan Ahmad AddaryPadangsidimpuan, as the administrators that have accepted me as the university student in State Islamic University Syekh Ali Hasan Ahmad AddaryPadangsidimpuan.
3. The Dean of Tarbiyah and Teacher Training Faculty and Vises that have done the best improved the faculty in creating various activities to increase students’ skill.

4. Mrs. Fitri Rayani Siregar, M.Hum., as the Chief of English Department, I would like to thank you because you had guided and helped me from the beginning till the end of my study.
5. Thanks to all lecturers that have taught, guided, and also given me knowledge and experience that I can't pay it back.
6. Students And Teacher, MAS Darul 'Adaalah Padang Lawas who helped me to finish this thesis.
7. My beloved parents (Mr. Ikhwan Nasir Siregar and Mrs. Yusnia) who gave me birth, live, guidance and support to face this life. Who always love, and pray for me. Who never stop support me to keep moving forward about my study.
8. To my beloved brothers and sister (Tondi Wijaya Siregar, Indah Lestari Siregar, Septia Rahmadhani Siregar, Syakila Putri Wania Siregar). who always support my dreams, loves and give me warm hugs.
9. My Beloved friends (Mhd. Adli Nur Imam, Cicha Agustin Pratiwi, Karmila Hasibuan, Nur Wahida Putri, Nur Janna Pohan, Gustina Alawiyah, Widya Astuti Siregar, Anelsa)
10. To myself, the strong and the weakness me, the person who always want to face all challenges in this life. Thank you becoming this amazing version until I can finish this thesis.
11. My friends in English Education who cheer my whole experience in study from begin till finish.

This thesis can't be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this better.

Padangsidimpun, August 2024
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is generally recognized as a difficult task for almost of EFL students. In addition, this phenomenon might occur because ESL and EFL students, who consider writing is difficult, do not know what and how to write, feel lack of vocabulary, fear of criticism, and want to avoid emotional confusion when they are facing a topic and blank paper. Writing becomes the most difficult skills when it is learned by the foreign language learners. Writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.

There are many factors influencing writing to be a good one such as grammatical, vocabularies, punctuation, and spelling knowledge which must be integrated to be a text. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

Students spend about 12 years in learning English at primary and secondary school, however many of them are still not able to master the language after completing the secondary school. Therefore, they are various

factors that contribute to this failure.¹ For example, learners' learning methods, lecturer's teaching method or approach, perception towards lecturers and language, syllabus, lesson plan and etc. Nowadays, in the age of mass media and electronic communication, the vast majority of verbal information exchange among people takes place through oral communication.

Thus of the four basic skills in language learning which is listening, reading, speaking, writing and speaking seems to be the most important one in terms of judging a learner's effective ability to use the language. Therefore, it is important to understand learners' view and experience in learning this second language in order to identify the difficulties and impediments that they encounter in the classroom.

Writing is one of the language skills that students must acquire. Writing is considered the most important skill in learning English, as writing is considered a productive skill in learning English. By writing, you need to not only properly select vocabulary, sentences, grammar, and paragraph structure to generate and organize ideas, opinion, and emotions, but also transform your ideas into readable sentences.

Writing ability is an essential a part of communication. Writing ability now no longer most effective desires a variety of vocabulary in composting a paragraph, however additionally accurate grammatically. Writing is a questioning process, due to the fact writing may be deliberate and given with

¹Mohd Nor et al., "Students ' Problems In Learning English As A Second Language Among Mdab Students At Uitm," *International Journal of Humanities, Philosophy, and Language* 2, no. 7 (2019): 1–12, <https://doi.org/10.35631/ijhpl.27001>.

an infinite variety of revisions. Good writing talents permit the scholars to talk with readability than head to head conversation.

Writing is important because students need to process their writing skills, especially in relation to the written assignment teachers or lecturer give them. If students are required to write English, students must be proficient in written English. An important topic to learn, writing descriptive text is also important too. The best writers also avid readers, and read regularly and easily to develop writing skills.

What is known in writing as a descriptive or descriptive text become one of the English lesson that a student needs to master. Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. In addition, Descriptive is a paragraph define as a group of interconnected sentences to describe a sensory experience such as how does something look, hear, or taste. Most descriptive texts are written not only about the visual experience, but also about other types of perception.²

Researcher chooses descriptive text than other text in doing this research because there are many reasons. The first, it is far due to the fact one of the only forms of textual content in writing. The second, due to the fact descriptive textual content acquainted with the students and the structure is simple and easy to understand. The third, due to the fact the researcher is curious approximately the studens' ability in writing descriptive text.

² Tiur siburian Asih, "Improving Students' Achievement in Writing Descriptive Text Through Questioning Technique," *Register Journal of English Language Teaching of FBS-Unimed 2*, no. 4 (2013): 30–43, <https://doi.org/10.24114/reg.v2i4.682>.

The fact in the school, when researcher interview to English teacher³, she said some of the students are low in writing ability. Some of the students have some problem in writing especially in writing descriptive text. The students difficult in pronunciation, lack of vocabulary, less in grammar and some of the students are less interested in learning English.

First, the students get difficult in pronounce word. In this case, when the students hear a word, they have difficulty repeating it and still have difficulty in pronouncing it correctly according to the provisions for the correct pronunciation. It because the written form is different from the spoken form in English. It would be a lot simpler to pronounce English if the written form resembled the spoken form more closely. Among the most confusing bits are silent letters –r,l,b,h,k,n,p,s,t and w are silent some of the time.

Second, some students lack of vocabulary because the number of words that students need to learn is exceedingly large and the limitations of source of information about words. They are difficult know meaning of the text. Many vocabularies are one way in writing ability, but in reality some of the students are less in vocabularies. So, if the teacher's explanation about the lesson or give them task to translate they are less understand because they are less to know the meaning what the teacher said and difficult to know the meaning of the text task.

Third, some of the students less in grammar because lack of understanding of grammatical in English, their low understanding of the

³Interview with Mrs Sri Wahyuni Siregar, English teacher of the grade X at MAS Darul 'Adalaah Padang Lawas, On Friday 16 December 2022.

grammar cause difficulty in arranging their writing properly. Fourth, some of the students are less interest in learning English because the students less likely engaged during the learning process because they feel bored in the classroom, which finally hinders the students in understanding the grammar concepts and the use of it.

Furthermore, the researcher had interviewed some of the students of MAS Darul ‘Adalaah and it can be seen from the observation and interview by the researcher during the teaching practice (PPL), in MAS Darul ‘Adalaah. The researcher asked them about what is students’ problem in writing. The common problem of the students in writing are sometimes the students do not know how to spell the written form, in the test, sometimes the students do not now the meaning of the words, also some of the students less understanding in grammar pattern.⁴ So, the researcher can conclude that the problem of the students’ and teachers’ are because students still have low motivation to learn English, students difficult to pronounce the word, some of the students lack of vocabulary and less in grammar.

The students’ problem in writing English can be influenced by lack of vocabulary, lack of grammar, lack of written exercise and ideas. The problem that they mostly face are about how to write, what to be written, and lack of vocabulary words as well as incompetence in structure.⁵ So, in this case the

⁴Interview with Radjasa Hajairin Lubis, student of the grade X at MAS Darul ‘Adalaah Padang Lawas, On Friday 16 December 2022

⁵ Astria Ningsih, “An Analysis of Students’ Problem in Writing Descriptive Text At The First Grade of SMA Negeri 1 Kampar” (Ialamic University Of Riau Pekanbaru, 2021), <https://repository.uir.ac.id/11514/1/176311000.pdf>.

students have a lot learn about vocabulary, understanding of grammar, and always exercise explore their ideas.

Based on the explanations above, the problems faced by students not only comes from students, but also from teachers, sometimes the teacher do not use various method or strategies that interest for the students. So, it makes the students lazy to study. Thus, here the researcher gets interested in conducting the research about “The Students’ Problems In Writing Descriptive Text At Eleventh Grade Mas Darul ‘Adaalah Padang Lawas.

B. Focus of the Problems

Based on the background of the problems above, there are some problems that students faced in writing descriptive text they are; get difficult in pronunciation, lack of vocabulary, less in grammar and still not interested in learning English. So, researcher limited focus the problems on students’ problem in writing descriptive text.

C. Definition of Key Terms

1. Students

A student is a person who goes to school to learn something. Students can be children, teenagers, or adults who are going to school, but it may also be other people who are learning, such as in college or university. Student is the person who learns on the elementary, junior and senior high school whether it is for formal education or informal education.

2. Problem

Problems is generally considered to be as task, a situation, or person. Problems is a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome or any question or matter involving doubt, uncertainty, or difficulty.

3. Descriptive Text Writing

Descriptive text writing is an activity that the writer gives to describe or to share his or her thoughts, opinions, or feelings about what he or she is explaining. Descriptive text is for the characteristic of people, animals, or places. The writer can describe the property in terms of look, feel, smell, or sound.

So, the students problem in writing descriptive text is the matter or difficulty of students in describe about people, animals, or places.

D. Formulations of the Problem

Based on background of the problem above, the formulations are:

1. What are the students' problem in writing descriptive text at tenth grade of mas darul 'adalahh pandang lawas?
2. What are the factor that cause the students' problem in writing descriptive text at tenth grade of mas darul 'adalaah pandang lawas?

E. Objectives of the Problem

Based on the formulation of the problems, the researcher stated the objective on the research as follow:

1. To know the students' problem in writing descriptive text at tenth

grade of mas darul 'adalahh pandang lawas.

2. To know the factors that cause the students' problem in writing descriptive textat tenth grade of mas darul 'adalaah pandang lawas.

F. Significances of the Research

The significances of the research are:

1. To the headmaster of MAS Darul 'Adalaah as supervise the developmentof students' problem in writing descriptive text.
2. To help the teacher in solving students' problem in writing descriptive text of MAS Darul 'Adalaah to supervise the development of students in English learning process.
3. To the students and readers,as information in increase, and to broaden theirknowledge about descriptive text.
4. Another research, to do further same and different research.

G. Outline of the Thesis

The outline of the thesis included in to five chapters, they are:

The first chapter of background of the problem, the focus of the problem, definition of key terms, the formulation of the problem, the objective of the research, the significance of the study, and outline of the thesis.

The second chapter is a theoretical description consist the theoretical of problem in mastery, definition of problem, kinds of the problem in learning, the factors of problem, writing descriptive text , review of related findings and conceptual framework.

The third chapter consists of research design, the location and time of the research, the sources of the data, instrument of collecting data, and the techniques of data analysis.

The fourth chapter as the result of the research that consist of finding, discussion and limitation of the research.

The fifth chapter as the closing that consist of data conclusions and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The nature of Problem

a. Definition of Problem

Problem is something that troubles in somebody's mine. Problem is something that is difficult to deal with or understand.⁶ While in Indonesian dictionary; Problem is something that must be solved; as an inhibitor or inhibiting factor.⁷ So, the researcher concludes that problem is something that always trouble and it is need to be solve.

According to Bozkus, Many problems are encountered in ensuring effective teaching.⁸ When the literature is examined, it is stated that teachers have problems related to personal rights, workload, education system, vocational education, respect, and school climate.

Everyone in this world have problems with differences problems. A gardener have problem in gardening, a teacher have problem in teaching, government have problem in their administration and a student have problem in learning, etc.

In solving problems, human have differences ways or techniques each self. Some of them use a simple technique, and some of

⁶AS. Hornby, *Oxford Advance Learner's Dictionary*, p.921.

⁷A.S. Hornby, p.922.

⁸Kıvanç Bozkus, "Examining the Problems Faced by Teachers," *Journal of Theoretical Educational Science* 3, no. 13 (2020): 506, DOI number: <http://dx.doi.org/10.30831/akukeg.623710>.

them use a research to know what the suitable technique to solve the problems. So, a human must be able to find out the way to solve our problems.

b. Kinds of the Problem

Bulgeski in Sudrajat states that there are three kinds of the problem. They are:

- a) The problem of action is the problem in practicing of the learninglike sport, art, etc.
- b) The problem of transfer of training and understanding is the problem in transferring or understanding the subject of learning.
- c) The problem of forgetting and extinction is the problem in remembering or memorizing the subject that have learn.⁹

Demirkas states that there are four kinds of the difficulties or problems in learning, they are:¹⁰ the problem in understanding, the problem in getting the knowledge and fact, problem in memorizing, and the problem in getting the autotism. Base on the above explanation, the researcher concludes that the kinds of problem is problem in transferring or understanding the subject of learning.

So, it can be concluded the problem is a roadblock in a situation, something that sets up a conflict and forces to find a resolution. It seems

⁹Ahmad Sudrajat, "Kesulitan Belajar Siswa Dan Bimbingan Belajar.

¹⁰Nihan Demirkas, "Defining ' Teacher Professionalism ' from Different Perspectives" 9 (2010): 2047–51, <https://doi.org/10.1016/j.sbspro.2010.12.444>.

like facing something that will be difficult to handle, but it is a question raised for inquiry, consideration, or solution.

c. Students' problem

In learning process especially, there are many things that can become problems for students. Yusup categorize into two categories; internal and external factor. Internal factors can be physic condition and healthy, motivation, while external factors can be the condition of school, family, or social life.¹¹ So, in the learning process, these two factors not only greatly determine the level of students themselves but also from the surrounding environment can shape the character of a student.

Syah says that there are two factors of the problem. They are:

a. Internal factor

Many things can be comes problems for someone if we look from internal factor. Some of them are intellectual quotation (IQ), motivation, talent, hardness, reinforcement, self-confidence, concentration and illness. Sometimes, a student need a motivation for his/her study, or students do not have self-confidences in learning process. All of them can become a problem of learning.

¹¹Munawir Yusup, *Pendidikan Bagi Anak Dengan Problema Belajar* (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2003), p.6.

b. External factor

External factor is the problem that comes from out of students them self like condition of school, teacher, family, or social life. For example; a good teacher can make a good learning, but if the teachers do not able to make a comfortable situation, students can be boring in learning process.¹² External factors are aspects outside that affect its operations, strategy, and success.

So, the occurrence of problems that greatly affect the student learning process where internal factors come from the students themselves and external factors come from their environment.

While Siddiq states that the difficulties or problems in learning can be caused by:

1) Physiologic factor

Physiologic factor is the problem that can be happen cause by the brain does not function well so the nerves unable to transfer the information well.

2) Social factor

Social factor is the problem that is cause by the uncomfortable condition of social like family and social life.

¹²Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT. Raja Grafindo Persada, 2004), p.184-186.

3) Emotional factor

Emotional factor is the problem that is happen in students“ mind like the unlikeness for the subject, less of confidence, laziness and hardness in studying.

4) Intellectual factor

Intellectual factor is the problem that is caused by intellectual quotient.

5) Educational factor

Educational factor is the problem that is cause by learning condition like the teachers’ attention in giving motivation to the students.¹³

So, physiological, emotional, and intellectual factors come from within the students themselves while social and educational factors come from outside such as the environment and the students’ social life.

While Chan et.al.in Westwood state that the problems can be cause by:

1) Inadequate or inappropriate teaching

Appropriate learning for students must be adjusted to the level of ability of the students. Teaching according to achievement or level of ability, is a learning approach the refers to the level of achievement or ability of students.

¹³Fadjar Siddiq, “Faktor-Faktor Penyebab Kesulitan Belajar Siswa,” *Jurnal Kesulitan siswa-Warta Guru* 27, no. 2 (2013).

2) Irrelevant and unsuitable curriculum

Irrelevant curriculum cause of failure to achieve educational targets. The teachers as educators will not able to implement the new curriculum as a whole. No matter how well the new curriculum is being develop, if the spearhead, namely the teacher is not able to embody it in the teaching and learning process properly, then the curriculum cannot run smoothly.

3) Classroom environment

In the learning process the students will automatically interact with their environment. The environment can provide stimulation to individuals. In the process of interaction there will be changes in behavior in individual. Positive and negative changes can occur due to changes in behavior. To get good learning outcoes, it requires conditions of a conducive learning environment that can be seen from the home environment, school of the community of environment. It will create calm and comfort for students more easily understand and study materials or learning materials to the fullest.

4) Socio-economic disadvantage

Condition of socio economic status also greatly affect student learning. The way parents wducated their children is also very influential on student learning. Socio economic to complement student facilities and infrastructure in learning. If

this is not fulfilled, it will result in student learning problems that affect student achievement.

5) Poor relationship between students and teachers

Poor relationship between students and teachers is certainly one of the student's problem in learning. This is not only affects student learning, it is also affects the harmony of relationship between the teachers and students because a warm class can be created from a warm and friendly teacher and student relationship with each other, and student also easily accept the lessons given by the teacher.

6) Poor school attendance

Poor school attendance is one of the problems students have in learning, if a student has poor attendance the lessons they receive are also limited and can be left behind by other students. Therefore students who have the same problem namely lessons that are left behind and difficulty repeating the lessons that received at school.

7) Health problems

The most important thing is health. If the students are in poor health, the students will not be able to receive lessons well, therefore problems in learning will be created because the health is not suitable for receiving the lessons.

8) Less of confidence

Less of confidence is one of the problem in learning especially in learning English, less confidence in speak up. If students have low self esteem and lack of self confidence, the students may have an unbalanced view of themselves and feel doubtful about their abilities or what have to offer. Low self-esteem and lack of confidence can negatively affect people's relationship, work, or studies. Without intervention, it can also negatively impact their mental and physical health.

9) Emotional or behavioral problems

Emotions and behavior really reflect the process of teaching and learning in the whole of education. One that can be assessed is the value of attitudes and behavior of students. If the emotions and behavior are problematic, it will be difficult to get desired result in improving learning and overcoming problems in students learning, especially in learning English.

10) Specific information processing difficulties.

Basically, learning difficulties experienced by students are not always caused by a low level of intelligence. One of the causes of learning difficulties experienced by students can be related to their cognitive abilities. Cognitive ability is the most essential thing and the basic foundation needed by students to process information and problem solving. If the students have

good cognitive abilities, then all information processing and learning processes become easy and fast.¹⁴

So, from all the explanation it can be concluded that the problems of learning are caused by internal factors and external factors. Based on the above explanation, it can be concluded that students' problems mean the problems that are faced by students; they can come from internal or external of students each selves.

2. Concept of Writing

a. Definition of Writing

The definition of writing has several meanings. According to Jhon Langan in his book, that writing is treated as a process.¹⁵ This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.

Therefore, writing is never a one. There are many different definitions about writing given by experts from many resources. According to Axelrod and Coopers writing is a complex process and as such contains elements of mystery and surprise.¹⁶ But we know and believe that writing is a skill that anyone can learn to manage.

¹⁴Peter Westwood, *Learning and Learning Difficulties a Handbook for Teachers* (Hongkong: Acer Press, 2004).

¹⁵ Jhon Langan, *College Writing Skill with Readings (Fifth Edition)* (America: McGraw Hill Companies, 2006).

¹⁶ R. Chooper Axelrod, Rise. B. And Charles, *The St Martin's Guide to Writing*. (New York, 1998).

According to Murcia writing is the ability to express one's ideas in writing form is a second or foreign language.¹⁷ So, writing may be defined as any conventional system of marks or signs that represents the utterances of a language.

According to Harmer writing as an activity consisting of a member of processes a writer has to go through in order to produce in its final form for a wide variety of purposes.¹⁸ Writing is a way for students in all content areas to make meaning for themselves as well as to learn how to think and communicate in their particular domains. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

From some opinion above, it can be concluded that writing is an act, or process of building the large unit of ideas, thinking, and feeling that expresses thought graphic symbols, to form word, sentence, and paragraph. Writing is a part of language skill, which requires and elliptical ability in order to construct a brief and a good order of sentence.

b. The components of Writing

The good writing skill can be analyzed to group and varied skill.

Heaton divided component of writing into five main areas. The are

¹⁷ C. Marianne. Murcia, *Teaching English as a Second or Foreign Language*. (Buston: Heinle Publisher, 2001).

¹⁸ Jeremy Harmer, *How To Teach Writing* (England: Person Education Limited, 2007).

content, organization, grammar, vocabulary and mechanics.¹⁹

1) Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing:

- a) Unity The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentence and each or very supported sentences are related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.
- b) Completeness Writing is said to have completeness if the main idea has been explained and developed fully. Completeness. The controlling idea is developed thoroughly by these of particular information. It is relative to know how complex or general the topic sentence by having a complete writing. It is expected that the content of writing will be clear and understandable for

¹⁹ J.B. Heaton, *Writing English Language Tests: Longman Handbook for Language Teachers (New Edition)* (London: Longman Group UK Ltd., 2000).

readers.

2) Grammar

Grammar plays important roles in the writing, in governs utterances that we produces to be right and orderly. Therefore it also has great influnce on the quality of writing. In order to have a good grammar in writing, writer should pay attention to the use of grammatical rule concerning rense, etc. The lack of good grammar will make the content of writing vague and can make misunderstanding, for example the use of tenses.

3) Vocabulary

Vocabulary is one of language aspect dealing with the process of writing. The writer always thinks about putting words into sentence and the putting sentences into paragraph until they can create a piece of writing. It is clear now that we cannot write or express our ideas if we do not have vocabulary. Someone who lack of vocabulary will be difficult to compose what they are going to express. Therefore, we cannot understand the writing passage without having a lot of vocabulary but appropriate words will help writers to compose writring.

4) Organization

Organization is the ability to drvrlop ideas and topic which is relevant in a united form. On the other hand, it concerns with the ways through writer arrangers and organizes the ideas in order the

message in the words. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern

5) Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanics in writing will make readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are as follows:

a) Capitalization The use of capital letters can clarify the ideas.

Capital letters call attention to certain special work, as well as to words that begin sentences. There are specific rules for capitalizing words. The words which are capitalized at beginning of : the name (e.g. A. E. Hari) And title (e.g. The Secret of Moon), months (e.g. October), days (e.g. Monday), and holidays (e.g. Memorial Day), name of organization (e.g. Democratic Party) and institution (e.g. UIN Syekh Ahmad Addary Collage), etc.

b) Punctuation

Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to

each other.

c) Spelling

It is very important rule follows in using spelling appropriately. Using of spelling has three rules; they are suffixes addition such as adding gerund or present participle, plural formation, and the change of certain words.

So, all of the components of writing used to composing and associated with discourse type from the writers' viewpoint as it relates to situation, and easily understood in writing.

c. Types of Writing

There are four basic types of writing students will learn as class become more writing intensive. The types are:

1) Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story

2) Descriptive

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

3) Expository

Expository is to the point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarification.

4) Persuasive

Persuasive is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him or herself with evidence so that the reader will agree with him or her.

So, in this research the researcher only focus in descriptive writing to find the students' problem in writing descriptive text.

d. Process of Writing

Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing. Although they will often overlap, and sometimes students will move back and forth between them, the writing process can generally be broken down stages. When a student learns to internalize the 5 steps of

the writing process, he or she will likely produce a logical and well-written composition. The five steps towards creating or identifying your personal writing process.

- 1) Prewriting: This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.
- 2) Drafting: Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.
- 3) Revising: Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.
- 4) Editing: At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.
- 5) Publishing: In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

So, all of the process of writing refers to steps most writers take in creating a finished written product to make the writing is good and systematically from ideas or assignments to a complete text.

3. Concept of Descriptive Text

a. Definition of Descriptive Text

Description is a written English text in which the writer describes an object.²⁰ In descriptive text, the object that will describe it can be a concrete object or it can be an abstract object too. It can be like a person, an animal, a thing, or it can be a place. It can be any theme of topic that you want to describe. Descriptive text is the text that contains the structure from identification to description of two element or the generic structure where the writer introduce the topic first, then describe the identification or the characteristic of the topic.

Descriptive text is a simple text that describes a single location/place, person, object, and things.²¹ The purpose of this type of text is a description of a particular thing, animal, person, or something that occurs in nature. Descriptive text is a process of bringing together our feeling or ideas, information, to become a text that describes detail information about the thing, person, animal or place.

Descriptive text is a type of text which is used by the writer or speaker to describe particular thing, person, animal, place, and or

²⁰ Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 89.

²¹ Sri Rahmadhani Siregar, "Students' Descriptive Text Writing in Experiential Function Realization," *English Journal for Teaching and Learning* Vol. 09, no. 01 (2021): 63–76, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ/article/view/2683/2073>.

event to the readers or hearers.²² A description can expand the experience of life. The meaning of description is to describes a word picture; Readers can picture objects, places, or people in their mind. Descriptive writing appeals to the senses, so it tells about the look, feel, smell, taste, and sound of something.

Descriptive text is also considered a text that explains an object. The object can be anything. It can be concrete object such as person, animal, place, etc. it can be an abstract object such as opinion, idea, love, hate, belief, etc.²³ So, from all of the definitions of descriptive writing above, the researcher concluded that descriptive writing is a text describing or identifying a person, thing, or place made up of specific and specific characteristics of things and people. Although it sounds simple, students still find it difficult to write a descriptive paragraph.

b. The Generic Structure of Descriptive Text

The texts should have the generic structure. There are two main parts in a descriptive text such as identification and description.²⁴ When writing descriptive text, we need to use generic structures to make our writing authentic. The generic structures of descriptive text are:

²² Eko Noprianto, "Student ' s Descriptive Text Writing in SFL Perspectives," *IJELTAL: Indonesian Journal of English Language Teaching and Applied Linguistics* Vol. 2, no. 1 (2017): 65–81, <https://www.ijeltal.org/profile/Eko-Noprianto-2/publication/321713>.

²³ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2017).

²⁴ Abrar Rianda, *Thesis*, "The Ability of The Second-Year Junior High School Students in Writing Descriptive Text," UIN Ar-Raniry 2020, <https://repository.ar-raniry.ac.id/id/eprint/13893>.

1) Identification

Identifiable information includes an introduction to the people, animals, places or object to be identified. The identification introduces and identifies all or any of the phenomena described. Its function is for the reader to introduce what will be discussed. As in the direction of other genres, the defining part is usually placed in the first paragraph. This is an introduction for the reader to read the next paragraph.

2) Description

Description includes describe more detail of something like an person, thing, place or animal by describing its characteristic, shape, color, or anything deatil related to the object what the author describes. The function of descriptive text is to describe more detail the object, the qualities and the characteristics of the object. It is placed after the next identifier or segment until the last segment.

Example of Descriptive text with the generic structure:

Table II. 3
Example of Descriptive Text

Title	Bahal Temple
Identification	In the southern part of Tapanuli, precisely in North Padang Lawas, there is a temple building which has historical value. People call it Bahal Temple, Bahal Monastery, or Portibi Temple.
Description	This Vajrayana Buddhist heritage building is located in Bahal Village, Padang Bolak District, Portibi, North Padang Lawas Regency, North Sumatra, about 3 hours' drive from Padangsidimpuan City or about 420 km from

	<p>Medan City, the capital of North Sumatra. Reporting from ponselwisata.com, this Bahal or Portibi Temple is estimated to have existed for thousands of years. Some say this temple was built by the Hindu King Shiva of Tamil who ruled from South India. However, other experts say the existence of this temple is related to the Pannai Kingdom, which is the glorious existence of the Sriwijaya Kingdom. This temple is estimated to have been built in the 11th century. Bahal itself is taken from the name of the local village. Meanwhile, Portibi, in the local Batak ethnic language, means world or earth. Thus, this temple has a special and unique name as the World Temple. Experts revealed that the three temple buildings found in Bahal were part of 26 temples spread across North Padang Lawas, South Tapanuli. Because of its location in the middle of a large field, local people often call it Padang Lawas Temple or "Temple in a Wide Field". The Bahal Temple complex consists of three temples which are about 500 meters apart. A few kilometers from Bahal Temple, Pulo Temple Complex is also found. The Bahal Temple complex is located on the banks of the Batang Pane River.</p>
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c. The purpose of Descriptive text

According to Clouse the purposes of descriptive text are to certain, to express feeling, to relate experiences, to inform a reader unfamiliar with the subject and to persuade the things that describe in detail.²⁵

From the generic structure of descriptive text above, the researcher can describe about the purpose of descriptive text below:

²⁵ B. F. Clouse, The Student Writer: Editor and Critic (6th edition), New York, McGraw-Hill Companies, Inc.

1. To identify a particular person, things, and place, or the object by introduce the in formation of the object.
2. To describe a particular person, things, and place after introduce the specific information of the object by describing detail characteristics or the part of the object.

d. The language Features of Descriptive Text

Besides the generic structure and the purposes, descriptive text also has the language features that will support formed a descriptive text. The language features of descriptive text are composed into some parts, such as follow:²⁶

- 1) It must focus on the specific participant.

When describing something in a descriptive essay, you should focus on a single theme, for example: Borobudur temple, a cat, my new house, etc. This means that the description text should focus on the description of an existing participant. It also helps the reader focus in general on a topic.

- 2) The use of simple present tense

The simple present is one of the most commonly used tenses in descriptive writing. The present simple expresses daily routine or usual activity. It is also used to describe general statements, negative, or question about actual actions. The most common expressions of time in the simple present are: usually, always, never, every

²⁶ Alifvia Dias Mawar Diana, *Thesis*, "An Error Analysis of Language Features in Writing Descriptive Text of The Tenth Graders at SMAN 1 Balong Ponorogo" (IAIN Ponorogo, 2021), <http://www.etheses.iainponorogo.ac.id>.

Wednesday, Wednesday, twice a week, once a month, usually, every other day.

Azar states there two forms of the simple present tense, such as:²⁷

- a. Simple present of verbal form

Table II. 1
The Form of Verbal Simple Present Tense

	THE VERBAL FORMS OF SIMPLE PRESENT TENSE
STATEMENT	I- You- We-They work She- He- It works
NEGATIVE	I- You- We-They do not work She- He- It does not work
QUESTION	Do I- You- We-They work Does She- He- It work

- b. Simple present of nominal form

Table II. 2
The Forms of Nominal Simple Present Tense

	THE NOMINAL FORMS OF SIMPLE PRESENT TENSE
STATEMENT	S+ to be(is, am, are)+ N/Adj/Adv I am a student
NEGATIVE	S+ be (is, am, are)+ not+ N/Adj/Adv I am not a student
QUESTION	be (is, am, are)+ S+ N/Adj/Adv Am I a student?

3) The use of noun phrase

²⁷ Azar, *Fundamental of English Grammar*, 3rd Edition, (America: Longman Group Limited, 2003), p.4.

A noun phrase is a group of words that come together to name and describe a person, place, thing, or idea. When we consider the structure of the written word, we treat a noun phrase the same way we treat a regular noun. Like all nouns, a noun phrase can be a subject, object, or complement.

This means that in order to visualize the characteristics of the subject or object, the writer must organize the present noun phrase, such as '*Latifa has bright eyes*'. From the previous example, this shows that bright indicates as an adjective while eyes indicates as a noun that a containing word is followed by an adjective that can be called an adjective sentence.

It concludes that noun phrase as a group of two or more words that function as the subject, object, or preposition in a sentence. The sentence is led by a noun and joined by one or more complements that can come before or after the noun.

4) The use of auxiliary verb

An auxiliary verb or helping verb as it is also called is used with the main verb to help express the tense, mood, or tone of the main verb. The main auxiliary verbs are to be, to have, and to do. Auxiliary verb also a verb that adds functional grammatical meaning to the clause in which it occurs, so as to express tense, aspect, modality, voice, emphasis. Auxiliary verbs usually accompany an

infinitive verb or a participle, which respectively provide the main semantic content of the clause.

They appear in the following forms:

To Be: am, is, are, was, were, being, been, will be

To Have: has, have, had, having, will have

To Do: does, do, did, will do

5) The use of linking verb

A linking verb is used to re-identify or to describe its subject. A linking verb is called a linking verb because it links the subject to a subject complement. This includes using being (is, am, are) to write a noun sentence. It is used to create a link between the subject and the complement. Example: "she is my best friend". The linking verb is used to redefine or describe its subject. A linking verb is called a linking verb because it links the subject to an object.

Example of linking verb:

1) Cica is my best friend

(the subject Cica **is** re-identified as a best friend)

2) Cica is thirsty

(Cica **is** describes as thirsty)

3) The **seems** drunk

(subject complement to describes. It is an adjective)

On the basis of the above explanation, the researcher concludes that there should be certain requirements on the linguistic characteristics of

the descriptive text. The descriptive text must have specific characters: use the present simple, use the process of allocating and defining, focus on a particular participant, and use descriptive adjectives to form a nominal group.

B. Review of Related Findings

The Research is shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are first Based on the results of the study it is suggested that English learning should be packaged in such an interesting way that makes the students more motivated in learning English.

The first is by Khadijah, based on the result The students ability in academic writing can be categorized as good. It can be proved with their mean score that reaches the score 81.02.²⁸ Some students still faced various problems in doing their academic writing text in each category of common issues that are plagiarism with percentage 23%, grammatical error with percentage 25%, lexical difficulties with percentage 25%, and lack of planning with percentage 27%.

The second is by Pratiwi, The data shows that the language use and vocabulary were the most difficult aspect for the students.²⁹ In their

²⁸ Khadijah, "An Analysis of Students' Problems in Academic Writing At English Department Students in 2019 Academic Year of Unismuh" (Muhammadiyah University Of Makassar, 2020), https://digilibadmin.unismuh.ac.id/upload/11679-Full_Text.pdf.

²⁹ K. D Pratiwi, "Students' Difficulties in Writing English : A Study at the Third Semester Students of English Education Program At University of Bengkulu," *E Journal Universitas*

composition in language use aspect there were still major problem in arrangement, tense, number, word order/ of fragments, deletion and meaning confused or obscured. In vocabulary aspect, the students composition still limited range, frequent error in choice of words and the meaning confuse obscured. In content aspect, most of students have criteria Good to Average.

The third is by Ismayanti and Kholiq, The students' difficulties in writing descriptive text at tenth grade students of SMAN 1 Sukodadi are:³⁰ The generic structure, in grammar, in spelling. The factor that caused the students' difficulties in writing descriptive text at tenth grade students of SMAN 1 Sukodadi are: Lack of proficiency in the text production skills, and Lack of knowledge relating to the subject content of the script to be written.

From the above related results, it can be concluded that there are some most common students' problem faced by students in writing text, especially descriptive text writing. However, there are similarities between previous studies and the present study that analyzed the students' problem in students' handwritten passages. Indeed, in this research, the researcher analysed all the problem in writing descriptive text at the eleventh grade students of MAS Darul 'Adaalah Padang Lawas.

Bengkulu 1, no. 2 (2016): 1–13,

<https://ejournal.iainbengkulu.ac.id/index.php/linguists/article/viewFile/106/101>.

³⁰ Eni Ismayanti and Abdul Kholiq, "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text," *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 7, no. 1 (2019): 10–20, <https://doi.org/10.35194/jj.v7i1.534>.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

A. Place and Time of the Research

This research conducted at Mas Darul ‘Adaalah Padang Lawas. It was located at Jl. Sibuhuan Gunung Tua, Ps. Latong Kec. Lubuk Barumun, Kabupaten Padang Lawas, North Sumatera. Specifically, the place of the research was at XI grade. The research conducted from November 2022 until December 2023.

B. Kinds of the Research

This research is used qualitative research. The researcher describes the students’ problem in writing descriptive text. This research directed to determine the nature of a current situation in time when the research is done.

In this research, the researcher described the whole of students’ perspectives and problems coming from their experience in writing descriptive text. The researcher described the students’ lamentations and arguments about their problem in writing descriptive text.

The result of research describes transparently without any pressuring from researcher. Every single response of students explained naturally. No intervention involved to make change to the students’ problems. The students’ problem explore in natural settings.

C. Participants of the Research

The participants of this research were selected by a simple purposive sampling technique to identify students' problem in writing descriptive text Mas Darul 'Adaalah Padang Lawas. The researcher chose this technique because this research had a specific criterion to get sample objectively. And the researcher took one class at eleventh grade or about 25 students as a sample.

D. Instrument of Collecting Data

The instrument of the research was the tool or equipment used by the researcher to get or collect data that needed related to the study. Some instruments can be used by researchers such as observation, interview, questionnaire, checklist, documentation, and so on. To reach the aim of this research in collecting valid data, the researcher used tests and questionnaires.

1. Writing Test

Writing Test is used in this research is intended to get the data of the students' problem in writing descriptive text. The researcher analyzed the student' texts based on the features of problem in writing in terms of elements to the research questions. The type of the test is essay test. The aspects that analyzed from the test are mentioned below:

Table III. 4
Indicators of Student's Problems in Writing Descriptive Text³¹

Aspect	Performance description	Score
Content - Topic - Details	The topic is complete and clear and the details are related to the topic	(i) Excellent to very good = 30-27
	The topic is complete and clear but the details are almost related to the topic	(ii) (Good to average = 22-26
	The topic is not clear and the details are not related to the topic	(iii) Fair to poor = 21-17 (Very poor = 13-16 (iv) Very poor = 13-16
Organization - Identification - Descriptions - Conclusion	The identification, descriptions and conclusion are understandable	(i) Excellent to very good = 20-18
	The identification, descriptions and conclusion are almost understandable	(ii) Good to average = 17-14,
	The identification, descriptions and conclusion are difficult to understandable	(iii) Fair to poor = 13-10, (iv) Very poor = 9-7
Vocabulary -word choice -word mastery	The word choice vocabulary and word mastery are understandable	(i) Excellent to very good = 20-18,
	The word choice vocabulary and word mastery are almost understandable	(ii) Good to average = 17-14
	The word choice vocabulary and word mastery are difficult to understandable	(iii) Fair to poor = 13-10, (iv) Very poor = 9-7
Language -present tense -action verb -word structure	The language features and word structure are understandable	(i) Excellent to very good = 25-22,
	The language features and word structure are almost understandable	(ii) Good to average = 21-18
	The language features and word structure are difficult	(iii) Fair to poor = 17-11 (iv) Very poor = 10-5

³¹ Jacobs, H. L., Stephen, A., Zinggraf, D. R., Wormuth, V., Faye, H., Jane, B., *Testing ESL Composition: A Practical Approach* (Rowley: Newbury House Publishers, Inc, 1981).

	to understandable	
Mechanic -Spelling -Capitalization -Punctuation	The spelling, capitalization, punctuation are understandable	(i) Excellent to very good = 2
	The spelling, capitalization, punctuation are almost understandable	(ii) Good to average = 4
	The spelling, capitalization, punctuation are difficult to understandable	(iii) Fair to poor = 3 (iv) Very poor = 2.

Adopted from Brown (2004)

The competency in writing sub-skill was evaluated on the basis of scoring rubric by Jacobs et al (1981) five components. It is included: (1) Content, e.g.; (2) Organization, e.g., (iii) Fair to poor = 13-10, (iv) Very poor = 9-7; (4) Language use, e.g. (i) Excellent to very good = 25-22, (ii) Good to average = 21-18, (iii) Fair to poor = 17-11, (iv) Very poor = 10-5; (5) Mechanics, e.g. (i) Excellent to very good = 2, (ii) Good to average = 4, (iii) Fair to poor = 3, (iv) Very poor = 2.

2. Interview

To get the complete data about the student' problems in writing descriptive text, the researcher used an interview instrument. The researcher did interview with the English Teacher of MAS Darul 'Adaalah Padang Lawas.

E. The Technique of Collecting Data

To get the valid data of this research, the researcher used tests and interview. Some procedures that done by the researcher are:

- 1) The researcher took 1 class or about 25 students from the population.

- 2) The researcher gave test in the form of asking the students to write descriptive text.
- 3) The researcher analyzed the students' writing descriptive text to get information about their ability in writing.
- 4) The researcher gave questionnaires about students' problems in writing descriptive text.
- 5) The researcher analyzed the answers of the students from the interview.
- 6) The researcher calculated and percentage the students' answer from the interview based on each category problem.

F. The Technique of Data Analysis

The next action after collecting the research data is to analyze the data using technique. Patton explained that data analysis is the process of arranging the order of the data, organize into a pattern, category, and description of the basic unit. The steps of data analysis were described in the following paragraphs. Miles and Huberman stated there are four components of data analysis, they are data collection, data display, data reduction, and conclusion; drawing and verifying.³²

- a. The students' problem in writing descriptive text analyzed and the first was data collection form an interactive and cyclical process.

³² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, second edi (London: SAGE Publications, Inc., 1994), <http://www.theculturelab.umd.edu/uploads/1/4/2/2/14225661/miles-huberman-saldana-designing-matrix-and-network-displays.pdf>.

b. The researcher steadily move among this four nodes during data collection.³³

c. The students' problem in writing descriptive text described

After the answers of students' questionnaires collected, the researcher will analyze the students' problems in writing descriptive text. Techniques of data analysis in the questionnaire received were done in some steps:

1) The students' problems in writing descriptive text will score and calculate.

Table III. 6
Score of Students' Answer in Questionnaire

Items Score	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

2) The students' problems based on the category will scored

3) The students' problems will percentaged and described.

³³ Miles and A. Michael Huberman, *Qualitative Data Analysis*, p.12.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Findings

This study was mix method. This study used descriptive design. The participant of this research was at eleventh grade or about 25 students as a sample. The instrument of this research was writing test and questionnaire. In this research, the learning material was focused on students' problem in writing descriptive text. The researcher asked the students to write a descriptive text. After finished, the researcher collected student's writing decriptive text. Then, the researcher analyzed the data. The complete description describe from:

1. The students' Problem in Writing Descriptive Text at Tenth Grade of MAS Darul 'Adalahh Padang Lawas

In this stage, the findings, which have been collected through analyzing the documents that were composed by the students' descriptive writing text in the terms of content and organization, are reported. In discussing those two components, the researcher refers to the related theory. The researcher analyzed and categorized the students' text using adaptation rubric of descriptive writing from Brown. The researcher found that the levels of the students' writing were excellent and good. The result of the students' descriptive writing in the terms of content and organization was shown below.

It can be seen from the table above that there were six students were labeled in excellent level and nine students classified in good level in the terms of content and five students in poor level in the term content. In composing descriptive text, the students need to carry out the content as the central part in writing. The content put emphasis on the logical elaboration of the ideas which is described by the writer. It will facilitate the reader get the main point of the text easily.

a. Contents

From the first result of this study which concentrates on the content, it can be concluded that the students who were in excellent writing text have addressed the topic clearly; the writer also developed the topic by describing a concrete supporting details. There were ten (10) student in very goods category and ten students in good category. While a good descriptive text has clear topic, but the development of the topic are almost interconnected so the text is somewhat of the topic. One of the tittles which got excellent level in term of content was “Cristiano Ronaldo”. It was taken from student 4. “if you like watching football, you must be familiar whit Cristiano Ronaldo. He is my favorite football player. He come from Portugal, he has an athletic body whit a height is of 180 centimeters and a weight is about 75 kilograms .” [Par 1]

The researcher also showed another text which consists of excellent level in term of content. The text was the part of the student

5 writing descriptive text. It presents bellow. The title of this text was “Neymar Junior” “if you like watching football, the most familiar with Neymar Junior. He is my favorite football player. He comes from Brazil.” [Par 1]

While the researcher obtained text which consists of good level in term of content. The title of this text was “My Best Friends”. It shows that. “we are in the same school, everyday we are together in Boarding School Darul Adaalah. They are funny and we are laugh anywhere. We are best friend from sanawiyah until now and I love them.” [Par 2]

b. Organization

Furthermore, there were three students who were labeled in excellent level and four students classified in good level in the terms of organization. In constructing descriptive writing, the students have to take notice towards the organization of the text. This is significant because in creating descriptive text, the indicator whether the text is good or not can be remarked in the essay that is consistently written in coherence by using linear outline of organization.

c. Vocabulary

The researcher also showed another text which consists of poor level in term of vocabulary . The text was the part of the student 19 writing descriptive text. It presents bellow. The title of this text was

“my friend”. My friend, her name is Rahmita Siregar. She likes ice cream, her hobby is write and her dream is a doctor. She is a second daughter from four in our family. She likes rose, she likes color black, green, blue, red. She likes fruits and she likes healing, her favorite food is rice. [Par 1]

d. Language

The researcher also showed another text which consists of poor level in term of language . The text was the part of the student 20 writing descriptive text. It presents bellow. The title of this text was “my friend”. My friend, her name is Rahmita Siregar. Some of the students made error in the language features of descriptive text. One of the language features of descriptive text is make a simple present tense, but some students still made past tense like the to be was it can be change in to present. Christian Ronaldo was my favorite football player and I like him so much because he was the best player in his team[Par 2].

There were some techniques to conduct the data in this study. First, the researcher examined and evaluated the students’ descriptive writing text. The researcher will scan the writing product carefully. Second, the researcher classified the students’ descriptive writing text in the terms of content and organization by using adaptation rubric of descriptive writing. The researcher will highlight the sentences using symbol or sign which created by the students. Since the criteria had

been set in the rubric, the researcher can expose whether their ability in constructing content and organization are excellent, good or poor. Last, the researcher explained the result of this study. The researcher will interpret the data based on the criteria in the descriptive writing rubric deeply.

Table IV. 7
The Category of Students' Writing Descriptive Text

No.	ID	Indicator of the test
1	Student 1	Excellent
2	Student 2	Good
3	Student 3	Excellent
4	Student 4	Excellent
5	Student 5	Excellent
6	Student 6	Good
7	Student 7	Excellent
8	Student 8	Good
9	Student 9	Good
10	Student 10	Good
11	Student 11	Excellent
12	Student 12	Excellent
13	Student 13	Good
14	Student 14	Good
15	Student 15	Poor
16	Student 16	Good
17	Student 17	Good
18	Student 18	Excellent
19	Student 19	Poor
20	Student 20	Good

The performance of different variables in students' writing competency namely content, organization, vocabulary, language use, and mechanics was analyzed separately.

e. Mechanics

Mechanics aspect average score was 4.0 with the highest score was 5 and the lowest was 3. It indicates that the students' scores in the

part of content mostly found in ‘excellent to very good’ level, which contained 20 students. The next most positions were on the level of ‘good to average’ with the total number of participants was 4 and also 4 students experienced the level of ‘fair to poor’.

The next research finding is clearly shown that most students experienced ‘excellent to very good’ when they write in organization sub-skill included 12 participants, 7 participants had ‘good to average’, and no one students experienced ‘fair to poor’ and ‘very poor’ level. In the vocabulary type of sub-skills, it is found none of them had low scores, being almost entirely at the level of ‘excellent to very good’ with 14 participants and 5 participants was in ‘very good to average’ level. According to the table above, the student’s performance in language use mostly found on ‘good to average’ position with the total number of participants were 12. There were 6 participants experienced the ‘excellent to average’ level and 1 participant experienced ‘fair to poor’ level in language use aspect. In the sub-skills of mechanics, the table shows the students’ performance mostly remained ‘good to average’ in total of 11 participants, whereas 7 participants experienced ‘excellent to very good’. There was a single participant experienced ‘fair to poor’, and no one experienced ‘very poor’ in writing by following the correct mechanics system.

2. The factors cause the students' problem in writing descriptive text

There are many factors cause the students' problem in writing descriptive text. In this research the researcher focuses the cause students' problem based on the class condition in the school, learning media that teacher use in teaching, delivering material, students' interest in learning English, and limited hours for teaching.

1. Class condition

One of the factors that influences students' problems in learning English is class conditions. Good classroom conditions will make students comfortable in learning as well as teachers will find it easy to teach and provide material to students. According to the results of interviews with English teachers, class conditions are very influential in the English teaching and learning process. Class conditions according to the interview results were happy, conducive and comfortable. because comfortable class conditions will make it easier for students to receive the material provided by the teacher.

2. Learning Media

The next factor is learning media. Learning media also has a big influence on students' learning problems. Using appropriate media can help students learn. There are two types of learning media, namely modern and traditional. An example of traditional media is still using old teaching techniques, namely the lecture method using books, while an example of modern media is using

more sophisticated electronic devices such as laptops, speakers, infocus, etc. In an interview with the teacher, the MAS Darul Aadalah school uses modern and traditional media, namely by not eliminating textbooks as a syllabus and sometimes using laptop media so that students don't get bored and are enthusiastic about learning English.

3. Delivering Material

In conveying the material, what is meant is the method or methods of a teacher so that the material to be delivered reaches the students and is easy to understand. Meanwhile, according to the English teacher, he delivers the material with implementation projects and practices, where delivering the material is active speaking and writing. So far, teachers still have no difficulty in providing material, meaning that all students are expected to be able to write and speak so that the delivery of the material can be understood easily. One method or way to deliver good material is to apply media such as modern media in the teaching and learning process.

4. Students interest in Learning English

Students' interest in learning English also greatly influences students' problem factors in learning English because if from the start students are not interested in English then there will be no effective delivery of material between teachers and students or in

other words there will be no reciprocity between teachers and students. student. Students who are interested in English will diligently deepen their vocabulary so they can learn grammar better. According to the English teacher MAS Darul Aadalah, the majority of students are still active and interested in learning English, although sometimes there are still errors in grammar or word order or how to pronounce English which is different from Indonesian.

5. Limited Hours for Teaching

Limited time also greatly influences students' problems in learning English because the material presented according to the English teacher is sometimes still insufficient and each meeting still does not fully discuss one material. According to the English teacher at this school, the time to study English is only four hours a week. So this factor really influences the completion of learning English.

So, all of the factors above influence the students' problems in learning English. And this factors are related to each other, such as if many students choose the interest in learning English factor alone, then delivering the material will not reach the students and make students get low grades in the English lesson.

B. Discussion

The discussion was consists of the compare between this research with another research.

The first by Wijayati, The researcher found that the levels of the students' writing were excellent and good.³⁴ Based on the findings of the data in this study, the result of the high achievers students in writing descriptive writing text can be concluded that First, the content of descriptive text composition written by high achievers students of the 3rd Semester was categorized into 2 grades: excellent and good level. There were five students who were labeled as excellent and two students belong to good level. Their composition exposed that their competence in writing descriptive text is good enough.

The writers constructed their idea clearly. They could create their idea by giving coherent supporting details to make their text easy to figure out. Second, the organization of descriptive composition written by high achievers students of the 3rd Semester was classified into excellent and good level. There were four students who are placed in good level and three students are grouped in excellent level. The students' compositions show that they were almost clear in organizing the generic structure of descriptive writing text. They give explanation their idea in brief details. The supporting details are reliable with main idea.

³⁴ N L Wijayati, "An Analysis of Students' Content and Organization in Writing Descriptive Text," *Retain* 7(2019):40–47, <https://jurnalmahasiswa.unesa.ac.id>.

The second by Pongsapan, This research indicated a significant influence on the use of movie trailers to improve writing skills. Movie trailers media can foster students' resolution in telling stories in writing based on the imagination that comes after watching.³⁵ English teachers are expected to implement a movie trailer as one of the strategies to improve the students' writing ability. The researchers suggest the English teacher choose an animated, exciting, and funny movie trailer to make the students interested in watching. The teacher should set up a good relationship with all the students. A good atmosphere in the classroom reinforces the students' motivation to be successful in their learning. It is recommended for future research on movie trailers use to prepare a list of vocabulary throughout the treatments to enable students to answer the question.

The third is Shannora et al, Measuring student competence in writing through an online platform is very helpful for teachers and students to interact with each other.³⁶ According to the process of the language learning system through online application helps teachers work easier and faster in correcting students' scores. The result of the present study showed that most of the TOEFL top score in English Department batch 2019, Faculty of Cultural Sciences, Universitas Sumatera Utara students experienced high level of writing components. The present study also

³⁵ Nehru Pasoloran Pongsapan and Andi Anto Patak, "Improving Content, Organization, Vocabulary, Language Use, and Mechanics Using Movie Trailer Media," *International Journal of Evaluation and Research in Education* 10, no. 2 (2021): 728–37, <https://doi.org/10.11591/ijere.v10i2.21162>.

³⁶ Tania Tita Shanorra, Rudy Sofyan, and Desri Maria Sumbayak, "A Writing Skill Assessment of the First Semester English Department Students of the Universitas Sumatera Utara," *Bahas* 32, no. 3 (2021): 181, <https://doi.org/10.24114/bhs.v32i3.27946>.

reveals that the most dominant level writing was ‘excellent to very good’. The second most dominant level of writing was ‘good to average’ and ‘fair to poor’ was the third most. The last was the ‘very poor’ discovery on the significant components of students’ writing skill. The students are proficient in vocabulary, but almost less proficient in the component language use and mechanics. The author would like to provide some recommendations in increasing the speed of using online media platforms in the language learning process, the instructions on the platform should provide clearer and more complete explanations in directing students use online learning strategies, teachers must be more involved in correcting student scores as a whole, and teachers should control student activities in emphasizing the motivation of providing peer feedback.

So, from the result in this research with other have similarities in the types of students problem and the result of category dominant was good. The students’ compositions show that they were almost clear in organizing the generic structure of descriptive writing text. They give explanation their idea in brief details. The supporting details are reliable with main idea.

C. Threats of the research

In this research, the writer believed that there were many threats. It Started from the beginning of the title until the end of the research. This research was so far from perfect. While doing this research, there were so many threats of time because the students have many activities to do and

they have so many task to do too. Therefore, the researcher give medium time to students while do the test.

So they did not do it well and seriously. But because of the time the researcher just took out the answer sheet and did not care it. The researcher was aware that all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been done because the helping from the entire advisors and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research as follow:

1. The students' problem in writing descriptive text was the mean of the student's score in content, organization, vocabulary, language use, and mechanics aspects. The student's result in writing descriptive text was in good category and most of students' problem in the use of tense.
2. The factor that cause the students' problem in writing descriptive text based on the result of interview and students' questionnaire at tenth grade of mas darul 'adalaah pandang lawas were Class condition, Learning Media, Delivering Material, Students interest in Learning English, and Limited Hours for Teaching and Learning.

B. Suggestions

After explained of the conclusion above, the researcher wants to give the suggestions concern with the result of the research. It can be seen as follow:

1. On this occasion, the researcher hopes that other researcher will conduct a research related to the topic study, especially to find out other students' problem in descriptive text.
2. The English teacher motivates the students to improve students' ability in writing genre especially in descriptive text. So, the students cannot make errors again for the next time.

C. Implication

Proper of student's problem in writing descriptive text leads lecturers to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Studying the nature of students' problem enables English language lecturer and researchers to have a better understanding of the areas where students face the most difficulties while writing. Being aware of learner students' problem not only introduces teachers to the knowledge of learner's language, but also helps discover the subtle aspects of learning and teaching of a second language. At the same time, studying learner errors involves approaching learning in an intimate way thus enabling teachers to promote appropriate pedagogical tools through understanding the nature of that language.

In addition to the identification and description of students' problem, it is also important to correct them. The sources and the types of students' problem determine what sort of feedback the teacher might receive since errors provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of students' problem function as facilitator in language teaching in many ways only if the teacher is aware of them and able in the teaching process appropriately. Students' problem in writing descriptive text can also benefit teachers and students simultaneously since errors tell the lecturer how far the learners has progressed in achieving the goal and what remains for them to learn.

Measuring the student's progress, the lecturer can reshape his teaching strategies and plans in accordance with the needs of the learner. Furthermore, students' problem point out the areas that need further improvement. Additionally, students' problem are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.

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LETTER OF AGREEMENT
CURRICULUM VITAE



A. Identity

Name	: Yeni Rizky Yanti Siregar
Reg. Number	: 18 203 00107
Place/ Birth	: Pasar Binanga, October 10 th 2000
Sex	: Female
Religion	: Islam
Address	: Jl. Perintis Kemerdekaan No. 51A Padangmatinggi, Sumaeta Utara

B. Parents

Father's Name	: Ikhwan Nasir Siregar
Mother's Name	: Yusnia

C. Educational Background

1. Elementary School	: SD Negeri 200211. 2012
2. Junior High School	: SMP Negeri 5 Padangsidimpuan 2015.
3. Senior High School	: SMA Negeri 3 Padangsidimpuan, 2018.
4. University	: UIN Syekh Ali Hasan Ahmad Ad-dary Padangsidimpuan, 2018- 2023

APPENDIX 1

APPENDIX 1

Writing test

Instruction:

1. Write example of descriptive text in theme describe your favourite place for holiday. The text should consist of the generic structure of descriptive text:
 - a. Identification
 - b. Description
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name :
Class :

Validator



Sri Wahyuni Siregar, S.Pd

APPENDIX 2

Interview Sheet with Teacher

No	Indicators of the Problems	Questions	Answers
1.	Class Condition	1) How is the condition of the class when you did the learning process ?	
2.	Learning Media	2) What kind of media did you used in teaching? Traditional or modern?	
3.	Delivering Material	3) How did you give questions to students after explaining the material? 4) What obstacles did you face in delivering material in class?	
4.	Students interest in Learning English	5) How did you interact with students in the classroom? 6) What is your student interest in learning English? How would you act to students who don't like English lessons?	
5.	Limited Hours for Teaching	7) Do you think the time given to learn English is limited? 8) In your opinion, how many hours a week is more efficient to learn English?	

Interview Sheet with Students

No	Indicators of the Problem	Questions	
1.	Inadequate or inappropriate teaching	1) Do you think the way of teaching English teachers is appropriate?	
2.	Irrelevant and unsuitable curriculum	2) In your opinion, is the English curriculum appropriate? 3) Is the curriculum that given easy or difficult?	
3.	Classroom Environment	4) How is your English class environment? 5) Is your English classroom environment good or bad? 6) Does the classroom environment influence your learning?	
4.	Socio-Economic Disadvantages	7) Does socio-economic affect students' English learning problem? 8) How to overcome socio-economic disadvantages so that they do not affect students English learning?	
5.	Poor relationship between students and teachers	9) Is your relationship with the teacher very close when learning English? 10) Does a good or bad relationship with the teacher affect the problem of	

		learning English?	
6.	Poor school attendance	11) Do you think it really affects you when you do not come to English lesson?	
7.	Health problems	12) Do you think health also affects learning English?	
8.	Less of confidence	13) Do you lack of confidence in speaking English?	
9.	Emotional or behavioral problems	14) Do you think bad behavior affects student' English learning problems?	
10.	Specific information processing difficulties.	15) What specific information is the most difficult for you when learning English?	

Validator

Sri Wahyuni Siregar, S.Pd

APPENDIX 3

Student's Name and Initial at The Eleventh Grade Students of MAS Darul 'Adaalah Padang Lawas

No	Name	Initial Name	Class
1	Abu Hadi Pulungan	AHP	XI
2	Amin Pohan	AP	XI
3	Amin Pona Nasution	APN	XI
4	Cindy Aulia	CA	XI
5	Doly Lubis	DL	XI
6	Husnul Khotimah	HK	XI
7	Khoirunnisa Nasution	KHN	XI
8	Muhammad Alfi Bahri	MAN	XI
9	Miftah Lubis	ML	XI
10	Muthia Zahra Siregar	MZS	XI
11	Nur Aminah	NA	XI
12	Rahmat Fauzi	RF	XI
13	Riyan Hasibuan	RHS	XI
14	Risqon Sadid Sitompul	RSS	XI
15	Rahmita Siregar	RS	XI
16	Tia Sulastri	TS	XI
17	Wahyuni Harahap	WH	XI
18	Yuni Nasution	YN	XI
19	Yogi Amir	YA	XI
20	Zefri Yaldi Hasibuan	ZYH	XI

APPENDIX 4

Description of Students' Problem in Writing Descriptive Text

a. Identification

Topic sentence	Supporting Detail
If you like watching football, you must be familiar whit Cristiano Ronaldo. Cristiano Ronaldo is my favorite football player.	He come from Portugal, he has athletic body whit a height is about 180 centimeters and weight is about 70 kilogram. He has a well build body whit string and long arm. Cristiano Ronaldo has been a fan of football player since he was in high school.

b. Description

Topic sentence	Supporting detail
I have a friend, her name is Rahmita Siregar.	She is the second daughter from four in her family. She is so beautiful and has white skin. She likes fruits and rice. Her dreams are a doctor and a teacher.

c. Conclusion

Topic sentence	Supporting detail
Neymar Junior is one of the best members of the Brazil football team.	Debuting for Brazil aged 18, Neymar is the all time goal scorer for his national team whit 79 goals in 128 matches. He won the 2013 FIFA confederations cup, winning the golden ball.

Initial's students	Score				
	Content	Organization	Vocabulary	Language use	Mechanics
AHP	25	16	18	18	4
AP	29	17	19	21	5
APN	29	20	19	21	4
CA	25	17	17	19	4
DL	20	15	17	18	5
HK	29	20	18	25	5
KHN	21	17	18	16	4
MAR	25	17	18	20	4
ML	28	18	18	22	4
MZS	25	19	17	19	3
NA	18	15	17	20	4
RF	27	19	17	20	4
RHS	28	19	20	21	4
RSS	29	19	19	21	5
RS	18	18	19	20	5
WH	28	20	19	22	4
YN	30	20	20	23	4
ZYH	29	19	20	22	5
TOTAL	463	325	329	353	77
AVERAGE	24.3	17.1	17.3	18.5	4.0

APPENDIX 5

Descriptive Score Percentage

	Content	Organization	Vocabulary	Language Use	Mechanics
Excellent to very good	57.8%	63.2%	73.7%	31.5%	36.8%
Good to Average	21.1%	32.8%	26.3%	63.2%	57.9%
Fair to poor	21.1%	0%	0%	5.3%	5.3%
Very Poor	0%	0%	0%	0%	0%

APPENDIX 6


The Result of Students' Writing Descriptive Text Test

No. _____
Date: _____

"Saima Putri dty"

<input type="checkbox"/> 1.	yes (iya udah)
<input type="checkbox"/>	
<input type="checkbox"/> 2	yes (iya udah)
<input type="checkbox"/>	
<input type="checkbox"/> 3	difficult (sulit)
<input type="checkbox"/>	
<input type="checkbox"/> 4	makin semangat = karna dia selalu menyemangati saya dim belajar
<input type="checkbox"/>	
<input type="checkbox"/> 5	Baik (Good)
<input type="checkbox"/>	
<input type="checkbox"/> 6	Good (Baik)
<input type="checkbox"/>	
<input type="checkbox"/> 7	No (tidak)
<input type="checkbox"/>	
<input type="checkbox"/> 8	What ever
<input type="checkbox"/>	
<input type="checkbox"/> 9	Good (Baik)
<input type="checkbox"/>	
<input type="checkbox"/> 10	yes (iya)
<input type="checkbox"/>	
<input type="checkbox"/> 11	yes (iya)
<input type="checkbox"/>	
<input type="checkbox"/> 12	yes (iya)
<input type="checkbox"/>	
<input type="checkbox"/> 13	yes (iya)
<input type="checkbox"/>	
<input type="checkbox"/> 14	yes (iya)
<input type="checkbox"/>	
<input type="checkbox"/> 15	Penjelasan
<input type="checkbox"/>	
<input type="checkbox"/>	

People become fools when they stop asking questions



Selfi Anna

1 Yes

2 Yes

3 Difficult

4 Baik, karena saling memotivasi untuk lebih giat belajar bahasa inggris

5 good

6 good

7 No

8 ~~if~~ ~~what~~ ~~ever~~ whatever

9 good

10 Yes

11 Yes

12 Yes

13 Yes

14 Yes

15 Penjelasan

KHOIRIAT HASIBUAN

- ☐ 1) Yes < sudah >
- ☐ 2) Yes < sudah >
- ☐ 3) difficult < sulit >
- ☐ 4) ~~Baru~~ Main Semangat : karena ^{dia} Menyemangati ku
- ☐ 5) ~~Baru~~ agar tetap Semangat dalam Belajar
- ☐ 5) good < Baik >
- ☐ 6) good < Baik >
- ☐ 7) No < tidak >
- ☐ 8) - Who care's < Bodoh amat >
- ☐ - what ever
- ☐ 9) good < Baik >
- ☐ 10) Yes < Iya > Berpengaruh
- ☐ 11) Yes < Iya >
- ☐ 12) Yes < Iya >
- ☐ 13) Yes < Iya >
- ☐ 14) Yes < Iya >
- ☐ 15) penjelasan

10 ABOUT HALIM NASUTION

1. Yes

2. Yes

3. Difficult.

4. No

5. good

6. Nice

7. yes

8. I don't care

9. No

10. Yes

11. Yes.

12. Yes.

13. ~~hardly~~ Yes.

14. Yes.

15. essay.

Date: _____

الفصل السادس

جاء ابن الياقوت

- 1) sudah fapat
- 2) sudah fapad
- 3) tidak
- 4) Berpengaruh kepada kebaikan dan juga keburukan
- 5) Baik sekali
- 6) Baik dan Senang
- 7) Tidak sama sekali
- 8) Berbeda kepada sang pencipta
- 9) Hanya sebatas guru dan murid saja
- 10) Tidak ada sangfatahnya
- 11) Sangat berdampak buruk
- 12) Tidak ada Pengaruhnya
- 13) Sangat Percaya diri
- 14) Tidak sama sekali
- 15) Penjelasan agak rumit

APPENDIX 2

Interview Sheet with Teacher

No	Indicators of the Problems	Questions	Answers
1.	Class Condition	1) How is the condition of the class when you did the learning process ?	the condition of the Class is happy and conduct make confident.
2.	Learning Media	2) What kind of media did you used in teaching? Traditional or modern?	Traditional and Modern
3.	Delivering Material	3) How did you give questions to students after explaining the material? 4) What obstacles did you face in delivering material in class?	Interaction with. Explanetation project and practices. Delivering material is active. speaking and writing
4.	Students interest in Learning English	5) How did you interact with students in the classroom? 6) What is your student interest in learning English? How would you act to students who don't like English lessons?	- Active students and interesting - - to persude the student happy and practice. - to persude the student to study more in English
5.	Limited Hours for Teaching	7) Do you think the time given to learn English is limited? 8) In your opinion, how many hours a week is more efficient to learn English?	- I think the time given to learn English enough. - It's four hours in a week

ZYH

No. :

Date :

nama: Zefri yadi. Hasbiuan

lis : 4 empat dasar adacitah

Wais al-korn: is probably th most admaal taekwondo athlete among his peers. longivity and genetics are the two reasons for this south indonesia athlete get ^{born} into the game. He started taekwondow at his father's dojo as a toddler "when i was five i started learning taekwondo." he said through growing up with taekwondo i love taekwondo.

C : 29

O : 19

V : 20

L : 22

M : 5.

YN

YUNI NASUTION.

No. :

Date :

I have ^a mother, My mother is beautiful, good. My mother like cooking, every day her always remind me for not late eating. My mother ~~is~~ height ^s 150. my mother ^{are} good and friendly to everyone. My mother like eat sweet food. Sometimes my mother likes to take us for a walk and then we have snacks outside.

like: likes

her: she

C : 30

O : 20

V : 20

L : 23

M : 4.

WH

CAT CUTE & SWEET

Date:

My name is wahyuni harahap my school is (in) Darul adaalah islamic boarding school and i'm so happy here so i love to my boarding because this boarding make me clever ~~arab~~ speech of arabic and english language and now ~~we~~ i have four class and everyday we player to ALLAH SWT. because ^{classes} that make we are to the heaven. and so i have two friend and their so good and so beautiful.

four classes

player: pray

two friend - two friends

their: they are

C : 28

O : 20

V : 19

L : 22

M : 4.



(KIKY) You are the hero of your story

RS

No. Rahmita SRg

Date.

☐ my name is mita I from gunung intan I school at
☐ darul adalah my friend she name cindi she is
☐ beautiful. she favorite read, she don't like vegetable
☐ she dream is Doctor she hobby is healing. she
☐ like fruit and she like meatball.

☐ freind = friend

☐ she name = her name is

☐ she favorite = her favourite hobby / she likes reading

☐ don't = does not

☐ she dream = her dream

☐ she hobby = her hobby

☐ like = likes

☐ C : 18

☐ D : 18

☐ V : 19

☐ L : 20

☐ M : 5.

Risqon Jadid Sitompul

No.

RSS

Date:

~~Risqon Jadid Sitompul~~

Selasa 10-10-2022

R. INSRI'S

1. Ekan Baggoft :

- He is ~~playing~~ ^{playing} ~~him~~ ^{at} Indonesia

- He is known to many Indonesian football lovers.

- He is a player in position Back (CB)

- He is came from ~~is~~ ^{is} Tangerang Tangerang
He comes from

C : 29

O : 19

V : 19

L : 21

M : 5

RHS

No. _____
Date . _____

☐ Rivan Hasibuan

☐ & (Seppuuh) Aliah

☐

☐

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☐

(messi)

☐ I like ^{to} messi because ^{his} skill football
☐ in the tournament Argentina. is my born
☐ favorite ~~in~~ Argentina ^{player} He was born on
☐ 8 October 1995 in Portugal Very good.
☐ born on October 8th in 1995

☐

☐

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☐

☐

☐

☐

☐

☐

☐

☐

C : 28

O : 19

V : 20

L : 21

M : 4

Portrait 1702:

RF

is You like ^{watching} Wapans basketball. You must be familiar
With Zuri Yadi. He is My favorite basketball player
Who currently plays for Pasia Bankers On the Indonesian
Basketball League (IHL). He was born on 8th October 1995 in
Pondok Kelapa, Indonesia.

C . 27

O . 19

V . 17

L . 20

M . 4

RF

Mur aminah

NA

Date:

1. my name is aminah I have two friend
their name is nuthia and wahyuni
their so beautiful, so good their dream
is doctor and desainer ~~their~~ their
come from (15)^x Binanga and sungai
korang I am so happy ^{have} friend and
their we are studying in ~~the~~ darul
adaalan boarding school pasar latang

(now)

two friend: two friends

name: name

their: they are

is: are

friend: friends

C : 18

O : 15

V : 17

L : 20

M : 4.

Date: X^A MZS

Muthia zahra Srg

my Best Friends

my name is muthia zahra siregar. I have friends ^{their} the name ^{are} wahyuni and aminah my ^{a dream} dreamss ^{is} docter and ^a dreamss my friends wahyuni, docter and dreamss nur aminah ~~the~~ ^{teacher} teacher everyday we are same we school in boarding darul adala'ah wahyuni and mina ^{are} ^{Funny} funny anywhere we are laugh. we school in the ^{now} Boarding from sanawiya ^{anti} until ^{now} this we are school in darul adala'ah. ~~thanks~~ ^{thanks} to my friends Because ^{everitime} everitime in my around I ~~love~~ love to you are ^{both of you} everytime.

friends = friends

dreamss = dreams

is = are

C : 25

her dream is

D : 19

teacher = teacher

V : 17

anti = until

L : 19

thanks = thank

M : 3.

Nama : miftah Lubis
 kelas : I aliyah

Cristiano Ronaldo

if you like watching football, you must be familiar with cristiano ronaldo. he is my favorite football. he come comes from portugal, ^{he is} has an ^{player} athletic body with a height ^{is} of 180 centimeters and a weight ^{is} of 75 kilograms.

he has a well-build body with strong and long arm. cristiano ronaldo has been a fan of football since he was in high school.

with = with
 high = high

C . 28
 O . 18
 V . 18
 L . 22
 M . 4.

Nama : M. ALFI ZAHRI
 kelas : X

Neymar junior

If you like watching foot ball you ^{are} ^{the} most be familiar with Neymar junior. He is my favorite foot ball he ~~came~~ ^{came} from Brazil. ^{favorite} ^{player} ^{comes}

Neymar junior has an athletic body with a height of 170 centimeters and a weight of 65 kilograms. ^{member}

Neymar junior is a member of the Brazil foot ball Team. He made history with the Brazil foot ball National team. Debuting for Brazil aged 18. Neymar is the all-time top goalscorer for his national team with 79 goals in 128 matches. He won the 2013 FIFA Confederations cup winning the Golden Ball

C : 25
 O : 17

V : 18
 L : 20

M : 4.

nama: khoirunnisa nst

KHN

Kelas : X

I ^{Do} Come

my name is khoirun nisa (my cam) from mananti
I have a you? to be Chanel with Popular
Speed drawing vidoos I ve been Atowing
Your blog for Sometimes

I love Your your work are You interested
In collaboration?

my video reach more than ~~10.000~~ People,
here is a link to my Chanel, hope you
soon. thank you for you time.

C	:	21
O	:	17
V	:	18
L	:	16
M	:	4

Hk

HUGNUL KHOTIMAH

No. _____
Date _____
I have my friend. ^{is} her name aini, she is very
frendly, she is tall, white, her noise is ~~is~~ ^{is} vainty. aini is
fat. aini likes ~~write~~ ^{she is} write and draw! aini like ^(s)
tease people. her people ^{she is} very nice and humble, smart,
and get a long? shy in front of new people. if her
already ~~we~~ know, you will be familiar ^{she}
_{knows}

C : 29

D : 20

V : 18

L : 25

M : 5.



DL



No. :

Date :

Name : Day Luis

~~Elkan Bangoit~~

Elkan Bangoit

He is known to many Indonesian football lovers through Instagram to meet the administrative requirement as a naturalized football player he was issued an identity card. Given though unable to speak Indonesian fluently. Elkan Bangoit once lived in Bintaro Tangerang (is) upset since ten years?

C : 20
D : 15
V : 17
L : 18
M : 5.

Cindy Aulia

1. my friend she Rahmita Siregar

2. my friend she name Rahmita Siregar. she like ice cream
 she hobby is write, and she dream is doctor or teacher
 she is the second daughter from four in our family. she
 love rabbit, she like rose, she like colour Black, green, blue, red
 she like fruits, and she like hearing. she food favorite rice
 rice. she now school at darul Adabiah, class four ariyah.
 she is so beautiful and so white, she now from Gunning Intan.
 and she like meatball. come from

friend: friend

she name: her name is

like: likes

cream: cream

her hobby is

write: write

she: her

teacher: teacher

second daughter

love: loves

rabbit: rabbit

like: likes

her favourite food is

the fourth class

C : 25

O : 17

V : 17

L : 19

M : 4



APN

Amn 1000/51

1 ~~Abraham~~ ~~Wombr~~ Granita.

1 If you don't know who ^{arrives} arrives Susanti Rahayu
is you are missing out on ^{an} an idol in the women's
Reasonably new on the sports scene.
the she is rapidly climbing to the top
of the leaderboards.

this 21-year-old earned the name is nickname
"Spider-woman" for her speed ~~and~~ and
agility in climbing up walls.

C	:	29
D	:	20
V	:	19
L	:	21
M	:	4

AP

Nama: amin rohan

Date:

been
 Cristiano Ronaldo has been fun of football
 since he was in high school. He takes football
 very seriously and he is very good at it however
 because he lived in the country, he was less
 of a threat. Then, his family and coach
 encouraged him to improve his football skills by moving
 to Portugal in 2015

lived: lives

C	:	29
O	:	17
V	:	19
L	:	21
M	:	5

AHP

No. _____
Date: _____

☐ Abu Hadi Purnawan

☐ x (seppuluh) Aliah

☐

☐

Player

☐ Ronaldo is play football in the Portugal

☐ by skill the good, but you ^{his} play playing in

☐ the fill very good. He is my favorite.

☐ He was born on 8 October 1995 in Portugal

☐ ^{born} after on is a month

☐ the good skill

☐

☐

☐ C : 25

☐ D : 16

☐ V : 18

☐ L : 18

☐ M : 4

☐

☐

☐

☐

☐

☐

☐

APPENDIX 7

DOCUMENTATION

The researcher gave the test to the students



The researcher explained to do the test



The students did the test



The Researcher interviewed with English teachers





KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 5409 /Un.28/E.1/TL.00.9/10/2023
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi.

6 Oktober 2023

Yth. Kepala MAS Darul 'Adaalah

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Yeni Rizky Yanti Siregar
NIM : 1820300107
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Pasar Binanga, Kec. Barumun Tengah, Kab. Padang Lawas

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Students' Problems In Writing Descriptive Text At The Eleventh Grade Students Of MAS Darul 'Adaalah".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001



PONDOK PESANTREN
DARUL 'ADAALAH PASAR LATONG

Kecamatan Lubuk Barumun Kabupaten Padang Lawas

Jl. Sibuhuan-Gunung Tua Km.7 Pasar Latong Kec. Lubuk Barumun Kab. Padang Sumatera Utara KP. 22763

SURAT PERNYATAAN

Nomor : 489/PPDA-MA/skb/2023
Tentang : Balasan Permohonan Izin Penyelesaian Skripsi

Kepada Yth.
Kepada Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Syekh Ali Ahmad Addary
Jember Sidimpunan

Tempat
Dengan Hormat,

Menindak lanjuti surat dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidimpunan, Nomor : B - 4596/Un.28/E/TL.00.9/09/2023 Berkenaan dengan Permohonan pengambilan Penelitian Penyelesaian Skripsi yang berjudul "The Students' Problems In Writing Descriptive Text At Eleventh Grade MAS DARUL 'ADAALAH Padang Lawas". Maka dengan ini kami memberikan Penelitian Penyelesaian Skripsi kepada:

Nama : Yeni Rizky Yanti Siregar
NIM : 1820300107
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Pasar Binanga, Kec Barumun Tengah, Kab. Padang Lawas

Sehingga surat ini kami sampaikan. Atas kerjasamanya kami ucapkan terimakasih.

Padang Lawas, 10 Oktober 2023
Pondok Pesantren Darul 'Adaalah
Pimpinan,

