THE STUDENTS' DIFFICULTIES ON WRITING DESCRIPTIVE TEXT MASTERY AT THE TENTH GRADE OF SMA NEGERI 1 PANYABUNGAN UTARA

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English Program

Written by :

SARLIN
Reg. Number. 15 203 00096

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2019

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TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2019

LETTER OF AGREEMENT

Term : Munaqosyah

a.n. Sarlin

Item : 7 (seven) exemplars

Padangsidimpuan, December 2019

To:

Dean Tarbiyah and

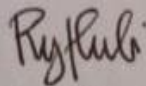Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Sarlin**, entitled *"The Students' Difficulties on Writing Descriptive Text Mastery at the Tenth Grade of SMA Negeri 1 Panyabungan Utara"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
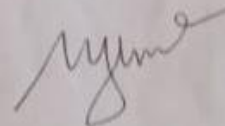
Wassalamu'alaikum Wr.Wb.

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iii

AGREEMENT OF PUBLICATION OF FINAL TASK
FOR ACADEMIC CIVITY

As Academic Civity of State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : SARLIN
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Title of Thesis   : **THE STUDENTS' DIFFICULTIES ON WRITING DESCRIPTIVE TEXT MASTERY AT THE TENTH GRADE OF SMA NEGERI PANYABUNGAN UTARA**

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To develop science and knowledge, declarative for giving to the State Institue for Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my theisis with the title:**"The Students' Difficulties On Writing Descriptive Text Mastery At Thetenth Grade Of Sma Negeri Panyabungan Utara"**With all the sets of equipment (if needed). Based on the thesis non exclusive royalty right to save, format, organize in data base form, keep and publication my final task as long as I determine as a writer and own creative right.

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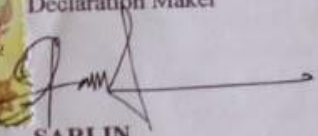Name   : SARLIN
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Thesis   : **THE STUDENTS' DIFFICULTIES ON WRITING DESCRIPTIVE TEXT MASTERY AT THE TENTH GRADE OF SMA NEGERI PANYABUNGAN UTARA**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor, and without doing plagiarism as it is required in student ethic code of IAIN Padangsidimpuan article 14. Verse 2.

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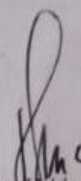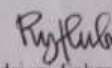
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LEGALIZATION

Thesis	:	The Students' Difficulties on Writing Descriptive Text Mastery at the Tenth Grade of SMA Negeri 1 Panyabungan Utara
Written By	:	SARLIN
Reg. No	:	15 203 00096
Faculty/Department	:	TARBIYAH AND TEACHER TRAINING FACULTY / TBI-3

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan,   December 2019
Dean of Tarbiyah and Teacher Training
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9. My beloved parents, (Ali Amin and Nur Aisyah) who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions, who always give me motivation and big spirit to finishing my study

10. My beloved my beloved young Brother and young sister, Hilaluddin, Muhammad Fikih, Radakasih Pulungan, Muhammad Ragil, Nur Amini Pulungan, Ode Pulungan, Tina Riski Pulungan. Who always gave me much love to achieve my dream.

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from readers to make this thesis better.

Padangsidimpuan,   Oktober 2019

Researcher

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Title of Thesis :The Students' Difficulties on Writing Descriptive Text Mastery at

the Tenth Grade of SMA Negeri 1 Panyabungan Utara

ABSTRACT

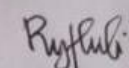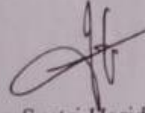The research discuss about students' difficulties in writing descriptive text at grade X SMA Negeri 1 Panyabungan Utara. It is intended to describe the students' difficulties in mastery writing descriptive text and to describe students' dominant difficulties in mastery writing descriptive text and also shows the dominant reason students' difficulties in mastery writing descriptive text at grade X SMA Negeri 1 Panyabungan Utara.

This research is conducted by qualitative research using descriptive method. The primary source for this research is 10 students of class X IPA 2 SMA Negeri 1 Panyabungan Utara. Total of them are 21 and the researcher chosen 10 students with random technique. The secondary source is the English teacher of grade X in SMA Negeri 1 Panyabungan Utara. Next, the researcher uses test and interview as instrument. The researcher analyzes the data by editing the data, reduction of the data, tabulation of the data, description of the data and the last talking the conclusion.

The researcher found some facts in the field. The first, it was found the answer the biggest students' problems in writing descriptive text were difficult in grammar, vocabulary and form, the data got from the students' test that analyzed by indicator of writing. The second, it was gotten answer of the students that the dominant difficulties in mastery writing descriptive text is in form. It was gotten from their test and interview about descriptive text. The third, it was found analysis result of the students' difficulties in mastery writing descriptive text at grade X in SMA Negeri 1 Panyabungan Utara (Class X IPA 2) the reason dominant why students have difficulties in mastery writing descriptive text was because they are not interest to English subject and have the difficulty in grammar, vocabulary and form, the data got from interview with the students.

Key word   : *Students' difficulties, descriptive text,* and *writing*

Name   : SARLIN

Reg. Number : 15 203 00096

Faculty   : Tarbiyah and Teacher Training

Department   : English Education (TBI-3)

Title of Thesis : The Students' Difficulties on Writing Descriptive Text Mastery at

the Tenth Gradeof SMA Negeri 1 Panyabungan Utara

ABSTRACT

Penelitian ini membahas tentang kesulitan siswa dalam menulis descriptive text di kelas X SMA Negeri 1 Panyabungan Utara. Bertujuan untuk menggambarkan kesullitan siswa dalam pengusaan menulis descriptive text dan untuk menggambarkan kesalahan siswa yang dominan dalam menulis descriptive text dan juga menunjukkan kesalahan dominan siswa dalam menulis descriptive text pada kelas X SMA Negeri 1 panyabungan Utara.

Penelitian ini berdasarkan penelitian kualitatif dengan menggunakan metode descriptive. Data primer dalam penelitian ini adalah 10 siswa dari kelas X IPA 2 SMA Negeri 1 Panyabungan Utara. Total siswa adalah 21 siswa dan peneliti memilih 10 siswa dengan tehknik random. Data kedua adalah guru bahasa Inggris di kelas X SMA Negeri 1 Panyabungan Utara. Selanjutnya, peneliti menggunakan test dan interview sebagai instrument. Peneliti manganalisis data dengan editing data, reduction data, tabulation data description data dan terakhir membahas kesimpulan.

Peneliti menemukan beberapa fakta di lapangan. Pertama, ditemukan jawaban bahwa masalah terbesar siswa dalam menulis descriptive text adalah kesulitan dalam hal grammar, vocabulary, dan form, data ini diperoleh dari hasil test siswa yang berdasarkan indikator dari writing. Kedua, ditemukan jawab dari siswa bahwa kesalahan yang dominan dalam menuli descriptive text adalah pada indikator form. Hasil hasil ini didapat dari hasil test dan wawancara tentang descriptive text. Ketiga, ditemukan hasil analisis dari kesulitan siswa dalam menulis descriptive text di kelas X SMA Negeri Panyabungan Utara (kelas X IPA 2) alasan yang dominan kenapa siswa memiliki kesulitan dalam meulis descriptive text adalah mereka kurang tertarik belajar bahasa Inggris dan punya kesulitan dalam hal grammar vocabulary dan form, data ini didapat dari hasil wawamcara dengan siswa.

Kata kunci   :*kesulitan siswa, descriptive text,* dan *menulis*

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Chapter V Suggestion and Conclusion

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia there are three subjects that students have to be able to finish based onthe standard of curriculum score. They are Indonesian language, English, and Match. Each of the three entered the nation examination (UjianNasional) at junior high school, senior high school of Indonesian. And also, English becomes a determinant of graduation under 2015. But now, it score makes it easy for someone to enter or not into the world of work and enter the university. So, it forces students to learn English hardly.

English has four basic skills that students should mastery, they are listening, speaking, reading and writing. Speaking and writing are productive skills. Listening and reading are receptive skills. In the other hand, reading is an active skill. The reader is not a passive role. Whereas, writing is an activity of putting thoughts, idea and feeling that it expressed in writing language. In a different sense, an indirect means of communication.

Writing is one of many tools to transfer language. Writing is the representation of language through the use of an established selection of marking, as a means of communicating ideas and storing information technology the available to human and has served as the foundation for virtually all other information technologies to the world digital access that enjoy today.

Writing is the process of transferring idea, feeling, and though from the writer to the reader. Writing is also processing and writer is one who able t make communication with audience through sentences, writing should be able to make the reader understand what he means through his sentences. The following illustration will present significances of writing in life:

Firstly in education, writing is one skill necessary for students to mastery science frequently determiners their academic success. Writing gives them ability to record their ability in describe the text correctly. They should be able to write a paragraph fully integrated. The schools have the curriculums about writing skill that is taught by English teacher. This curriculum is very important to the students to develop writing skill. The curriculum stated the students should be able to express the idea in writing language terms of short functional text.

Secondly, in the content writing, the internet is the premier source the data and information today. Billions of people use it to obtain information pertinent to them. There are web content writing companies which require writers to present information in a systematic and elegant format. They can write about knowledge and science while others can read our writing and they can take advantage from it.

Finally, in the business world (business online or compensational contract), in daily activities to carry on trade often use desert of business online for profit transaction. Writing is very important to documenting all transaction. Writing cannot be separate with the business because it very

useful for transaction, publishing products, or ordering product. So, if have good writing, it did not injure.

There are many kinds of writing text must be learnt by students of senior high schools in learning writing skills. They are report text, recount text, narrative text descriptive text and others. The researcher will be focus on descriptive text. Descriptive text is one of texts that really important to teach for students. Descriptive text is a type of text that main function or communicative purpose to persuade the reader that something should or should not be the case. Writing descriptive text contain two components. They are clarification and description.

Descriptive text has learnt by students from junior high school until senior high school. It is stated in Curriculum 2013 (K-13). From the statement, the students should be have good ability in writing descriptive text. But in the fact, students still have many problems in writing descriptive text. The problem of writing descriptive text is usually felt by students in grammar is still low, the student cannot differ each generic structure of the text and students lack of vocabulary.

The illustrated of problem that's follows: Firstly, students unable to make paragraph well by using correct tense because they are lack understanding of grammar, especially the function of tense and the use of tense. In writing tense, there are many factors found to make the students still have trouble in using English, it can be that they do not know well the rule to form of the tenses correctly. On the other hand, if the students want to master tense, as

one of item of English, they should master many structure of the tenses, as one of English item. They should master many structure of the tense, such as verb and auxiliaries. Auxiliary is one of the important element in tense, so that the relationship between writing tenses and auxiliaries is gusset cannot be separated.

Secondly, students could not differ each generic structure of text, such as identify generic structure in spoof text, recount text, report text, analytical exposition, narrative text, hortatory exposition and descriptive text. If the students had the problems in writing, so they would feel difficult in writing descriptive text.

Finally, students lack of vocabularies. Writing English is very difficult with out to rule fixed vocabulary, students less try to make paragraph if them wrong one time and students did not have many vocabularies and they never memorize the vocabularies in their house. So, when they were writing descriptive text, they needed long time to open dictionary.

Descriptive text has learnt by students from junior high school until senior high school. It is stated in Curriculum 2013 (K-13). From the statement, the students should have good ability in writing descriptive text. But in the fact, students still have many problems in writing descriptive text.

Based on interview the English teacher Miss. Ida Royani said that most of students' ability in writing descriptive text is still low, the students did not know the grammar of descriptive text, students cannot differ each generic

structure of text genres and students also lack of vocabularies.[1] Based on information from English teacher in SMA Negeri 1 Panyabungan Utara, the researcher interest to conduct a descriptive qualitative research in which the purpose is to describe problem of students in writing descriptive text. The researcher states his mind on discussing the research by**The Students' Difficulties on Writing Descriptive Text Mastery at the Tenth Grade of SMA Negeri 1 Panyabungan Utara.**

B. Identification

Based on the background of the problem researcher identify the identification of problem at The X Grade Students of SMA Negeri 1 Panyabungan Utara had many difficulties in descriptive text they are:

1. Students lack of knowledge in understanding structure and grammar.

2. Students can not differentiate each generic structure of the text.

3. Students are lack of vocabulary

C. Focus of the Problem

The research is focused on students' problems and difficulties in writing especially on language feature (adjective) of writing descriptive text at The Tenth Grade Students of SMA Negeri 1 Panyabungan Utara.

D. The Formulation of the Problem

1. What are students' difficulties in writing descriptive text mastery at The Tenth Grade Students of SMA Negeri 1 Panyabungan Utara

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[1]Interview with Ida Royani at school office of SMA Negeri 1 Panyabungan Utara, 28 Februari 2019 at 09.00

2. What are students' dominant difficulties in writing descriptive text masteryat The Tenth Grade Students of SMA Negeri 1 Panyabungan Utara

E. Purpose of the Research

The purpose of this research is:

To know deeply what make students have difficulties in grammar and vocabulary in writing descriptive text at the X Grade Students of SMA Negeri 1 Panyabungan Utara.

F. Significances of the Research

1. For the head master, to encourage English teacher improve in teaching English especially writing descriptive text.

2. For the teachers, to find out the suitable and best way in teaching English especially, writing descriptive text.

3. For students, to motivate and make them interest in learning writing descriptive text and also to solve their problem and difficulties of descriptive text.

G. Definition of the Key Terms

To avoid misunderstanding of this research, the researcher will explain as follows:

1. Difficulty

Difficulties in writing can be devastating to a students' education. Difficulty is a situation or condition of arduous or unfortunately thing that

it is not only on the formal educational institution but also on the informal educational.

2. Writing

Writing is an activity to express the idea, experience, event, information, explanation and knowledge.

3. Descriptive text

Descriptive text is a kind of text which the content is a description of a case being described clearly. It is to describe a person, thing or place. Description text has a function to give a clear description about something.

H. Thesis Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with details as follow:

Chapter 1 consist to background of the problem, identification, focus of the problem, purpose of the research, the significances of the research, definition of key terms, and outline of the thesis.

Chapter II consist to theoretical description, students' difficulties, writing descriptive text, definition of description text, and review of related finding.

Chapter III consist to place and time of research, research design, the source of data, the instrument of collecting data, technique guarantee the validity of the data and data analysis.

Chapter IV consist to analysis data and description. Consist of students' difficulties in writing descriptive text.

Chapter V consist to conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A.   **The Theoretical Description**

In conducting a research, the theories are needed to explain some concepts or terms applied in research concerned the terms are as follow:

1.   **Students' Difficulties**

a.   **Definition of Difficulties**

Students is participants society member trying to develop self potency pass through study process at good education band of formal education and also non formal education, at education ladder and certain education type.Difficulty is word used to depict a situation steaming from relation link among between two factors or more finding situation that bewilder.[1] From the explanation above the researcher concludes that difficulty is a situation steaming among two factors or more situations. Difficulties are requiring effort or skill to solve, understand, etc. The students feel difficult in learning English because they do not understand about descriptive text. The students must do effort to solve and understand about lesson given to master descriptive text well.

One way that can be used to find out students' knowledge about English is by analyzing the students' text/writing. Some students may have difficulty in structure and grammar and also

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[1]A. S. Hornby, *Oxford Learner's Pocked Dictionary,* (New York: Oxford University, 2003), p. 350.

they are poor in vocabulary. Others may have difficulties with the mechanical aspects of writing, such as handwriting, punctuation and spelling.

Difficulty is therefore a subjective concept. Attribution theory, for example, would suggest that since (task) difficulty is an external and stable, it is difficult to control. Therefore, students should avoid attribution their negative attitudes or performance to task difficulty in some cases.

Sura Muttlak Nasser says that students write may face many writing difficulties and problems at different stages of the learning. These can be linguistic, psychological, cognitive, and pedagogical.[2] It means students' difficulty is situation of difficult that it can be from linguistic, psychological, cognitive, and pedagogical.

Difficulties in writing can be devastating to a student's education. According to Heaton writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and theoretical devices but also conceptual and judgmental element.[3]From the explanation above the researcher can concludethatstudents should avoid attributing their negative attitudes or performance to task difficulty in some cases.

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[2]Sura Muttlak Nasser, "Iraqi EFL Students ' Difficulties in Writing Composition : An Experimental Study (University of Baghdad)" 9, no. 1 (2019): 178–84, *https://doi.org/10.5539/ijel.v9n1p178*, p. 180.

[3]Heaton, *Writing English Language Test* (London: Longman, 1975), p. 78 .

b. Kinds of Difficulties in Writing

According to Ibrahim Mohamed Alfaki says there are some kinds of difficulties:[4]

1) Grammatical Problem is students have problems with subject verb agreements, pronoun references, and connectors.
2) Problem of Sentence Structure is students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination and coordination
3) Problem of Word Choice is a good writing or composition should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures. Writing in a second language using the appropriate words in the appropriate place is a problem for students. For example, students use 'big words' in their essays to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.
4) Cognitive Problems is the cognitive problems that students face include problems of punctuation, capitalization, spelling, content and organization.
5) Problem Organization is learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the single topic is not developed or exemplified adequately.

From the explanation above the researcher can conclude difficulties in writing text are grammatical difficultiesdifficulties of sentence structure, difficulties of word choice, and cognitive difficulties.

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[4]Ibrahim Mohamed Alfaki, "University Students' English Writing Problems: Diagnosis And Remedy," *Journal, International Language, English Vol, Teaching Centre, European Uk, Development* 3, no. 3 (2015): 40–52, (www.eajournals.org,p. 44-46.

2. Writing Descriptive Text

a. The Nature of Writing

Writing is the process of transferring idea, felling and thought from the writer to the reader. Writing is also an activity for producing and expressing. It is producing the words and sentences then it expressing with the meaning of idea. Thus, writing skill is the activity transfer the ideas thought words and sentences the idea will change to scientific.

Writing is one of the important language skills that have to be acquired by English as Foreign Language (EFL) students. Writing is an instrument to express though, felling, opinions and ideas about certain experiences. In the level of senor high school, the students are expected to be able to master in English writing and to be active in the teaching and learning process in the classroom by practicing English writing.[5] It means the students should learn more to mastering writing skill in the classroom.

Writing is activities by someone to do a communication to another people by letter that contain words to be a text that has meaning. So the readers know what does the writer means in a letter. The word writing is derived from the verb "write", it means arrange letter, words, sentences, or symbols on writing to make paragraphs, texts, books, or article. Writing is one skill of language that should

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[5]Thomas S. Kane, *The Oxfort Essential Guide to Writing* (New York: Barkley Books, 2000).p 351

be known when learning a language. Skill in wring is basic necessity in the academic environment, and even the nonacademic students who as no need to have report and term papers, occasionally need to write message, memo, invitation, and the like.

According to David Nunan, writing is both a physical and a mental act the most basic level.[6] On the other hand, writing is the mental work of inventing of idea. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It is also both a process and product, the writer imagines, organizers, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is instructor or a wider audience is a product an easy, letter story, or research report.

From the explanation above, the researcher concluded that writing is writing is the mental work of inventing of idea to process and product, the writer imagines, organizers, drafts, edits, and reads.

According to Joyce Amstrong Carroll writing is a permanent form of communication.[7] Writing is often the most effective way to communication suppose you read an article in a newspaper that makes you feel angry of frustrated. Writing is a thought to the editor can help express and share feeling. Writing also brings surprising insight into yourself.

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[6]David Nunan, *Practical English Language Teaching* (America: The Grow Hill Campanies, 2003), p. 88.

[7]Joyce AmstrongCarrol, *Writing and Grammar* (New York: Prentice Hall, 2001), p. 5

Finally, according to Kathteen says that writing is an excellent means of monitoring and improving your comprehension and retention also an effective learning strategy.[8] In fact, many successful students almost always read with a pen in hand ready to underline, mark, annotate, or paraphrase ideas. Then, after reading some students use writing to study and review the materials. The theory outlines to organize information, write to condense ideas or draw to show relationship.

Based on the explanation above, the researcher concludes that writing is a complement to speech or spoken language that relies on many of the same structure as speech, such as vocabulary, grammar and others. So, writing is an activity to express our ideas.

In a history of writing, Steven Roger Fischer argues no one definition can cover all the writing systems that exist and have ever existed.[9] Instead he states that a complete writing system should fulfil all the following the criteria.

1. It must have as its purpose communication.

2. It must consist of artificial graphic marks on a durable or electronic surface.

3. It must use marks that relate conventionally to articulate speech (the systematic arrangement of significant vocal sound) or

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[8] Kathleen T. Mc. Whorter, *Efficient and Flexible Reading* (USA: The Lehigh Press, 1992), p. 289

[9] Steven Roger Fischer, *A History of Language* (London: Reaktion Books Ltd, 1999), 86, https://kamalshayegh.files.wordpress.com/2011/04/a-history-of-language.pdf.

electronic programming in such a way that communication is achieved.

Writing system are both functional, providing a visual way to represent language, and also symbolic, in they represent cultures and peoples*, in the writing system of the world.*

Based on the explanation above, the researcher concluded writing is an activity to transfer the ideas and describe a language, so the readers can understand what the writer means. And also writing is a complement to speech or spoken language that relies many of the same structure as speech such as vocabulary, grammar and others.

b. The Process of Writing

The process of writing is virtually the same for all writers. Writers get their ideas from many different sources. They organize what they have to say (on paper on a computer, or in their heads). They write a draft. They ask what others think. They revise, making changes and additions to clarify their meaning. They edit for capitalization, punctuation, grammar, sentence sense, and spelling. According to Juli Kendal and OuteyKhoun there are five the process writing, as bellow:

1. *Prewriting* For English Language Learners, as well as other students, this involves providing experiences and comprehensible input that help students build background. Encouraging kids to draw on their prior knowledge and schema by making connection between what they already know and what they are learning helps them develop as

proficient writers. Through brainstorming and /or the use of graphic organizer, English language learners learn to organize their writing by discussing and visualizing before they start.

2. *Drafting* this is offeringstudents the opportunity to get their ideas down. It may be in the writer's notebooks, on separate sheets of paper, or on the computer. We offer writers a choice of ways to draft to motivate them to write and to draw on their different strengths as learners.

3. *Revising* this poses a number of challenges for English Language Learners. We use small-group lessons are an opportunity to teach writers about revision and how to use the Revision Checklist we created. To help our writers, we require that the first step of revision be rereading. We encourage them to reread their writing aloud to a revision partner or a small group and to listen to the words they wrote as they read.

4. *Editing* Doing this gets the writing ready to go out into the world. We explain to writers that the purpose of editing is to make writing easy for readers to understand. We use small groups to teach our writers how to use the Editing Checklist and to incorporate what they are learning about grammar and conventions into their editing.

5. *Publishing* offers writers opportunityto take their writing out into the world. There is a wide variety of ways to motivate writers to publish. Taking advantage of class and school wide anthologies and literary magazines to collect student writing makes it available to readers in class and school libraries.[10]

Based on the explanation, the researcher can conclude the process of writing is to organize the idea of building the background, make draft, revising edition, and publishing.

An important component of process writing instruction is conferring and conferencing, teachers meet with students individually and ask question about the processes they use in writing, the question reflect the stage of process writing might on

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[10]Juli Kendal And Outey Khoun, *Writing Sense: Imtegrated Reading And Writing Lesson For English Language Learners,* (Porland: Stenhouse Publisher, 2006), p. 9.

how the writer select the topic, plants the writing, composes the writer pieces, and edits or revises the product after words.[11]

From the explanation above the writer concludes the process of writing is important for writer for success written, so good written make reader ease to comprehend what written means.

c. Writing Assessment

According to Arthur Hughes, there are some criteria of writing assessment:

1. Grammar
   Grammar is the part of the study of language which deals with forms and structure of word, with their costmary arrangement in phase and sentence and often with language sounds and word meanings.
2. Vocabulary
   There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.
3. Mechanics
   The criteria is talking about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph, intended, punctuation and spelling.
4. Fluency
   In fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate.
5. Form (organization)
   In writing activity organization is one of the main assessments in writing, ability. This criterion is identified introduction, body, and conclusion of writing task.[12]

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[11]Michael O'melley And Lorraine Valdez PIerce, *Authentic Essesment For English Language Learners,* (Unite State Of America: Addison-Wesley Publishing Company, 1996), p. 140.
[12]Arthur Hughes, *Testing For Language Teaching* (New York: Combridge University Press, 1990), p.93.

Based on the explanation the researcher can conclude there are five components of writing assessment, that student must comprehend to make a good writing assessment. They are grammar, vocabulary, mechanic, fluency, and form.

d. Purpose of Writing

Three purposes in writing describe are similar of the purposes in national assessment:

1. Informative writing: to share knowledge and give information, direction, or ideas.

2. Expressive/narrative writing: is a personal or imaginative expression in which the writer produces stories or easy, this type of writing is often based on observation of people, objects, and places and may include creative speculation and interpretations.

3. Persuasive writing writers attempt to influence other and initiate action or change, this type often based on background information, facts, and examples the writer user to support the view expressed.

Based explanation above the researcher concludes that the purposes of writing are to give information and knowledge to the readers.

3. Description Text

a. Definition of Descriptive Text

Descriptive text is a text that describes a person place, animal, or things. According to Ahmad Thommy description text has a function to give a clear description about something; it can be a person, thing, happening, a place, a situation or the other, when we describe someone or something, we give our reading a picture in the words.[13] To make the word picture as vivid and real as possible, we must observe and record specific detail that appeal to our readers' sense (sigh, hearing, taste, smell and touch).

The writer should create an atmosphere so the reader involved in the text. Writer should show how a place that is described is important in the text. Writer should consider if the text is descriptive enough so the reader can create a mental image in their mind. The most important thing is that the writer should explanation about what he/she is writing about to the readers.

From the explanation about the researcher can conclude descriptive text is a text which tells what a person or things is like. It is purposes are to describe and reveal a particular person, place, or things.

According to Suparman and Sri Hartatik descriptive is coming from Latin 'describer' means writing something or explaining

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[13]Ahmad Thommy, *Writing Genre in English* (Surakarta: PT. Era Pustaka Utama, 2008), p.14.

something. Description is also drawing something.[14] Things that need to explain are how size, quality, characteristic and form. If the participant is a person, so we must explain his daily life and if the participant is about animal so we have to explain the characteristic.

From the explanation above, the researcher can conclude that description is explaining or drawing something with the characteristic and behavior.

According to Joyce Amstrong Carrol descriptive text is description of a person, place, or thing contain sensory details that bring to life actual people, places, or thing, and observations describe an event the writer has witnessed, often the event takes place over an extended period of time, travel brochures contain factual information as well as persuasive language to encourage tourism, finally character sketches fictional character such as: appearances, personalities, hopes and dreams.[15] From the explanation above, the researcher can conclude that description is a text that describes a person, place, animal, or things.

According to George E. Wishon description gives sense impressions the feel, sound, taste, smell and look of things. Description helps the reader, through her or his imagination to visualize a scene or a person to understand a sensation or an emotion. Good description requires careful observation and

[14]Suparman and Sri Hartatik, *Understanding English Text Genres* (Surakarta: PT Era Intermedia, 2008), p. 30

[15]Carrol, *Writing and Grammar,* ,p.101.

organization.[16] From the explanation above, the researcher can conclude that description is about sense impression.

Descriptive text is a written English text that gives a very detailed characteristic of something until the reader can imagine in their mind about the object. According to Pardiyono says that description is a type of written text which has the specific function to give description about a object (human or non human).[17] From the explanation above, the researcher can conclude that description is written text to give the description about person, animal, place, or things.

Descriptive text is a kind of text which the content is a description of a case being described clearly. Descriptive text is a kind of text in genre that gives description about thing, living thing or non-living thing. Descriptive text has much information about an object, the information about the parts, qualities, or characteristic of the object that is described.

A descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what and where. In conclusion, descriptive text gives the reader much information about the people, thing, place, or animal clearly. From

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[16]Wishon Goerge E, *Lets Write English,* (New York: Clitton Educational Publishing, 1980),p.128.
[17]Pardiyono, *Pasti Bisa! Teaching Genre Based On Speaking,* (Yogyakarta: CV. Andi Offset, 2009),p. 34.

the explanation above, the researcher concluded that descriptive text is process how to describe a person, animals, place or things.

b. **Characteristics of Description Text**

As we can see in above description text, there are some characteristics of description text that makes it be different from the other text types. Ahmad Thommy says there are the characteristics of description text, as follow:[18]

1. Description text uses Simple Present Tense in most of its sentences. It happens as description text talks about factual events. It means that description text parents reality so that readers will see the events in the same way. Example, after readers see how penguins are, they will also agree that penguin cannot walk or run well.

2. Description text does not need human participant, unless it talks about somebody. It means that description text focuses its presentation to the topic that is being described, not to somebody who parents it.

3. As the aim of description text is giving a clear picture of a person, a thing, or a place, adjective words are important to show the condition that is being described. By using adjective words, we can give as much information as possible about the topic of the text so that readers can obtain the message of the text well.Fromthe

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[18]Thommy, *Writing Genre in English*, p. 15.

explanation above, the researcher concluded that characteristic of descriptive text are using simple past tense, not only describe human, and text is giving a clear of person, , place, or a thing.

According to Supranman and Sri Hartatik says there are the characteristics of description text, as follow:[19]

1. Informative
2. Writing based on the observation
3. Writer makes interest the reader to the wrier feeling
4. Message understand to the reader
5. Text descriptive more using simple present tense
6. Text descriptive more using material verb
7. Text descriptive more using relation verb
8. Focus to the object of participant
9. The type of description text emphasizes the relationship between the part with the contents section discussed.

From the explanation above, the researcher concluded that the characteristics of description text are informative, writing based on the observation, writer makes interest the reader to the wrier feeling, message understand to the reader, text descriptive more using simple present tense, material verb, using relation verb, focus to the object of participant,and the type of description text emphasizes the relationship between the part with the contents section discussed.

c. **Generic Structure of Descriptive Text**

The generic structure of descriptive text is identification and description. Identification is intended of the topic which is wants to describe. Description is the kind of writing that tries to a picture in

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[19]Suparman and Sri Hartatik, *Understanding English Text,* p. 31-32

the reader's mind. Description tells how something look, sounds, taste, smell or fell.

In generally description has generic structure that is identification and description. Identification is introduction of subject or thing that will be described and description informs the characteristic of the subject. From the explanation above, the researcher concluded that generic structure of descriptive text is identification and description.

SanggamSiahaan and KissnoShinoda also explained that text structure of description text consist of:[20]

1). Identification is identifies phenomenon to be described such asperson, place, animals or things.

2). Description is describes parts, qualities, and characteristic of thing.

From the explanation the researcher can conclude identification is telling the topic whereas description telling parts, qualities, size, and characteristic of things.

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[20]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure,* (Yogyakarta: Graha Ilmu, 2008), 89, grahailmu.co.id.

d. Language Features of Descriptive Text

According to Peter Knapp and Megan Watkins, grammatical features of descriptive text such as:[21]

1. The present tense is predominantly, for example: has, eats, sings, goes, and other.

2. Relational verb is used when classifying and describing appearance, functional of phenomena (is, are, has, have).

3. Action verb is used when describing behavior. Example: go, sleep, run, walk and other.

4. Mental verb is used when describing feeling in literary description. For example: like, feel, want, and other

From the explanation above the researcher can conclude language features of descriptive text are using simple present tense, relation verb, action verb, mental verb.

e. Example of Descriptive Text

Table: 1. Example of Descriptive Text

Topic:	Text describing the penguin.
Introduction:	Introduce what a penguin is.
Supporting paragraphs:	1. Describe where the penguin lives. 2. Describe the body of the penguin. 3. Describe how the penguin travels.
Summary paragraph:	Summarize what a penguin is.

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[21]Peter Knapp and Megan Watkins, *Genre Grammar,* (Sydney: University Of New South Wales, 2005),p.98.

The text may in from like as follows:

Penguins

Emperor penguins live in huge colonies along the coast of Antarctica. The largest of all penguins, they are three to four feet tall and weigh 100 pounds. The penguin's shiny-looking "skin" is really made up of short, dense feathers that protect it from the cold, wet weather.

Penguins cannot fly. They look awkward as they walk along on land with their side-to-side-waddle. However, penguins are great swimmers and drivers.At nesting time the female lays a single egg. Then the male holds the egg on this feet for about nine weeks until the egg hatches.[22]

From the explanation above, the researcher concluded that description has generic structure; 1. Identification (topic and introduction). 2. Description (Supporting paragraphs and summary).

Table: 2. Example of Descriptive Text:

Title	**Baron Beach**
Identification	Baron beach is one of the most beautiful beaches in Indonesia. Located in Wonosari –Yogyakarta, Baron beach is only about three hours away from Solo.
Description	Boron beach become as a recreation destination for people around Central Java. It is all because Baron beach officer beautiful scenery with white sand on the edge of the sea. There are many shells lay upon the sand and the crabs are playing

[22]Thommy, *Writing Genre in English*,p.31.

	around too. The tide is not dangerous so people can swim either. There are also many merchants that sell different kinds of handicrafts outside the beach. Since Baron beach offers great recreational place, no wonder if many people visit it every weekends.

From the example the researcher can explain that the title of "Baron Beach" has the structure of identification is the first paragraph and the description is in the second paragraph.

I. Review Related Findings

Actually, there are some researchers who have conducted almost the same research as follow:

The first, HidayatulPitri.[23] Found that after analyzing the data of this research, the researcher drew several conclusions as follow: The first is the eighth grade students of SMP N 14 Kota Jambi still have many difficulties in writing descriptive paragraph. There are some difficulties faced by the eighth grade students at SMPN 14 Kota Jambi, lack of vocabulary, confusing to differentiate between physical appearance and personality, difficult to understand about grammar, and difficult to finding new ideas. The second is difficulties can be caused by many factors. There are six factors influencing student's difficulties in writing descriptive paragraph, lack of motivation, environmental factors and the way the teacher teaches, students are too lazy to follow English activities, and some students feel lack of time to write.

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[23]Hidayatul Pitri, "The Difficulties Writing Descriptive Paragraph Face By The Eigth Grade Students At SMP N 14 Kota Jambi" (Jambi University, n.d.), repository.unja.ac.id.

The second, JunitaSiahaan.[24]It is found that the students from middle and high achievers have good control about the schematic structure of descriptive text. In terms of linguistic features, almost all the students have ability in implementing the linguistic features in the text they wrote. In terms of transitivity process, all the students showed their good ability in applying it, but middle and high achievers showed better ability in using processes. On the other hand, it is also revealed that low achievers were still confused in identifying the schematic structure of descriptive text. Moreover, the low achievers seemed to have less sense about English Grammar. They made a lot of mistakes in the text they wrote. Regarding the conclusions above, it is recommended that further study could be done (if using the same research method) involving large number of the participants, and used other metafunctions, such as textual metafunction and interpersonal metafunction. This is suggested to see clearer and comprehensibly on the students' ability and difficulties in writing a text.

The third, DwiSupatmi.[25] Found that the difficulties in writing recount text are in generic structure consists of orientation not events, and re-orientation. Then the difficulties in language features consists of specific participant, material process, sequence of time, tenses (past tense), grammatical sentence, deleting word, choosing vocabulary and spelling. In

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[24]Junita Siahaan, "An Analysis Of Students' Ability And Difficulties In Writing Descriptive Texts" (Indonesia University of Education, 2013), https;//reportasy.ar-raniry.ac.id,*p*. 120.
[25]Dwi Saputra, "Students' Difficulties in Writing Recount Text At The Second Year Of SMP N 2 Kartasura In 2012/2013 Academic Year" (Muhammadiyah University of Surakarta, 2013), eprints.ums.ac.id.

conclusion, based on the theory of recount text the writer concludes that the most difficult in writing recount text is in language features which found the most difficult in writing spelling. The students get the difficult in spelling because the students don't write spelling completely.

The fourth, Muhammad Hanafi.[26] It is found that the research result fromthe eleventh grade students of MA Ni'matul Aziz Jelapat I Barito Kuala academic year 2017/2018. It can be concluded that: Eleventh graders' difficulties in writing descriptive text faced on the five writing aspects was classified as high. Most of students has difficulty in each aspects such as such as grammar 93% of students, vocabulary 90% of students, mechanic 90% of students, content 87% students, and organizing 83% of students.

The last, SaifulBahri.[27] It is found that the results show that (1) eight most common errors of students' writing were: verb-tenses, articles, word forms, capital letters, punctuation, missing words, spelling, and prepositions; (2) verb-tense errors occupied the first rank (23.76%), followed by article errors (20.85%), and word form errors (10.62%); (3) two kinds of direct factors caused the students to make errors in the writing skills were: negative inter-language and intra-lingual transfers in the forms of adverb interference, copulative verb interference, word-order interference, tense-form

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[26]Muhammad Hanafi, "An Analysis Of Eleventh Graders' Difficulties In Writing Descriptive Text At Ma Ni'matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018" (An Analysis Of Eleventh Graders' Difficulties In Writing Descriptive Text At Ma Ni'matul Aziz Jelapat I Barito K" (Antasari State Islamic University Banjarmasin, 2017), 61, https://idr.uin-antasari.ac.id.

[27]Saiful Bahri, "Difficulties In Writing In Vocabulary And Grammar Of The Second Year Students Of SMPN 1 Selong Lombok West Nusa Tenggara In The School Year 2008/2009" (Hamzanwadi College Selong Lotim NTB, 2009), 15, https://journal.uny.ac.id.

interference, overgeneralization, ignorance of rule restriction, and incomplete application of rules; and (4) five sources of indirect factors caused the students to make errors in the writing skills were: students' low motivation, lack of use of media, low frequency of the writing instruction, lack of parents' support, and lose control of students' learning.

My research result,it is found that the results show that on the result of interview and test done by the researcher about the students' Difficulties in mastery writing descriptive text at Grade X SMANegeri1Panyabungan Utara, the researcher takes the conclusion is the students still have difficulties in writing indicators of writing, they are; grammar, vocabulary, mechanic, fluency and form. And the most dominant difficulties is on form.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Place and Time of Research

This research has been done at SMA Negeri 1 Panyabungan Utara that is located in Rumbio village. This research has been done from Mei 2019 until November 2019.

2. The Research Design

This research is conducted by using descriptive method with qualitative approach. Qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives.

3. The Sources of Data

The source of data in this research consist of two sources, they are primary data and secondary data.

a. Primary source of the data is at X IPA 2 students in SMA Negeri 1 Panyabungan Utara. There are 21 students in the classroom. The researcher takes 10 students who answer the test with random technique to choose 10 students.

b. Secondary data, the researcher collected the information from the English teacher of SMA Negeri 1 Panyabungan Utara

4. The Instruments of Collecting Data

The instruments of collecting data that used in this research are:

a. Test

Test is some question to get information that pointed understanding vocabulary. Testing is not the only way in which information about people language ability can be gathered. It just one from of assessment and other methods will often be more appropriate. Appropriate with the instrument of this research, the researcher uses it to know the students' difficulties in writing descriptive text at grade X SMA Negeri1 Panyabungan Utara. The researcher followed some indicators by Arthur Hughes[1] in writing descriptive text that can be state as follow

Table: 3. Indicators of Test

No	Indicators	Item Will Be Scored	Score	Total
1.	**Grammar**	-Few noticeable errors of grammar	6	
		-Some errors of grammar	5	
		-Errors of grammar fairly frequent	4	6
		-Error of grammar frequent	3	
		-Errors of grammar very frequent	2	
		-Errors of grammar so severe	1	
2.	**Vocabulary**	-use of vocabulary rarely distinguishable from educative native writer	6	
		-occasionally uses inappropriate terms or relies or circumlocution	5	6
		-uses wrong or inappropriate words fairly frequently	4	
		- limited vocabulary and frequent errors	3	

[1]Arthur Hughes, *Testing for Language Teachers,* Second (Combridge: Combridge University Press, 2003), p.101-104.

		clearly		
		- vocabulary so limited and so frequently misused	2	
		- vocabulary limitations so extreme as to make comprehension virtually impossible	1	
3.	**Mechanic**	-few noticeable lapses in punctuation and spelling	6	6
		-occasional lapses in punctuation and spelling	5	
		-errors in punctuation or spelling fairly frequent	4	
		-frequent errors in spelling or punctuation	3	
		-errors in spelling or punctuation so frequently	2	
		-Errors in spelling or punctuation so severe	1	
4	Fluency	-Choice of structures and vocabulary consistently appropriate.	6	6
		-occasional lack of consistency in choice of structure and vocabulary	5	
		-'Patchy' with some structures or vocabulary	4	
		-Structure or vocabulary items not only inappropriate but also misused	3	
		-Communication often impaired	2	
		-A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication possible.	1	
5	**Form**	-Highly organized; clear progression of idea well linked	6	6
		-material well organized	5	
		-some lack of organization	4	
		-little or no attempt at connectivity	3	
		-individual ideas may be clear, but very difficult to deduce connection between them	2	
		-lack of organization so severe	1	
Total				30

Table: 4. The Classification Quality of the Students' Test

No.	Interval	Predicate
1.	0 % - 20%	Very Weak
2.	21 %- 40 %	Weak
3.	41 % - 60 %	Enough
4.	61 % - 80 %	Good
5.	81 % - 100 %	Very Good

b. Interview

Interview is used to get the data or information that is not expressed in observation orally. Interview is also to talk somebody and ask his/her question at a formal meeting to find out if he/she is suitable for job or study. One of most popular technique for obtaining information in research by asking respondent orally is interview. The researcher made interview to English students after do the test of descriptive text and the interview concluded to the difficulties of the students. The researcher also did interview for English teacher of SMA Negeri 1 Panyabungan Utara to get the data.

5. **Technique of Collecting Data**

The researcher has been done technique of collecting data by using the test as follow:

1. The researcher makes preparation of the tests for the students which are all the items of the tests related to the material, procedure text test.

2. Then, the researcher are some step to instruction test of students, they

    areas the follow below:

    The instructions for doing test;

    a. The researcher explain about descriptive text

    b. The researcher prepared text of descriptive

    c. The researcher explained what students to do.

    d. The researcher gives chance or time for students to ask

        something left or not clear doing the test.

    e. Asking the students to do the test and the researcher look after

        the students during the test time.

    f. After students finished answering the test, then the researcher

        collects their answer to analyzed

    g. The researcher checked the test of students and gave the score to

        the students.

6. **The Technique of Data Trustworthiness**

   According to Lexy J. Moleong states data Trustworthiness has nine

techniques as a following.[2]

a. Extension of participation is extension not only done at short time but needed the long time.
b. The application of research is the researcher must do the research with carefully, detail and continuous to the object of the research.
c. Triangulation is the technique of checking data Trustworthiness that using something beside the data to verification or as a comparison of the data.

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[2]Lexy. J. Moleong, *Metodology Penelitian Kualitatif*, (Bandung: Rosda Karya, 2000),p.175.

d. Checking with friendly though discussion was done with expos the interview result or the final result that gotten in discussion with friends.
e. Analyze the negative case was the research collect the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
f. The equate and referential are the tools of them, which using the free time to compare the result of her research with critics were collect.
g. Checking the member was the most important in checking the credibility.
h. The detail description was a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.
i. Auditing used to check the truth and certainly of data, this point that done well to the process of result and extent.

From the all techniques to determine the data trustworthiness above, the researcher use triangulation. It is a technique that used to check the data trustworthiness data by compare the result of the test and interview.

7. **Technique of Data Analysis**

In this research, the researcher followed some steps by Milles and Huberman that is called interactive analysis model that consist of data collection, data reduction, data display, and drawing conclusion.[3] Those will be defined as follow:

a. Data collection is the researcher takes the data through the data during an observation which is collected from the observation sheet and interview with the teacher who teach at English class also the students who thought by the teacher.
b. Data reduction, in this data reduction phase, there are living in process and living out process. It means that the selected data are included in the needed and it stays in the living in data and unselected data are included in the living out data.
c. Data display, in this research the data will be displayed consist of the information about students' difficulties in learning descriptive text.

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[3]Miles B. Matthew and Hauberman Micheal, *Qualitative Data Analysis,* (USA: SAGE Publications, 1994).,p.10

d. Drawing conclusion, at this stage draw conclusion from the result of the data that has been done. At this stage the conclusion will answer the formulation of the problem from the problem beginning.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Result of the Research

This research has done the research at SMA Negeri 1 Panyabungan Utara, which located in Rumbio, Panyabungan Utara,North Sumatera. After give the test to the students then the researcher do the analysis to the data. Many difficulties in students' descriptive text writing are found. The researcher only focused on indicator of writing by Hages Arthur classification. Those are grammar, vocabulary, mechanic, and organizing. The detail of the research result tests are describe below:

1. The Description Students' Difficulties in Writing Descriptive Text

The researcher has classified the students' difficulties in writing descriptive text at grade X SMA Negeri 1 Panyabungan Utara. The calculation of the students' difficulties in writing description text is described below:

a. The Students Difficulties in Grammar

The first student made mistake in grammar is IN. This is the example of test.

> "My family is other the my love. We very **is** happy because my family is a good. I'm chith to two from four **berelated**. My family lives in GunungTua, LumbanPasir. SitiKhodijah street. **I'm have** sister and young brother one and young sister one. My name sister name is Maulida. My name young brother is Saidi. My name young sister is Sakinah and my name is IyahNasuha. **My berelated people** very good, patient, discipline, and clever.**We berelated** very good in home.**we very** clever study in the school. And we **can always get** champion in the class. **We family always** happy every day".

It should be "My family is my love. We **are** very happy because my family is a good. I'm the second daughter from four siblings. My family lives in GunungTua, LumbanPasir. SitiKhodijahstreet. **I have** sister and young brother one and young sister one. My name sister name is Maulida. My name young brother is Saidi. My name young sister is Sakinah and my name is IyahNasuha. **My siblings peopleare** very good, patient, discipline, and clever. **My siblings are** very good in home. We **are**very clever study in the school. And we **can always get** champion in the class. **Our family always becomes** happy every day". (See appendix 3 students 1).

The second student that made mistake in grammar is initial J. This is the example of the text "my mother always **cleaned** the house every day".

The researcher made another good one "my mother always **cleans up** the house every day". (See appendix 3 student 2).

The third student that made mistake in grammar is TTH.

This is the example of the text"my school **was born**Rumbio Jl. Bhayangkara No. 4".

The researcher made another good one "my school **is** in Rumbio Jl. Bhayangkara No. 4". (See appendix 3)

The fourth student that made mistake in grammar is initial RRD.

This is the example of text "my family **live** in GunungTua, Bayangkarastreet. Work my mother is **cook** in the kitchen and I have

one sister and one brother. My sister is good, she name is RistiAlfianita. She hobby is reading and my brother is very handsome. He name is Ahmad YandriRiski. He always **get** champion in the class. He**hobby is** playing football and badminton. My father always **playing** football and badminton with my brother and **I**".

The researcher made the correct one is "my family **lives** in GunungTuaBayangkarastreet. My mother's job is **cooking** in the kitchen and I have one sister and one brother. My sister is good, her name is RistiAlfianita. Her hobby is reading and my brother is very handsome. His name is Ahmad YandriRiski. He always **gets** champion in the class. Her **hobby is** playing football and badminton. My father always **plays** football and badminton with my brother and me". (See appendix 3 student 4).

The fifth student made mistake in grammar is initial NK. This is the example of grammar "she **is** like cooking and I love my family I don't have sister and brother but I have two young brothers. My young **brother is** great. I think **theyhandsomes**".

It should be "she **likes**cooking and I love my family I don't have sister and brother but I have two young brothers. My young **brothers are** great. I think **they are handsome**". (See appendix 3 student 5).

The sixth student that made mistake in grammar is C. This is the example of grammar "the cleanliness in my school dependably **keep up** on the grounds".

The researcher made the correct one is "the cleanliness in my school dependably **keeps up** on the grounds".(See appendix 3 student 6)

The seventh student that made mistake in grammar is IRS. This is the example of the text "my family **born**GunungTua".

It should be "my family **is** in GunungTua". (See appendix 3 student 7).

The eighth student made mistake in grammar is RD. This is the example of the text "**in there so** many large tree which **make** the air my school **become** very fresh and clean".

It should be "**There are so** many large trees which it **makes** the air my school **becomes** very fresh and clean".(See appendix 3 student 8).

The ninth student that made mistake in grammar is POA. This is the example of the text "**school name SMA** PANTURA, my school is the best because I **can tolearn** lessons very of good". My school **have** students 13 smart. In my school I have 3 best friends **she name is**PutriHidayani, Nikmah and Iyah".

The correct one is "**my school name is** PANTURA, my school is the best because I **can learn** lessons very of good". My school **has** 13 smart students. In my school I have3 best friends **their name are** PutriHidayani, Nikmah and Iyah". (See appendix 3 student 9).

The tenth student that made mistake in grammar is initial MI. This is the example of the text "my school is a clean and **student a** goods, **its live** in Rumbio. My school **have** structural activities.

The researcher made the correct one "my school is clean and student **is** good student, it **is** in Rumbio. My school **has** structural activities". (See appendix 3 student 10).

b. **The Students' Difficulties in Vocabulary**

The first student is IN. the example of mistake is "my family is **other the my love**. We very is happy because my family is a good. I'm **chith to two** from four **berelated**. I'm have sister and **young brother one** and **my young sister one**. **My name sister** is Maulida. **My name young brother** is Saidi, **my name is young sister** is Sakinah. We **berelated** very good in home".

The researcher made the correct one should be "my family is

one of my love. We very is happy because my family is a good. I'm

the second daughter from four **siblings**. I have sister and **oneyoung**

brother and **one young sister**. **My sister's name** is Maulida. **My**

young brother's name is Saidi, my**youngsister'sname** is Sakinah.

We **are very good siblings** in home. (See appendix 3 student 1).

The second student is initial J. the example of mistake is "I have three siblings, **one school** in junior high school. **The second school is first** grade elementary school. And my sister always helps me with my homework and clean the **homes"**.

It should be "I have three siblings. **One is studying** in junior

high school. **The second is in the first** grade elementary school.

And my sister always helps me with my homework and cleans the

home".(See appendix 3 student 2).

The third student is initial TTH. The example of mistake is "every day I comes to **school 06: 30 PM**. In my school class one have **a four classroom**, class two have **a there classroom**, and class there have **a there classroom**".

The correct one is "every day I comes to school**at**06: 30 PM.

In my school class one has **four classrooms**, class two has **three**

classrooms, and class three has **three classrooms**".(See appendix 3

student 3).

The fourth student is initial RRD. The example of mistake is "**hobby my father** is football and badminton. **Work my father** is businessman. My mother is beautiful. **Work my mother** is cook in the kitchen. And I have one sister and one brother. My sister is good. **She name** is RistiAlfianda. **She hobby** is read and my brother is very handsome. **He name** is Ahmad YanriRizki".

It should be "**my father' hobbies are** football and badminton. **My father's job** is businessman. My mother is beautiful. **My mother' job** is cook in the kitchen. And I have one sister and one brother. My sister is good. **Her name** is RistiAlfianda. **Her hobby** is read and my brother is very handsome. **His name** is Ahmad YanriRizki". (See appendix 3 student 4).

The fifth student is initial NK. The example of mistake is "I think they**handsomes**. And I love very **moreB. Inggrismong"**.

It should be "I think they are **handsome**. And I love very **much English.** (See appendix 3 student 5).

The sixth student is initial C. The example of mistake is "my classroom dependably wins the cleanness. The cleanliness in my school dependably keep up on the grounds that we generally **hold** a picket plan **each** morning".

It should be "my classroom dependably wins the cleanness. The cleanliness in my school dependably keeps up on the grounds that we generally **have** a picket plan **every** morning". (See appendix 3 student 6).

The seventh student is initial IRS. The example of mistake is "my family is **good**. My family **born**GunungTua. My Family lives in GunungTua**bidanLilis**. My Family a **pacien** neighbour. My family is very **diciplint** in home. And neighbour".

The researcher made the correct one is "my family is **good family**. My family **is in**GunungTua. My Family lives in GunungTua.

My Family is a **patient** neighbour. My family is very **discipline** in home. And neighbour". (See appendix 3 student 7).

The eighth student is initial RD. The example of mistake is "my school is **a green** and **school beatifull. In there** so many large **tree** which make **the air** around".

It should be "my school is **a green colour** and **beautiful school. There are** so many large **trees** which make **the fresh air** around". (See appendix 3 student 8).

The ninth student is initial POA. The example of mistake is "**school name SMA Pantura N 1**. Description of **the my** school. My school is the best because I can to learn lesson **very of good**. I have 3 best friends. **She name** is PutriHidayah, Nikmah, and Iyah".

The correct one is "**my school name is SMA N 1 Pantura**. Description of **my** school. My school is the best because I can learn lesson **very good**. I have 3 best friends. **Their name** are PutriHidayah, Nikmah, and Iyah".(See appendix 3 student 9).

The tenth student is initial MI. The example of mistake is "my school is a **clean** and **student a goods**. My school have structural activities. **Its school class room X 4 room, XI 3 room and XII 3 room too".**

It should be "my school is a **clean school** and **most of students are good students**. My school has structural activities. **There are 4 classrooms in the X grade, 3 classrooms in the XI Grade and 3 Classrooms also in the XII grade".**(See appendix 3 student 10).

c. The Students' Difficulties in Mechanic

The first student is initial J. The example of the sentence is "I have eight siblings. My name is Jelita".

It should be change to "My name is **Jelita and I have** eight siblings. (See appendix 3 student 2). The researcher change position of sentences and add the conjunction 'and' between two sentences.

The second student is TTH. The example of the sentence is "I am is a good man in my school I am very patient **in** study **and** home".

The correct sentence is "I am a good man in my school **and** I am **also** very patient study **at** home. (See appendix 3 student 3). The researcher put conjunction '**and also**', delete adverb of place '**in**' and change conjunction '**and**' to be '**at**'.

The third student is NK. The example of sentence is "I love my family. I don't have sister and brother".

It should change to "I love my family **but unfortunately** I don't sister and brother. (See appendix 3 student 5). The researcher added conjunction to connect two sentences.

The fourth student is IRS. The example of sentence is "my family is good my family born GunungTua my family live in GunungtuaBidanLilis.

The correct one is "my family is good **and** my family lives in Gunungtua**next to**BidanLilis. (See appendix 3 student 7). The researcher added conjunction to easy to understand.

The fifth student is RD. The example of sentence is "my school is a green and school beautiful".

The correct one is "my school is green **color** and beautiful school". (See appendix 3 student 8). The researcher deleted a and add noun to be a correct one.

The last student is IN. the example of sentence is "My name sister is Maulida my name young brother is Saidi'.

The correct one is "My sister is Maulida**and** my young brother's name is Saidi. (See appendix 3 student 1). The researcher added conjunction to be a correct sentence.

d. **The Students' Difficulties in Fluency**

The first student is RRD. The example of the sentence is "**my family lives in GunungTua, Bayangkarastreet. My father is handsome**".

From the sentences the student made two sentences that actually it still wrong. So, the correct one is "**my family lives in GunungTua on Bayangkara street. Actually, I live with my parents and I have handsome father**". (See appendix 3 student 4)

The second student is IN . The example of the sentence is "**my family lives in GunungTuaLumbanPasir, SitiKhodijahstreet. I'm have sister and young brother one and young sister one**".

From the sentences the student made two sentences that actually it still wrong. So, the researcher made the correct one is "**my family lives in GunungTua village, LumbanPasir district on SitiKhodijahstreet. In my family I have sister and one young brother and one young sister**". (See appendix 3 student 1)

The last student is J. the example of the sentence is "**my parents always loved me if my sister always helps me with homework and clean the home.**

From the sentences, the student made two sentences that actually it still wrong. So, the correct one is "**my parents always love me whereas my sister always helps me with homework and she often cleans up our home.**(See appendix 3 student 2)

From the explanation above, the researcher concluded that students still has mistakes on fluency because students still difficult to make ease communication.

e. The Students' Difficulties in Form

The first student is NK. She wrote her descriptive with title 'My Family'. She described her family in the paper test. But she did not write generic structure of descriptive text completely. The correct one, students should be make written based on identification and description.

My Family

My family is very happy. My father is good and patient. And my mother is very clean. She is like cooking. And I love my family. I don't have sister and brother, but I have two young brothers. My young brother is great. I think they handsome. They hobby is playing football. And bicycle. They always cleaning bedroom and my hobby is playing basketball. I like very more B. Inggris.

Based on the text above, the researcher can see that identification and description made one paragraph. The correct one is the identification and description must be made per paragraph to make the reader easy to understand the structure of the text.

The second student is IRS. She just wrote identification without made description, as a text below:

My Family

My family is good. My family born GunungTua, my family lives in GunungTua next to bidanLilis. My family is a patient neighbor. My family is very discipline in home and neighbor.

Based on the text above, the researcher can conclude that the student was not understand about generic structure of the descriptive

text. We can see from the text that student just put identification but there are must be description to complete the text.

The third student is MI. MI is also same with RD. he just wrote the description of the text. MI written as a below:

My School

My school is clean and the students are good students. It lives in Rumbio on Bayangkara Street. My school have structural activities, it's school classroom X has 4 rooms, XI has 3 rooms and XII has 3 rooms too. My school is nothing crass, my school is environment. They are exceptionally partial to being environment which so agreeable.

Based on the text above, the researcher can conclude that the student was not understood about generic structure of the descriptive text. We can see from the text that student just put description in the text and there is not completed by identification.

The fourth student is TTH. He wrote the identification and description in one paragraph. As a text below;

My School

My school was born in Rumbio Jl. Bayangkara No. 4. My school have a ten classroom. I was born in class X IPA 2. My classroom is perfect in my class room have a twenty people. I am from Simanondong. Every day, I comes to school 06:30 PM. In my classroom one have four classroom, class two have a three classroom, and class three have a three classroom

I am is a good man in my school. I'm is very patient in study and home I am is very clever.

From the text above, we also can see that the conclusion is not relevant with the topic. The researcher can conclude that the student is not understand about form of descriptive text.

The fifth student is RRD. She wrote the text as a text below;

My Family

My family live in GunungTua, Bayangkarastreet. My father is handsome. Hobby my father is football and badminton. Work my father is businessman. My mother is beautiful. Work my mother is cook in the kitchen. And I have one sister and one brother.

My sister is good. She name is RistiAlfianda. She hobby is read and my brother is very handsome. He name is Ahmad YanriRizki. He always get champion in the class. He hobby is play football and badminton. My father always play football and badminton with my brother and I.

From the text above, we can see that in the first paragraph there some topic in one paragraph, in identification we should focus on one participant. And in the second paragraph, the student is not focus on to the title 'my family'. The student focused on his brother and sister. So, based on the text above the researcher can conclude that the student is not well in generic structure of descriptive text.

The sixth student is IN. She wrote the identification and description in one paragraph. As a text below:

My Family

My family is other the my love. We very is happy because my family is a good. I'm child to two from four berelated. My family lives in GunungTua, LumbanPasir. SitiKhodijahstreet. I'm have sister and young brother one and young sister one. My name sister name is Maulida. My name young brother is Saidi. My name young sister is Sakinah and my name is IyahNasuha. My berelated people very good , patient, discipline, and clever.

We berelated very good in home.we very clever study in the school. And we can always get champion in the class. We family always happy every day.

Based on the text above, we can see that description made on the first sentence. The correct one is the identification made on the first sentence and followed by description in the second paragraph.

The seventh student is POA. She wrote her title 'My School'. She described her school in the paper test. But she did not write

generic structure of descriptive text completely. The correct one, students should be make written based on identification and description completely.

My School

School name SMA PANTURA N1

Description of the best because I can to learn lessons very of good. My school have student 13 smart. In school I have 3 best friends she name is PutriHidayani, Nikmah, and Iyah.

Based on the text above, we can see that identification just made one sentence. It should be add with the other sentence to complete the identification. And the second paragraph is still wrong because it just two sentences. It should add two sentences to be a complete paragraph.

The eighth student is C. She wrote her title 'My School'. She described her school in the paper test. But she did not write generic structure of descriptive text completely. He just put description on the paper. The correct one is students should be make written based on identification and description completely.

My School

My school is very clean. My classroom is a perfect and agreeable class for learning. Indeed, even my classroom dependably wins the cleaness and culmination rivalry held in my school consistently.

The cleanliness in my school dependably keep up on the grounds that we generally hold a picket plan each morning. My class is constantly cleaned before the lesson starts. Sub seguanly my class dependably turns into the most coved class for introduction.

They are exceptionally partial to being in my class in light of the fact that the environment which so agreeable.

Based on the text above, we can see that there is not identification but it is just description of the topic. The correct one is

made introduction of the topic. So, it needed identification to complete the text.

2. The Students' Dominant Difficulties in Writing Descriptive Text

After doing the test, the researcher got achievement based on the result of their test. The researcher had found the dominant difficulties in writing descriptive text are:

a. Student Difficulties in Grammar

From the result of the test, the researcher took the result that students have difficulties in grammar of descriptive text especially in simple present tense. Most of them have mistake in make verb or to be of simple present tense especially put s/es on verb.

b. Student Difficulties in Vocabulary

From the result of the test, the researcher took the result that students have difficulties in vocabulary to write descriptive text especially in putting adjective and noun. Most of them have mistake in using vocabulary to make phrase.

c. Student Difficulties in Mechanic

From the result of the test, the researcher took the result that students still have difficulties in mechanic to write descriptive text especially in putting conjunction and adverb. Most of them have mistakes in using conjunction.

d.   Student Difficulties in Fluency

From the result of the test, the researcher took the result that students still have difficulties in fluency to write descriptive text especially to connect mine idea with supporting.

e.   Student Difficulties in Form

In this part, the researcher explained the students' result based on their test. Almost of students still incorrect in form, they write their thinking based on their version and they do not follow the generic structure of descriptive text.

Table: 5. Students' Test Score

No.	Initial	Gram	Voca	Mech	Fluen	Form
1.	IN	3	3	5	4	3
2.	J	2	4	5	5	4
3.	TTH	3	3	5	4	2
4.	RRD	3	2	5	5	2
5.	NK	2	2	5	5	2
6.	C	4	3	5	5	4
7.	IRS	2	2	3	3	2
8.	RD	2	2	5	5	2
9.	POA	2	2	4	3	1
10.	MI	2	1	5	5	1
Total		25	24	47	44	23
Score		41	40	78	73	38

So, based on the explanation above the researcher can conclude that the most dominant difficulty of students in mastery writing descriptive text is in **form.**

3. **The Students' Dominant Reason Difficulties in Writing Descriptive Text**

After the researcher got interview with students about descriptive text, the researcher got the data that almost of the students said that their dominant reason was in vocabulary and grammar. They said that long time to find vocabulary.

a. **Dominant Reason Difficulties in Grammar**

The student initial C. he got dominant in grammar. He "said that he often does not put s/es on verb in pronoun he, she or it"[1].

The student initial J. She has the dominant writing descriptive text in grammar because she said cannot differ each tenses.[2]

b. **Dominant Reason Difficulties in Vocabulary**

The student initial MI, same reason with IRS said the dominant reason in writing descriptive text is lack of vocabulary because they had difficulty to pronounce English vocabulary so they are lazy to study English.[3]

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[1]Candra.Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

[2]Jelita.Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

[3]MHD.Ikhsan. Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

c.   **Dominant Reason Difficulties in Mechanic**

The students initial POA. She has dominant difficulties in writing descriptive text is in mechanic, she "said that the reason is she cannot differ each the generic structure of texts".[4]

The student initialRRD.She has dominant of difficulties in writing descriptive text are form and vocabulary, she "said the reason that she not understand about identification and lack vocabulary".[5]

d.   **Dominant Reason Difficulties in Fluency**

The student initial IN. She has difficulties in fluency and she gave the reason said she does not know what is present tense and her is still Indonesian style.[6]

e.   **Dominant Reason Difficulties in Form**

The student initial TTH. He has the dominant difficulty in writing descriptive text is form. He said that he does not know how to make description.[7]

The student initial NK. She has dominant difficulties in grammar, vocabulary, and form. She gave the reason she "said she con not using grammar to make descriptive text, in vocabulary she

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[4]PutriOktaviaAchela.Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

[5]RahmaRubiantiDewi.Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

[6]IahNasuha.Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

[7]TimbulTrigautamaHutabarat.Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

has lack of vocabulary and the last she does not know generic structure of text".[8]

The student initial RD. She got dominant in grammar, vocabulary and form. She "said because she does not understand well about simple present tense, lazy to memorize vocabulary and does not understand about form of text". [9]

Based on explanation above, the researcher concluded that the dominant reason difficulties in writing descriptive text are difficult in vocabulary and grammar form. Grammar should be using present tense to describe thing, person, animal or place.

B. The Discussion

After analyzing the data, it was it was known the students difficulties in writing descriptive text. The students got difficulties at grade X SMA Negeri 1 Panyabungan Utara in writing descriptive text was: *The first*, the students had difficulties in grammar; they did not understand constructing the sentence in good grammar. *The second*, the students had difficulties in vocabulary, they still lack of vocabulary. So, they still difficulty to construct sentence well, many students still make Indonesian expression. It means students still have problem in vocabulary. *The third*, the students had difficulties in form. They did not know they still mixed between identification and description in one paragraph. They also only put one structure in the text. So, they could not

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[8]NikmahKhoiriah.Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019.*

[9]Roma Dona. Students of SMA Negeri 1 Panyabungan Utara Class X. *Private Interviewed, 19 October 2019*

construct a text well. *The fourth*, the students had difficulties in mechanic. Several of them did not know to use conjunction well. *The last,* used fluency in descriptive text. It also stated by English teacher that the students was shy and afraid of being mocked by their friends and they did not did not have initiative to start writing firstly with their friends or the teacher.

Whereas, there were thesis that researcher used as review of related findings. This research was to describe by HidayatulPitri with the title "The Difficulties of Writing Descriptive Paragraph Faced By The Eight Grade Students at SMP N 14 Kota Jambi".She concluded that the students of SMP N 14 Kota Jambi still have many difficulties in writing descriptive paragraph.

The second, this research related to DwiSupatmi with the title "Students' Difficulties In Writing Recount Text at the Second Year of SMP N 2 Kartasura In 2012/2013 Academic Year". He concluded thatdifficulties of SMP N 2 KartasuraIn 2012/2013 Academic Year in writing recount text is still difficult In spelling.

The last, this research related to SaifulBahriwith the title "Difficulties In Writing In Vocabulary And Grammar of the Second Year Students of SMPN I Selong East Lombok West Nusa Tenggara In The School Year 2008/2009". He concluded that the student of SMPN I Selong East Lombok West Nusa Tenggara In The School Year 2008/2009 can categorize into 55, 23 %. The researcher concluded based on the result the students in ability are still low.

C. The Treat of the Research

In conducting this research, the researcher realized that were so many threats in doing students' difficulties research. It started from arranging proposal until finishing thesis. The researcher realized that to conduct a qualitative research needs long time research. Due to, it limited of time and finance, and material. This research was conducted in short time which made it far from perfection it was just one month.

In conducting the interview, the result obtained might be less valid, due to the grade X students who might not be to serious in answer any question from the test, there was a mutual cheating, bias and psychological support in activities such interview and limited time available. Then, because of the researcher's home is far from the research field, the researcher get difficulties to go there. And next, because of students' time limitation is not enough, while the researcher gave the interviews questions. The last, the researcher got the students were not serious in doing the writing test because there was not English teacher observed them while the researcher did the research there.

However, the researcher had done the best in this research, the researcher was very aware of the threats that exist in this paper, but with hard word. This paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected support from teacher, friends and readers.

CHAPTER V

CONLUSSION AND SUGGESTION

A. Conclusion

Based on the result of interview and test done by the researcher about the students' Difficulties in mastery writing descriptive text at Grade X SMA Negeri 1 Panyabungan Utara, the researcher takes the conclusion as follow:

1. Students difficulties in mastery writing descriptive text

   The students still have difficulties in writing indicators of writing, they are; grammar, vocabulary, mechanic, fluency and form.

2. Dominant difficulties in mastery writing descriptive text

   Based on test and interview result, the dominant difficulties of the students in mastery writing descriptive text was grammar, vocabulary and form.

2. Reason dominant students' difficulties in mastery writing descriptive text

   The reason dominant students' difficulties in mastery writing descriptive text was they do not interest learning English subject.

B. Suggestion

Based on the conclusion above, the researcher give some suggestions as follow:

1. To the head master of shall always to motivation the English teacher to increase her mastery in teaching English.

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2. To the lecturer of English, always motivate the students to be seriously in learning especially in understanding descriptive text.

3. To the students, they have to increase their abilities in English especially in descriptive Text by study harder. It can be done by reading English book.

4. To the readers, as a motivation to do better research and to improve the readers' abilities in English.

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APPENDIX I

INSTRUMENT FOR TEST

A. Pengantar

1. Instrument ini bertujuan untuk menjaring data siswa tentang pembelajaran descriptive text. Oleh sebab itu kerjakanlah sesuai kemampuan anda.
2. Jawaban anda tidak mempengaruhi kedudukan anda disekolah
3. Jawabananda   tidak berpengaruh kepada nilai bahasa inggris anda disekolah.

B. Petunjuk

1. Bacalah pertanyaan berikut ini dengan seksama
2. Jawablah pertanyaan beriku tini dengan jawaban yang tepat
3. Apabila ada pertanyaan kurang jelas ditanyakanl angsung kepada pengawas.
4. Waktu yang tersedia 60 menit.

C. Soal

Choose one of the topics below and write a descriptive text based on your skill. Then specify the identification (pendahuluan) and description (deskripsi) in the text.

1. My family
2. My school
3. My village

Validator   Researcher

Appendix III

The Instrument of Test

A. Introduction

1. The instrument is used to find out the students' difficulties in writing descriptive text

2. Answer by your own ability

3. Your answer will not influence your position in this school

4. Time is given 60

B. Choose One of the Topics of Description Below:

1. My family

2. My school

3. My village

Validator   Researcher

Ida Royani, S,Pd   Sarlin
NIP. 197209092007012005   NIM. 1520300096

Appendix II

List of Interview for English Teacher

Hari   :

Narasumber   :

Kelas   :

Pertanyaan

    1. Kenapa siswa mempunyai kesulitan dalam menulis descriptive text?

       (Why did the students have difficulties in writing descriptive text?)

Appendix III

List of Interview for English Students

Hari   :

Nama Siswa   :

Kelas   :

Pertanyaan   :

   The question is given to the students based on their dominant
   difficulties based on the test result

1. Kenapa kamu mengalami kesulitan dalam penggunaan vocabulary ketika
   menulis descriptive text?
   (Why did you have difficulties in using vocabulary in writing descriptive
   text?)
2. Kenapa kamu mengalami kesulitan dalam grammar ketika menulis descriptive
   text?
   (Why did you have difficulties in grammar in writing descriptive text?)

3. Kenapa kamu mengalami kesulitan dalammechanic ketika menulis descriptive
   text?

   (Why did you have difficulties in mechanic in writing descriptive text?)

4. Kenapa kamu mengalami kesulitan dalam fluency ketika menulis descriptive
   text?
   (Why did you have difficulties in fluency in writing descriptive text?)

5. Kenapa kamu mengalami kesulitan dalam form ketika menulis descriptive
   text?

   (Why did you have difficulties in form in writing descriptive text?

Appendix IV

Name :

Classroom :

Choose one of the topics below:

a. My school
b. My family
c. My village

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Appendix V

Table: 5. The Description of Students' Score

No.	Initial	Gram	Voca	Mech	Fluen	Form	Total	Percent
1.	IN	3	3	5	4	3	18	60
2.	J	2	4	5	5	4	20	66
3.	TTH	3	3	5	4	2	17	56
4.	RRD	3	2	5	5	2	12	40
5.	NK	2	2	5	5	2	16	53
6.	C	4	3	5	5	4	21	70
7.	IRS	2	2	3	3	2	12	40
8.	RD	2	2	5	5	2	16	53
9.	POA	2	2	4	3	1	12	40
10.	MI	2	1	5	5	1	14	40
Total		25	24	47	44	23		
Percent		41	40	78	73	38		

Appendix VI