



**THE DIFFICULTIES ENCOUNTERED AND STRATEGIES USED BY
THE STUDENTS IN WRITING DESCRIPTIVE TEXT**

SKRIPSI

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ABSTRACT

Yaumil, 2020. *The Difficulties Encountered and Strategies Used by the Students in Writing Descriptive Text*. Thesis, English Department, Faculty of Teacher Training and Education, University of Islam Malang. Advisor I: Drs. Yahya Alaydrus, M.Pd, Advisor II: Dr. Dzul Fikri, S.S., M.Pd.

Key Words: Students' Difficulties and Strategies, Writing, Descriptive Text

Descriptive text is a text that can be called not too difficult, but it is still found some problems that encountered by the students when writing this text. This is the researcher's background for doing this research. The aim of this study is (1) to find out the English students' difficulties in writing descriptive text (2) to know the English students' strategies to overcome their difficulties in writing descriptive text. To approach the aim of this study, the researcher used the qualitative design. The data were collected by using questionnaire. The questionnaire consisted of two parts related to the students' difficulties and strategies in writing descriptive text. The data analyzed by using descriptive qualitative. The respondents of this research were 34 second semester English students of University of Islam Malang in the academic year 2020/2021.

The finding of this research shows that the students have problems in getting and generating ideas, developing the ideas, and organizing ideas. It is because the students did not have much idea and constructed the sentences. Besides that, grammar, lack of vocabulary, generic structure, and spelling, punctuation and capitalization (mechanic), the use of simple present tense, and finding new ideas, and describing an object/noun in detail are also the students' problems in writing descriptive text. The majority students have difficulties because the students are lack of practice. To overcome these difficulties, there are some strategies used by the students when writing descriptive text. The result of findings shows that the strategies used by the students to overcome the difficulties are deciding a topic before writing, making an outline, using dictionary to check vocabulary, strategy to ask a friend to check descriptive text, strategy to apply writing process, making the ideas clearer, strategy to check grammatical error, revising sentences, and the last is sharing writing with friend.

Based on the result of the research above, it can be concluded that descriptive text is difficult text for English students at the second semester of University of Islam Malang. Therefore, the English teacher is advised to pay more attention to the teaching of descriptive text structure in getting and generating idea, developing idea, grammar and mechanic, etc. English teacher is expected to provide many examples and exercises regarding descriptive text to the students so that educational goals are achieved well, especially English subject. The English students are also accustomed in writing and need to practice more writing so that the students don't feel difficult in writing, especially writing descriptive text.

ABSTRAK

Yaumil, 2020. Kesulitan yang Dihadapi dan Strategi yang Digunakan Siswa dalam Menulis Teks Deskriptif. Skripsi, Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing I: Drs. Yahya Alaydrus, M.Pd, Pembimbing II: Dr. Dzul Fikri, S.S., M.Pd.

Kata Kunci: *Kesulitan dan Strategi Siswa, Menulis, Teks Deskriptif*

Teks deskriptif merupakan teks yang bisa disebut tidak terlalu sulit, namun masih ditemukan beberapa kendala yang dihadapi siswa saat menulis teks ini. Hal inilah yang melatarbelakangi peneliti untuk melakukan penelitian. Tujuan dari penelitian ini adalah (1) untuk mengetahui kesulitan siswa bahasa Inggris dalam menulis teks deskriptif (2) untuk mengetahui strategi siswa bahasa Inggris dalam mengatasi kesulitan mereka dalam menulis teks deskriptif. Untuk mendekati tujuan penelitian ini, peneliti menggunakan desain kualitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner. Angket terdiri dari dua bagian yang berkaitan dengan kesulitan dan strategi siswa dalam menulis teks deskriptif. Analisis data menggunakan deskriptif kualitatif. Responden dalam penelitian ini adalah 34 mahasiswa Bahasa Inggris semester II Universitas Islam Malang tahun ajaran 2020/2021.

Hasil penelitian menunjukkan bahwa siswa mengalami kendala dalam menghasilkan dan mengembangkan ide. Hal ini dikarenakan siswa kurang memahami dan merancang kalimat. Selain itu tata bahasa, kosakata yang kurang, struktur generik, dan ejaan, tanda baca dan kapitalisasi (mekanika), penggunaan simple present tense, dan menemukan ide baru, serta mendeskripsikan suatu objek secara detail juga menjadi kendala siswa dalam menulis teks deskriptif. Mayoritas siswa mengalami kesulitan karena siswa kurang latihan. Untuk mengatasi kesulitan tersebut, ada beberapa strategi yang digunakan siswa saat menulis teks deskriptif. Hasil penelitian menunjukkan bahwa strategi yang digunakan siswa adalah menentukan topik sebelum, membuat rancangan ide, menggunakan kamus untuk mengecek kosakata, meminta teman untuk memeriksa teks deskriptif, menerapkan proses menulis, membuat ide-ide yang lebih jelas, strategi untuk memeriksa kesalahan tata bahasa, merevisi kalimat, dan yang terakhir adalah sharing tulisan dengan teman.

Berdasarkan hasil penelitian di atas, dapat disimpulkan bahwa teks deskriptif merupakan teks yang sulit bagi mahasiswa semester dua di Universitas Islam Malang. Oleh karena itu, guru bahasa Inggris disarankan untuk lebih memperhatikan pengajaran struktur teks deskriptif dalam mendapatkan dan menghasilkan ide, mengembangkan ide, tata bahasa dan mekanik, dll. Guru bahasa Inggris diharapkan dapat memberikan banyak contoh dan latihan mengenai teks deskriptif kepada siswa sehingga agar tujuan pendidikan tercapai dengan baik, khususnya mata pelajaran bahasa Inggris. Siswa bahasa Inggris juga sudah terbiasa menulis dan perlu lebih banyak berlatih menulis agar siswa tidak merasa kesulitan dalam menulis, terutama menulis teks deskriptif.

CHAPTER I

INTRODUCTION

In this part, the researcher explained the background of the study, research of problems, objective of the study, significance of the study, scope and limitation of the study and the definition of the key terms.

1.1 Background of Study

In education, English is certainly taught as a compulsory subject in junior high school. The application of English subject becomes the most principal thing applied in every school. The students learn both basic components and English skills. These English skills include listening, reading, writing and speaking. All these skills are very important, but learning writing is a crucial skill that must be learned by the students. Harmer (2004) said that writing is one of the crucial language learning skills beside speaking, listening, and reading. It means that students must prioritize writing as the important skill to learn.

Siahaan (2013) claimed that writing plays a vital role for students who are studying a language in the process. Every student needs to learn writing, communicate for professional or academic reasons, and particularly for the students they need to learn writing skill to connect with others and prepare for the final academic assignment and their future requirement. A lot of students assume that writing skill is the most complicated subject to be learnt. Irawati (2015), as cited in Ningsih (2016) stated that writing is considered the most challenging and complex language skill to be mastered relative to other language skills. To support

the statement above, Nunan (1999) stated that learning to write fluently and expressively is the most challenging of all students four language skills, whether it is for students of first, second or foreign languages. Following this statement, the students should practice to write in daily life so that students can accustom themselves in writing.

Writing is one way of expressing opinions, ideas, observations and feelings. According to Brown (2001) “writing is thinking process because writing is an exercise of placing thoughts on paper to turn thought into words, and giving them structure and coherent organization.” It means that students should be capable of sharing ideas, feelings and persuading others through writing. Nasser (2018) stated that writing is used as a language learning resource and it is considered a crucial skill in daily life as well as basic type of foreign language teaching. In addition, mastering the writing skill of secondary school is a critical task. This may be because strong writing skills are important for academic performance and requirements for many jobs and careers. Ibnian (2017) stated that writing is also one of the main language competencies. Following this statement, through writing activity, students freely can express their feelings, ideas and thoughts into written form.

There are some rules in writing include; writing contents, organization, purpose, audience, language styles, vocabulary, and mechanics which means how to use the right punctuation, spelling and capitalization. It means that writing must contain all these aspects. Therefore, if students want to create a good writing, students must consider and pay attention about all crucial aspects in writing stated

above. In addition, by working in groups or in pairs to create a piece of writing, students have the opportunity to ask each other to check the spelling, vocabulary, and grammar in their writing. This way is a crucial and effective way to be required by the students for avoiding any mistakes in writing.

Regarding students' problems in writing, they may get difficulties in writing an English text since English is not their first language. In writing, there are some problems encountered by the students related to the some researches. This problem certainly becomes an important thing to be solved by the students so that the students can feel easier to write.

Nurhayati (2016), as cited in Ningsih (2016) stated that some other problems identified in teaching and learning writing are: problems with writing include lack of ideas, organization of point, rhetoric or thinking patterns, cohesion and coherence. Also, Huy (2015) said that several students made a lot of mistakes in writing English, especially when using preposition and verb tenses and grammar structure. The meaning of a preposition can be defined as a word or phrase that links a noun or pronoun in a sentence to a verb or adjective. Example of the sentence, *I eat many apples with my friend*. The word "with" has the function as a preposition. So, the students must pay attention a preposition in writing. Besides that, grammar is crucial because it will give a meaningful sentence that contains a subject-verb agreement. And the last Siahaan (2013) explained that the problems in writing caused by low achievement were still confused in recognizing the descriptive text schematic structure and English grammar. These problems becomes the common problems that encountered by the

students because the reason is grammar is not the easier one to understand and also the students seldom practice to write in their life. Certainly, the students have the problems. If the students habituate themselves in writing as their habit in life, the students will never get difficulties in writing.

To overcome some problems in writing, students should use the successful strategies if they want to create a great writing. There are some strategies that can be applied by the students to overcome the difficulties in writing. There are some strategies that can be used by the students in writing include decide a topic before writing, make an outline, revise a sentence, and share writing with one another (O'Malley, p.149).

1. Decide a topic

Decide a topic means the students must have a certain topic before writing. In writing, topic is a subject that will be arranged into writing. It also will determine the direction of writing or the purpose of writing.

2. Make an outline

Make an outline means a framework of writing that is arranged systematically. Outline can be called as a series of main ideas that arranged sequentially as a draft of writing and it should consist of introduction part, body paragraph and conclusion part. An outline helps students easier to write based on the framework of ideas that the students arranged systematically, clearly and regularly.

3. Revise a sentence

Revise means to observe the mistakes that had done during writing.

The students need to repair the sentence mistakes. Chien (2010) also stated that revising is a step in writing that can be done by the students by changing or editing some meaningless words and sentences related to the teachers' and students' feedback.

4. Share writing to one another

Sharing means the student couple exchange thoughts with a larger group, such as the entire class. The students also present their ideas more comfortably.

The students regarded writing as a way of sharing ideas. The successful writers made significant improvements to themselves, a way of thinking and clarifying concepts, and did not rely solely on mechanic (Murat and Maarof 2013).

According to Indonesia curricula (2004), "there are several forms of the text that should be mastered in English subject by the 10th grade; they are Report, Narration, Procedural, News Item and Descriptive." From these types of text, descriptive text is one of the texts that must be mastered by the students in learning English".

Descriptive text is a text which describes a certain person, place, animal or thing that its function gives the reader clear information about something described. Husna, Zainil & Rozimela (2013) revealed that a descriptive text is a content that a writer tries to imagine what she/he is describing. Definition is used to identify something, location or person in question. The descriptive text is

absolutely different from other kind of the text styles. It shows that the content of descriptive text is the result of description of writer. It is supported by Wyrick (1987:227) that, “the description writer produces a word-picture of people, locations, objects and emotions using a careful selection of descriptions to give the reader an idea.” So, from the definition above can be concluded that descriptive text is a form of writing composed of description, aspects, meaning of something, object or person.

The descriptive text will then typically be in simple present tense. Folse (2009, p.101) stated that simple present tense is used for repetitive and repeat activity; thus, it is used because writing descriptive text has a great deal of explanation of the general and ordinary of both the thing in each paragraph. It shows that the content of descriptive text must contain simple present tense from the first paragraph until the end of the text.

Keraf (2000) argued that descriptive text is a text where the writer mentions illustrations, the feeling that the writer felt in conveying the image, feelings, and experience to the readers to allow them to imagine, or as if they were also engaged in doing so. It must be described clearly so that the readers can understand the content of the text. Students, however, make clear explanations so that the reader can picture the entity that the students identify in their class.

Regarding students' problems in writing, they may get difficulties in writing an English text since English is not their first language. For example, when the teacher asks them to write something, the students will get difficulties on finding the topic. Besides that, the students have a lack of vocabularies that

make them difficulties in writing an English text. Another difficulty encountered by the students is organizing the sentences. If the students habituate themselves in writing as their habit in life, the students will never get difficulties in writing. Dealing with the statements above, there is a previous study related to the students' difficulties in descriptive text writing. The study conducted by Yoandita, P.E (2015) investigated students' difficulties in writing descriptive writing. The qualitative method was adopted in this research and tenth grade students of vocational high school in Cianjur was taken as the participants in this research. The findings showed that the factors made the students have difficulties in writing descriptive text were related to developing idea, organizing idea, grammar rule and vocabulary. It is caused by the students write only few paragraphs and lack of practicing to write English text. These difficulties are the basic reasons that effect students' descriptive text writing. By knowing the students' difficulties, it will help the teacher to find the appropriate teaching method to help students improve their ability in descriptive writing. Due to this situation, the researcher is interested in analyzing the English students' difficulties in descriptive text writing. Therefore, the researcher wants to do a research with the title "The Difficulties Encountered and Strategy Used by the Students in Descriptive Text Writing." The participant of this research is from the students of the second semester at the University of Islam Malang.

1.2 Research Problems

Based on the background of the study that has been discussed above, this study aimed to address the following research questions:

1. What are the English students' difficulties in writing descriptive text?
2. What are the English students' strategies to overcome their difficulties in writing descriptive text?

1.3 Objective of The Study

Based on the problems identifications above, the objectives of the study are as follows:

1. To find out the English students' difficulties in writing descriptive text.
3. To describe the English students' strategies to overcome their difficulties in writing descriptive text.

1.4 Significance of the Study

In this section, the researcher explained the significance of this research. The research will be useful for:

- a. English teachers

The result of this research is anticipated to provide them contributions. It helps the teachers teach their students by knowing and solving the difficulties or problems that the students have when students write descriptive text. Students' difficulties in writing descriptive include developing idea, organizing idea, grammar rules and mechanics. These difficulties must be solved by them for producing a good writing, especially in descriptive text.

b. The student

After they know about the difficulties in their descriptive writing, they should support each other to solve the difficulties and try to use successful strategy to answer the difficulties of descriptive text.

c. The reader

Through this research, the readers can increase more information about the difficulties that students have when they write descriptive text and also they can know about the strategy used by the students in writing descriptive text too.

d. The researcher

This research can be used as one of the ways to develop the researcher knowledge and experiences.

1.5 The Scope and Limitation

This section is about the scope and limitation of the research. This research focuses on investigating students' difficulties and strategies used in writing descriptive text. Then, the subject of this research is taken from the second semester students of English Department University of Islam Malang. The limitation of this research is the questionnaire will be given through online, so the researcher cannot control the respondents when they fill out the questionnaire directly. The kind of this questionnaire in this research is close ended question.

1.6 Definition of The Key Terms

Identifying a key terms is crucial section to facilitate the reader in understanding the content of the study. Key term is used as a reference point to find out other words or information. In order to make more obvious information and to anticipate misunderstanding, here are the key terms defined as follows:

Difficulty

Difficulty refers to problems and inability encountered by the students in writing descriptive texts.

Strategy

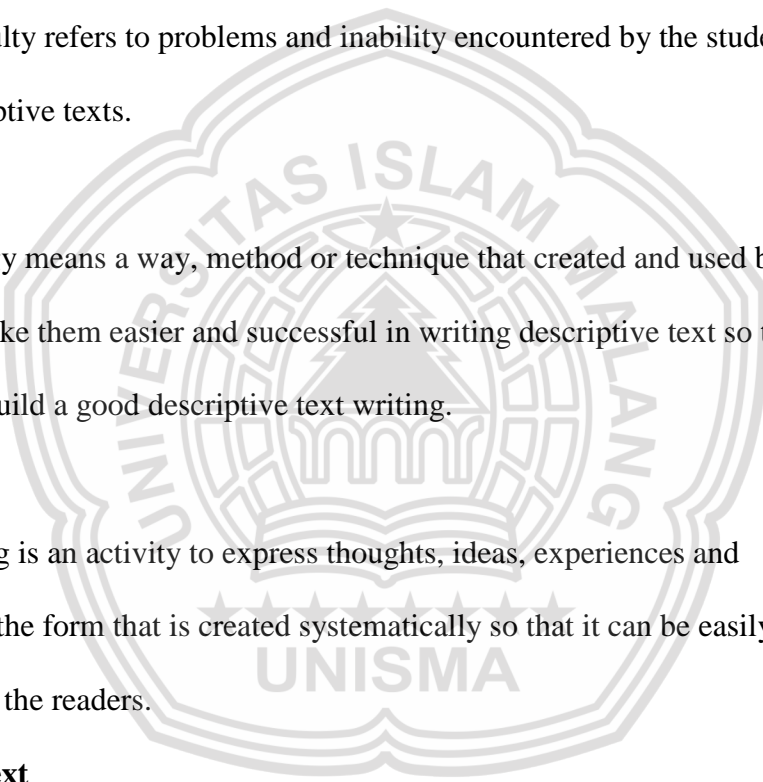
Strategy means a way, method or technique that created and used by the students to make them easier and successful in writing descriptive text so that the students can build a good descriptive text writing.

Writing

Writing is an activity to express thoughts, ideas, experiences and knowledge in the form that is created systematically so that it can be easily understood by the readers.

Descriptive text

Descriptive text is a type of text that has a main function to describe a person, an animal, a place or an object.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents some points about conclusion and suggestions of the research related to what has been analyzed and discussed.

5.1 Conclusions

Based on the results from findings, the researcher finds some students' difficulties in writing descriptive text. The researcher concludes that the students' problems in writing descriptive text are getting and generating ideas, developing the ideas, organizing ideas, grammar, lack of vocabulary, grammar structure, generic structure, and spelling, punctuation and capitalization (mechanic), the use of simple present tense, and finding new ideas, and describing an object/noun in detail. It can be seen from the result of the results of findings.

As seen from the results of findings, the researcher finds some students' strategies to overcome their difficulties in writing descriptive text. The researcher concludes that the strategies used by the students are deciding a topic before writing, making an outline, using dictionary to check vocabulary, strategy to ask a friend to check descriptive text, strategy to apply writing process, making the ideas clearer, strategy to checking grammatical error, revising sentences, and the last is sharing writing with friend. These strategies can be proved from the results of the findings.

5.2 Suggestions

From the explanations, there are some general points to be recommended regarding students' problems and strategies in writing descriptive text. Those some suggestions will be helpful recommendation for English lecturer, students and other researchers as follows:

5.2.1 English teacher

- a. The English teacher should give more attention to the teaching writing descriptive text for students.
- b. The English teacher should give a clear explanation on how to write good a descriptive text to the students.
- c. The teacher should give more examples to the students to make them understand the descriptive text so that the students can understand the material clearly.
- d. The teacher should give motivation and attention to their English writing so that they have strong spirit and ambition to learn descriptive text.

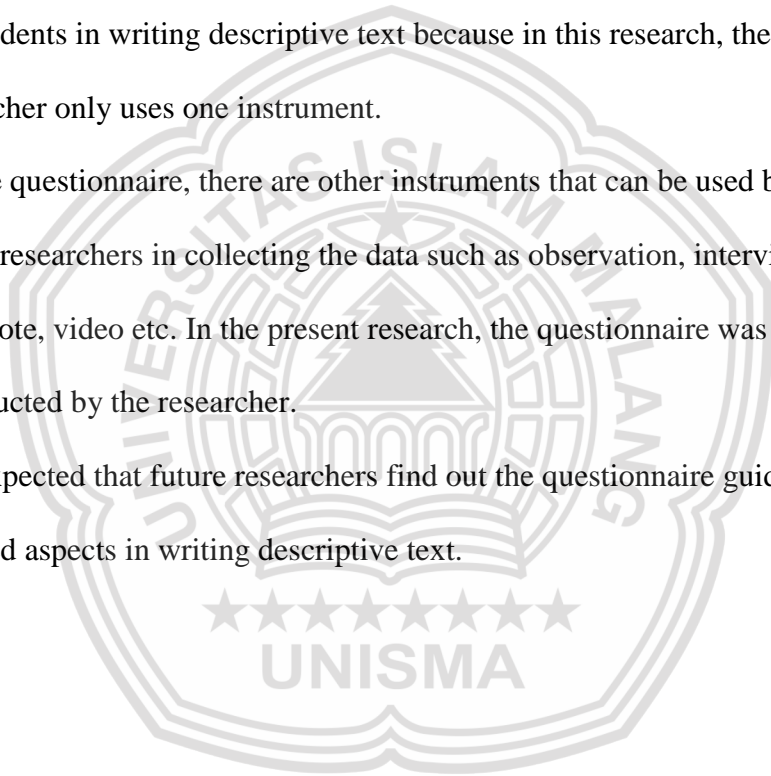
5.2.2 English Students

- a. For the students, they should master vocabulary in order to help them easier in writing descriptive text because vocabulary is very important to master.
- b. The students also should learn and practice more in writing in order to develop their ability in English writing descriptive text.
- c. The students also should be more active in teaching and learning process; ask the teacher about the material that the students do not know clearly.

- d. The last is the students should try to discuss their problem with others, so they are encouraged and motivated to learn.

5.2.3 Future Researchers

- a. Regarding to the limitation of present research, it will be better for the future researchers to conduct the same research by using more than one instrument to know another problems encountered and strategies used by the students in writing descriptive text because in this research, the researcher only uses one instrument.
- b. Beside questionnaire, there are other instruments that can be used by the future researchers in collecting the data such as observation, interview, field note, video etc. In the present research, the questionnaire was constructed by the researcher.
- c. It is expected that future researchers find out the questionnaire guide that covered aspects in writing descriptive text.



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