

# ANALYSING STUDENTS' DIFFICULTIES IN THE LEARNING PROCESS OF WRITING DESCRIPTIVE TEXT

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## Abstract

Writing is one way to communicate in written form to convey a message. Descriptive text is one of the learning topics for seventh grade students of SMPN SATAP Rimbakarya. The purpose of this study is to analyze students' difficulties in the process of learning to write descriptive texts. This research uses descriptive qualitative research methods. The research subjects were 20 students of seventh grade. The results revealed that students opposed several problems in learning interest and motivation then linguistic aspects.

**Keywords:** Students' Difficulties, Learning Process, Writing Descriptive Text

## INTRODUCTION

The process of teaching and learning is an activity in the classroom, there is interaction between the teacher, students, methods, curriculum, facilities, and environmental aspects related to achieving learning competence. The goals should be based on the needs of students and society, in-class applications required to meet these needs, activities and processes and the skills and proficiencies that students are required to improve in order to realize all of these aims (Council of Europe, 2001) as cited in (Süğümlü et al., 2019). Competence will be achieved to the maximum when all components are met in accordance with their respective functions.

Learning success is influenced by interest when someone likes an object or activity that is accompanied by feelings of pleasure, then there will be attention and active activity, if the learning material learned is not in accordance with student interests, then students will not learn. Sugihartiono (2007) as cited in (Kobayasi, 2017) said that learning difficulties are a disorder in one or more of the basic psychological processes that include understanding and use of speech or writing. In addition to the interest factor, motivation also influences student learning success. Motivation is change in a person to achieve goals. The objectives to be achieved by these students are encouragement or encouragement for students to study harder. With this motivation, students become diligent, and also the quality can be realized properly. Students who have strong and clear motivation will persevere process and succeed in their learning.

Furthermore, one external factor that is very influential on learning success is located in the teacher. The teaching method used by the teacher influences student learning. How to present interesting lesson material will make students interested in learning, while teaching methods that are not good will affect students learning that is not good too. Therefore, the role of the teacher in delivering the material, especially English, the teacher must be to create learning is considered easy and fun students.

Writing activities are an inseparable part in the whole learning process experienced by students. Writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject matter (Graham & Perrin, 2007, p. 9) as cited in (Pratiwi et al., 2019). By writing, we can develop knowledge and experience. Writing can also make us able to develop ideas into a whole composition. Writing can be seen as two different views. They are the product of that writing and the process of writing (Harmer, 2001 & 2007; and Brown, 2001) as cited in (Hanapi et al., 2018). In this case, we must understand idea and also we must choose the appropriate term words so that ideas can be understood by the reader correctly. Better usage of English language needs more practice, deep understanding, and massive comprehension of the target language vocabulary (Aajami, 2018a). Getting the exact meaning of each word helps in bettering up the students' performance in writing (Aajami, 2018b) as cited in (Nasser, 2019).

Descriptive text is the text that describe an object, places, and people. Details used are usually sensory and selected to describe what the writer see, hear, smell, touch, and taste. (Rass, 2001:98) as cited in (Vol & Yoandita, 2019). Writing descriptive text is part of the language skills students must process. To have good skills the students to know about the rules of writing, continue practice, and knowledge about word formation or sentence composition, and paragraph development. According to Hyland (2002), writing is learned, rather than taught, and the teacher's best method are flexibility and support. As cited in (Arifin & Anwar, 2018) In this writing activity, the student to be active in expressing ideas in their minds, so that later the words will become a sentence and the sentences will become a paragraph. The complete paragraph will later become a composition. According to Adas and Bakir (2013:255) as cited in (Laia, 2019) identifies there are some causes of writing problem, namely :The teaching method and the environment are the main causes of their weaknesses in English. English language learners have limited vocabulary. Therefore, students end up repeating the same words this hinders creativity. English language learners don't use invented spelling and their written text are restricted to words which they know. The present tense is the only tense used in their writing. The students' writing is difficult to understand because of the ill-structured sentences in composition. Students are unwilling to share their work with other students and they don't get the suitable feedback. When the learners read their writing aloud, they couldn't distinguish whether what they read or write is right or wrong. Akmaliah and Mahyuddin (in Cole and Feng, 2015: 5) as cited in (Aryuntini et al., 2018) state that the difficulty in writing English text is because students are worried about making mistakes in grammar and spelling. This study presents students' difficulties in writing descriptive texts. Observations have been made at the school and English teachers have been interviewed to get real conditions at the study sit. The results of observations by researchers of student interest in descriptive writing are still low, student motivation in learning to write is also low, this is evident when learning to write some students do not write. In writing learning students look lazy and tend to be passive, some students say learning to write is boring because students have difficulty pouring ideas or ideas. This preliminary study aims to analyze the problem to be studied more clearly. The preliminary study process is based on the concept of study that is difficulty of students in the process of learning to write descriptive text in class VII. This research was conducted at one of the SMPN SATAP Rimbakarya in Cipeundeuy.

## METHOD

This research used a descriptive qualitative approach. Qualitative research method is a research method based on the philosophy of positivism, used to examine natural object conditions (as opposed to experiments) where the researcher is the key instrument, purposive and snowball sampling, data collection techniques, data analysis inductive/qualitative, and the results of

qualitative research emphasize more meaning than generalization, (Sugiyono, 2017) as cited in (Cahyati et al., 2019). The technique of taking data used in this study uses primary data, in which primary data is obtained directly from the English teacher's response by observation into the classroom and interviewing several students as instruments. This research was conducted at SMPN SATAP Rimbakarya. Researchers only took one class, which consisted of 20 students. Data can be found with the process of learning English about writing descriptive text material in class VII afterwards, interviewing students who have difficulty in learning to write descriptive text. This observation was carried out to find factors that made it difficult for students to learn to write descriptive text. The steps of collecting data in this study, the researcher observing the class, the observing the process of learning English about the material to write descriptive text. Next, the researcher recorded the observations in the notebook and continued with the interview of some students who might have had difficulties during the learning process.

## RESULTS AND DISCUSSION

### Results

#### Observing Class In Learning Process

After observing the results of observations of the learning process in class, the researcher analyzed the results of observations during the teaching and learning process of the teacher, the results of the analysis found by researcher on the difficulties of students in the learning process of writing descriptive text are:

- a. Many students lack vocabulary because they don't have an English dictionary, so they have difficulty finding vocabulary and making sentences.
- b. The low motivation of students to learn to write descriptive text because the teacher conveys learning materials using traditional approaches. In writing learning the teacher gives the title of writing freely. So that most students are confused about what they are going to write about the impact that become lazy and tend to be passive, even when interviewing some students say "*writing learnings is boring*", because students have difficulty pouring ideas.
- c. The teacher does not use tools such as media to help students understand the learning material to write descriptive text, as a results some students find it difficult to understand the material so that in the classroom uncontrolled because some do not pay attention to the teacher's explanation, because they do not understand what the English teacher says.
- d. The teacher does not invite students to be active and interact in learning to write descriptive text, during the learning process in class students from beginning to end must pay attention to the teacher's explanation by listening to it and focusing on what the teacher says without any interaction inviting active students such as asking students about the material descriptive text with describing each object according to the experience they see. Sometimes interrupted learning takes place the teacher does not give ice breaking when some students start to get bored.

#### Student responses to the process of learning to write descriptive text

Based on interviews from several students who agreed to learn to write descriptive texts in English which is very difficult. This is because there are several aspects of language (for example: the use of proper vocabulary, correct grammar, correct use of spelling and punctuation) that must be mastered by students who want to learn to write English texts. In this case, the author feels less than the current maximum because classical teachers do not use attractive learning media.

## Discussion

Submission of teachers and methods related to writing descriptive text material is a major factor in students' difficulties, many students do not understand even do not understand at all what the teacher has said when the teaching and learning process, at the end of their learning, they still look confused because of the teachers' exposure in presenting the material as needed, without the help of appropriate media and methods to make it easier for students to understand, the teacher only explains by drawing without concrete evidence and giving modest examples, this can be seen at the end of the 25 minute learning. Students try to write descriptive text that has been assigned a title as the topic of their ideas, but most of them are confused when starting to write, they find it hard to find vocabulary to make sentences and compose them into essays most of them complain and protest to the teacher that they say can't "*this is very difficult*" so most students don't finish writing language no one is able to write or compile at all.

## CONCLUSION

Based on the results of research on the difficulties of students in the process of learning to write descriptive text in grade VII students of SMPN SATAP Rimbakarya it can be concluded that the factors that make it difficult for students to learn to write descriptive text are limitations in linguistic knowledge (for example: the use of appropriate vocabulary, proper grammar good and right, use of correct spelling and punctuation) because they do not understand the material clearly so they have difficulty stringing words or making a sentence. The low motivation of students in writing descriptive text due to the delivery of teachers when teaching is considered boring so that students find it difficult to understand descriptive text writing material, teachers who do not use media aids so students have difficulty describing an object, do not invite students to play an active role in the learning process such as asking for example simple objects that they know around them.

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