AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTY IN WRITING DESCRIPTIVE TEXT AT SMP NEGERI 2 TONDANO

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Abstract: The purpose of this study is to ascertain students' proficiency with and challenges with producing descriptive texts. Two instruments were used in the data collection process. Written texts were used as the first instrument to assess students' descriptive writing skills, and questionnaires were used as the second instrument to assess students' challenges. The researcher employed the Descriptive Quantitative Method to analyze the data. The twenty pupils from SMP Negeri 2 Tondano served as the research samples. The research's conclusions showed that students' proficiency in producing descriptive texts remained poor. Some students struggle to improve their vocabulary during the content development process, and they may still feel uncertain about selecting the right terms while writing descriptive texts. Because they struggled to come up with thoughts relevant to the issue, their overall mean score in writing was 70,3 (excellent). Occasionally, it was also discovered that certain paragraphs included just one phrase and that the paragraph's main point was still unclear. They had some challenges with sentence construction, organization, and figuring out the general structure of descriptive texts. They struggled to put the right grammar in its proper order in grammar. Their repetitive use of terms in their writing is another effect of a limited vocabulary. They struggled with capitalization, punctuation, and spelling in mechanics. Additionally, they found it challenging to develop their ideas in the content when composing descriptive texts. In addition to a great deal of drive and critical thinking, the students require additional experience in producing descriptive texts. To help students meet their learning objectives, teachers should also provide them additional practice and examples of descriptive writings, particularly in English-related topics.

Keywords: Analysis descriptive text, Ability and Difficulties, Writing

INTRODUCTION

The acquisition of English as a foreign language holds significant importance as it enables pupils to effectively connect with educators, peers, and individuals from many

cultural backgrounds. English is taught in elementary schools in our country. Due to English not being our native language, it is common for pupils to encounter difficulties in learning it. According to the aforementioned statement, English is acquired using several methodologies in order to facilitate the learning process for students who are acquiring it as their second language. One effective approach for pupils to achieve proficiency in English is through the utilization of the descriptive method.

Descriptive text refers to a form of written discourse that aims to depict and elucidate the characteristics and attributes of individuals, objects, or specific locations (Görlach, 2008). According to Emilia, Gerot, and Wignell (1994), a descriptive text can be defined as a textual genre that serves the objective of conveying information.

Descriptive writing can be defined as a form of written discourse that aims to depict and delineate the attributes or qualities of various entities, encompassing animals, locations, objects, and other subjects. It employs sensory language (Maru et al., 2018), particularly pertaining to tactile (Maru et al., 2020), olfactory (Musyarofah et al., 2020), afgustatory perceptions (Maru, 2018), to vividly portray these entities (Runtukahu et al., 2022). To enhance the reader's ability to imagine individuals, comprehend sensations, or grasp emotions being depicted, it is imperative that they possess the necessary capacity.

Writing as a component in English language training is imperative: nonetheless, it is noteworthy that pupils sometimes encounter considerable difficulty in acquiring this skill. Due to the requirement for a heightened level of proficiency in language production, the skill of productive language control is sometimes regarded as the most formidable among many language abilities. The kids exhibit a deficiency in their capacity to generate writing of high quality. According to Liando et al., (2022); Rass (2001:30), writing poses challenges for both native and non-native speakers due to the need to effectively address various aspects such as organization, content, purpose, vocabulary, audience, and mechanics (including spelling, punctuation, and capitalization). Consequently, students must acquire the necessary skills in order to produce high-quality written work. The two key components under consideration are grammar and vocabulary. A comprehensive understanding of the aforementioned criteria is crucial for the production of high-quality written work. One of the primary factors contributing to the inability to produce high-

quality written work is a limited vocabulary (Nur et al., 2023), Additionally, individuals may struggle with formulating coherent ideas and expressing them effectively (Kumayas & Lengkoan, 2023). Furthermore, deficiencies in grammar proficiency can also hinder the production of well-written tests.

THEORETICAL FRAMEWORK

Writing

Writing is the act of expressing one's ideas, opinions, and organizing them into a paragraph or a simple phrase while also telling a story that is either fictitious or comes from our imagination.

Descriptive text

A type of monologue text known as a descriptive text uses precise details to characterize an object and enable readers to picture it. According to Ghaith (2002), descriptive writing provides enough details about people, places, things, moments, and theories to enable the writer to visualize the subject matter. Descriptive text includes a general linguistic characteristic and structure, much like other text forms.

Component of Descriptive Text

According to Djuharie (2007:24), descriptive texts consist of two main elements: identification and description. Writers can introduce a person, location, or item in the text through identification, and then detail its components, traits, and attributes in description.

RESEARCH METHODOLOGY

Descriptive Quantitative method was carried out in this research. The descriptive method, according to Sugiyono (2005: 21), is a technique used to characterize or evaluate study findings but not to draw wider conclusions. Descriptive research may be defined as an investigation that aims to characterize a phenomena, an occurrence that takes place in the present, or a real issue. In order to analyze students' abilities and challenges when writing descriptive texts, with a particular focus on how they utilize grammar and

language, researchers employed a qualitative descriptive research approach for this study. It indicates that the data was described by the researchers.

The population of this research is students at SMP Negeri 2 Tondano. Samples were taken from the seventh grade of students with total of students are 20. The 20 students were the active students who have facilities such as handphone and internet quota.

In this research the researchers used written test and questionaire as a technique of collecting the data.

1. Written test

   The purpose of this written examination was to assess the students' proficiency 29 in composing descriptive texts. The students were required to compose a descriptive text consisting of two paragraphs utilizing the Google Form platform. The title of this written work is "Parents".

2. Questionaire

   The primary objective of the questionnaire was to assess the writing talents and challenges encountered by students when composing descriptive texts. To gather data, the researcher employed a closed questionnaire format, specifically utilizing a Likert Scale. The questionnaire was administered through Google Form.

The response is categorized into four distinct groups, namely: strongly agree. agree, disagree, and strongly disagree. The researcher utilized the questionnaire developed by Lilis Kurmawati (2017:34-38) in this study.

FINDINGS AND DISCUSSIONS

Ability

After collecting and analyzing the data, the study discovered that the pupils' proficiency in generating content for writing descriptive prose remains insufficient. The researcher administered a written examination to evaluate the students' ability to generate compelling content for descriptive text. Certain students encounter difficulties

in formulating their topic ideas due to a deficiency in their vocabulary repertoire, coupled with uncertainty regarding the optimal terms to employ when composing descriptive prose. The individuals encounter challenges in formulating ideas pertaining to the subject matter Occasionally, it is observed that certain paragraphs consist only a single sentence, thereby impeding the clarity of the paragraph's intended message.

Then the result of the test was processed into the mean score, can be seen clearly in the following table:

Indicator	Part of paragraph	Mean score	Classification
	Identification of sentence	79,2	Good
Content	Description of sentence	69,8	Average
	Conclution of sentence	61,9	Average
Total mean score		70,3	**Good**

The table's data demonstrates that students' abilities to develop their topic when writing descriptive texts were rated as good. The pupils' inability to create the information in a descriptive paragraph according to the guidelines was evident from the writing exam results. The pupils had several challenges with every component or piece of writing. The kids' writing, which had several errors in it, served as proof. The outcomes of the written tests taken by students are afterwards subjected to statistical 35 analysis, specifically the calculation of the mean score, in order to assess the students' overall competence. During this process. the scores of the students are categorised into five levels. Scores ranging from 90 to 100 were categorised as being of high quality. The range of scores between 70 and 89 was categorised as satisfactory. The subsequent level is categorised as average when the students attain a mean score ranging from 50 to 69, while it is considered low if the pupils achieve a mean score ranging from 30 to 49. If the students' average score was below 30, the final level was deemed to be of poor quality.

Based on the findings derived from the students' writing examination, it is evident that they continue to exhibit deficiencies in their ability to effectively compose descriptive texts in accordance with the prescribed rules. The pupils encountered numerous

challenges in all aspects of writing. The students' writing was examined and revealed numerous errors.

The results indicated a correlation between the pupils writing proficiency and their existing deficiencies. The students' capacity to generate ideas in writing descriptive test was assessed through the results of the written test, which served as the initial item of discussion. The outcome yielded a score of 79.2, which is categorised as satisfactory. The students demonstrated proficiency in crafting a strong topic phrase; nevertheless, they had difficulty in effectively expanding it into a coherent paragraph.

The third factor pertains to the students' proficiency in generating ideas for concluding sentences in descriptive text writing. The outcome was 61.9, which may be categorised as an average classification. The pupils exhibited a tendency to write without considering the core topic in each paragraph, resulting in several paragraphs consisting of only one sentence.

Difficulties

Recapitulation of students questionnaire

Indicators	SDA	DA	A	SA	Total Score	%
Organizations	4	20	87	148	259	81%
Vocabulary	3	16	60	196	275	86%
Grammar	3	30	105	112	250	78%
Mechanics	6	22	90	132	250	78%
Content	2	20	84	160	266	83%

The aforementioned table provides an overview of many indicators. including organisation, vocabulary, grammar, mechanics, and content. By examining the scores obtained from student responses to a questionnaire, one may get the overall score for each indication by multiplying the number of points by the comesponding likert scale value. In this particular scenario, the maximum score on the Likert scale is multiplied by the number of questions, resulting in a product of 4 multiplied by 4, which equals 16. The total required score is calculated by multiplying the highest score by the number of respondents, resulting in 320 (16x20 = 320).

After analysing the questionaire, the researchers find that there were five difficulties of students in writing descriptive text. The primary issue at hand pertains to the challenge of effectively. organising descriptive written content. Many students encounter challenges when it comes to identifying the generic stricture of descriptive texts and struggle with constructing coherent sentences. Furthermore, pupils continue to encounter difficulties when composing descriptive texts pertaining to organisation. Based on a questionnaire administered to a sample of students, it was found that a majority of respondents (81%) reported experiencing challenges in organising their thoughts when composing descriptive written texts.

The second issue pertains to the challenge posed by an extensive Vocabulary. This study highlights the impact of limited vocabulary on the tendency to employ repetitive language in written compositions. The observed outcome indicates that a significant proportion (86%) of students faced challenges in their writing abilities, primarily due to a restricted vocabulary and a tendency to repetitively employ certain terms in their sentences.

One of the challenges encountered by students in producing descriptive prose is grammar. According to the responses obtained from the student questionnaire, it was found that 78% of the participants reported experiencing difficulties in correctly organising grammatical elements. Mechanic also of the problems for kids when producing descriptive material. According to the responses provided, a significant majority of students (78%) expressed challenges in correctly implementing punctuation, spelling, and capitalization.

One of the challenges faced by students at the first grade of SMP Negeri 2 Tondano is the difficulty in generating content when writing descriptive texts. According to the responses obtained from the questionnaire, a significant majority of students (83%) reported encountering challenges in effectively expressing their ideas while composing descriptive texts.

CONCLUSION

Drawing from the data analysis results, research findings, and preceding chapter's discussion, the study concluded that students demonstrated a decent level of competence and difficulty in producing ideas of content while writing descriptive texts. Students can work on the assigned topic, but some struggle to come up with ideas for the content included (sentence introduction, sentence description, and sentence conclusion). They also still struggle to choose the right words when writing descriptive text. As a result, they were unsure of how to write and communicate their thoughts on the subject.

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