

Analisis Permasalahan Siswa dalam Menulis Teks Deskriptif pada Kelas X SMA NU 1 Tarakan

An Analysis of Students' Problems on Writing Descriptive Text at Ten Grade of SMA NU 1 Tarakan

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ABSTRAK

Penelitian ini menyelidiki tantangan yang dihadapi oleh siswa dalam pengembangan kemahiran menulis teks deskriptif. Meskipun teks deskriptif adalah jenis teks yang tidak terlalu sulit, namun masih ada siswa yang masih menghadapi beberapa masalah dalam menulis teks deskriptif. Peneliti menggunakan tes menulis sebagai alat untuk mengumpulkan data dan bertujuan untuk menganalisis kemampuan siswa dalam menulis teks deskriptif. Penelitian ini merupakan penelitian deskriptif kualitatif. Penelitian ini dilakukan di SMA NU 1 Tarakan pada siswa kelas X. Penelitian ini menemukan masalah utama seperti pilihan kosakata dan leksikal yang terbatas, kesulitan memasukkan detail sensorik, dan masalah organisasi, kurangnya pemahaman elemen bahasa deskriptif, dan kurangnya kesadaran audiens. Hasil ini memberikan pemahaman yang berharga tentang dinamika kompleks dan tantangan yang dihadapi siswa dalam upaya linguistik kreatif ini. Hasil ini memberikan pemahaman yang berharga tentang dinamika kompleks dan tantangan yang dihadapi siswa dalam upaya linguistik kreatif ini. Pendidik dapat meningkatkan strategi pedagogis untuk mendorong penguasaan siswa dalam menulis deskriptif dengan memahami dan mengurangi kesulitan ini, yang akan menghasilkan peningkatan ekspresi kreatif dan kemampuan linguistik siswa.

Kata kunci: Kemampuan Menulis Siswa, Masalah Siswa, Teks Deskriptif

ABSTRACT

This study investigates the challenges faced by students in developing proficiency in writing descriptive texts. Although descriptive text is a type of text that is not too difficult, there are still students who still face some problems in writing descriptive text. The researcher used a writing test as a tool to collect data and aimed to analyze students' ability in writing descriptive texts. This research is a qualitative descriptive. This research was conducted at SMA NU 1 Tarakan grade X students. The research found major problems such as limited vocabulary and lexical choices, difficulty incorporating sensory details, organizational and cohesiveness issues, lack of understanding of descriptive language elements, and lack of audience awareness. These results provide valuable understanding of the complex dynamics and challenges students face in this creative linguistic endeavor. These results provide valuable understanding of the complex dynamics and challenges students face in this creative linguistic endeavor. Teachers can improve pedagogical strategies to encourage students' mastery in descriptive writing by understanding and mitigating these difficulties, which will result in improving students' creative expression and linguistic abilities.

Keywords: Students' Writing Skill, Students' Problem, Descriptive Text

INTRODUCTION

According to (Ekasari, 2020) language skills are things that students need to master because students must master language skills that are integrative. (Sartika & Nurdin, 2019) explains that writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English; reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned. Writing skills are productive skill that is acquired after listening, speaking and reading skills (Permanasari, 2017). Based on (Kholiq & Luthfiyati, 2020) writing is a learning tool to improve and perfect ideas. (Saputra, 2020) explains that the ability to write really helps students deepen their thoughts, organize experiences, avoid problems, improve comprehension, and expand their minds. This does not mean that the other three language skills (listening, reading, and speaking) are not important; however, students are more required to practice their writing skills.

Based on (Gogahu & Prasetyo, 2020) students must prepare the topics and themes to be written, the objectives to be conveyed, and the discussion to be elaborated before doing the task of writing description text because this skill is the ability of students to convey their intentions through language. A text called *descriptive text* a text consisting of several paragraphs that contains an explanation or description of a particular topic, such as an object, place, and so on, so that the reader can understand what is discussed in the text. Miles to (Batubara et al., 2021) descriptive is giving a description or painting about English lessons, especially about writing descriptive texts. It is very important for students' development because they will have the ability to pour their ideas and thoughts along with the advancement of technology and information. One of the activities in writing is composing. Writing is an element that can develop students' creativity in conveying ideas and feelings through the medium of words in written language.

According to (Imawati, 2017) descriptive texts are texts that are written with the social purpose of describing an individual object or thing based on its physical characteristics. (Husna et al., 2013) describes that descriptive text can also be defined as writing that describes or paints something that the writer will express in a way that makes readers or listeners as if they have

seen the object themselves (Husna et al., 2013), even though they have never actually seen it themselves. (Ratna Susanti, 2019) explains that many students in writing activities cannot understand the form or structure of descriptive text and the linguistic elements of descriptive text. The ability to proficiently compose descriptive text is a fundamental skill in the realm of language education, fostering creativity, expression, and communicative competence. The analysis of the difficulties students face when writing descriptive texts focuses on the difficulties they face when learning to use this type of written expression. Descriptive writing requires creative skills, linguistic precision, and a deep understanding of reader engagement. This research aims to thoroughly examine the various challenges students face and discover the complexities that make up their challenges. Therefore, our aim is to provide a useful understanding of how to create targeted and successful pedagogical strategies.

Based on the preliminary study, students in SMA NU 1 Tarakan, especially at Tenth Grade there are still many difficulties in learning English, especially in writing. Many students have difficulty writing or understanding vocabulary. And students also find it difficult to write the sentences they write. Sometimes they also feel shy, afraid and lack confidence to write. Their fear of writing is that they will be judged or laughed at by other friends. Many students find it difficult to develop their writing skills, especially when learning new vocabulary or improving their writing skills. Many students hesitate to read for fear of making mistakes due to the difficulty of writing letters. In addition, students also feel insecure about their abilities. The problems students face in writing are lack of interest in writing, difficulty in understanding the text, difficulty in writing new vocabulary, and an unsupportive environment. There are so many challenges that students face in improving their writing skills, and it is an important role for teachers to provide encouragement and motivation for students to learn.

Based on (Siahaan, 2013) analyzing students' writing ability can be useful as a method to improve language teaching. (PRATIWI, 2019) explains that analyzing students' writing ability can also provide teachers with incentives to teach. The ability to write descriptive text is not something that is easy to guide students, but it requires a hard action with patience and how to

motivate students' interest in pursuing and learning language skills, especially writing descriptive text. The author is interested in conducting research by focusing on the description of the ability to write descriptive texts of grade X 1 SMA NU 1 Tarakan students through direct written tests to find out how students' ability to write descriptive texts. The reason why researchers choose the direct writing test method is that researchers can broaden their horizons and provide separate experiences for researchers. Researchers hope that the method used can attract students' interest in writing and creating. So that the learning outcomes obtained by students can be used as the basis for assessment.

Based on the above, the researcher is interested in discussing the topic "An Analysis of Students' Problems on Writing Descriptive Text at Ten Grade of SMA NU 1 Tarakan" in the hope of knowing the problems faced by students in creating and writing descriptive text, as well as for the teaching of students' writing skills in Class X 1. In accordance with background and problem formulation above then the purpose of this research is to describe the ability to compose descriptive text. In addition, the purpose of this study is as a resource for teachers to help them to decide what is the best teaching method that they can use in the classroom to attract students' attention and demand or understanding in English learning especially in teaching writing skills.

METHOD

This research in this article is descriptive qualitative research. The purpose of the research is to gain information about phenomena in order to describe existed condition in the field. (Sandelowski, 2000) describes that data from any process is displayed in qualitative descriptive research without additional intervention or treatment. This research aims to reveal and explain the phenomena that occur. Although usually eclectic, a qualitative descriptive design is a combination of sampling, data collection, analysis and re-presentation techniques (Xu & Storr, 2012). In qualitative descriptive research the researcher is not required to develop a highly abstract rendering of the data but is required to produce a "complete and valued end-product" (Sandelowski, 2000).

The research subjects were students of class X 1 SMA NU 1 Tarakan. Where previously

they had received basic English material. Data is collected by observing and asking about the problems faced by students when writing in English, especially on descriptive text material. The data in this study are data obtained directly by researchers from the field through observations during learning, namely asking students to write a type of description text with the theme of *a beloved pet*, then researchers ask for the results of student writing, then researchers analyze it. The results of the data obtained will be described in a narrative or descriptive manner. This study will examine the learning outcomes of English on the subject of composing descriptive texts in students of class X 1 SMA NU 1 Tarakan.

RESULT AND DISCUSSION

The challenges found show how complex it is to build students' proficiency in descriptive writing. To address this issue, a multifaceted approach is needed. This approach should include vocabulary enrichment exercises, clear instructions on incorporating sensory details, and guidance focusing on organizational strategies. An important component of an effective pedagogical intervention is to encourage students to consider their readers during the writing process and improve their understanding of the components of descriptive language. The results also show how important it is to create a supportive learning environment that encourages experimentation and provides constructive feedback. Educators can help students overcome the difficulties of descriptive text writing in a more strategic way. Ultimately, this will result in improving students' linguistic abilities and creative expression.

The initial stage of the activity is learning preparation, which is done to determine what the teacher will do to solve the problem. At this stage, the researcher coordinated with the English subject teacher regarding the time of the research implementation, and the material to be taught as well as how the research lesson plan. Learning preparation in the form of preparing teaching materials or teaching modules prepared by the teacher before carrying out the learning process. The activities carried out in this stage are implementing the teaching module or teaching materials that have been prepared previously, namely in the form of activities to compose descriptive texts, students have first been asked to read descriptive texts from the teacher then

students compose descriptive texts independently. The stages of implementation of this learning includes beginning, core, and closing activities.

The results of observations of learning implementation on the ability to compose descriptive text in the affective and psychomotor aspects show the activeness of both students and teachers. However, sometimes there are some students who still like to make noise in the implementation of learning about the ability to compile descriptive text, but everything is going well. The results of research observations on the overall implementation of student and teacher learning went well and smoothly. This can be seen in the results of research on student activeness starting from punctuality in entering class, student enthusiasm for learning seriously, student activeness in asking questions, doing practice problems well, solving problems, paying attention to and responding to explanations from the teacher. The observation of the teacher showed a very active learning process for the students as well. Teacher activeness in carrying out learning can be seen in the readiness to make lesson plans, learning materials, teaching modules, as well as teacher skills to open, formulate objectives, provide opportunities for students to ask questions, provide students with motivation, effective explanation of the material, present material that is very varied and fun for students and carry out all learning activities according to the teaching module that has been previously designed by the teacher. The implementation of active learning from students and teachers in the implementation of learning is caused by supporting factors. The availability of student books in the library, books to support student learning, and also the role of parents who are very important to children's achievement.

In the learning evaluation activities that have been carried out, an assessment of the results of the ability to compile descriptive text with the assessment rubric used by researchers and individual abilities in each child. Based on the results of the calculation of individual abilities in compiling descriptive text of class X 1 students above, there are 7 people (84%) in the high category, 1 person (16%) in the medium category, and 0 people in the low category or 0% while the cumulative achievement index (GPA) is 70 including the high category because it is at a value of 75-89. It can be concluded that the ability to compose descriptive text can be said to be successful.

After implementing the learning, the researcher analyzes the results of the tasks that have been done by students, and analyzes the results of the observations that have been made. This analysis aims to determine the ability of students to compile descriptive text and also carry out observations of the implementation of learning in the classroom, then a reflection of the actions that have been taken is held.

CONCLUSION

Teachers play an important role in helping students gain a broader understanding of the components of descriptive writing, encouraging vocabulary enrichment, and offering methods to promote student engagement and organization. Curriculum designers have the opportunity to integrate customized instructional materials and exercises that directly address specific barriers. By emphasizing the importance of mastering descriptive language elements and creativity, educators can help students overcome these difficulties and improve their proficiency in creating engaging descriptive texts. This research inspires action to improve sustainable pedagogical approaches by encouraging flexible and dynamic methods to meet students' changing descriptive writing needs. In this issue, creating an environment that supports linguistic abilities, and unleashes students' creative potential in the art of descriptive expression by working together with educators, curriculum developers, and students.

The process of learning English, especially in skills, cannot be separated from the emergence of various problems faced by students. These difficulties can be seen from each writing skill or as a whole. In class conditions that have different writing abilities, the difficulties faced are also different for each student. After conducting the study and research, there are several conclusions, namely, the factors that cause the problem of students' learning difficulties in English lessons, especially in writing descriptive texts, include the absence of a strong will in students to learn more deeply. Students also feel insecure about writing because of their lack of vocabulary. They even tend to ask a lot of questions because of the lack of vocabulary.

From the results of data analysis, it can be concluded that the ability to compose descriptive text in class X 1 students of SMA NU 1 Tarakan is by carrying out learning

implementation, researchers analyze the results of assignments, and the results of observations that have been made. This analysis aims to determine the students' ability to compose descriptive text and also carry out observations of the implementation of learning in the classroom, then a reflection of the actions that have been taken is held.

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