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Students' Difficulties in Writing Descriptive Text at the Tenth-Grade Student of SMK N 4 Jambi in Academic Years 2022/2023

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ARTICLE INFO	ABSTRACT
	The purpose of this research is to find out students' difficulties in writing descriptive text. The problem of this research is students' difficulties in generic structure, language features, lack of vocabulary and arranging sentences in writing descriptive text. The objective of this research is to identify the students' difficulties in writing descriptive text. The research was conducted at SMK N 4 Jambi in the academic year 2022/2023. The population of this research is tenth-grade student of fashion class IV. The sample is all of the fashion class IV at the tenth grade and the total number of students is 33 female students. The type of research is qualitative descriptive. The data were obtained by using an online questionnaire by using google forms. Overall, the result of this research is 51% of students have difficulties with language features. While, 57% of students have difficulties in generic structure, which is the same as those who have limited vocabulary in writing descriptive text. Moreover, the biggest percentages

1. Introduction

Writing is a way of communication to express writers' feelings or convey their messages to readers. Writing English is the most important skill, the reason why, it is because to conduct international articles we should use the English as an international language. In fact, English is still as foreign language in Indonesia, it has a crucial part in Indonesian education. Furthermore, English is not as a core subject that the students must been taught from elementary school. So that, most of students are still unfamiliar with English subject. In addition, (Chigbu et al., 2023) stated that the students may face many writing difficulties and problems at different stages of their learning. In my opinion, most of the students have faced the difficulties in writing descriptive text at some parts of component, such as, vocabulary, grammar and generic structure of the text.

The number of previous researches discussed the writing difficulties. First and foremost, (Zhou, 2022). The researcher focused on the student's difficulties in writing descriptive text and finds out the causes of students' difficulties in writing descriptive text. This research used quantitative descriptive methods. The research subjects were students of teacher education in the Philippines who had difficulties when writing descriptive text, the data of this research were the result of students' worksheets and the students' answer sheets in interview. This research found that students have many difficulties during writing descriptive text. Such as the result of the research shows that there was subject and verb 8,77% of 10 students, verb agreement

12,28% of 14 students, article 12,28% of 14 students, pronoun 6,14% of 7 students, add a word 4,38% of 5 students, omit a word 6,94% of 10 students, spelling 14,03% of 16 students, punctuation 4,16% of 6 students, capitalization 10,41% of 15 students, preposition 17,54% of 20 students and word choice and diction 2,77% of 4 students. So clearly, the students need to learn more about the structure and the rules of writing descriptive text.

Furthermore, (Palese et al., 2023) the result of the study showed that Student difficulties in SMAN 1 Sanga,sanga are grammar, vocabulary and mechanic components. Students did not know how to make sentences with good and correct grammar. Students did not have a lot of vocabulary in English and they were not get used to writing English and made errors in spelling and punctuation. There 77% of students had difficulty in making sentences from the draft that had been given. 74% of students have difficulty arranging English sentences. There were 59% of students are interested and happy in writing activities even though they were still difficult to make good sentences, 59% of students felt they did not have much vocabulary in English and 55% of students did not write descriptively in good sentence structure.

Therefore, the current research will focus on students' writing difficulties of descriptive text in vocational school in Jambi. This research will find out about students' difficulties in writing descriptive text and students know about the generic structure of the text, Language features of the text, Students' who have a lack of vocabulary and Students' difficulties on arranging Sentences by reading example in the students' textbooks.

2. Literature Review
2.1. Theories of Teaching Writing

(Hood, 2013) He said that to have good writing is way more important than perfect grammar. Good writing can also make the reader hold the massage from the writing without arising misses understanding. Good writing can write appropriately directly to convey meaning to the reader, so the reader can understand their through. (Chigbu et al., 2023) stated about criteria for having good writing as follows:1.) Good writing has a lot less to do with following grammatical rules.2.) Good writing usually does have the correct spelling. Unless it's an intentionally bad or odd spelling to make a point.3.) Good writing does not have to have big words, though some of my favorite good writing uses mostly simple English with an occasional and well-placed use of something a little tastier, without becoming overtly erudite or patently pedantic.4.) Good writing is frequently universal. Those are some ways to have good writing. Writing skill is divided into two types writing process and writing output.

In addition, the six steps to write ideas to write a description text, they are issues to keep in mind, choosing a topic, prewriting, organizing, drafting, and revising your draft (Harmer, Fourth Edition). Meanwhile, when students write something, they raced to use their knowledge of structure to get sentences that have a meaning, the study of writing in general, writing seldom to be used, mostly structure practice is how to complete words in separate sentence form or filling in the blank at a text.

2.2. Theories of Descriptive Text

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. In addition, (Reynolds, 2018) also said that a good description is like a "word picture" the reader can imagine the object, place, or person in his or her mind a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader. Another statement from (Harmer, Fourth Edition) writing descriptive text, the students have to fulfil the five components of writing, which are developing ideas, organizing ideas, grammar, vocabulary and mechanics. In writing descriptive text the students have to use an appropriate grammar, in

this case, simple present tense. In addition, (Hood, 2013) said that in composing the text, students have to choose the appropriate and accurate words to express the ideas. In the mechanics component, students have to use good punctuation, spelling and capitalization. By analyzing the components of the students' descriptive text, students will write or describe things, places or people specifically. Not only from grammar but also from sentence structure and using punctuation. Moreover, having good writing skill, especially in writing descriptive text, writer should intention on some ways of writing.

In addition, descriptive text has some purposes which write to others to describe things such as vacations, childhood homes, and people we encounter. Even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. (Lundh, 2007) Said that description enables us to entertain, express feelings, relate experiences, inform, and persuade. Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. (M. Wang & Parr, 2021) as human beings, we have a compelling desire to connect with other people by sharing our experiences with them. (Reynolds, 2018) He said that since the social purpose of descriptive text is to describe particular thing, animals, person, and phenomena descriptive text is ideally written in the *declarative form* and uses specific things as subjects. Based on descriptive text purposes are which have many types. It also has several kinds of descriptive text. Furthermore, stated that there are several kinds of descriptive text. Such as, description of people, place, thing.

Moreover, the generic structure of the descriptive text is identification and description. Also, as Bar Robert said, (Ren & Zhu, 2023) language features of descriptive text are simple present tense, action verb, and adjective. "the language features of descriptive text are the use of simple present tense because it tells the object description, use of the adjective to clarify the noun". This is due to the factual nature of a descriptive text.

3. Methodology
3.1. Research Design
This research is a Quantitative approach in which the researcher will find out the students' difficulties in writing descriptive text. The researcher conducts this research on the tenth-grade students in the fashion class of SMK Negeri 4 Kota Jambi in the academic year of 2022/2023.

3.2. Research Participants
The researcher gives equal rights to each subject to have the opportunity to be selected as a sample. This research, the sample of this research is students from the tenth grade of fashion class which the researcher takes one class of fashion class IV *(Kelas Tata Busana)* at Vocational School *SMK*Negeri 4 Kota Jambi in the academic year 2022/2023.

3.3. Instrument
The instrument used to collect the data is students writing the descriptive text, which are exampled in the students textbooks on page 72-73, by the title is "Visiting Niagara Falls" (Utami Widiati, 2016). The data is getting from students' difficulties of the text, answering the question. As well as the researcher shared the questionnaire through google forms to the whole students in the tenth grade in fashion class IV which consisted of 33 students. the researcher will analyse the questionnaires based on the 30 statements related to the student's difficulties in writing descriptive text. Moreover, the questionnaire is translated into Bahasa to avoid students' misunderstanding of questionnaire statements.

3.4. Data Analyses Procedure

This researcher analyzed the data Descriptively in statistics summarizing the overall trends or tendencies of data research, providing an understanding of the score variation and providing the comparison score between other trends (Moshinsky, 1959). Thus, this research will analyze and interpret the data with descriptive analyzes. The data are analyzed by SPSS.

4. Findings

As stated in the data of analysis, the findings are the results of descriptive statistics. Below is the result of the data.

Table 4.1. Student's difficulties in Language features of Descriptive Text.

Category	Frequency (F)	Percentage (%)
Low	7	11,9
Medium	15	73,7
High	11	14,4
Total	**33**	**100,0**

Based on the table above, it is known that most of the Students' difficulties on an understanding of language feature of descriptive text is in the medium category, namely 15 students (73.7%), and the least are in the low category, namely 7 students (11.9%), and 11 students (14.4%)are in the high category.

Table 4.2. Students' difficulties on understanding of Generic Structure of Descriptive Text.

Category	Frequency (F)	Percentage (%)
Low	5	15,3
Medium	18	62,7
High	10	22,0
Total	**33**	**100,0**

Based on the table above, it is known that most of the students' understanding of generic structure of descriptive text is in the medium category, namely 18 students (62.7%), and the least are in the low category, namely 5 students (15.3%), and 10 students (22.0%) are in the high category.

Table 4.3. Students who have lack of vocabulary

Category	Frequency (F)	Percentage (%)
Low	4	11,9
Medium	20	70,3
High	9	17,8
Total	**33**	**100,0**

Based on the table above, it is known that most of the students who have lack of vocabulary are in the medium category, namely 20 students (70.3%), and the least is in the low category, namely 4 students (11.9%), and 9 students (17.8%) are in the highcategory.

Table 4.4. Students' difficulties in arranging Sentences

Category	Frequency (F)	Percentage (%)
Low	10	24,6
Medium	18	57,6
High	5	17,8
Total	**33**	**100,0**

Based on the table above, it is known that students' difficulties in arranging sentences are in the medium category, namely 18 students (57.6%), and the least is in the high category, namely 5 students (17.8%), and10 students (24.6%) are in the low category.

5. Discussion

First and foremost, the researcher will discuss about students' difficulties on language features of descriptive text which most of students do not understand about it which has 73% the category of medium. Based on the theory from (Kim, 2020) stated that "the language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun". This related to students faced in learning language feature of descriptive text which is also connected to grammar subject about tenses of simple present tense. Even, simple present uses the simple form, the students argue that they are difficult to choose the verb and the subject correctly.

Furthermore, discussing about students' difficulties on generic structure of descriptive text is in which has 62% the category of medium. Based on the theory from (Harmer, Fourth Edition), stated that descriptive text has two generic structure identification and description. So that in writing descriptive text the students should organize the paragraph in two of generic structure to make the text organized well. In fact, the research result showed that students have difficulty in organizing their descriptive text by using the generic structure of descriptive text.

In addition, discussion about students' vocabularies which has 19 students have limited of vocabularies. This is also one of the crucial factors in writing descriptive text. Based on the theory from (Al-Nafjan & Alhawsawi, 2022) stated that "in composing the text, students have to choose the appropriate and accurate words to express the ideas". In research result showed that 57% students have limited vocabulary. Moreover, students are difficult in choosing the accurate words for writing descriptive text.

The last is discussion about students' difficulties in arranging sentences, which has the biggest percentages 100%. This factor is the important thing in writing descriptive text. Related to the theory from (H. chun Wang, 2021) and (Yoandita, 2019) stated that the Writing Process writing is a complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level those include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. From the theory above, we could conclude that arranging sentences have many components that the students should know. So that these categories have the biggest percentages which all of the students Fashion Class IV (TBS IV) argued that difficulties are the most crucial things of difficulties.

6. Conclusion

This research focuses on students' difficulties on writing descriptive text at the tenth grade students in vocational school 4 Jambi city. The main problems of this research are students' difficulties on writing narrative text in some factors. Such as, understanding language feature, generic structure of narrative text and students' vocabularies and arranging sentences to be paragraph are. Based on the research' result, the researcher found many problems in students' writing descriptive text. Furthermore, students who do not understand about language feature are. Also, students who do not understand about generic structure and who have limited vocabularies in writing narrative text are. Moreover, the majority of students who have difficulties in arranging sentences to be paragraph.

Moreover, for further research, the researcher suggests that other researchers may conduct the research on teacher difficulties in teaching writing especially in descriptive text. To find the solution both of students and teacher which this solution could give the contribution in learning process effectively.

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