

**AN ANALYSIS ON STUDENTS' ABILITY AND PROBLEM IN
WRITING DESCRIPTIVE TEXT IN EFL CLASSROOM**

ARTICLE



**M. SALEH QIROMI
NPM. 180114055**

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF LANGUAGE, ART, AND HUMANIORA
HAMZANWADI UNIVERSITY
2023**

**AN ANALYSIS ON STUDENTS' ABILITY AND PROBLEM IN
WRITING DESCRIPTIVE TEXT IN EFL CLASSROOM**

M. SALEH QIROMI
NPM. 180114055



An Article

Submitted to Hamzanwadi University in the Partial Fulfillment of the
Requirements For the Degree of Sarjana Pendidikan in English Language
Education

**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
DEPARTMENT OF LANGUAGE AND ART EDUCATION
FACULTY OF LANGUAGE, ART, AND HUMANIORA
HAMZANWADI UNIVERSITY
2023**

RATIFICATION

**AN ANALYSIS ON STUDENTS' ABILITY AND PROBLEM IN
WRITING DESCRIPTIVE TEXT IN EFL CLASSROOM**

M. SALEH QIROMI
NPM. 180114055



Principal Advisor,

A handwritten signature in black ink, appearing to read "Ari", with a horizontal line underneath.

Ari Prasetyaningrum, M.Pd
NIDN. 0826098101

Co-Advisor,

A handwritten signature in black ink, appearing to read "M. Adib Nazri", with a horizontal line underneath.

M. Adib Nazri, M.Pd
NIDN. 0824038801

AN ANALYSIS ON STUDENTS' ABILITY AND PROBLEM IN WRITING DESCRIPTIVE TEXT IN EFL CLASSROOM

M. SALEH QIROMI

Study Program of English Language Education University Hamzanwadi Selong

msalehqiromi@gmail.com

Abstract

The focus of this research is to analyze students' ability and problems in writing descriptive texts. The aim of this research is to find out what problems students face in writing descriptive texts. This research was conducted using qualitative descriptive and quantitative descriptive methods. The research sample consisted of eleven people from eighth grade. The instruments used in this research were tests and interviews. Researchers analyzed the data by giving tests and interviews to students. Based on the results of data analysis, researchers found that students' ability were in content (20%), Organization (20%), Vocabulary (21%), Language (18%), Mechanics (21%). From these results, it was found that students' ability to write descriptive text was lowest in language, then from the results of interviews with several students, it was found that students' understanding in learning English was still lacking due to the lack of repetition of the material that had been presented by the teacher.

Keywords: *writing descriptive text, writing problems in descriptive text.*

1. INTRODUCTION

Language is the most important aspect in human interaction. People communicate and interact with others by using it. In a wide community, English has become an International Language. Most of the countries in the world use English as an International Language to communicate with other countries. (Prasetyaningrum, n.d.), states that “human beings rely on language to express themselves, communicate with others, and know the world. Language can be delivered in written, spoken or in body gesture”.

English is one of the languages that is used in communication. In Indonesia, English is taught starts from elementary school up to university. Nowadays, almost all of the instructions in this world especially in Indonesia are written in English from how to operate the electronic machine, how to cook the foods and many more. English is important to master by the students because it plays an important role in developing and spreading the technology and science. That is why Indonesian students should master English.

Writing is one of the language skills in learning English that must be mastered by students, because students can express creative ideas that can be conveyed to facilitate communication. (Nazri et al., 2024), states that "writing is a process, namely the process of pouring ideas or ideas into written language which in practice the writing process is realized in several stages which form a more complete system". ‘

According to (Wati et al., 2024), writing is an activity to create the words and the ideas to be sentences and paragraphs that will be a written text that use to

communicate with other. By writing the reader can communicate and understand the message of an author without speaking. The researcher can conclude that writing is an activity of stringing words into a sentence that can be used to interact with other people without having to speak.

Descriptive text is a text about how to describe something, person, or place. A person can describe something through imagination or what is seen directly. Descriptive text aims to describe something according to its shape and characteristics, so that people can know it.

(Agustina et al., 2023), explains that the description contains experiences that are clearly described. The experience can be in the form of an object. When reading and listening, it is as if the reader or listener feels themselves like seeing, hearing, or touching.

Therefore, the researcher is interested in focusing the research in analyzing the students' ability and difficulties in writing especially in descriptive text. The researcher intends to conduct an descriptive qualitative research entitled “ **An Analysis of Students' Ability and Problem in Writing Descriptive Text in EFL Classroom.**

2. METHOD

2.1 Participants

The participants involved in this research were eighth grade students at SMP-IT Nurul Huda NW Banjarsari. The students in this class consist of 11 students with 7 boys and 4 girls. Some students were drawn from this number as a sample. The technique used to determine it is purposive or judgmental sampling

to obtain more accurate results in accordance with the previously expected research objectives. The point is the sample is taken according to the research needs.

2.2 Data Collection

2.2.1 Instrument of the Study

(Fikni et al., 2025) explains that "the research instrument is a data collection tool used to measure observed natural and social phenomena". The research instrument consists of several types to be adjusted with the type of research to be studied, such as tests, observations, interviews, questionnaires and others, and in this opportunity the researcher uses two of them, namely tests and interviews.

2.2.2 Technique of Collecting Data

There are two things that the researcher wants to solve or dismantle in implementation of this research, these are wanting to know the extent of the students' abilities and difficulties in writing descriptive text. Looking at the two objects, there are two techniques for collecting data, including test, interviews.

Test technique of collecting data quantitative: after the research sample is determined, the first stage of collecting data is ready to begin. The test is a data collection technique by giving a number of questions with predetermined rules such as multiple choice or essays to be answered and resolved, then from there someone ability can be measured. The test is an essay test of a test with the answer in the form of a description of the explanation of the person given the test.

Here there is one essay test question. It will be given to all students, after they have finished working, they will be assessed based on the rubric by Burhan Nurgiantoro. While the purpose of this test is to determine and simultaneously measure the ability of eleventh graders students in writing descriptive text. It is not finished there, then interviewing techniques will continue to find out the problems they are experiencing.

Interview techniques of collecting data qualitative: interview techniques are collecting data by communicating directly or face-to-face between the researcher and the one being studied. The researcher with his/her task of giving questions and those being studied is respond to all the questions given. During the interview activity the researcher recorded and provided notes to collect the results of the interview. Three types of interviews, the one used by the researcher were structured interview.

2.3 Data Analysis

After determining the type of research from the beginning, the place to do the research, the sample being studied, the instruments and collecting the data, the next step to get a conclusion is data analysis. Analyzing data mixed methods of course will always be associated with the two methods. The method will be taken in stages, first analyzing quantitative data, second qualitative data, and finally combining and concluding.

3. RESULT

The results of the research data presented the students' abilities and problems in writing descriptive texts. The data of this research is about the

descriptive text of the second grade junior high school students in the first semester. In the first data collection the instrument used in this study was a test and the second data collection was an interview.

3.1 Students' ability in writing descriptive text

The researcher gave a test that asked the students to write a descriptive text to determine the students' ability in writing it. There are four titles that the researcher has prepared, and students are asked to choose one to be developed into a text that has been made to be examined and analyzed.

After find the data from each component of the assessment, the researcher looks for the average score to then determine the level of ability in each component of the assessment by finding the proportion in each of these components first before finding the students' ability in writing descriptive text. To more easily understand the percentage results of each component, the researcher presents the data in the form of tables, explanations and bar charts which can be seen below:

Table 3

Students' Ability in Assessment Component of Writing Descriptive Text

Item of writing assessment	Score	Average	Percentage
Content	27	27	20%
Organization	27	27	20%
Vocabulary	28	28	21%
Language	24	24	18%
Mechanic	28	28	21%
Total		133	100%

3.1.1 Content

Based on the results of writing tests that have been carried out by students, the average score in content of assessment component was 27. To find out the percentage of content ability, the researcher collected data as follows:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{27}{133} \times 100\% \\ &= 20\% \end{aligned}$$

Based on the results above, it shows that students' ability in content is relatively low because it only consists of 20% to 100%. From four criteria, Very poor, Fair to poor, Good to average, Excellent to very good, most students are in the second criteria fair

3.1.2 Organization

Based on the results of the writing test that has been done by students, the average score in the organization of assessment component was 27 too. To determine the percentage of organization ability, the researchers collect data as follows:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{27}{133} \times 100\% \\ &= 20\% \end{aligned}$$

Based on the results of the die above, it shows that the ability of students to organize is relatively low because it consists of 20% to 100% as well, from the four criteria, Very poor, Fair to poor, Good to average, Excellent to very good,

most of the students are on the second criteria. (see Appendix 3). Students' difficulties are not fluent in organizing their writings, disorganized ideas, and less able to develop ideas. Organizing in descriptive text consists of general classification and description. While good organization in descriptive text refers to fluent in expressing, clear in expressing ideas, complete between classification and general description, good organization, logical and cohesive. So based on students' writing, it shows that most students do not write well.

3.1.3 Vocabulary

Based on the results of the writing test that has been done by the students, the average score in vocabulary of assessment component was 28. To find out the percentage of vocabulary ability, the researcher collected data as follows:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{28}{133} \times 100\% \\ &= 21\% \end{aligned}$$

Based on the results above, it shows that students' vocabulary skills are higher with the previous two components, namely 21% to 100%. of the four criteria, Very poor, Fair to poor, Good to average, Excellent to very good, most of the students are still in the second criteria fair to poor (see Appendix 3). The students' difficulty lies in the limited use of words, frequent mistakes, and changes in meaning. Therefore, the results shown by students on the writing test were that they wrote a lot of wrong words and some wrote them in Indonesian.

3.1.4 Language

Next is language, based on the results of writing tests that have been carried out by students, the average score in language of assessment component

was the same as vocabulary 24. To determine the percentage of language ability, the researchers collected data as follows:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{24}{133} \times 100\% \\ &= 18\% \end{aligned}$$

Based on the results above, it shows that students' language skills are relatively low and the same as content when compared to the previous two components because they only consist of 18% to 100%. of the four criteria, Very poor, Fair to poor, Good to average, Excellent to very good, most of the students are still in the second criterion fair to poor. The difficulty of students in determining the problem of sentences and their meanings is not clear. The language in descriptive text refers to the rules of language (grammar). It only has a few errors in the language, therefore, the result shown by the students in the writing test is that students have minimal understanding of the language used.

3.1.5 **Mechanic**

The final component analysis is mechanic. Based on the results of the writing test that has been done by the students, the average score in mechanic of assessment component was 28 the highest among the other components. Even so, it is still relatively low because the criteria are not sufficient. To determine the percentage of mechanic ability, the researcher collected data as follows:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{28}{133} \times 100\% \\ &= 21\% \end{aligned}$$

Based on the results above, it shows that students' abilities in the field of mechanics are better in terms of the other four assessment components, although they are still below the standard of 21% to 100%. of the four criteria, namely most of the students are still in the second criterion fair to poor, most of the students are still on the second criterion, which is fair to poor (see attachment 3). Difficult students sometimes have errors in vocabulary and uncertain meanings. Here mechanics refers to punctuation, capitalization, and spelling. While the desired mechanic masters the rules of writing and there are only a few spelling errors. Based on the results of students' writing, many students did not pay much attention to the assessment of the three mechanics in descriptive text.

Looking at each of the components described above, the ability of students in each component is very low. The most students have difficulties with each component of the assessment. The standard value they get from each component is in the second criterion, which is fair. There are some student meet the standard but very few in number. And for the most difficulty components for students to fulfil are language and vocabulary because in here the students most make mistakes.

3.2 Students' problem in writing descriptive text

3.2.1 Data condensation of interview

The interview consisted of five questions given to students who had difficulty in writing descriptive texts, namely eleven students. The results are shown as follows:

1. All students like english subject.
2. All students like to write in english.
3. The students' difficulties include lack of vocabulary, lack of grammar, designing sentences, arranging paragraphs, ideas, can't speak English,

difficulties in how to write them.

4. The students do not have too much difficulty in understanding the teacher's explanation.
5. The students never repeat the descriptive text material at home.

3.2.2 Data display

Table 4
Interview Report

No	Question	Answer	Conclusion
1	Do you like English?	Yes, I do.	Some students like English
2	Do you like writing?	Yes, I like writing.	The students like to write also in english.
3	What difficulties did the students experience in writing descriptive text?	Lack of vocabulary, lack of grammar, designing sentences, arranging paragraphs, ideas, cannot in English, difficulties in how to write them.	Some students experience difficulties such as, lack of vocabulary, lack of grammar, designing sentences, arranging paragraphs, ideas, cannot in English, difficulties in how to write them.
4	Do the students have difficulty understanding the teacher's explanation?	Most students do not have too much difficulty in understanding the teacher's	Some of the students interviewed did not have too much difficulty

		explanation.	understanding the teacher's explanation.
5	Do you have ever practiced making descriptive texts at home?	Some of the students interviewed never repeated lesson material at home.	Some of the students interviewed never repeated lesson material at home.

4. DISCUSSION

Based on the findings that have been obtained as well as described in the previous section, there are two main objectives of this research. The two objectives have been mentioned in the first chapter include describing students' abilities in writing descriptive texts and describing what problems students experience in making descriptive text. Researchers explain the findings as they are in accordance with what was found. Here's the discussion:

4.1 From the results of the study, it can be discussed that the researchers found that students got low scores on each component of the assessment, because of that students could not achieve the minimum score in English, which was 70. So the conclusion was that the students' ability in writing descriptive texts was below standard or low or had difficulty in making it. Judging from each rating, most were on the second level from level four to very good.

4.2 Meanwhile from the results of qualitative research, researchers found data that was in line with previous data that students really had difficulties in writing descriptive texts and in the five components previously mentioned. They said

writing in english was difficult, they had a lot of difficulties in writing descriptive texts and on the five assessment components they said it was difficult to perfect, It can be concluded that qualitative data supports or strengthens quantitative data.

5. CONCLUSION

After analyzing all the data, the data obtained from the students' writing test and structured interview data to students who have difficulty, the researcher concludes as follows:

5.1 The average student writing test score is lower than the standard KKM English score, namely 65. This means that students' ability to write descriptive text is still low in all components.

5.2 Students had problems in writing descriptive texts in all assessment components, including content, organization, vocabulary, language and mechanics.

5.3 The results of quantitative data are supported or with qualitative data which explains that students are very difficult in writing descriptive texts because of the lack of material presented by the teacher.

REFERENCES

- Agustina, Y., Margana, Putro, N. H. P. S., & Nazri, M. A. (2023). Designing English Instructions for Islamic Settings: A Need Analysis in Indonesian Pesantren. *World Journal of English Language*, 13(8), 373–382.
<https://doi.org/10.5430/wjel.v13n8p373>

- Fikni, Z., Marzuki, M. J., & Aini, M. (2025). *The effect of using picture series in contextual grammar teaching on student 's writing skill*. 10(5), 589–593.
- Nazri, M. A., Maysuroh, S., & Wati, L. (2024). *Investigating the Efficacy of Multimodal Interactive Learning Materials in Enhancing Speaking Proficiency of English Foreign Language Learners at MA Al-Jariyah NWDI San Baro*. 07(01), 3556–3566.
- Prasetyaningrum, A. (n.d.). *Grammatical cohesion in students' undergraduate thesis*. 11(2022), 297–315. <https://doi.org/10.24127/pj.v11i2.4744>
- Wati, L., Maysuroh, S., & Nazri, M. A. (2024). *THE PERCEPTION OF FOREIGN LANGUAGE CENTRE (FLC)*. 2023, 1769–1776.
- Agustina, Y., Margana, Putro, N. H. P. S., & Nazri, M. A. (2023). Designing English Instructions for Islamic Settings: A Need Analysis in Indonesian Pesantren. *World Journal of English Language*, 13(8), 373–382. <https://doi.org/10.5430/wjel.v13n8p373>
- Fikni, Z., Marzuki, M. J., & Aini, M. (2025). *The effect of using picture series in contextual grammar teaching on student 's writing skill*. 10(5), 589–593.
- Nazri, M. A., Maysuroh, S., & Wati, L. (2024). *Investigating the Efficacy of Multimodal Interactive Learning Materials in Enhancing Speaking Proficiency of English Foreign Language Learners at MA Al-Jariyah NWDI San Baro*. 07(01), 3556–3566.
- Prasetyaningrum, A. (n.d.). *Grammatical cohesion in students' undergraduate*

thesis. 11(2022), 297–315. <https://doi.org/10.24127/pj.v11i2.4744>

Wati, L., Maysuroh, S., & Nazri, M. A. (2024). *THE PERCEPTION OF FOREIGN LANGUAGE CENTRE (FLC)*. 2023, 1769–1776.