

The Difficulties of Writing Descriptive Text for Junior High Schoolers

Oleh:

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Pendahuluan

- The pandemic still exists in Indonesia, all schools in Indonesia must adopt hybrid learning for students who attend school and online learning for those who do not.
- And when the learning process takes place, students who take online classes find it difficult compared to those who take offline classes.
- In addition, Yoandita (2019) found that 22 vocational high school students in Cianjur faced difficulties in writing English texts.
- The difficulty of writing occurs by couple f reason, which are lack of proficiency in production text, lack of knowledge to the script's contents, lack of interest in learning Engglish.

Metode

- This research used the qualitative method, which is the verbal description of its data.
- This method can help the researchers to give in-depth analysis. In this study, the data are collected from 7b students of SMPN 1 Gedangan, Sidoarjo. The unit of analysis is the students' work in writing a descriptive text about family, self, reasons for selecting the school, and favorite things. The data is obtained by observing the teacher when conducting class activities. The researchers took detailed field notes, videotaped the activities, and performed document analysis. This research instrument is the student's assignment.

Hasil

- Regarding the text analysis, the researchers found that seven of ten selected works have arranged the text systematically. The works consist of the main structure of a descriptive text. However, their texts have several errors, such as punctuation, spelling, sentence structure, grammar, personal pronouns, conjunction, and preposition.
- Some of the example:

- Text 1
- The sentences need a full stop to end each sentence so the meaning can be more explicit. It challenged the readers to split the sentence because there was no punctuation in writing. Besides that, this text did not consist of commas or other punctuation. Moreover, there are two incorrect verbs (e.g., *am* > *was*, and *chose* > *choose*). The writer also used an incorrect pronoun. He used the pronoun *it* to refer to a male football player. He also put the conjunction *and* to begin a new sentence, not to connect two things.

- Text 2
- In the first sentence, the researchers can identify the mistake in using punctuation. The writer should put a comma after the words *hello* and *before*. Another mistake is a misspelled word. There are two misspelled words (e.g., *call* becomes *cal*; *favorite* become *favoubirete*). The writer did not consider the use of capitalization. Several capitalized words are found in the middle of sentences. Like the previous ones, the writer also used an incorrect verb (*am*) to describe her past.

- Text 3
- The student did not use punctuation, such as commas (after the words *hello* and *before*) and full-stop (to end each sentence). She also did not capitalize the pronoun *I* regardless of where it appears in the sentence. She repeated her mistake in writing the province name. She writes *East Java* in lowercase. Moreover, she used incorrect verbs twice. The first is the present verb (e.g., *am*) to explain her past, and the second is the verb *draw* which should be written in the V-ing form (*drawing*). The conjunction *and* is misplaced as well. It should be to connect two things. However, the writer puts that conjunction to begin new sentences.

Pembahasan

- From the results obtained in terms of spelling, it can be seen that there are still mistakes in writing words. The mistakes are in capital letters; some words are missing a few letters or are wrong in writing. In terms of grammar, most students still have difficulty writing it, such as using conjunctions that are not precise. The use of tenses still needs to be rehearsed, and in the use of pronouns, they already understand how to use them, and most of the questions given are about themselves and their favorite things. The results of students' work using descriptive texts are still good. They can organize the ideas to be written. However, some students briefly explain what will be described and understand what will be written based on the given questions regarding their name, where they live and some favorite things they like to do.

Temuan Penting Penelitian

The document analysis demonstrates that the students have reasonably controlled the descriptive text's schematic structure. In writing, some students misspell words, and there is still a lack of knowledge of how to employ tenses. As a result, the student must think about schematic structures and fill the text with appropriate language in order to create a descriptive text that is well-organized and clear. Furthermore, the instructor might plan the following technique to assist pupils in solving their challenges when writing a descriptive paragraph.

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