

**SKRIPSI**



**THE DIFFICULTIES IN WRITING DESCRIPTIVE TEXT FACED BY  
THE STUDENTS OF SOCIAL PROGRAM IN SMAN 1 PECANGAAN**

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MURIA KUDUS UNIVERSITY**

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THE STUDENTS OF SOCIAL PROGRAM IN SMAN 1 PECANGAAN**

**SKRIPSI**

**Presented to the Universitas Muria Kudus  
In Partial Fulfilment of the Requirements for Completing  
The Sarjana Program in English Education**

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**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITAS MURIA KUDUS**

**2020**

## MOTTO AND DEDICATION

### MOTTO:

“Don’t give up, you can do it day by day”

Louis Tomlison.



### DEDICATIONS:

This skripsi is dedicated to:

1. His beloved parents who always give her support for everything that she does.
2. His best friends in English Education Department who always accompany, convince, support, pray, listen her in every step.
3. His beloved teacher and lecturers who always give knowledge patiently and sincerely.
4. All of his friends in English Education Department in 2016 academic year.

## ADVISORS' APPROVAL

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Kudus, August 27<sup>th</sup>, 2020

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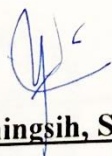


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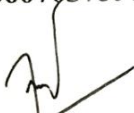
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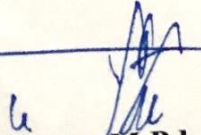
  
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Hopefully, this research can be useful for the readers especially those who are in the field of education.

Kudus, 27<sup>th</sup> of August 2020  
The writer

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## ABSTRACT

Andriswanto, Arik. 2020. *The Difficulties In Writing Descriptive Text Faced By The Students Of Social Program In SMAN 1 Pecangaan*. Skripsi. English Education Department, Teacher Training and Education Faculty, Universitas Muria Kudus. Pembimbing: (i) Dr. Dra. Endang Kusmaryati, M.Pd (ii) Mutohhar, S.Pd, M.Pd

**Keywords:** Students' Difficulties, Descriptive Text, Writing

The difficulties of writing also faced by the students' in SMAN 1 Pecangaan. When the researcher joined internship program, he conducted preliminary interview with some students' to know the students' skill in writing. The result of the interview was found that the students' get difficulty in producing writing text. Some students' still write in *bahasa* first, then translating it into English. It becomes problem because translating from another language to English is the big error. Some students also get difficulty to bring out the idea into a paragraph in writing descriptive text. Based on the phenomenon above, it is important to know the students' difficulties in writing so that the teacher can help to fix it to improve their writing skills. Then, the students got better in writing descriptive text.

Based on the problems, the objectives of the research is to find the students' difficulties in writing descriptive text such as grammar, vocabulary and spelling, and to find the teachers' solutions to solve it.

The researcher used qualitative research in case study. That method is to describe the students' difficulties and teachers' solutions in writing descriptive text. The researcher collected the data through questionnaire. Then, the researcher analyzed the data of questionnaires by reading and analysing the questionnaires answer that completed by the students and teachers.

The result of this research found three difficulties faced by tenth grade students of SMAN 1 Pecangaan in writing descriptive text. If it is sorted by the highest to the lowest: vocabulary (68%); spelling (56%) and grammar (54.5%); Here the aspect of vocabulary becomes the highest problem faced by the students fourth strategies by the teachers in order to solve the students' difficulties, started from the most to the least. In vocabulary aspect, reviewing material is the most used strategy (100%). In grammar aspect, both of describing pictures (50%) and translating words (50%) are the most used strategies. In spelling aspect, reviewing material is the most using strategy (100%).

The researcher would like to suggest to the students and the teacher that they can apply to solve the problems to the students especially in motivating them in writing descriptive text.



## ABSTRAK

Andriswanto, Arik. 2020. *Kesulitan Menulis Teks Deskriptif Yang Dihadapi Siswa IPS di SMAN 1 Pecangaan*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Dr. Dra. Endang Kusmaryati, M.Pd (ii) Mutohhar, S.Pd, M.Pd

Kata Kunci: Kesulitan Siswa, Teks Deskriptif, Menulis

Kesulitan menulis juga dihadapi siswa di SMAN 1 Pecangaan. Saat mengikuti program magang, peneliti melakukan wawancara pendahuluan dengan beberapa siswa untuk mengetahui kemampuan siswa dalam menulis. Hasil wawancara ditemukan bahwa siswa mengalami kesulitan dalam memproduksi teks tulis. Beberapa siswa masih menulis dalam bahasa Inggris terlebih dahulu, kemudian menerjemahkannya ke dalam bahasa Inggris. Ini menjadi masalah karena menerjemahkan dari bahasa lain ke bahasa Inggris adalah kesalahan besar. Beberapa siswa juga mengalami kesulitan untuk menuangkan gagasan ke dalam paragraf dalam menulis teks deskriptif. Berdasarkan fenomena di atas, maka perlu diketahui kesulitan siswa dalam menulis agar guru dapat membantu memperbaikinya untuk meningkatkan kemampuan menulis mereka. Kemudian siswa akan semakin mahir dalam menulis teks deskriptif.

Berdasarkan permasalahan tersebut, maka tujuan dari penelitian ini adalah menemukan kesulitan siswa dalam menulis teks deskriptif seperti tata bahasa, kosakata dan ejaan, serta mencari solusi guru untuk menyelesaikannya.

Peneliti menggunakan penelitian kualitatif dalam studi kasus. Metode tersebut untuk mendeskripsikan kesulitan siswa dan solusi guru dalam menulis teks deskriptif. Peneliti mengumpulkan data melalui kuesioner. Kemudian peneliti menganalisis data angket dengan membaca dan menganalisis jawaban angket yang diisi oleh siswa dan guru.

Hasil penelitian ini menemukan tiga kesulitan yang dihadapi siswa kelas X SMAN 1 Pecangaan dalam menulis teks deskriptif. Jika diurutkan berdasarkan tertinggi sampai terendah dimulai dari kosakata (68%), ejaan (56%) dan tata bahasa (54,5%), disini aspek kosakata menjadi masalah tertinggi yang dihadapi oleh strategi keempat siswa oleh guru untuk memecahkan kesulitan siswa, mulai dari yang paling kecil hingga yang terkecil. Pada aspek kosakata, mereview materi paling banyak menggunakan strategi (100%). Pada aspek grammar, strategi mendeskripsikan (50%) dan menerjemahkan kata (50%) paling banyak digunakan. Pada aspek ejaan, mereview materi paling banyak menggunakan strategi (100%).

Peneliti ingin menyarankan kepada siswa dan guru agar dapat menerapkan pemecahan masalah kepada siswa terutama dalam memotivasi mereka dalam menulis teks deskriptif.

## TABLE OF CONTENTS

<b>SKRIPSI</b> .....	<b>i</b>
<b>LOGO</b> .....	<b>ii</b>
<b>TITLE</b> .....	<b>iii</b>
<b>MOTTO AND DEDICATION</b> .....	<b>iv</b>
<b>ADVISORS' APPROVAL</b> .....	<b>v</b>
<b>EXAMINERS' APPROVAL</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>ABSTRAK</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF FIGURES</b> .....	<b>xii</b>
<b>LIST OF TABLE</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
<b>1.1 Background of the Research</b> .....	<b>1</b>
<b>1.2 Statement of the Problems</b> .....	<b>2</b>
<b>1.3 Objective of the Research</b> .....	<b>2</b>
<b>1.4 Significance of the Research</b> .....	<b>3</b>
<b>1.5 Scope of the Research</b> .....	<b>3</b>
<b>1.6 Operational Definition</b> .....	<b>3</b>
<b>CHAPTER II REVIEW TO RELATED LITERATURE</b> .....	<b>4</b>
<b>2.1 Teaching English in SMAN 1 Pecangaan</b> .....	<b>4</b>
<b>2.2 Writing as a Language Skill</b> .....	<b>4</b>
<b>2.2.1 Students Difficulties in Writing English and Teacher's Solution</b> <b>Writing English</b> .....	<b>5</b>
<b>2.3 Descriptive Text</b> .....	<b>5</b>
<b>2.4 Review of Previous Research</b> .....	<b>7</b>
<b>2.5 Theoretical Framework</b> .....	<b>8</b>
<b>CHAPTER III METHOD OF THE RESEARCH</b> .....	<b>10</b>

3.1	Research Design .....	10
3.2	Data and Data Source .....	10
3.3	Data collection .....	10
3.4	Data Analysis.....	11
<b>CHAPTER IV FINDING OF THE RESEARCH .....</b>		<b>12</b>
4.1	The Difficulties of Students in Writing Descriptive Text Faced by the Social Program in SMAN 1 Pecangaan .....	12
4.2	The Teachers' Strategies to Solve the Students' Difficulties in Writing Descriptive Text.....	13
<b>CHAPTER V DISCUSSION.....</b>		<b>14</b>
5.1	The Difficulties of Students in Writing Descriptive Text Faced by the Social Program in SMAN 1 Pecangaan .....	14
5.2	The Teachers Solutions to Solve the Students' Difficulties in Writing Descriptive Text .....	15
<b>CHAPTER VI CONCLUSION AND SUGGESTION .....</b>		<b>17</b>
6.1	Conclusion .....	17
6.2	Suggestion .....	17
<b>REFERENCES.....</b>		<b>19</b>
<b>APPENDICES .....</b>		<b>20</b>

## LIST OF FIGURES

Figure	Page
Figure 2.1 Theoretical Framework.....	9



## LIST OF TABLE

Table	Page
Table 4.1. The Difficulties of Students in Writing Descriptive Text Faced by the Social Program in SMAN 1 Pecangaan .....	12



## LIST OF APPENDICES

Figure	Page
1. Students' Questionnaire The Difficulties in Writing Descriptive Text Faced by The Students' of Social Program in SMAN 1 Pecangaan.....	21
2. Students Response .....	23
3. STATEMENT.....	26
4. KETERANGAN SELESAI BIMBINGAN SKRIPSI.....	27
5. PERMOHONAN UJIAN SKRIPSI.....	28
6. CURRICULUM VITAE.....	29

