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## STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT

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### **Abstract**

Writing is one of important skills in English, including writing descriptive text. However, there are still many students who get difficulties in writing descriptive text. This research aimed to find out the students' difficulties and causes of the students' difficulties in writing descriptive text at eighth grade of SMP Negeri 2 Telukdalam. This research used qualitative method. The data were collected by documentation, interview, and observation. The result of data analysis showed that: (1) the students' difficulties in writing descriptive text consist of difficulties in generic features, textual language, syntactical language, spelling, and other students' difficulties in writing descriptive text: capitalization, finding and organizing ideas; (2) the causes of the students' difficulties in writing descriptive text were because of psychological problems: less motivation, less practice of writing, less interested in learning English, less confidence, and having poor thought that English and writing difficult; linguistic problems: lack of grammar and vocabulary mastery; and cognitive problems: lack of background knowledge of capitalization, punctuation, and spelling; moreover, less media of learning was also one of the causes of the students' difficulties in writing descriptive text. Based on the finding, it is concluded that the students at the eighth grade of SMP Negeri 2 Telukdalam have difficulties in writing descriptive text. It is suggested that writing descriptive text should be learned and taught intensively.

**Key words:** *Difficulties; writing; descriptive text*

### **Abstrak**

Menulis adalah salah satu keterampilan penting dalam bahasa Inggris, termasuk menulis teks deskriptif. Namun, masih banyak siswa yang mengalami kesulitan dalam menulis teks deskriptif. Penelitian ini bertujuan untuk mengetahui kesulitan siswa dan penyebab kesulitan siswa dalam menulis teks deskriptif di kelas VIII SMP Negeri 2 Telukdalam. Penelitian ini menggunakan metode kualitatif. Pengumpulan data dilakukan dengan dokumentasi, wawancara, dan observasi. Hasil analisis data menunjukkan bahwa: (1) kesulitan siswa dalam menulis teks deskriptif terdiri dari kesulitan dalam fitur generik, tekstual bahasa, sintaksis bahasa, ejaan, dan kesulitan siswa lainnya dalam menulis teks deskriptif: penggunaan huruf kapital, menemukan dan mengorganisasikan ide. ; (2) penyebab kesulitan siswa dalam menulis teks deskriptif adalah karena masalah psikologis: kurang motivasi, kurang latihan menulis, kurang tertarik belajar bahasa Inggris, kurang percaya diri, dan pemikiran bahwa bahasa Inggris dan menulis sulit; masalah linguistik: kurangnya penguasaan tata bahasa dan kosa kata; dan masalah kognitif: kurangnya latar belakang pengetahuan tentang huruf kapital, tanda baca, dan ejaan; Selain itu, media pembelajaran

*yang kurang juga menjadi salah satu penyebab kesulitan siswa dalam menulis teks deskriptif. Berdasarkan temuan tersebut, dapat disimpulkan bahwa siswa kelas VIII SMP Negeri 2 Telukdalam mengalami kesulitan dalam menulis teks deskriptif. Disarankan bahwa menulis teks deskriptif harus dipelajari dan diajarkan secara intensif.*

**Kata kunci:** *Kesulitan; menulis; teks deskriptif*

### **A. Introduction**

Language is tool which is used to communicate by human. It is supported by Brown (2007:17) who stated "Language is used for communication". Language cannot be separated from human life, because without language people are not able to convey what they want to say to other people. By using language, people can convey their thoughts and feelings to other people. To be able to communicate each other, the language that used must be known by them. One of language that known and used by many people is English.

English is international language. In era of globalization, English has important role in human life, especially in science and technology. To be able to follow and adapt the era, people must learn English and master skills of English. In Indonesia, especially in education field, English is one of compulsory subject that should be taught to the students. In learning the English, the students must learn and masterskills of English.

English has four skills. The four English skills are important in mastering English. Those skills are speaking, listening, reading, and writing. The four of skills are related each other and each of

them has its own purpose. Using language in communication orally is called speaking; the understanding of spoken language is called listening; the act to get some information from written text is called reading; and writing means expressing ideas in written form.

Writing as one of important English skills has to be mastered by students. It is one of requirements in mastering English. According to Brown (2004:218) stated that today, the ability to write has become an indispensable skill in our global literate community. Writing is one way to convey thoughts to other people. By writing, people can communicate each other. To make ideas is able to be understood by other people, writer has to convey it effectively.

However, writing is a process that is not easy to do. It needs effort and skill to be able to write well. According to Yakhontova (2003:18), "Writing is a complex process that requires a number of various skills". The skills are like mastering orthographic aspect, grammatical aspect, and stylistic aspect. In the same way, Heaton (1990:135) said, "Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of

conceptual and judgmental elements". It means besides writing is difficult to teach, the writing is also difficult to learn. The students often get difficulty in writing. It is occurred because they do not know how to write well, so the students should learn and practice writing.

The difficulties in writing are caused some factors. According to Byrne (1988:4-5) there are three categories of problem that make writing difficult. Those are psychological problems, linguistic problems, and cognitive problems. In psychological problems, writing is essentially an activity in its self and the fact that the writers are required to write on their own, with no possibility of interaction or benefit from feedback, naturally makes the act of writing difficult. It is supported by Kristiana, Yunita, and Syahrial (2021:68,72) who said the psychology difficulties are about writer's difficulty because there are not direct interaction and feedback from the reader when they are writing. As in psychology difficulties, the students have low motivation and confidence in writing. There are two reasons for that. First, the students think that they do not have much experience in writing. The second, the students have mindset that writing is a difficult activity. Lack of practice might be major reason in psychology problems. In linguistic problems, the writers must maintain the communication channel open via their own efforts and guarantee that the text they generate can be comprehended on its own, both through their choice of sentence structure and the way their sentences are connected together and sequenced. It is

appropriate to Kristiana, Yunita, and Syahrial (2021:72) who said "Linguistic difficulties in writing descriptive text include the aspect regarding grammatical items and vocabulary mastery". In cognitive problems, writing is learnt through a process of instruction: the writers must master the written form of the language and learn particular patterns that are rarely used in speech, or may not used at all, but are essential for effective communication in writing. The writers also must learn how to organize their thoughts so that they may be understood by readers who are not present and possibly by readers who are not known them. According to Kristiana, Yunita, and Syahrial (2021:68), "Cognitive difficulties are about spelling, punctuation, capitalization, and paragraphing".

Based on Indonesian curriculum, students of junior high school are required to learn how to write different text. Every text is categorized based on genre. According to Knap & Watkins (2005), the kinds of genre are describing, explaining, instructing, arguing, and narrating. Describing is a genre of text that describes a particular object. Explaining is process of understanding and interpreting about something. Instructing is a genre of text that instructs how to complete a specific task. Arguing is a process that involves reasoning, evaluation and persuasion. Narrating is a genre of text that tells a story chronologically. Students should learn and understand each text types and be able to write it well. Moreover, each of genres should be assessed to make the writing worth. According to Knaps and Watkins

(2005:93-96), assessing student writing in each of the genres can be identified according to criteria below:

### 1) Generic Features

In generic features, there are some criteria that have to be considered as follow below.

- a) Genre: considering if the writing is successful using the appropriate genre for the task or not.
- b) Theme: considering if the writing has discussed the task or the extent to which the writing remains on the task, or the invention weaves the task to produce a certain effect.
- c) Structure: considering whether the writing uses the structural features correctly. For example, in descriptive text, the introduction will generally classify what is the object described, while in narrative text, the introduction will generally orient the characters, time and setting of the story to the readers.
- d) Rhetorical and language features: considering whether the writing uses rhetorical strategies or figurative devices and language features correctly to make effective writing.
- e) Vocabulary: considering how to choose or select appropriate words, depending on determining categories such as topic, purpose and audience.

### 2) Textual Language

Textual language is the way how the text is held together, the way that sentences are structured and how sentences work with one another.

- a) Connectives is a functional term for words like conjunctions that combine linguistic units such as sentences, clauses, phrases and words in logical relationships of time, cause and effect, comparison or addition.
- b) Reference is how to use pronouns correctly to retain references without the clumsiness of continual naming. Control of reference is one of useful indicator to assess students' writing.
- c) Tense. Different genres have different tense. Descriptive text is generally written consistently in the present tense, whereas narratives are past tense.
- d) Sentence structure is considering what the text use correctly structured simple, compound, and complex sentence.

### 3) Syntactical Language

The criteria in this category group are related to the author's competence in mastering the syntax of English sentences. The criteria here will address issues such as:

Clause pattern: Does every statement have a subject and finite verb?

Agreement : Do the auxiliaries and verb forms agree with their subjects?

Verb form : Is the correct past participle of the verb used?

Preposition : Are prepositions used appropriately and correctly?

Articles : Are the correct articles used?

- Plurals : Are plurals used correctly?  
Punctuation : Are sentences marked with appropriate punctuation?

#### 4) Spelling

Spelling has to be assessed and noticed systematically and diagnostically to make the writing is understandable. It means that it is not enough to mark spelling is spelt words incorrectly.

In some the text types, the researcher just focuses on descriptive text.

Descriptive text is one of text genres learned at Eighth grade of junior high school. According to Knapp and Watkins (2005:97) stated that the genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control. Descriptive text is a text that gives information about particular something. It can be persons, animals, places, or things. Writing descriptive has two generic structures: introduction (the part of paragraph that introduces the character) and description (the part of paragraph that describes the character); and has its own language features: using simple present tense, action verbs, adjectives, relating verbs, etc. It means students must understand the generic structure and language features of descriptive text in writing descriptive text well.

Mastering writing descriptive text is important to students of Junior High School included the eighth grade students of SMP Negeri 2 Telukdalam. The students are expected to be able explore their idea to

describe something and write it well. However, writing a descriptive text is not easy to do by the students. Based on preliminary study at SMP Negeri 2 Telukdalam on September 4<sup>th</sup>, 2021, there were still many students at eighth grade who got difficulties in writing descriptive text. They were not capable of making a good writing descriptive text. They had difficulty to choose appropriate words. The sentences that had been made by them were incorrect grammar. The sentences that should be arranged by using simple present tense were written by using past tense. The students also did not add 's' or 'es' in verb where the sentence has singular pronouns. The students often could not punctuate correctly. The researcher got information from English teacher that the students could not finish writing one topic what they wanted to describe according to time that had been given by the English teacher. Besides, the researcher also interviewed some students of SMP Negeri 2 Telukdalam. The students said that writing is hard to do included writing descriptive text. It is because in descriptive text, there are generic structures and language features that must be understood by students. They also must know how to organize it in correct grammar and present in good sentence. They have difficulty in finding idea and choosing word correctly.

Considering background of the problem, the researcher is interested in conducting the research entitled **"Students' Difficulties in Writing Descriptive Text"**.

The objective of the research are to find out the students' difficulties in writing descriptive text and the causes of the

students' difficulties in writing descriptive text at the eighth grade of SMP Negeri 2 Telukdalam.

### B. Research Method

This research was conducted by using qualitative method. This research held on January, 21<sup>st</sup> until 29<sup>th</sup>, 2022 in SMP Negeri 2 Telukdalam. SMP Negeri 2 Telukdalam located in Ganowo Saua village, Telukdalam, South Nias. Especially, this research was connected to the VIII-B Class of SMP Negeri 2 Telukdalam that had 21 students.

The source of data in this research was the students' writing of descriptive text, interview script, and observation sheets. To collect data in this research, the researcher asked and collected students' writing descriptive text from English teacher, interviewed some students who had difficulties and observed in classroom while teaching learning process to know the causes of students' difficulties in writing descriptive text.

In analyzing data, the researcher used interactive model from Miles & Huberman (1994:10-11): data reduction, data display, and conclusion drawing and verification. The first, the researcher reduced data by selecting and taking the exactly data which is needed from the larger number of data. After reducing the data, the researcher classified the data by presenting it into table. After getting the classification, the researcher described and discussed the data by presenting it in the form of descriptions. Finally, the researcher took conclusion.

### C. Research Finding and Discussion

Based on result of the data analysis, the researcher found that the students had difficulties in generic features, textual language, syntactical language, spelling, and other difficulties.

#### Generic Features

In generic features, the students had difficulties in genre and theme.

##### a. Genre and Theme

Some students faced difficulties in genre and theme. The writing should be written in descriptive text and stays on task, but instead the writing was written in other genre.

##### b. Structure

Some students got difficulties in generic structure of descriptive text. In descriptive text, there are two its generic structures. The generic structures are identification and description.

Identification will generally classify what is the object described, while description will generally give detail of object described. However, the students' writing just told about description without identification. The writing should identify the object that will be described in the first paragraph, and after that just describe the object in the next paragraph.

##### c. Vocabulary

Students' writing : She has long nose.

Correct writing : She has pointed nose

Considering examples above, it shows that the students still have difficulties to choose appropriate vocabularies. The word 'long' in example above should be changed into 'pointed' because word *long* (adjective) has ambiguous meaning if it is explain word

*nose* (noun). It is inappropriate. The word *pointed* is appropriate to use.

### Textual Language

In textual language, the students had difficulties in reference and tense.

#### a. Reference

Reference: Male

dog

Students' writing : She has round eyes. Correct writing : He has round eyes.

From the examples above, it shows that the student was difficult in using appropriate pronouns with its reference. In example above, pronoun 'she' should be changed pronoun 'he' because its reference is male cat.

#### b. Tense

Students' writing : She was cute.

Correct writing : She is cute.

The sentence should use to be "is" because descriptive text uses simple present tense.

### Syntactical Language

In syntactical language, the students had difficulties in clause pattern, subject verb-agreement, plurals, and punctuation.

#### a. Clause Pattern

Students' writing : My mother a mature woman.

Correct writing : My mother is a mature woman.

From the statement, it shows that the student faced difficulties in correct clause pattern. The student did not put to be 'is' after subject (third singular person). He omitted to be 'is' from the sentences. After subject should be put to be 'is' in the sentences to make it correct.

#### b. Subject-Verb Agreement

Students' writing : He often sleep everywhere.

Correct writing : He often sleeps everywhere.

Some students omitted the suffix 's/es' to verb of third singular person. The statement above must be added the suffix 's/es' to the verb of third singular person.

#### c. Plurals

Students' writing: She has two mole in her face near her nose.

Correct writing : She has two moles in her face near her nose.

From the statement above, it shows that the student tended to omit suffix 's/es' in noun that more than one (plural). The student did not follow the rules of plural noun.

#### d. Punctuation

Students' writing: Doggy has long and thick fur, He is white.

Correct writing : Doggy has long and thick fur. He is white.

From the statements above, the student failed to put the punctuation correctly. In the example above, the punctuation comma (,) should be changed into period (.) because the example shows there are two sentences in each examples. It is proved in the sentences of each example have their own subject and predicate without connected coordinating and subordinating conjunction. The sentences should be separated by putting period mark between them.

### Spelling

Students' writing : I call the brid

Coki. Correct writing : I call the bird Coki.

The example above shows that the student had difficulties in spelling word. The word 'brid' in the example should be changed into 'bird'.

### Other Difficulties

#### a. Capitalization

Students' writing : Her Name is indah  
Novita Sari.

Correct writing : Her name is Indah  
Novita Sari.

From the example above, the student got difficulties in using capital letters (capitalization). She was confused when and where should put capital letters correctly. The name of 'indah' should be written 'Indah' because it is proper noun that must be written by using capital letter.

#### b. Finding and Organizing Ideas

##### My Father

*I have a father. He is really handsome. He also strong. He always work every day.*

From the example above shows that the student got difficulties in finding and organizing ideas. The student just wrote a few sentences. The writing did not tell the described object clearly. Besides, the writing is ungrammatical in some sentences. The writing should be developed again with the addition of other ideas and organized in a few sentences grammatically to make it clearer.

### Causes of the Students' Difficulties in Writing Descriptive Text

#### 1. Psychological Problems

From the interview and observation that had been done, there were some students who had psychological problems that cause them difficult in writing descriptive text. For observation, the

researcher found that many students were less interested in learning English. It can be seen from their actions during the learning process. Many of them did not pay attention to the teacher when teaching. They did not even respond when the teacher asked them about the lesson. They also tended to be silent when the teacher gave them chance to ask about the lesson that was not understood by them. Less practice of writing was also the cause the students were difficult in writing descriptive text. There were still students who did not do their homework that was given by English teacher. They were even lazy to write the lesson that was taught by the teacher. Moreover, the researcher also interviewed the students who got difficulties in writing descriptive text. The data from interview are shown below:

R<sup>2</sup> : *Tidak, miss. Saya jarang belajar bahasa inggris, karena saya tidak suka bahasa Inggris. Bahasa inggris itu mata pelajaran yang sangat sulit untuk dimengerti.*

R<sup>5</sup> : *Menurut saya bu, belajar bahasa Inggris itu sangat sulit.*

R<sup>9</sup> : *Itu karena saya bingung apa yang mau saya tulis selanjutnya, miss. Saya ragu apakah tulisan yang akan saya buat itu akan bisa dimengerti oleh orang lain atau tidak, ditambah lagi saya kurang yakin jika kalimat-kalimat yang akan saya tulis itu benar atau tidak.*

R<sup>11</sup> : *Menulis descriptive text itu sangat sulit, bu, karena banyak sekali aturan-aturannya, bu. Kita harus mengetahui generic structures dan language features dari descriptive text yang saya sendiri tidak tahu apa itu. Saya juga tidak tahu bagaimana menulisnya dengan baik.*

Based on the result of interview and observation above, it shows that the students faced difficulties in their writing descriptive text because of low motivation, low confidence, less interested in English learning, less practice of writing, and having poor thought (English and writing difficult).

## 2. Linguistic problems

Based on interview and observation result, there were some students who had linguistic problems that caused them difficult in writing descriptive text. The researcher found that there were still many students were less vocabularies mastery during observation. When the teacher asked the students some vocabularies, many of them did not answer, they were just silent. Moreover, it was also supported from interview result. The data from interview are shown below:

R<sup>3</sup> : *Saya tidak tahu, bu. Saya bahkan tidak tahu apa itu simple present tense. Kami pernah mempelajarinya tapi saya tidak mengerti tentang itu. Kapan dan bagaimana digunakan saya tidak tahu.*

R<sup>5</sup> : *Iya, bu karena saya tidak mengerti tentang grammar terutama dalam penggunaan tenses. Saya tidak tahu apa itu tenses dan bagaimana serta kapan sajadigunakan.*

R<sup>7</sup> : *Saya tidak tahu, bu. Saya pikir dua duanya benar. "He" atau pun "She" sama-sama memiliki arti "Dia" dalam bahasa Indonesia. Jadi, saya pikir itu terserah apa saja yang kita gunakan.*

R<sup>15</sup> : *Masalahnya karena saya tidak tahu apa artinya kata "mancung" dalam bahasa Inggris, bu. Saya kurang banyak*

*menguasai kosakata dalam bahasa Inggris, makanya saya gunakan aja kata "long".*

Based on the interview result above, it is found that the students got difficulties in their writing descriptive text because of lack of grammar and vocabulary mastery.

## 3. Cognitive Problems

Based on interview result, there were three students who had cognitive problems that cause them difficult in writing descriptive text. The data from interview are shown below:

R<sup>1</sup> : *Hehehe maaf, bu. Saya tidak tahu jika kata-kata yang saya tulis tersebut salah penulisannya. Saya kira kata-kata tersebut sudah benar.*

R<sup>2</sup> : *Maaf, bu. Saya bahkan tidak tahu apa itu kapitalisasi dan huruf capital; kapan dan dimana saja itu digunakan; dan saya juga tidak tahu apa itu subject-verb agreement yang ibu katakan tadi.*

R<sup>4</sup> : *Saya minta maaf, miss. Saya kurang mengerti penggunaan tanda-tanda baca yang benar. Saya tidak tahu kapan dan dimana saja sebaiknya diletakkan tanda baca.*

Based on the interview result above, it is found that the students had difficulties in their writing descriptive text, because they have lack background knowledge of capitalization, punctuation, and spelling.

## 4. Less Media of Learning

Less media of learning made the students less interested in learning English. In learning English process, the teacher did not have enough media of learning. When teaching, the teacher just used whiteboard and marker as media of learning. He wrote the lesson on the whiteboard and then explained it or explained it first and then

wrote it. It made the students not interested to pay attention in his explanation, because the teacher just explained it without media of learning that supported the lesson could be understand easily, like pictures or videos. The teacher gave a example of descriptive text by describing a cat, but there was not picture of the cat; the students could just imagined it. It made them difficult to understand it.

Moreover, in English learning, dictionary is one of the media that can help the students to follow the class. The students can look in the dictionary if there are vocabularies that they don't know its translation, but they did instead not bring the dictionary. Almost all of the students did not bring the dictionary when they had English subject. It made them difficult when English teacher asked them to find meaning of the words which were not known by them. As a result, they have less vocabulary mastery.

It can be concluded that less media of learning is one of the causes of the students' difficulties in writing descriptive text.

## Discussion

From the data analysis result of the research that has been mentioned above, the finding of the research is lying into two main parts:

The first is the students' difficulties in writing descriptive text. Based on result of the research that has been obtained, there were 15 students of the 21 students who had difficulties in writing descriptive text. The students' difficulties consisted of difficulties in generic features (genre, theme, structure, and vocabulary), textual language (reference and tense), syntactical language (clause

pattern, subject-verb agreement, plurals, and punctuation), and spelling. The students' difficulties were found by assessing the students' writing of descriptive text based on theory assessment of genres from Knapp & Watkins (2005:93- 96). The assessment of genres is in generic features: genre, theme, structure, rhetorical and language features, and vocabulary; in textual language: connectives, reference, tense, and sentence structure; in syntactical language: clause pattern, agreement, verb form, prepositions, articles, plurals, and punctuation; and in spelling. In this researcher, the researcher also found other difficulties in students' writing. The difficulties are in capitalization, finding and organizing ideas. Between of the difficulties, subject-verb agreement was the difficulty that most students faced. It means that the students need more efforts to improve their writing, especially in syntactical language (subject-verb agreement).

The second is causes of the students' difficulties in writing descriptive text. There were some causes of the students' difficulties in writing descriptive text. The causes of the students' difficulties were psychological problem, linguistic problem, and cognitive problem. In psychological problem, it was because the students had low motivation, low confidence, lack of practice, less interested in learning English, and poor thought that learning English and writing difficult. In linguistic problem, it was because the students had lack of grammar and vocabulary mastery. In cognitive problem, it was because the students had lack background knowledge of capitalization, punctuation, and spelling. In this case, research

result appropriate with theory from Byrne (1988:4-5) who said that there are three categories of problem that make writing difficult. Those are psychological problems, linguistic problems, and cognitive problems. Moreover, Kristiana, Yunita, and Syahrial (2021:68,72) stated that as in psychology difficulties, the students have low motivation, lack of practice, and confidence in writing because the students think that they do not have much experience in writing and the students have mindset that writing is a difficult activity; linguistic difficulties in writing descriptive text include the aspect regarding grammatical items and vocabulary mastery; and cognitive difficulties are about spelling, punctuation, capitalization, and paragraphing.

Moreover, the researcher also found that less media of learning was one of the causes that make the students difficult in writing descriptive text. Media of learning is important to support the learning teaching process can be effective, but the media of learning was instead not enough. It made the students difficult in understanding the lesson that was taught easily.

#### **D. Conclusion and Suggestion**

Based on the research finding that has been presented, it can be concluded that the students at eighth grade of SMP Negeri 2 Telukdalam have low ability in writing descriptive text. The students have difficulties in many different aspects. They not only have difficulties in generic structure, grammar, content, but also in punctuation and spelling.

Furthermore, the causes of the students' difficulties are because of psychological problems, linguistic problems, cognitive problems, and less media of learning. The students need to improve their writing skills, especially in writing descriptive text.

After carrying out the research, the researcher has some suggestions related to result of this research for English teacher, students, and next researcher. Hopefully, it can be applied easily in teaching learning activity and decrease the difficulties.

1. For English teacher, it is suggested to teach students intensively about English grammar, vocabulary, punctuation, capitalization, and generic features of descriptive text. The teacher should often give writing exercise to students by emphasizing grammar, punctuation, capitalization and the students are given opportunity to know their difficulties to be revised. The teacher should use enough and appropriate media in teaching writing.
2. For the students, it is suggested to learn more descriptive text, grammar, capitalization, punctuation. The students have to mastery vocabularies and practice frequently to improve their writing skills, especially in writing descriptive text. The students also have to get rid of poor thoughts that writing is difficult.
3. For next researchers can analyze the other aspects in writing and other skills

of English; and the result of this study may be used as early information to conduct further research. It is suggested to read this research carefully and can

take the information in this research, so it can be used as source of consideration to improve the further research to be better, and its result will be more useful.

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