

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the findings of this research. It deals with the presentation of the data, data analysis, and discussion about data obtained from observation, test, and questionnaire. These data analysis and discussion are presented descriptively.

#### **A. Finding**

There are three kinds of data used in this research, and the research finding presents the result of the research based on those data. The first data is obtained from the result of the observation researcher to know all condition of students, teacher, class, school, teaching and learning. The second data is obtained from the result of the test given to the students is about the difficulties faced in writing descriptive text. The last data is obtained from the result of the questionnaire distributed to the students is about the factor causing the students' difficulties in writing descriptive text.

The first data was taken based on the observation that the researcher did several times in each different class, first on 8 september in class XI B, then on 9 september the researcher did observation in class XI C, and the last 12 september in class XI A. From the observations that the researcher conducts several times, the data that researcher gets is as follows:

Data of learning in class, the teacher entered to class with the researcher then greeting, then introduced the researcher to the students, then the researcher

explain the purpose, and what researcher did in that class. After completion of the researcher explained, classroom study continued as usual.

The learning that happened then was as follows, the teacher explained the learning materials, after a while the teacher asked if the students understood, and the students answered “understand”. Then the teacher continued the course of learning while occasionally answer the question of students who do not understand. Furthermore, the teacher gave students a task about the material that has just been learned. When the time bell ran out, the students were asked to collect the work done earlier.

Data of school structures and school infrastructure are as follows, the foundation pasantren ni'matul aziz foundation consists of Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah who have system management each in each level of education. Madarasah Aliyah Ni'matul Aziz has been build and developed since 2009 until now. With the principal is Mr. Rasidi, S.Pd.I and vice principal is Drs. Gazali Apsan. Madrasah Aliyah Ni'matul Aziz has teachers, 17 educational teachers, 11 males teacher and 6 females teacher, with the number of students as many as 195 in 2017/2018. That 80 males student and 115 females student. As seen on appendix 4 and 5.

Madrasah Aliyah Ni'matul Aziz has 3 buildings consisting of 8 classrooms, 1 library, 1 language lab, 1 teacher room, 1 administrative room, and 1 principal office and vice principal. For the students' own sports activities this school has adequate facilities that are 1 volleyball court and one futsal field, that can be used for some sports activities. As seen on appendix 6.

The data of test and questionnaire were collected on Thursday 3rd October 2017. Based on those data, then the researcher obtained the following results:

### 1. Students' Difficulties in Writing Descriptive Text

In this research, test is used by the researcher to know the students' difficulties in writing descriptive text. The test was given by the researcher to the students on 3rd of October 2017. In the test the students were asked to create a descriptive text. The students worked on the test under the supervision of the researcher herself and the English teacher. To know the difficulties of students in writing descriptive text, researcher analyzed the value obtained by students from each point of assessment that is used to assess the ability of students. Researcher concluded students have constraints if their scores under 3 in each point of assessment. Following table the data about students' difficulties in writing descriptive text from the test.

Tabel 4.1 Students' Score in Writing Descriptive Text

No	Name of Student	Score						Total score after input in scoring formula
		Max scr	C	O	G	V	M	
1	A	4	1	1	2	2	1	35
2	B	4	2	3	1	1	1	43,75
3	C	4	2	1	1	1	2	33,75
4	D	4	1	1	1	1	1	25
5	E	4	1	1	1	1	3	30
6	F	4	1	2	1	1	2	33,75
7	G	4	3	1	2	1	2	45

8	H	4	2	3	1	2	2	51,25
9	I	4	1	2	1	1	2	33,75
10	J	4	1	1	1	1	1	25
11	K	4	1	1	1	2	1	30
12	L	4	1	2	1	1	2	33,75
13	M	4	1	2	3	2	2	48,75
14	N	4	3	2	1	1	3	48,75
15	O	4	3	2	1	3	3	58,75
16	P	4	2	1	2	2	3	46,25
17	Q	4	1	1	1	1	2	27,5
18	R	4	1	1	1	1	2	27,5
19	S	4	3	2	1	3	3	58,75
20	T	4	2	1	3	2	1	46,25
21	U	4	2	3	2	3	2	61,25
22	V	4	1	1	1	1	1	25
23	W	4	1	1	1	1	1	25
24	X	4	1	1	1	1	1	25
25	Y	4	1	1	1	1	1	25
26	Z	4	1	1	1	1	1	25
27	Aa	4	1	1	1	1	1	25
28	Bb	4	1	2	1	2	1	36,25
29	Cc	4	1	1	1	1	1	25
30	Dd	4	1	2	1	2	2	38,75
Total								1093,75
Mean								36,46

The table above showed the students' ability in writing descriptive text. The highest score is 83,75 and the lowest score is 25, and the mean score is 36,46, that indicated their ability is low category. And the table also showed all the points assessment considered to be the eleventh graders' difficulty in writing descriptive text.

According to the rubric of scoring, students have five difficulties in writing descriptive text, they are content, organizing, grammar, vocabulary, and mechanic. And result of the test showed their difficulties in each point of assessment, if their score under 3 in point of assessment, researcher concluded they have difficulties in the point of assessment.

Table 4.2 Students' Difficulties

No	Difficulties	N	F	Percentage
1	Content	30	26	87%
2	Organizing	30	27	90%
3	Grammar	30	28	93%
4	Vocabulary	30	27	90%
5	Mechanic	30	25	83%

The table showed the highest percentage is 93% of students have difficulty in grammar, the second percentage are 90% of students have difficulty in vocabulary and 90% of students have difficulty in mechanic, the third percentage is 87% of students have difficulty in content, and the last percentage is 83% of students have difficulty in organizing.

## 2. Factors of Causing The Students' Difficulties

The researcher revealed the factors of causing the students' difficulties in writing descriptive text gained from the result questionnaire which consist of seventeen items. If they give answer seldom or never then the researcher concludes that the question of questionnaire is the cause of the difficulties faced by the students, and if they respond always or usually it is not the cause of the difficulties faced by the students.

The result of the data is classified into three variables factors which contain some sub-variables factors. They are about learners' background, teaching technique, and the learners' environment. Below the detail explanation of those three points.

Table 4.3 Learners' Background

No	Cause of Difficulties	F	N	Percentage
1	Lack of interest in learning writing	25	30	83%
2	No desire to write English text	25	30	83%
3	Lazy to write English text	25	30	83%
4	Afraid to write the English text	25	30	83%
5	Lack of motivation to learn writing	25	30	83%
6	Learning writing is boring	25	30	83%
7	Students do not know about generic structure of descriptive text	21	30	67%
8	Students are lack of knowledge about grammar	25	30	83%
9	Students are lack of English vocabulary	24	30	80%
Mean				80,2%

The first factor related to the background of the learner. There are three points that contribute to this factor. They are about the interests of learners towards writing, writing motivation, and background knowledge about writing.

From the first question to the four questions that can be explained that their interest in writing causes their difficulties. There were twenty five students (83%) said that they were less interested in learning to write, twenty five students (83%) stated that they experienced "no desire to write English text", twenty five students (83%) were lazy writing English text and twenty five students (83%) students were afraid to write English text.

The fifth and sixth questions show learner's motivation in writing. There are twenty five students (83%) of students said that they lacked motivation to learn to write, twenty five students (83%) of the students stated that learning to write it boring so they are not motivated to learn.

The question number seventh to number ninth is intended to gether information about the background of students about writing. These questions are important because the knowledge background is the medium to see if they can understand the descriptive text or not. The result shows that there were twenty one students (67%) do not know about generic structure of descriptive text, twenty five students (83%) said that they lack of grammar knowledge, twenty four students (80%) agreed that they lack of English vocabulary. As seen on appendix 7.

Table 4.4 Teaching Technique

No	Cause of Difficulties	F	N	Percentage
1	Uninteresting technique of teaching	14	30	47%
2	Unclear instruction	11	30	37%
3	No media use in teaching	21	30	67%
4	Boring activities in learning	14	30	47%
Mean				49,5%

Concerning on the table above, it could be explained that the cause of eleventh graders' difficulties in writing descriptive text related with the teaching technique. There were fourteen students (47%) said that their teacher's technique is not interesting, eleven students (37%) agreed that the teacher do not give clear instruction in teaching writing. There were twenty one students (67%) said that the teacher do not use media in teaching, and fourteen students (47%) feel bored in learning writing.

Based on observations of English teachers, researcher found that teachers still use traditional techniques in teaching writing where learning centers exist in students. The teacher explains the text then asks the students to make the text, but they let ask questions if they do not understand. Teachers rarely use media to teach material in writing.

Table 4.5 Learners' Enviroment

No	Cause of Difficulties	F	N	Percentage (%)
1	Lack of facilities of the school	5	30	17%
2	Lack of English writing materials	14	30	47%



3	No motivation from parents	26	30	87%
4	No help from parents to learn writing	28	30	93%
Mean				52,8%

The last factor causing the eleventh graders' difficulties in writing descriptive text is related with the learners' environment. Responses toward this factor, the question number fourteen until number seventeen aimed to collect information whether or not their environment causes their difficulties.

When asked about the learner's environment, school and home the two of the learner's environment that influence the learner's achievement. five students (17%) said that their school is lack of facilities and fourteen students (47%) agreed that their school is lack of English reading material, so they cannot create the writing text well.

According to the teacher, the school has provided the students' worksheet (LKS) and textbook but it is only little, so the teacher usually copied the material in every meeting in order to make the students easy to learn.

The question number sixteen and number seventeen shows about the learners' home environment. Twenty six students (87%) experienced "no motivation from the parent" to learn English especially writing and twenty eight students (93%) stated that their parents never help them to learn writing in English. It cause most of students' parents are farmer.

## **B. Discussion**

This section presents the discussion based on the findings of the research. It concerned about students' difficulties and the factors causing the difficulties in writing descriptive text.

### **1. Students' Difficulties in Writing Descriptive Text**

One way that can be used to find out students' knowledge about English is by analyzing the students' text/writing. Analyzing students' text is very important to do because it can help English teacher to find out the students' ability and difficulties in writing (Lock, 1996). Further, Emilia (2005) stated that research about analyzing students' text is very important to do because by knowing the students' difficulties, it can lead the teacher to help solve the students' problems.

The following are varied skills necessary for writing good prose as suggested by Heaton (1991): (a) Language use: the ability to write correct and appropriate sentences, (b) Mechanical skills: the ability to use correctly, (c) Treatment of content: the ability to think creatively and develop thoughts, (d) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively, (e) Judgment skills: the ability to write in an appropriate manner.

Eleventh graders' difficulties in writing descriptive text can be seen from the high number of percentage of students who are wrong in making descriptive text on the test. Based on the results of data analysis, the researcher found that students had difficulties in all assessment points. In detail, these difficulties are discussed as follow.

a. Content

For content, the student who has the difficulty is 70% of students. In making the content, the students have to make a paragraph corresponding to the task, the paragraph should be interesting and be used for the care and thought.

Example 1;

*Aliando Syarif*

*My favorite artis Aliando syarif he is famous Artis, and humorous person. Specifikly he has slim body. He was born on 26 October 1998 in Jakarta, West Java, he is famous artis Indonesia.*

Example 2;

*My Favorite Artist*

*Full name muhammad Aliando syarif nick nime Aliando. Religius of islam be fore of Jakarta 26 Oktober 1996 He is actor in indonesia. He hobby singing he father's Syarif Alkatiri and mother's Resti Revando Ali have two brother's. Is Alya Afifah.*

*He is have hair short. Long tose and white. Skin he have face handsome. Because handsome make someone interest.*

Scoring analysis of the texts;

The topics contained in the paragraphs above are not perfect and there is no continuity between the sentences before and after, so the supporting detai is not appropriate. Content must have a clear topper and is explained by supporting details in detail. There is not a clear focus in the text because the student do not understand the topic or the point to be followed.

Based on the examples, researcher concluded that the student did not compose their writing in descriptive text coherently. There is not a clear focus in the text because students do not understand the topic or the points to be followed. According to Anker (2007), a paragraph in writing has three necessary parts. They are the topic sentence, the body, and concluding sentence.

The topic sentence is the most important sentence in a paragraph. It has two parts: a topic and a controlling idea. The topic name the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic.

The body supports (shows, explains, or proves) the main point. It is usually made up of about three to six support sentences, which contain facts and details supporting the main point. And concluding is usually conclude about opinion of the writer. For example;

*Aliando Syarief*

*full name is Muhammad Ali Syarief. People often calls him Aliando Syarief. He is a famous actor nowadays. He was born on 26 october 1996 in Jakarta. His father's name is Syarief Alkhatiri and his mother's name is Tengku Resi Revado. He has older sister, her name is Alya Avivah.*

*His hobby are playing football, playing drum, and singing. he lives in Bekasi. He also has favourite food and beverage. They are rendang, ayam gulai, pecel ayam, bread, Avocado juice, tea ice, and orange ice.*

*He has handsome face, black hair, and sharp nose. People say that his face is cute. It makes his fans being crazy when they meet him. Fans' name of Aliando is "Alicious". Aliando Syarief is very talented actor. His acting is enough*

*good. Many people like his acting. Beside as a player sinetron, he also can playing drum and singing.*

b. Organizing

For organizing, the student who has the difficulty is 67% of students. Organizing in descriptive text consists of identification and description. Most of students could not make a good organizing in their writing of descriptive text. For example 1;

*My Favorite Artis*

*Cristian ronaldo is playeer very good in Real Madrid he have body long and face handsome. And he ever follow club Mancester United. C.Ronaldo is someone player football. C.Ronaldo was born in The Portugal he is have skin Brown he have face very handsome*

*Example 2;*

*Cristian Ronaldo*

*Cr.Ronaldo is someone player football. He is play of Real Madrid fc. He Have Skin Bron. He have face very hand some. and He exciting Playing football.*

*Cr. Ronaldo was born in the portogal. Playing football is hobis cr.Ronaldo and He like eat meat.*

Scoring analysis of the texts;

The organizing in the descriptive text above is not clear, he does not make a description of the object in his identification and there is no conclusion on the text.

According to the example, researcher found that the student did not make descriptive text correctly according to the structure of the descriptive text, they can not distinguish the identification of the description, both are contained in one paragraph and are irregular. That mean most of students still did not understand how to make a good writing, although their teacher had taught it before.

The generic structures of descriptive text (Hartono, 2005) as follows: (a) identification: an introduction to the subject of the description; (b) description of features: describe the characteristic features of the subject. While the language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer's personal view about the subject or to give an insight into the subject's thoughts and feelings; (6) use of action verbs to describe the subject's behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions.

#### c. Grammar

For grammar, the student who has the difficulty is 83% of students. They could not make some grammatical sentence in their writing of descriptive text. Most of students forgot about use of have and has, they still can not use of possessive pronoun, etc. For example;

*Cristian Ronaldo*

*Cr.Ronaldo is someone player football. He is play of Real Madrid fc. He Have Skin Bron. He have face very hand some. and He exciting Playing football.*

*Cr. Ronaldo was born in the portogal. Playing football is hobis cr.Ronaldo and He like eat meat.*

Scoring analysis of the texts;

The text above has many wrong sentences in the grammar, such as the use of "he have" the student should use "he has", "playing football is hobis cr.Ronaldo" should "his hobby is playing football", and many others.

Table 4.5 Example Sentences

No	Incorrect Sentences	Correct Sentences
1	<i>he full name muhammad ali syarief.</i>	<i>His full name is Muhammad Ali Syarief.</i>
2	<i>nick name aliando syarief.</i>	<i>His full name is Muhammad Ali Syarief.</i>
3	<i>he have good voice.</i>	<i>He has good voice.</i>
4	<i>he have heir short.</i>	<i>He has short hair.</i>
5	<i>he hendsome young boy.</i>	<i>He is handsome young boy.</i>

From the example, researcher concluded the students need more understanding about grammar, and the teacher needs to explain more about feature of descriptive text especially language feature of descriptive that include grammar and sentence structure. The schematic structure of Descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific student, written in present tense, use linking

verbs, use adjectives, use relational and material processes (Derewianka, 1990; Gerot & Wignell, 1994; Nafisah & Kurniawan, 2007; Butt, et al, 2000; and also Emilia, 2010).

#### d. Vocabulary

For vocabulary, the student who has the difficulty is 70% of students. Vocabulary is the word of the students in writing the descriptive text as well as selecting the right word to use. But most of them still lack vocabulary in making descriptive texts so the text they make is limited with the same words and the text they make is very short. And the use of the word sometimes does not match the usefulness of the word. For example;

*Muhammad Aliando Syarif*

*Full name is Muhammad Aliando Syarif, nick name is Aliando. him be born Jakarta, 26 october 1996, profession him is Actoe anf singing. Father him is name syarif al-katiri and mother him is name resi revando. heavy body him 55 kg, and high him 165 cm.*

*Ali is people that coagulated and good liver, him people Actor that very strong, him veery multitalenta, and him people pemain sinetron.*

Scoring analysis of the texts;

In that paragraph the students just repeat the vocabularies, there is no variation in that paragraph. the students incorect using the word in sentece, such as “*Ali is people that coangulated and good liver*”the students should use “*life and cougulated*”.



Based on the example, the researcher concluded that the students were less about the proper use of the word in a sentence. In the example above also showed the students did not know some words in English, so the teacher needs to be more explain the use of the right words according to the purpose of the word, and need to improve the vocabulary owned by the students.

e. Mechanic

In Mechanic, student who has the difficulty is 70% of students. Most of students still had this difficulty. For the example:

*Muhammad Aliando Syarif*

*He is full name Aliando Syarif, heis nick name aliando. date birth 26 october 1996. Hobby singing. h is artist in the Indonesia have hair black he have face handsome he very long. he father syarif al katiri. he have mooother resi rivando*

Muhammad Aliando Syarif

*Full name is Muhaamad Aliando Syarif, Nick nime is Aliando. Him be born Jakarta, 26 october 1996, profession him is Actor and Singing, father him is name Syarif Al-Katiri and mother him is name resi revando. Heavy body him 55 kg, and high him 165 cm.*

*Ali is people that coagulated and good liver, him people Actor that very strong, him very multitalenta, and him people pemain sinetron.*

Scoring analysis of the text;

In writing the text above there are many errors in the use of capital letters and also in the use of punctuation, such as *Full name is Muhaamad Aliando Syarif, Nick nime is Aliando. Him be born Jakarta, 26 october 1996.* The correct writing should be *“His full name is Muhammad Aliando Syarif, his nick name Aliando. He was born on Jakarta, October 26th 1996”.*

Based on the example above, the student still did not use period after some sentences, capital did not use in front of some sentences, and also without comma. Researcher concluded the students are not careful and forget the simple but important things.

## **2. The Factors Causing The Difficulties**

According Westwood (2006), the cause of the difficulty can from many factors. It can be from the student, teacher or enviroment. From the student can be their motivation, their education backgrond, and from the teacher can be their technique or anythinng else. Therefore, the researcher used those three factors as indicator to make the questions in questionnaire.

Based on the above theory, researcher divided the factors that cause the difficulties facing students into three categories. They are students' background, teaching techniques, and student environment.

Questions 1 through 9 ask whether the background of learners is causing their difficulties or not. Questions 10 to 13 ask about whether teacher teaching techniques causing their difficulties. Question numbers 14 through 17 ask about whether the environment of learners is causing their difficulties.

Based on the results of data analysis conducted by researcher, found that most dominant causes 80.2% of student difficulties associated with the lerners' background. Such as lack of interest in learning writing, no desire to write English text, lazy to write English text, afraid to write the English text, lack of motivation to learn writing, learning writing is boring, Students are lack of knowledge about grammar. This is because most students are less interested in learning to write,

they are lazy and afraid to write English text. Another cause is the lack of motivation to learn to write. They say that writing is boring; they must write text without doing any other activity. Another factor that causes difficulty is that students lack background knowledge about writing. The results showed that most students lack background knowledge about English text; they did not know about the generic structure of descriptive text, and the specific characteristics of descriptive text. Finally, they lack grammatical knowledge, lacking an English vocabulary.

The researcher found that causes (49,5%) of eleventh graders' difficulties in writing descriptive text was related with the teaching technique. Such as uninteresting technique of teaching, unclear instruction, no media use in teaching, boring activities in learning. The highest percentage of this category is 67% of students said no media in teaching, that made cause of difficulty for them in writing descriptive text.

The last factor causing the eleventh graders' difficulties in writing descriptive text is because their environment. Such as lack of facilities of the school, lack of English writing materials, no motivation from parents, no help from parents to learn writing. There was 52,8% of student gave respond to that. The results of the questionnaire indicate that students lack facilities in their schools. Their school does not provide enough writing materials for them, so they can not learn to write well. In addition to the students are also problematic in their homes. Not from those who do not get motivation from parents to learn english.

Parental concern here means their parents rarely give them some support, advice and help to learn to write.

Based on the discussion about factors causing the difficulties in writing descriptive text. The most dominant difficulties is learners' background 80,2%, there are 9 points that are a factor of difficulties in this term. The most factor in this term, they are lack of interest in learning writing, no desire to write English text, lazy to write English text, afraid to write the English text, lack of motivation to learn writing, learning writing is boring, students are lack of knowledge about grammar. The second is the teaching technique 49,5%, there are 4 points in this term, they are uninteresting technique of teaching, unclear instruction, no media use in teaching, boring activities in learning. The most factor in this term is no media use in teaching. The last factor is learners' environment 52,8%, there are 4 points in this term, they are lack of facilities of the school, lack of English writing materials, no motivation from parents, no help from parents to learn writing. The most factor in this term is no help from parents to learn writing.