

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' CHALLENGES IN WRITING
DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL 1 RAMAN UTARA**



By

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG
1448 H / 2026 M**

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**AN ANALYSIS OF STUDENT'S CHALLENGES IN WRITING
DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL
1 RAMAN UTARA**

Presented as a Partial Fulfilment of the Requirement for the Degree of Sarjana
Pendidikan (S.pd) In English Education Department

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1448 H / 2026 M**



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APPROVAL PAGE

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to
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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

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RATIFICATION PAGE

No. B-2939/Un.36.1/0/PP.00.9/07/2026

An Undergraduate Thesis entitled: AN ANALYSIS OF 'STUDENTS' CHALLENGES IN WRITING DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL 1 RAMAN UTARA, written by: Shakila Indar Salsabila, student number: 2101051034, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, June 24th, 2026 at 10.00- 12.00 WIB.

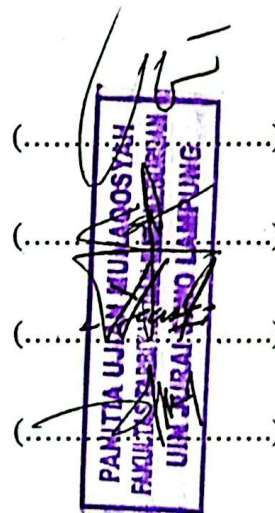
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ABSTRACT

AN ANALYSIS OF STUDENTS' CHALLENGES IN WRITING DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL 1 RAMAN UTARA

By:

SHAKILA INDAR SALSABILA

The background of this study originated from the various linguistic challenges faced by students in writing descriptive texts. These difficulties were reflected in their limited vocabulary mastery, inappropriate vocabulary usage, grammatical errors, difficulties in constructing sentences, and mistakes in spelling and punctuation. In addition, some students experienced problems in developing ideas and maintaining cohesion and coherence in their writing. This study employed a qualitative method with a case study design conducted at SMA Negeri 1 Raman Utara. The participants consisted of one English teacher and five tenth-grade students selected based on different levels of writing ability.

The data were collected through classroom observation, interviews, and document analysis of students' descriptive writing. The findings revealed that students encountered several linguistic challenges in writing descriptive texts. The most dominant challenges were limited vocabulary mastery, grammatical errors, particularly in the use of the simple present tense, difficulties in constructing effective sentences, and problems related to spelling and punctuation. The document analysis showed that students with lower writing proficiency tended to make more linguistic errors than those with higher proficiency. Furthermore, the interview findings indicated that limited vocabulary and insufficient grammatical knowledge were the main factors that hindered students' writing performance.

Based on the findings, it can be concluded that linguistic challenges remain a major obstacle for students in writing descriptive texts. To address these challenges, the teacher applied several strategies, such as providing vocabulary support, modeling descriptive texts, teaching grammar, giving feedback, and guiding students throughout the writing process. Meanwhile, the students used strategies such as consulting dictionaries, seeking assistance from teachers and peers, revising their writing, and practicing writing regularly. These strategies helped students improve their descriptive writing ability and reduce linguistic errors in their written work.

Keywords: *Descriptive Text, Linguistic Challenges, Student Strategies, Teacher Strategies, Writing Skills.*

ABSTRAK

AN ANALYSIS OF STUDENTS' CHALLENGES IN WRITING DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL 1 RAMAN UTARA

By:

SHAKILA INDAR SALSABILA

Latar belakang penelitian ini berawal dari berbagai tantangan linguistik yang dihadapi siswa dalam menulis teks deskriptif. Kesulitan tersebut terlihat dari keterbatasan penguasaan kosakata, penggunaan kosakata yang kurang tepat, kesalahan tata bahasa, kesulitan dalam menyusun kalimat, serta kesalahan ejaan dan tanda baca. Selain itu, beberapa siswa juga mengalami kesulitan dalam mengembangkan ide serta menjaga kohesi dan koherensi dalam tulisan mereka. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus yang dilaksanakan di SMA Negeri 1 Raman Utara. Partisipan penelitian terdiri dari satu guru bahasa Inggris dan lima siswa kelas X yang dipilih berdasarkan kemampuan menulis yang berbeda.

Data penelitian dikumpulkan melalui observasi, wawancara, dan analisis dokumen berupa hasil tulisan deskriptif siswa. Hasil penelitian menunjukkan bahwa siswa menghadapi berbagai tantangan linguistik dalam menulis teks deskriptif. Tantangan yang paling dominan adalah keterbatasan kosakata, kesalahan penggunaan tata bahasa terutama pada simple present tense, kesulitan dalam menyusun kalimat yang efektif, serta masalah dalam penggunaan ejaan dan tanda baca. Hasil analisis dokumen menunjukkan bahwa siswa dengan kemampuan menulis rendah cenderung melakukan lebih banyak kesalahan linguistik dibandingkan siswa dengan kemampuan menulis tinggi. Selain itu, hasil wawancara mengungkapkan bahwa keterbatasan kosakata dan kurangnya pemahaman tata bahasa menjadi faktor utama yang menghambat kemampuan menulis siswa.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa tantangan linguistik masih menjadi hambatan utama bagi siswa dalam menulis teks deskriptif. Untuk mengatasi tantangan tersebut, guru menerapkan berbagai strategi seperti memberikan dukungan kosakata, memberikan contoh teks deskriptif, mengajarkan tata bahasa, memberikan umpan balik, dan membimbing siswa selama proses menulis. Sementara itu, siswa menggunakan strategi seperti menggunakan kamus, meminta bantuan guru dan teman, merevisi tulisan, serta berlatih menulis secara rutin. Strategi-strategi tersebut membantu siswa meningkatkan kemampuan menulis teks deskriptif dan mengurangi kesalahan linguistik dalam tulisan mereka.

Kata Kunci: Keterampilan menulis, Strategi Guru, Strategi Siswa, Tantangan Linguistik, Teks Deskriptif.

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Yang Menyatakan,



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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ ۗ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ
أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ ۚ عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا
مَا لَا طَاقَةَ لَنَا بِهِ ۚ وَاعْفُ عَنَّا وَاعْفُ لَنَا وَارْحَمْنَا ۚ أَنْتَ مَوْلَانَا
فَاَنْصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿٢٨٦﴾

*“Allah does not burden anyone beyond their capacity; they will be rewarded for
the good they do and punished for the evil they commit.”*

(Qs. Albaqarah : 286)

“ Walaupun terlahir bukan dari kedua Orangtua yang mempunyai
gelar Sarjana, Alhamdulillah Saya bisa menjadi Sarjana”

(Penulis)

“Apapun yang sudah terjadi dalam hidupmu, jangan katakan “seandainya”,
tapi katakan “Qadarullah” karna semua yang terjadi adalah takdir dan
takdir Allah itu selalu baik, Allah itu maha baik”

(Ustadz Hannan Attaki)

DEDICATION PAGE

With humility and gratitude to Allah SWT, who has bestowed his grace and guidance, which has accompanied my steps in achieving my goals. This thesis is presented as an expression of my respect and love for:

1. My dear and beloved father Gatot Surono and mother Sulistiowati, Two people who have played a vital role in the author's life two people who have always strived to ensure that their firstborn child could pursue the highest level of education, even though they themselves were only able to complete elementary and secondary school. To my beloved father, thank you for every drop of sweat and every ounce of hard work you traded for a livelihood so that your child could reach this stage, so that your child could receive an education up to this level, and thank you for being a man who takes full responsibility for the family. To my dearest mother, thank you for all the motivation, messages, prayers, and hopes that have always accompanied every step and effort of your child to become an educated person; thank you for the boundless love that never fades with time, for the patience and sacrifice that have always accompanied the author's life journey; thank you for being a source of strength and inspiration, as well as a light that never goes out in every step the author takes. Finally, thank you for all the countless things you have given me. I dedicate this simple written work and this degree to Dad, Mom, and my siblings.
2. My two younger siblings, Muhammad Rizky Ziddan Alfatih and Aqilah Azma Surono. Thank you for being a part of my educational journey all this time. Thank you for the encouragement, prayers, and love you've

always shown me. Grow into an even better person and become the best version of yourself, my dear sister.

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7. And finally, to me who may not be good at showing my feelings, but who still chooses to persevere, keep moving forward, and finish what I've started. Thank you for being strong, for not giving up even when I wasn't always sure, and for staying on God's path amid the bitterness that pushed me to give up. May this step be proof that I am capable.

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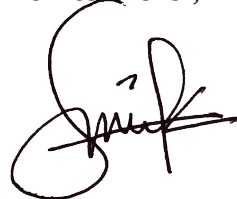
We praise and give thanks to Allah SWT for His abundant mercy and guidance, which have enabled this research to be completed. The researcher also offers prayers and greetings to the Prophet Muhammad SAW, who led humanity from the Age of Ignorance into the Islamic era. The thesis written by the researcher titled "AN ANALYSIS OF STUDENTS' CHALLENGES IN WRITING DESCRIPTIVE TEXT AT SENIOR HIGH SCHOOL 1 RAMAN UTARA" has been completed as one of the academic requirements for obtaining a Bachelor of Education (B.Ed.) degree, English Language Education Program, Jurai Siwo State University, Lampung. In writing this thesis, the researcher would like to express gratitude to those who have assisted in the process of completing this thesis.

1. Prof. Ida Umami, M.Pd.Kons, as the Rector of UIN Jurai Siwo Metro Lampung.
2. Dr. Siti Annisah, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty of UIN Jurai Siwo Metro Lampung.
3. Dr. Much Deniatur, M.Pd.B.I, as the Head of the English Education Department of UIN Jurai Siwo Metro Lampung.
4. Dr. Yuniarti, M. Pd, my supervisor, who has spent a lot of time giving guidance, suggestions, and advice for the researcher in the process of writing this Undergraduate Thesis.

As a human being, the researcher completely realizes that this thesis still has plenty of weaknesses. The researcher apologizes for all the mistakes she has made in writing and presentation items. All constructive comments and suggestions are

very welcome to measure the quality of thesis. Hopefully, this thesis can be a meaningful benefit for the researcher, especially for our campus and all readers generally.

Metro, 21th June 2026
The Researcher,

A handwritten signature in black ink, appearing to be 'Shakila', with a large loop at the start and a horizontal stroke at the end.

SHAKILA INDAR SALSABILA
St. Number 2101051034

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CHAPTER 1

INTRODUCTION

A. Background of Study

In learning English, students are required to engage in one of the language activities, namely productive activities such as writing. Writing as one of the four prime skills has always formed parts of syllabus in the teaching of English.¹ However, writing is considered the most difficult skill to teaching and learning because writing tends to encourage students to focus on the accurate and requires them to think before writing.² Writing is an excellent way to communicate that should be mastered for every student.

English is taught in Indonesia as a foreign language and compulsory subject across schools.³ English as Foreign Language (EFL) learners in Indonesia often experience difficulties in writing due to a lack of exposure to authentic materials and intercultural understanding. This shows that students' understanding of context and culture is very important for writing well in English. Students may find it difficult to convey their ideas affectively in descriptive writing if these elements are not present.

Generally, writing is important, because with writing, writers can provide useful information for other people who need it. No matter how simple the written word is, it must be useful for those who need it. Writing is important

¹ Jeremy Harmer, *How to Teach Writing*. (Essex, UK: Pearson Education, 2004). P. 120

² John Brian Heaton, *Writing English Language Test*. (New York: : Longman, 1988). P.37

³ Yuniarti, 'Developing Speaking Materials Based on the Common European Framework of Reference (CEFR) for Increasing the Students' Speaking Skill.', *Journal of English Language Teaching and Linguistics (Ahmad Dahlan University, Yogyakarta, Indonesia, 1.1 (2016)*. P.143

because writing is one of the most trusted means of communication. In addition for student, writing has the benefit of being a social communication tool that encourages interaction with others.⁴ The intention is to communicate ideas, stimulate thought, and transmit ideas.

For the students, learning English writing is important because it helps developing student's critical thinking skills and helps them to understand and to communicate complicated ideas.⁵ The ability to writing or compose is essentially a form of communication from of communication from the author to the reader. In other to be able to communicate properly, a writer must have several abilities, one of which is linguistic or grammatical ability, namely regarding linguistic rules. In writing instruction, the final achievement is typically determined through several essential stages such as planning, drafting, and revising to refine the written work.⁶

Students directly practice writing without having to learn how to write. Teaching writing is one of productive skill in language skill.⁷ Usually teachers ask students to write according to the basic competencies in the curriculum. When finished, the writing is collected, corrected, and immediately assessed by the teacher. If this activity is continuously carried out, it will result in students feeling bored and not interested in participating in learning to write. As a result, students writing ability is low. Therefore, it is necessary to enhance the learning methods used by teachers to teach writing competence,

⁴ Yangın-Ekşi Gonca, Akayoglu Sedat, and Anyango Leonora, *New Directions in Technology for Writing Instruction* (Sydney: Springer, 2022).

⁵ Paw Allyn, 'Top 5 Reasons Writing Is Important for Kids' (NBC's Education Nation, 2015) <<https://www.nbcnews.com>>.

⁶ Dedi Irwansyah, 'Meaningful Assessment for Writing at Islamic Universities', *Pedagogy : Journal of English Language Teaching*, 4.1 (2017), 1–8

⁷ Ning Setio Wati, 'The Effect of Creativity Toward Students' Achievement in Writing Ability', *Pedagogy Journal of English Language Teaching*, 6.2 (2018), 141–47.

especially descriptive texts.

Based on preliminary concerns regarding students' writing skills, the researcher interviewed the English teacher of Class X.2 to gain an initial understanding of their writing conditions. During the interview and observation conducted on August 21, 2025, the teacher reported that students' writing performance, particularly in producing descriptive texts, showed indications that required further academic investigation. As writing is a fundamental component of the English curriculum, identifying the factors that influence students' writing outcomes is crucial for improving instructional practices. The information gathered during this stage provided an initial overview of students' writing abilities, their engagement in the writing process, and the teacher's role during writing activities. The following table presents the results of the observation and interview.

Table 1. 1
Observation Checklist of Student Engagement and Teacher's in
Teaching Writing Descriptive Text

Aspect Observed	Indicator	Yes	No	Notes/Remarks
Student Engagement	Students pay attention to the teacher's explanation about descriptive text structure.	Yes		Most students listened, but a few were distracted.
	Students participate actively in brainstorming descriptive ideas.		No	Only a small number of students contributed ideas; many stayed silent.
	Students begin writing descriptive sentences confidently after receiving the topic.		No	Many students hesitated and waited for examples before writing.
	Students ask questions when facing difficulties in vocabulary or sentence construction.	Yes		Students mainly asked about adjectives, but some were reluctant to ask.

Aspect Observed	Indicator	Yes	No	Notes/Remarks
	Students collaborate with peers to discuss ideas or improve sentences.		No	Peer discussion was minimal; students preferred working individually.
Teacher's Role	Teacher explains the characteristics and purpose of descriptive text clearly.	Yes		Explanation was clear, but some students still seemed confused about structure.
	Teacher models how to write descriptive sentences step-by-step.		No	Teacher gave examples but did not demonstrate the complete writing process.
	Teacher provides sufficient vocabulary support.	Yes		Vocabulary list provided, though limited to basic adjectives.
	Teacher gives individual assistance consistently during the writing task.		No	Teacher could not reach all students; only some received guidance.
	Teacher provides constructive feedback on grammar, mechanics, and organization.	Yes		Feedback focused mostly on grammar; organization issues were rarely addressed.

The implementation of curriculum reform requires the development of more effective approaches to teaching English, particularly in the area of descriptive text writing. Based on the preliminary interview and observation in Class X.2, it was evident that students still showed limited engagement during brainstorming, hesitation in beginning their writing, and minimal collaboration with peers. At the same time, the teacher's guidance, although present, had not yet fully supported all students throughout the writing process. These conditions indicate the need for an instructional approach that can better stimulate students' participation and help them overcome difficulties in generating ideas and organizing descriptive sentences.

One alternative approach that aligns with these needs is the challenge-based approach, a learning method that places students in meaningful situations where they must respond to specific tasks or challenges. This method encourages students to think creatively, solve problems, and stay actively engaged throughout the learning process. It is assumed that using challenge-based activities in writing can improve students' descriptive writing skills by motivating them to participate more actively and practice expressing ideas more independently.

The findings from the preliminary survey and observation confirm that many students still struggle with initiating their writing, organizing sentences into coherent paragraphs, and using grammar and mechanics accurately. These challenges highlight the importance of providing structured writing tasks in the form of challenges to help students develop stronger writing habits and enhance their descriptive text performance.

Considering these observations, the researcher conducted a qualitative case study to explore the challenges faced by Class X.2 students in learning descriptive writing. Therefore, the researcher developed a study entitled "An Analysis of Student's Challenges in Writing Descriptive Text at Class X.2 of SMA Negeri 1 Raman Utara."

B. Problem Identification

The research problems are identified in the following description:

1. Students show low engagement during the teaching learning of writing descriptive text activities.
2. Students have difficulty in starting the writing process.

3. A lack of information and guidance affects students' performance.
4. Students have difficulty in expressing their ideas during the writing process.

C. Problem Limitation

According to the problems identified above, several issues are related to the linguistic challenges students face when writing descriptive texts. Therefore, the researcher focuses on the most common linguistic difficulties encountered by students such as vocabulary use, grammar accuracy, sentence construction, and text organization as well as the specific challenges experienced by Grade X students of SMA Negeri 1 Raman Utara in producing descriptive texts.

D. Problem Formulation

Based on the limitation previously mentioned, the following is the formulated research questions:

1. What linguistic challenges do students face in writing descriptive texts at Grade X of SMA Negeri 1 Raman Utara?
2. What strategies are used by the teacher and students to address these challenges in the descriptive writing process?

E. Objective of The Research

1. Objective of the research

Based on the problem formulation this research aims to :

- a. To identify the linguistic challenges faced by Grade X students of SMA Negeri 1 Raman Utara in writing descriptive texts.
- b. To describe the strategies used by the teacher and students to

overcome these challenges in the descriptive writing process.

2. Benefits of the research

a. For the students

This research is expected to provide benefits to students in the writing learning process. Students will be motivated and dedicated to their studies after learning the analysis challenges writing. This research is expected to provide benefits for student in the writing learning process. Through learning using diary writing media, students will be more enthusiastic in learning writing skill. This is because using the analysis challenges writing allows students to express themselves and their emotions in writing so that students are more focused and fluent in the writing process. The implementation of these challenges is also expected to encourage students to be more active in conveying their ideas according to the topic, so that the fluency of students writing skills can be well directed.

b. For the teachers

This research is expected to benefit not only students but also English teachers. In this study, researchers provide information on students writing skills scores from pre-and post-test results, which teachers can use as a references in teaching writing. This allows teachers to evaluate challenges in the writing learning process and make decisions about how to implement and develop writing skills.

c. For the other researchers

This research is expected to benefit other researchers by providing information regarding the influence of daily writing challenges on students' ability to write descriptive texts. This research not only provides information on the theory of daily writing challenges on students' descriptive text learning but also provides concrete examples by including evidence from research data regarding the influence of daily writing challenges on students' ability to write descriptive texts. Therefore, this research is expected to be a source of information for future researchers.

F. Prior Research

Research on student challenges in writing descriptive text has been widely conducted by previous scholars. These studies provide valuable insights into the types of difficulties students face, as well as teaching strategies that can be applied to overcome them.

First, Hartina, Ningsih, and Sahraini conducted a qualitative study entitled “Exploring Students’ Difficulties in Writing Descriptive Text: An Analysis in an Indonesian High School.” Their findings revealed that students encountered three main difficulties: following the generic structure of descriptive text, applying linguistic features (such as adjectives and prepositions), and dealing with writing mechanics (spelling and punctuation).⁸ The study concluded that lack of practice, limited vocabulary, and low motivation were the primary causes of these difficulties.

⁸ S Hartina, F Ningsih, and S Sahraini, ‘Xploring Students’ Difficulties in Writing Descriptive Text: An Analysis in an Indonesian High School.’, *English Language, Linguistics, and Culture International Journal*, 4.1 (2024), 61–74.

Second, Halimatul Adla in her research “The Students’ Difficulties in Writing Descriptive Text at the Tenth-Grade of SMK N 4 Jambi in Academic Years 2022/2023” found that students faced significant problems in using language features, organizing ideas according to the generic structure, and constructing paragraphs coherently.⁹ This study emphasizes that not only vocabulary and grammar but also the ability to organize ideas plays a crucial role in successful descriptive writing.

Third, Waruru carried out a study at SMA Negeri 1 Onohazumba and discovered that students’ main challenges involved the generic structure (identification and description) and linguistic features (use of simple present tense, adjectives, and specific details of objects).¹⁰ The research also highlighted that students’ limited vocabulary, lack of grammatical knowledge, and insufficient writing practice were major contributing factors.

Fourth, Hasni analyzed students’ descriptive writing at SMPN 1 Kuta Panjang. The study revealed that students struggled with vocabulary selection, grammatical accuracy, and coherence in organizing ideas.¹¹ Despite being able to understand the topic, students often failed to arrange their ideas logically, which resulted in fragmented paragraphs.

This research mode uses qualitative methods. Thus, the results of this study are based on two types of errors used, namely: addition and arrangement. This shows that students make addition and arrangement errors,

⁹ S. H Adla, ‘The Students’ Difficulties in Writing Descriptive Text at the Tenth-Grade of SMK N 4 Jambi in Academic Years 2022/2023’, *Languae: Journal of Language and Education*., 2.1 (2023).

¹⁰ S. W Waruru, ‘Students’ Difficulties in Writing Descriptive Text at the Eleventh Grade of SMA Negeri 1 Onohazumba’, *FAGURU: Journal Ilmiah Mahasiswa Keguruan*, 2.2 (2023), 136–47.

¹¹ J Hasni, ‘An Analysis of Students’ Difficulties in Writing Descriptive Paragraph’, *Prologue: Journal on Language and Literature*, 9.2 (2023), 310–18.

indicating that they still have difficulty in writing descriptive texts.

These studies have similarities and differences. The similarities lie in the topic and the causes of student difficulties in the research. This is because the topics in these studies both discuss errors and difficulties in writing. The differences lie in the specific focus of each study. Most previous research identified students' general writing difficulties but did not examine linguistic challenges in depth. In contrast, the present study focuses more specifically on linguistic aspects such as vocabulary, grammar, sentence structure, and mechanics and aims to provide a practical solution through challenge-based learning to help students reduce these linguistic barriers.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Skill

1. Definition of Writing

Writing is a purposeful act of generating ideas, organizing them, and expressing them through appropriate language to communicate meaning effectively to readers.¹ According to Donn Byrne writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds.² Then, Harmer stated writing is a process, and the fact that we write is often heavily influenced by genre boundaries, so these elements need to be able present in the learning activity.³

Meanwhile, that writing can be defined by a series of contrast it is both a physical and mental act to express and impress.⁴ Writing is used as a communication tool in daily activities. Regardless of their age, be aware of the need to communicate in writing with students. However, we as teachers must make writing activities more enjoyable. Teaching writing provides opportunities for students to develop clear thinking skills. When students are given time to write and process their thoughts, they develop ways of analyzing their thinking. As teachers, we face task of helping students see

¹ K Hyland, *Second Language Writing (2nd Ed.)* (Cambridge: University Press, 2019). P. 12

² Donn Byrne, *Teaching Writing Skill* (London and New York: Longman Group, 1998). P.3

³ J Harmer, *How to Teach Writing* (New York: Longman Group, 2004). P.15

⁴ David Nunan, *Language Teaching Methodology: A Textbook for Teacher* (Sydney: Macquarie University, 1991). P.88

writing as important.

2. Process of Writing

Writing is a skill that requires a process in order for the writer to deliver good writing. The process of writing is engaging in planning, pre-writing, and revision to improve their text. Furthermore, process of writing is learning how to write by writing.⁵ The process of writing has four main elements⁶:

a. Planning

Planning is a series of strategies designed to find and produce information in writing. Planning was the first step before we were going to teach in the learning program. The material must suitable with the syllabus, and the instrument of evaluation.

b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step. The writing process involves using a systematic language to express one's thoughts on paper.

Drafting does not just result in the first draft of a text; it also involves other tasks, such as describing an object, person, or location that is unfamiliar to the reader using a different language. This

⁵ Ernest T Stringer, *Integrating Teaching, Learning and Action Research*, ed. by SAGE Publications. Inch (United States, 2010). P.34

⁶ Andrew Pollard, *Teaching Reading and Writing*, 2nd edn (America: British Library Cataloguing, 2008). P. 5-6

encourages students to be more creative in choosing words and expressing themselves.

However, the research conducted by the researcher this time only focused on the drafting process, so students are advised to actively engage in daily or weekly writing assignments in order to gain confidence, increase their vocabulary, and improve their grammar. Teachers are advised to use challenge-based activities at each writing level in order to boost student engagement and motivation. The process of revision in challenge-based learning in the descriptive text genre can be studied further by future academics. Furthermore, writing exercises should be done consistently, not just for tasks in class but also for extracurricular activities like English clubs.

c. Revising

In revising, it is necessary to look back at the draft from a different perspective, and it also will become a productive process. Miller stated the writer needs to revise their draft while thinking about the audience because it will make the writer aware of the sentence, the unclear explanation, the organization, and the content as well. Mostly, revising will be more productive if the writer ask their friends, colleagues, or teacher to give some feedback. One the writer receives the feedback they will fell more careful to revise their writing. It will also aid the writer to realize their mistakes in their writing.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2. Or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

e. Publishing

This is where student's writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.⁷

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is one kind of texts that must be mastered by students in learning English. In the syllabus of the first grade in senior high school, descriptive text is one of the materials that should be taught by the teacher in the teaching learning process. In general, descriptive text

⁷ Pollar, Teaching Reading and Writing, pp. 5-6.

is text in English that clearly described the properties attached to something. It can be humans, animals, plants, or inanimate objects. Content refers to the topic that uses by the writer in writing descriptive text. In his case, the writer should find a suitable topic in writing the text. Also, the detail of the topic also important in writing descriptive text. The writer should write a descriptive text with complete detail and suitable for the topic.⁸

According to Brown, content in writing English the descriptive was 30%, divided some English descriptive text indicators: content, organization, grammar, vocabulary, and mechanics. Therefore, the writer needs to pay attention to the content in write text descriptive.⁹ Therefore, Descriptive text is a kind of text that describes a person, place, thing or animal clearly and specifically. Moreover, the purpose of descriptive text is to describe something in a specific way.

2. Purpose of Descriptive Text

The primary purpose of descriptive text is to provide a detailed and vivid portrayal of a person, place, object, or event so that readers can form a clear mental image.¹⁰ Descriptive texts employ sensory details and specific language to highlight salient characteristics and convey impressions, enabling readers to experience the subject as if present.¹¹

⁸ Didin Nuruddin, 'An Analysis of Students Writing Skill on English Descriptive Text', *English Education: Jurnal Tadris Bahasa Inggris*, 14.1 (2021), p. 112.

⁹ Herbert Charles Brown, *Strategies for Success; A Pratical Guide to Learning English* (London: Longman Pearson Education, 2001). P.131

¹⁰ Ken Hyland, *Second Language Writing* (Cambridge: Cambridge University Press, 2003). P.125

¹¹ Jack C Richards and Willy A Renandya, *Methodology in Language Teaching: An Anathology of Current Practice* (Cambridge: Cambridge University Press, 2002). P. 134

Every writing form has its purpose. Descriptive has its own purpose as well. According to Andrew and James the purpose of descriptive text is to present a measured and verified. Most objective description in descriptive text are aimed at relatively narrow audiences and people who will design, produce, or use whatever is being described.¹² According to Dietsch, there are three general purposes: First, to create imagery, a mood, or an aura of a place. Second, to stimulate understanding and convince and third, to urge the listener to action.¹³ It means that the purpose of descriptive text is to guide the emotional responses of readers by describing details and imagine within story that readers read.

3. Generic Structure of Descriptive Text

A generic structure refers to a basic, underlying framework or pattern that is common to a category of things, whether they are text, processes, or other systems. It outlines the essential components and their typical order without specifying the unique details of a particular instance.

According to Harmenita & Tiarina the generic structure of descriptive text are as follows:¹⁴

a. Identification

Identification explains about the topic or identifying what or who want to be described.

¹² Stringer. P. 211

¹³ Betty Mattix Dietsch, *Reasoning and Writing Well: Fourth Edition* (New York: Mc Graw Hill, 2006). P. 140

¹⁴ R Y Harmenita and Y Tiarina, 'Teaching Writing a Descriptive Text by Using Environmental Observation Strategy', *Journal of English Language Teaching*, 1.2 (2013), 29–38.

b. Description

Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something.

4. Indicators of Writing

Writing assessment usually considers a number of inter-related features such as content, organization, vocabulary, language use, and mechanics.¹⁵ According to Jack C. Richards and Richard Schmidt, writing involves several linguistic components that support effective written communication. In descriptive writing, students are required to express ideas clearly, accurately, and coherently through appropriate language features. Therefore, several students writing ability, especially in descriptive text.¹⁶ The indicators of writing include:

a. Grammar

Grammar refers to the correct use of language structures such as tenses, subject-verb agreement, parts of speech, and sentence patterns. In descriptive text, grammar is important because students commonly use the simple present tense to describe people, places, or objects.

b. Vocabulary

Vocabulary refers to the students' ability to choose appropriate and varied words in writing. Adequate vocabulary mastery helps students express descriptive ideas more clearly and specifically.

¹⁵ K Hyland. p.67

¹⁶ Jack Richards and Richards Schmid, *Longman Dictionary of Language Teaching and Applied Linguistics*, 5th ed. (London: Routledge, 2020), p. 312.

c. Sentence Structure

Sentence structure concerns the ability to construct meaningful, complete, and understandable sentences. Students should be able to arrange words logically to form effective sentences in descriptive writing.

d. Spelling

Spelling refers to the correct formation of words in written language. Correct spelling is essential to avoid misunderstanding and improve the readability of students' writing.

e. Punctuation and Capitalization

Punctuation and capitalization are important mechanical aspects in writing. Proper use of punctuation marks and capital letters helps readers understand meaning and sentence boundaries clearly.

f. Cohesion and coherence

Cohesion refers to the use of linking words and grammatical connections between sentences, while coherence refers to the logical organization and flow of ideas within a paragraph. These aspects help descriptive texts become more connected and understandable.

g. Organization

5. Language Features in Writing Descriptive Text

In addition to general writing indicators, language features specifically refer to linguistic aspects that support clear and accurate communication. These features are essential for students writing descriptive text, where detailed and vivid explanations are required.

Language features in students' writing include this aspect bellow:

a. Grammar

Ensures accuracy of meaning through appropriate use of tenses, agreement, parts of speech, and sentence patterns.

b. Vocabulary

Refers to the precision and variety of words used to describe people, places, or objects in descriptive writing.

c. Spelling

Accuracy in spelling contributes to understanding and prevents confusion, especially when describing detailed characteristics.

d. Punctuation

Helps clarify meaning and structure, guiding the reader through pauses, emphasis, and sentence boundaries.

e. Sentence Structure

Involves creating clear and varied sentences (simple, compound, complex) to enhance the flow and readability of the text.¹⁷ The grammatical features of descriptive text focus on language elements such as tense usage, action verbs, adjectives, vocabulary, and mechanics. And here are the grammatical features of descriptive text according to Richards & Schmidt as follow:

1.) Language Features (Simple Present Tense, Action Verbs, and Adjectives)

¹⁷ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking (2nd Ed.)* (London: Routledge, 2020). P.39

The simple present tense is widely used in descriptive writing to convey facts and provide clarity about the subject being described.

2.) Vocabulary

Vocabulary plays a significant role in descriptive writing as it allows the writer to convey precise and rich descriptions

3.) Mechanics

Mechanics, including punctuation, capitalization, and spelling, are essential in descriptive writing as they help clarify meaning and ensure that the text is easily readable.

4.) Spelling

Spelling is equally important because incorrect spelling can lead to confusion and alter the meaning of the text.¹⁸

5.) Sentence Structure

Sentence structure refers to the arrangement of words and phrases to form meaningful and complete sentences. Students should be able to construct clear and understandable sentences in order to express ideas effectively in descriptive writing.

6.) Cohesion/Coherence

Cohesion refers to grammatical and lexical connections between sentences, such as the use of conjunctions and linking words. Meanwhile, coherence refers to the logical organization and flow of ideas within a paragraph. Both aspects help descriptive texts become more connected and easier to understand.

¹⁸ J. C Richards and R Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (5th Ed.)* (London: Routledge, 2020). P.135

In conclusion, the grammatical features of descriptive texts, including the use of the simple present tense, action verbs, adjectives, precise vocabulary, and correct mechanics, are essential for creating effective and engaging descriptions. These features help writers clearly communicate their ideas and enable readers to visualize the described subjects.

C. Concept of Student's Challenges in Writing

1. Definition of Challenges

In general, challenges are defined as obstacles, difficulties, or situations that require specific abilities to overcome.¹⁹ In the educational context, challenges refer to various difficulties or problem faced by students or teachers in achieving learning objectives, whether internal (motivation, skills, or knowledge) or external (learning environment, resources, or time).²⁰ According to the Oxford English Dictionary, challenge is also “a task or situation that tests someone’s abilities”, emphasize the aspect of testing or demanding an individual’s capacity.²¹

2. Linguistic Challenges in Writing

Linguistic challenges refer to the difficulties students face related to language forms and structures when producing written texts. Many studies have noted linguistic barrier such as limited vocabulary, weak grammar

¹⁹ Cambridge University Press, *Cambridge Advanced Learner's Dictionary*, 4th edn (Cambridge: Cambridge University Press, 2013).

²⁰ H. D Brown, *Principles of Language Learning and Teaching*. (London: Pearson Education, 2015). P.97

²¹ Oxford University Press, *Oxford English Dictionary* (Oxford: Oxford University Press, 2020).

mastery, and writing mechanics (spelling, capitalization, punctuation).²² Learners often struggle to choose appropriate diction and build sentence variation, resulting in repetitive writing.²³ In addition, the use of cohesive devices and transitions between sentences is often inconsistent, affecting paragraph coherence.²⁴

These challenges often hinder students from expressing ideas clearly and accurately, especially in descriptive writing, which requires precise vocabulary and correct grammar. Learners frequently struggle with linguistic elements such as :

a. Limited Vocabulary

Students often lack sufficient descriptive adjectives and specific nouns, making their writing repetitive and less detailed. This results in general, vague descriptions instead of vivid imagery.

b. Grammar Difficulties

Errors commonly occur in the simple present tense, subject verb agreement, and the use of to be, which are essential in describing people, places, and objects.

c. Problems with Sentence Structure

Students struggle to build coherent sentences, often producing fragmented or run-on sentences. This affects the overall flow and clarity of the text.

d. Incorrect Use of Mechanics

Mistakes in spelling, punctuation, and capitalization interfere

²² Richards and Schmidt. P.311

²³ Brown and Abeywickrama. P.78

²⁴ K Hyland. P.121

with readability and reduce the accuracy of students' writing.

e. Difficulty Linking Ideas

Students may find it challenging to use appropriate linking words or cohesive devices, resulting in disconnected or poorly organized sentences.²⁵

3. Instruments Used in Linguistic Analysis

In linguistic studies, instruments are tools used to examine, measure, and analyse language features such as grammar, vocabulary, mechanics, and sentence structure. Richards and Schmidt explain that linguistic instruments include tests, observations, and assessments designed to measure learners' linguistic competence.²⁶ The instruments used in this research were developed based on the linguistic features proposed by Jack C. Richards and Richard Schmidt. These linguistic features include grammar, vocabulary, sentence structure, spelling, punctuation, capitalization, and cohesion/coherence.²⁷ The instruments were designed to identify students' linguistic challenges in writing descriptive text systematically and accurately. Similarly, Andrew states that research instruments are systematically designed tools such as questionnaires, interviews, and linguistic tasks used to gather information on learners' language performance.²⁸ Brown and Abeywickrama further emphasize that language assessment instruments function as structured

²⁵ Richards and Schmidt. P.61

²⁶ Richards and Schmidt. P.187

²⁷ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 5th ed. (London: Routledge, 2020), p. 135

²⁸ Polard. P.89

procedures for evaluating specific components of language ability, including :

a. Writing Test (Linguistic Production Task)

Writing tasks allow researchers to evaluate linguistic components through actual language production, including grammar, vocabulary, sentence structure, and mechanics.

b. Observation Checklist

Observation is an instrument that records learners' linguistic behavior during the writing process, such as their ability to construct sentences or choose appropriate vocabulary. The observation checklist was used to observe students' linguistic performance during the writing process. The observation focused on students' difficulties in using grammar, vocabulary, sentence structure, spelling, punctuation, and cohesion while writing descriptive text.²⁹ Through observation, the researcher identified the common linguistic problems experienced by students during classroom activities.

c. Interview

Interviews help researchers explore linguistic difficulties from the perspective of teachers and learners, providing insight into grammar and vocabulary struggles. The interview was conducted to obtain deeper information about students' difficulties in writing descriptive text and the strategies used by teachers and students to overcome those challenges. The interview questions were related to

²⁹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 250

linguistic aspects such as grammar, vocabulary mastery, sentence construction, spelling, and organizing ideas in writing.

d. Error Analysis Rubric

Analysis rubrics allow systematic assessment of linguistic components grammar, vocabulary usage, coherence, spelling, and punctuation.³⁰

Based on these expert views, linguistic instruments in writing studies generally consist of writing tests, observation checklists, interviews, and analysis rubrics, all of which help identify linguistic challenges such as limited vocabulary, grammatical errors, difficulties in sentence construction, and issues with mechanics. These instruments enable researchers to obtain accurate data on students' linguistic strengths and weaknesses, particularly in descriptive text writing.

The error analysis rubric was used to identify and classify students' linguistic errors in writing descriptive text systematically. The rubric focused on several linguistics aspects, namely grammar, vocabulary, sentence structure, organization, and mechanics. Through this rubric, the researcher was able to analyze the types of errors frequently made by students in their descriptive writing.

4. Descriptive Writing Text in Junior High School.

In the current curriculum, teachers will use materials that are in line with the learning guidelines. So, there are several subjects taught in

³⁰ Brown and Abeywickrama. P. 112

Grade X. The following is a table of English materials for Senior High School.

Table 2. 1
Descriptive Writing Text in Junior High School Negeri 1
Raman Utara

Unit/ Judul Unit	Submateri/ Fokus
Unit 1: Language, Lens of Understanding	a. Common expression untuk memulai dan mempertahankan percakapan b. Ungkapan expresi terkejut dan menunjukkan minat c. Cerita fantasi/ narrative d. Struktur cerita, karakter, plot e. Penggunaan kata sifat (warna, bentuk, ukuran) f. Common noun and proper noun g. Menulis cerita fantasi
Unit 2: Unlock the Ideas to Arts	a. Back-channeling (strategi percakapan) b. Ungkapan future intention c. Teks deskriptif d. Kalimat pasif (simple present, simple past, future) e. Proyek penelitian perpustakaan - Presentasi hasil survei
Unit 3: When a Disease was Declared as a Pandemic	a. Question tag (strategi dalam percakapan) b. Ekspresi bercerita c. Teks recount (sejarah pandemi) d. Konjungal temporal (temporal conjunction) e. Menulis teks recount f. Prayek berbasis solusi masalah - Presentasi proyek
Unit 4: Good Habits During Pandemics	a. Ungkapan alternatif agar tak mengulangi respons b. Ekspresi urutan waktu (time order) c. Self-regulation dalam situasi pandemi d. Teks prosedur (manual, tips) e. Penyebab & akibat (cause & effect) f. Proyek berbasis colusi g. Menulis teks prosedur - Presentasi hasil proyek
Unit 5: Smart Teenagers in a Smart Community	a. Ice-breaker & strategi membuka percakapan b. Struktur dasar teks report c. Pemahaman istilah teknis, penggunaan

Unit/ Judul Unit	Submateri/ Fokus
	present & past tense d. Topik & kalimat pendukung e. Menulis teks report f. Proyek teknologi ramah lingkungan Presentasi laporan proyek
Unit 6: Help the Planet We Call Home	a. Strategi "contoh dalam percakapan b. Teks eksposisi analitis c. Klausa if/conditional d. Kata emotif e. Menulis teks eksposisi analitis f. Proyek kolaboratif Presentasi proyek

Based on the table above, the focus in this research is Unit 2 : Unlock the Ideas to Arts researcher will conduct this study so that in the X grade material taught, researcher will try to give challenges related to descriptive text with a free theme. This is because that way, someone will definitely find it easy to work on the challenges that have been given. And after that , researcher will immediately begin and conduct the observation. Unlock the Ideas to Arts refers to a learning theme that encourages students to explore and express their ideas, feelings, and creativity through English, particularly in relation to art. It aims to help students understand how language can be used as a medium to describe, appreciate, and communicate artistic experiences and expressions. One of the connections in the learning context is if Unlock the Ideas to Arts describes works of art, historical places, or favorite artists. Then Challenges in Writing Descriptive Text is writing descriptive texts with the correct structure and appropriate vocabulary.

In the theme “Unlock the Ideas to Arts,” students are encouraged to understand that art is an expression of ideas and emotions. In this context, writing descriptive text becomes a means of describing the beauty, form, or

value of a work of art. However, this writing process poses linguistic and cognitive challenges, such as limited art vocabulary, difficulty describing artistic details, and a lack of ability to construct passive and cohesive sentences. This means that the “Unlock the Ideas to Arts” learning program not only introduces students to the concept of art, but also provides a platform for identifying writing challenges especially in writing descriptive texts on the theme of art.

Not only that, Unlock the Ideas to Arts provides a thematic context for students to write descriptive texts about art, while challenges in writing descriptive texts describe the obstacles students encounter in expressing these artistic ideas in writing. Thus, the two are closely related thematically and pedagogically: Unlock the Ideas to Arts provides the context and learning objectives. Challenges in Writing Descriptive Text focuses on the problems or research focus on students' ability to achieve these objectives.

D. Teacher Strategies in Teaching Descriptive Text

Teaching descriptive text requires teachers to apply appropriate strategies to help students develop their writing skills. Teachers play an important role in guiding students to understand the characteristics of descriptive text, improve their linguistic competence, and overcome difficulties in the writing process. According to Richards and Schmidt, teaching strategies are systematic techniques, methods, and procedures used by teachers to facilitate language learning and improve students' language performance. Effective strategies can support students in developing

grammar, vocabulary, sentence structure, and writing mechanics.³¹ Several strategies commonly used by teachers in teaching descriptive text include:

1. Providing Vocabulary Support

Vocabulary mastery is essential in descriptive writing because students need specific words to describe people, places, animals, or objects. Teachers can introduce descriptive adjectives, nouns, and expressions related to the topic before students begin writing. Richards and Schmidt state that vocabulary development is a fundamental component of language learning because it enables learners to express ideas accurately and effectively.³²

2. Modeling Descriptive Text

Teachers can provide examples of descriptive texts and explain their generic structure and language features. Through modeling, students can observe how descriptive texts are organized and how language is used appropriately. This strategy helps students understand the characteristics of descriptive writing before producing their own texts.

3. Giving Grammar Guidance

Grammar instruction is important because descriptive texts commonly use the simple present tense, adjectives, and linking verbs. Teachers can provide explicit explanations and corrective feedback on grammatical errors. Richards and Schmidt explain that grammar

³¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 5th ed. (London: Routledge, 2020), p. 564.

³² Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 629.

instruction assists learners in producing accurate and meaningful language.³³

4. Guiding Students Through the Writing Process

Teachers can assist students in each stage of writing, including planning, drafting, revising, and editing. During these stages, teachers provide guidance and feedback to help students improve the quality of their writing. This strategy allows students to identify and correct their mistakes before producing the final draft.

5. Providing Feedback and Correction

Feedback helps students recognize their strengths and weaknesses in writing. Teachers may provide written comments, oral feedback, or peer-review activities to improve students' grammar, vocabulary, sentence structure, and mechanics. Constructive feedback encourages students to revise their work and develop better writing skills.

6. Encouraging Classroom Interaction

Teachers can use discussion, questioning, and collaborative learning activities to stimulate students' ideas before writing. Classroom interaction helps students generate content, expand vocabulary, and increase confidence in expressing ideas through writing.

7. Using Practice and Writing Exercises

Regular writing practice helps students become more familiar with descriptive text. Teachers can assign descriptive writing tasks on various topics to strengthen students' linguistic competence and writing fluency.

³³ Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 251.

Continuous practice enables students to reduce errors and improve their overall writing performance.

Based on the explanation above, teacher strategies play a significant role in helping students overcome linguistic challenges in descriptive writing. Through vocabulary support, modeling, grammar guidance, writing process instruction, feedback, classroom interaction, and regular practice, students can improve their ability to write descriptive texts effectively

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the specific procedure involved in the research process: data collection, data analysis, and report writing.¹ This study adopts a qualitative research design, specifically a case study approach, to explore the challenges faced by students in writing descriptive text at senior high school. The purpose of qualitative study is to investigate and comprehend the process of an individual or group's reflection on a social or human issue in a relaxed environment. According to Creswell, qualitative research is distinguished by its investigation of central phenomena, its collection of data in a natural setting, and its interpretation of the data collected.² The design of the case study is in line with this research since it enables researcher to assess students' work in writing descriptive texts in a clear and concise manner within the context of the class.³

Qualitative research is particularly suited for this investigation as it emphasizes the interpretation of subjective experiences, perception, and behaviors within their natural settings (Creswell and Poth, 2018). Creswell further emphasizes that a case study is used when the researcher intends to study a real-life, contemporary bounded system over time, through in-depth

¹ John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New York: Lincoln, 2012). P. 121

² John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (California: Thousand Oaks: SAGE, 2018). P.76

³ Creswell and Poth. P.82

and detailed data collection that involves multiple sources of information.⁴ In the most recent edition, Creswell and Poth define a case study as a qualitative design in which researchers develop an in-depth analysis of a case, often using interviews, observations, documents, and reports.⁵

A systematic method of gathering information about people, communities, groups, social settings, or particular occurrences in order to comprehend how they operate. There is a time and place limit on a case. Information for this study was gathered by researchers via participant documentation, classroom observations, and interviews with subject teachers. This case study's primary goal is to give a thorough explanation and in-depth comprehension of the topic being studied.

Based on these considerations, the researcher decided to use challenge research in writing descriptive texts. This challenge makes it possible to generate determination and improve a person's ability to overcome problems or difficulties in writing texts, especially descriptive texts. In addition, this study aims to investigate and analyze the types of errors in the challenges faced by students, as well as possible solutions. This study will be conducted on students in grade X SMA Negeri 1 Raman Utara.

B. Population and Sample

1. Population

The population of this study is the entire group of students in Class X.2 of SMA Negeri 1 Raman Utara in the academic year 2025/2026. This

⁴ John W. Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research* (New York: Lincoln, 2012), p. 125.

⁵ Creswell, *Educational Research*, p. 128.

class was chosen as the population because the survey conducted on August 21, 2025, revealed that students in Class X.2 showed more prominent linguistic challenges in writing descriptive texts compared to other tenth-grade classes. These challenges included limited vocabulary, frequent grammatical errors, inconsistent sentence structure, and difficulties in applying writing mechanics such as punctuation and capitalization. Therefore, Class X.2 provides the most relevant and representative data for this study.

2. Sample

Sampling technique refers to the method used to select participants who can provide relevant and representative data for the research. In qualitative studies, sampling aims to gather rich and detailed information from participants who possess characteristics aligned with the focus of the study. According to Creswell and Poth, qualitative sampling emphasizes selecting information-rich cases that help researchers understand the central phenomenon being explored.⁶

In this study, the researcher employs purposive sampling as the main sampling technique. Purposive sampling is a non-probability method in which participants are intentionally selected based on specific criteria that are relevant to the research objectives. Patton states that purposive sampling enables researchers to deliberately choose individuals who can provide in-depth and meaningful information about the issue under

⁶ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2021).

investigation.⁷ This technique is particularly appropriate because not all students experience the same linguistic challenges. Therefore, selecting participants who meet the criteria ensures more accurate and focused data collection. Purposive sampling is considered suitable for this study because:

- a. It enables the selection of student who clearly demonstrates linguistic challenges.
- b. It provides deeper insights into students grammatical, vocabulary, sentence structure, and mechanical errors.
- c. It allows comparison of writing performance across different ability levels.

The sample of this research consisted of five students from Class X.2, representing different levels of writing ability (high, medium, and low achievers). The sample was selected using purposive sampling, in which participants were selected based on characteristics relevant to the research focus. In this study, the sample consisted of five students who represented various types of linguistic difficulties during the writing process. The participants consisted of one English teacher and five grade students because this study employed a qualitative case study.

The researcher focused on one classroom to obtain rich and depth information regarding students' linguistic challenges rather than to generalize the findings. Therefore, one teacher and one class were considered sufficient to answer the research questions. The class was

⁷ Michael Quinn Patton, *Qualitative Research and Evaluation Methods*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2020).

selected purposively because all students had already learned descriptive text. This approach allows the researcher to obtain a deeper and more accurate analysis of the linguistic difficulties experienced by students when writing descriptive texts.

C. Data Collecting Technique

In qualitative research, multiple data collection methods are commonly used to obtain rich and comprehensive data. Creswell states that the researcher is key instrument in qualitative studies, directly collecting data through various strategies such as interviews, observations, and document analysis.⁸ In this study, three techniques are applied:

1. Interview

Semi-structured interviews are conducted with English teachers and selected students to gather in-depth information about the challenges they face in writing descriptive texts. Interviews allow participants to express their perspectives, experiences, and difficulties in their own words.⁹ The Researcher used semi-structured interviews to collect data about the linguistic challenges encountered by students in writing descriptive texts. A set of predetermined questions was prepared, but follow-up questions could be added to explore more deeply the students' errors in writing, especially descriptive texts.

- a. The question focused on students' general experience in learning descriptive writing.

⁸ Creswell and Poth, *Qualitative Inquiry and Research Design*, p. 89.

⁹ Creswell, *Educational Research*, p. 119.

- b. The second question was designed to collect data about the specific difficulties students encountered when writing descriptive texts such as vocabulary limitations, grammatical errors, sentence structure problems, and idea organization. The purpose of this question was to identify the main obstacles that hinder students' writing performance, so that these could be categorized and analyzed in line with the research objectives.
- c. This question was asked after the students had described their general experiences, allowing the researcher to explore the linguistic challenges they encountered in greater depth.
- d. The data collected consisted of qualitative descriptive data in the form of verbal responses and observation sheets. The data were then transcribed and analyzed to identify patterns of students' linguistic difficulties in writing descriptive texts.

This method allows flexibility in identifying various aspects that influence students' writing abilities. The research tool used is an observation guide consisting of open-ended questions designed to explore the extent of the challenges students face in descriptive writing.

2. Observation

Classroom observations are carried out to record student's behavior, interaction, and engagement during writing activities. Observation provides direct evidence of student's performance, difficulties and strategies in the process of writing descriptive text.¹⁰ The researcher

¹⁰ Creswell and Poth, *Qualitative Inquiry and Research Design*, p. 110.

observed students as they wrote descriptive texts in English. The aim was to identify writing difficulties, particularly errors in vocabulary and grammar, during the writing activity. This study used open observation, which means that students were aware that their writing was being recorded and observed during the activity.

- a. The observation focused on how students engaged in the writing process (participation, attention, and interaction with peers/teacher).
- b. The observation sheet was designed to collect data from the students' written products, including grammar, vocabulary, sentence structure, spelling, punctuation, capitalization, organization, and cohesion /coherence. The purpose of this observation was to obtain concrete evidence of students' linguistic challenges through their actual written work.
- c. This observation was carried out after the students had submitted their descriptive texts during the classroom activity.
- d. The form of data obtained consisted of students' written texts, which were analyzed to identify recurring errors and linguistic difficulties. The findings were then recorded on the observation sheets and categorized according to the types of errors.

The research instrument used in this technique was an observation sheet, was used to record students' grammatical errors, vocabulary use, sentence structure, paragraph organization, spelling, and punctuation found in their written texts. To assess students' writing, the researcher uses a member checking table to evaluate students on their writing.

3. Document analysis

Document analysis is used in this study as one of the qualitative data collection techniques to obtain authentic evidence of students' linguistic challenges in writing descriptive texts. Document analysis involves a systematic procedure for reviewing and evaluating written documents to extract meaningful information and deepen understanding of the data.¹¹ In educational research, students' written products are considered natural and reliable sources because they represent learners' actual performance in classroom learning situation.¹²

In this study, the analysis documents include students' descriptive writing text, classroom worksheets, and other relevant written assignments. These documents are examined to identify linguistic errors such as grammatical information, vocabulary misuse, sentence structure problems, and mechanical errors. Document serves as valuable qualitative data because they provide insight into participants' experiences and learning problems.¹³

The researchers' analysis the document using an error analysis rubric to classify error systematically. This process involves coding, categorizing, and interpreting the data to discover patterns of linguistic difficulties. Categorizing, and interpreting the data to discover patterns of linguistic difficulties. Document analysis strengthens data credibility

¹¹ Bowen, Glenn A., "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 20, no. 2 (2020): 277–289.

¹² Ary, Donald, Lucy C. Jacobs, Christine K. S. Irvine, and David Walker, *Introduction to Research in Education*, 10th ed. (Boston: Cengage Learning, 2020).

¹³ Creswell, John W., and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2021).

because it supports triangulation when combined with interview and observation findings.¹⁴ Furthermore, analyzing students' written text helps evaluate their mastery of descriptive writing conventions and linguistic accuracy.¹⁵ Therefore, document analysis provides comprehensive and authentic data for understanding the challenges faced by the tenth grade student at SMA Negeri 1 Raman Utara.

D. Research Instrument

Table 3.1

Relationship between Research Question and Instruments

Research Question	Instrument	Source of Data	Analysis
RQ 1	Observation, Interview, Document Analysis	Students	Thematic Analysis and Error Analysis
RQ 2	Interview, Observation	Teacher and Students	Thematic Analysis

Research instruments are tools used by researchers to collect data systematically. According to Richards and Schmidt (2020), language research commonly uses several instruments to measure learners'

¹⁴Miles, Matthew B., A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. (Thousand Oaks, CA: SAGE Publications, 2020).

¹⁵ Oshima, Alice, and Ann Hogue, *Writing Academic English*, 5th ed. (New York: Pearson Education, 2020).

linguistic competence. In this study, four research instruments were employed.

1. Writing Task

The writing task required students to write one descriptive text individually. The writing products served as the primary data source for identifying students' linguistic challenges.

The students' writing was analyzed base on the following linguistic aspects: Grammar, Vocabulary, Sentence Structure, Spelling, Punctuation, Capitalizatin, Cohesion and Coherence, Organization.

2. Observation Sheet

The observation sheet was used to record students' linguistic performance during the writing activity. The pbservation focused on: Grammar, Vocabulary, Sentence sructure, Spelling, Punctuation, Capitalization, Organization, Cohesion and Coherence. The observation sheet allowed the researcher to record students' linguistic performance systematically throughout the classroom activity.

3. Interview Guide

The interview guide consisted of open-ended questions prepared for both the English teacher and selected students. The interview questions explored: Students' linguistic challenges, Causes of the challenges, Teacher strategies, and Students' strategies in overcoming writing difficulties.

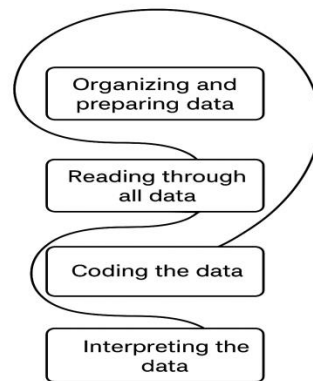
4. Error Analysis Rubric

The students' descriptive texts were analyzed using an error analysis rubric adapted from Richards and Schmidt (2020). The rubric assessed the following linguistic aspects:

- a. Grammar: Tense, subject-verb agreement, articles, prepositions.
- b. Vocabulary: Word choice, descriptive vocabulary.
- c. Sentence Structure: Sentence pattern, completeness, word order.
- d. Spelling: Correct spelling.
- e. Punctuation: Use of punctuation marks.
- f. Capitalization: Correct use of capital letters.
- g. Organization: Identification and Description.
- h. Cohesion and Coherence: Logical flow and use of cohesive devices.

The rubric enabled the researcher to classify and analyze students' linguistic errors systematically to identify the dominant linguistic challenges experienced in writing descriptive texts.

E. Data Analysis Technique



The data analysis follows Creswell model of qualitative data analysis.

The stages include:

1. Organizing and preparing data: Transcribing interviews, typing field notes, and arranging data for analysis.
2. Reading through All Data: Gaining a general sense of the overall information and reflecting in its meaning.
3. Coding the Data: Segmenting sentences or paragraphs into categories and labelling them with codes.
4. Generating Themes: Grouping codes into broader categories to form themes that represent major findings.
5. Interpreting the Data: Drawing meaning from the themes by comparing findings with previous studies and theoretical frameworks.¹⁶

¹⁶ Creswell. P.220

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

This chapter presents the findings of the research entitled “An Analysis of Students’ Challenges in Writing Descriptive Text at Senior High School 1 Raman Utara”. The data were obtained through observation, interview, and document analysis.

1. Linguistic Challenges Faced by Students in Writing Descriptive Text

This section discusses the findings related to the first research question “What linguistic challenges do students face in writing descriptive text at Grade X of SMA Negeri 1 Raman Utara?”. The data were obtained through classroom observation and document analysis of five selected students from class X.2 the researcher focused on several linguistic aspects proposed by Jack C. Richards and Richard Schmidt, namely grammar, vocabulary, sentence structure, mechanics, and cohesion/coherence.

Based on the findings, the researcher found that students still experienced several linguistic challenges in writing descriptive texts. The dominant problems included limited vocabulary mastery, grammatical errors, difficulties in sentence construction, problem in organizing ideas, and mistakes in mechanics such as spelling, punctuation, and capitalization.

a. Observation Findings

Table 4. 1
Student Observation

No	Observation Aspect	Student
1.	Vocabulary mastery	S1. The student has a fairly diverse vocabulary. S2. The vocabulary is quite diverse. S3. The vocabulary is quite rich. S4. The students have a fairly diverse vocabulary. S5. The student has mastered several basic objectives.
2.	Vocabulary usage	S1. Most vocabulary is used appropriately in context, although there are still some instances of less-than-natural usage. S2. Vocabulary usage is generally appropriate, though some word choices could be more natural. S3. Most words are used correctly, but some word choices sound unnatural. S4. Most of the vocabulary is used appropriately in context. S5. There are still instances of inappropriate word choice.
3.	Grammatical accuracy	S1. There are still some grammatical errors. S2. There are still some grammatical errors, such as issues with agreement, articles, capitalization, and word forms. S3. There are some errors in grammar, articles, capitalization, and word forms. S4. There are still some grammatical errors. S5. Grammar errors are still frequently found.
4.	Sentence structure	S1. Sentences are generally understandable and well-structured, although some are too long and less effective. S2. Sentence structure is varied, but some sentences are too long and less effective. S3. Sentences are varied and fairly complex, but some are too long and less effective. S4. The sentences are quite varied and are well understood. S5. Some sentences lack a complete subject-verb structure.
5.	Spelling	S1. There are some spelling errors and a few words that are misspelled. S2. here are some spelling errors. S3. There are some spelling errors, and some words are written unclearly. S4. There are some spelling errors.

No	Observation Aspect	Student
		S5. There are not too many spelling errors.
6.	Punctuation	S1. Punctuation usage is inconsistent, particularly regarding commas and quotation marks. S2. The use of commas, periods, and capitalization is still inconsistent. S3. Punctuation is generally correct, but there are some instances of improper comma and period usage. S4. Punctuation is still not used correctly. S5. Punctuation usage is still inconsistent.
7.	Cohesion	S1. The ideas between sections are sufficiently connected through the use of bullet points. S2. The paragraphs flow well together. S3. Sentences flow well together, and the topic remains focused on the building. S4. The ideas are connected quite well. S5. The relationships between sentences are still unclear.
8.	Coherence	S1. Information is presented logically, covering history, names, and the museum's collection. S2. The ideas are logically organized, covering the temple's location, form, details, and function. S3. Ideas are logically organized. S4. Information is presented in a coherent and logical manner, making it easy for readers to understand. S5. Ideas are not yet organized systematically.
9.	Development of ideas	S1. Ideas are developed by providing some key information about the museum, though not in great depth. S2. The description is quite comprehensive and informative. S3. The description is quite detailed and supports the main topic with historical and physical information about the building. S4. Ideas are developed by providing information about locations, wildlife, tourist activities, and conservation, although not in great depth. S5. Students can provide some additional details.
10.	Structure text	S1. The text structure is fairly clear with a title and grouping of information, but does not fully follow the structure of a descriptive text (identification and description). S2. The descriptive structure of the text is clear (identification and description). S3. The structure of the descriptive text is clear (identification of the object and description of its

No	Observation Aspect	Student
		characteristics). S4. A descriptive structure is evident through identification and description. S5. Identification and description are present.
11.	Engagement in writing	S1. The student demonstrates a good effort in conveying information in detail. S2. The writing is engaging and provides a clear picture of the subject. S3. The writing is engaging because it uses many details and adjectives to describe the object. S4. The student demonstrates a good effort in explaining the subject in detail and in an engaging manner. S5. Students actively follow the teacher's instructions.
12.	Confidence in writing	S1. The writing is quite lengthy and shows confidence in conveying information using English. S2. The writer appears confident in using fairly complex sentences and vocabulary. S3. The writer appears confident in using academic vocabulary and fairly long sentences. S4. The writing is quite lengthy and demonstrates confidence in conveying information. S5. Students are still hesitant to construct sentences.

The classroom observation was conducted during the teaching and learning process of descriptive text writing in class X.2 of SMA Negeri 1 Raman Utara. During the observation, the researcher observed students participation, responses, interaction and writing behavior during descriptive writing activity.

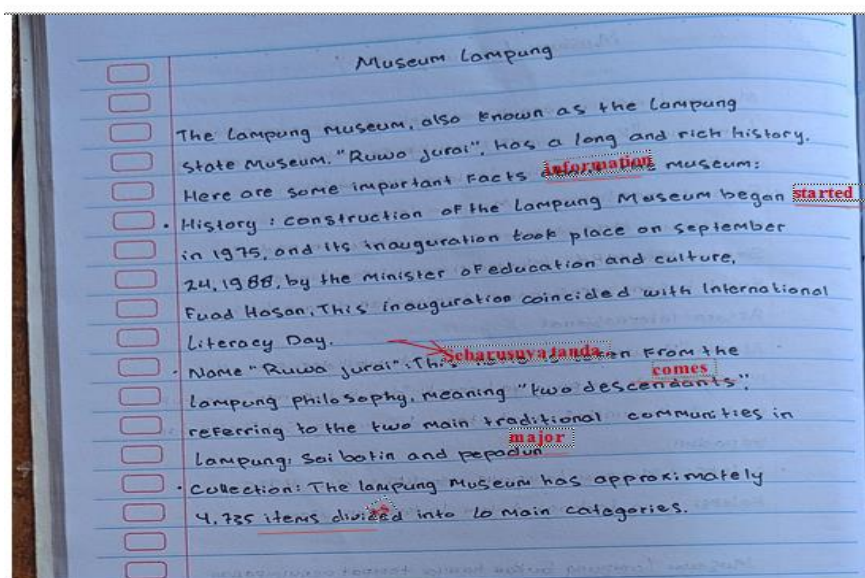
The observation findings showed that many students still experienced difficulties when beginning to write descriptive text. Some students appeared confused when selecting vocabulary and constructing sentences. Several students frequently asked the teacher about word meanings, grammar usage, and sentence arrangement.

The researcher also found that most students relied on very simple and repetitive vocabulary. Students often used common adjectives such as beautiful, good, nice, big, and smart repeatedly without using more varied descriptive expression.

Based on the observation findings above, it can be concluded that students still experienced significant linguistic difficulties during the writing process.

b. Document Analysis Findings

Researcher analyzed students' descriptive texts to identify common errors in descriptive writing, such as vocabulary, grammar, and sentence structure. The document analysis showed that most students used limited and repetitive vocabulary. Students tend to use very simple adjective repeatedly without developing detailed descriptions.



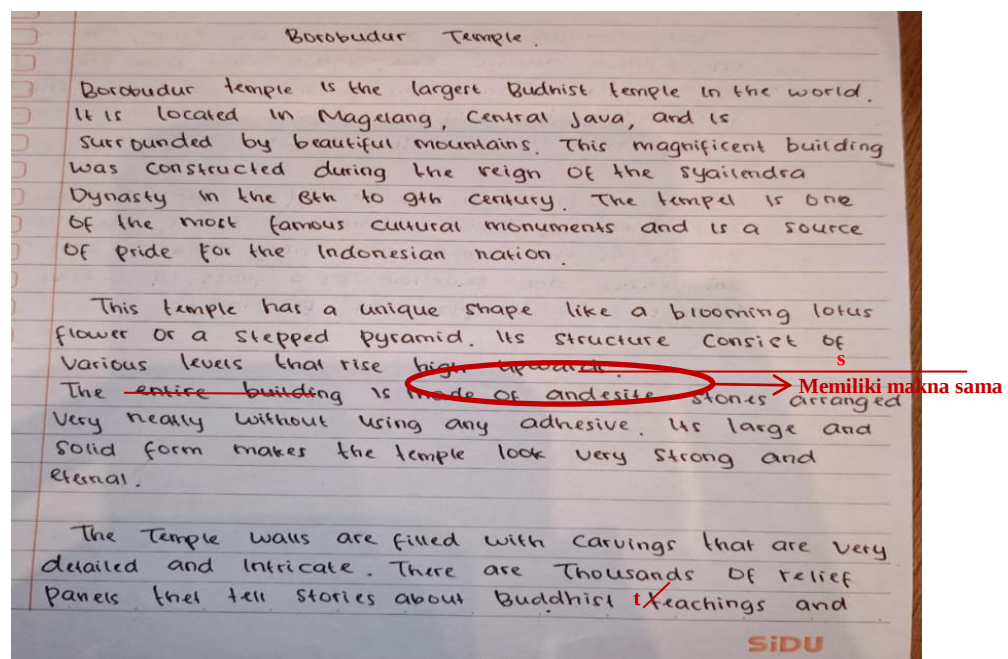
Picture 4. 1

Written Work Student 1

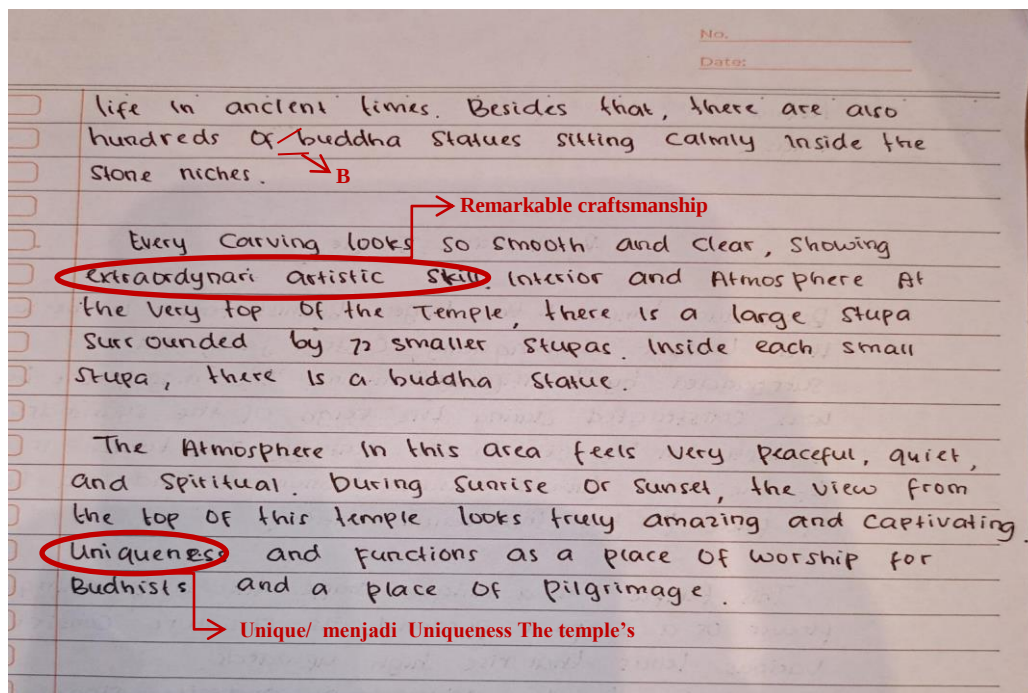
After checking the vocabulary and grammar in the student's writing above, here are the results of the sentence structure problems

check. First The sentence “History: Construction of the Lampung Museum began in 1975” consists of a heading and information, so it is not complete enough to be a paragraph, the sentence should be “The history of the Lampung Museum began when its construction started in 1975”. Second, the sentence “Collection: The Lampung Museum has approximately 4,753 items” is structured as a list, not a complete descriptive sentence. And third, the sentence “Referring to the two main traditional communities in Lampung, Sai Batin and Pepadun” is a dependent clause that relies on the preceding sentence.

The most prominent issue in this text is sentence structure problems, as students tend to present information in bullet points rather than developing descriptions in complete sentences and paragraphs.



Picture 4. 2
Written Work Student 2

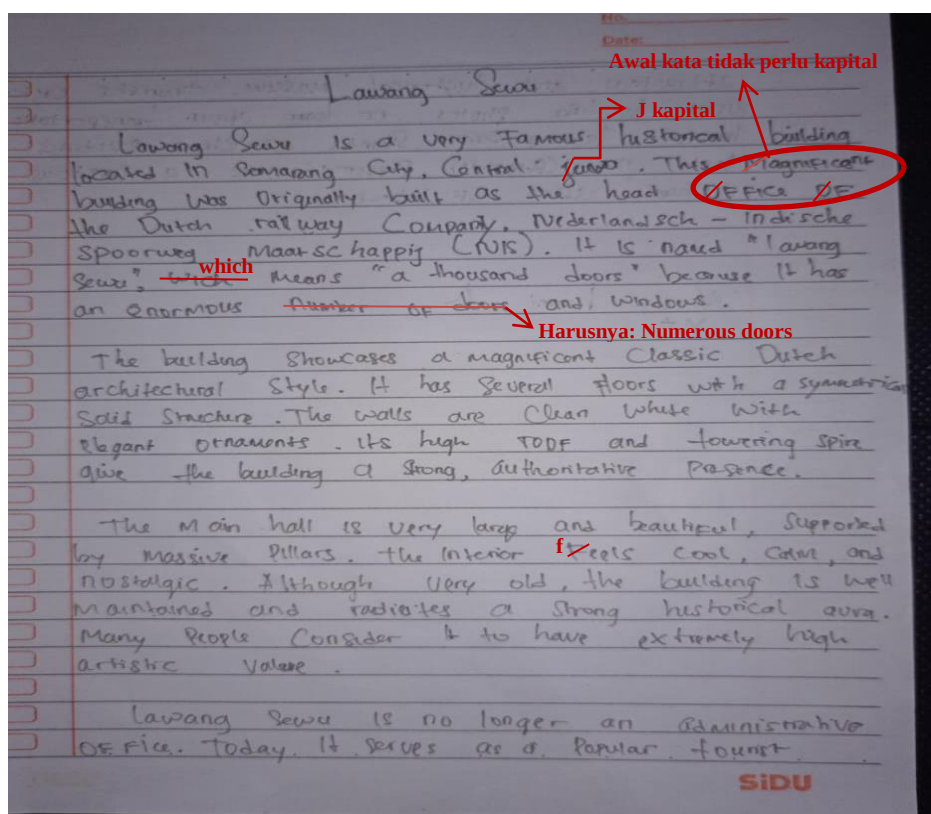


Picture 4. 3
Written Work Student 2

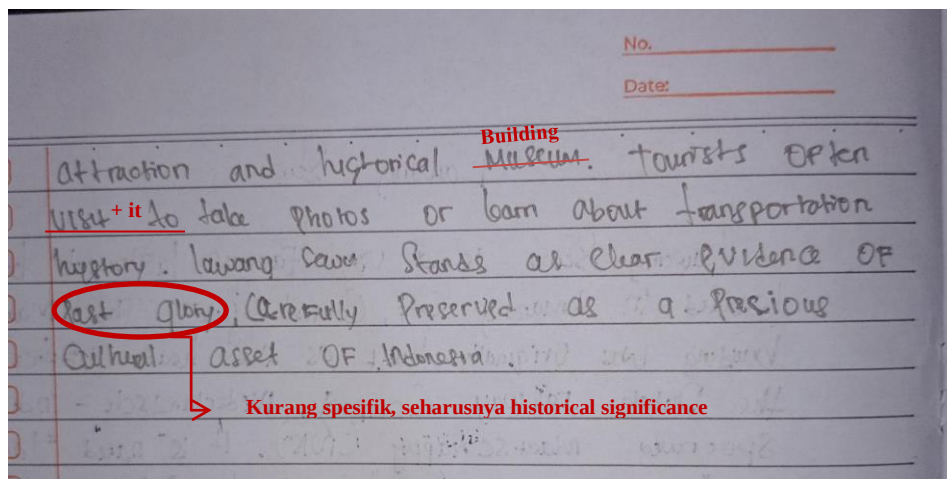
After checking the vocabulary and grammar in the student's writing above, here are the results of the sentence structure problems check. First in the section titled "Interior and Atmosphere At the very top of the Temple, there is a large stupa rounded by 72 smaller stupas". The problem with this sentence is that it is a sentence fragment, the sentence should be "Regarding its interior and atmosphere, at the very top of the temple there is a large stupa surrounded by 72 smaller stupas". The second, point in the section titled "Its uniqueness and function as a place of worship for Buddhists and a place of pilgrimage." The problem with that sentence structure is that the sentence is incomplete; the correct sentence should be "Its uniqueness and function as a place of worship for Buddhists make Borobudur an important pilgrimage site". And the third, in the section titled "Every carving appears so delicate and clear,

demonstrating extraordinary artistic skill.” The problem is that the reference of the additional clause is unclear.

Of the three aspects observed, grammar problems were the most prevalent, particularly regarding subject-verb agreement and incomplete sentences. Sentence structure problems manifested as incomplete sentences, while vocabulary problems were relatively few, as the students were already using a fairly diverse range of descriptive vocabulary.



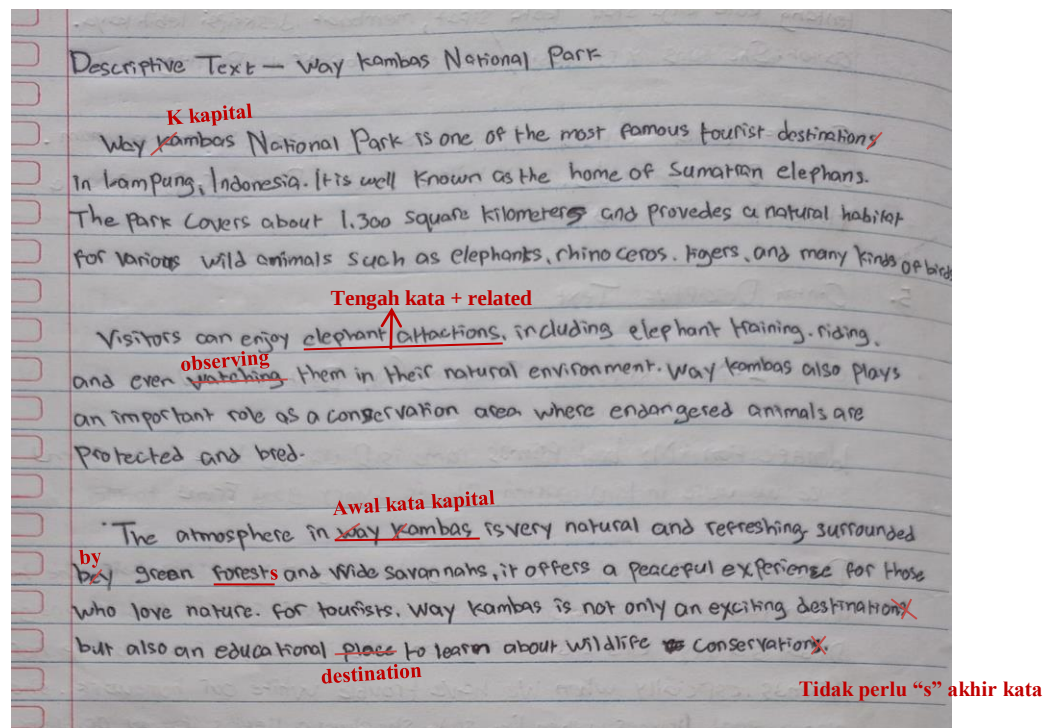
Picture 4. 4
Written Work Student 3



Picture 4. 5
Written Work Student 3

After checking the vocabulary and grammar in the student's writing above, here are the results of the sentence structure problems check. First, the sentence "Today it serves as a popular tourist attraction and historical museum" should be changed to "Today, it serves as a popular tourist attraction and historical site." Second, the sentence "Carefully preserved as a precious cultural asset of Indonesia" is incomplete; it should be changed to "It is carefully preserved as a precious cultural asset of Indonesia". Based on the document analysis, the students demonstrated strong proficiency in using descriptive vocabulary such as magnificent, symmetrical, nostalgic, and authoritative. However, some vocabulary issues were still identified, including spelling errors (wich → which) and inappropriate word choice. In terms of grammar, the most common errors were capitalization errors and some inaccuracies in word usage. Meanwhile, in terms of sentence structure, there were several sentence fragments and incomplete sentences, which resulted in some

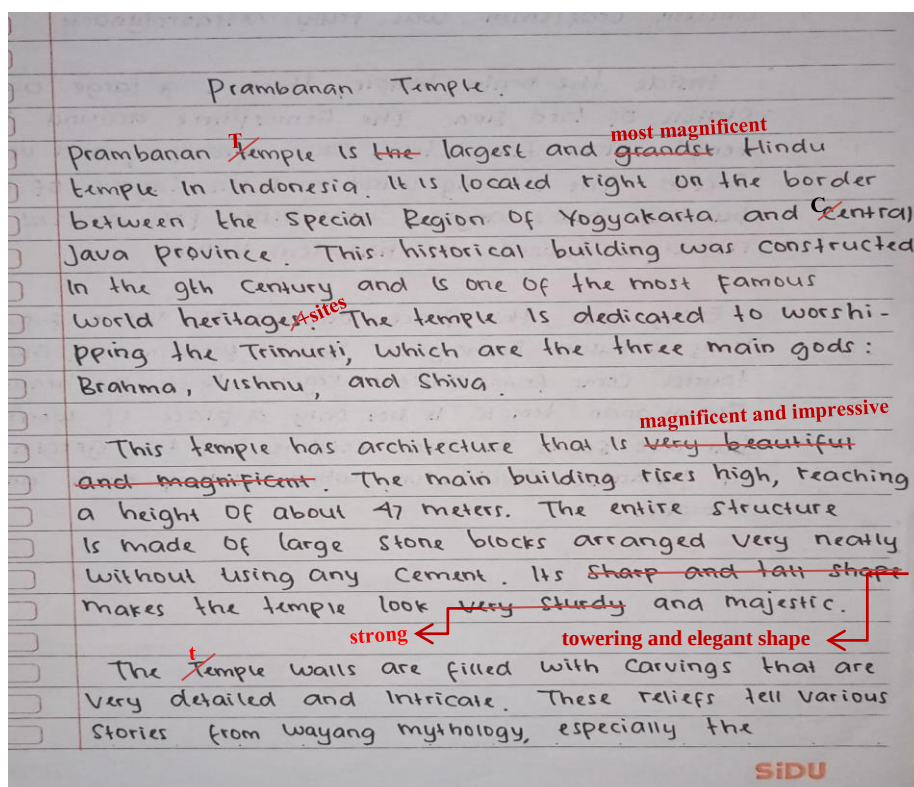
ideas not being fully conveyed. Thus, the students' main challenges with this text lie in grammar and sentence structure.



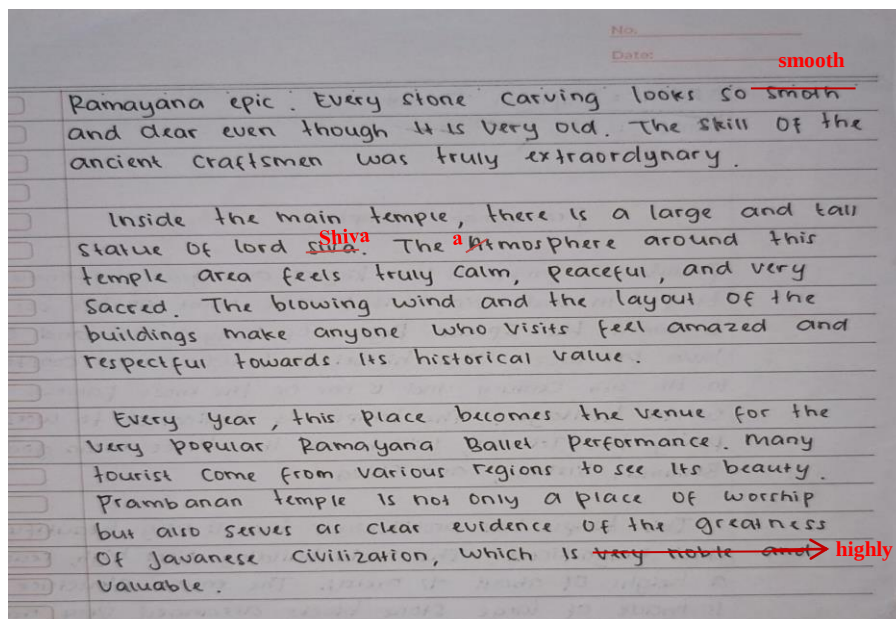
Picture 4. 6
Written Work Student 4

After checking the vocabulary and grammar in the student's writing above, here are the results of the sentence structure problems check. First, in the sentence "The atmosphere in Way Kambas is very natural and refreshing, surrounded by green forests and wide savannahs. The subject of that clause is unclear; it should be "The atmosphere in Way Kambas is very natural and refreshing because it is surrounded by green forests and wide savannahs." Second, in the sentence "For tourists, Way Kambas is not only an exciting destination but also an educational place," there is a parallelism and agreement error; it should be "For tourists, Way Kambas is not only an exciting destination but also an educational place".

Based on the document analysis, the students demonstrated fairly good proficiency in writing descriptive texts. In terms of vocabulary, only a few word choices were found to be somewhat unnatural. In terms of grammar, the most common errors were capitalization errors, singular-plural agreement, and word form errors. Meanwhile, regarding sentence structure, students were able to construct relatively complex sentences, although there were still some issues with the use of parallel structure and clause development. Thus, grammar emerged as the most dominant linguistic challenge in these texts.



Picture 4. 7
Written Work Student 5



Picture 4. 8
Written Work Student 5

After checking the vocabulary and grammar in the student's writing above, here are the results of the sentence structure problems check. First, in the sentence "This temple has architecture that is very beautiful and magnificent," the sentence structure is ineffective and too simple; it should be "The temple features beautiful and magnificent architecture." Second, the phrase "The blowing wind and the layout of the buildings make anyone who visits feel amazed and respectful toward its historical value" sounds unnatural; it should be "The blowing wind and the layout of the buildings make visitors feel amazed and appreciate its historical value." Third, the sentence "Many tourists come from various regions to see its beauty" is correct but simple and lacks further development of the idea; it should be "Many tourists come from various regions to admire its beauty and learn about its history."

In the Prambanan Temple text, the most prominent linguistic challenges are grammar problems, particularly capitalization errors and singular-plural agreement errors. In addition, there are several vocabulary problems in the form of spelling and word choice errors, as well as sentence structure problems involving the use of simple and unvaried sentence patterns. This indicates that students are already capable of developing ideas well but still need to improve the accuracy of their vocabulary, grammar, and sentence structure variation when writing descriptive texts.

Overall, the observation and document analysis reveal that the students have been able to generate ideas and write descriptive texts based on the given topics. However, they still encounter linguistic difficulties, particularly in grammar, followed by sentence structure, and vocabulary. Therefore, grammar was identified as the most significant linguistic challenge experienced by Grade X students of SMA Negeri 1 Raman Utara in writing descriptive texts.

2. Strategies Used by the Teacher and Students to Address the Challenges

This section discusses the second research questions “What strategies are used by the teacher and students to address these challenges in descriptive writing process?” The data were obtained through interviews and classroom observations involving five students and the English teacher.

a. Interview Findings

Based on interview with the English teacher and students, the researcher identified several strategies used to address the writing difficulties experienced.

1) Teacher Strategies

The English teacher explained several strategies used during the writing lesson, including:

- a) Explaining descriptive text structure clearly.
- b) Providing example of descriptive text.
- c) Giving vocabulary support.
- d) Explaining grammar before writing activities.
- e) Giving feedback on students writing.
- f) Using Indonesian language to clarify difficult explanations.
- g) Guiding students step-by-step during writing activities.

The teacher stated that students often experienced difficulties in grammar and vocabulary, so additional explanations and examples were necessary. This finding indicates that grammar instruction was one of the main strategies used by the teacher to address students' linguistic difficulties. "According to Richards and Schmidt, grammar instruction helps learners understand language patterns and enables them to produce more accurate written texts".¹ Therefore, explicit grammar teaching can assist students in reducing grammatical errors in their descriptive writing.

¹Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 5th ed. (London: Routledge, 2020), p. 250.

The interview also revealed that the teacher frequently introduced new vocabulary and encouraged students to use dictionaries when writing. “Richards and Schmidt state that vocabulary knowledge is essential for language production because it allows learners to express their ideas more precisely and effectively”. By enriching students’ vocabulary, the teacher helps them develop more detailed and meaningful descriptions.

Based on the interview findings, it can be concluded that the teacher used several strategies to address students’ writing challenges, including grammar instruction, vocabulary enrichment, model texts, dictionary use, and corrective feedback. These strategies were intended to improve students’ grammar, vocabulary mastery, and sentence structure in writing descriptive texts.

2) Student Strategies Based on Interview

The interview results, students employed several strategies to overcome their difficulties in writing descriptive texts. Most students stated that they used dictionaries and translation application to find unfamiliar words and understand vocabulary related to the topic they were writing about. They believed that these tools helped them choose more appropriate words and express their ideas more clearly.

Some students also reported that they reviewed grammar materials and paid attention to the teacher’s explanations, especially regarding the use of simple present tense and sentence construction. They stated

that understanding grammar rules helped them reduce mistakes when writing descriptive texts.

In addition, several students mentioned that they read examples of descriptive texts before starting to write. By observing models texts, they were able to learn how to arrange sentences and develop descriptions more effectively. This strategy helped them understand how descriptive texts are organized and how ideas are expressed in written form.

Another strategy frequently mentioned by students was asking questions and seeking help from the teacher whenever they encountered difficulties. Students explained that the teachers explanations and correction helped them identify mistakes and improve their writing performance.

These findings indicate that students actively used various learning strategies to address their challenges in grammar, vocabulary, and sentence structure. The strategies were intended to support their understanding of language rules, enrich their vocabulary, and improve their ability to construct meaningful sentences in descriptive writing.

b. Discussion

Based on the findings obtained from observation, document analysis, and interviews, the researcher found that the main linguistic challenges faced by Grade X students of SMA Negeri 1 Raman Utara in writing descriptive texts were grammar, vocabulary, and sentence structure. Among these three aspects, grammar was identified as the

most dominant challenge, followed by sentence structure and vocabulary.

The findings revealed that the most dominant linguistic challenges experienced by students were limited vocabulary mastery, grammatical errors, difficulties in constructing sentences, and problems related to spelling and punctuation. In addition, some students showed weaknesses in capitalization, organization, and cohesion/coherence.

The observation and document analysis findings showed that many students still experienced difficulties in using correct grammatical forms, particularly in simple present tense, subject-verb agreement, word forms, and capitalization. Several students produced sentences with incorrect verb usage and incomplete grammatical structures. These findings support Richards and Schmidt, who state that grammar is a fundamental component of writing because it enables learners to organize and express ideas accurately and meaningfully.² When students have insufficient grammatical knowledge, they often struggle to construct clear and understandable descriptive texts.

This finding is consistent with the study conducted by Waruru, which revealed that grammatical errors were among the most frequent

² Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 5th ed. (London: Routledge, 2020), p. 135.

problems encountered by students when writing descriptive texts.³ Similarly, Hartina, Ningsih, and Sahraini found that grammar remains one of the major obstacles affecting students' writing performance because students often have difficulty applying grammatical rules correctly in written communication.⁴ Besides grammar, vocabulary was also found to be a significant challenge. Based on the observation results, students tended to use simple and repetitive words such as beautiful, good, nice, and big when describing people, places, or objects. Although some students were able to use descriptive adjectives appropriately, their vocabulary range was still limited. According to Richards and Schmidt, vocabulary mastery is essential in writing because it allows learners to express ideas more precisely and effectively.⁵ Limited vocabulary often prevents students from developing detailed descriptions and leads to repetitive expressions in their writing.

The findings can also be interpreted through the perspective of academic procrastination proposed by Pradana and Yuniarti. Based on interview data, some students admitted that they rarely practiced writing outside the classroom and often felt unsure about their grammar and vocabulary knowledge. Consequently, they tended to spend more time thinking about sentence construction and sometimes

³ S. W. Waruru, "Students' Difficulties in Writing Descriptive Text at the Eleventh Grade of SMA Negeri 1 Onohazumba," *FAGURU: Jurnal Ilmiah Mahasiswa Keguruan*, Vol. 2, No. 2, 2023, p. 142.

⁴ S. Hartina, F. Ningsih, and S. Sahraini, "Exploring Students' Difficulties in Writing Descriptive Text: An Analysis in an Indonesian High School," *English Language, Linguistics, and Culture International Journal*, Vol. 4, No. 1, 2024, p. 69.

⁵ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 311.

delayed completing writing tasks. Pradana and Yuniarti explain that academic procrastination may reduce students' learning achievement because learners postpone academic tasks and avoid activities they perceive as difficult.⁶ In the context of descriptive writing, limited writing practice may contribute to weaknesses in grammar, vocabulary, and sentence structure.

Regarding the strategies used to overcome these challenges, the findings showed that the teacher provided explicit grammar instruction, vocabulary support, examples of descriptive texts, and corrective feedback during writing activities. Meanwhile, students used dictionaries, translation applications, grammar exercises, reading activities, and outlining techniques before writing. These strategies are consistent with Richards and Schmidt, who emphasize that language learning can be improved through continuous practice, feedback, and exposure to meaningful language input.⁷

Overall, the findings indicate that grammar, vocabulary, and sentence structure are the primary linguistic challenges experienced by Grade X students of SMA Negeri 1 Raman Utara in writing descriptive texts. Grammar emerged as the most dominant challenge, followed by sentence structure and vocabulary. These findings support the theories of Richards and Schmidt and are consistent with previous studies on students' difficulties in descriptive writing.

⁶ Silmi Asyan Pradana and Yuniarti, "Investigation of Academic Procrastination: A Case Study in Islam-Affiliated University," 2024, p. 8.

⁷ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, p. 250.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the study, it can be concluded that students at the tenth grade of SMA Negeri 1 Raman Utara faced various linguistic challenges in writing descriptive texts. The major challenges included limited vocabulary mastery, inappropriate vocabulary usage, grammatical errors, difficulties in constructing effective sentences, spelling and punctuation mistakes, as well as problems related to cohesion and coherence. The document analysis revealed that students with lower writing proficiency tended to experience more difficulties in organizing ideas and applying grammatical rules correctly. These challenges affected the students' ability to express their ideas clearly and produce well-structured descriptive texts.

The study also found that both teachers and students employed several strategies to overcome these challenges in the descriptive writing process. The teacher applied strategies such as providing vocabulary support, modeling descriptive texts, teaching grammar explicitly, giving corrective feedback, guiding students through the writing process, and encouraging classroom interaction. Meanwhile, the students used various learning strategies, including consulting dictionaries, asking for assistance from teachers and peers, translating unfamiliar words, revising their writing, and practicing

writing regularly. These strategies helped students improve their understanding of descriptive text and reduce linguistic errors in their writing.

In conclusion, linguistic challenges remain significant obstacles for students in writing descriptive texts. However, the implementation of appropriate teaching strategies and active student learning strategies can help minimize these difficulties and improve students' writing ability. Therefore, continuous guidance, regular writing practice, and sufficient linguistic support are essential to enhance students' performance in descriptive writing.

B. Suggestion

Based on the findings of this research, the researcher would like to provide several suggestions for students, teachers, and future researchers.

1. For the Students

Students, it is suggested that they practice writing descriptive texts more frequently in order to improve their grammar, vocabulary, and sentence structure. Students should also read more English texts and learn new vocabulary regularly to enrich their word choices when writing. In addition, students need to pay greater attention to grammatical accuracy, especially in the use of simple present tense and sentence construction, so that they can produce clearer and more effective descriptive texts.

2. For the Teachers

Teachers it is recommended to provide more intensive guidance in teaching grammar, vocabulary, and sentence structure during writing activities. Teachers are encouraged to use various teaching strategies and provide sufficient writing practice to help students develop their writing

skills. Furthermore, constructive feedback should be given regularly so that students can identify and correct their mistakes and gradually improve their writing performance.

3. For Future Researchers

Future researchers it is suggested that they conduct further studies on students' writing challenges by involving a larger number of participants or different educational levels. Future research may also focus on other aspects of writing, such as mechanics, cohesion, and coherence, to provide a broader understanding of students' difficulties in writing descriptive texts.

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APPENDICES

Appendix 1 Interview with Teacher

A. Interview with Teacher

Interview Question	Answer
How do you teach descriptive text?	Usually start by explaining the structure of descriptive text, then provide examples. After that, I ask students to write step by step.
What difficulties do students experience?	Students difficulties vary. Those who not mastered the material usually struggle with understanding the structure and constructing sentences, while more provicient students mainly have difficulty developing ideas to make them more interesting.
Do students have difficulties with grammar?	Yes, especially those with lower ability. They often make mistakes in using tenses and sentence structure. Meanwhile, more proficient students only make minor errors.
Do students have limited vocabulary?	Yes, some students have limited vocabulary, which makes it difficult for them to express ideas. However, more capable students usually have sufficient vocabulary.
Do students have difficulty organizing ideas?	Yes, most of them do, especially those who have not mastered the skill. They are often confused about how to organize ideas into paragraphs, while more proficient students are more structured.

Interview Question	Answer
What strategies do you use to overcome these difficulties?	I use several strategies, such as providing model texts, giving step-by-step exercises, using grammar as a stimulus, and grouping students so they can help each other.
Do you provide feedback? How?	Yes, I provide both direct and written feedback. For more proficient students, I focus on developing ideas and language variation. For those who still struggle, I focus more on basic improvements such as grammar and vocabulary.
What are the main factors of students difficulties?	The main factor is the difference in students' basic abilities, especially in vocabulary and grammar mastery, as well as the lack of writing practice.

B. Interview with Students X.2

Student 1

Q: Do you like writing in English? Why?

A: Yes, I like writing in English because it helps me express ideas more broadly and improves my thinking skills and creativity

Q: Do you find it difficult to write descriptive text?

A: Not too difficult, but it still requires practice in choosing words to make the description clear and interesting.

Q: What difficult do you usually face?

A: I sometimes have difficulty choosing varied vocabulary and making descriptions that are not monotonous.

Q: Do you have difficult using grammar?

A: Sometimes, especially in using tenses and agreement, but I try to improve by learning and practicing.

Q: Do you have enough vocabulary?

A: I have enough basic vocabulary, but I continue trying to learn new words.

Q: Do you have difficulty organizing ideas into paragraphs?

A: Not really, because I usually make an outline before writing.

Q: Do you often make mistakes in spelling or punctuation?

A: Occasionally, but I always try to check my writing before submitting it.

Q: What do you do if you don't know a word?

A: I usually look it up in a dictionary or a translation application.

Q: Does the teacher help you when you have difficulties?

A: Yes, the teacher is very helpful by giving explanations, examples, and feedback on my writing.

Q: What can help improve your writing skills?

A: In my opinion, regular practice, reading English texts, and getting feedback from the teacher can help.

Based on interview result, the student showed a positive perception toward writing in English because it helped express ideas and improves creativity.

Although the student still experienced difficulties in vocabulary and grammar, the student was able to organize ideas well by making an outline before writing.¹

Student 2

Q: Do you like writing in English? Why?

A: Not really, because I am afraid of making mistakes and feel confused since I find spelling, grammar, and others difficult.

Q: Do you find it difficult to write descriptive text?

A: Yes, I still do, because I feel that I lack ideas for topics and vocabulary.

Q: What difficult do you usually face?

A: Vocabulary, grammar, and punctuation.

Q: Do you have difficult using grammar?

A: Yes, personally I still do.

Q: Do you have enough vocabulary?

A: Not yet, because I still lack reading and practice.

Q: Do you have difficulty organizing ideas into paragraphs?

A: Yes, because sometimes I get confused about determining the topic.

Q: Do you often make mistakes in spelling or punctuation?

A: Yes, I often forget to use commas or periods in my writing.

Q: What do you do if you don't know a word?

A: I ask the teacher, my seatmate, or use Google Translate.

Q: Does the teacher help you when you have difficulties?

A: Yes, very helpful.

Q: What can help improve your writing skills?

A: I think practicing writing can help.

The interview result showed that the student experienced difficulties in writing descriptive text, especially in vocabulary mastery, grammar, and

¹ Nur Asiah, "Student's Motivation in Learning Writing Descriptive Text." *Journal of English Education Studies* 7, no. 2 (2024): 112-120.

punctuation. Lack of self-confidence also influenced the student's ability in writing English text.²

Student 3:

Q: Do you like writing in English? Why?

A: It's just normal for me; I follow the flow depending on the material.

Q: Do you find it difficult to write descriptive text?

A: Yes, I still do, because it is difficult to determine topic ideas, grammar, and others.

Q: What difficult do you usually face?

A: Personally, I still find grammar difficult; sometimes I feel confused.

Q: Do you have difficult using grammar?

A: Yes, of course.

Q: Do you have enough vocabulary?

A: Not yet, it is still very limited.

Q: Do you have difficulty organizing ideas into paragraphs?

A: Yes, because I still have difficulties with grammar.

Q: Do you often make mistakes in spelling or punctuation?

A: Rarely, because I think that is something I can still manage.

Q: What do you do if you don't know a word?

A: I ask the teacher or look it up in a dictionary.

Q: Does the teacher help you when you have difficulties?

A: Yes, very, very helpful.

Q: What can help improve your writing skills?

A: I think reading regularly and practicing writing can help.

Based on the data above, the student considered writing descriptive text quite difficult because of limited grammar, vocabulary, and idea development.

² Rina febriyanti, "Vocabulary Mastey and Students' Writing Ability in Descriptive Text," *Journal of English Language Teaching and Linguistics* 8, no. 1 (2023): 44-53.

However the student believed that reading and regular writing practice could help improve writing skills.³

Student 4

Q: Do you like writing in English? Why?

A: I quite like it, but sometimes I also find it difficult. I like it because I can learn new things.

Q: Do you find it difficult to write descriptive text?

A: Yes, sometimes it is difficult, especially when I have to explain something clearly.

Q: What difficult do you usually face?

A: I usually have difficulty finding the right words and making correct sentences.

Q: Do you have difficult using grammar?

A: Yes, sometimes I feel confused about grammar, such as the use of tenses.

Q: Do you have enough vocabulary?

A: Not really, so sometimes I have difficulties when writing.

Q: Do you have difficulty organizing ideas into paragraphs?

A: A little, sometimes my ideas are not well organized.

Q: Do you often make mistakes in spelling or punctuation?

A: Yes, I still make mistakes, especially if I don't check my writing again.

Q: What do you do if you don't know a word?

A: I usually look it up in a dictionary or use Google Translate.

Q: Does the teacher help you when you have difficulties?

A: Yes, the teacher helps by explaining and giving examples.

Q: What can help improve your writing skills?

A: In my opinion, more practice and learning new vocabulary can help.

The student showed a fairly positive attitude toward learning writing in English, although there were still difficulties in choosing vocabulary, using

³ Lilis Suryani, "Grammar Difficulties Faced by Students in Writing Descriptive Text," *International Journal of English and Applied Linguistics* 4, no. 1 (2024): 55-63.

grammar, and organizing ideas. Teacher support and explanations helped the student understand descriptive writing material better.⁴

Student 5

Q: Do you like writing in English? Why?

A: I don't really like it because I still find spelling difficult.

Q: Do you find it difficult to write descriptive text?

A: Yes, I still do, because I often feel confused about determining the topic.

Q: What difficult do you usually face?

A: Personally, I still find it difficult to construct sentences.

Q: Do you have difficult using grammar?

A: A little, because I don't really like writing.

Q: Do you have enough vocabulary?

A: I still feel that my vocabulary is lacking.

Q: Do you have difficulty organizing ideas into paragraphs?

A: Yes, because I feel I am still not able to develop ideas well.

Q: Do you often make mistakes in spelling or punctuation?

A: Rarely, it depends on my accuracy when writing.

Q: What do you do if you don't know a word?

A: I look it up in a dictionary or ask my seatmate.

Q: Does the teacher help you when you have difficulties?

A: Yes, always helpful.

Q: What can help improve your writing skills?

A: In my opinion, reading regularly, watching content with subtitles, and practicing writing can help.

The interview result indicated that the student had low interest in writing English because of difficulties in spelling, sentence construction, and idea

⁴ Dian Pratiwi, "Teacher Support in Improving Students' Writing Skill", *Journal of Language and Education Research* 5, no. 2 (2023): 98-107.

development. However the student believed that reading and regular writing practice could help improve writing skills.⁵

Based on the data above, most students face various challenges in writing descriptive texts, especially when instruction is conducted solely in one language namely, English. As a foreign language, the exclusive use of English often makes it difficult for students to grasp key concepts such as grammar, vocabulary and how to construct clear and structured descriptions. This results in students having difficulty developing ideas and effectively expressing their thoughts in writing.

One of the main challenges students face is a limited vocabulary. Students often do not know the right words to describe objects or places in detail. In addition, they also have difficulty using correct grammar, such as the simple present tense, adjectives, and linking verb, which are essential elements of descriptive writing. As a result, their writing tends to be unclear and poorly structured.

Overall, these challenges indicate that students need a more flexible and supportive learning approach so that they can overcome difficulties in writing descriptive texts. Without the right strategies, students will continue to face obstacles in in fully developing their writing skills.

⁵ Siska Amelia, "Students, Problems in Writing Descriptive Text," *English Education Journal* 11, no. 1 (2024): 15- 24.

Appendix 2 Lembar Observasi Guru

Lembar Observasi Strategi Guru

No	Aspek Observasi	Indikator	Ya	tidak	Catatan/Temuan
1.	Penyampaian Materi	Guru menjelaskan descriptive text dengan jelas	✓		Guru menjelaskan materi secara bertahap dan mudah dipahami
2.	Penggunaan Bahasa	Guru menggunakan bahasa inggris dan indonesia untuk membantu pemahaman siswa	✓		Guru sering menerjemahkan kosakata sulit ke dalam bahasa Indonesia
3.	Penjelasan Tata Bahasa	Guru menjelaskan penggunaan grammar dengan jelas	✓		Guru menjelaskan simple present tense sebelum kegiatan menulis dimulai
4.	Bantuan Kosakata	Guru membantu siswa memahami kosakata baru	✓		Guru memberikan contoh adjective dan kosakata descriptive text
5.	Bimbingan Menulis	Guru membimbing siswa selama proses menulis	✓		Guru membantu dan membimbing siswa ketika menulis teks
6.	Umpan Balik	Guru memberikan koreksi dan feedback terhadap tulisan siswa	✓		Guru langsung mengoreksi kesalahan grammar dan vocabulary siswa
7.	Motivasi	Guru memotivasi siswa untuk aktif menulis	✓		Guru mendorong siswa agar lebih percaya diri dalam menyampaikan ide
8.	Interaksi Kelas	Guru menciptakan interaksi aktif selama pembelajaran	✓		Terjadi interaksi aktif antara guru dan siswa selama diskusi
9.	Latihan dan Tugas	Guru memberikan latihan dan tugas menulis	✓		Siswa diberikan tugas menulis descriptive text secara individu
10.	Penutup dan Refleksi	Guru melakukan evaluasi dan refleksi pembelajaran	✓		Guru meninjau kembali kesulitan siswa di akhir pembelajaran

Appendix 3 Lembar observasi Siswa

Lembar Observasi *student 1*

Judul Penelitian : An Analysis of Student Challenges In Writing Descriptive Text at SMA Negeri 1 Raman Utara

Sekolah : SMA Negeri 1 Raman Utara

Kelas : X.2

Tanggal : 11 Mei 2026

Observer/Pengamat : Shakila Indar Salsabila

Lembar observasi ini digunakan untuk mengamati tantangan linguistik siswa dalam menulis descriptive text serta strategi yang digunakan guru dan siswa selama proses pembelajaran menulis. Instrumen ini disusun berdasarkan teori dari Jack C. Richards dan Richard Schmidt yang menekankan aspek pembelajaran bahasa, serta strategi pembelajaran dalam writing skill.

Lembar Observasi Tantangan Linguistik

No	Aspek Observasi	Indikator	Ya	tidak	Catatan/Temuan
1.	Penguasaan Kosakata	Siswa memiliki kosakata yang cukup dalam menulis descriptive text	✓		Siswa memiliki kosakata cukup luas
2.	Penggunaan Kosakata	Siswa menggunakan kata yang sesuai dengan konteks	✓		penelitian kata sesuai dgn konteks
3.	Ketepatan Tata Bahasa	Siswa menggunakan simple present tense dengan benar	✓		Penggunaan simple present tense cukup baik
4.	Sruktur Kalimat	Siswa menyusun kalimat dengan benar	✓		Kalimat tersusun dengan jelas & tepat
5.	Ejaan	Siswa menulis ejaan bahasa Inggris dengan benar	✓		Hampir tidak ditemukan kesalahan ejaan
6.	Tanda Baca	Siswa menggunakan tanda baca dengan tepat	✓		Penggunaan tanda baca sudah tepat
7.	Kohesi	Siswa menghubungkan kalimat secara baik	✓		Antar kalimat cukup terhubung dengan baik
8.	Koherensi	Siswa menyusun	✓		Ide tersusun runtut

		ide secara logis dalam paragraf			dan mudah dipahami
9.	Pengembangan Ide	Siswa mampu mengembangkan ide dalam descriptive text	✓		Deskripsi sangat detail dan jelas
10.	Struktur Text	Siswa menulis identification dengan tepat	✓		Generic struktur teks sangat baik
11.	Partisipasi Menulis	Siswa aktif selama kegiatan menulis	✓		Sangat aktif selama pembelajaran
12.	Kepercayaan Diri Menulis	Siswa percaya diri dalam menulis descriptive text	✓		menunjukkan rasa percaya diri yang tinggi saat menulis

Lembar Observasi *Student 2.*

Judul Penelitian : An Analysis of Student Challenges In Writing Descriptive Text at SMA Negeri 1 Raman Utara

Sekolah : SMA Negeri 1 Raman Utara

Kelas : X.2

Tanggal : 11 Mei 2026

Observer/Pengamat : Shakila Indar Salsabila

Lembar observasi ini digunakan untuk mengamati tantangan linguistik siswa dalam menulis descriptive text serta strategi yang digunakan guru dan siswa selama proses pembelajaran menulis. Instrumen ini disusun berdasarkan teori dari Jack C. Richards dan Richard Schmidt yang menekankan aspek pembelajaran bahasa, serta strategi pembelajaran dalam writing skill.

Lembar Observasi Tantangan Linguistik

No	Aspek Observasi	Indikator	Ya	tidak	Catatan/Temuan
1.	Penguasaan Kosakata	Siswa memiliki kosakata yang cukup dalam menulis descriptive text	✓		Kosakata cukup baik untuk mendeskripsikan objek
2.	Penggunaan Kosakata	Siswa menggunakan kata yang sesuai dengan konteks	✓		Sebagian besar kata digunakan dengan tepat
3.	Ketepatan Tata Bahasa	Siswa menggunakan simple present tense dengan benar		✓	masih ada kesalahan pada verb dan to be
4.	Sruktur Kalimat	Siswa menyusun kalimat dengan benar	✓		Kalimat cukup tersusun dengan baik
5.	Ejaan	Siswa menulis ejaan bahasa inggris dengan benar	✓		sedikit kesalahan ejaan ditemukan
6.	Tanda Baca	Siswa menggunakan tanda baca dengan tepat	✓		penggunaan tanda baca cukup tepat
7.	Kohesi	Siswa menghubungkan kalimat secara baik	✓		kalimat sudah cukup terhubung
8.	Koherensi	Siswa menyusun	✓		Ide dalam paragraf

		ide secara logis dalam paragraf			Cukup runtut
9.	Pengembangan Ide	Siswa mampu mengembangkan ide dalam descriptive text	✓		Deskripsi cukup jelas dan detail
10.	Struktur Text	Siswa menulis identification dengan tepat	✓		Struktur deskripsi text sudah tepat
11.	Partisipasi Menulis	Siswa aktif selama kegiatan menulis	✓		aktif selama pembelajaran berlangsung
12.	Kepercayaan Diri Menulis	Siswa percaya diri dalam menulis descriptive text	✓		Siswa percaya diri saat menulis dan menjawab pertanyaan

Lembar Observasi *Student 3*

Judul Penelitian : An Analysis of Student Challenges In Writing Descriptive Text at SMA Negeri 1 Raman Utara

Sekolah : SMA Negeri 1 Raman Utara

Kelas : X.2

Tanggal : 11 Mei 2026

Observer/Pengamat : Shakila Indar Salsabila

Lembar observasi ini digunakan untuk mengamati tantangan linguistik siswa dalam menulis descriptive text serta strategi yang digunakan guru dan siswa selama proses pembelajaran menulis. Instrumen ini disusun berdasarkan teori dari Jack C. Richards dan Richard Schmidt yang menekankan aspek pembelajaran bahasa, serta strategi pembelajaran dalam writing skill.

Lembar Observasi Tantangan Linguistik

No	Aspek Observasi	Indikator	Ya	tidak	Catatan/Temuan
1.	Penguasaan Kosakata	Siswa memiliki kosakata yang cukup dalam menulis descriptive text		✓	Kosakata siswa sangat terbatas
2.	Penggunaan Kosakata	Siswa menggunakan kata yang sesuai dengan konteks		✓	Banyak penggunaan kata yang salah
3.	Ketepatan Tata Bahasa	Siswa menggunakan simple present tense dengan benar		✓	Banyak kesalahan grammar ditemukan
4.	Suktur Kalimat	Siswa menyusun kalimat dengan benar		✓	Kalimat tidak tersusun dengan baik
5.	Ejaan	Siswa menulis ejaan bahasa inggris dengan benar		✓	terdapat banyak kesalahan penulisan kata
6.	Tanda Baca	Siswa menggunakan tanda baca dengan tepat		✓	Tanda baca sering tidak digunakan
7.	Kohesi	Siswa menghubungkan kalimat secara baik		✓	Kalimat berdiri sendiri tanpa penghubung
8.	Koherensi	Siswa menyusun		✓	paragraf tidak

		ide secara logis dalam paragraf			menurut dan sulit dipahami
9.	Pengembangan Ide	Siswa mampu mengembangkan ide dalam descriptive text		✓	ide masih sangat terbatas
10.	Struktur Text	Siswa menulis identification dengan tepat	✓		Siswa mengikuti bagian deskriptif text
11.	Partisipasi Menulis	Siswa aktif selama kegiatan menulis	✓		terasa malas melaksanakan tugas menulis
12.	Kepercayaan Diri Menulis	Siswa percaya diri dalam menulis descriptive text		✓	kurang percaya diri & sering bertanya kepada teman

Lembar Observasi *Student 9*

Judul Penelitian : An Analysis of Student Challenges In Writing Descriptive Text at SMA Negeri 1 Raman Utara

Sekolah : SMA Negeri 1 Raman Utara

Kelas : X.2

Tanggal : 11 Mei 2026

Observer/Pengamat : Shakila Indar Salsabila

Lembar observasi ini digunakan untuk mengamati tantangan linguistik siswa dalam menulis descriptive text serta strategi yang digunakan guru dan siswa selama proses pembelajaran menulis. Instrumen ini disusun berdasarkan teori dari Jack C. Richards dan Richard Schmidt yang menekankan aspek pembelajaran bahasa, serta strategi pembelajaran dalam writing skill.

Lembar Observasi Tantangan Linguistik

No	Aspek Observasi	Indikator	Ya	tidak	Catatan/Temuan
1.	Penguasaan Kosakata	Siswa memiliki kosakata yang cukup dalam menulis descriptive text	✓		Siswa memiliki kosakata dasar namun masih terbatas
2.	Penggunaan Kosakata	Siswa menggunakan kata yang sesuai dengan konteks		✓	Beberapa kata tidak sesuai konteks
3.	Ketepatan Tata Bahasa	Siswa menggunakan simple present tense dengan benar		✓	Sering salah dalam penggunaan simple present tense
4.	Sruktur Kalimat	Siswa menyusun kalimat dengan benar		✓	Kalimat kurang lengkap & tidak efektif
5.	Ejaan	Siswa menulis ejaan bahasa inggris dengan benar	✓		hanya terdapat sedikit kesalahan ejaan
6.	Tanda Baca	Siswa menggunakan tanda baca dengan tepat		✓	Penggunaan titik dan koma masih kurang tepat
7.	Kohesi	Siswa menghubungkan kalimat secara baik		✓	Antar kalimat belum saling terhubung dan baik
8.	Koherensi	Siswa menyusun		✓	ide dalam paragraf

		ide secara logis dalam paragraf			belum tersusun secara logis
9.	Pengembangan Ide	Siswa mampu mengembangkan ide dalam descriptive text	✓		Siswa dapat mengembangkan deskripsi sederhana
10.	Struktur Text	Siswa menulis identification dengan tepat	✓		Siswa memahami identification dan description
11.	Partisipasi Menulis	Siswa aktif selama kegiatan menulis	✓		aktif ketika dibimbing guru
12.	Kepercayaan Diri Menulis	Siswa percaya diri dalam menulis descriptive text		✓	masih ragu saat menulis sendiri

Lembar Observasi *Student 5*

Judul Penelitian : An Analysis of Student Challenges In Writing Descriptive Text at SMA Negeri 1 Raman Utara

Sekolah : SMA Negeri 1 Raman Utara

Kelas : X.2

Tanggal : 11 Mei 2026

Observer/Pengamat : Shakila Indar Salsabila

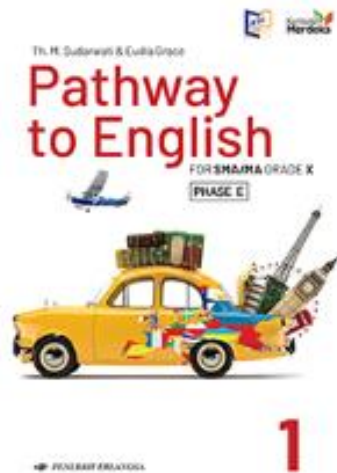
Lembar observasi ini digunakan untuk mengamati tantangan linguistik siswa dalam menulis descriptive text serta strategi yang digunakan guru dan siswa selama proses pembelajaran menulis. Instrumen ini disusun berdasarkan teori dari Jack C. Richards dan Richard Schmidt yang menekankan aspek pembelajaran bahasa, serta strategi pembelajaran dalam writing skill.

Lembar Observasi Tantangan Linguistik

No	Aspek Observasi	Indikator	Ya	tidak	Catatan/Temuan
1.	Penguasaan Kosakata	Siswa memiliki kosakata yang cukup dalam menulis descriptive text	✓		menguasai beberapa adjective dasar
2.	Penggunaan Kosakata	Siswa menggunakan kata yang sesuai dengan konteks		✓	masih ada pemilihan kata yang kurang tepat
3.	Ketepatan Tata Bahasa	Siswa menggunakan simple present tense dengan benar		✓	kesalahan grammar masih sering ditemukan
4.	Sruktur Kalimat	Siswa menyusun kalimat dengan benar		✓	Beberapa kalimat tidak memiliki subject / verb lengkap
5.	Ejaan	Siswa menulis ejaan bahasa inggris dengan benar	✓		kesalahan ejaan tidak terlalu banyak
6.	Tanda Baca	Siswa menggunakan tanda baca dengan tepat		✓	Penggunaan tanda baca masih kurang konsisten
7.	Kohesi	Siswa menghubungkan kalimat secara baik		✓	hubungan antar kalimat masih belum jelas
8.	Koherensi	Siswa menyusun		✓	Ide belum tersusun

		ide secara logis dalam paragraf			Secara sistematis
9.	Pengembangan Ide	Siswa mampu mengembangkan ide dalam descriptive text	✓		Siswa dapat memberikan beberapa detail tambahan
10.	Struktur Text	Siswa menulis identification dengan tepat	✓		Identification dan description sudah ada
11.	Partisipasi Menulis	Siswa aktif selama kegiatan menulis	✓		Siswa aktif mengikuti instruksi guru
12.	Kepercayaan Diri Menulis	Siswa percaya diri dalam menulis descriptive text		✓	masih takut membuat kesalahan grammar

Appendix 4 Dokumentation of Research



Picture 1 Learning Book



Picture 2 Student and Teacher Interview



Picture 3 Teacher teaching strategies



Picture 4 Learning Process



Picture 5 Teacher Observation



No.	Date:
	<u>Lawang Sewu</u>
☐	Lawang Sewu is a very famous historical building located in Semarang City, Central Java. This magnificent building was originally built as the head office of the Dutch railway company, Nederlandsch-Indische Spoorweg Maatschappij (NIS). It is named "Lawang Sewu" which means "a thousand doors" because it has an enormous number of doors and windows.
☐	The building showcases a magnificent classic Dutch architectural style. It has several floors with a symmetric solid structure. The walls are clean white with elegant ornaments. Its high roof and towering spire give the building a strong, authoritative presence.
☐	The main hall is very large and beautiful, supported by massive pillars. The interior feels cool, calm, and nostalgic. Although very old, the building is well-maintained and radiates a strong historical aura. Many people consider it to have extremely high artistic value.
☐	Lawang Sewu is no longer an administrative office. Today, it serves as a popular tourist

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No.	Date:
☐	Attraction and historical museum. Tourists often visit to take photos or learn about transportation history. Lawang Sewu stands as clear evidence of past glory, carefully preserved as a precious cultural asset of Indonesia.

Picture 9 Written Work Student 3

No.	Date:
	<u>Descriptive Text - Way Kambas National Park</u>
☐	Way Kambas National Park is one of the most famous tourist destinations in Lampung, Indonesia. It is well known as the home of Sumatran elephants. The park covers about 1,300 square kilometers and provides a natural habitat for various wild animals such as elephants, rhinoceros, tigers, and many kinds of birds.
☐	Visitors can enjoy elephant attractions, including elephant training, riding, and even watching them in their natural environment. Way Kambas also plays an important role as a conservation area where endangered animals are protected and bred.
☐	The atmosphere in Way Kambas is very natural and refreshing, surrounded by green forest and wide savannas. It offers a peaceful experience for those who love nature. For tourists, Way Kambas is not only an exciting destination but also an educational place to learn about wildlife conservation.

Picture 10 Written Work Student 4

Prambanan Temple

Prambanan temple is the largest and grandest Hindu temple in Indonesia. It is located right on the border between the Special Region of Yogyakarta and Central Java province. This historical building was constructed in the 9th century and is one of the most famous world heritages. The temple is dedicated to worshipping the Trimurti, which are the three main gods: Brahma, Vishnu, and Shiva.

This temple has architecture that is very beautiful and magnificent. The main building rises high, reaching a height of about 47 meters. The entire structure is made of large stone blocks arranged very neatly without using any cement. Its sharp and tall shape makes the temple look very sturdy and majestic.

The temple walls are filled with carvings that are very detailed and intricate. These reliefs tell various stories from wayang mythology, especially the

SIDU

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Ramayana epic. Every stone carving looks so smooth and clear even though it is very old. The skill of the ancient craftsmen was truly extraordinary.

Inside the main temple, there is a large and tall statue of Lord Shiva. The atmosphere around this temple area feels truly calm, peaceful, and very sacred. The blowing wind and the layout of the buildings make anyone who visits feel amazed and respectful towards its historical value.

Every year, this place becomes the venue for the very popular Ramayana Ballet performance. Many tourists come from various regions to see its beauty. Prambanan temple is not only a place of worship but also serves as clear evidence of the greatness of Java's civilization, which is very noble and valuable.

SIDU

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Picture 11 Written Work Student 5

Appendix 5 Kartu Konsultasi Bimbingan



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shakila Indar Salsabila
NPM : 2101051034

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	17/24 7	✓	Overview Research	
2	31/24 10	✓	Reading Journal of Students' Challenges	
3	16/24 12	✓	Title of Research Fix -	

Mengetahui
Ketua Program Studi TBI



Dr. Much Deimatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Yuniarti, M.Pd
NIP. 19890604 202321 2 048



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouni.ac.id; e-mail: tarbiyah.iaim@metrouni.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Shakila Indar Salsabila
NPM : 2101051034

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	5/25	✓	Overview chapter I A. Research Background	Sik
2.	25/25	✓	B. Problem Identification	Sik
3.	2/25	✓	Chapter II. Add: Teaching Writing in Senior High School	Sik



Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

✓

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NIP. 19890604 202321 2 048



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Shakila Indar Salsabila
NPM : 2101051034

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	6/5 6/6	✓	Reference Manger Usage.	
2.	8/5 6/6	✓	ACC for Proposal Seminar	

Mengetahui
Ketua Program Studi TBI



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NIP. 198803082015031006

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Shakila Indar Salsabila
NPM : 2101051034

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	4/3 ²⁶		Overview Research Instrument	
2.	10/3 ²⁶		Research Instrument - Observation sheet - Interview Guidelines	
3.	12/3 ²⁶		ACC Research Instrument	

Mengetahui,
Ketua Program Studi (TBI)



Dr. Much Deiniatur, M.Pd.B.I.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Shakila Indar Salsabila
NPM : 2101051034

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	20/26	✓	Review Hasil Riset	<i>Shakila</i>
2.	18/5	✓	Result RA. 1	<i>Shakila</i>
3.	25/5	✓	Result RA. 2	<i>Shakila</i>
4.	04/26	✓	Chapter I	<i>Shakila</i>
5.	08/26	✓	Review All Chapter	<i>Shakila</i>

Mengotahui,
Kerta Program Studi TBI

Dr. Muchlisin, M.Pd.B.I.
NIP. 198803082015031006

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Shakila Indar Salsabila
NPM : 2101051034

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
6.	10/6	✓	XCC For munagoryos	Shakila

Mengetahui,
Ketua Program Studi TBI



Dr. Much Deinatun, M.Pd.B.I.
NIP. 198803082015031006

Dosen Pembimbing

Yunarti, M.Pd
NIP. 19890604 202321 2 048

Appendix 6 Surat Izin Prasurvey



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0024/In.28/J/TL.01/08/2025

Lampiran : -

Perihal : **IZIN PRASURVEY**

Kepada Yth.,

KEPALA SMAN 1 RAMAN UTARA

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SMAN 1 RAMAN UTARA berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SHAKILA INDAR SALSABILA**
NPM : 2101051034
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul : ANALYSIS OF STUDENT CHALLENGES IN WRITING
DESCRIPTIVE TEXT

untuk melakukan prasurvey di SMAN 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SMAN 1 RAMAN UTARA untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 19 Agustus 2025

Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.

NIP 19880308 201503 1 006

Appendix 7 Surat Balasan Prasurvey



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 RAMAN UTARA
TERAKREDITASI A



NSS : 301120411043 NIS : 300430 NPSN : 10806080
Alamat : Jl. Pangeran Antasari, Raman Aji, Raman Utara, Lampung Timur Kode Pos 34154
Email : smansaramanutara@gmail.com
Website : sman1ramanutara.sch.id

SURAT KETERANGAN

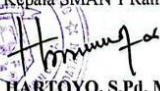
Nomor : 420 /145/ 11.SK/ SMA 01 / 2025

Menindak lanjuti surat dari Universitas Lampung, Nomor : B-0024/In.28/J/TL.01/08/2025, hal Izin Prasurvey, maka Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama : SHAKILA INDAR SALSABILA
NPM : 2101051034
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Tujuan : Memohon izin mencari data untuk penulisan Tesis
Judul : ANALYSIS OF STUDENT CHALLENGES IN WRITING
DESCRIPTIVE TEXT

Adalah benar mahasiswa tersebut di atas telah diterima di SMAN 1 Raman Utara untuk melaksanakan Izin Prasurvey sebagai syarat menyelesaikan tugas akhir / skripsi .

Demikian surat ini kami sampaikan. Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Raman Utara, 21 Agustus 2025
Kepala SMAN 1 Raman Utara

HARTOYO, S.Pd. M.T.I
NIP. 197404232005011004

Appendix 8 Surat Izin Research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMBARA SURABAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki. Hajar Dewantara No.118, Iringmulyo 15 A, Metro Timur Kota Metro Lampung 34112
 Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id; humas@uinjusila.ac.id

Nomor : B-1135/In.28/D.1/TL.00/04/2026
 Lampiran :-
 Perihal : IZIN RESEARCH

Kepada Yth.,
 KEPALA SMA NEGERI 1 RAMAN
 UTARA
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1134/In.28/D.1/TL.01/04/2026, tanggal 10 April 2026 atas nama saudara:

Nama : **SHAKILA INDAR SALSABILA**
 NPM : 2101051034
 Semester : 10 (Sepuluh)
 Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMA NEGERI 1 RAMAN UTARA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENT CHALLENGES IN WRITING DESCRIPTIVE TEXT".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 April 2026
 Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
 NIP 19880823 201503 1 007

Appendix 9 Surat Balasan Research



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMAN 1 RAMAN UTARA
TERAKREDITASI A



NSS : 301120411043 NIS : 300430 NPSN : 10806080
 Alamat : Jl. Pangeran Antasari, Raman Aji, Raman Utara, Lampung Timur Kode Pos 34154
 Email : smansaramanutara@gmail.com
 Website : sman1ramanutara.sch.id

SURAT KETERANGAN
 Nomor : 420 /322/ 11.SK/ SMA 01 / 2026

Menindak lanjuti surat dari Universitas Lampung, Nomor : B-1134/In.28/D.1/TL.01/04/2026, hal Izin Penelitian, maka Kepala SMAN 1 Raman Utara Kabupaten Lampung Timur menerangkan bahwa :

Nama	: Shakila Indar Salsabila
NPM	: 2101051034
Program Studi	: Tadris Bahasa Inggris
Tujuan	: Memohon izin menyelesaikan penulisan Tugas Akhir/Skripsi
Judul	: An Analysis of Student Challenges in Writing Descriptive Text
Waktu Penelitian	: 10 April - Sd Selesai

Adalah benar mahasiswa tersebut di atas telah diterima di SMAN 1 Raman Utara untuk melaksanakan Izin Penelitian sebagai syarat menyelesaikan studi .

Demikian surat ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Raman Utara , 11 Mei 2026
 Kepala SMAN 1 Raman Utara



HARTOYO.S.Pd.M.T.I.
NIP.197404232005011004

Appendix 10 Surat Keterangan Bebas Pustaka



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JEMUR SIWO LAMPUNG
UNIT PENUNJANG AKADEMIK PERPUSTAKAAN**

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Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

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Metro, 11 Juni 2026
Kepala Perpustakaan,

M. A. Satrio, S.I.Pust.
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Appendix 11 Surat Keterangan Bebas Pustaka Prodi



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Program Studi : Tadris Bahasa Inggris (TBI)

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Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



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Appendix 12 Surat Tugas



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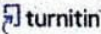
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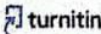
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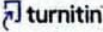
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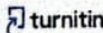
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CURRICULUM VITAE



The researcher was born on May 2, 2003, in Lampung. She is the first child of Mr. Gatot Surono and Mrs. Sulistiowati. The researcher has a younger brother named Muhammad Rizky Ziddan Alfatih and a younger sister named Aqilah Azma Surono.

The researcher began his elementary education at TK IT. As Salafush Sholih in 2008, continued to SDN Citeureup 03 in 2009, then proceeded to Madrasah Tsanawiyah Negeri 2 Lampung Timur in 2015, and continued to SMK N 1 Raman Utara from 2018 to 2021. After that, the researcher pursued higher education at the Jurai Siwo Lampung State Islamic University (UIN JUSILA), Faculty of Tarbiyah and Teacher Training, English Education Study Program (TBI) in 2021 and completed in this year (2026).