

## **Chapter Four**

### **Finding and Discussion**

This chapter discusses the finding of this study based on the data that have been collected through interview. The data was obtained from six participants who had been chosen and interviewed at English Education Department of UMY. There are two major findings revealed from this study based on the formulation of the problem. Firstly, the finding reports the students' difficulties in writing descriptive texts at EED of UMY. Secondly, students' strategies used to overcome their difficulties in writing descriptive texts at EED of UMY.

#### **Students' Difficulties in Writing Descriptive Texts at English Education Department of UMY**

After collecting the data, the researcher found that there were nine major difficulties faced by the students at EED of UMY. Indeed, according to Cahyono (2010), students faced some difficulties in writing descriptive texts. In this section, the researcher will discuss those difficulties orderly followed by discussion with supporting statements from expert or others' researchers.

**Difficulty in Supporting Sentences.** According to Rustipa (2016) supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, quotations, etc. Indeed, according to Reid (2000), a paragraph is complete when it has all the supporting sentences and it needs to fully explain the topic sentence. It means that when students cannot make the supporting sentences, they did not write a complete paragraph. This phenomenon had been found at EED of UMY. Related to the

difficulties in writing descriptive texts, participants cannot make the supporting sentences. There are four participants who stated that they faced this difficulty when they wrote descriptive texts that are P1, P3, P4 and P5. The statements below showed that participant one and participant three faced difficulty in making supporting sentences: “For example we found main idea, but sometimes we confused because we cannot write the supporting sentences. To show that is the main idea” (P1.11).

Participant three was also stated that supporting sentences was the difficulty in writing descriptive texts. It was proven by statement from participant three by saying that, “Then, supporting sentences is also the difficulties” (P3.8)

Actually, students had known the topic sentence, but they did not know how to write the supporting sentence. This phenomenon was proven by students who said that, “For example, I have a topic and I have to describe it. Sometimes I faced difficulty to describe that idea” (P5.4).

From the findings of this research, the students at English Education Department of UMY faced difficulties in writing the supporting sentences in descriptive texts. Supporting sentences was considered as one of difficulties faced by participants three in writing descriptive texts. Participant one and participant five also stated that they they did not know how to write supporting sentences although they had the main idea. Those participants were get stuck when writing descriptive texts because of the difficulty in making supporting sentences.

**Difficulty in Developing Ideas.** This research found that the second difficulty in writing descriptive texts was developing ideas. Faisal and Suwandita

(2013) stated that the students do not have many concepts to write something.

This phenomenon had been found in this research, there are three participants who stated that they faced difficulty in developing ideas when writing descriptive texts.

This research found that developing ideas was difficult for those participants although they know the objects that should be described. The first participant was participant one, it can be seen in the statement below:

“Ee...For example, we have an idea, but... For example, I want to write about something, for example, animal, about lion, but we faced some difficulties to... Where the ideas should be brought? That is it” (P1.9)

The second participant who stated that developing ideas is difficult was participant two. It can be seen in the statement from participant two who stated that, “actually, because of writing is one of my weaknesses, it might be developing ideas” (P2.5)

The third participant who faced similar difficulty was participant four. Participant four cannot develop the ideas that makes the sentences become limited. It can be seen in the statement below:

“Sometimes we ee... stop, do not have any ideas. For example, we have to describe ee... a fan for example, there is a difficulty if we cannot develop the ideas, and it makes the sentences become limited” (P4.6)

For those statements above, the difficulty in developing ideas was one of factors that affected the students' writing, especially in writing descriptive texts. The difficulty of developing ideas can be affected by some factors. Levine (1987) mentioned that attention problem is the causal factor that affected students in

difficulty of developing ideas. Levine added that an attention problem can manifest itself as difficulty getting started on writing assignments, easy distractibility during writing tasks, mental fatigue or tiredness while writing, inconsistent legibility in writing, uneven writing tempo, many careless errors, poorly planned papers and reports.

**Difficulty in Writing Main Idea.** The third difficulties in writing descriptive texts was main idea. According to Smith and Morris (2004), the main idea of a passage is the core of the material, the particular point the author is trying to convey. Related to the difficulty in making the main idea, this research found that there are two participants stated that they cannot make the main idea in writing descriptive texts. The first participant was participant one, it can be seen in the statement below:

“For example I have an assignment to describe about tourism place, for example, Temple. Sometimes I feel confuse to search what should be described first, what will be the main idea of my descriptive texts” (P1.10)

Another participant who faced similar difficulty was participant five. It can be seen in the statement below:

“Probably it was confused when I want to write an important sentences but I wrote a bad sentences. So, after I read again, I did not know the main idea of my description was about what. What is the main idea of my texts” (P5.5)

From those statements above, it can be seen that those two participants faced difficulty in main idea. This difficulty is considered as a serious problem

since the main idea is one of important part of the texts, including descriptive texts. Participant one stated that he knew the object that should be describe, but he feel confused to write the main idea when writing descriptive texts. Participant five stated that he wrote a bad sentences and did not know the main idea of his written texts although he already wrote a description about something.

**Difficulty in Grammar.** The fifth difficulty found in this research was grammar. This difficulty of grammar faced by participant one and participant three in writing descriptive texts. It proven by statements from both participants below:

“In the beginning of the semester, usually the difficulty was about grammar. Ee... differentiate the grammar, even sometimes grammar is still difficult now” (P1.12)

“Yes, it might be still in the beginning of semester, grammar was also difficult” (P2.8)

“Probably because it was in the beginning of the semester, grammar was also difficult. Since grammar in English should be correct, that is the point” (P3.5)

Grammar is considered as the difficulty in writing descriptive texts. It can be seen in the statements from participant one and participant three. It is line with Wardani, Basri, & Waris (2014) who stated that in writing descriptive texts, students did not master the construction of grammatical sentences well and they always produce meaningless sentences. Furthermore, participant one and

participant three stated that they faced difficulty in grammar at the beginning of the semester.

**Difficulty in Sentence Arrangement.** This research found that arrangement was also one of students' difficulties in writing descriptive texts at EED of UMY. The difficulty of arrangement is related to arranging sentences and sequencing the sentences. Writing is an activity that produces something from mind become a meaningful text of the sentence. Students can make a good writing by arranged sequence sentence (Ali, 2014). The difficulty of arrangement was expressed by participant two, participant three and participant four by saying:

“Arrange the sentences are confusing, to make it look structured, not confusing, in order that the sentences are structured” (P2.12)

“Ee... It might be this... like what is it... arranging those sentences”  
(P3.4)

“The other difficulty is arranging sentences, sometimes the sentences sound like ee... how is it, and it doesn't have a good arrangement. So, the sentences are too short” (P4.8)

Another difficulty related to arrangement was choosing which sentence that should be written first. It was proven by statements from participant two by saying, “...or sequencing which sentences should I write first. That is my problem” (P2.6). Another participant who said the same statement was participant three by saying, “besides, it probably is sequencing the sentences. Which sentence should be written first.” (P3.7).

From the statements above, the researcher found that arranging good sentences was difficult for the participants. The difficulty in arrangement was considered as a serious problem for those participants in writing descriptive texts. Participant two and participant three also faced difficulty in putting down the sentences. Those participants did not know which sentences should be written first and next.

**Lack of Vocabulary.** This research found that the fourth difficulty in writing descriptive texts was lack of vocabulary. Lack of vocabulary was faced by participant six in writing descriptive texts. It proven by statement from participant six who stated that, “Then, my vocabulary is limited.” (P6.6)

From the statement of participant six, it can be seen that vocabulary was the difficulty in writing descriptive texts. It is line with Wardani, Basri, & Waris (2014) who mentioned the difficulty in writing descriptive texts by saying that students’ problem is lack of vocabulary, it is difficult for them to build and develop their ideas.

**Lack of Sources.** The sixth difficulty found in this research was lack of sources. Harvey (2008) stated the importance of sources by saying that a source usually provides a paper that provides factual data to interpret and use as evidence or ideas about data to build upon or dissent form. From the statement above, it can be said that the use of sources is an important thing as the tools to gain more ideas. It was proven by participant two by saying that:

“How it is, for example I want to write a descriptive text about Panda, it probably only describes the shape, kinds, how Panda looks like, Pandas’

foods. If I write it in a computer, it will not fully fill a sheet of paper.

Sometimes I searched it in the internet about Panda, and I just found the same explanation. (P2.7)

Another participant who lack of sources was participant three. This participant also used internet as the source in writing descriptive texts and faced similar problem as participant two that is the contents in the internet are same. It can be seen in the statement below:

“I feel confused, what should I write again. Sometimes if I have an assignment, my friends’ has a lot of words in, but mine is so little. So, finally I open Google as the source to write descriptive texts about one object for example, but the contents are mostly same between one blog and the other blogs.” (P3.6)

From those statements above, it can be concluded that participant two and participant three need more sources to gain more ideas in writing descriptive texts. Participant two and participant three stated that they used internet as the source when they already had no ideas when they wrote descriptive texts. Those participants were also stated that when they describe something, they cannot write a various sentences since the data that they get from internet was similar.

**Difficulty in Coherent and Cohesion.** Coherence means “to stick together”. Indeed, a paragraph is coherent if parts of the paragraph are unified, i.e. when all the supporting sentences relate to the topic sentence and the paragraph seems logical to the reader (Reid, 2000). Coherence and cohesion were the difficulty faced by participant four in writing descriptive texts. It was proven by



participant four by saying that “The factors related to the use of coherence and cohesion. Connecting one sentence to the other sentences, one paragraph to the other paragraph” (P4.15)

The last participant was participant six who did not know how to make good sentences or a paragraph. It can be seen in the statement by participant six who stated that, “Ee.. For the other difficulties, what is it, probably the writing itself, in making a good sentences or paragraph.” (P6.7)

Coherence and cohesion are the difficulties that faced by students’ in writing descriptive texts. It is line with Septiana (2011) who found the types of error that occur in writing descriptive texts that are spelling errors and punctuation errors, lexical errors, grammar errors and discourse errors consist of coherence error and cohesion error. Based on statement from the participant, he faced difficulty in making a good connection between sentences and paragraph in writing descriptive texts. Septiana added that the students arranged the sentences into ineffective order, they does not give new information about their written but repeats the same information.

**Difficulty in Diction.** This research found that one of the causal problems from being stuck in writing was the students did not know dealing with the diction. This difficulty had been found from participant six who stated that she did not good enough in choosing the words that makes the sentences become too short, it can be seen in the statement below:

“It probably because of I am not good enough in choosing the words so I think it is difficult to express it into sentences. It does not seem like a sentence because of the sentences is too short” (P6.8)

From the statement above, the researcher found that participant six did not well enough in making long sentences. Participant six faced the difficulty in the diction when writing descriptive texts. Participant six was also stated the causal factors that affected the diction. It can be seen in the statement below:

“I am not sure. If I had writing a sentence, sometimes I deleted again since not sure if it was good or not” (P6.14)

“Because I did not know how to make a good paragraph, so I am not sure to write it. So, it just endured in my mind” (P6.15).

The difficulty in writing descriptive texts can be affected by the diction, especially in choosing the words. It was proven by Husna, Zainil, & Rozimela (2013) who stated that some students were still in doubt with choosing the correct words while composing descriptive text.

To conclude, from those participants' statements, this study found that the students faced difficulties in writing descriptive texts. This study found nine difficulties faced by students at English Education Department of UMY. It was proven by the data obtained, this study found that supporting sentences, developing ideas, main ideas, lack of vocabulary, grammar, lack of sources, arrangement, coherent and cohesion and diction are the difficulties faced by six participants in writing descriptive texts.

## **Students' strategies to reinforce their skill in writing descriptive texts at EED of UMY**

This research found four strategies used by six participants to overcome their difficulties in writing descriptive texts at EED of UMY. The strategies that were used by participants were mind mapping, analyzing examples, observing pictures and using songs' lyrics.

**Using Mind mapping.** Mind Maps were popularized by an author and consultant, Tony Buzan in 1970. Mind mapping (or concept mapping) involves writing down a central idea and thinking up new and related ideas which radiate out from the centre (Riswanto & Putra, 2012). This research found that mind mapping is one of strategy used by all participants. The first participant who used mind mapping strategy in writing descriptive texts is participant one. Participant one stated, "How much is it? I thought...wait... I thought there was a strategy, related to... what is it... Mapping, mapping. mind, mind mapping, right?" (P1.13)

The second participant also stated that the participant used Mind Mapping in writing descriptive texts. Participant two used Mind mapping because the participant has learned Mind Mapping in writing class. The second participant stated, "Probably the teacher taught me to write the texts using... ee... Mind mapping, I think that is the name" (P2.9)

The next participant who used mind mapping was the participant three and participant four. Participant three stated "Ee... This is what it is. Ee... Mind mapping? Right?" (P3.9)

Another participant who used similar strategy in writing descriptive texts is participant four. It can be seen in the statement below:

“Strategy? For the strategy itself, probably ee the teacher showed us for example if we wanted to describe something we can write the points first, dealing with what to be described. After that we develop into sentence until become a paragraph” (P4.9)

When the researcher asked participant four related to the name of the strategy, participant four stated “I think it is mind mapping, the teacher explain the strategy clearly” (P4.10)

Another participant who used similar strategy as participant four is participant five. Participant five stated “I did not write a full paragraph but from the object that should be described, then points of the object, after that I write the sentences” (P5.7)

The next participant who used mind mapping to overcome the difficulties in writing descriptive texts was participant six. This participant stated, “after observing the object, I write the points and develop it” (P6.8). Participant six stated that the using points on the object that will be described was Mind Mapping. The participant stated “I think it was called mind mapping.” (P6.12)

Participant five used brainstorming in writing descriptive texts to overcome the difficulties in writing descriptive texts. According to Jarwan (2005), brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems. This strategy have been taught by the lecturer in writing class at EED of UMY,

especially in writing descriptive texts. Participant five stated “From the teacher was like brainstorming.” (P5.6)

From the statement above, it can be seen that participant five used a strategy that have similar characteristic as mind mapping that called brainstorming. Related to the use of mind mapping, positive responses were shown by participants who stated that their writing was better after they used mind mapping. It proven by participant, by saying that:

“Ee.. Slowly, from this.. I can write fluently” (P1.15)

“Yes, of course. A little help” (P2.11)

“Yes, I felt it easier when I wanted to write descriptive texts” (P3.10)

“In my opinion, it was better since I can understand it” (P5.8).

“Yes, the difficulty can be overcome I thought” (P6.12)

Mind Mapping was the strategy used by participants since they have been taught by their teacher in writing class. Some participants stated that they used mind mapping but they feel a little bit confused dealing with the name of strategy. From the statements related to the impact of using mind mapping in writing descriptive texts, the participants give positive responses. It means that mind mapping can be a solution for students in writing descriptive texts.

**Using Analyzing Examples.** Another strategy was found in this research by participant four. Participant four was analyzing the example of descriptive texts to overcome the difficulties. This participant also stressed that he used some examples of descriptive texts dealing with something. As seen on the statement below:

“I never look for strategy before, probably ee... looking for the kind of descriptive texts, what is the kind and I look the structure of the sentences, the example of descriptive texts, I looking for that in the internet” (P4.11)

Based on the statement above, participant four used the examples of descriptive texts in analyzing the sttucture of the texts. Analyzing examples was useful for the participant to get easier in writing descriptive texts. Participant four was also stated that he used the same way as the examples when he wrote descriptive texts. It can be seen on the statement below:

“For example, my friend described about a house and I am writing about a classroom. I just look and changed the points, and I can use similar sentences in writing as my friends but I changed it a little, it was made me easier to wrote” (P4.14)

Related to the impact of analyzing examples of descriptive texts, participant four gave a positive response. It was proven by statement of participant four who stated that, “Actually, the difficulties were decreased and my written texts were better since I looked the real examples directly” (P4.13).

From the statement above, it can be seen that analyzing examples was useful for participant four. Actually, analyzing examples is related to reading complete text of descriptive texts and learn by looking the structure of the texts. It is line with Harmer (2007) who stated that reading texts provide good models for English writing. Participant four stated that the difficulties were decreased and it brought a good impact in his written texts. Harmer added that reading texts can

encourage students to focus on vocabulary, grammar or punctuation and demonstrate the way sentences is constructed, paragraph, and whole texts.

**Using Observing Objects or Pictures.** This strategy was found in this study by participant four. According to Chairena (2007), the use of pictures in writing was actually meant to help students to catch and express their ideas easily. The participant stated that the use of picture was helpful to overcome the difficulties in writing descriptive texts. It was proven by participant four in the statement below:

“For me, usually ee... I am looking for descriptive texts about something. For example, ee... a house. So, I can read the descriptive texts and watch the parts of that house at once that have been described. Especially, with the pictures. So, it easier if I describe something using the pictures”  
(P4.12)

From the statement above, it can be seen that participant four stated that the use of pictures in writing descriptive texts was make it easier. This participant was observing the pictures, part by part to gained more information and ideas in writing descriptive texts.

The next participant who used similar strategy in writing descriptive texts was o participant six. Participant six stated that, “usually if I describe something in a written texts, the first step is observing, learn the object that will be described” (P6.9)

Positive responses were shown by participant four and participant six when the researcher asked them related to the impact of the strategy in writing descriptive texts. It can be seen in the statements below:

“Actually, the difficulties were decreased and my written texts were better since I looked the real examples directly” (P4.13).

“Yes, the difficulty can be overcome I thought” (P6.12)

From those statements below, it can be seen that observing the objects or pictures was a good strategy in writing descriptive texts to increase the creativity of students. It is line with Harmer (2004) who stated that pictures are often used to present situations to help students work with grammar and vocabulary. However, a picture can be a solution for students in writing descriptive texts since they can imagine what should be written by looking and analyzing a picture.

**Using Songs' Lyrics.** The last strategy found in this study was using songs' lyrics. This strategy used by participant six to overcome the difficulties of vocabulary in writing descriptive texts. Participant six stated that, “For the difficulty in vocabulary, I have said before that I faced difficulties in choosing the words and vocabulary, then I remember the songs' lyrics” (P6.10)

When the researcher asked related to the impact of using this strategy, participant six stated, “Yes, the difficulty can be overcome I thought” (P6.12)

From the statement above, it can be seen that participant six remember the lyrics of songs to overcome the difficulty of vocabulary. According to Murphey (1992), song can be useful tools in the learning of vocabulary, sentence structures and sentence patterns, not to mention their reflectivity of mother tongue culture. A



song contains of various words, it means that students can find new words when they listening to a song. Furthermore, a song is also a suitable way to enrich students' vocabulary, especially when they listening to English songs. It proven by positive response of participant six when the researcher asked her related to the impact of using this strategy.

This study found four strategies used by six participants at English Education Department of UMY to overcome their difficulties in writing descriptive texts. The first strategy was Mind mapping. All participants used mind mapping when they wrote descriptive texts. Mind mapping was also the strategy that overcomes the students' difficulties in writing descriptive texts, especially in developing ideas. The participants used mind mapping since it was the strategy that have been taught by teacher in writing descriptive texts. The second strategy was analyzing examples. This strategy used by participant four to gain much information related to how is descriptive texts. Participant four was analyzing some examples of descriptive texts along with observing the pictures. The third strategy was observing the objects and learn it. This strategy used by participant four and participant six in writing descriptive texts. The last strategy was using songs' lyrics. This strategy used by participant six to overcome her difficulty in vocabulary. According to all participants, those strategies were helpful to overcome their difficulties in writing descriptive texts. It can be seen on the statements of the participants that the used of those strategies were brought a good impact and made their writing better.

A different difficulty needs a different strategy. Students in the classroom are also have various characteristics. It means that the teacher can give a various approaching for their students. There are many strategies that can be taught in the writing class, especially for writing descriptive texts. Furthermore, based on six participants' statements, the use of those strategies are helpful to overcome their difficulties in writing descriptive texts.