



High School Students' Difficulties in Writing Descriptive Text

Wardah Hafizah^{1*}, Nida Husna², Neneng Sunengsih³, Reza Anis Maulidya⁴



^{1,2,3,4} English Education, State Islamic University Syarif Hidayatullah, Jakarta, Indonesia

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ABSTRAK

Kesulitan dalam menulis teks deskriptif masih menjadi permasalahan yang dirasakan siswa SMA. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan dan kesulitan yang paling sering dialami siswa dalam menulis teks deskriptif. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Sampel penelitian ini berjumlah 36 siswa kelas sepuluh dari sebuah SMA Negeri dan dipilih melalui teknik purposive sampling. Instrumen yang digunakan dalam penelitian ini adalah tes menulis dan wawancara dengan teknik analisis data menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa 0,1% siswa melakukan kesalahan pada aspek konten, 0,1% pada aspek organisasi, 8,3% kosakata, 23,5% penggunaan Bahasa, dan mekanik sebesar 68%. Hasil analisis menunjukkan bahwa jumlah kesalahan terbanyak terdapat pada aspek mekanika dengan jumlah kesalahan sebanyak 1085 kesalahan. Kesulitan yang dialami siswa dalam menulis teks deskriptif terletak pada aspek kosa kata, penggunaan bahasa, dan mekanika. Hal tersebut disebabkan kurangnya kosa kata, kemampuan tata bahasa, dan menulis yang terburu-buru. Untuk mengatasi permasalahan tersebut, siswa dapat belajar dan berlatih bahasa Inggris melalui platform online seperti Google Translate dan YouTube. Siswa juga harus meningkatkan fokusnya pada latihan menulis dan selalu mengoreksi ulang tulisannya. Melalui penelitian ini perlu dilakukan pengembangan program pembelajaran yang fokus pada peningkatan kosa kata, kemampuan tata bahasa, dan penerapan mekanika yang tepat dalam menulis teks deskriptif bagi siswa SMA.

ABSTRACT

Difficulty in writing descriptive text is still a problem experienced by high school students. The aim of this research is to find out the mistakes and difficulties that students most often experience in writing descriptive texts. The method used in this research is a qualitative descriptive method. The sample for this research consisted of 36 tenth grade students from a state high school and was selected using a purposive sampling technique. The instruments used in this research were writing tests and interviews with data analysis techniques using descriptive statistics. The research results showed that 0.1% of students made mistakes in the content aspect, 0.1% in the organizational aspect, 8.3% in vocabulary, 23.5% in language use, and 68% in mechanics. The results of the analysis show that the largest number of errors is in the mechanical aspect with a total of 1085 errors. The difficulties experienced by students in writing descriptive texts lie in the aspects of vocabulary, language use, and mechanics. This is due to lack of vocabulary, grammar skills, and writing in a hurry. To overcome this problem, students can learn and practice English through online platforms such as Google Translate and YouTube. Students must also increase their focus on writing practice and always proofread their writing. Through this research, it is necessary to develop a learning program that focuses on increasing vocabulary, grammar skills, and applying appropriate mechanics in writing descriptive texts for high school students.

1. INTRODUCTION

Writing is a beneficial skill for students as their main means of communicating, interacting, and gathering information. Even though writing is regarded as a beneficial skill, many students still find it difficult to grasp this skill as it requires grammatically correct sentence construction (Abidah & Sabur, 2019; Hidayati, 2018). The writers must construct sentences that are cohesive, coherent, and readable so that readers can understand what the writer is trying to convey. In addition, as a productive skill, writing also involves many features, including language use of grammar, punctuation, capitalization, spelling, and

*Corresponding author

E-mail addresses: rezaanis4@gmail.com (Wardah Hafizah)

appropriate vocabulary (Dewi & Ayunisa, 2020; Inayah & Nanda, 2016). Students must be able not only to comprehend these elements so they can write and communicate their thoughts effectively but also have a lot of vocabulary and think in English. Without sufficient practice, it is challenging to write properly and effectively. By practicing, students might improve their ability to express their ideas in paragraphs clearly and successfully. Writing is a crucial component of our English curriculum that students must comprehend. It is mentioned that assisting students to produce a variety of written texts in different genres is one of the teaching goals. The Merdeka curriculum specifies, "By the end of Phase E, students can use spoken, written, and visual texts to communicate in English depending on the situation, audience, and reader. Various texts, including narrative, descriptive, procedure, exposition, recount, report, and authentic text, are the primary sources for learning English throughout this phase." (Kemdikbud, n.d). Therefore, in accordance with the current curriculum, students are expected to study these types of texts and be able to recognize each one (Ayu, 2020; Zulaikah et al., 2018). By studying, students must understand the various types of texts and compose them based on the language features and generic structure of each genre which differentiate them from one another.

At the tenth-grade level, the students must learn several texts, including descriptive text. Those texts have different language features and generic structures. For example, the descriptive text's generic structure is identification and description (Abbas & Dwita, 2019; Sipayung et al., 2021). One strategy for understanding descriptive text is to identify the text's generic structures and be aware of the proper usage of language features, including adjectives, verbs, and nouns. In common sense, students who pay attention to the characteristics of language features will prevent from making errors such as poor grammar and spelling. However, in reality, students still have difficulty in writing descriptive text. Even though they have some understanding of the proper usage of language features, based on the researcher's prior research on the tenth-grade students of vocational school in South Tangerang, it was shown that tenth-grade students made many errors when writing descriptive texts. Those errors were omissions (64%), addition (20%), and selection (12%). The researcher also discovered errors resulting from spelling and vocabulary problems. Some factors that contributed to those problems were students writing the text hurriedly or impulsively, their lack of sufficient vocabulary proficiency, and writing sentences without paying attention to proper grammar rules. To conclude, it can be said that students have difficulty with writing descriptive text caused by carelessness, students' first language, spelling issues, a lack of vocabulary, and poor grammar proficiency.

Some other researchers have also conducted research related to this study. The first research shows that there are linguistic elements in descriptive text, which includes describing items in detail, contributed to students' writing difficulties because most students struggle to write sentences and spell words correctly due to a lack of vocabulary and grammar proficiency. Another study found that students have difficulties in terms of grammar, lack of vocabulary, and mechanics in writing descriptive text. Furthermore, the previous research found that making sentences and spelling words correctly is difficult for most students because they have limited vocabulary and tend to use the same words repeatedly in their writing (Daulay et al., 2023; Ismayanti & Kholiq, 2020; Praditha et al., 2019). Current study on students' difficulties at a higher level are still rare to be conducted. Therefore, it is important to find out students' difficulties at the senior high school level. To assist the teachers, find a way to help the students understand their difficulties, analyzing the difficulties that students experience when writing descriptive text is critically important. It might be difficult to determine the cause of their difficulties when writing descriptive texts, especially when written in a foreign language. However, by knowing those difficulties, the teachers can think of appropriate approaches, strategies, and methods to use in the classroom to strengthen their students' writing skills. By studying and being aware of the difficulties that students experience, the teachers will have knowledge both strengths and weaknesses that can be improved. Since the teachers are expected to teach and help the students how to write descriptive texts, thus teachers hopefully have both professional competence related to a thorough knowledge of all genres to be taught and pedagogical competence related to the capacity to choose and create teaching and learning strategies that can address students' difficulties in writing descriptive texts (Faradina & Emilia, 2024; Noprianto, 2017). It is very important to find out what are the types of errors that mostly made by students in writing descriptive text in tenth-grade students and what are the difficulties faced by students in writing descriptive text at tenth-grade students. Therefore, understanding the errors and difficulties students face will help students and teachers identify which aspects of writing problems they should focus on. Descriptive text is used by the writer to define something, an object, or a person, along with its description and characteristics (Husna, 2017; Yolanda & Al-Hafizh, 2014).

A descriptive text is a type of writing that broadly describes a certain person, place, or event. The descriptive text aims to involve the reader so that they can imagine something the writers explain in the text uses some specific details (Basri & Syamsia, 2020; Ningsih, 2018; Siburian, 2013). A writer can clearly

describe a person, place, or thing in descriptive writing so that the reader can picture what is being described while absorbing the writer's experience. Therefore, the description process is usually carried out by clearly sorting its aspects, from its name and categorization to its characteristics, behaviour, functions, and so forth, to create the impression so the reader or listener can focus on what the writer said.

Descriptive text aims to provide a clear depiction of a specific person, place, thing, or event. The description can be about anything, such as our pets, favourite place, favourite movie, or someone we know well. The descriptive text makes the readers see and focuses on visualizing the appearance of an object (Basri & Syamsia, 2020; Mukarromah & Suryanto, 2022). Therefore, the main function of descriptive text is to make visualization so that the reader can see a particular individual, location, or object or absorb the characteristics of something accurately. Moreover, the social function of descriptive text is to describe a specific person, location, or thing (Ermita et al., 2019; Harahap et al., 2021). The writers usually use descriptive text to influence readers through a description. The writer can also stimulate the reader's feelings about what is described and present the quality of direct experience of something that is described. Thus, descriptive text aims to convince readers, communicate feelings, inform readers, connect experiences, and influence readers about describing something.

Many factors contribute to students' difficulties in writing descriptive texts. Problems related to developing ideas, main ideas, supporting sentences, arrangement, coherence, cohesion, diction, vocabulary, grammar, and lack of resources contributed to students' difficulty in writing descriptive text. According to previous research, grammar and vocabulary proficiency are two linguistic issues frequently arising when producing descriptive texts. Grammar is a dynamic linguistic system rather than a set of rules (Daulay et al., 2023; Kristiana et al., 2021). On the other hand, memorizing rules is worse than just following them; thus, learning grammar can be even more challenging. Typical students can construct tenses but frequently have trouble using them in written form. Combining two complete sentences might be challenging for students because they must master the appropriate grammar. Moreover, vocabulary also becomes a difficult aspect of writing descriptive texts because students need to have a rich vocabulary in their background knowledge. Many students make poor word choices and have inadequate vocabulary lists when writing descriptive writing. Students struggle to write descriptive texts because of their limited knowledge of English vocabulary. Students also find it challenging to master vocabulary due to the enormous number of words they must learn and the lack of reliable sources of word information (Kristiana et al., 2021; Rohmatillah, 2015). English words are also complicated, so understanding a term requires much more than memorizing its definition from a dictionary. Developing and putting writing ideas into a structured paragraph is also students' most common difficulty. Comparing these problems to other factors, developing and organizing ideas seems more challenging for students. The findings of this research are similar to findings in previous research that found students had difficulty organizing their ideas. This also aligns with previous research, who claims that organization is the most complex writing skill (Ismayanti & Kholiq, 2019; Kristiana et al., 2021). Students cannot organize their ideas properly because of incomplete ideas and paragraphs with lots of ideas that are unrelated to one another. Grammar, vocabulary, and organizing ideas are the three important components of writing descriptive text. The students might face difficulties if they do not have sufficient vocabulary mastery, grammar proficiency, and the ability to construct ideas properly. Therefore, students need to comprehend those three related components to develop ideas successfully in producing a good descriptive text.

2. METHOD

The research design used in this study is descriptive qualitative. The primary data source for descriptive qualitative research was information obtained directly from subjects with personal experience with the investigated topic (Bradshaw et al., 2017; Moser & Korstjens, 2018). By using purposive sampling, 36 students from a state senior high school in Bogor were selected as the research sample. Here, the author gathered information by conducting writing tests and interviews. Jacob et al. (1981) scoring profile in Weigle (2002) used to accumulate and categorize the collected writing test results into various aspects, namely, content, organization, vocabulary, language use, and mechanics. Moreover, the researcher gathered and examined interview information about the difficulties and reasons students have difficulty writing descriptive text. There were several instruments used during the data collection process. To collect the data, the students will be asked to write a descriptive text about certain topics, including their favorite idols, friends, animals, and things. Each of them will be required to write about 200 to 250 words. After analyzing the writing tests, open-ended interviews with the participants will be conducted. Ten to twenty minutes will be spent interviewing each student individually to get information about the difficulty and the cause of difficulty students face in writing descriptive text. The data gathered will be

analyzed using the research steps adopted from [Ridder, 2014](#), which consisted of reducing data, presenting data, and drawing conclusions. First, the researcher will analyze the data and classify data from writing tests into five categories by [Jacob et al. \(1981\)](#) in [Weigle \(2002\)](#): content, organization, vocabulary, language use, and mechanics. Writing Rubrics for Assessing Descriptive Text showed in [Table 1](#).

Table 1. Writing Rubrics for Assessing Descriptive Text

ASPECT	SCORE	LEVEL/CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD a. The topic is relevant to the assigned topic b. Have a good knowledge of the object being described with 201-250 words
	26-22	GOOD TO AVERAGE a. The topic is mostly relevant to the assigned topic b. Have some knowledge of the object being described with 151-200 words
	21-17	FAIR TO POOR a. The topic is almost irrelevant to the assigned topic b. Have limited knowledge of the object being described with only <150 words
	16-13	VERY POOR a. The topic is irrelevant to the assigned topic b. Do not know the object being described with only <100 words
	20-18	EXCELLENT TO VERY GOOD a. The Identification part is identifying the object being described with >5 sentences b. The description part is clearly describing the features of the object being described (>11 sentences) c. Paragraphs are arranged with a little bit lacking proper connective (1-2 connectives)
	17-14	GOOD TO AVERAGE a. The identification part almost clearly identifies the object being described with 3-4 sentences b. The description part almost clearly describes the features of the object being described (6-10 sentences) c. Paragraphs are loosely organized with a little bit of lacking proper connective (3-4 connectives)
ORGANIZATION	13-10	FAIR TO POOR a. The identification part is not clearly stated, identifying the object being described with only 1-2 sentences b. The description part is not clearly describing the features of the object being described (1-5 sentences) c. Paragraphs are non-fluently arranged with a lack of proper connectives (5-6 connectives)
	9-7	VERY POOR a. The identification part is not stated, with no supporting detail b. The description part is not describing the features of the object being described c. Paragraphs are not arranged with improper connectives (>6 connectives)
	20-18	EXCELLENT TO VERY GOOD a. Appropriate word count (201-250 words) b. Choose effective words/idiom choice with 1-5 errors.
VOCABUL	17-14	GOOD TO AVERAGE a. Sufficient word count (151-200 words) c. Occasional errors of words/idiom choice with 6-10 errors but meaning not obscured

ASPECT	SCORE	LEVEL/CRITERIA
LANGUAG E USE	13-10	FAIR TO POOR a. Limited word count (<150) b. Frequent errors of words/idiom choice with 11-15 errors and meaning obscured
	9-7	VERY POOR a. Very limited word count (<100 words) b. Mostly errors of words/idiom choice with >16 errors, and meanings are very obscured
	25-22	EXCELLENT TO VERY GOOD a. It has a few errors in agreement, tense, number, word order/function, articles, pronouns, and prepositions (1-5 errors)
	21-18	GOOD TO AVERAGE a. It has occasional errors in agreement, tense, number, word order/function, articles, pronouns, and prepositions (6-10 errors)
	17-11	FAIR TO POOR a. It has frequent errors in agreement, tense, number, word order/function, articles, pronouns, and prepositions (11-17 errors)
	10-5	VERY POOR a. It has been dominated by errors in agreement, tense, number, word order/function, articles, pronouns, and prepositions (>18 errors)
	5	EXCELENT TO VERY GOOD a. It has a few errors in spelling, punctuation, and capitalization (1-5 errors)
	4	GOOD TO AVERAGE a. It has occasional errors in spelling, punctuation, and capitalization (6-10 errors)
	3	FAIR TO POOR a. It has frequent errors in spelling, punctuation, and capitalization (11-15 errors)
	2	VERY POOR a. It has been dominated by errors in spelling, punctuation, and capitalization (>16 errors)

In terms of the interview, the researcher will categorize the participants' responses by the difficulties of writing descriptive text and the reasons behind those difficulties. After that, the data of students' errors will then be presented by the researcher using tabulations. As for the interview, the information gathered will be organized systematically. The researcher confirms and concludes the study topics by presenting information from the students' tests and interviews.

3. RESULT AND DISCUSSION

Result

This section will discuss the data results after being analyzed into several aspects according to [Jacob et al. \(1981\)](#) scoring profile in [Weigle \(2002\)](#). The researcher discovered many errors in several aspects, such as content, organization, vocabulary, language usage, and mechanics. The frequency and percentage of students' errors in each aspect in [Table 2](#).

Table 2. The Frequency and Percentage of Students' Writing Errors

No.	Aspects	Frequency	Percentage
1.	Content	1	0.1%
2.	Organization	1	0.1%
3.	Vocabulary	132	8.3%
4.	Language Use	373	23.5%
5.	Mechanics	1085	68%
Total		1592	100%

It can be seen from the table students made errors in several aspects. First, students received a total error on the content aspect with only 1 error (0,1%). The essays written by students followed the assigned topic, "My Favorite Idols/Friends/Things/Pets," and did an excellent job developing the thesis statement. Second, the total number of errors made by students was only 1 error (0,1%). Most students can organize their paragraphs into a well-organized descriptive text that includes identification and description. The majority of students were also able to connect each paragraph properly. Next, in vocabulary, there were 132 errors (8.3%). Some of the words in the students' descriptive texts were difficult to understand, and there was not enough variation or expression of ideas. Meanwhile, in the aspect of language use, the total errors of students' writing in the aspect of language use were 373 errors (23,5%). Many students struggled with tenses, word order/function, articles, pronouns, and prepositions, leading to many of them making grammar errors. Last, in the aspect of mechanics, students made a total of 1085 errors (68%). This indicates the students made errors most frequently in the area of mechanics. Punctuation, spelling, and capitalization issues were common among students, which contributed to mechanics errors. According to the data above, it was discovered that students made several errors in each aspect. The data also showed that vocabulary, language use, and mechanics issues are the most common errors made by students. The students' difficulties in writing descriptive text showed in [Table 3](#).

Table 3. The Students' Difficulties in Writing Descriptive Text

No.	The Students' Difficulties in Writing Descriptive Text		
1.	Students' Difficulties in Vocabulary	Students have poor vocabulary mastery	8
		Students struggle to select and distinguish words due to their lack of understanding of the words' meanings	5
2.	Students' Difficulties in Language Use	Students struggle to choose and distinguish tenses	8
		Students struggle to write coherent sentences when combining words	6
3.	Students' Difficulties in Mechanics	Students struggle to punctuate their writing properly	9
		Students struggle to capitalize the word correctly	5
		Students struggle to spell the word correctly	8

Interview data revealed that students had difficulties in several aspects divided into several categories. First, 8 students experience difficulties due to a lack of vocabulary. This made students find out some vocabulary they did not know in the dictionary and on the internet. Based on the interview data, 5 students also felt confused in choosing vocabulary and differentiating some vocabulary in English. This was considered difficult because students did not know and understand the meaning of the vocabulary. Second, 8 students said they felt confused in choosing the right tense to use in writing and when differentiating the tenses that needed to be used. This was considered very difficult for them because of the many rules in different tenses according to the correct use of time. In addition, 6 students found it difficult to make good sentences. This was considered difficult because students struggled to combine many words to structure sentences properly. Last, some students have difficulty in mechanics. Based on the interview, 9 students said they have difficulty using proper punctuation. This was considered very difficult for them because they felt bad when putting down punctuation properly in a sentence. In addition, 5 students said they have difficulty capitalizing the word correctly. This was very difficult because they tend to get used to incorrectly writing capitalization. Moreover, 8 students said that they have difficulty spelling the word correctly. Various factors contributed to students' difficulty in writing descriptive text. The results of the interviews that have been conducted show that students experience difficulties in writing descriptive texts. The following table presents the result of the interview to expose the factors that cause the students' difficulty in writing descriptive text. The Cause of Students' Difficulties in Writing Descriptive Text showed in [Table 4](#).

Table 4. The Cause of Students' Difficulties in Writing Descriptive Text

No.	The Cause of Students' Difficulties in Writing Descriptive Text		
1.	Lack of Vocabulary	Students have poor mastery of vocabulary in writing descriptive text	9
2.	Lack of Grammar Proficiency	Students have poor mastery of grammar in writing descriptive text	9
3.	Writing in Hurry	Students feel rushed in writing descriptive text	5

From the table, it can be seen that students experience difficulties for several reasons. First, 9 from 10 students experienced difficulties due to a lack of vocabulary. Based on the interview, 9 students said that they have difficulty writing descriptive text because they have poor vocabulary mastery. Second, interview data revealed that 9 from 10 students experienced difficulties due to a lack of grammar proficiency. Based on the interview, 9 students said that they have difficulty writing descriptive text because they have poor mastery of grammar. The students felt that they do not have a good understanding of tenses. The students also felt that they often get confused about using grammar appropriately. This caused students to make some errors in writing descriptive text. Last, interview data revealed that 5 of 10 students experienced difficulties due to writing in a hurry. The students felt they were in a hurry and did not proofread their writing to check for the errors.

Discussion

Following the subsections in findings, the researcher concluded some important findings. Based on the writing aspect by Jacob et al. (1981) analytic scoring profile, the students made errors in some aspects of writing. The students made the most errors in the aspect of mechanics, with 1085 errors (68%). This could occur due to students' insufficient capitalization, punctuation, and spelling proficiency. These results align with previous study, who found that many students made errors in writing when it comes to the mechanics aspect (Daulay et al., 2023; Mao & Crosthwaite, 2019). Numerous students still use lowercase letters in the first letters of people's and places' names, in the spaces after periods and questions, and at the start of sentences. It is also common among students to use capital letters incorrectly, such as in the middle of a sentence or straight after following a comma, before commas, periods, and question marks. This may occur because students lack self-discipline to consistently utilize proper capitalization, punctuation, and spelling in their daily writing. Furthermore, it was evident from the interview data that students had some difficulty writing descriptive texts, particularly in terms of vocabulary, language use, and mechanics. The findings align with a previous study, which discovered that students' challenges with writing descriptive texts were in vocabulary, grammatical competence, and constructing sentences with proper spelling. Students were conscious of their limited vocabulary knowledge and difficulty differentiating words since they did not grasp their meanings. According to previous study, due to a lack of vocabulary, students who desire to utilize the language will struggle to communicate what they intend. Students also admit that they struggle with grammar, recognizing verb tenses, and putting words together correctly. Grammar rules should be given more consideration because language learners may not comprehend how to compose texts meaningfully, which could lead to ambiguity. Students also admit that they struggle with spelling, capitalization, and proper punctuation. According to previous research, due to word pronunciation and written form differences between Indonesia and English, students often misspell words when capitalizing or punctuating sentences (Fauziah, 2018; Husna, 2017; Kristiana et al., 2021; Praditha et al., 2019). The primary factors behind students' difficulties in writing descriptive text were the lack of vocabulary, lack of grammar proficiency, and writing in a hurry. This result is not quite different from a previous study, which found that students in the tenth grade had difficulty in writing a descriptive text which was caused by students' inability to produce texts well, their ignorance of the subject matter, and their disinterest in learning English. The same with previous study discovered that the factors that contributed to students' difficulties in writing descriptive texts were their lack of interest in learning English, their poor comprehension of the generic structure of the text, lack of grammar proficiency, and low motivation (Ismayanti & Kholiq, 2019; Nurfidoh & Kareviati, 2021). These two studies demonstrated that students' struggles with producing descriptive texts resulted from their poor grammar skills and their lack of competency and understanding in both text structure and topic. In order to overcome students' difficulties in the lack of vocabulary, students can be greatly assisted through Google Translate. This platform is one of the simplest and most accessible tools to help users meet their translation needs since it offers quick and accurate multiple-translation services in many languages, which students may utilize both inside and outside the classroom. In addition, students also can learn vocabulary using any method they prefer (Bai, 2018; Noprianto & Purnawarman, 2019; Tsai, 2019). Students need to be motivated to understand that they may be independent and freely select the vocabulary acquisition strategy that is most suitable and effective for them. Therefore, creating their own dictionaries might be a wonderful strategy as long as it helps students acquire new vocabulary and advance their English skills.

In overcoming students' difficulty in lack of grammar proficiency, the internet has given a fresh innovation for learning grammar. On the internet, there are a ton of engaging and beautiful worksheets, games, and activities that teachers and students may use for learning grammar (Arikan, 2014; Tiara et al., 2021). Students can take an English course program, but it requires an inflexible amount of money and

time. Therefore, students who cannot afford an English course should have an accessible and cost-free learning platform. Those who cannot afford to take conventional courses can still learn English by watching videos that are freely accessible to educational platforms. One of the platforms to learn grammar by watching videos freely is the YouTube website. Utilizing YouTube website to help students overcome their difficulties in comprehending English could be an effective strategy (Azevedo & Matias, 2019; Nasution, 2019). YouTube makes learning grammar more effective for students because it can help students overcome difficulties while learning grammar efficiently at any time for free. In overcoming students' writing in a hurry as well as to reduce the possibility of errors when writing in mechanics aspect, the students need to check the work frequently to ensure that the writing is still on topic as well as using grammar and spelling correctly. Furthermore, the students need to review it to ensure the writing follows what they intended and fits the writing criteria (Deane & Song, 2014; Redwine et al., 2017). Even if students must complete certain tasks quickly, they must be taught to achieve the appropriate fluency. Therefore, the focus is not on speed and rush fluency in doing the writing task but on the accuracy of the written content and the quality of being fluent in writing. The findings from the research highlight several strengths and limitations regarding students' writing proficiency. While the use of analytic scoring profiles provides valuable insights into students' writing errors, such as those related to mechanics, vocabulary, and grammar, the study's focus on descriptive texts illuminates specific areas of difficulty for students. The identified challenges, including limited vocabulary, grammar proficiency, and writing hastily, underscore the need for targeted interventions to enhance students' writing skills effectively. Addressing these limitations requires a multifaceted approach. Utilizing tools like Google Translate can aid students in expanding their vocabulary, while online resources such as YouTube offer accessible platforms for improving grammar proficiency. Additionally, emphasizing the importance of thorough proofreading and revising can help mitigate errors caused by writing in haste and ensure the accuracy and coherence of students' written work. This research is qualitative descriptive research, which means that this research is conducted only to analyze the phenomena that occurred. The results of this research are very limited and cannot be used as a general understanding. Future researchers are expected to conduct additional research on this subject, especially in examining the challenges students experience when using language and mechanics in writing descriptive texts. Additionally, the researcher considers that by completing this research, future researchers will also be able to discover the newest strategies that students can apply in real-world classrooms. In this way, it can help students who have difficulty in writing descriptive text. The subject of this research is only limited to the tenth-grade high school students so that the results of the study cannot be generalized in general. Therefore, further similar research is recommended to conduct a test with subjects at all levels of high school students. In this way, the results of the study can represent the entire phenomenon of students' descriptive text writing that occurs at the high school level.

4. CONCLUSION

Tenth grade students at one of the state high schools in Bogor still experience difficulties in writing descriptive texts. Students made the most mistakes in the mechanics aspect, followed by language use, vocabulary, content, and organization. Factors causing these difficulties are due to lack of vocabulary, lack of grammar skills, and students writing in hurry. In facing the difficulty of lacking vocabulary, several strategies that students can use are writing foreign words by watching videos of foreigners, searching for vocabulary via Google Translate or even other social media, and making a dictionary to record vocabulary that students did not know before. Furthermore, it is highly recommended to overcome students' lack of grammar skills by practice more often, take English courses, and learn grammar through other media such as the internet and YouTube. Finally, to overcome writing in hurry, it is recommended for students to focus more on writing, reviewing, and proofreading again to correct any mistakes in writing.

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