

AN ANALYSIS ON STUDENT’S DIFFICULTIES IN WRITING DESCRIPTIVE TEXT AT EIGHT GRADE IN UPT SMPN MANARAI NO 18 KEPULAUAN SELAYAR

Tania¹, Dr. Eny Syatriana, , Herlina Daddi
^{1,2,3}Universitas Muhammadiyah Makassar, Makassar, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 5, 2022 Revised: January 24, 2022 Accepted: February 21, 2022 Published: June 25,2024</p> <p>Keywords: Students Difficulties Writing Difficulties Descriptive Text Factors Caused Students Difficulties</p>	<p>The study aimed to find out the students' difficulties in writing descriptive text and to find out the factors that cause students' difficulties in writing descriptive text at eight grade in UPT SMPN Manarai No 18 Kepulauan Selayar. In this study used descriptive qualitative method. The population of this study was eighth grade students. The research sample was VIIIIB class students with a sample of 10 students. It was chosen by using purposive sampling technique. The instruments used by the researcher in this study were written texts and interviews with student. The results of this study are related to the students difficulties in writing descriptive text based on the aspect of writing and factors causing the difficulty of students in writing. This study indicated that almost all students have difficulty in aspects writing. In the aspect of content, students get an average score of 2.9 it was can classified as very poor. In the aspect of organization, students get an average score of 2.2 it was can classified as very poor. In the aspect of grammar, students get an average score of 1.3 it was can classified as very poor. In the aspect of vocabulary, students get an average value of 1.7 it was can categorized as very poor. Some of these difficulties are caused by several factors, namely, students did not like English lessons, lack of mastery of students vocabulary, lack of students motivation to learn, unattractive learning media, and lack of attention from parents in terms of student education.</p> <p style="text-align: right;"><i>This is an open access article under the CC BY-SA license.</i></p> <div style="text-align: right;">  </div>
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<p>Corresponding Author: Tania English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. Email: 105351109618@unismuhmakassar.ac.id</p>	

INTRODUCTION

Writing has a very important role for students who are learning language. Writing is the process of converting ideas into comprehensible text. According to Sapkota (2012: 70) “writing is the activity of placing ideas with linguistic representation to transfer a meaning so that the reader can deviate from the information the author is trying to convey.” Furthermore Brown (2001: 336) is the magazine is a process of reflection. This is supported by Nunan

(2001: 88) who also explain that “writing is a process of reflection to offer ideas, think about how to express ideas in a good writing and organize an idea in a statement and a piece of writing.

This is because writing is a process of introduction ideas in passion on paper to turning them into words and into your opinion using a consistent structure and organization. He pointed out that writers should examine ideas and organize them into phrases, sentences and paragraphs. Because of what he wrote, not only the production of language symbols in writing, but also the average to offer ideas. When people start writing, they don't just write down all their ideas. They must present and organize their ideas in a text that can be read and calculated. They have to think how difficult it is to develop ideas that will be written.

Writing is one of the language skills in learning English that students must master despite experiencing some difficulties. The difficulty that is usually faced in writing is in terms of the writing aspect. According to Jim A.P (2010: 2 writing skill in second language).explains that writing skill is complex and difficult to learn. Not only grammar rules, but also writing conventions like a high level of organization in the development of ideas and information, as well as selecting the right vocabulary and sentence structures, are necessary for creating a style that is suited to the subject matter.

In writing activities can be done by everyone, but not infrequently someone having trouble doing it. This could be a delay in expressing a thought good and correct language, so that the person has difficulties in writing. This is usually because no habit or practice continuously. In low grade writing is very important activity even though the lower grades are still taught the basic of reading, counting and writing. In the low class (writing the beginning) that what needs students is mastery of writing, writing words, writing simple sentence and writing grammar rules. But in activity writing is natural if students have difficulties especially in writing descriptive text.

The ability of writing is interconnected with other abilities, which is reading, speaking and listening. Both of writing or other skills have the same functionality of communicating messages through languages. The message that is the content of a paper can be an idea or mind, willingness, desire, feelings, or information about something. Basically everyone has the potential to write but not everyone can deliver messages via writing. Students in junior school have the same potential to write, but not all students have the same ability or writing skills. In writing activities, one should pay attention to the language, vocabulary, accurate use of words and also pay attention to the spelling of the correct word.

Forms of difficulty learning to write text descriptions can include: difficulty in finding ideas or ideas, difficulty in using and placing grammar, difficulty using punctuation, difficulty choosing the right words so that they become good sentences, difficulty understanding the commands given. The difficulty occurs because there are many factors that influence it. Often in the study learned that the difficulty of learning English is particularly in writing, a text description. This difficulty can be caused by several factors that affect, whether it is the factor from within and from outside the students. So it is necessary to research to declare the

conclusion, and need to be done research on the difficulty of learning writing text descriptions to learners in order to be done the right action so that the learning difficulties can be overcome.

Writing as one of the thing that caused students to be hampered in the learning process there much be several factors that cause this. According to Ahmadi and Supriyono in Irham and Wiyani (2013: 264) explain the factors that cause learning difficulties in children into two groups, namely internal factors (from within the human include: (1). Physiological factors namely factors that can cause learning Difficulties for student, among other, intellectual abilities, feeling and self confidence, motivation, maturity to learn, age, gender, study habits, ability remembering, as seeing, listening, smelling, and feel. (2). Student phycological factor that can cause learning difficulties for students can be teacher, learning quality, learning instruments and facilities (hardware and software) as well as the social and natural environment.

Therefore, research on student difficulty analysis in writing text descriptions need to be done. Because with the presence, it can aim to open Master's thinking to improve the quality of learning to be better than previous learning. In addition, teachers can also design learning writing descriptive text that can motivate the students in the learning. Over time, when the teacher performs learning writing will result in a positive impact on student writing text skills. So students are able to produce good writing and according to the rule of the language.

The researcher took the title Analysis on Student's Difficulties in Writing Descriptive Text because the researcher wanted to know the difficulties faced by students in writing and the factors hampered or causes.

Based on the discussion above, the researcher wants to conduct research with the title: "An Analysis on Student's Difficulties in Writing Descriptive Text at Eight Grade in UPT SMPN Manarai No. 18 Kepulauan Selayar".

RESEARCH METHOD

In this study was used qualitative research method. According to Moleong, qualitative research make use of open interview to take a look at and understand the mindset of individual people's views, feeling and behavior (Moleong, 2010: 44). Associated in this studies, qualitative approach is rooted in the natural setting as a complete, to rely on people as a research tool, accomplishing inductive data analysis, directing it's research targets on findings theories from backside, descriptive study with focus, has a set of standards to verify the validity of data, research design is temporary, and the result of research subject (Moleong, 2010: 61). In conducting this research, the researcher explain and described the difficulties experienced by eight grade students at UPT SMPN Manarai No 18 Kepulauan Selayar and the factors that caused students difficulties in writing descriptive text.

Population or universe is the whole the object under study, whether in the form of people, objects, events, value also things that happen. Population has various meanings. According to Donald Ary, population is all members of well define group of people, events or

objects. The population of this study were eighth grade students of SMPN Manarai No. 18 Kepulauan Selayar.

The sampling technique was used by the researcher is purposive sampling techniques. The researcher used a purposive sampling technique because the researcher felt that the selected sample was in accordance with the problem to be studied. Because before conducting the research the researcher asked the students what they liked English lessons and many said they did not like English lessons. Then students were selected who did not like English lessons and students who were willing to be involved in the research. The number of samples in this study were 10 students from grade eight.

Technique of Collecting Data

Data collection aims to adjust and obtain data on the difficulties faced by students in writing. Participation in this study there are eight grade students in UPT SMPN Manarai No. 18 Kepulauan Selayar. Data collection techniques in accordance with the type of research used. The data collection process was done by the researcher itself and also used interviews and writing to collect data.

Technique of Analysis Data

The data analysis used by researcher was data analysis according to (Miles and Huberman 2014) which was divided into three steps namely;

1. Data Reduction

Data reduction is done after getting the results of student test data and student interviews. Researchers analyzed research data by selecting the data needed at the research focus. After that, the data was coded to make it easier for researchers to clarify the data. In analyzing student test data, the researcher calculated the average value of each aspect with the formula (Gay 1981)

$$X = \frac{\sum X}{N}$$

X= The mean score

$\sum X$ = The sum of all

N= Number of subject

After finding the average value of every aspect, then the data is classified into seven difficulty levels as follows;

Table.1 Level of student score writing

No.	Classification	Range
1.	Excellent	9.6-10
2.	Very good	8.6-9.5
3.	Good	7.6-8.5
4.	Average	6.6-7.5

5.	Fair	5.6-6.5
6.	Poor	3.6-5.5
7.	Very poor	0-3.5

(Depdiknas, 2006)

While researchers are mastering the data recording data in links and reduce data that is not necessary in analyzing data interviews. After that the researcher has identified the interview data according to student difficulties factors.

2. Display Data

After doing data reduction, the next step is to present the data. After reducing the data from the student tests and student interviews the researcher display in detail the results of the data. Researchers write data using descriptive method.

3. Drawing Conclusion

The researcher make conclusions related to students' difficulties in writing and the factors that cause students' difficulties. Conclusion writing is done with the aim of summarizing research data that can answer research problems

RESULT AND DISCUSSION

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-chapters.

There are two types of data used in this study and research findings presented from the results of research based on the data. The first data obtained from the student's written Descriptive Text then analyses the difficulty in relation to the writing aspects. The second data obtained from the student's interview result to know the factor causing the difficulty of student in writing.

To clearly know the results of the research in this study, researchers categorize research results based on research questions as follows:

1. Student's difficulties in writing descriptive text

The first research question in this study was about the student difficulties in writing descriptive texts. In this study, the researcher gave a test to find out the students' difficulties in writing descriptive text. The written text was given by the researcher himself which was held on August, 23th 2022. The students' writing results were analyzed based on aspects of writing, namely, aspects of content or ideas, content organization, grammar, and vocabulary. The following is a list of assessments based on writing aspects:

a. The student's difficulties in writing descriptive text on content

The result of the student difficulty text was processed into the table, can be seen in the table below;

Table 2. Student difficulty in content

Aspect Writing	Mean Score	Classification
Content	2.9	Very poor

From the above data can be know that students were difficult to write text description. Student difficult in content get the mean score of 2.9 or classification was very poor. They were still difficult to write down the content and ideas in a paragraph.

b. The student's difficulties in writing descriptive text on organization

The result of the student difficulty text was processed into the table, can be seen in the table below;

Table 3. Student difficulty in organization

Aspect Writing	Mean Score	Classification
Organization	2.2	Very poor

From the above data can be know that students were difficult to write text description. Student difficult in content get the mean score of 2.2 or classification was very poor. Which means students did not be able to write the structure of descriptive text.

There are two parts in the organizational structure in descriptive texts of identification and description. Based on student writing, they have not been able to write down the identification and description well. In the structure of identification students only write the name of the object they describe and then students also have not to develop sentences into paragraph and have not been able to develop cohesive and coherence paragraphs.

c. The student's difficulties in writing descriptive text on grammar

The result of the student difficulty text was processed into the table, can be seen in the table below;

Table 4. Student difficulty in organization

Aspect Writing	Mean Score	Classification
Grammar	1.3	Very poor

Based on the above table can be know that students were difficult to write text description. Student difficult in grammar get the mean score of 1.3 or classification was very poor. In the grammar aspect of students did not used grammar well. Students have difficulty on used of articles, used of pronoun and usage of grammar as in agreement where in a single subject in simple present tense of his verbs need an additional (-s and -es).

Based on the results of students' writing text students have difficulty in using agreement verbs in grammar such as "I like him very much because he help me do my homework". The word "help" should use the correct words such as adding -s and -es as verbs. So the wrong word is replaced with the correct word, namely "helps" Then in the sentence "My mother love cook" there is also the addition of (-s) in the verb such as

"cooks". agreement as in the sentence *"My family consists of thri people"*. Besides the used of the agreement verb, there is also an error in the spelling of the word "thri" the correct word is "three". Then students do not used (to be) in the following sentence *"My mother very beautiful"* and the sentence *"He patient and kind"*. This sentence must used to be "is" so that the sentence is correct. The next grammar problem is the use of pronouns such as (His and Her). The use of the wrong pronoun in the sentence "His name is Mutmainnah" In the pronoun "His" it is used for male pronouns. So for the correct pronoun is "Her" which denotes female. While the pronoun "His" is used for men. Then the difficulty in using the article in the sentence *"My mother work is the housewife"* there is an error in using the article "The" instead of the article "a" because the noun is followed by a consonant sound. Next on the sentence *"My mother the always clean house"*. In this sentence, the article "an" must be placed before the word "always" because the noun starts with a vowel sound, so use the article "an". Then in the sentence *"He is a primary school student"*. The article "a" is replaced with the article "The" because "Primary School" is a specific noun.

d. The student's difficulties in writing descriptive text on vocabulary

The result of the student difficulty text was processed into the table, can be seen in the table below;

Table 5. Student difficulty in organization

Aspect Writing	Mean Score	Classification
Vocabulary	1.7	Very poor

Based on the above table can be know that students were difficult to write text description. Student difficult in vocabulary get the mean score of 1.7 or classification was very poor. In this aspect, students are required to used good and correct vocabulary. Difficulties in vocabulary experienced by students are in the form of errors in spelling and words that are not short or long-winded. Students' difficulties in vocabulary can be seen from the results of students' writing which was typed as follows;

"May mother is faire is faties"

"My brother school senior high school"

"My mother is the bust mother in word"

"My mother is faire. My mother is parties"

"My sister study in Bone polikenik kelautan dan kerikanan Bone"

"He still class 5 and brother like aged 11"

"I have my sister brother"

In the first sentence above there is an error in the use of vocabulary such as the word "May" the word that should be used is "My" then the word "faire" is also the wrong word. The word used should be "fairly" and the adjective "good" is added to complete the sentence. Then to be "is" is changed to the correct word "and" next in the word "faties" this word is the wrong word and the correct word should be "patient".

In the second sentence, there is a repetition of the word "mother" should only use one word so as not to be too wasteful. Then the wrong word in this sentence lies in the word "bust" the correct word is written as "best". Furthermore, the word "word" is defined as a word in a sentence for that the correct word is "world" and there is also the addition of an article before the word "world". In the third sentence, the wrong word in the sentence is the same as in the first sentence where the wrong word is "faire and parties". The word that should be written is "patient" the word has a different meaning so that it will change the meaning in a sentence.

Then in the fourth sentence, "My sister study in Bone polikenik kelautan dan perikanan bone" the sentence must use English correctly "My sister study at Marine and Fishery Polytechnic Bone" And also on the use of the preposition "in" is changed to "at" because the place in the sentence is specific.. In the fifth sentence, the word "class 5" is changed to the correct word, namely "fifth grade" and the sentence "brother like age 11" is changed to "My brother is eleventh year old".

Furthermore, in the sixth sentence on the subject "My" can be omitted because there is already the word "I" at the beginning of the sentence and there is also the addition of the article "a" in the sentence. Then on the word "brother sister" there is the addition of the word "and" so that the sentence looks better.

From the sentence above, it can be seen that students have difficulty in using the correct vocabulary, difficulty in spelling and words that are long-winded and not concise.

2. The factors caused student's difficulties in writing descriptive

Researcher classify most of the factors caused the difficulties into four factors. (1) The student's did not like English lessons, (2) Lack of vocabulary students, (3) Lack of student motivation in learning, and (4) Less interesting learning media. The following are some of the factors that cause student's difficulties in writing descriptive text for class VIII B;

a. The students did not like English lesson

Many students do not like English lessons because they think English lessons are difficult. In addition to using vocabulary in English, English pronunciation is also different from writing. That's why students don't like English lessons.

b. Lack of vocabulary mastery

The lack of mastery of vocabulary students become a factor causing the difficulty of students in writing. The lack of mastery of vocabulary students are due to students did not like English lessons and the lack of memorizing English vocabulary. According to their students did not spell vocabulary because of its difficult pronunciation. From student interviews there are some students who when asked it only answered "I don't know sis" while other students answered according to the difficulties they experienced when writing. In addition students also do not know the meaning or meaning in

English sentence because students did not memorize the vocabulary. To be able to know the meaning in the English sentence, one must know many English vocabulary.

c. Lack of student motivation in learning English

The third factor causing student difficulties is the lack of student motivation in learning English. Students are less enthusiastic in learning because many of the students do not like English lessons. According to the students, learning English is a difficult subject because to be able to know the meaning of each sentence one must know English and must know a lot of English vocabulary. That is why students do not like English lessons. In addition, students do not have the intention and motivation to learn English so that it affects the concentration of students in learning, especially writing.

d. Less of learning media

The fourth factor causing student difficulties is the less interesting learning media. Learning media is very important to be in teaching learning. Because using learning media can increase the motivation and interest of students in learning. Based on interviews conducted by researchers with students. They used package books and whiteboards as learning media. Which means the teacher has not implemented an interesting media to improve the motivation and the desire of students in learning.

e. Lack of attention parents in terms of students education

The fifth factor causing student difficulties is the lack of parental attention. Parents are very important role in the child's education process. Less parents' attention will affect student achievement. That's it should be more often paying attention to children's education. From interviews with many students from parents who never inquire about school tasks to their children. So students did not pay attention to their value and achievement. Lack of parents' attention can also reduce student achievement. For that parent is very important role in improving student learning presentations.

DISCUSSION

The discussion result of this study, the researcher was found some difficulties experienced by students in writing. This difficulty answers the question from the first problem statement, namely "What are the student's difficulties in writing descriptive text by eight grade students in UPT SMPN Manarai No 18 Kepulauan Selayar". The answer of this question is obtained from the student's test results on the aspect of writing. Students get a total score of 6.2 from all aspects of writing and are classified fair. In the aspect of content, students get an average score of 2.9 which was classified as very poor. In the aspect organization, student get mean score 2.2 it was classified as very poor. In the vocabulary aspect, get mean score 1.7 it was classified as very poor. Students have difficulty in vocabulary because of the lack of mastery of students' vocabulary. Students did not memorize vocabulary in English so when asked to write students cannot write in English because of the lack of vocabulary that students have. In the grammatical aspect, student get mean score 1.3 it was classified as very poor. In this aspect, students have difficulty in arranging sentences correctly and in using the verb agreement where there is the addition of -s and -es, difficulties in using pronoun and also have difficulties in

using article a, an and the. The second problem statement is "What are the factors caused student's difficulties in writing descriptive text by eight grade in UPT SMPN Manarai No 18 Kepulauan Selayar". The answer to this question was obtained from the results of student interviews. From the results of the interview, it was found several factors that caused students' difficulties in writing, namely students did not like English lessons because they thought English learning was a difficult subject. Students also do not like to write because when writing the mind must focus. In addition, other factors that caused students difficulties are the lack of mastery of English vocabulary, the used of unattractive learning media, and the lack of student motivation in learning. Learning media, not liking English lessons, lack of vocabulary mastery and lack of student motivation are factors that caused difficulties in learning, especially in writing.

CONCLUSION

Based on the findings and discussion, researcher may express some conclusions; Student class VIII in SMPN Manarai No 18 Kepulauan Selayar has the same difficulty in writing descriptive text. Some of the difficulties facing by students was as follows;

Based on the analysis of students' difficulties in writing descriptive texts, students get a total score of 6.2 from all aspects of writing and are classified fair. In the aspect of content, students get an average score of 2.9 it was classified as very poor. In this aspect, the students did not write the contents and ideas of the descriptive text well. In addition, many of the students did not write down the title that they described. In the aspect of organization students get an average score of 2.2 it was classified as very poor. Students have not been able to write down the identification and description well. In the aspect of grammar, students get an average score of 1.3 it was classified as very poor. In this aspect students did not use grammar well. Students have difficulty in using articles, difficulties in using pronoun and difficulties in the use of grammar according to the deal in which subjects in one simple currency of the required work for it takes an additional (-s and -es). In the vocabulary aspect, students get an average value of 1.7 it was categorized as very poor. In this aspect student difficulties in the used of the correct vocabulary. Students did not used the right word as well as the word written less clear. Many of his mistakes in words spelling and there is a vocabulary used in Bahasa.

The difficulty of students in writing is caused by several factors, namely the student's enthusiastic in learning especially when writing descriptive text. Students were not less attention and less have the intention to learn English to affect student concentration in learning. Less interesting media becomes one of the causes of students did not like English lessons. Students did not like English lessons because English learners are boring lessons. Lack of vocabulary students become the cause of students difficult to write. That's why the vocabulary is in need in English.

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