

**AN ANALYSIS OF STUDENTS' ERROR IN WRITING  
DESCRIPTIVE PARAGRAPH**

**A PAPER**

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## **DECLARATION**

The researcher hereby declares that the thesis entitled “**AN ANALYSIS OF STUDENTS ERROR IN WRITING DESCRIPTIVE PARAGRAPH**” is really written by the researcher and acknowledged as her own intellectual property. In accordance with the use of the references, the quotations, and the citations of related literatures, these have been conducted based on legal and scientific procedures. Therefore, the contents of this paper are an original work of the research. In the case, if there are any complaints or if the researcher breaks these statements, the researcher will be fully responsible for all the consequences given.

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## PERNYATAAN

Dengan ini peneliti menyatakan bahwa skripsi yang berjudul **“AN ANALYSIS OF STUDENTS ERROR IN WRITING DESCRIPTIVE PARAGRAPH”** ini benar-benar karya peneliti sendiri berdasarkan pengetahuannya sendiri. Penggunaan referensi, kutipan, dan pengutipan dari sumber lain telah peneliti lakukan berdasarkan kaidah-kaidah pengutipan yang sesuai dengan etika keilmuan yang berlaku sehingga isi serta kelengkapannya ini merupakan karya asli. Dalam hal ini, jika ada keluhan atau jika ditemukan adanya hal-hal yang tidak sesuai dengan pernyataan ini, peneliti akan bertanggung jawab penuh atas semua konsekuensi yang diberikan.

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## **MOTTO**

**“What you think you become, so think about what you want and thing the best things”**

### **Dedicated to:**

*My Dearest Mamah & Bapak (Ika Kartika & Maman Sukirman)*

*My Beloved Husband (Fathal Firman Ramadhan)*

*My beloved supervisor Dr. Rajji K. Adiredja, M.Pd. & Miss. Ai Wiwin*

*My friends*

*Myself*

## PREFACE

All praises be to Allah SWT, the Most Gracious and Merciful. He has been giving me blessing to complete this research paper. Then, may Allah SWT bless our prophet Muhammad SAW, peace be upon Him and His family, friends, and his followers forever. By blessing of Allah, the researcher has completed this paper entitled **“AN ANALYSIS OF STUDENTS’ ERROR IN WRITING DESCRIPTIVE PARAGRAPH”**. This paper primarily discuss about students' error in writing descriptive paragraphs and knowing the causes of students' error in writing descriptive paragraphs. The research aims to provide information to teachers and students regarding students' error in writing descriptive paragraphs so that teachers and students can consider learning and teaching methods to improve their error.

This research is expected to provide better knowledge about students' understanding of writing descriptive paragraphs. Apart from that, this research can also be used to improve students' ability to understand the structure of English writing in writing descriptive paragraphs. The researcher realizes that the paper is still far from being perfect. There are many things that should be corrected both its contents and its linguistic aspects, therefore, the researcher expects criticism and constructive suggestions to improve this paper, and it may be a reference in preparing the next writing. The researcher hopes this paper will be useful, especially for the researcher herself and generally to the others.

Garut, 27 July 2024

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## **ABSTRACT**

This research aims to describe students' error in writing descriptive paragraphs and determine the causes of students' error in writing descriptive paragraphs. This study used descriptive qualitative method. Descriptive qualitative methods are applied to explore and expand information on students' error in writing descriptive paragraphs. The research subjects were level 1 students of English Education Study Program of the Institut Pendidikan Indonesia Garut who had difficulty writing descriptive paragraphs. The data for this research are the result of students' worksheet and the students' answer in interview. This research uses document analysis and interviews to collect data. Data reduction, data presentation, and drawing conclusions are used to analyze the data. The results of the research showed that level 1 students of English Education Study Program of the Institut Pendidikan Indonesia Garut experienced error in writing descriptive paragraphs, these error were generic structure error, grammar error, and spelling error. Meanwhile, the factors causing students' error in writing descriptive texts are a lack of ability in text production skills, a lack of knowledge regarding the subject matter of the script to be written, and a lack of interest in learning English.

**Keywords:** *Analysis, Difficulty, Writing descriptive paragraphs*

## **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan kesulitan siswa dalam menulis paragraf deskriptif dan mengetahui penyebab kesulitan siswa dalam menulis paragraf deskriptif. Penelitian ini menggunakan metode deskriptif kualitatif. Metode kualitatif deskriptif diterapkan untuk menggali dan memperluas informasi kesulitan siswa dalam menulis paragraf deskriptif. Subjek penelitian adalah siswa tingkat 1 Program Studi Pendidikan Bahasa Inggris Institut Pendidikan Indonesia Garut yang mengalami kesulitan dalam menulis paragraf deskriptif. Data dalam penelitian ini adalah hasil lembar kerja siswa dan jawaban siswa dalam wawancara. Penelitian ini menggunakan analisis dokumen dan wawancara untuk mengumpulkan data. Reduksi data, penyajian data, dan penarikan kesimpulan digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa mahasiswa tingkat 1 Program Studi Pendidikan Bahasa Inggris Institut Pendidikan Indonesia Garut mengalami kesulitan dalam menulis paragraf deskriptif, kesulitan tersebut adalah kesulitan struktur generik, kesulitan tata bahasa, dan kesulitan ejaan. Sedangkan faktor penyebab kesulitan siswa dalam menulis teks deskriptif adalah kurangnya kemampuan keterampilan produksi teks, kurangnya pengetahuan mengenai pokok bahasan naskah yang akan ditulis, dan kurangnya minat belajar bahasa Inggris.

**Kata Kunci:** *Analisis, Kesulitan, Menulis paragraf deskriptif*

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## **CHAPTER I**

### **INTRODUCTION**

This chapter introduces the nature of present study theoretical foundation of the research. It begins with the background of the study, the reason for choosing the topic, the scope of the study, the research question, the purpose of the study, the significance of the study, and clarification of terms.

#### **1.1 Background of the Study**

English is an international language used by most people in the world, including our country, Indonesia. Goodwyn & Branson (2005: 1) state that English is very important and is usually described as one of the most important subjects among all school subjects, especially because reading, writing, speaking and listening are required to a greater or lesser extent in every other school subjects, and also in everyday life. Most people think that English has an extraordinarily important role in improving the quality of education in Indonesia. English has been taught from elementary school to college. If someone has good English skills, then they can understand many things and can get a lot of information and knowledge compared to people who don't have English skills. So English is very important for us to learn, one of which is by writing paragraphs in English.

Understanding English as a foreign language as well as an international language begins with teaching and learning activities at school through learning good skills. It is very important for us to master English in all aspects of life as well as in various skills such as listening, speaking, reading and writing. In this case, researchers will focus on one of the most important aspects, namely writing. Writing is one of the English skills that English language learners must master, because by writing we will be able to express what we think and what we feel as a form or expression of the English expressions we learn.

According to Bangsa (2009:113) Writing is an activity that is useful for preparing other skills in listening, speaking and reading. This preparation allows words that were previously used receptively to be used productively and communicatively. Writing is also considered an indicator of student success in learning English. Because writing is a productive skill. Writing can also help students develop their potential or abilities, in expressing what they feel and what they think. Writing, speaking and listening are the most important communication skills in all subjects in the curriculum. This is because all students must be able to communicate in the target language well and correctly, both in spoken and in written language.

To make a good writing, you need to follow several steps for good and correct writing, as stated by Harmer (2002:4), the writing process has 4 steps, namely: 1) Planning; 2) Preparation; 3) Editing 4) Final version. In planning before starting to write, writers will try to decide what they will write. For some writers this may involve taking detailed notes when planning the writing. When planning writing, the writer must think about 3 main things. The first thing a writer must do is determine the purpose of what he is writing for. After that, the second thing is that writers have to think about who they are writing for or determine their audience according to the type of writing, which is what experienced writers have. And finally, the writer must consider the content and structure of his writing.

In preparing it, the writer wrote down whatever ideas they could write on paper that came from the writer's mind. Writers may refer to the first version of a piece of writing as a draft. As the writing process progresses to editing, a number of drafts may be produced leading to the final version. In editing (reflection and revision), when the writer has produced a draft, after that the writer will read what they have written to consider what is suitable and what is not for publication. The results of revising the writing allow for writing that lacks clear information, or writing that is confusing and cannot be digested by the mind easily or can be called ambiguous. These reflections and revisions are often obtained by the readers themselves who comment and provide suggestions on the writing they read.

In the final version, after the author has edited the draft, making changes that are deemed necessary, they will write the final version again, perhaps this will look different from the initial plan and from the first draft, because there are many things that need to be changed in this editing process. After a very long editing process, the author is now ready to send his writing to readers. In class practice, most students find writing difficult, especially using English. This is because in writing there are several important components such as vocabulary, spelling, punctuation and grammar. Apart from that, writing is also regulated by its structure and other rules in writing which may be confusing for students to implement.

Writing paragraphs is a challenge for students, especially first year students who are starting to study various types of writing, one of which is writing descriptive paragraphs. Students must pay attention to the objects in detail and explain them using good and correct grammar. According to Husna (2013), a descriptive paragraph is a type of writing that can be included in other texts. A descriptive paragraph is a paragraph that consists of a description, characteristics and definition of an object or thing. Meanwhile, Gerot and Wignel (in Mardiansyah 2013) state that descriptive paragraphs aim to describe a particular thing, person or place, which shows the reader the physical appearance of a thing in detail or clearly. Based on the definition of descriptive text above, it can be concluded that descriptive text is text that describes people, places and objects physically through their appearance depicted in writing.

Mastering descriptive text helps students create other texts such as narrative text, recount text, and report text. For example, in narrative texts, when students want to make their readers interested, they must be able to create the text in detail. According to Gerot and Wignel (in Mardiyah 2013) the generic structure of descriptive text is identification and description. In identification is identifying the subject to be explained. Identification is usually stated in the first paragraph to introduce the reader to what will be explained in the next paragraph.

In the descriptive text the author explains the subject in detail. This is used to support identification. According to Sudarti & Grace (in Yenita, 2014) there are several future uses of language in descriptive texts, namely: Using the simple present, the simple present tense is an activity that occurs in everyday life, and an activity that has become a habit. However, sometimes we use the past tense if the thing we want to describe no longer exists. Use linking verbs. Use adjectives and compound adjectives and use degree comparisons.

There are still many students who are not able to use descriptive text. Muhamad (in Nasser, 2018) stated that students may face many error and problems writing at various stages of their learning. According to Novita (2017) in her research stated that students indicated that they experienced several error in writing descriptive texts. Namely 1) generic structure; 2) grammar; and 3) spelling.

The difficulty in the generic structure of descriptive text consists of describing objects in detail. (Novita, 2017). Students must organize their ideas into good paragraphs, students must make their writing easy to read. To write descriptive text, students can organize their ideas by identifying the topic and providing a description of the topic (Husna, 2013). According to Husna (2013), grammatical error will influence certain patterns in how words are arranged to form correct sentences. Students have difficulty using the simple present tense. There are several mistakes that students make when explaining ideas in simple present tense. It makes it difficult for students to write descriptive paragraph.

Farooq (2012) states that spelling is the skill of identifying a word in spoken or written mode. Spelling and decoding skills are closely related, students who experience spelling problems need to memorize the spelling of words, and practice adding vocabulary so that the vocabulary in their minds increases so they can produce writing with various ideas and ideas. Another case that the researcher experienced when carrying out a teaching practice program, and when he was a first year student, was that students did not understand well what to write and describe. Students cannot describe objects, places and people in detail because of

limited vocabulary and do not have ideas when asked to describe them. students are not interested in learning to write. They are lazy and bored if the teacher asks them to write something even though they only write descriptive paragraphs.

There are some students who cannot make descriptive paragraphs, some of these students open their smartphones to look for examples of descriptive paragraphs. Some of them just copied to me what they opened on their cellphone without reading it first and some of them didn't understand or didn't understand the meaning of the text they read. they can't make their own descriptive paragraphs so they just copy paste from Google or the internet. Students also cannot express their ideas, so students just copy them from the internet. Students also showed signs that reflected that they had difficulty writing descriptive paragraphs and there were some students who just walked around looking at other students' assignments while they didn't understand what to write, and they didn't even know what the structure of a descriptive paragraph was like.

Students' error can be caused by several factors, according to Graham & Harris (in Gylm, 2006: 98) writing error are mostly caused by three factors, namely: Lack of good and correct spelling, errors in the use of upper and lower case letters, as well as from punctuation that does not match the sentence. The amount of attention that must be given to low-level skills is considered to interfere with high-level planning and content creation skills (MacArthur and Graham in Wearmouth, 2006:252).

Lacking knowledge regarding the main content of the manuscript to be written, Wray (in Wearmouth, 2003: 252) suggests that the actual task is important, and that the writer reflect on different genres as well as the structure and accessibility of the writing for the reader and how the reader can be guided through the writing. . Knowledge of processes is also important for metacognition and reflection. Lack of effective strategies in planning or revising text. Graham and Harris (in GLYN, 2006:98) adopt a cognitive approach to support students who experience writing error because this approach emphasizes the components of the writing production process which can then be focused on individually.

Based on the explanation above, this research is interested to be carried out, because many students find mistakes in writing descriptive paragraphs in the field. Apart from that, this research also aims to find out the factors that cause students' error in writing descriptive paragraphs.

Writing appears to be the most difficult ability to master when learning English since it requires the student to engage in a variety of complicated activities involving literary and topical knowledge, writing experience, and language usage (Chen & Yu, 2019). Faraj (2015) asserts that using grammar rules when writing is a technique of communicating ideas and viewpoints. Write is also one of the English language skills that describes illustrations and represents the thoughts, emotions, and plans of a writer. Students can use So to express themselves in writing. When learning how to write, students explain their comprehension to the teacher, who then utilizes the student writing to determine the depth of the student's understanding and award points.

Syntax seems to have evolved into the most important and crucial component that demands a writer's serious attention. Syntax is domain. How sentences are modified by phrases, clauses, and sentences (Hartsuiker, Pickering, & Velkamp, 2004). Is one of them a branch of study called "way-oriented linguistics" that combines words into units of phrases, phrases into clauses, and clauses into sentences? The grammar of a well-written piece has been modified (Liao, 2014; Yeo & Tsoulas, 2013). In addition, structure sentences are a type of written sentence that are a component of syntax. As a result, if something is written without using component syntax with OK, it will display a pattern of difficult sentences, which will have the unintended consequence of the reader not understanding the message. According to Datchuk & Rodgers (2019) and Demirezen (2012), a structure sentence is an organization made out of sentences rather than words, phrases, or clauses.

Language can be broken down into many parts of a sentence, such as the subject, verb, object, and adverb. If this sentence's structure is a result of component writing because it has to do with method preparation. For instance, the statement "Snakes kill mice" two distinct phrases and one clause. Snakes and kill mouse are verbs and noun phrases, respectively. Additionally, there are five words from the sentence that are classified as a noun, verb, and determiner. While the terms slain include two word morphemes, snake and rat are categorized as one word morphemes. There are various types of structure sentences. The first is a straightforward phrase. consists only of a sentence with a specific set of subjects and verbs or called clause independent. ( Depraetere & Langford, 2020).

"I took the opportunity" is a good example of a simple statement. The second is a compound sentence. represents sentences that have two or more separate clauses connected by conjunctions such and, but, or, also, for, however, so, etc. (Jacobs, 2020). Here's an example of a compound sentence: "Andy plays football, and I support his team." The third is a complicated sentence. represents using sentences with one independent clause and one or more dependent clauses (TorresGouzerh, 2019). Combination the mediated by subordinate conjunctions such as when, while, because, even though, if, that, and 40 |ENGLISH FRANCA, Vol. 5, Number 1 of 2021. A complex sentence would be, for instance, "John came to campus even though he has a job." The final one is a compound-complex sentence. Combination the mediated by subordinate conjunctions such as when, while, because, even though, if, that, and 40 |ENGLISH FRANCA, Vol. 5, Number 1 of 2021. A complex sentence would be, for instance, "John came to campus even though he has a job." The final one is a compound-complex sentence. It consists of sentences that contain both independent and dependent clauses from two or more sentences (Osborne, 2019). As in "Even though he is currently cleaning the kitchen, he finds oil, but he cannot clean it up." According to Murphy (2019), the four categories of sentence structure have changed. Mastery sentence modification can give students the ability to produce good English-language paragraphs.

Napitupulu and Manalu (2018) claim that a paraphrase is a collection of developing sentences that support the main idea. Thus, a paragraph is composed of several sentences. Studying preliminary work with an interview of a lecturer in English is temporary. Writing and interviews reveal that a fourth-semester student at The State Islamic Religious Institute (IAIN) appears to have a problem changing the way their paragraphs are currently structured.

Additionally, as part of the study's introduction, we examined how well English language students could write from a book as exam end-of-eye-lesson writing II. Students continue to make sentence structure errors. For instance, as shown in one student's work, he wrote: "Every day Friday major We stage Dhuha, so I must come." according to sentences This is the error in the subject-verb agreement, or the appropriateness of nouns and verbs, aspect. The ideal sentence is "Everyday Friday department." We do Dhuha, so I've got to go. Type of sentence This is a compound sentence. Students Still Confused use the singular forms of the subject and the verb. In addition, another illustration demonstrates a student's writing error.

There are still numerous errors in the students' work. The two examples above only scratch the surface of this phenomenon. Phenomenon This requires further research on sentence structure because of the field. This is essential when writing in English. Dike Sundari and others: English Sentences with Analysis Error in Paragraphs 41 student-written entries Based on the above phenomena's highlighted issues, research was carried out. Students should write a English paragraph that includes the side factors that contribute to the error in order to know what to do regarding the type of error. We considered linguistic error as information. wherein error is considered a factor Accordingly, the research findings are used to push learning further and with more benefit (Mahmood, Mohammed, & Murad, 2018; Morganna, 2017).

## **1.2 Reasons for choosing the topic**

Based on the researcher's observations, there is a phenomenon among students that there are still many students whose writing does not comply with the structure of writing descriptive paragraphs, therefore the researcher wants to investigate students' error in writing descriptive paragraphs in English. This research focuses on analyzing students' error in writing descriptive paragraphs.

## **1.3 Research questions**

Based on the background of the research above, the research question in this study is :

"What are the students' error in writing descriptive paragraphs?"

## **1.4 Research objective**

Research can provide information to teachers and students regarding students' error in writing descriptive paragraphs so that teachers and students can consider learning and teaching methods to solve their error.

## **1.5 Significance of the study**

The significances of the research are :

### **1.5.1 Theoretical**

This research is expected to provide better knowledge about students' understanding of writing descriptive paragraphs. Apart from that, this research can also be used to improve students' ability to understand the structure of English writing in writing descriptive paragraphs.

### **1.5.2 Practical**

#### **1. For the Researcher**

This research is expected to find knowledge regarding students' error in writing descriptive paragraph so that teachers and students can consider learning and teaching methods to improve their error.

#### **2. For the Teacher**

This research is expected the teachers to choose and consider what kind of teaching methods can improve students' understanding in writing descriptive paragraphs.

## **1.6 Definition of Terminologies**

To avoid misunderstanding, there are several terms that will be clarified, does are :

### **1.6.1 Error**

Error are things that are difficult or hard to do or to understand. Requires a lot of effort or skill to achieve, handle, or understand.

### **1.6.2 Writing**

Writing is expressing thoughts, opinions and ideas in a series of sentences. Writing can also be defined as a process of creating notes, information or stories using characters. In the field of English learning, writing seems to be the most challenging skill because it requires learners to be involved in many complex ways in terms of literary and topical knowledge, writing experience, and use of English (Chen & Yu, 2019). According to Faraj (2015), writing is a way of communicating ideas and points of view in written form apart from using grammatical rules. Apart from that, writing is one of the English language skills that illustrates and represents a writer's ideas, feelings and plans.

### **1.6.3 Paragraph**

A paragraph is a collection of sentences that usually have one main idea and are written with a slight indentation or use of new lines.

#### **1.6.4 Descriptive Paragraph**

A descriptive paragraph is a collection of multiple sentences to convey a distinct message of a single person, place or thing. It begins with a descriptive sentence that clearly states the topic that will be rolled out in the following sentences. A well-written descriptive paragraph pulls in all five senses to engage the reader. The use of smell, sight, touch, sound and taste in expressive language captivates the reader on many levels. If done well, your short piece of descriptive writing will have the opportunity to leave a strong impression on the reader.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 English Language**

English is a globally recognized language that is widely spoken by the majority of people worldwide, including our country, Indonesia. According to Goodwyn & Branson (2005:1), English is of paramount importance and is commonly regarded as the most crucial discipline among all academic disciplines, mostly due to the fact that proficiency in reading, writing, speaking, and listening is indispensable to varying degrees in every other subject within educational institutions, as well as in daily life. The majority of individuals possess knowledge of the English language, which plays a significant role in the educational system of Indonesia. English is a subject that is taught at all levels of education, from primary schools to colleges. Proficiency in English enables individuals to comprehend a vast array of information and knowledge. Acquiring proficiency in English as a second language commences by effectively mastering English language skills. Proficiency in all aspects of the English language, including hearing, speaking, reading, and writing, is crucial for pupils to achieve mastery. In this instance, the researchers will concentrate their efforts on the act of writing.

#### **2.2 Writing Skills**

Mastering writing is a crucial skill for English language learners. Nation (2009:113) asserts that writing is a beneficial practice for developing proficiency in other language abilities, specifically listening, speaking, and reading. This preparation enables the transition from receptive use of words to productive usage. Writing is also regarded as a reliable measure of student achievement in English language acquisition. Writing is a productive talent that aids in the development of pupils' capacity to articulate their thoughts and emotions.

Proficiency in writing, speaking, and listening is crucial for effective communication across all academic disciplines. This is because students must possess the ability to effectively communicate in the target language via both

spoken and written means. In order to produce high-quality writing, it is necessary to adhere to a series of sequential actions. Harmer (2004:4) outlines the writing process as consisting of four distinct steps: 1) planning; 2) preparation; 3) editing; 4) final version. Prior to commencing the writing process, writers engage in planning to determine the content they will include in their writing. For certain authors, this may entail the process of meticulously recording comprehensive notes.

When strategizing, authors should consider three primary concerns. Prior to commencing, it is vital for them to carefully contemplate the objective of their written work. Another important factor is that proficient writers carefully consider the target audience when composing their work. Finally, the writer must take into account the substance and organization. During the process of composing, the author transcribes onto paper any ideas that arise from their mind. Authors may designate the initial iteration of a written work as a draft. During the editing phase of the writing process, multiple versions may be created before arriving at the final edition.

During the process of editing, which involves thought and modification, writers typically review their manuscript to assess its effectiveness and identify areas that require improvement. Perhaps the arrangement of material is unclear, certain textual content is imprecise or perplexing. Reflection and revision are frequently facilitated by the input of other readers who provide comments and offer recommendations. After the author revises the draft and makes required alterations, they create the final edition. The final version may bear little resemblance to the initial plan and initial draft, as numerous alterations have been made during the editing process. However, the author is now prepared to distribute his written work to readers. Writing is a challenging task for the majority of kids in a school setting. The reason for this is that writing encompasses various crucial elements, including vocabulary, spelling, punctuation, and grammar.

### **2.3 Paragraph Writing**

Composing written texts poses a significant difficulty for students, particularly those at the university level. As an English Education major, I study a

wide range of materials, including paragraph writing. Students should enhance their focus on the intricacies of items that are elucidated using accurate language. A "Write Paragraph" is a versatile piece of text that may be seamlessly included into other written works. Husna (2013) stated that a paragraph consists of three crucial parts: the topic sentence, supporting sentences, and the conclusion sentence. According to Gerot and Wignel (Mardiayah, 2013), the purpose of writing a paragraph is to provide a clear description of a certain object, individual, or location, allowing the reader to visualize its physical attributes. According to the given definition of descriptive text, it can be inferred that writing paragraphs is a form of text that provides physical descriptions of people, places, and objects based on their appearance. Proficiency in paragraph writing enables students to effectively compose several forms of text, including descriptive passages. The three types of texts are narrative, recount, and report. For instance, in narrative writings, students must possess the ability to craft the text with intricate details in order to captivate readers. Students are required to provide a comprehensive explanation. Gerot and Wignel (in Mardiayah, 2013) assert that the fundamental structure of paragraph writing consists of identification and description. Identification involves the act of determining or recognizing the subject that has to be described. The process of identification is typically presented in the initial paragraph to acquaint the reader with the subject matter that will be elaborated upon in the subsequent paragraph. The author provides a comprehensive explanation of the subject in the description. This is utilized to facilitate the process of identification.

#### **2.4 The Perspective**

A perspective is the angle or direction in which a person sees an object. Simply expressed, this is our point of view. Perspective is a manner of viewing or seeing a certain phenomenon. Perspective, according to Liliweri (2017), is a conceptual framework a set of assumptions, values, and ideas that impact human perception to create behavior in a situational environment. According to this definition, a perspective is a set of assumptions and ideas about how to perceive events to generate actions in the context of situations faced by humans. In addition, the intellectual ability to influence procedures, activities, and research findings is referred to as perspective. The ability is used to supervise the use of

paradigms, which are assumptions and laws employed in research. If the paradigm is "passive" in its application of existing assumptions and laws, the perspective is more active in monitoring whether its application is already informed by the relevant context, whether the direction of its research is informed by the most recent scientific developments, and whether the findings are acceptable to the researcher or not (Willis, 2007).

In the scientific field, perspective is understood similarly to its original meaning, in which a phenomenon seems more proportionate, the structure is clearer and more alive, and each component supports one another and forms a system. A phenomenon can be appropriately discussed with a strong viewpoint, not widened into other areas, and not too limited so that it is too simple to discuss. Perspective may help us form a definite and distinct opinion. As a result, perspective can serve as a guide in interpreting symptoms (Soewarlan, 2015). The perspective referred to in this study is how the views of the research subjects on the research themes reflect different thoughts depending on who the subjects are and the background of the research subjects being studied.

## **2.5 Previous Study**

Sudarti & Grace (in Yenita, 2014) outline some prospective applications of language in descriptive writings, including: The simple present tense is used to describe actions that occur in everyday life and habitual activities. Nevertheless, on certain occasions, the past tense is employed when referring to something that no longer exists. Utilize linking verbs. The utilization of adjectives, compound adjectives, and the comparison of degrees. There are a significant number of kids who lack the ability to compose coherent paragraphs. According to Muhammad (in Nasser, 2018), students may encounter numerous challenges and writing issues during their learning process. Novita (2017) found that students reported encountering challenges when composing paragraphs in her research. Specifically, the three aspects to consider are: 1) the overall structure; 2) the rules of grammar; 3) the accuracy of spelling. The challenge in the generic form of descriptive text lies in providing a detailed description of items (Novita, 2017). Students are required to structure their thoughts into coherent paragraphs and ensure that their work is easily comprehensible. In order to compose descriptive prose, students can

effectively structure their thoughts by first determining the subject matter and subsequently offering a comprehensive depiction of such subject (Husna, 2013).

Husna (2013) states that grammatical issues will impact specific patterns in sentence formation, affecting the arrangement of words to ensure correctness. Students struggle with the utilization of the simple present tense. Students often commit multiple errors when attempting to articulate concepts using the simple present tense. This is a challenge for students when it comes to composing paragraphs. According to Farooq (2012), spelling is the ability to recognize a word when it is spoken or written. Spelling and decoding skills have a strong connection, as pupils with spelling error must commit the spelling of words to memory. During a teaching practice program, researchers discovered that high school pupils, particularly those in class X, struggled with comprehending how to effectively write and describe. Students lack the ability to provide detailed descriptions of objects, places, and people due to a lack of ideas when prompted to do so. Students lack enthusiasm for acquiring writing skills. If the teacher asks them to write something, they exhibit laziness and boredom, despite simply producing paragraphs. There are certain kids who lack the ability to compose a coherent paragraph. Several individuals took out their iPhones to search for samples of paragraph texts.

Students often engage in mindless copying without first comprehending the meaning and content of the material. Due to their inability to compose coherent paragraphs, people resort to the practice of copying and pasting content from the internet. Furthermore, pupils are unable to articulate their thoughts, resulting in a reliance on internet sources for content. Students exhibited various indications of struggling with paragraph writing, and a few students simply wandered around observing their peers' efforts. According to Graham & Harris (in Glynn, 2006: 98), students' error can be attributed to various factors. Specifically, writing error are primarily caused by three factors: inadequate proficiency in text production skills, including frequent spelling errors, improper use of upper and lower case letters, and incorrect punctuation. The allocation of attention towards low-level abilities is

believed to impede the development of high-level planning and content creation skills (MacArthur and Graham in Wearmouth, 2006:252).

Without sufficient knowledge about the subject matter of the manuscript, Wray (in Wearmouth, 2003: 252) proposes that the writer should focus on the task at hand and consider various genres, as well as the structure and readability of the writing, in order to guide readers effectively. Understanding of procedures is crucial for metacognition and introspection. Graham and Harris (in Glynn, 2006:98) utilized a cognitive approach to assist students who struggle with writing error due to a lack of effective planning or revising strategies. This approach highlights the various components of the writing production process, allowing for individual focus and improvement. According to the above explanation, the researcher intends to conduct a study to identify the challenges students face while writing paragraphs and the underlying factors contributing to their error in creating descriptive texts. Moreover, this study was conducted with the objective of identifying the challenges encountered by students and determining the aspects that contribute to students' struggles in composing paragraphs.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses research methods to answer the problem formulation proposed in the first chapter. This chapter contains research methodology, research design, research location and participants, research instruments, data collection, and data analysis. This research aims to explore information related to what causes students error in writing descriptive paragraphs.

#### **3.1 Research Method**

The researcher used a qualitative descriptive method to find out the answers to the research question. Qualitative descriptive research itself describes existing phenomena, both natural and human-made, that pay more attention to the characteristics, quality, and interrelationships between activities. According to Creswell (2012), qualitative research relates to the ideas, perceptions, opinions, or beliefs of the person being studied, and all of them cannot be measured by numbers. In addition, descriptive research does not provide treatment, manipulation, or change in the variables studied but rather describes a condition as it is. The only treatment given is the research itself, which is carried out through observation, interviews, and documentation (Sukmadinata, 2011).

This research used the qualitative method. The qualitative method was applied to explore and depelod information and understanding of students error in writing descriptive paragraphs. This study was determined to be suitable for this design because it aims to answer the research question. There are two types of research instruments used in this research: interviews and document analysis. Apart from that, natural phenomena are the main focus.

#### **3.2 Research Design**

Researchers analyzed the data were further by adopting an interactive model analysis as posited by Miles, Huberman, and Saldana (2014). As informed

from the foregoing model, the data analysis took four elements comprised of data collection, data condensation, data display, and conclusion drawing.

The finding of this study necessitates the collection of data. Structured interviews were used as an instrument to collect the data. Structured interviews are the most systematized type of interview (Ary, 2010). the interviewer uses predetermined questions in a set order. Next, after the researcher found some frameworks or literature that supports this study, the researcher steps forward and arranged the instrument for the interview process. The interview process was conducted using Indonesian to avoid misunderstanding between the interviewer and the interviewees. The researcher also recorded what the lecturers said during the interview process using a mobile phone. The record is then transcribed to get deep information and also answer the research question. Therefore, the interview was used to get specific information from the lecturers responses.

### **3.3 Research Setting and Participants**

Participants in this research were students of the second semester English education study program of Institut Pendidikan Indonesia Garut who were taking a paragraph writing course. By taking data randomly from three different classes. These results come from a quantitative examination of student assignment documents based on descriptive texts that students were previously asked to write in their daily tests. Their test results the following traits can be found in student writing: an example of a text that tells a story. Each text for recalculation is made in the form one topic each paragraph. It is quick and easy due of At the time of this study's completion, students were still enrolled in writing II courses. done. Using Dulay, every student's written work is evaluated. Burt and Krashen (1982) identified grammatical mistakes. analysis. This is how document data analysis is explained. then, determine the inaccuracy by calculating the percentage error. precisely illustrated by providing various examples of mistakes (2010) Myers, Yah, and Lorch. a brief demonstration was provided. due to the paper's restricted space. Semi-structured interviews are used to gather data for qualitative research (Fraenkel, Wallen, & Hyun, 2012; Gall, Gall, & In order to achieve sufficiency (Borg, 2003; Oppenheim, 2001), information on the elements that cause student errors English linguistic organisation. Adoption is used to further analyse the data.

Miles, Huberman, and Saldana's proposed interactive analysis model (2014). In accordance with the model mentioned above, data analysis was done. Data collection, data condensing, data analysis, and data exhibit, then make inferences.

### **3.4 Technique of Data Collection**

This study employed a structured interview as a data collection instrument. According to Ary (2010), a structured interview is a data collection method that relies on asking questions in a set order to collect data on a topic. It means that the interviewer makes a list of questions to ask the interviewee. Moreover, interviews can provide more detailed information compared with other research instruments.

Data collection was carried out by interviews and document analysis of descriptive paragraphs written by students and randomly selected from three different classes of the English language education study program of Institut Pendidikan Indonesia Garut. The student assignment document is explained to see the mistakes students make when writing English descriptive paragraphs, as well as the causal sentences that cause these errors.

### **3.5 Technique of Data Analysis**

According to Ary, Jacobs, Sorensen, Walker, and Razavieh (2010), this is a mixed-methods research design where researchers first gather and aggregate quantitative data before doing qualitative investigations to examine more granular and contextual data. Consequently, a quantitative study based on document analysis that takes into account what has already been produced. Data from document analysis are analysed in this manner. then, determine the inaccuracy by calculating the percentage error. precisely illustrated by providing various examples of mistakes (2010) Myers, Yah, and Lorch.

As described above, this research utilized the descriptive-qualitative method. In the qualitative method, the researcher analyzed the data descriptively. William Wiersma (2009) stated, "Data analysis in qualitative research is a process of categorization, description, and synthesis". The researcher analyzed the data in the form of a description. As stated by Moleong (2002), in data analysis, the writer goes through the process of gathering the data and then transforming it into useful information for making a decision.

Furthermore, in order to analyze the data collection, Creswell's framework was also applied to the data analysis of this study. The frameworks used in this study are as follows:

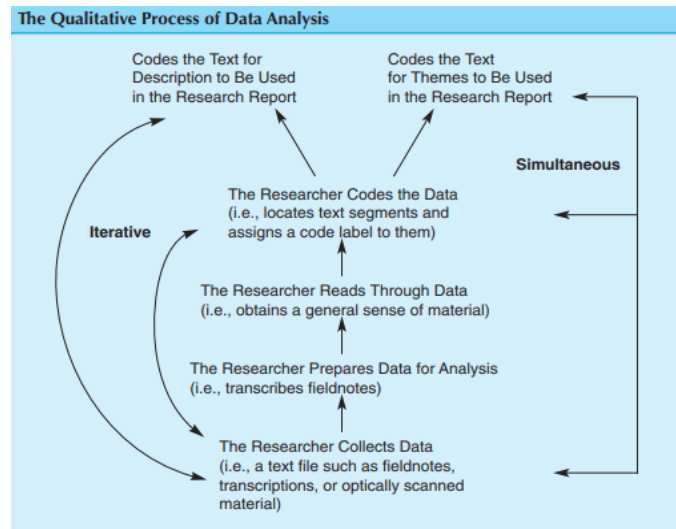


Figure 1 Qualitative process of data analysis (Creswell J. , 2015)

### Step 1

*Collecting the Data.* In this step, the data is collected. It involves the interview which is to answer the research question; "What are the students' error in writing descriptive paragraphs?"

### Step 2

*Prepared data for analysis.* Here, the collected data is prepared and organized before continuing to the next step. After collecting the data, the researcher transcribed it and took key points showing students' error in writing descriptive paragraphs.

### Step 3

*Reading all the data.* After the data is prepared, the researcher reads all the data to gain as much information as possible. In reading the data, the researcher analyzed the data from the transcript and the audio recording. While reading the data, the researcher also takes notes on it.

#### **Step 4**

*Analyze the data.* In this step, the researcher started to analyze the data or information by coding or labeling it to make it easier to categorized. This is also to identify which information needs to be used in this study or needs to be reduced.

#### **Step 5**

*Interpreting the findings.* In this step, the data is then interpreted, written in the form of a descriptive essay, and matched with the previous study or theory in Chapter 2. After analyzing and interpreting all the data, the researcher then draws a conclusion from the whole research.

### **3.6 Research Procedure**

The research procedure in this study consists of several steps. The steps are as follows:

1. Determining research method and research design that is appropriate with this study
2. Preparing questions for interview
3. Asking permission letter to conduct study
4. Asking permission in the research site on June 03, 2024
5. Selecting the participants based on lecturers that had participated in socialisation related to the *Merdeka* curriculum for tertiary institution, lecturers who had experience teaching new subjects related to an analysis students error in writing descriptive paragraph.
6. Collecting the data  
The interview was conducted on June 03, 2024
7. Transcribing the data
8. Analyzing the data
9. Presenting the finding.

### **3.7. Research Timeline**

Februari-March 2024: Chapter I-III Background, literature, and Method

March-April 2024: Data collection process

June-July 2024: Chapter IV-V (Research results report)

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter presents the results of research on students' error in writing descriptive paragraphs. Concerned with data presentation, data analysis, and discussion of data obtained from interviews. This data analysis is presented descriptively.

#### **4.1 Findings**

This research investigated students' error in writing descriptive paragraph which related to the objective of the research: to provide information to teachers and students regarding students' error in writing descriptive paragraphs so that the teachers and the students can consider learning and teaching methods to solve their error.

In this section, the researcher presents the result of this study to answer the research question. The data of the study was collected with two instruments: document analysis and interview. The Data was obtained from the results of document analysis of student worksheets and interviews at level 1 of the English Language Education Department at IPI. Student worksheet documents were taken from 3 classes in the department and taken randomly. Meanwhile, interviews were conducted with 3 students who experienced problems or error in writing descriptive paragraphs in the English Education paragraph writing course.

##### **4.1.1. Document Analysis**

In this part, the researcher presents the result of document analysis. There are six documents that the researcher analyzed.

## Student Worksheet 1

### GARUT

(TS)Garut has various kinds of culinary that are favored by many people, one of which is bakso. (SS1)bakso are made from meat that is mashed together with spices, usually bakso are served with a mixture of broth. (SS2) There are various types of bakso, such as bakso aci, bakso urat, bakso halus, bakso mercon, bakso beranak and cirawang, making it suitable for all groups. (SS3)Its savory taste and chewy texture make bakso a favorite food of many people, both as a main meal and snack. (SS4) Bakso are usually sold in roadside tents or in fancy restaurants, in garut there are many bakso traders, one of which is mang ono bakso. (SS5) This bakso is viral on social media such as tiktok, youtube and instagram, so many content creators come from various cities just to be able to taste the delicious bakso mang ono . (SS6) Bakso mang ono are located in cilawu sub-district, cimaragas village, garut district, mang ono meatballs are open from morning until they run out, bakso mang ono are famous for their onion meatballs and special spices that are formulated directly by mang ono with a mixture of gravy and peanut sauce which is a lot and spicy so that it has a spicy taste but still delicious. (SS7) This bakso is always crowded with buyers and usually we can queue for 2 hours, bakso mang ono also have very affordable prices starting from 1000 rupiah. (CS) Garut is a city that is famous for its many spicy foods, one of which is bakso, in the city of garut there are many bakso traders who have their own distinctive flavors and have many different types of bakso, if you visit the city of garut don't forget to buy bakso in garut, especially bakso mang ono.

Sentence	Correction	Types of Error
one of which is bakso.	This should be a new sentence	Sentence Arrangement
usually bakso are served with a mixture of broth	This should be a new sentence	Sentence Arrangement

(SS1) <b>bakso</b> are made from meat that is mashed together with spices, usually bakso are served with a mixture of broth.	The letter b in the word “bakso” should be capitalized because it’s the beginning of the sentence	Mechanic Problem
There are various types of bakso, such as bakso aci, bakso urat, bakso halus, bakso mercon, bakso beranak <b>and</b> <u>cirawang</u>	Before the word “and”, the writer should put a coma	Mechanic Problem
(SS2) There are various types of bakso, such as bakso aci, bakso urat, bakso halus, bakso mercon, bakso beranak and cirawang, making <b>it</b> suitable for all groups.	The writer should use the pronoun “them”, not “it” because the nouns preceding are more than one	Coherence Problem
Its savory taste and chewy texture make bakso a favorite food <b>of</b> many people	The writer used wrong collocation. It should be “For”	Mechanic Problem
SS5 to SS7	The writer introduced new topic instead	Coherence Problem
if you visit the city of garut don't forget to buy bakso in garut’.	The writer didn’t put a coma after the “if clause”	Mechanic Problem

if you visit the city of <u>garut</u> don't forget to buy bakso in garut'.	The writer didn't capitalize the word "Garut" in that sentence	Mechanic Problem
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### Student Worksheet 3

(TS) Garut is a culinary paradise that has the legendary icon of Swiss Van Jawa. (SS1) When you hear the word Garut, surely what comes to your mind is the city known as the city of dodol. There are so many dodol brands sold in the market, but the most famous and iconic one is DODOL PICNIC. Established in 1949, this dodol continues to create various flavours, such as original, durian, chocolate and strawberry. Due to its success, Dodol Picnic was awarded as "The Best SME of Asia Pacific" in 2013 and became a must-bring souvenir for tourists visiting Garut. (SS2) Behind its legendary deliciousness, did you know that Silver Queen is the oldest chocolate in Indonesia? Born in Garut in 1950, this chocolate has accompanied the journey of Indonesian people for more than 7 decades. Originating from the secret recipe of Ming Chee Chuang, a Burmese businessman, this crunchy cashew chocolate has become a favourite snack across generations. Its factory in Garut is a silent witness to Silver Queen's long journey in pampering the Indonesian palate. More than just chocolate, Silver Queen has become part of Indonesian culture and tradition. Beautiful moments with family and friends always feel more complete with the presence of Silver Queen. (SS3) In addition to the sweet Silver Queen, arrowroot also has Burayot, a traditional snack that spoils the tongue with its deliciousness. Made from rice flour, brown sugar and coconut oil, Burayot is fried until brown and shaped like a string of beads. More than just a snack, Burayot is also part of the culture and tradition of the Garut people. Usually, Burayot is served at special moments such as Lebaran, celebrations, or other traditional events. (CS) Garut, with its rich cultural heritage and diverse culinary landscape, is a paradise for seekers of authentic and unforgettable culinary experiences.

**Correction:**

The controlling idea of this text is unidentified. The writer wrote more than one topic: Dodol Picnic, Silver Queen, and Burayot. The writer should have chosen only one of those three topics.

**Student Worksheet 4****GARUT**

(TS) Alun-alun Garut is the heart of Garut city, West Java, which is the center of local community activities and a popular tourist spot for visitors from various regions. Mesjid agung Garut, as a religious icon, stands out with its magnificent architecture that becomes the center of attention in the middle of Alun-alun. Not far away is the Garut pendopo, a historical building that witnesses many important events in the life of the Garut people. When visiting Alun-alun Garut, visitors can also enjoy a ride on the Sonagar Bus. Alun-alun also provides various types of games and entertainment for visitors of all ages, the green and well-maintained gardens are an ideal place to relax or play with family. Around the Alun-alun are various stalls and street vendors selling traditional Garut food and drinks, such as Garut soto, whipped noodles, or fresh degan ice. Not to forget the open field in the Alun-alun became a gathering place for people visitors from outside the city. Meanwhile, Alun-alun also offers a variety of interesting photo spots that become a special attraction for visitors, with the background of green and beautiful natural scenery, visitors can capture their precious moments beautifully in the midst of a bustling atmosphere full of life. (CS)The excitement and crowds of this Alun-alun make it a must-visit place for anyone coming to Garut, for not only its natural beauty, but also for the warmth and fun it offers.

Sentence	Correction	Types of Error
‘Alun-alun Garut is the heart of Garut city, West Java, which is the center of local community activities and a popular tourist spot for <u>visitoris</u> from various regions’.	The writer made a wrong spelling for the word “visitors”	Mechanic Problem
<u>Not to forget</u> the open field in the Alun-alun became a gathering place for people visitors from outside the city.	The word “Not to forget” is Indonesian writing style translated from “Tidak lupa/Tak ketinggalan”. The writer could have used transition words such as in addition	Writing Style
Around the Alun-alun are various stalls and street vendors selling traditional Garut food and drinks, such as Garut soto, whipped noodles, or fresh degan ice’.	This sentence doesn’t contain a subject. There is only prepositional phrase in the beginning of the sentence.	Sentence Arrangement
<u>Meanwhile</u> , Alun-alun <u>also</u> offers a variety of interesting photo spots	The writer can only one adverb	Mechanic Problem
with the background of green and beautiful natural scenery, visitors	This should be a new sentence	Sentence Arrangement

<p>can capture their precious moments beautifully in the midst of a bustling atmosphere full of life.</p>		
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### Student Worksheet 5

#### The oldest Islamic boarding school in Garut

Garut is a district based on Islamic boarding school education and is nicknamed the city of Islamic boarding schools because there are so many Islamic boarding schools spread across remote areas of Garut district. As time goes by, there are many Islamic boarding schools in Garut district that are modern, but it does not rule out the possibility that there is the oldest Islamic boarding school in Garut district. The Al Huda Islamic boarding school which was founded by KH. Sirojuddin in 1939 at Jln. Oto Iskandar Dinata No.24, Tarogong Kaler Garut District, this Islamic boarding school was continued by his sons and daughters. Secondly, the Keresek Islamic Boarding School was founded in 1887 by K.H.- Muhammad Tobri whose address was in Cibatu, Garut. The Keresek Islamic Boarding School is still the destination of many students who want to board. Especially students who want to deepen nahwu sorof and bilagoh (Arabic literature), because these two disciplines have become the hallmark of this Islamic boarding school which is more than a century old. Third, namely Islamic boarding schools. Darussalam is located in Sindangsari village, Kersamanah District, Garut Regency, West Java Province, precisely on Jln. Bandung – Tasikmalaya. The history of the Darussalam Forerunner Period Pondok began in 1939, the late H. Ahmad founded the Islamic Boarding School whose management was handed over to his son KH. Ishaq Asy'ary. From the description above, there are some of the oldest Islamic boarding schools in Garut which are still running.

Sentence	Correction	Types of Error
Garut is a district based <b>on</b> Islamic boarding school	The writer used wrong collocation. It should be “Of”	Mechanic Problem
is nicknamed the city of Islamic boarding schools	Indonesian writing style	Writing Style
The Al Huda Islamic boarding school which was founded by KH. Sirojuddin	The writer must use transition word before the words “The Al Huda”	Coherence Problem
<b>The Al Huda</b> Islamic boarding school which was founded by KH. Sirojuddin	Generally, we don’t use article for name	Mechanic Problem
this Islamic boarding school was continued by his sons and daughters.	This should be a new sentence	Sentence Arrangement

## Student Worksheet 7

### BUFFALO HILL

On June 17, 2020 buffalo hill was one of the places my friends and I chose to camp. We arrived at cisurupan at 8pm and buffalo hill was one of my first hikes with night tracking. To get to post one & other posts as a beginner I felt exhausted to get to the buffalo hill. A sense of solidarity was felt, when one of us was half-hearted to reach the top of Buffalo Hill. We got to the hill at 3am, the tiredness was replaced with a beautiful sunset view at buffalo hill. There were so many buffaloes, roaming freely and calmly on Buffalo Hill. The scenery was amazing as if washing our eyes with the view of buffalo hill with green hills and small rivers with clear water. Camping

at Buffalo Hill is not only about enjoying the beauty of nature, but the experience of exploring and also making unforgettable moments with friends.

**Correction:**

The writer made linguistic feature problem for the whole paragraph. The writer used past tense instead of using present simple. Furthermore, in the paragraph the writer told about his experience instead of explaining the characteristics of Buffalo Hill. This text, therefore, is categorized as recount paragraph, not descriptive paragraph.

**Student Worksheet 9**

**DOMBA GARUT**

(TS) Domba Garut, also known as Priangan sheep, is a breed of sheep in Garut, West Java, Indonesia. (SS1) Domba Garut is mostly known as a fighter sheep, even the farmers raising them for this purpose. (SS2) "Adu Domba Garut," is a popular cultural event in Garut that showing the strength and bravery of the sheep through a competitive battle. (SS3) The sheep that used for this contest are usually receive a good treats such as food, drink, and healthcare. But this sheep breed is also known for the color coats, their upright body posture, the sturdy horns, and the rams are horned while ewes are hornless. (SS4) Furthermore, Domba Garut is known for its low maintenance requirements, with the breed being resilient to diseases and parasites, reducing the need for expensive veterinary care, and being efficient grazers that can thrive on a diet of grass and forage, making them a cost effective option for farmers with limited resources. (SS5) As eaters of all kinds of green, the quality of the meat of Domba Garut is unique comparing to other breed. (SS6) Also the diet of Domba Garut is divided into three main categories such as green feed, concentrate, and additional feed and salt, but the specific composition of the diet may vary depending on the stage of growth and the desired outcome, such as rapid growth or high quality wool and meat production. (SS7) Domba Garut is also prized for its soft and high quality wool, which is highly valued for its warmth, making it

a good option for farmers who want to increase their income. (CS) Domba Garut is a valuable asset to the livestock industry in Indonesia, and the popularity of this sheep has been going up because of its unique qualities, cultural importance, and ability to adapt, making it a favorite breed in Indonesia, especially in Garut.

Sentence	Correction	Types of Error
<p>'<b>Domba Garut</b> is mostly known as a fighter sheep, even the farmers raising <b>them</b> for this purpose'.</p>	<p>In that sentence, Domba Garut is a singular noun. Therefore, it needs a singular pronoun too, not plural pronoun like 'them' or the writer could change the auxiliary verb 'is' into 'are'.</p>	<p>Coherence Problem</p>
<p>(SS2) "Adu Domba Garut," is a popular cultural event in Garut that showing the strength and bravery of the sheep trough a competitive battle. (SS3) The sheep that used for this contest are usually receive a good treats such as food, drink, and healthcare. But this sheep breed is also known for the color coats, their upright body posture, the sturdy horns,</p>	<p>The writer introduced a new topic</p>	<p>Coherence Problem</p>

and the rams are horned while ewes are hornless.		
the rams are horned while ewes are hornless.	This should be a new sentence	Sentece Arrangement
Furthermore, Domba Garut is known for its low maintenance requirements, with the breed being resilient to diseases and parasites, reducing the need for expensive veterinary care, and being efficient grazers that can thrive on a diet of grass and forage, making them a cost effective option for farmers with limited resources.	This sentence is too long. It could seperated into two or three sentences	Sentece Arrangement
(SS5) As eaters of all kinds of green, the quality of the meat of Domba Garut is unique comparing to other breed. (SS6) Also the diet of Domba Garut is divided into three main categories such as green feed, concentrate, and	SS5 is not related with SS4. Therefore, SS5 should be SS6, and SS6 should be SS5.	Coherence Problem

additional feed and salt, but.....		
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#### 4.1.2 Interview

In this section. The researcher presents the results of the interview. These interviews were conducted with 3 students who experienced problems or error in writing descriptive paragraphs in the English Education paragraph writing course. Furthermore, structured interviews were adopted to collect data. Interviews were conducted on 03 June 2024. There were 14 questions that researchers asked participants. After processing the data, the researcher only presented the data with 10 questions in the results and findings section because there were additional questions that were relevant to the research question.

No	Questions	Partici pant - pant	Answer	Analysis
1.	"Do you know about paragraph writing structure?"	S1	"I do not know, I don't interested Study English because I feel like I'm in the wrong major because I follow my mother's desire for taking this major".	Students' Knowledge about writing descriptive paragraph structure
		S2	"Topic sentence, supporting sentence and concluding sentence. I am not interested with English, especially learn structure sentence".	

			( Can answer but it's wrong inside explain understanding of each paragraph )	
		S3	"I forget, the problem is because I don't love grammar, too difficult, so that I can't write paragraph descriptive in accordance grammar rules and I don't want to learn it ”.	
2.	“Have your steps in making paragraph been good?”	S1	“I'm often wrong, because I Not yet Can write appropriate paragraphs with structure”.	
		S2	"I experienced a number of problem, start from miscommunication or misunderstanding from arranging the sentences . Because I can't study English, me take major This Because I want to can , and I No know before , but when I give it a try , it seems This No interest me and me very lazy to study ”.	

		S3	"I'm not good at writing a paragraph because there is a number of error in compile sentence or the words, continue Because limitations my vocabulary have so that My vocabulary is also small. So I often feel Confused Want to write What . Especially in its structure Like forget and grammar Also That very difficult for example should I write my simple present tense rather write it with continuous tense or simple past tense , for example something like that anyway ”.	
3.	"Do you like learning paragraph writing?"	S1	"For eye his lecture Alone I not enough too like, I am one student in the wrong major , me seldom Study English and me No understand How method make structure paragraph good and correct descriptive . I No understand How method compile good sentence”.	

		S2	“Like it, but often Lots wrong. I do not understand grammar, and me No know method make appropriate sentence with grammar rules ” .	
		S3	" I not enough so like , because I No interested learn material lectures This so that I seldom study it or repeat eye studying This as home learning ” .	
4.	"Why do like /dislike learning paragraph writing?"	S1	“I really am No likes English from before and after take major this , so motivation I in learn English This of course less , besides That according to I too Lots theory and too Lots the pattern is not Can I copy or I understand , sometimes Like feel confusion ”.	
		S2	"Because I No understand the grammar, so difficult very for I ."	
		S3	“The problem Because I No understand method make good sentence in English , that's why I No Can write paragraph descriptive ”.	

5.	"What error you meet when writing descriptive paragraph?"	S1	"I do not understand grammar, and me No interested learn it ”.	
		S2	“ It's difficult when you have to determine the topic and get confused What whatever you want written Because lack vocabulary , so to speak rather write origin keep going here and there sometimes from grammatical rules too Like Confused in accordance What no, yeah. I do not understand How method compile good sentence in English ”.	
		S3	"I do not understand method make good sentence in English , I'm confused write good sentence in English , material about text Descriptive is also sufficient difficult for I ”.	
6.	"What are the reasons that make you have error in writing	S1	"I forget material text descriptive, those problem I ”.	
		S2	"I'm confused write good sentence in English . Material about text	

	descriptive text?"		Descriptive is also difficult I miss".	
		S3	"I do not understand grammar, material descriptive text, and me No understand course English at school intermediate so that I No can write text descriptive with Good ".	
7.	"Do you have solution to overcome the problem in writing paragraph?"	S1	" Should anyway with study well , but Because from beginning I of course No interested with eye studying this and I feel it too ability I in English That less , one the factor Because I took the wrong major ".	
		S2	"There has to be a lot analyze the paragraph because each paragraph different from level the difficulty The same word choice or the topic So We Can Study from there ".	
		S3	"There has to be a lot Study from basically like from addition vocabulary, continue Study the grammar, because if we do No Can That or No Can basically so We No will Can write paragraphs with Good ".	

8.	"Does the lecturer give adequate learning about how to write a good paragraph? "	S1	"According to I anyway should lecturer Can convey theory That customized with student's condition and mood , don't force something that doesn't Can memorized or understood student So I feel teaching taught by lecturers That less , so I No Can digest with Good given theory lecturer , but Possible don't know because from self unfortunately Alone whereas lecturer actually Already OK , maybe unfortunately also less in catch material provided lecturer ".	
		S2	"The lecturer has very adequate give his teaching However I just often feel confused when the lecturer explain , keep going often forgot about that too explained in the lesson previously ".	
		S3	"The lecturer has give good teaching However us own it Lots obstacles , such as no that presence too influence understanding We to material taught lecturer moment We No come in , so at the meeting next We So not enough understand , and because no ask or Study more	

			Lots Finally just write paragraphs as is and not yet Good . And U.S Not yet Can write paragraphs sequentially systematic”.	
9.	"What kind of teaching method should be used to improve your understanding of writing paragraph?"	S1	"I am more Like copy from someone who is an expert in their field , for example our Kalua want to write it Good yes present a real teacher he That a writer So We Can imitate the good writing that he does make , because I currently Study from copy from somebody or role model”.	
		S2	“Discussion method , because it turns out what are we think about it That different The same who are friends think about it , so with discussion We Can each other swap thoughts and each other correct error We Where ”.	
		S3	“Specialized learning methods for a real student No understand or Not yet Can write good paragraphs So We want to direct	

			given practice or must Lots given example the writing like What " .	
<b>10.</b>	"Do the learning tools help facilitating learning paragraph writing?"	S1	" Actually very help like with there is zoom media, sevima or online learning method But impact the negative student so lazy to take notes existing material explained , let 's continue Study all e- books or online just right open rather so scroll to another one. So if you say so help anyway of course helpful, but there are pluses and minuses too."	
		S2	"Just lost petrified Study Of course very helps , but there are some necessary thing improved like comfort in class Because hot dzb , that's what makes us focus on studying ."	
		S3	"Already very help but there are influencing factors impossibility student in write descriptive paragraphs No from matter That otherwise from each individual."	
<b>11.</b>	"What kind of learning tools need to	S1	"Comfort in class, because That very determines our mood in Study. If you're a student given	

	be improved?"		many conveniences so will more the spirit is also deep Study " .	
		<b>S2</b>	"It seems like Well, AC, that's the problem sometimes inside class hot That make We not focused inside Study " .	
		<b>S3</b>	" Possible Can added facility like AC or cooler room , because the room is also very hot influential to comfort study , and I Alone often not focused because matter the " .	

#### 4.1.2.1 Students' Perspective on Paragraph Writing Course

**Question 1:** "What is your perspective about paragraph writing course?"

The participants were asked about their views on the paragraph writing course, especially the discussion regarding descriptive paragraphs. Most of them have the same view: namely that this course is quite challenging and difficult, because not all students have the ability to write. Apart from that, they also have the same error, namely in terms of grammar and grammar. As stated by

##### **Student 1**

"For eye his lecture Alone I not enough too like, I am one student in the wrong major , me seldom Study English and me No understand How method make structure paragraph good and correct descriptive . I No understand How method compile good sentence"

The first student stated that he didn't like this course because he didn't understand how to write a descriptive paragraph with a good and correct structure. He also

had difficulty writing structured sentences in English. The second student also stated the same thing, proven by the answer below:

### **Student 2**

“I think I like this course and I think this course is also quite challenging, because there are many theories that must be studied well so that we can understand them, but often Lots wrong I do not understand grammar English, and me No know method make appropriate sentence with grammar rules ” .

She liked the paragraph writing course and was able to follow the learning material to make descriptive paragraphs, but he had difficulty with grammar and language structure.

### **Student 3**

" I not enough so like , because I No interested learn material lectures This so that I seldom study it or repeat eye studying This as home learning ” .

And the third student stated that he did not like the paragraph writing course and had difficulty following the lesson of making descriptive paragraphs because he was not interested in studying it and was not diligent in reviewing the material that had been given by the lecturer in class.

#### **4.1.2.2 Students' Error in Writing Descriptive Paragraph**

**Question:** "Difficulty What are you meet moment write paragraph descriptive?"

Some students experience different error in writing descriptive paragraphs, some have difficulty in determining the topic, some are not interested in studying it, some also do not understand the material that has been presented. So students don't know the structure of writing descriptive paragraphs and don't know how to structure sentences. as in the interview below :

### **Student 1**

*"I do not understand grammar English , and me No interested learn it ”.*

The first student said that he did not understand grammar in English, he was also not interested in studying material about writing descriptive paragraphs.

### **Student 2**

*" It's difficult when you have to determine the topic and get confused What whatever you want written Because lack vocabulary , so to speak rather write origin keep going here and there sometimes from grammatical rules too Like Confused in accordance What no, yeah. I do not understand How method compile good sentence in English "*

The second student said that he had difficulty determining the topic, he also felt that he lacked vocabulary so he was confused about what to write and he could not write the right sentences according to grammatical rules.

### **Student 3**

*"I do not understand method make good sentence in English , I'm confused write good sentence in English, material about text Descriptive is also sufficient difficult for I "*

The third student said that he had difficulty writing good sentences. He was also confused about understanding the material so he didn't understand how to implement it in writing.

After that the researcher asked the students another question to answer this research question, the following questions are below:

**Question:** " What reasons that make You difficulty in write text descriptive ?"

### **Student 1**

*"I forget material text descriptive , those problem I "*

The first student said that he forgot about the material for writing descriptive paragraphs.

## **Student 2**

"I'm confused write good sentence in English . Material about text Descriptive is also difficult I miss".

The second student also said that he had difficulty understanding the learning material.

## **Student 3**

"I do not understand grammar, material text descriptive , and me No understand course English at school intermediate so that I No can write text descriptive with Good ".

And the third student also said that he had difficulty understanding grammar and he also had difficulty learning English from high school.

### **4.1.2.3 The Students' Error in Writing Descriptive Paragraph**

#### **1. The Students' Error in Writing Descriptive Text on Generic Structure**

The researcher found that the students had error in generic structure. The generic structure of descriptive text consisted of two paragraph, it was identification and description. But the student S4 just made one paragraph. In the first paragraph, the student should introduce or identify the character.

#### **2. The Students' Error in Writing Descriptive Text on Grammar**

In the grammar, it consists of two topic, the first is arranging the word that includes noun, pronoun, verb, adjective, adverb, preposition, etc. and the second is arranging the sentence (tenses) the researcher only focuses to analyze arranging word and arranging sentence, but in arranging sentence the researcher only focuses on simple present tense.

1) The Students' Error in Writing Descriptive Text on Arrange the Word. the researcher found that students had error in writing noun, the two sentences above were singular noun, so it must use "a" or "an" , but the students didn't understand and made an error.

2) The students' error in use determine

3) The students' error in preposition Preposition is usually followed by a noun or pronoun. The students' error in preposition are showed below: The students' error in writing preposition on writing "on" which supposed to be "in" .

4) The Students' Error in Writing Descriptive Text on Use Simple Present Tense

Simple present tense is used to state fact, activity or repetitive activities. In a way, this tense is the easiest one if it compared to other tense. Positive sentence in simple present tense is using verb 1 or to be / is / am / are. If the subject is a single third person (he, she, and it), verb 1 must be added by suffix -s / -es. For example he eats, she goes, it seems, etc. The formula of simple present tense is: 1) Positive sentence: - Subject + verb 1 (+s/es) + object/adverb - Subject + to be (is/am/are) + adjective/adverb 2) Negative sentence - Subject + do/does + not + verb 1+ object/adverb - Subject + to be (is/am/are) + not + adjective/adverb 3) Interrogative sentence - Do/does + subject + verb 1 + object/adverb? - To be (is/am/are) + subject +adjective/adverb?

3. The students' error in grammar on writing "was" which supposed to be "is"

1).The students' error in arrange positive sentence of simple present tense. The researcher found that the students had error in use to be "is". The students did not use to be as in the formula. The formula is Subject + to be (is/am/are) + adjective/adverb.

2). The Students' Error in Writing Descriptive Text on Spelling The error in spelling in this research is when the students makes an error in writing a word.

The researcher found that the students had error in all point. The students' error was known from the student's worksheet, the researcher found that the students had error in generic structure, grammar and spelling. The students who had error in generic structure did not know how to make a good descriptive text, the students only made a simple descriptive text, they did not describe their family in detail. The students who had error in grammar didn't know how to make a correct sentence and they were confused in using simple present tense. The students who had error in spelling they were made an error when they writing an English word. So, what Novita (2017) said before was same with the students' error which researcher found. The error were in generic structure, grammar, and spelling.

#### **4.1.2.4 Factors Causing Student Error in Writing Descriptive Paragraph**

Researchers conducted interviews with level 1 students majoring in English Education at IPI. The researcher used Indonesian when interviewing students, then the researcher translated the interview into English. Based on interviews, researchers found factors that cause students to have difficulty writing descriptive paragraphs. The error in writing descriptive paragraphs are as follows:

##### **1. Lack of students' skills in producing text**

Students' lack of mastery in producing text is caused by the lack of English vocabulary mastered by students, apart from that, a lack of insight and knowledge in reading is also a trigger factor for students not being able to produce text. So this is one of the students' failures in writing descriptive paragraphs. Data from the interview is shown in the conversation below:

Researcher: "What error did you encounter when writing descriptive paragraphs?"

Student 1: "I don't understand how to compose good sentences in English."

Student 2: I don't understand English grammar, and I'm not interested in learning it."

Student 3 said that he did not understand how to make good sentences in English, student 4 said that he did not understand grammar. So those are the factors that cause students to have difficulty writing descriptive paragraphs.

There is other data from interviews shown by students who experience error in English

Student 1: I am a student who has the wrong major, I rarely study English and I don't understand how to make a good and correct descriptive paragraph structure.

Student 2: "I don't understand English grammar, and I don't know how to make sentences that comply with grammatical rules"

Student 3: "The problem is because I don't understand how to make good sentences in English, so that's why I can't write descriptive paragraphs."

Student 1: "I don't understand grammar and descriptive paragraph structure material, and I always lag behind in learning English."

Student 2: "Because I don't understand the grammar, it's really difficult for me."

Student 3: "I'm confused about writing good sentences in English, the material about descriptive text is also quite difficult for me."

Based on the interview data above, students said the cause of their error was because they did not understand English grammar and did not understand how to compose good and correct sentences. It can be said that the cause of their error is a lack of proficiency in text production skills. Understanding sentence structure or grammar is very important, if students are able to understand grammar well then they will be able to create good descriptive

texts. Most students said that the cause of their error was grammar, they said that the paragraph writing lecturer did not explain grammar.

## **2. Lack of knowledge regarding the subject of the content of the manuscript to be written**

Students' lack of knowledge will influence them in writing, especially their lack of understanding regarding the main content of the text to be written is one of the factors in students' error in writing descriptive paragraphs. There are some students who say that this is the cause of their error. Data from the interview is shown below: :

"What are the reasons that make it difficult for you to write descriptive text?"

Student 1: "I forgot the descriptive text material, that's my problem"

Student 2: "I am confused about writing good sentences in English. Material about descriptive text is also difficult for me to miss."

Student 3: "I don't understand the grammar, descriptive text material, and I didn't understand English courses in high school so I couldn't write descriptive text well."

The data above shows that the cause of students' error is their lack of understanding of descriptive paragraph structure material. It can be said that the cause of their error is a lack of knowledge regarding the discussion of the manuscript to be written because the subject in this case is descriptive paragraphs, and most students say that they do not know about descriptive paragraphs and they also say that descriptive paragraph material is difficult for them to understand.

## **3. Lack of interest in learning English**

Lack of interest in learning English is one of the factors in students' error in reading descriptive paragraphs. Some students said they were less interested

in studying English and felt they were in the wrong major. The data is shown in the interview below:

Student 1: "I'm not interested in studying English because I feel like I'm in the wrong major because I followed my mother's wishes to take this major."

The students above said they were less interested in learning English, so they had difficulty writing descriptive paragraphs in English. There are several students who have the same answers as the students above. The data is shown below:

Student 2: "The problem is because I don't like grammar, it's too difficult so I can't write descriptive paragraphs according to grammatical rules and I don't want to learn it."

Student 3: "Because I can't study English yet, I took this major because I wanted to be able to, and I didn't know beforehand, but when I tried it, it seemed like this wasn't my interest and I was very lazy about studying."

Student 1: "Because I am not interested in studying this lecture material so I rarely study it or repeat this course as learning at home"

Student 2: "I'm not interested in English, let alone studying sentence structure"

Student 3: "I don't understand how to compose good sentences."

From the interview data above, the researcher found that the factor causing students' error was not being interested in learning English. Because they feel it is wrong to major in English and they think English is difficult to learn. Apart from that, they said that writing using good and correct English structures was also difficult. Based on the results of interviews with first year students majoring in English at IPI, the researchers only found two factors that were the same as the three factors above and the researchers found one other factor. The two factors are the same as those stated by Graham and Harris (in Glynn, 2006: 98), namely a lack of proficiency in

text production skills and a lack of knowledge relevant to the main content of the manuscript to be written.

The students said that the cause of their error was that they did not understand the proper and correct structure of descriptive paragraphs and they also did not understand the grammatical structure of English. Another factor that researchers found among English language education students who had difficulty writing descriptive paragraphs was a lack of interest in studying this course or in understanding linguistic structures, especially in grammar courses. Most students said that the cause of their error was because they were less interested in studying it and they said that this course was difficult for foreign language students, especially as beginner English language learners.

## **4.2 Discussion**

Based on the findings, the researcher found various problems that the freshman students faced in writing descriptive text. Those are: writing style, linguistic feature, coherence, sentence arrangement, and mechanic problems. Besides that, the factor that cause the students' error in writing descriptive text including : Lack of proficiency in the text production skills, lack of knowledge relating to the subject content of the script to be written, and lack of interest in learning English.

### **4.2.1 Writing Style Problem**

According to the finding of this research, the students' main difficulty was to write the descriptive text with a proper English language. The students tended to write English sentences using their second language style which is Indonesian. As for example, Student 4 wrote '**Not to forget** the open field in the Alun-alun became a gathering place for people visitors from outside the city'. The words 'Not to forget' is very Indonesian writing style from the words '*Tidak lupa/Tidak ketinggalan*'. The Students 4 could have used

transition words such as in addition, furthermore, next, etc. This showed that the native language affected the writing process.

#### **4.2.2 Linguistic Feature Problem**

The students also had error in the use of linguistic features. One of the linguistic features that they struggled was the tense. This is in line with Husna (2013) mentioning that the students had issues with the utilization of tenses. As we all know, descriptive text uses present simple to tell the fact of the object that is described. However, in the findings, some students used the wrong tense. They used past tense to tell about the object instead of using present simple. For example, the Student 7 wrote the descriptive paragraph about Buffalo Hill. He used past tense for almost the whole paragraph. Moreover, he told about his experience when visiting Buffalo Hill instead of focusing on telling the characteristics of the place. With these two errors, he made a recount paragraph, not a descriptive paragraph.

#### **4.2.3 Coherence Problem**

Another difficulty that the researcher found was that the students' writing had coherence issues. Coherence is an important aspect of good writing. According to Zuhriyah (2021), coherence is the glue that hold a piece of writing together. In other words, if a paragraph is coherent, it sticks together from sentence to sentence to present a complete idea. The elements of coherence include cohesion, unity, and flow.

Based on the findings, the students made some coherence problems. For instance, Student 3 brought topic about Dodol Picnic. However, in the middle of the paragraph, the Student 3 suddenly told about Silver Queen. For this reason, the paragraph was not coherent because some supporting sentences didn't support the idea expressed in the topic sentence. This finding is in accordance with Novita (2017) who stated that the students dealt with maintaining coherence in their writing.

Another coherence issue were the students used wrong pronouns when referring to the specific noun that has mentioned. As an example, Student 9 used the pronoun 'them' in the sentence 'Domba Garut is mostly known as a fighter sheep, even the farmers raising **them** for this purpose'. In that sentence, Domba Garut is a singular noun. We can see it by the auxiliary verb that the Student 9 used. Therefore, it needs a singular pronoun too, not plural pronoun like 'them' or the Student 9 could change the auxiliary verb 'is' into 'are'. So, the sentence would be coherent.

#### **4.2.4 Sentence Arrangement Problem**

Based on the findings, we could also see that the students' writing had errors in arranging sentence. The problems were frequently about the subjects of the sentences. For example, Student 4 wrote 'Around the Alun-alun are various stalls and street vendors selling traditional Garut food and drinks, such as Garut soto, whipped noodles, or fresh degan ice'. This sentence doesn't contain a subject. There is only prepositional phrase in the beginning of the sentence. A sentence must at least consist of one subject and one verb (Wishon & Burks, 1980). If a sentence doesn't have any one of those requirements, then it doesn't consider as a sentence. The only type of sentence which is able to stand alone without subjects is imperative sentence. This finding is in agreement with Husna (2013) explaining that grammatical issues would impact specific patterns in sentence formation, affecting the arrangement of words.

#### **4.2.5 Mechanic Problem**

The other error were that the students were confused in using mechanics. These mechanic problems included spelling, punctuation, and capitalization. In line with Graham & Harris (in Glynn, 2006: 98), students' error can be attributed to various factors such as including frequent spelling errors, improper use of upper and lower case letters, and incorrect punctuation.

Mechanics are crucial in writing because they help writers ensure that their readers understand what they write.

To give an example, Student 4 made a wrong spelling for the word 'visitors' in the sentence 'Alun-alun Garut is the heart of Garut city, West Java, which is the center of local community activities and a popular tourist spot for **visitoris** from various regions'. For other examples, Student 1 didn't put a comma after the 'if clause' in the sentence 'if you visit the city of garut don't forget to buy bakso in garut'. It is necessary to put a comma after the 'if clause' if the 'if clause' comes first in a sentence. Student 1 also didn't capitalize the word 'Garut' in that sentence. The word Garut should be capitalized since it's the name of a city.

#### **4.2.6 Lack of Proficiency in the Text Production Skills**

Lack of proficiency in the text production skills was one of the factors that caused the students' error in writing descriptive text. There were some students that said the cause of their error was lack of proficiency in text production skills. Many students struggle with a limited vocabulary and find it challenging to choose the right words to describe their topic. Their paragraphs may end up being vague and lack the rich, detailed language needed to create a vivid picture in the reader's mind. Besides that, this is influenced by overuse of adjectives. In an attempt to be descriptive, students might overuse adjectives, leading to redundant and awkward sentences. This can make their writing feel repetitive and unnatural, rather than creating a clear and engaging picture.

#### **4.2.7 Lack of Knowledge Relating to the Subject Content of the Script to Be Written**

Lack of knowledge relating to the subject content of the script to be written was one of the factors that caused the students' error in writing descriptive text. There were some students said that this was the factor that caused their error. The data in the finding were shown that the cause of the students' error

was didn't understand about the material of descriptive text. It could be said that the cause of their error was lack of knowledge relating to the subject content of the script to be written. Because the subject in this case was descriptive text, and the student said that they didn't understand about the material of descriptive text and they said that the material of descriptive text was difficult to understand.

#### **4.2.8 Lack of Interest in Learning English**

Lack of interest in learning English was one of the factors that caused the students' error in descriptive text. Some students said they didn't interest in learning English. From the data above the researcher found that the factors that caused the students' error was not interested in learning English. Most of the students said that they didn't interest in learning English. Because, the students think that English was difficult to learn. Not only that, they said that writing in English is also difficult. Based on student's interview, the researcher only found two factors that same with three factors above, and the researcher found one another factor. The two factors that same as Graham & Harris (in Glynn, 2006:98) said were lack of proficiency in the text production skills and lack of knowledge relating to the subject content of the script to be written. The students said that the caused of their error were they didn't understand how to made a correct descriptive text and they didn't understand about grammar. The other factor that researcher found was lack of interest in learning English. Most the students of English Education Study Program Grade 1 said that the caused of their error was because they didn't interest in learning English. They said that English was difficult to learn.

#### **4.3 Concluding Remarks**

In the process of analyzing documents and interview results, it shows various problems faced by level 1 students of the English Language Education study program in writing descriptive texts. Namely: writing style, linguistic characteristics, coherence, sentence structure, and mechanical problems. Factors that cause students to experience these error are: lack of skill in producing texts,

lack of knowledge regarding the topic of the paragraph to be written and lack of interest in learning English. Therefore, it is very important for lecturers and students to determine what teaching methods and learning methods should be used to improve students' abilities in writing descriptive paragraphs. This is certainly very important so that all stakeholders have knowledge that can be applied in the teaching and learning process in class, especially in writing descriptive paragraphs.

## CHAPTER V

### CONCLUSION

#### 5.1 Conclusion

Based on the findings and discussion, this chapter presents the research conclusions and provides suggestions for further research on this topic. The results of the findings and discussion can be concluded as follows: To answer the research questions, researchers analyzed interview data regarding students' error in writing descriptive paragraphs. Based on the results of research on first-level students of English Language Education at IPI, students' error in descriptive paragraphs are:

First, error in Generic Structure mean that students cannot create descriptive paragraphs that are structured or in accordance with the generic structure that exists in the rules for writing descriptive paragraphs.

Second: namely error in grammar, meaning students cannot compose good and correct words according to grammatical rules, for example they cannot compose simple present tense correctly.

Third, error in spelling mean that students cannot write the correct words in English.

Factors that cause students' error in writing descriptive paragraphs at the first level of the IPI English Language Education department are: 1) lack of ability in writing descriptive paragraphs or failure of skills in producing words in writing descriptive paragraphs, meaning that the student is less proficient in grammar and less proficient in Arrange the correct words and sentences. 2) Students' lack of knowledge of the subject matter of the script to be written. This means that students do not understand the descriptive paragraph material well. 3) The lack of interest in learning English is caused by them having the wrong major. This means that students are not interested in learning English.

## **5.2 Suggestions**

The researcher proposed several suggestions to the English lecturer researcher and the next researcher. The points are as follows:

### **1. For Researchers**

It is hoped that this research can find knowledge about students' error in writing descriptive paragraphs so that teachers and students can consider learning and teaching methods to improve their error.

### **2. For Teachers**

This research hopes that teachers can choose and consider what kind of teaching methods can improve students' understanding in writing descriptive paragraphs.

### **3. For future researchers**

The researcher provides suggestions for future researchers to conduct research that is still related to this topic. In this study the researcher only focused on students' error in writing descriptive paragraphs. For future researchers who will take the same theme, they can conduct research on lecturers' challenges in explaining descriptive paragraph courses in paragraph writing courses at level 1, including details on how to apply them.

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# **APPENDICES**

## **Appendix I: Research Instrument**

## Interview Grid

(Denisa Rahmawati)

### An Analysis Of Students Error In Paragraph Writing

No	Variable	Sub Variable	Data Collection	Data Source	Indicator	Questions
1.	An Analysis Of Students Error In Paragraph Writing	Paragraph Writing	Interview	Student Of English Education Study Program	Knowledge	1. Apakah kamu mengetahui struktur paragraph writing ?
2.	An Analysis Of Students Error In Paragraph Writing	Paragraph Writing	Interview	Student Of English Education Study Program	Implementation of Actions	2. Apakah Langkah kamu dalam membuat paragraph writing sudah baik ?  3. Apakah kamu menyukai pembelajaran

						<p>paragraph writing ?</p> <p>4. Apa alasan kamu menyukai/tidak menyukai mata kuliah ini ?</p> <p>5. Kesulitan Apa saja yang kamu dapati Ketika menulis paragraph dalam Bahasa inggris ?</p> <p>6. Apakah kamu memiliki solusi untuk mengatasi permasalahan kamu dalam menulis paragraph ?</p>
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3.		Students Error	Intervie w	Student Of English Educatio n Study Program	Difficulty faced	7. Apakah kamu menemukan kesulitan dalam menentukan struktur menulis paragraph ?
4.		An Analysis Of Students Error	Intervie w	Student Of English Educatio n Study Program	Problem solving	8. Jika ada kesulitan, apakah kamu menemukan solusi dalam mengatasi kesulitan anda ?  9. Apa solusi yang kamu lakukan ?  10. Apakah solusi yang kamu

						lakukan berdampak ?
5.		An Analysis Of Students Error	Interview	Student Of English Education Study Program	Lecturer Competence in Carrying Out Teaching	<p>11. Menurut kamu apakah dosen sudah memberikan pembelajaran yang memadai mengenai cara menulis paragraph yang baik ?</p> <p>12. Menurut kamu metode pengajaran seperti apa yang harus dilakukan untuk meningkatkan pemahaman kamu dalam menulis paragraph ?</p>
6.		An Analysis	Interview	Student Of	Completeness of facilities	13. Menurut kamu apakah

		Of Students Error		English Education Study Program	(media, tools and learning resources)	sarana pembelajaran yang digunakan sudah membantu dalam kemudahan belajar paragraph writing ?  14. Sarana pembelajaran apa yang perlu ditingkatkan ?
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**Appendix II: Interview Transcript**

No	Question	Participant	Answer	Analysis
1.	“Apakah kamu mengetahui struktur paragraph writing ?”	S1	“Saya tidak tahu, Saya tidak tertarik belajar bahasa Inggris karena saya merasa salah jurusan karena mengikuti keinginan ibu saya untuk mengambil jurusan ini”.	Students’ Knowledge about writing descriptive paragraph structure
		S2	“Topic sentence, supporting sentence dan concluding sentence. Saya tidak tertarik dengan bahasa Inggris, apalagi mempelajari struktur kalimat”.  (bisa menjawab tapi salah dalam menjelaskan pemahaman pada setiap paragrafnya)	
		S3	“ Saya lupa, masalahnya karena saya tidak suka tata bahasa, terlalu sulit sehingga saya tidak bisa menulis paragraf deskriptif sesuai kaidah tata bahasa dan saya tidak mau mempelajarinya”.	

2.	“Apakah Langkah kamu dalam membuat paragraph writing sudah baik ?”	S1	“Saya sering salah, karena saya belum bisa menulis paragraph sesuai dengan stukturanya”.	
		S2	“Saya mengalami beberapa masalah, mulai dari miss komunikasi atau salah pehaman dari Menyusun kalimatnya. Karena saya belum bisa belajar bahasa Inggris, saya mengambil jurusan ini karena saya ingin bisa, dan saya tidak tahu sebelumnya, tetapi ketika saya mencobanya, sepertinya ini bukan minat saya dan saya sangat malas belajar”.	
		S3	“Saya merasa belum baik dalam menulis paragraph karena terdapat beberapa kesalahan dalam menyusun kalimat atau kata-katanya, terus karena keterbatasan vocabulary yang saya miliki sehingga perbendaharaan kata saya juga sedikit jadi saya sering merasa bingung mau menulis apa. Terutama dalam strukturnya suka lupa dan grammarnya jga itu sangat menyulitkan misalkan seharusnya saya menulis simple present tense saya malah	

			menulisnya dengan continuous tense atau simple past tense contohnya kaya gitu sih”.	
3.	“Apakah kamu menyukai pembelajaran paragraph writing ?”	S1	“Untuk mata kuliahnya sendiri saya kurang terlalu suka, Saya seorang mahasiswa yang salah jurusan, saya jarang belajar bahasa Inggris dan saya tidak mengerti bagaimana cara membuat struktur paragraf deskriptif yang baik dan benar.Saya tidak mengerti bagaimana cara menyusun kalimat yang baik”.	
		S2	“Suka, tapi sering banyak salahnya. Saya tidak mengerti tata bahasa Inggris, dan saya tidak tahu cara membuat kalimat yang sesuai dengan aturan tata bahasa”.	
		S3	“saya kurang begitu suka, karena saya tidak tertarik mempelajari materi perkuliahan ini sehingga saya jarang mempelajarinya atau	

			mengulang mata kuliah ini sebagai pembelajaran di rumah”.	
4.	“Apa alasan kamu menyukai/ tidak menyukai mata kuliah ini ?”	S1	“Saya sebenarnya tidak menyukai Bahasa Inggris dari dulu dan malah mengambil jurusan ini, jadi motivasi saya dalam belajar Bahasa Inggris ini memang kurang, selain itu menurut saya terlalu banyak teori dan terlalu banyak pola yang tidak bisa saya tiru atau saya pahami, kadang suka merasa kebingungan”.	
		S2	“Karena saya tidak mengerti tata bahasanya, jadi sulit sekali bagi saya.”	
		S3	“Masalahnya karena saya tidak mengerti cara membuat kalimat yang baik dalam bahasa Inggris, makanya saya tidak bisa menulis paragraf deskriptif”.	
5.	“Kesulitan apa yang anda temui saat menulis paragraf deskriptif?”	S1	“Saya tidak mengerti tata bahasa Inggris, dan saya tidak tertarik mempelajarinya”.	
		S2	“Sulitnya Ketika harus menentukan topic dan bingung apa aja yang mau ditulis karena kekurangan kosa kata, jadinya	

			malah menulis asal kesana kemari terus dari grammatical rules nya juga kadang suka bingung sesuai apa engga yah. Saya tidak mengerti bagaimana cara menyusun kalimat yang baik dalam bahasa Inggris”.	
		S3	“Saya tidak memahami cara membuat kalimat yang baik dalam bahasa Inggris, Saya bingung menulis kalimat yang baik dalam bahasa Inggris, materi tentang teks deskriptif juga cukup sulit bagi saya”.	
<b>6.</b>	“Apa alasan yang	S1	“Saya lupa materi teks deskriptif, itu masalah saya”.	
	membuat kamu kesulitan dalam	S2	“Saya bingung menulis kalimat yang baik dalam bahasa Inggris. Materi tentang teks deskriptif juga sulit saya lewatkan”.	
	menulis teks deskriptif?”	S3	“Saya tidak memahami tata bahasa, materi teks deskriptif, dan saya tidak memahami kursus bahasa Inggris di sekolah menengah sehingga saya tidak	

			dapat menulis teks deskriptif dengan baik”.	
7.	“Apakah kamu memiliki solusi untuk mengatasi permasalahan kamu dalam menulis paragraph ?”	S1	“Seharusnya sih dengan belajar yang baik, tapi karena dari awal saya memang tidak tertarik dengan mata kuliah ini dan saya pun merasa kemampuan saya dalam Bahasa Inggris itu kurang, salah satu faktornya karena saya salah jurusan”.	
		S2	“Harus banyak menganalisis paragraph karna setiap paragraph itu beda beda yah dari tingkat kesulitannya sama pemilihan kata atau topicnya jadi kita bisa belajar dari sana”.	
		S3	“Harus banyak belajar dari dasarnya seperti dari penambahan vocabulary, terus belajar grammarnya, karena kalau kita tidak bisa itu atau tidak bisa dasarnya maka kita tidak akan bisa menulis paragraph dengan baik”.	
8.	“Menurut kamu apakah dosen sudah memberikan pembelajaran yang	S1	“Menurut saya sih seharusnya dosen bisa menyampaikan teori itu disesuaikan dengan keadaan dan mood mahasiswa, jangan memaksakan sesuatu yang tidak bisa dihafal atau dipahami	

memadai mengenai cara menulis paragraph yang baik ?”		mahasiswa jadi saya merasa pengajaran yang diajarkan oleh dosen itu kurang, sehingga saya tidak bisa mencerna dengan baik teori yang diberikan dosen, tapi mungkin gatau karna dari diri sayanya sendiri padahal dosen sebenarnya sudah baik, mungkin sayanya jga yang kurang dalam menangkap materi yang diberikan dosen”.	
	S2	“Dosen sudah sangat memadai memberikan pengajarannya namun saya saja yang seringkali merasa bingung Ketika dosen menjelaskan, terus sering lupa juga sama yang udah diterangin di pembelajaran sebelumnya”.	
	S3	“Dosen sudah memberikan pengajaran yang baik namun kitanya sendiri yang memiliki banyak kendala, seperti ketidak hadiran juga itu mempengaruhi pemahaman kita terhadap materi yang diajarkan dosen saat kita tidak masuk, jadi di pertemuan selanjtnya kita jadi kurang paham, dan karna ga bertanya atau belajar lebih banyak akhirnya menulis paragraph pun hanya seadanya dan	

			belum baik. Dan kita belum bisa menulis paragraph secara sistematis”.	
9.	“Menurut kamu metode pengajaran seperti apa yang harus dilakukan untuk meningkatkan pemahaman kamu dalam menulis paragraph ?”	S1	“Saya lebih suka meniru dari seseorang yang expert di bidangnya, misalkan kalua kita ingin menulisnya bagus ya hadirkan pengajar yang memang dia itu seorang penulis jadi kita bisa meniru tulisan yang bagus yang dia buat, karena saya sedang belajar dari meniru dari seseorang atau role model”.	
		S2	“Metode diskusi, karena ternyata apa yang kita pikirin itu beda sama yang temen-temen pikirin, jadi dengan diskusi kita bisa saling tukar pikiran dan saling koreksi kesalahan kita dimana”.	
		S3	“Metode pembelajaran yang dikhususkan bagi mahasiswa yang benar-benar tidak paham atau belum bisa menulis paragraph yang baik jadi kita ingin langsung dikasih praktek atau harus banyak	

			diberi contoh penulisannya seperti apa”.	
10.	“Menurut kamu apakah sarana pembelajaran yang digunakan sudah membantu dalam kemudahan belajar paragraph writing ?”	S1	“Sebenarnya sangat membantu seperti dengan adanya media zoom, sevima atau metode online learning itu tapi dampak negatifnya mahasiswa jadi malas mencatat materi yang sudah dijelaskan, terus kalua kita belajar serba e book atau online itu justru pas mau buka malah jadi scroll ke yang lain. Jadi kalua dibilang membantu sih memang membantu, Cuma ada plus minusnya juga”.	
		S2	“Kalah hanya membatu belajar tentu sangat membantu, tapia da beberapa hal yang perlu ditingkatkan seperti kenyamanan di kelas karena panas dzb, itu yang bikin kit aga focus belajar”.	
		S3	“Sudah sangat membantu namun factor yang mempengaruhi ketidakbisaan mahasiswa dalam menulis paragraph deskriptif bukan dari hal itu melainkan dari individunya masing-masing.”	
11.	“Sarana pembelajaran	S1	“Kenyamanan di kelas, karena itu sangat menentukan mood kita	

	apa yang perlu ditingkatkan ?”		dalam belajar. Kalau mahasiswa diberi kemudahan yang banyak maka akan lebih semangat juga dalam belajar”.	
		<b>S2</b>	“ Sepertinya sih AC yah, soalnya kadang kalua di dalam kelas panas itu membuat kita tidak focus dalam belajar”.	
		<b>S3</b>	“Mungkin bisa ditambah fasilitas seperti AC atau pendingin ruangan, karena ruangan yang panas juga sangat berpengaruh terhadap kenyamanan belajar, dan saya sendiri sering tidak focus karena hal tersebut”.	

## **Appendix III: Student Worksheet**

### **Student Worksheet 1**

Write a descriptive paragraph with the theme “Garut”

#### **GARUT**

(TS)Garut has various kinds of culinary that are favored by many people, one of which is bakso. (SS1)bakso are made from meat that is mashed together with spices, usually bakso are served with a mixture of broth. (SS2) There are various types of bakso, such as bakso aci, bakso urat, bakso halus, bakso mercon, bakso beranak and cirawang, making it suitable for all groups. (SS3)Its savory taste and chewy texture make bakso a favorite food of many people, both as a main meal and snack. (SS4) Bakso are usually sold in roadside tents or in fancy restaurants, in garut there are many bakso traders, one of which is mang ono bakso. (SS5) This bakso is viral on social media such as tiktok, youtube and instagram, so many content creators come from various cities just to be able to taste the delicious bakso mang ono . (SS6) Bakso mang ono are located in cilawu sub-district, cimaragas village, garut district, mang ono meatballs are open from morning until they run out, bakso mang ono are famous for their onion meatballs and special spices that are formulated directly by mang ono with a mixture of gravy and peanut sauce which is a lot and spicy so that it has a spicy taste but still delicious. (SS7) This bakso is always crowded with buyers and usually we can queue for 2 hours, bakso mang ono also have very affordable prices starting from 1000 rupiah. (CS) Garut is a city that is famous for its many spicy foods, one of which is bakso, in the city of garut there are many bakso traders who have their own distinctive flavors and have many different types of bakso, if you visit the city of garut don't forget to buy bakso in garut, especially bakso mang ono.

## **Student Worksheet 2**

Write a descriptive paragraph with the theme “Garut”

Kamojang geothermal power plant, located in Garut, West Java, is a pioneering facility in Indonesia’s renewable energy sector. Established in 1926, it was the country’s first geothermal power plant and remains in operation today, making a significant contribution to Indonesia’s clean energy goals. Covering approximately 50 square kilometers, the Kamojang geothermal area features several geysers, hot springs, and mud pools, showcasing the natural wonders of geothermal energy. The plant harnesses this energy to generate electricity, using the earth’s natural heat to produce clean and sustainable electricity. Over the years, the Kamojang power plant has become an important asset in reducing Indonesia’s dependence on fossil fuels and reducing environmental impact. Kamojang has great benefits for PLN in Indonesia, especially the city of Garut, and is the most valuable asset of Garut residents. Apart from its geothermal energy, Kamojang also provides natural beauty that is no less beautiful, neatly lined agricultural fields make its own uniqueness.

### Student Worksheet 3

Write a descriptive paragraph with the theme “Garut”

(TS) Garut is a culinary paradise that has the legendary icon of Swiss Van Jawa. (SS1) When you hear the word Garut, surely what comes to your mind is the city known as the city of dodol. There are so many dodol brands sold in the market, but the most famous and iconic one is DODOL PICNIC. Established in 1949, this dodol continues to create various flavours, such as original, durian, chocolate and strawberry. Due to its success, Dodol Picnic was awarded as "The Best SME of Asia Pacific" in 2013 and became a must-bring souvenir for tourists visiting Garut. (SS2) Behind its legendary deliciousness, did you know that Silver Queen is the oldest chocolate in Indonesia? Born in Garut in 1950, this chocolate has accompanied the journey of Indonesian people for more than 7 decades. Originating from the secret recipe of Ming Chee Chuang, a Burmese businessman, this crunchy cashew chocolate has become a favourite snack across generations. Its factory in Garut is a silent witness to Silver Queen's long journey in pampering the Indonesian palate. More than just chocolate, Silver Queen has become part of Indonesian culture and tradition. Beautiful moments with family and friends always feel more complete with the presence of Silver Queen. (SS3) In addition to the sweet Silver Queen, arrowroot also has Burayot, a traditional snack that spoils the tongue with its deliciousness. Made from rice flour, brown sugar and coconut oil, Burayot is fried until brown and shaped like a string of beads. More than just a snack, Burayot is also part of the culture and tradition of the Garut people. Usually, Burayot is served at special moments such as Lebaran, celebrations, or other traditional events. (CS) Garut, with its rich cultural heritage and diverse culinary landscape, is a paradise for seekers of authentic and unforgettable culinary experiences.

## Student Worksheet 4

Write a descriptive paragraph with the theme “Garut”

### GARUT

(TS) Alun-alun Garut is the heart of Garut city, West Java, which is the center of local community activities and a popular tourist spot for visitors from various regions. Mesjid agung Garut, as a religious icon, stands out with its magnificent architecture that becomes the center of attention in the middle of Alun-alun. Not far away is the Garut pendopo, a historical building that witnesses many important events in the life of the Garut people. When visiting Alun-alun Garut, visitors can also enjoy a ride on the Sonagar Bus. Alun-alun also provides various types of games and entertainment for visitors of all ages, the green and well-maintained gardens are an ideal place to relax or play with family. Around the Alun-alun are various stalls and street vendors selling traditional Garut food and drinks, such as Garut soto, whipped noodles, or fresh degan ice. Not to forget the open field in the Alun-alun became a gathering place for people visitors from outside the city. Meanwhile, Alun-alun also offers a variety of interesting photo spots that become a special attraction for visitors, with the background of green and beautiful natural scenery, visitors can capture their precious moments beautifully in the midst of a bustling atmosphere full of life. (CS)The excitement and crowds of this Alun-alun make it a must-visit place for anyone coming to Garut, for not only its natural beauty, but also for the warmth and fun it offers.

## Student Worksheet 5

Write a descriptive paragraph with the theme “Garut”

### The oldest Islamic boarding school in Garut

Garut is a district based on Islamic boarding school education and is nicknamed the city of Islamic boarding schools because there are so many Islamic boarding schools spread across remote areas of Garut district. As time goes by, there are many Islamic boarding schools in Garut district that are modern, but it does not rule out the possibility that there is the oldest Islamic boarding school in Garut district. The Al Huda Islamic boarding school which was founded by KH. Sirojuddin in 1939 at Jln. Oto Iskandar Dinata No.24, Tarogong Kaler Garut District, this Islamic boarding school was continued by his sons and daughters. Secondly, the Keresek Islamic Boarding School was founded in 1887 by K.H.- Muhammad Tobri whose address was in Cibatu, Garut. The Keresek Islamic Boarding School is still the destination of many students who want to board. Especially students who want to deepen nahwu sorof and bilagoh (Arabic literature), because these two disciplines have become the hallmark of this Islamic boarding school which is more than a century old. Third, namely Islamic boarding schools. Darussalam is located in Sindangsari village, Kersamanah District, Garut Regency, West Java Province, precisely on Jln. Bandung – Tasikmalaya. The history of the Darussalam Forerunner Period Pondok began in 1939, the late H. Ahmad founded the Islamic Boarding School whose management was handed over to his son KH. Ishaq Asy'ary. From the description above, there are some of the oldest Islamic boarding schools in Garut which are still running.

## Student Worksheet 6

Write a descriptive paragraph with the theme “Garut”

**(TS)**Mount Papandayan is an active volcano in Garut which has a very beautiful natural beauty. **(SS1)**Mount Papandayan is located in the village of Keramat Wangi, Kecamatan Cisurupan , Kabupaten Garut. **(SS2)**Its natural beauty makes this mountain has several interesting attractions. **(SS3)**The first is Hutan Mati which is famous for its beautiful scenery, namely the establishment of dead trees burned due to the eruption of Mount Papandayan in 2002. **(SS4)**The second is Pondok Saladah Camping Area, located at an altitude of 2,290 meters above sea level with an area of 8 hectares which is overgrown by edelweiss and has cisaladah springs, tourists can see the beauty of edelweiss flowers which are very rarely found, besides that climbers usually spend the night there because it has a sloping and broad topography and there is a clean spring on the left side of the entrance lane. **(SS5)**The third is Danau Gunung Papandayan, this lake in the rainy season the color of the water becomes green, in the dry season the lake water will turn yellow, and at unexpected times the lake water turns red. **(SS6)**Next is the Kawah Papandayan or also known as the kawah emas, the largest crater which has the uniqueness of its sulfur color which is golden yellow. **(SS7)**And the last is the Menara Pandang, an artificial tower used for tourists who are not strong enough to climb the mountain so that tourists can see the beauty of nature from the top of the tower. **(CS)**Mount Papandayan nature tourism presents natural beauty that can cool the hearts and minds of tourists, each natural tour there has its own uniqueness that makes Mount Papandayan has its own characteristics.

## **Student Worksheet 7**

Write a descriptive paragraph with the theme “Garut”

1. Topic Sentence: Garut
2. Controlling idea: Buffalo Hill

### **BUFFALO HILL**

On June 17, 2020 buffalo hill was one of the places my friends and I chose to camp. We arrived at cisurupan at 8pm and buffalo hill was one of my first hikes with night tracking. To get to post one & other posts as a beginner I felt exhausted to get to the buffalo hill. A sense of solidarity was felt, when one of us was half-hearted to reach the top of Buffalo Hill. We got to the hill at 3am, the tiredness was replaced with a beautiful sunset view at buffalo hill. There were so many buffaloes, roaming freely and calmly on Buffalo Hill. The scenery was amazing as if washing our eyes with the view of buffalo hill with green hills and small rivers with clear water. Camping at Buffalo Hill is not only about enjoying the beauty of nature, but the experience of exploring and also making unforgettable moments with friends.

## Student Worksheet 8

Write a descriptive paragraph with the theme “Garut”

1. Topic: Garut
2. Controlling Idea: Seblak
3. Formulating Topic Sentence: Garut has so many street food that we can explore and eat, such as seblak.
4. Collecting data: Flavour, Price, Seblak Jadul, Toppings, Way of ordering, Effective, Seblak sellers.
5. Formulating concluding sentence: Seblak is one of the most favourite snacks in Garut because besides having an affordable price, it also has a taste that will make you addicted, especially since the weather in Garut is sometimes rainy, adding to the enjoyment of eating in a cold atmosphere.
6. Outline/ Drafting:
  - TS: Garut has so many street food that we can explore and eat, such as seblak.
  - SS1: Seblak has a distinctive flavour of spicy sauce mixed with galangal and garlic, which creates a very savoury, warm and spicy taste with a variety of sauces to choose from such as savoury spicy sauce, sweet and sour sauce, thick sauce or called nyemek.
  - SS2: There are a lot of seblak enthusiasts, ranging from children, young people, to mothers, because in addition to the delicious taste, the price is cheap with portions that can make you full, ranging from IDR 1,000 to IDR 20,000.
  - SS3: In the past, Seblak was only a form of crackers soaked in warm water and seasoned with spices called Seblak jadul, it is a term for something that existed in the past.
  - SS4: However, seblak now has many varied toppings, including crackers of various shapes, macroni, dried noodles, kwetiaw, sausages, eggs, cuanki and even vegetables.

- SS5: Uniquely in many places in Garut, seblak has its own way of ordering, here we call it prasmanan, meaning that buyers can choose the variant of toppings they want, then hand over the order to the cashier to be paid.
- SS6: Many opinions say that the prasmanan method is said to be very effective in Garut because in addition to helping sellers not to make mistakes when ordering, it also makes it easier for buyers to choose the toppings they want.
- SS7: In Garut, there are so many famous seblak sellers including Teh Rena, Neng Otot, Teh Irma, and Teh Jangkung.
- CS: Seblak is one of the most favourite street food in Garut because besides having an affordable price, it also has a taste that will make you addicted, especially since the weather in Garut is sometimes rainy, adding to the enjoyment of eating in a cold atmosphere.

## Student Worksheet 9

Write a descriptive paragraph with the theme “Garut”

Controlling idea: Domba

### DOMBA GARUT

(TS) Domba Garut, also known as Priangan sheep, is a breed of sheep in Garut, West Java, Indonesia. (SS1) Domba Garut is mostly known as a fighter sheep, even the farmers raising them for this purpose. (SS2) "Adu Domba Garut," is a popular cultural event in Garut that showing the strength and bravery of the sheep through a competitive battle. (SS3) The sheep that used for this contest are usually receive a good treats such as food, drink, and healthcare. But this sheep breed is also known for the color coats, their upright body posture, the sturdy horns, and the rams are horned while ewes are hornless. (SS4) Furthermore, Domba Garut is known for its low maintenance requirements, with the breed being resilient to diseases and parasites, reducing the need for expensive veterinary care, and being efficient grazers that can thrive on a diet of grass and forage, making them a cost effective option for farmers with limited resources. (SS5) As eaters of all kinds of green, the quality of the meat of Domba Garut is unique comparing to other breed. (SS6) Also the diet of Domba Garut is divided into three main categories such as green feed, concentrate, and additional feed and salt, but the specific composition of the diet may vary depending on the stage of growth and the desired outcome, such as rapid growth or high quality wool and meat production. (SS7) Domba Garut is also prized for its soft and high quality wool, which is highly valued for its warmth, making it a good option for farmers who want to increase their income. (CS) Domba Garut is a valuable asset to the livestock industry in Indonesia, and the popularity of this sheep has been going up because of its unique qualities, cultural importance, and ability to adapt, making it a favorite breed in Indonesia, especially in Garut.

## **Student Worksheet 10**

Write a descriptive paragraph with the theme “Garut”

(TS) Garut, a small city in West Java is famous for its delicious iconic product "Dodol". (SS1) Dodol has been an integral part of Garut people's lives since the Dutch colonial era and back then, dodol was traditionally made in homes using simple tools and local ingredients. (SS2) Dodol Garut is made from coconut, brown sugar, and glutinous rice flour, the combination of these ingredients gives dodol its chewy texture and distinctive flavor. (SS3) The process of making dodol involves mixing the main ingredients, cooking for a long time, and stirring continuously until the dodol reaches the right consistency. (SS4) Dodol Garut is not only available in its traditional form but has also evolved into various flavors and shapes. From chocolate dodol, durian dodol, to pandan dodol, these variations cater to a wider audience with diverse tastes. (SS5) Dodol Garut is not only popular locally, but has also gained national and international recognition as one of the best traditional snacks from Indonesia. (SS6) The role of dodol in the life of the Garut community encompasses various aspects, including being a traditional food that binds cultural identity, a symbol of togetherness in social events, and a source of income for local producers and Dodol also holds significant historical value by preserving the tradition of food making from generation to generation and remains an integral part of Garut's culinary heritage. (CS) With its rich history, natural ingredients used, intricate production process, and its significant role in local culture, Dodol Garut is not just food, but also a precious heritage reflecting the uniqueness and richness of Garut as a culinary city in West Java.

## **Appendix IV : Decision Letter of Supervisor**

## Appendix IV: Guidance Cards of Thesis Arrangement

No	Tanggal	Dosen Pembimbing	Topik	Disetujui	Aksi
<p>NIM 20226003 Nama Mahasiswa Denisa Rahmawati Program Studi Pendidikan Bahasa Inggris Jenis TA Skripsi Periode Mulai 2023 Ganjil SKS Lulus 140 SKS Tgl. Mulai 6 Februari 2024 Judul Tugas Akhir Analysis of students' difficulties in understanding English sentence structures</p>					
1	6 Februari 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Background of the study	✓	 
1	5 Februari 2024	Dra Ai Wiwin Winarsih, MSI.	Bab 1	✓	 
2	12 Februari 2024	Dra Ai Wiwin Winarsih, MSI.	Reasons for choosing the topic	✓	 
2	13 Februari 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Background of the study	✓	 
3	20 Februari 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Change the title	✓	 
3	19 Februari 2024	Dra Ai Wiwin Winarsih, MSI.	Chapter 2	✓	 
4	29 Februari 2024	Dra Ai Wiwin Winarsih, MSI.	Chapter 1-3	✓	 
4	27 Februari 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Chapter 1-3	✓	 
5	22 Maret 2024	Dra Ai Wiwin Winarsih, MSI.	Chapter 1	✓	 
5	5 Maret 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Change the title	✓	 
6	19 Maret 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Chapter 1	✓	 
6	29 Maret 2024	Dra Ai Wiwin Winarsih, MSI.	Chapter 2	✓	 
7	5 April 2024	Dra Ai Wiwin Winarsih, MSI.	Chapter 3	✓	 
7	26 Maret 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Chapter 2	✓	 
8	4 April 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Chapter 3	✓	 
8	18 April 2024	Dra Ai Wiwin Winarsih, MSI.	Pengambilan data bab 4	✓	 
9	6 Mei 2024	Dra Ai Wiwin Winarsih, MSI.	Interview grid	✓	 
9	16 April 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Revisi Bab 3	✓	 
10	13 Mei 2024	Dra Ai Wiwin Winarsih, MSI.	Student Worksheet	✓	 
10	23 April 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Interview Grid	✓	 
11	20 Mei 2024	Dra Ai Wiwin Winarsih, MSI.	Revisi Bab 4	✓	 
11	7 Mei 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Pengambilan Data Bab 4	✓	 
12	21 Mei 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Revisi Bab 4	✓	 
12	17 Juni 2024	Dra Ai Wiwin Winarsih, MSI.	Chapter 1-5	✓	 
13	18 Juni 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Chapter 1-5	✓	 
13	21 Juni 2024	Dra Ai Wiwin Winarsih, MSI.	Cek Full Draft	✓	 
14	24 Juni 2024	Dra Ai Wiwin Winarsih, MSI.	Cek Turnitin	✓	 
14	26 Juni 2024	Dr RAJJI KOSWARA ADIREDJA, M.Pd.	Cek Full Draft	✓	 



**YAYASAN GRIYA WINAYA  
INSTITUT PENDIDIKAN INDONESIA (IPI GARUT)**

Jl. Terusan Pahlawan No. 32 Tlp. (0262) 233556 Tarogong Kidul 44151 Garut  
Fax (0262) 540469 Website <http://www.institutpendidikan.ac.id> Email [info@institutpendidikan.ac.id](mailto:info@institutpendidikan.ac.id)

**KARTU BIMBINGAN SKRIPSI**

Nama Mahasiswa	: Denisa Rahmawati	Pembimbing	:
NIM	: 20226003	Pembimbing I	:
Jurusan	: Pendidikan Bahasa Inggris - S1	Nama	: Dr. Rajji K. Adireja, M.Pd.
Program	: S1	Jabatan/Gol.	:
		Pembimbing II	:
		Nama	: Ai Wiwin Winarsih, M.Si
		Jabatan/Gol.	:


Judul Skripsi:

Tanggal	Pokok Permasalahan	Paraf Pembimbing	
		I	II
09/11-23	Chapter 1 Introduction	[Signature]	[Signature]
21/11-23	Find Out And dig deeper into sentence structure	[Signature]	[Signature]
09/05-29	Complete the page and describe paragraph writing	[Signature]	[Signature]
19/05-29	Changing the title to An Analysis Of student difficulties in paragraph writing	[Signature]	[Signature]
16/09-29	An Analysis Of student difficulties in writing descriptive paragraph	[Signature]	[Signature]
23/09-29	Bab 1	[Signature]	[Signature]
30/09-29	Bab 2	[Signature]	[Signature]
07/05-29	Bab 3	[Signature]	[Signature]
07/05-29	Penyambutan Pada Bab 4	[Signature]	[Signature]
11/06-29	Konultasi Bab 4 dan Interview Awal	[Signature]	[Signature]
18/06-29	Bab 4 dan Bab 5	[Signature]	[Signature]
25/06-29	Chapter 1-5	[Signature]	[Signature]

Garut, ..... June ..... 2024  
Ketua Program Studi

ANNE RATNA SUMINAR M.Pd.

## Appendix V: Permission Letter for Research

	<b>YAYASAN GRIYA WINAYA GARUT</b>
	<b>INSTITUT PENDIDIKAN INDONESIA</b>
	FAKULTAS PENDIDIKAN ILMU SOSIAL, BAHASA DAN SASTRA
	Jalan Terusan Pahlawan No. 32 Sukagalih - Tarogong Kidul, Garut Telp. (0262) 233556 Fax. (0262) 540469 Kode Pos : 44151 email : <a href="mailto:fpisbs@institutpendidikan.ac.id">fpisbs@institutpendidikan.ac.id</a> web : <a href="http://www.institutpendidikan.ac.id">www.institutpendidikan.ac.id</a>

Nomor : 1070/IPI.D1/AKD/ VI/2024  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

Yth. Bapak/Ibu  
Program Studi Pendidikan Bahasa Inggris  
di Tempat

Disampaikan dengan hormat, bahwa mahasiswa kami:


Nama	: Denisa Rahmawati
Nomor Induk	: 20226003
Mahasiswa	
Program Studi	: Pendidikan Bahasa Inggris/ S1
Tingkat/ Semester	: 4 / 8
Alamat	: Kp. Gandasari Indah Rt.01 / Rw.13 Desa Mangkurayat Kecamatan Cilawu Kabupaten Garut
Judul	: An Analysis Of Students' Difficulties in Writing Descriptive Paragraph




Bermaksud memohon izin melakukan pengambilan data melalui wawancara dan/atau observasi di tempat Bapak/ Ibu memimpin untuk keperluan penelitian dalam rangka penulisan Tugas Kuliah/ Skripsi.

Kami berharap Bapak/ Ibu berkenan untuk memberikan izin bagi mahasiswa tersebut. Demikian surat ini dibuat, atas perhatian dan kerjasama Bapak/ Ibu kami ucapkan terima kasih.

Garut, 26 Juni 2024

Dekan,

  
Dr. Lina Siti Nurwahidah, M.Pd.  
NIP 196805271993032001

		
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## Appendix VI : Informed Consent

**PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN  
(INFORMED CONSENT)**

Saya yang bertanda tangan dibawah ini :

Nama : *Dika Pramudita*

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul :


**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE PARAGRAPH**  
Yang dibuat oleh :

Nama : Denisa Rahmawati  
NIM : 20226003

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun

Garut, 03 Juni 2024  
Yang membuat pernyataan



**PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN  
(INFORMED CONSENT)**

Saya yang bertanda tangan dibawah ini :

Nama : *Bunga Syella Rachmi*

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul :

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE PARAGRAPH**  
Yang dibuat oleh :

Nama : Denisa Rahmawati

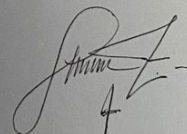
NIM : 20226003

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun

Garut, 03 Juni 2024

Yang membuat pernyataan



**PERNYATAAN KESEDIAAN MENGIKUTI PENELITIAN  
(INFORMED CONSENT)**

Saya yang bertanda tangan dibawah ini :

Nama : *Iham Mochamad Fauzi*

Setelah mendapat penjelasan mengenai maksud dan tujuan serta memahami penelitian yang dilakukan dengan judul :

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE PARAGRAPH**  
Yang dibuat oleh :

Nama : Denisa Rahmawati

NIM : 20226003

Dengan ini saya menyatakan kesediaan untuk menjadi subjek penelitian dan bersedia melakukan pemeriksaan sesuai dengan data yang diperlukan.

Demikian pernyataan ini dibuat dengan penuh kesadaran tanpa ada paksaan dari pihak manapun

Garut, 03 Juni 2024

Yang membuat pernyataan



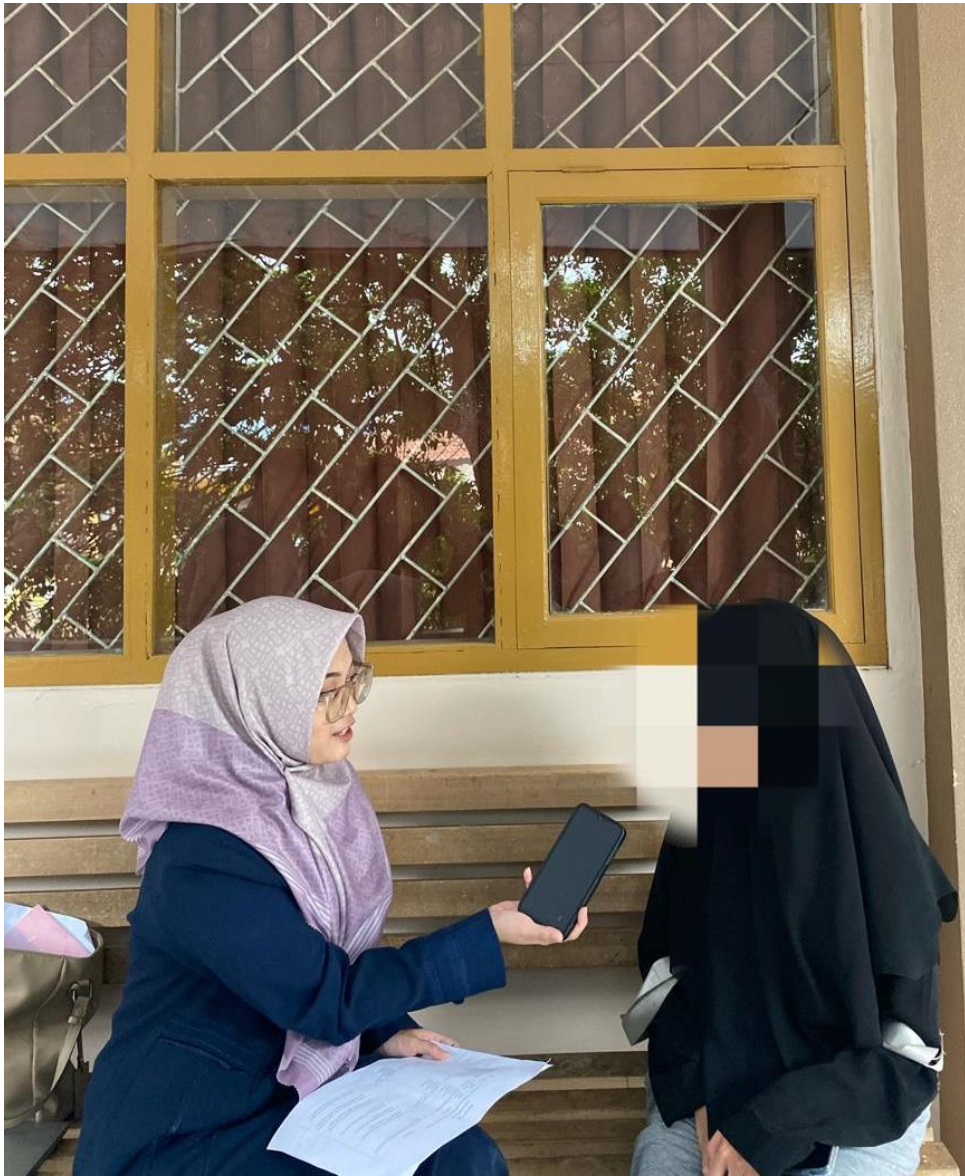
## Appendix VII : Documentation

Interview with students: Garut June 03, 2024

Student 1



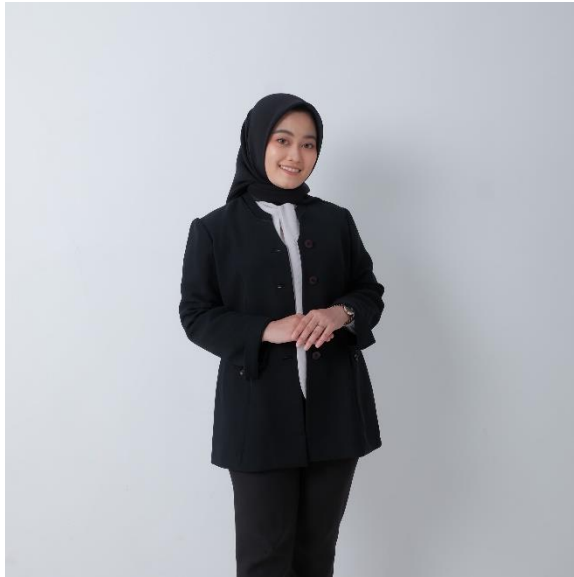
Student 2



Student 3



## **CURRICULUM VITAE**



The author's name is Denisa Rahmawati. He was born on December 12, 2000. His parents are Ika Kartika and Maman Sukirman. He is the last child of 3 siblings. He lives in Kp. Gandasari Indah Jl. Raya Bayongbong Km. 4 Mangkurayat Village, Cilawu District, Garut Regency, West Java Province, Indonesia. He graduated from SDN Mangkurayat 4 in 2013. After that he continued his junior high school at SMPN 2 Tarogong Kidul. After that he continued his education at the Darussalam Islamic Boarding School and Madrasah Aliyah Al Musaddadiyyah and graduated in 2020. Then he took the English Language Education Department at the Garut Indonesian Education Institute and graduated in 2024. During his schooling he was very active in organizations and excelled both academically and non-academic. His ability in public speaking led him to win several championships. He is also a young businessman and has had his own business from the age of 17 and continues until now. His greatest achievement was becoming a West Java Education Ambassador. He has also won several debate and speech competitions. Currently he is working as a teacher at Al Kindi Islamic Excellent School.