

Students' Writing Ability on Descriptive Text: An Analysis of Generic Structure-Based

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Abstract. The study aims to describe students writing ability in descriptive text based on a generic structure for seventh-grade students. Finding out how well understudies can write descriptive content and whether they are currently well-organized are the two main objectives of this study. This study employed a qualitative research method. The participants were the seventh-grade students of SMP Muhammadiyah Purworejo. There are twenty-five students in all, eleven are female and fourteen are male. This study uses students' writing descriptive text work as its instrument to find students' level of understanding of its generic structure. Furthermore, it also aims to find the category of students writing ability in descriptive text. The result of the study was that 12 students (48%) have a low level of understanding of writing descriptive text based on its generic structure. Then, the students' descriptive text writing skills categorized as good is 10 students (40%) and fair is 15 students (60%). From the mean score that is 65, it can be concluded that the students have a poor grasp of the generic structure of descriptive text, and they have fair category in writing descriptive text.

Keywords: Writing, Students ability, Descriptive text, Generic structure

1. INTRODUCTION

The language that practically everyone speaks is English. In Indonesian schools, Foreign language instruction is provided in English. English also started to be taught at secondary schools and colleges. There are four fundamental English language abilities that learners need to acquire. The abilities that need to be mastered in learning English, such as speaking, reading, and writing [1]. Students begin interacting with their peers at school, with writing considered a productive skill for communication [2]. Furthermore, language is not merely a means of communicating information [3]. Building and sustaining social relationships with community members is facilitated by it. There is a clear distinction between non-verbal communication and non-verbal communication [4]. Oral refers to the spoken medium, specifically the mouth, whereas verbal refers to both written and spoken language. In this segment, the writer concentrates on writing.

Writing is one of the essential components that language learners need to learn not only for their academic practice but also for their professional lives in the future [5]. Students can effectively communicate their ideas, arguments, and research findings by using writing as a means of organizing and expressing their thoughts. Then, writing is a further effort to enable students to assimilate the writing process [6]. Writing is a fundamental ability that is highly valued in the professional sector in academics. The ability to write efficiently and clearly can have a significant impact on work performance and career advancement, whether one is writing emails, reports, proposals, or presentations. In line with the previous theory, the other researcher defines writing as one of the important skills in English because writing is a process to enlarge our knowledge by comprehending the meaning of the text [7], [8], [9]. Writing is a time-consuming process that calls on a variety of complex abilities, such as logical idea development and critical thinking. Critical thinking generates ideas, which are subsequently recorded on paper.

As soon as learning a foreign language, writing becomes the most challenging ability to acquire. The majority of students strongly agreed and agreed with the statements about the problems faced, such as generating ideas, vocabulary, grammar, and lack of English language skills in writing skills,[10]. In other words, problems arise from students' inability to process ideas, vocabulary, and grammar. Because students have to learn a second language after their mother tongue. This problem will hinder students in capturing the knowledge given by the teacher in the classroom. Therefore, the learning process will be

disrupted. Subsequently, the other researcher defined that writing is one of the most challenging language abilities to learn [11], [12], [13]. The act of putting ideas on paper, turning them into words, and giving them shape and consistency is known as writing. Students typically encounter numerous challenges when learning English, particularly those whose surroundings do not encourage it because they lack English-speaking partners [14]. Students will find it very difficult because, in their daily activities, they never apply English in the activities they do. Never practicing English makes students not understand or even know vocabulary, grammar, or other English skills. In order for learners to understand more about English, it is imperative that they receive training and familiarization. The result indicates that non-native speakers find writing challenging. Students need to be able to compose and describe materials by comprehending their terminology, structure, audience, goal, and components including capitalization, spelling, and punctuation.

Students at SMP Muhammadiyah Purworejo should be proficient writers according to the Merdeka curriculum. But the reality on the ground told a different story. Some of the students at SMP Muhammadiyah Purworejo struggled with writing. They did not receive a passing grade. According to the curriculum, writing ability is one of the four skills that students must master. In primary and secondary education, some chapters explain texts, including narrative, descriptive, recount, report, expository, news, and procedure. Every text contains unique topic matter, textual characteristics, grammatical qualities, and contextual elements. Students' text writing can be examined as a means of determining their level of English ability [8], [15]. Then, analyzing students' work is crucial since it can assist English teachers in determining their writing proficiency [16]. Based on Kurikulum Merdeka, students should be able to write and construct dialogues about people, animals, and objects. In other words, students should learn about descriptive text.

Descriptive text is a form of text that describes an object (in the form of people, objects, places, events, and so on) with words in actual conditions [17]. However, other research says that descriptive texts are conceptualized as the form (mode) of the discursive function of presenting information [18]. Writing descriptive texts is a talent that allows students to express themselves using language mediums and is one approach to communicating ideas and purposes in writing. Therefore, a descriptive text describes or lies about the characteristics of a person, animal, location, thing, and others using words that appeal to the senses of smell, touch, and ease. It enables the reader to understand the sensation or the author's emotions or to picture the creature. Previous research explains that generic structure consists of identification to identity [19], [20]. Identification and description are two generic patterns that students should use while writing descriptive texts. The students should finish the book with these two general structures. Learners should also focus on the language used in descriptive texts. Many students write description texts without following the correct writing requirements in description texts.

When writing descriptive texts, students must complete five components of writing, namely content, organization, grammar, vocabulary, and mechanics [21]. Then, components of English writing skills—including content, organization, vocabulary, grammar, and mechanics [22]. The most crucial thing for students to do while writing descriptive writing is to develop their thoughts. Students who are able to write well can develop their thoughts in each paragraph of their writing. When arranging concepts, students need to note the location's name and write a supporting paragraph outlining the location's specifics. Students must use accurate and suitable language when expressing ideas in grammar. Moreover, previous researcher says in writing, the writer needs to deal with many writing components, such as grammatical structure, vocabulary, and punctuation to make good writing [23]. Students need to focus on proper capitalization, spelling, and punctuation when studying mechanical parts. The previous indicators provide data descriptions, while competency indicators assist authors and graders in assigning grades to student tests. The writers can use these metrics to examine students' test scores and compare them to the metrics.

The researchers want to know how well students can write descriptive texts using a generic format. To produce a well-structured descriptive text, the general structure is organized in steps. The previous study defined Generic Structure as a genre's overall form; every genre has a unique generic structure [24]. Based on the internal patterning of the rhetorical arrangement, it explains the text's structure. Based on theory, the generic structure of a descriptive text is the identification and descriptions [25]. However, previous studies explain that there are two generic structures of descriptive writing: identification and description [26]. Furthermore, the research study says that when writing descriptive text, there are a number of common structures to ensure that our composition is correct (identification and description) [27]. Identification entails introducing the person, animal, location, or item that will be discussed. A description is a description that includes a description of a creature, item, place, or person, along with details about its shape, color, and other attributes.

Many earlier researchers have studied students' writing ability in descriptive text based on generic structure, such as Novia Sartika (2019) in the journal "Students' Ability in Writing Descriptive Text Based on its Generic Structure at The Tenth Grade Student of Vocational High School," Atik Rohayani (2022; The Analysis of Generic Structure of Descriptive Texts Produced By College Students), and Chindy Hanggara Rosa Indah (2022; The Analysis of Generic Structure of Descriptive Text Used By Students of Elementary School 1 Penambangan Probolinggo). The findings show that many lack students writing skills, especially when writing descriptive texts. Another researcher can now examine students' challenges considering these findings. To review the outcomes of earlier studies and to look for other solutions to the problem, the next researcher will reevaluate their findings, adjusting previous research to spot new issues and other research challenges. In light of prior research findings and the need to ascertain the level of student's writing proficiency, this study aimed to ascertain the relationship between students' writing proficiency and its application in producing descriptive texts. The results of this study will also give readers more specific information on how well students can write descriptive writings using generic structures.

The research found that most students had problems with writing. Learning problems are situations in which students experience obstacles or problems so that they can not study properly and hinder the learning process [28]. Writing becomes a problem for some students because writing is a complicated production skill [29]. Because of its intricacy, some individuals concur that writing is the most taxing activity. Moreover, students encounter various types of writing problems, including mechanical, linguistic, cognitive, and psycho-motor problems [30]. Subsequently, students face numerous challenges: effects of L1 transfer lack of reading, motivation, and practice [31]. In other words, problems arise from students' inability to process ideas, vocabulary, and grammar. Because students have to learn a second language after their mother tongue. This problem will hinder students in capturing the knowledge given by the teacher in the classroom. Therefore, the learning process will be disrupted.

According to the description, the researchers concentrate on the students' capacity to compose descriptive texts using generic structures. The research conducted this research entitled "Students' Writing Ability on Descriptive Text: An Analysis of Generic Structure-Based". Based on the above summary, the researcher summarizes several points to be discussed, from the following questions:

1. How is the students' ability in understanding generic structure of descriptive text?
2. How is the students' ability in writing descriptive text?

2. METHOD

The research was qualitative descriptive. The researcher used descriptive qualitative research in this study. Qualitative descriptive method is a research method based on the philosophy of post-positivism, postposition philosophy, used to research on natural object conditions where the researcher is the key instrument, data collection techniques are carried out (combined), data analysis is inductive/ qualitative, and the results of qualitative research are more stressed on meaning than generalization [32]. In research studies, qualitative data analysis is vast and varied, which makes choosing the right combination of research methodologies and data collection instruments essential. [33]. The researcher tries to analyse the ability in problems in understanding English text especially for descriptive text. Another way to think of qualitative research is as study that aims to comprehend societal issues within the framework of large, intricate, and detailed realities or natural environments.

The researcher collected the data directly from students in SMP Muhammadiyah Purworejo at seventh grade in the academic year 2024/2025 with 25 students as the participants. These participants consisted of 14 males and 11 females. This study aims to determine students' ability to write description texts that focus on writing generic structures. In this study, he has two variables. The independent variable was the generic structure of descriptive text, and the dependent variable was the student's writing ability in descriptive text. In the study, researchers used one activity to collect data. The researcher used the test to collect the data.

Preparation of research equipment: researchers prepared research equipment to collect and analyze the data. Submit this survey: following data collection, the researchers aim to determine students' ability to write a descriptive text based on its generic structure. To support this process, the researchers designed a writing test that required students to compose a descriptive text consisting of two main components: identification and description. The students were given clear instructions and examples before beginning the task to ensure they understood the expectations. After collecting the students' written work, the researchers analyzed each text to see whether the generic structure was correctly applied. This analysis involved checking if the students introduced the subject properly in the identification section and

provided sufficient detail in the description section. The findings were then categorized to measure the overall writing ability of the students in applying the generic structure of descriptive texts.

Research Design and Participants

This study was an experimental research using one design. That research was conducted in a private junior high school, SMP Muhammadiyah of Purworejo. The population was 50 seventh-grade students. This research used purposive sampling. This sample involved 25 students. They followed a series of tests to find the students' ability to write descriptive text. They responded to questions based on students' understanding of writing descriptive text. The test measured how students' abilities were about to move up in the descriptive text. Research variables identified elements that caused students' lack of understanding of generic structure and techniques used to determine students' writing skills.

Instruments

This research used one instrument to know the student's ability to write a descriptive text. The instruments were employed to collect data with tests. The test data was carried out directly by using student worksheets. This test was conducted in the classroom to obtain information about students' understanding of writing descriptive text based on generic structure (highest, lowest, or non-descriptive). To determine the category of students' ability in writing descriptive text using five groups: excellent, good, fair, poor, and very poor.

Procedures

The data was collected in two weeks, starting on April 14, 2025, with 23 respondents. The researcher used a test to obtain information and conducted it directly in the classroom. The data were obtained from the number of respondents above. Based on the test results, about half of the respondents got low scores for writing descriptive text. The research questions were in the writing test questions. The first question was about the respondent's identity, such as name, class, and absence number. For the second question, students chose a descriptive text topic among the three topics. Students were advised to choose one of the three topics given: your family, your best friend, and your pets. For the third question, students were asked to write a title, identification, and description for the topic they had chosen. On April 23, 2025, the data of 25 respondents showed students' ability to write descriptive text expertly at forty-eight percent in difficult writing.

Data Analysis

For data analysis, students' ability to write descriptive text based on its generic structure was initially grouped into high, low, and non-descriptive levels based on the result of the test. The researcher counted the number of respondents who answered that advancing in writing ability made them difficult. This means students' understanding of writing descriptive text based on generic structure is low (48%) due to a lack of identification and description in writing descriptive text. Then, the student's ability in writing the descriptive text due to mistakes in organization, content, vocabulary, mechanics, and grammar is (56 – 65) in the category fair.

3. FINDINGS

Test Result Students’ Understanding in Generic Structure

There were twenty-five participants who answered these tests. The test consisted of several aspects’ questions title, identification, and description. To analyze the researcher used Microsoft Excel to explain the mean of the student’s level’s ability. The results of the test are presented in the table below:

Table 1. The Result of the Test

No.	Students	High	Low	Non- Descriptive
1.	Students 1		V	
2.	Students 2	V		
3.	Students 3		V	
4.	Students 4	V		
5.	Students 5			V
6.	Students 6			V
7.	Students 7	V		
8.	Students 8	V		

9.	Students 9			V
10.	Students 10		V	
11.	Students 11	V		
12.	Students 12	V		
13.	Students 13		V	
14.	Students 14		V	
15.	Students 15	V		
16.	Students 16		V	
17.	Students 17	V		
18.	Students 18		V	
19.	Students 19		V	
20.	Students 20		V	
21.	Students 21			V
22.	Students 22		V	
23.	Students 23	V		
24.	Students 24		V	
25.	Students 25		V	
Total		9	12	4
25				

Here are some instances of both students who have generated descriptive texts successfully and others who are still struggling with proper paragraph construction.

Example:

Students 1

My Wonderful Mom	
Identification:	
My name is Ahmad Dimas, and I am students in class VII A. I have a mother. My mother's name is Mrs. Santi. She is my role model and most important person in my life. She works hard every day to support our family.	
Description:	
My mom is a kind and loving woman. My mom, Mrs Santi, has beautiful, warm brown eyes that always seem to sparkle with kindness. Her smile is infectious, capable of brightening even the darkest of days. Her hair is usually tied back in a neat bun, but sometimes she lets it flow freely. She has a gentle touch, and her voice is calm and reassuring.	

This worksheet presents the use of generic writing structure, ensuring that the intended subject is appropriately identified and written from the beginning to the finish of the sentence. Writing becomes more targeted to the identified topic. The description section has described the physical criteria specific to the topic of conversation being described. The physical descriptions of the subject (*eyes, smile, hair*) are very detailed and use appropriate adjectives. Descriptions of personality and behavior are also clear and touching: "*kind and loving*", "*gentle touch*", "*voice is calm and reassuring*". and the use of language that describes character and mood, suitable for descriptive text. This description text can be criticized as high/appropriate.

Students 2

My Neighbour	
Identification:	
My neighbour just bought a new roller skate. Her name is Zahra. She is very diligent. She always helps her mother to sweep the floor. She obeys her mother's order. She is still 7,5 years old.	
Description:	
She has a round face and short black hair. Her nose is flat. She has a short and chubby body. Her cheeks are chubby, and she has fair skin.	

Because the subject was introduced properly from the first sentence to the last paragraph, this student's writing exercise had no trouble using the generic structure, particularly identification. in the description section is correct. In this description section, Zahra's physical characteristics such as; *face shape, hair, nose, body, cheeks, and skin color* are mentioned this is in accordance with the description function. The descriptive text can be criticized as high/appropriate.

Students 3

My Younger Brother

Identification:

I have a younger brother. His name is Bhima. He has 10 years old. My younger brother is a kind person and, my brother has a big heart.

Description:

He has thin eyebrows. He has a thin body. He has short hair. He has thin lips. He has a flat nose.

From the first to the last sentence, this student's explanation of detail identification was flawless, and the desired subject was correctly identified. But, in the description section many subjects are called redundant methods. In the text *"My younger brother"* there are several parts that repeat the words *"my brother"* and *"he has"*. Example: *"My younger brother is a kind person and, my brother has a big heart"* should be *"My younger brother is a kind person and has a big heart."* The descriptive text can be criticized as low/ inappropriate.

Students 4

My Best Friend

Identification:

I have a very good friend. My best friend the boarding school named Nina. My friend is very kind and beautiful. My friend is very smart at reciting the koran. My friend goes to Muhammadiyah Junior High School in Purworejo.

Description:

My friend has a bike to play with me. The identity of the boarding school children is wearing sarung and shirts. My friend is skinny, but his mouth is like a loudspeaker. My friend a beautiful woman. My friend always wears a headscarf when she goes out of the house.

The identification section has introduced the main character, traits, and there is information on the character's school. However, there are errors in sentence structure and grammar usage. For example: *"My best friend at the boarding school named Nina"* (unclear sentence structure), should be *"I have a very good friend named Nina. She is my best friend at the boarding school"*. Furthermore, in the description section, there are many mistakes in grammar, structure, and illogical sentences. For example, *"His mouth is like a loudspeaker"*, the substitution word is wrong, it should be *"Her"*. *"My friend a beautiful woman"*, is incomplete, it should be *is a beautiful woman*. The descriptive text can be criticized as low/ inappropriate.

Students 5

My Bunny

Identification:

I have a bunny. It has a long ear and big. My bunny is white and brown colors. So, I call it "Si Belang" because he has two collors. Belang like eat carrot. But sometimes I also food her vegetables. He also like vegetables.

Description:

Rabbit a small sized mammal, thick fur. The ears are the most noticeable characteristic from this animal. With these ears they could hear better and recognize voices of their predators. Rabbit has powerful legs; they move by hopping. Some species of rabbit can reach speed up to 70 kilometers per hour.

The results of this worksheet show that the identification section is in accordance with the criteria for writing description text based on generic structure, because it has identified the subject correctly. Meanwhile, the description part is not appropriate because it does not describe the subject specifically, which is it discusses rabbits in a general and scientific way, inconsistent with the purpose of descriptive text which should focus on describing a specific object in a personal way, namely the pet rabbit *"Si Belang"*. In this description section, it tends to be included in the report text.

My Duck**Identification:**

I have a duck; she has a long neck and slender. My duck has brown fur, so I always see him eating kale and often feed them snail. I often see him eating fast. She is always the cage.

Description:

Duck or commonly called ducks are the common name for several species of birds in the natidae family. Duck or one of the poultry commodities that have the potential to meet the heenfor protein source in human.

Based on the generic structure of the description text, the findings of this work show that students have not correctly grasped it. This can be seen in the identification section, for the first paragraph it can still be called identification, but for the second and subsequent paragraphs it explains more about the subject (general information) or can be called report text. Students start by describing ducks in general, but this section is more suitable as part of a report text, as it describes ducks as a species, not specific to their own ducks.

Many students showed a low degree of understanding when writing descriptive prose, according to the analysis's findings. The discovery that 12 students, or 48% of the total, created writings that were classified as low quality in terms of organization and conformance to the generic structure of a descriptive text amply illustrates this. These students frequently omitted crucial elements like precise identification and thorough description, or they structured the structure erratically, which reduced the texts' effectiveness or even caused confusion. In differentiate, as it were 9 understudies, or 36%, were able to type in expressive writings that taken after the suitable bland structure, counting a legitimate opening distinguishing proof taken after by important and well-organized portrayals. These understudies appeared a higher understanding of how to show real data clearly and efficiently. Interests, 4 understudies, or 16%, submitted writings that did not qualify as clear or report writings at all. These works needed the key characteristics of graphic composing and appeared to have a place to a diverse class completely, conceivably due to misconception the assignment or need of nature with the expressive content organize. In general, these comes about recommend that whereas a little number of understudies have a great get a handle on of expressive content structure, about two-thirds of the course battle with either applying the proper structure or indeed creating the proper content sort. This focuses to a require for more centered instruction and guided home in understanding and applying the nonexclusive structure of clear writings in composing assignments.

Students' Ability in Descriptive Text

Apply writing ability indicators to gauge students' proficiency in producing descriptive texts. The researcher broke down each student's writing proficiency into five categories. The first is organization, content, grammar, mechanism, and vocabulary.

The cruel score of the students' clear content capability is decided. The analyst decided the normal score for each sign utilizing the taking after information:

1. Organization

The test's outcome was converted into a table, which is seen in the table below:

Table 2. Students' Ability in Organization Categories in Writing Descriptive Text

No	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	5	20%
2	66 – 79	Good	7	28%
3	56 – 65	Fair	4	16%
4	40 – 55	Poor	8	32%
5	0 – 39	Very poor	1	4%
Total			25	100%

Table 2 shows that 5 or 20% of students received excellent category, which is characterized by the employment of a clear and ordered structure, consistent language use, and comprehensive details. With their obvious organization, effective language use, and minimal lack of depth of information, the students received a 7 or 28% in the good category. Due to the less consistent use of structure,

grammatical faults, and a vague or constrained description, 4 or 16% of students received a fair grade. Students received an 8 or 32% in the poor category, which is characterized by a lack of clarity or completeness in the structure, several mistakes in the sentence construction, and a description that is either vague or insufficiently detailed. Because there is no use of structure, the material is unintelligible owing to frequent grammatical problems, and there are few or no descriptions, one student, or 4% of the class, received a very poor category. According to the data, the average score for students' proficiency with the organization's descriptive text is 65. It indicates that students' descriptions of the organization's text fall within a fair category.

2. Content

The following table clearly displays the test results once they were processed into it:

Table 3. Students' Ability in Content Categories in Writing Descriptive Text

No	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	3	12%
2	66 – 79	Good	9	36%
3	56 – 65	Fair	6	24%
4	40 – 55	Poor	7	28%
5	0 – 39	Very poor	-	-
Total			25	100%

Table 3 shows that 3 or 12% of students obtained excellent category, because in the use of content is very complete, appropriate to the topic, and descriptive details are very strong. 9 or 36% of students received good category, which is in this section, the content is quite complete, the elaboration of the topic is clear, and the provision of descriptive details is quite good. Students received 6 or 24% in the fair category, which is characterized by the content is somewhat lacking, so it is less interesting, the topic is still visible, but the descriptive details are minimal. 7 or 28% of students obtained poor category, which is the content lacks clarity, the topic is not focused on the subject at hand, and there are no details. Based on the data, the average score for students' proficiency with the content's descriptive text is 64. It indicates that students' descriptions of the content's text fall within a fair category.

3. Grammar

The results of the test were transformed into a table, which can be found in the table below:

Table 4. Students' Ability in Grammar Categories in Writing Descriptive Text

No	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	4	16%
2	66 – 79	Good	9	36%
3	56 – 65	Fair	7	28%
4	40 – 55	Poor	4	16%
5	0 – 39	Very poor	1	4%
Total			25	100%

Table 4 data reveals that 4 or 16% of students fell into the excellent category, which denotes nearly perfect grammar and a very good and consistent use (simple present) of sentence structure in a material that is rather straightforward. 9 or 36 % of the students received the good category, which is defined by a few small grammatical faults that do not impair comprehension. Despite the numerous grammatical faults, the text is nevertheless comprehensible for such basic text usage, earning the students a score of 7 or 28% in the fair category. 4 students, or 16%, received the poor category, which is defined by a high number of grammatical faults that impair understanding and make it challenging to follow the text through from start to finish. The student gets one or 4% received very poor category, because the use of grammar is very poor, the sentence structure is incomprehensible and, not following basic rules, is difficult to understand. This makes it very difficult for the reader to describe or imagine what the writer is describing. The data indicates that students' average score for their ability to understand the descriptive text's grammar is 59. It suggests that students' explanations of the grammatical text are in the fair of the category.

4. Mechanic

The test's outcome was converted into a table, which is seen in the table below:

Table 5. Students' Ability in Mechanic Categories in Writing Descriptive Text

No	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	4	16%
2	66 – 79	Good	8	32%
3	56 – 65	Fair	7	28%
4	40 – 55	Poor	6	24%
5	0 – 39	Very poor	-	-
Total			25	100%

Table 5 data reveals that 4 or 16% of students fell into the excellent category, which is the writing is very neat and consistent, the use of capital letters (sentence prefixes, proper names/places) is very precise, punctuation marks (commas, periods, apostrophes) are used correctly, there are no glaring typos. 8 or 32% of students obtained is good category, because there are some minor errors in spelling, punctuation, or capitalization, but they do not interfere with understanding, the sentence structure is still legible, the writing format is still consistent in general. 7 students, or 28% of students obtained fair category, which is mechanical errors are quite common and begin to interfere with reading fluency; for example, capital letters are often used incorrectly, punctuation is not correct, or there are spellings that are not standardized; the text is still comprehensible but needs improvement. The students received 6 or 24% obtained poor category, because many errors in spelling, punctuation, and capitalization, sentences are often confusing due to misplaced periods/comma or capitalization, writing appears rushed and lacks double-checking. According to the data, the average score for students' proficiency with the mechanic descriptive text is 65. It indicates that students' descriptions of the mechanic text fall within a fair category.

5. Vocabulary

The following table clearly displays the test results once they were processed into it:

Table 6. Students' Ability in Vocabulary Categories in Writing Descriptive Text

No	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	7	28%
2	66 – 79	Good	10	40%
3	56 – 65	Fair	5	20%
4	40 – 55	Poor	2	8%
5	0 – 39	Very poor	1	4%
Total			25	100%

Table 6 data shows that 7 or 28% of students is excellent category, because many adjectives/descriptive words are used effectively to clarify the description, there are no errors of meaning, words are contextually appropriate and show mastery of the language, word choice makes the text interesting and lively. 10 students, or 40% of the students obtained good category, which is vocabulary is quite precise and varied, although not very rich, a little repetition of words, but not distracting, there are some word choices that are less precise but can still be understood clearly. 5 or 20% received the fair category, because vocabulary is limited and some words are used repeatedly, there are some word choice errors that affect meaning or clarity. 2 students, or 8% of the students is poor category, which is characterized by vocabulary choice is very limited and there is a lot of repetition, some words are inappropriate and confuse the context. One student or 4% of the students obtained very poor, because many word choices have the wrong meaning or wrong context, the text is difficult to understand because of the wrong use of words. Based on the data, the average score for students' proficiency with the vocabulary descriptive text is 63. It indicates that students' descriptions of the vocabulary text fall within a fair category.

Table 7. The Percentage of Students Scored on Descriptive Text Writing Ability

No	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	-	-
2	66 – 79	Good	10	40%
3	56 – 65	Fair	15	60%
4	40 – 55	Poor	-	-
5	0 – 39	Very poor	-	-
Total			25	100%

According to the above statistics, 10 understudies, or 40%, received a good category, while 15 understudies, or 60%, received a fair category. When students compose expressive content on assessments, their individual scores result in a harsh score of 65. The researcher can deduce that the student's individual exam results for creating graphic content fall into the fair category.

The researcher may draw the conclusion that students descriptive text writing abilities are reasonable. Students found it particularly challenging to create ideas when writing descriptive texts, particularly when it came to grammar and vocabulary comprehension.

4. DISCUSSION

Based on the survey result, the reseacher concluded that the majority of students feel difficult in understanding to writing expecially descriptive text on generic structure. This is ilustrated by an presentage of 48% or 12 students, which means lowest categories. However, based on table 2 which shows that the percentage of students who have the ability to understand descriptive text based on generic structure is 36% or 9 students, it means fewer students understand descriptive text. Therefore based on the percentage when viewed from the number of other students, students appear to be struggling.

The research findings show that many students have difficulty in understanding than students who are able to understand descriptive text based on its generic structure. According to the survey findings about students' understanding in writing descriptive text based on generic structure, the statement that shows sometimes difficulty in understanding descriptive text has a high percentage with a score of 48%. Previous findings support this finding Mardyah (2013) which explains that students' difficulties in writing descriptive text are students' difficulties in using the generic structure of descriptive text [34]. This is because many factors influence students' difficulties in understanding the generic structure of descriptive text. Among them, students fail to show well-organized writing and do not use identification well, and students are still unable to transfer and develop their ideas into written form well in compiling a text and do not use the description process in writing well [35].

From the lack of understanding of students about the generic structure of descriptive text, students' abilities can also be measured by five categories consisting of organization, content, grammar, mechanism, and vocabulary to determine students' abilities in writing descriptive text Brown (2007) as cited by [36]. The use of inconsistent structures, grammatical errors, and unclear or limited descriptions had a major influence on students' ability to write descriptive texts with 4 or 16% of students but can be said to be in the fair category. This finding is supported by previous literature [23]. Which explains that students' ability to determine identification and description is sufficient. Understudies need understanding of organization in graphic content but can compose basically. Begin composing organization, substance is required to be composed in a content. The restriction of thoughts to type in, gets to be an enormous sufficient impact for a substance in graphic content. Be that as it may, it can still be categorized as adequate since understudies can still gather thoughts indeed although they are less curiously. This statement is supported by previous research [37]. Which explains that the writing process requires imagination and ideas from the writer.

Students' restricted understanding of language structure triggers troubles in composing portrayal writings; this explanation is backed by past analysts [38]. Which explains most understudies are exceptionally simple to induce befuddled with English linguistic use, However, proper grammar is necessary to construct a proper sentence. Naturally, the understudy will not be able to construct linguistically correct phrases if they lack authority over language structure. understanding that understudies' linguistic structure is quite weak, which makes them uncertain while writing. Require of understanding and sharpen in mechanics makes composing realistic substance bewildering, as inside the researcher's past verbalization [39]. Clarifies that the need of understudies in composing works out and understanding makes understudies confounded in composing accentuation and spelling. Be that as it may,

there's too a contrast from past ponders those understudies' understanding gets to be higher the higher their level of instruction with respect to understanding in composing descriptive texts. Issues within the confinements of understudies in lexicon is very hazardous in composing graphic content, usually in line with past analysts [40]. Explains that; issue was a few of the understudies had restricted lexicon. This issue might make the understudies not utilize the proper word in composing. Therefore, it'll be troublesome for the peruser to know the meaning.

5. CONCLUSION

The findings of this study indicate that many students demonstrate a low level of understanding in writing descriptive texts, particularly in applying the appropriate generic structure, as shown by the score percentage of 48%. Several issues contribute to this result, such as difficulties in identifying and using the elements of generic structure (identification and description), limited vocabulary, and weak grammar skills. These problems negatively affect the overall quality of the students' writing. Although students show some awareness of the concept of descriptive text, their ability to apply this knowledge effectively is still lacking. Their use of simple present tense is evident but often contains frequent errors; the content tends to be underdeveloped or not engaging enough; vocabulary use is repetitive and limited, which can make the text uninteresting to read; mechanics such as spelling, punctuation, and capitalization are often inconsistent; and the structure of the texts is frequently disorganized, leading to a lack of coherence. It is advised that students receive more structured instruction and consistent writing practice that emphasizes the five fundamental components of writing—structure, topic, grammar, vocabulary, and mechanics—in light of these findings. In order to help students progressively develop better at writing cohesive and impactful descriptive writings, teachers should provide them focused assignments and ongoing feedback.

6. REFERENCES

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