

**Probing of Hardships and Their Factors of EFL Students
in Constructing Text**

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Abstract

The objective of this study was to investigate students' hardships and their factors in creating descriptive texts. The subject of this study was the fourth semester of IAIN Sultan Amai Gorontalo's English Education Program. 39 students were involved in this study. Three types of instruments were employed to gather the data: documentation, questionnaires, and interviews. The document was used to evaluate students' proficiency in five writing-related areas. The questionnaire was designed to identify specific challenges with descriptive text composition. The purpose of the interview was to identify factors contributing to students' difficulty in writing descriptive texts. This study employed mix method. This study revealed that students had difficulty with content, organization, and mechanics. In terms of content, students struggled with constructing subject sentences (30.76%), supporting sentences (59.97%), and closing sentences (38.46%). Students had trouble repeating essential terms (28.20%), utilizing linking words (28.20%), and explaining the topic (43.58%). In technical, students experienced difficulty with punctuation (12.82%) and capitalization (20.51%). The factors of hardship were self-motivation, self-confidence, lack of reading, and lack of practice were internal

issues. External influences included the chance to write, learning materials and media, and the absence of feedback in the teaching and learning process.

Keywords: Students' Hardship; Descriptive Text; Factors Contributing to Students' Difficulties

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisa kesulitan mahasiswa dalam menulis deskriptif teks dan faktor penyebab kesulitan mahasiswa. Subjek dari penelitian ini adalah semester empat Jurusan Pendidikan Bahasa Inggris IAIN Sultan Amai Gorontalo. Jumlah keseluruhan subjek penelitian ini ada 39 mahasiswa. Dalam pengumpulan data peneliti menggunakan tiga instrument: dokumen, angket dan wawancara. Dokumen digunakan untuk mengetahui kemampuan mahasiswa dalam lima aspek menulis. Angket digunakan untuk mengetahui kesulitan mahasiswa dalam menulis. Wawancara digunakan untuk mengetahui faktor yang mempengaruhi kesulitan mahasiswa dalam menulis deskriptif teks. Penelitian ini menggunakan metode campuran antara kuantitatif dan kualitatif. Hasil dari penelitian ini menunjukkan bahwa para mahasiswa kesulitan dalam tiga aspek menulis, yaitu: content, organizing dan mechanic. Di dalam content, para mahasiswa kesulitan dalam mengembangkan kalimat topik (30,76 %), mengembangkan kalimat pendukung (59,97 %) dan membuat kesimpulan (38,46 %). Didalam organizing, para mahasiswa kesulitan dalam mengulangi kata kunci (28,20 %), menggunakan kata penghubung (28,20 %) dan mendeskripsikan topik (43,58 %). Di dalam mechanic, para mahasiswa kesulitan dalam menggunakan tanda baca (12,82 %) dan menggunakan huruf capital (20,51 %). Sedangkan factor penyebab kesulitan mahasiswa dikarenakan oleh motivasi diri, kepercayaan diri, kurang membaca dan melatih merupakan faktor internal dan faktor eksternal berupa kurangnya kesempatan menulis, materi dan media pembelajaran dan umpan balik terhadap hasil tulisan mahasiswa.

Kata kunci: Kesulitan Siswa; Teks Deskriptif; Berkontribusi Kesulitan Siswa

Introduction

Writing is the practise of putting ideas, thoughts, and emotions into comprehensible writing form¹. Another definition, writing is the action of

¹Alice Oshima and Ann Hogue, 'Introduction to Academic Writing: Second Edition', *Agenda*, 1997; Cheri Williams and Sandra Beam, 'Technology and Writing: Review of Research', *Computers and Education*, 128 (2019), 227-42 <<https://doi.org/10.1016/j.compedu.2018.09.024>>.

putting down graphic symbols that serve to display a language in order to convey meaning so that the reader may comprehend the information that the writer intended to communicate². Attempting to produce quality writing is crucial for students since it will influence their future job environment. They will encounter challenges in their work if they lack strong writing skills. For instance, if they work at an office as a secretary or administrative assistant, they want a letter or concept linked to their role. When they work as a lecturer or instructor, they want research, an article, an essay, or a lesson plan for teaching and learning. Being a skilled author, such as a novelist, poet, and so on, will result in a substantial salary. As writing is a kind of thought, nevertheless, it is not simple to compose writing. Writing is the act of thinking to generate ideas, thinking about how to represent ideas well in writing, and organizing the ideas in a coherent statement and paragraph. It implies that a writer must be able to articulate their thoughts, organize them according to the structure of the language employed, and provide coherence so that their ideas may be easily understood by the reader.

According to Brown, there are several dimensions of writing³, including content, vocabulary, grammar, organization, and mechanics⁴. The core of writing and the concept expressed in writing is the content⁵. This factor is associated with the writer's expertise. It demonstrates the topic with content, thesis development, and relevancy. The focus of vocabulary is selecting the appropriate word to express a concept⁶. Grammar refers to the correct use of grammatical and syntactical forms in writing⁷. Typically, sentence structure, including subject-verb agreement, tense, and word order, is evaluated. Organizing is arranging ideas, situations, facts, or data in perceptible order

²United Nations and Social Affairs, 'Definition of Writing', *Population (English Edition)*, 2000; Barbara Juskow, 'Writing An Introduction', in *Speakers' Club*, 2021 <<https://doi.org/10.4324/9781003238133-8>>.

³*Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Pearson Longman, 2007).

⁴Nesrine Triki, 'Revisiting the Metadiscursive Aspect of Definitions in Academic Writing', *Journal of English for Academic Purposes*, 2019 <<https://doi.org/10.1016/j.jeap.2018.11.010>>.

⁵Jacob Steiss and others, 'Dimensions of Text-Based Analytical Writing of Secondary Students', *Assessing Writing*, 2022 <<https://doi.org/10.1016/j.asw.2021.100600>>.

⁶Sonca Vo, 'Use of Lexical Features in Non-Native Academic Writing', *Journal of Second Language Writing*, 44.November 2018 (2019), 2 <<https://doi.org/10.1016/j.jslw.2018.11.002>>.

⁷Bibekananda Kundu, Sutanu Chakraborti, and Sanjay Choudhury, 'Natural Language Generation for Bangla Grammatical Detection and Correction' (Indian Institute of Technology (IIT Madras), 2014) <http://nlp.cdackolkata.in/nlpcdack/src/Papers/MS_Thesis_Bibekananda.pdf>.

inside a paragraph, essay, or speech⁸. The mechanical aspects of writing include punctuation, spelling, and capitalization⁹.

It is challenging to apply all components of writing at any moment. The fault was discovered when students of the fourth-semester in paragraph writing class was assigned in the English department. Even though the learning process was executed successfully and student participation in the teaching and learning process was also excellent, the students' writing achievement is low. Pre-observation revealed that, out of 39 students in the class, only six could complete the activity with high accomplishment.

Hardship is the state of being unable to achieve something readily¹⁰. Difficulty in learning is often characterized as a state in which students' competence or accomplishment falls short of the prescribed standards and norms. Typically, with learning challenges comes a state in which children cannot learn as expected, resulting in low learning accomplishment. Malamug identifies the following traits as indicators of pupils with learning difficulties: 1) low accomplishment, 2) learning achievement not commensurate with effort, and 3) sluggish to complete learning tasks¹¹.

Previous studies emphasized the perceptions of English-as-a-foreign-language (EFL) learners in various circumstances regarding their writing challenges. Previous empirical research have explored the views¹² and factors¹³

⁸Nanda Aprila Sinta and Yuli Astutik, 'Difficulties in Writing Recount Text Faced by Senior High School Students in Indonesia', *Proceedings of The ICECRS*, 2019 <<https://doi.org/10.21070/picecrs.v2i1.2404>>.

⁹Alvons Habibie, 'Keefektifan Text-Based Approach Pada Pembelajaran Kompetensi Menulis Recount Dan Hortatory Exposition Mahasiswa IAIN Sultan Amai Gorontalo', 4.1 (2017), 1–13.

¹⁰Ibtisam Ali Hassan Al-Badi, 'Academic Writing Difficulties of ESL Learners', *WEI International Academic Conference Proceedings*, 2015; Raija Pirttimaa, Marjatta Takala, and Tarja Ladonlahti, 'Students in Higher Education with Reading and Writing Difficulties', *Education Inquiry*, 2015 <<https://doi.org/10.3402/edui.v6.24277>>.

¹¹'Difficulties of English Major Students in Dealing with Figurative Language in Poetry', *Asian EFL Journal*, 21.2 (2019).

¹²Mette Marie Zacher Kjeldsen and others, 'Reading and Writing Difficulties and Self-Rated Health among Danish Adolescents: Cross-Sectional Study from the FOCA Cohort', *BMC Public Health*, 2019 <<https://doi.org/10.1186/s12889-019-6931-x>>; Nelly Kristiana, Wisma Yunita, and Syahril Syahril, 'Students' Difficulties in Writing Descriptive Text at the Seventh Grade of SMP Sint Carolus Bengkulu', *Linguists : Journal Of Linguistics and Language Teaching*, 2021 <<https://doi.org/10.29300/ling.v7i1.4249>>; Yusri Apriani Margaretha Turnip and others, 'An Analysis of Students' Ability in Writing Descriptive Texts', *Linguistic, English Education and Art (LEEA) Journal*, 2019 <<https://doi.org/10.31539/leea.v3i1.987>>.

¹³Muhammad Fareed, Almas Ashraf, and Muhammad Bilal, 'ESL Learners' Writing Skills: Problems, Factors and Suggestions', *Journal of Education & Social Sciences*, 4.2 (2016), 83–94 <<https://doi.org/10.20547/jess0421604201>>; Jack M. Chokwe, 'Factors Impacting Academic Writing Skills of English Second Language Students', *Mediterranean*

of EFL students concerning troublesome writing topics. From some of the previous studies, this research takes a gap that has not been widely studied, namely delivering all students' difficulties when writing and looking at the causal factors so that these difficulties often hinder students in constructing English texts, especially in argumentative texts. Referring to the students' condition, it is interesting to find what are students' hardships and facets in constructing descriptive text. This research was focused on analyzing students' difficulties in content, organizing, vocabulary and mechanic of writing descriptive text and factor contributing to students' difficulties at fourth semester of English Department of State Institute of Islamic Studies Sultan Amai Gorontalo.

Method

This research used mixed methods to analyze the students' difficulty and serve the research finding by data's description. This research focused on analyzing difficulties in composing descriptive text that are gotten by students of fourth semester of English Education Program of the State Institute of Islamic Studies Sultan Amai Gorontalo. There were 39 students became participants in this research. The data collected through documentation namely students' descriptive task which used students' descriptive task with topic place (my house) and assessed it by Jacob's scale to know students' ability in every aspect of writing, a questionnaire about students' knowledge in every aspect of writing descriptive text with answer no or yes used to know specific information about students' difficulties in every aspect of writing descriptive text, structured interview. The purpose of this interview is looking for factors contributing to students' difficulties in composing descriptive text by questions to evaluate learning descriptive text of students, used to know factor contributing of students' difficulties in composing descriptive text.

To analyze the data, this research used model of Miles and Huberman analysis. There are three steps to analysis data. They are data reduction, data display and conclusion drawing. In this research, researcher focused to analyze students' difficulties in composing descriptive text. The data researcher will analyze using some steps below:

1. Data reduction by:
 - a. Assessing students' descriptive task by Jacob's scale.

Journal of Social Sciences, 2013 <<https://doi.org/10.5901/mjss.2013.v4n14p377>>; Rostanti Toba, Widya Noviana Noor, and La Ode Sanu, 'The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay', *Dinamika Ilmu*, 2019 <<https://doi.org/10.21093/di.v19i1.1506>>.

- b. Grouping every score in every aspect of writing into 4 levels. Those are very poor, fair too poor, good to average and excellent to very good.
 - c. Looking for average score in every aspect by formulation below to know students' ability in every aspect. In order to get general conclusion of this instrument, researcher counted the average mark to make conclusion of the data finding.

$$\text{Average} = \frac{\text{Total score}}{\text{Number of students}}$$
 - d. Evaluating students' questionnaire and presenting the data in every student.
 - e. Looking for correlation between result of task and questionnaire to know students difficulties in every aspect of writing.
 - f. Evaluating students' answer and grouping students' answer as the answer in interview.
2. Data display: for this step, researcher will do some steps below:
- a. Presenting the data of students' score in every aspect of writing and average score. Then, researcher presented into a table.
 - b. Describing the table in order to get easy understanding the result of the data.
 - c. Presenting explanation the result of data's questionnaire with answer "yes" and also presenting into table in order to be more clearly to see the result.
 - d. Presenting the description of interview.
3. Conclusion drawing is taking conclusion and verification. For this step, researcher will do step below:
- a. Taking conclusion by looking for relation of data finding to answer research question.

Findings and Discussion

Based on data analyzing, researchers found that students' ability in content and organizing were low. It was concluded from the result of assessing students' task that showed score in those aspects were lower than other aspects. To see clearly the result, researcher presented number of students and average score in every aspect into table below.

Diagram. 1
Students' level in every aspect of writing

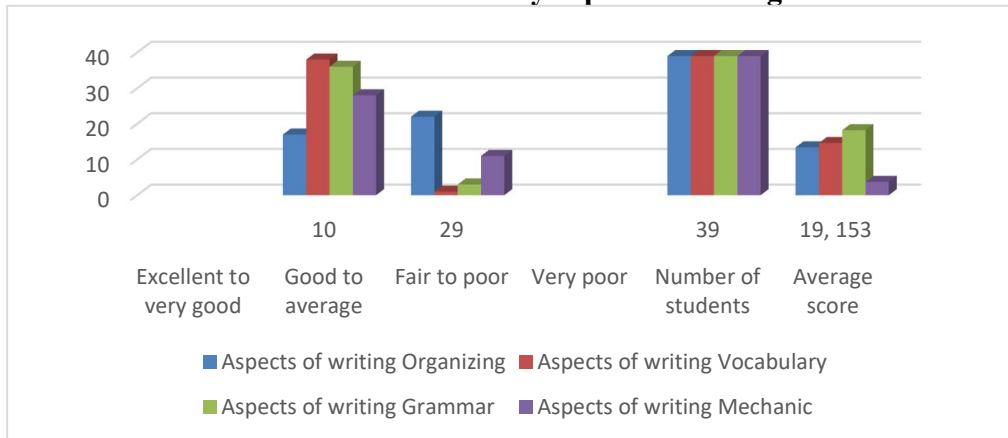


Diagram above showed that many students had level fair to poor in content and organizing. While in vocabulary, grammar and mechanic, many students had level good to average. It was also supported by the result of average score that showed if students' level in content and organizing were categorized fair to poor, while in vocabulary, grammar and mechanic were categorized good to average.

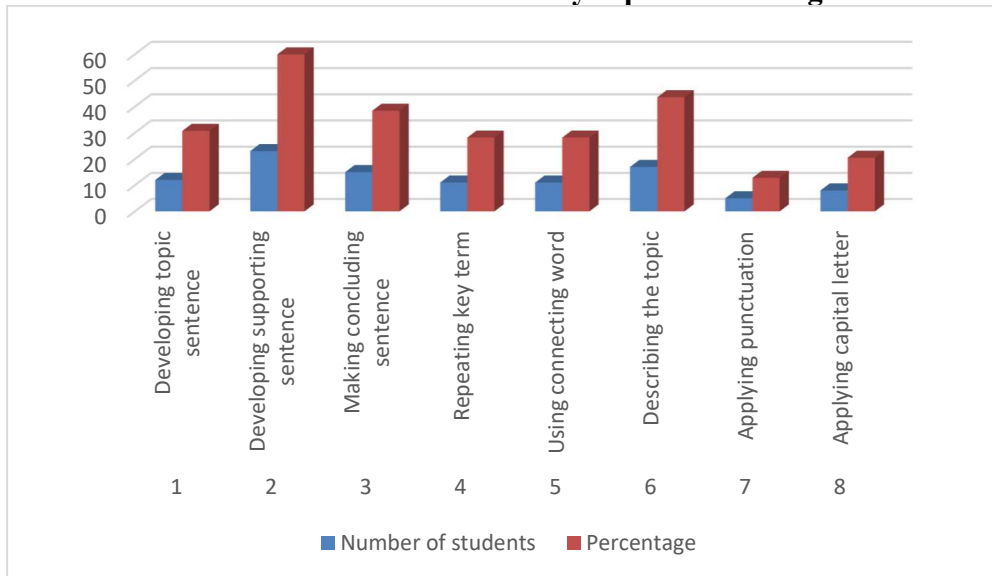
To know students' difficulties in every aspect of writing that students got in composing descriptive text, researcher used data's questionnaire. The result of it was confirmed to the students' task. As the result, researcher gained the data following explanation below

From the result of the data's questionnaire, it can be concluded that in content, there were 12 student (30,76 %) had difficulties in developing topic sentence, 23 students (59,97 %) had difficulties in developing supporting sentence, 15 students (38,46 %) had difficulties in making concluding sentence.

In organizing, there were 11 students (28,20 %) had difficulties in repeating key term, 11 students (28,20 %) had difficulties in using connecting word, 17 students (43,58 %) had difficulties describing the topic. In mechanic, there were 5 students (12,82%) had difficulties in applying punctuation, and 8 students (20,51 %) had difficulties in applying capital letter.

To see more clearly the result, researcher presented into table below.

Diagram 2
Students' difficulties in every aspect of writing



2. Factors contributing of students' difficulties in composing descriptive text

According to the interview results, this study revealed that the learner was affected by both internal and external factors. Self-motivation, self-confidence, lack of reading, and lack of practise were internal issues. External influences included the chance to write, learning materials and media, and the absence of feedback in the teaching and learning process. For further detail, the result of the two factors can be describe bellow:

Self-Motivation

Self-motivation is the capacity to urge oneself to attain objectives or do desired activities without the need for external encouragement or influence¹⁴. Motivation in this case refers to the desire or drive that motivates an individual to perform. Self-motivation is the capacity to focus one's attention on a desired objective, to overcome barriers and challenges that emerge, and to take the required measures to reach that objective¹⁵. Self-motivated individuals are typically more productive, self-assured, and capable of achieving goals more efficiently. Self-motivation is essential for success in many facets of life,

¹⁴ Mitsuko Tanaka, 'Motivation, Self-Construal, and Gender in Project-Based Learning', *Innovation in Language Learning and Teaching*, 2022 <<https://doi.org/10.1080/17501229.2022.2043870>>.

¹⁵ Hsuan Yau Tony Lai, 'The Motivation of Learners of English as a Foreign Language Revisited', *International Education Studies*, 6.10 (2013), 90–101 <<https://doi.org/10.5539/ies.v6n10p90>>.

including employment¹⁶, education, health, and interpersonal relationships¹⁷. A person with high self-motivation may sustain their zeal and fighting spirit regardless of the situation's difficulty or difficulty.

The lack of student motivation in terms of writing can be seen from the results of the interviews, of the 39 students as respondents, 30 of them felt less motivated to write. This can also be confirmed by the results of student writing when learning basic writing, most of them can only write descriptive text with only one paragraph.

Self-Confidence

Self-confidence is the conviction or faith in one's ability and principles. It involves having faith in one's capacity to perform tasks¹⁸, attain objectives, and overcome any problems or hurdles that may happen in life¹⁹. Self-confidence is characterised by good thoughts about oneself and a strong belief in one's talents. It also involves the capacity to acknowledge one's flaws and faults while maintaining a focus on one's strengths and potential. Self-confidence is essential for attaining success in all facets of life, including one's work, social connections, mental health, and general wellbeing²⁰. When a person has great self-confidence, they are more willing to take risks, more quickly adjust to change, and better able to handle pressure and stress in life. Yet, an overabundance of self-confidence that is unbalanced with real talents or abilities may also be harmful, leading to confusion and despair in the face of failure or criticism²¹. Thus, a healthy and well-balanced self-esteem is essential for long-term success and enjoyment.

The level of student confidence in writing is quite low, this is evidenced by the time it takes to complete a descriptive text which takes an average of one

¹⁶ Tanti and others, 'Students' Self-Regulation and Motivation in Learning Science', *International Journal of Evaluation and Research in Education*, 2020 <<https://doi.org/10.11591/ijere.v9i4.20657>>.

¹⁷ Nur Syaliza Hanim Che Yusof and others, 'Self-Efficacy, Motivation, Learning Strategy and Their Impacts on Academic Performance', *International Journal of Academic Research in Business and Social Sciences*, 2021 <<https://doi.org/10.6007/ijarbss/v11-i9/11028>>.

¹⁸ Safaa Mohammad Al-Hebaish, 'The Correlation between General Self-Confidence and Academic Achievement in the Oral Presentation Course', *Theory and Practice in Language Studies*, 2012 <<https://doi.org/10.4304/tpls.2.1.60-65>>.

¹⁹ Luke Greenacre, Ngo Manh Tung, and Tom Chapman, 'Self Confidence, and the Ability to Influence', *Academy of Marketing Studies Journal*, 2014.

²⁰ Sabina Kleitman and Lazar Stankov, 'Self-Confidence and Metacognitive Processes', *Learning and Individual Differences*, 2007 <<https://doi.org/10.1016/j.lindif.2007.03.004>>.

²¹ Listyani and Noparat Tananuraksakul, 'Motivation, Self-Confidence, and Anxiety in English Language Learning: Indonesian and Thai Students' Perspectives', *Accents Asia*, 2019.

hour. From the results of the interviews students felt insecure about the ideas and structure of the English they wrote. Writing down the main ideas and adding supporting ideas to each paragraph using good and correct English grammar is the main inhibiting factor in completing a descriptive text.

Lack of reading

The term "lack of reading" refers to a scenario in which a person does not frequently engage in reading activities or does not read at all²². It can be caused by a number of circumstances, including lack of interest, lack of access to reading materials, and lack of time to read²³. Lack of reading can negatively affect a person's cognitive development, linguistic abilities, and information acquisition. Reading is a vital source of knowledge and may help individuals grow their vocabulary, improve their comprehension skills, and boost their critical thinking ability. It can also increase memory and attention and stimulate the brain. In addition, reading can have significant impacts on a person's mental health, since it reduces stress and enhances general well-being. Reading can also promote empathy and social awareness, since reading exposes individuals to other ideas and experiences²⁴. Lack of reading can result in a loss of information, critical thinking skills, and personal development. Hence, it is essential for individuals to prioritise and include reading into their everyday lives.

Lack of reading is another internal factor that was conveyed by most of the respondents during the interview. Reading sources and limited reading time were the main reasons for the respondents. Even though reading is the main supporting skill in writing. The more you read, the easier it is to write something down. Respondents spent more of their free time watching videos on TikTok and surfing social media. Practical When asked about daily readings that respondents usually read, the average answer was only reading posts on social media. While others say they like to read short stories and funny stories. The lack of reading scientific texts has proven to make it difficult for respondents to produce a text.

²² Paulo Cezar Rodrigues, Rosimeiri Darc Cardoso, and Sílvia Regina Emiliano Gonzaga, 'Reading Practices in Textbook: The Lack of Reading Pleasure in the Formation of the Reader', *Acta Scientiarum Language and Culture*, 2020 <<https://doi.org/10.4025/actascilangcult.v42i2.52754>>.

²³ Issah Mohammed, 'Predominant Factors Contributing to Low Reading Abilities of Pupils at Elsie Lund Basic School in the Tamale Metropolis, Ghana', *African Educational Research Journal*, 2018 <<https://doi.org/10.30918/aerj.64.18.071>>.

²⁴ Abdulaziz Ali AL-Qahtani, 'Why Do Saudi EFL Readers Exhibit Poor Reading Abilities?', *English Language and Literature Studies*, 2016 <<https://doi.org/10.5539/ells.v6n1p1>>.

Lack of Practice

Lack of writing practise describes a condition in which a person does not engage in regular writing activities or does not write at all. This might be due to a number of issues, including a lack of interest, enthusiasm, or time to practise writing²⁵. Lack of writing practise can negatively affect a person's ability to communicate effectively in written form. Academic, professional, and personal success need the ability to write effectively. It can assist individuals in articulating their thoughts clearly and logically, communicating information properly, and persuading others persuasively. A person's ability to organise their thoughts, arrange their writing, and utilise acceptable language and grammar can be enhanced via consistent writing practise²⁶. Individuals can also create their own writing style and voice and gain confidence and comfort with writing. In addition to being a creative outlet and a means to process and reflect on events and emotions, writing may have a positive impact on an individual's mental health. In general, a lack of writing practise can result in a lack of competency in written communication, which can have severe repercussions in many areas of life. Individuals must thus prioritise writing and incorporate it into their daily lives.

Lack of writing practice is also an internal factor that makes it difficult for students to write. Writing practice is an activity that really helps in constructing a piece of writing easier. Respondents stated that they lacked writing practice both inside and outside the classroom.

Opportunity in writing

Students get the opportunity to write only when there is a writing assignment in writing courses. From the results of the interviews, students did not take advantage of the opportunity to write when the lecturer gave lecture assignments to practice independent writing. Most students rely on technological assistance in writing, and even tend to copy and paste other people's writings. Opportunities for student writing are actually wide open when they are outside the classroom. But the fact is that the free time is not used properly by students to train and encourage themselves to write. In order to help students overcome the problems related to the lack of opportunities to write texts in the classroom, teachers can introduce various types of texts and

²⁵ Muamaroh Muamaroh, Vira Cahya Mukti, and Dwi Haryanti, 'The Process and Problems of EFL Learners in English Writing', *Ethical Lingua: Journal of Language Teaching and Literature*, 2020 <<https://doi.org/10.30605/25409190.215>>.

²⁶ Sujana Suvin, 'Complexities of Writing Skill at the Secondary Level in Bangladesh Education System: A Quantitative Case Study Analysis', *English Language Teaching*, 2020 <<https://doi.org/10.5539/elt.v13n12p65>>.

provide constructive feedback, allocate sufficient time for writing, and encourage students to explore their creativity in writing²⁷.

Learning Media and Materials

Learning media refers to any tool or platform that facilitates the process of teaching and learning²⁸. Examples of learning media include textbooks, videos, audio recordings, slideshows, online simulations, interactive whiteboards, and educational software. Learning materials, on the other hand, refer to the specific resources or content used in teaching and learning²⁹. They can be physical, such as textbooks, workbooks, and handouts, or digital, such as e-books, online courses, and educational apps. Both learning media and materials play a crucial role in the learning process, as they help to facilitate the acquisition of knowledge and skills in a variety of settings, from classrooms to online learning environments. Effective use of appropriate learning media and materials can help to enhance the quality of education and improve learning outcomes for students.

The use of media and the lack of access to materials that can be used for writing are the reasons students experience difficulties in writing. Most of the students answered that it was hoped that the use of media and material could be conveyed during the writing learning process in the classroom. Even though this internal factor should not be an excuse in the midst of the current flood of technology. Students should be able to study independently by using media and learning resources that can be accessed and widely circulated on the internet.

Writing Feedback

Writing feedback is the practise of offering constructive criticism to aid in the development of a writer's skills³⁰. It entails evaluating a piece of writing and suggesting ways to improve it clearer, more effective, and more interesting. Feedback on writing can address several elements, including

²⁷ Marte Blikstad-Balas, Astrid Roe, and Kirsti Klette, 'Opportunities to Write: An Exploration of Student Writing During Language Arts Lessons in Norwegian Lower Secondary Classrooms', *Written Communication*, 2018 <<https://doi.org/10.1177/0741088317751123>>.

²⁸ Ninuk Indrayani, 'The Development of Learning Media "E-Writing" to Develop Students' Writing Skill of English Education Department', *Journal of Language Intelligence and Culture*, 2020 <<https://doi.org/10.35719/jlic.v1i03.31>>.

²⁹ Ali Isik, 'Do English Teaching Materials Foster Foreign Language Education Affectively?', *Journal of Education and Learning*, 7.1 (2017) <<https://doi.org/10.5539/jel.v7n1p272>>.

³⁰ Neil Evan Jon Anthony Bowen, Nathan Thomas, and Nina Vandermeulen, 'Exploring Feedback and Regulation in Online Writing Classes with Keystroke Logging', *Computers and Composition*, 2022 <<https://doi.org/10.1016/j.compcom.2022.102692>>.

grammar, style, structure, and content arrangement³¹. Good criticism on writing should be specific, practical, and centred on the writer's needs and goals. It should highlight areas for improvement and offer specific recommendations for addressing them. Feedback on writing can be provided by instructors, peers, editors, or professional writing coaches, and it is a vital tool for anybody seeking to improve students' writing abilities.

Feedback or examination of students' writing results is one of the external factors that influences the respondents' difficulty in producing descriptive text in the context of this study. Feedback on the results of student writing needs to be done when students construct the text, so that there is an improvement in the final result. Students during interviews considered that feedback on their writing was inadequate.

Conclusion

Based on findings and discussion above, researchers had given illustration of analyzing students' difficulties in composing descriptive text at fourth semester of English Education Program of State Institute of Islamic Studies Sultan Amai Gorontalo, therefore it can be concluded that: Students had difficulties in three aspects of writing. Those were content, organizing, and mechanic. Some factors contributing to students' difficulties in composing descriptive text were self-motivation, self-confidence, lack of reading, and lack of practise were internal issues. External influences included the chance to write, learning materials and media, and the absence of feedback in the teaching and learning process

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<<https://doi.org/10.5539/ells.v6n1p1>>

³¹ Nada Raudhotul Muthoharoh and Anita Anita, 'Using Feedback in Teaching Writing Descriptive Text', *Loquen: English Studies Journal*, 2018
<<https://doi.org/10.32678/loquen.v1i102.1035>>.

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