AN ANALYSIS ON THE STUDENTS ABILITY AND DIFFICULTIES IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 19 MAKASSAR

(A Descriptive Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education in English Department

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2018

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

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Descriptive Text at the First Grade of SMAN 19 Makassar

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Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar,   Januari 2018

Yang Membuat Perjanjian

Nurwahidah

MOTTO

"*Dreaming is the First Step That We Have to Make. While, the Act is the Next Step That We Have To Do*".

I DEDICATED THIS THESIS

TO MY PARENTS, MY BROTHERS,

MY LOVE AND ALL MY BEST FRIEND FOR

THEIR MOTIVATION

ABSTRACT

NURWAHIDAH. 2018. *An Analysis on the Students' Ability and Difficulties in Writing Descriptive Text at the First Grade of SMAN 19 Makassar (A Descriptive Research).* Thesis, English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar Supervised by Hasnawati Latief and Awalia Azis.

The Objective of this research were to find out the students' ability in develop the content in writing and to find out difficulties in writing descriptive text faced by the students at the first grade of SMAN 19 Makassar.

The data were collected by using two instruments. The First instrument was written text to find out the students' ability in develop the content in writing descriptive text and the second instrument was questionnaires to find out the difficulties faced by the students. In analyzing the data, the researcher used Descriptive Quantitative Method. The samples of the research were the students at X MIA 4 of SMAN 19 Makassar consisting of 22 Students.

The findings of this research described that the students' ability in writing descriptive text was still poor. At the content divided into three parts. The first is topic of sentence the class mean score was 66,5 (the students' ability was classified as average), The second is supporting of sentences was 63,18 (the ability was classified as average), and the third is concluding of sentence was 48,09 (the ability was classified as poor). Total mean score in writing was 57,1 (the ability was classified as average). It was got from the result of written test and had been given to the students. From the questionnaires that students got difficulties in writing descriptive text, The difficulties were: (1) the students could not develop the topic has given was 50%, (2) they were difficult to arrange the words was 36,36%, (3) the students were difficult to use punctuation comma was 45,45%, (4) they seldom pay attention to the capitalization was 50%, (5) they seldom used the English words was 59,9%, (6) they were difficult in using tenses was 45,45%, (7) they were difficult in using simple present tenses was 45,45% and (8) they had less of vocabulary was 54,54%.

Based on these findings, it can be concluded that the first grade students of SMAN 19 Makassar were still poor in writing descriptive text and they got some difficulties in the rules of writing in terms of content, mechanic, and grammar item. The students need more explanation and practice in writing descriptive text.

Key words: Analysis Descriptive Text , Writing.

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The writer,

NURWAHIDAH

TABLE OF CONTENTS

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF APPENDICES

APPENDIX 1: A. Writing Test

B. Questionnaire

APPENDIX 2: The Result of writing Test

APPENDIX 3: Data Analysis of Writing Test

APPENDIX 4: The Result of the Questionnaires

APPENDIX 5: The Percentages of the Questionnaires

APPENDIX 6: Data Analysis of Questionnaires

APPENDIX 7: The Example of Students' writing

APPENDIX 8: Documentation of students in Class

APPENDIX 9: Persuratan Terkait Penelitian

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background

Language plays an important role in the human life. Language is required by people to fulfill their need as an individual creature. Through language, people can express their ideas, mind, feeling, desire and emotion to another or can get information from other. English becoming is the important language that widely all over the world. English language is used by many people in the world in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries, that's why Indonesian government obliges English is being taught in every school from elementary school until university.

English has four basic skills. They are listening, speaking, reading and writing skill. In the reality, the people cannot be separated from them, because the four skills have related each other. We use to understand our word through listening and reading and to communicate our feeling, need, and desires through speaking and writing. So, if the people want to understand well about English, they have to know all of the skills. However, in fact, writing skill is one of the most widely implemented, especially in learning process.

Writing is form of communication through which people can express their idea, feeling and knowledge. It is widely accept that writing also crucial means of communication that cannot be separated for human life. Oshima and Hogue (1997:2) define that writing is a progressive activity. This means that when you

first write something down, you have already thinking about what you are going say and how to you are going to say it. Then after you have finish writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one – step action, it is a process that has several steps. On the other hand, Byrne (1990:1) says that writing is a process of using graphic symbols, that's letter or combination of letters which relate to the sounds we make when we speak. On one level, then, writing can be said to be the act of forming this symbols: making marks on a flat surface on some of kind.

Sharples in Siburian (2013:31), actually writing is opportunity, it allows to express something about themselves, explore and explain Ideas. It means that the students can improve their ability in writing, which is they can active in learning and will be think critically about their Ideas in relevant. In Mechanic writing, they can usage punctuation and spelling in clearly when they write something about their ideas. While in grammar they can usage correct about grammar.

The students in general still find is quite difficult. In writing we can find and know how far the students ability in writing. The students ability still poor because they are not know the rules in good writing until the students faced many difficulties in writing skill such as: lack of mechanic writing, how to express ideas, lack of grammar, etc. In mechanic writing the students have many difficulties it's about punctuation, capitalization and spelling. They cannot know when their use it. In Grammar the students not know the form of tenses until they can include it when their writing. While in Express ideas the students not have many vocabulary until they can not express their ideas.

Writing is very important skill as writing needs practice, and writing is very difficult subject for the students. Heaton (1988:135) stated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of the rules in writing. It is related to Oshima and Hogue (1999:3) that writing, particularly academic writing is not easy. It means that in writing not only about what do you write but it's about how to impelementation the rules in writing.

One of the text type which must be mastered by Senior High School students is descriptive text. The researcher choose descriptive text because this text is very good to research for description. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. So, we can say that the descriptive text is the text that describes what kind of person or an object described, good shape, properties, number and others in particular. The goals of descriptive text is clear, namely to explain, describe or disclose a specific individual or object. So that, write descriptive become important for the students because through it, the students can express the ideas that exist in their thinking about thing.

Based on the researcher observation at P2K of SMKN 7 Takalar the researcher got the students have low ability in writing. The students' mean score still low it is about 58 and category from the minimum target which will be achieved is 70. It is the succesfull minimal criteria (KKM) of that school. The students still faced many problems in teaching learning English. The crucial

problems are the students' problems in writing. The problems are; first, the students' always did mistakes in grammar form and how to express their ideas. Basically, the only write English but they did not pay attention to the sentence structure. Sometimes when the students want to write, the students get difficulties to express their idea and they cannot organize it. Second, the students are afraid of making mistake in writing English. It indicates that the students have limited vocabulary. Third, the students are difficult to write English well because they are seldom to practice their English language. Therefore, the students tend to find many difficulties in finding ideas and how to write. Writing tends to be monotonous and not interesting, exciting, and enjoyable, and keeps on motivating the students to use English actively and productively.

Related to the description above the researcher will try to formulate the problem faced by the students at SMAN 19 Makassar in writing descriptive text by conducting the descriptive research study in the title: *"An Analysis on the Students' Ability and Difficulties in Writing Descriptive Text at the First Grade of SMAN 19 Makassar"*.

B. Research Problem

Based on the explanation of reason for choosing topic, the research problems as follows:

1. How is the students' ability in developing idea of the content in writing descriptive text at the First Grade Students of SMAN 19 Makassar?

2. What are the students' difficulties in writing descriptive text at the First Grade Students of SMAN 19 Makassar?

C. Objective of the Research

In order to address the research questions posited above, the objectives of the research are:

1. To find out the students' ability in developing idea of the content in writing descriptive text at the First Grade Students of SMAN 19 Makassar.

2. To find out the students' difficulties in writing descriptive text at the First Grade Students of SMAN 19 Makassar.

D. Significances of the Research

Some significance of this research are:

1. For the students: the result of this research is expected to know the rules in writing especially in descriptive text.

2. For the teacher: the result of this research is expected to be an input in improving the quality of English Learning especially in writing descriptive text.

3. For the next researcher: the result of this research is expected to be reference for another researcher who wants to continue the research about the ability and difficulties in writing descriptive text.

E. Scope of the Research

The scope of the research is focused on analyzing the students' ability and difficulties in writing descriptive text at the first grade of SMAN 19 Makassar and more specific in content of paragraph. The content including the

ability to think creatively and develop Idea about the topic has given into paragraph. Content divided in three areas such as:

1. Topic of sentence states the main idea of paragraph.

2. Supporting of sentence follow the topic sentence and make up of paragraph.

3. Concluding of sentence it summarizes the main point of paragraph.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Literature

Some of the researchers had written about writing descriptive text. For example, Yudiati (2005) in her thesis, "Improving descriptive writing ability of the first year students of SMAN 1 Liliriaja – Soppeng by using picture" found that one of the strengths of picture series was that it could improve the student's ability in writing descriptive text. Having been treated with pictures, the students really made progress in their writing ability. The teacher can used the pictures as an alternative to improve the students' descriptive writing ability in teaching writing because it self can make the students see will be memorized longer than the students hear.

Next, Siburian (2013) in his thesis, "Improving students' achievement on writing descriptive text through think pair share" found that in the first writing evaluation, there were only two students who got point 75 up. There is a significant improvement on the student's achievement in writing descriptive text by using the application of think pair share (TPS) method. It can be seen from the improvement of the mean of students' score. The score continuously improve from the first evaluation to the third evaluation.

Yastrebova (2012) in her journal, "teaching writing to students of international relation". She found that the module has raised the teacher and students awareness of an interest in learning/teaching to write, created an

environment for a successful teacher – student cooperation in achieving this educational objective. An analysis of students' papers shows that the module is an efficient tool to help students acquire writing skills in the tree problem areas (language, content, format) second year students who did the first two terms of the module (paragraph writing) demonstrate better skill of writing essays than the students who did not. Finally, the module not only develops the students' writing and critical thinking skills, but helps build confidence in their ability to write in English.

Based on the explanation above, we can conclude that all the researchers above are similar. All of them are kinds of Classroom Action Research which aims to improve the students' achievement or ability in writing descriptive text. On the other hand, the researcher will try to conduct a different research study. It is a kind of descriptive research aims to find out the ability and difficulties faced by the students' in writing descriptive text.

B. Clarification of Key Terms

1. Descriptive Analysis

Descrptive is derived from the word describe which has meaning *to present the feature of or to porirary in speech or writing* (Forcman, 1959; 139). In other names, descriptive is such kind of process visualizes the condition of the fact which outcome of it can be a number data, written texts, pictures, etc. Whereas, the word analysis based on the forcman (1959; 24) has the meaning *of breaking up of anything into its constituent element.*

Based on the defenition, the conclusion of the terms above is a process of presenting or visualizing the breaking up of something into constituent element of media (data, text, picture, etc). In consequence of that, description of presenting vivid data is strongly needed for visualizing students' clauses proficiency.

2. Students' ability

Students is someone who studies (forcman, 1959:480) and ability is condition being able. Therefore, the defenition of students ability is condition being able in someone who studies.

3. Students' difficulties

Students is someone who studies (forcman, 1959:480) and difficulties is the quality of something that makes it hard to do. Therefore, the defenition of students difficulties is the problem of students get about the quality of something that makes it hard to do in learning study.

C. Writing

1. Definition of Writing

Writing is productive skill (Harmer, 1991), which involves thought and emotion. It is a medium of communication. Through writing, message can be long time. Writing cannot be mastered at once but it needs practice. The practice may include imitating or copying words and sentences from the given ideas, or expressing free ideas based on the writer's knowledge, experience and point of view.

Sharples in Siburian (2013:31), actually writing is an opportunity, it allows students to express something about themselves, explore and explain ideas.

Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Clouse (2004:28) divides the writing process into six areas. All of the process area: a. generating idea, b. ordering ideas, c. writing the first draft, d. Revising   (improving content, the expression of ideas), e. correcting errors (correcting errors in grammar, spelling, capitalization, and punctuation), and f. proofreading (making correction in the final copy).

2. Purpose of writing

The writer make a writing certain has a purpose. There are some purposes in writing. According to Hartin in Syarifuddin (2012: 11), the purposes of writing are:

   a. Assignment purpose: someone writes because of being asked.

   b. Altruistic purpose: to entertain the readers or avoid readers from being sad.

   c. Persuasive purpose: to convince reader about a truth of ideas.

   d. Informational purpose: giving information to the reader.

   e. Self – expressive purpose: to introduce the author to the reader.

   f. Creative purpose: to achieve artistic values.

   g. Problem solving purpose: to explain, explore, closely observe and make ideas and thoughts clear and acceptable by reader.

It is helpful to keep in mind some of the many uses we are likely to make of writing. For example, on a personal level, most of us use writing to make a note of something (things we have to do or wants other to do, like our shopping list)

and to keep records of things we want to remember. We send messages and write letters to friends, and a view of us keeps diaries. Most of us have to fill in forms from time to time and occasionally we write formal letters, (Byrne, 1990:2).

3. Elements of Good Writing

The following analysis attempts to group the many and varied skills necessary for a good writing divided into:

a. Language use: the ability to write correct and appropriate sentences

b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language – e.g. punctuation, capitalization, spelling.

c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information, (Heaton, 1988: 135).

It is supported by Raimes in Cupep (2010), there are eight writing components writing. The components are:

1. Grammar: rules of verb, agreement, pronouns.

2. Mechanics: handwriting, spelling, punctuation.

3. Content: relevance, clarity, originally, logic.

In order to good result of writing, the writer should consider them in writing a paragraph or an essay. It is related to Nunan in Syarifuddin (2012: 12) that the successfull in writing are as follows:

a. Mastering the mechanic of letter formation.

b. Mastering and obeying convention of spelling and punctuation.

c. Using the grammatical system to convey one's intended meaning.

d. Organizing content at the level of the paragraph and the complete text.

e. Polishing and revising one's initial efforts.

f. Selecting an appropriate style for one's audience.

According to Oshima and Hogue (1997: 54), grammar and mechanic of descriptive text divided into:

a. Present continuous tense,

b. Adjective

c. The subject it, and

d. The expletive there.

Clouse (2004: 560) divides mechanic of writing into five part, they are:

a. Capitalization

b. Punctuation

c. Italics and underlining

d. Abbreviations and numbers

e. Spelling

4. Characteristics of a Good Writing

There are some characteristics of a good writing as Adelstein and Pival, (1980) state as follows:

1. Good writing reflects the writer's ability to use the appropriate voice. Even though all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of occasion.

2. Good writing reflects the writers' ability to organize the material into coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to consistent entry, conveying to the reader a sense of a well thought outplay.

3. Good writing reflects the writers' abidingly to write clearly ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writers' intend one.

4. Good writing reflects the writers' ability to write convincingly to interest readers in the subject and to demonstrate a though and sound understanding of it.

5. Good writing reflects the writers' ability to criticize the first draft and revise it.

6. Good writing reflects the writers pride in manuscript the willingness to spell and punctuate accurately and to check world meanings and grammatical relationship within the sentences before submitting the finish predict to the security of an audience.

D. Concept of Paragraph

1. Definition of paragraph

Zemaach and Rumisek (2005) stated that a paragraph is a group of sentence about a single topic. Together, the sentences of the paragraph explain the writer's main idea (most important idea) about the topic.

Furthermore, Manser (1991) explains that paragraph is division of a piece of writing stated a new line. A paragraph is a group of sentence that relate to single idea. The function of a paragraph is to state and develop a single idea.

Based on the definition above, we can conclude the paragraph is a group of sentence, which develop the sentences. It has four essential parts, namely: topic, main idea, detail, transition.

2. **Parts of paragraph**

A paragraph has three major structural part namely topic sentences, supporting sentences, and concluding sentences. The three main parts will be describes as follows:

a. Topic of sentence sentence states the main idea of the paragraph. It briefly indicates what the paragraph is going discuss. It contains both a topic and a controlling idea. Three aims of topic sentences: a) to announce the purpose of paragraph, b) to focus the reader's the sentence on one central thought that controls all other sentences in paragraph, c) establish the overall plan and purpose of the essay.

b. Supporting of sentence. The topic sentence can be supported by supporting sentence to develop and explain the topic sentences by giving definition, reason, example, fact, comparison and effect. The supporting sentences follow the topic sentence and make up of paragraph.

c. Concluding of sentence Signals the end of the paragraph and leaves the readers with important points to remember. It serves three purpose: a) it signals the end of paragraph, b) it summarizes the main points of the

paragraph, c) it gives a final comment on the topic and leaves the reader with the most important ideas to think about.

E. Types of Text or Genre

Suryana (2008) states that based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, poof, and new items. These variations are know as genres:

1. Narrative

They purpose of narrative text is to amuse or to entertain the readers and to tell a story. Generic structure in narrative text can be divided into orientation, complication, resolution, and sometimes followed by orientation and coda.

2. Recount

The purpose of recount text is to retell something that happened in the past and to tell a series of past event. The generic structure of narrative text are: orientation, events, and reorientation. Narrative text has dominant language features namely: using past tense, using action verb, and using adjectives.

3. Descriptive

Descriptive text purposes are to describe a particular person, place or thing in detail. The generic structures of it are identification and description. Language features consist of using simple present tense, using action verb, using adverb, using special technical terms.

4. Report

The purpose of this text is to present information about something, as it is. The generic structures of this text are general classification and description. Dominant language features are introducing group or general aspect, using conditional logical connection, using simple present tense.

5. Explanation

Explanation text purpose is to explain the process involved in the formation or working of natural or socio-cultural phenomena. Generic structures of it are general statement, explanation and closing. The dominant language features: using simple present tense, using actin verbs, using passive voice, using noun phrase, using adverbial phrase, using technical terms, using general and abstract noun, using conjunction of time and cause-effect.

6. Analytical exposition

The purpose of Analytical exposition purpose is to reveal the readers that something is the important case. Generic structure of the text is thesis, arguments, reiteration or conclusion. The dominant language features are using modals, using action verbs, using thinking verbs, using adverb, using adjective, using technical terms, using general and abstract noun, using connectives or transition.

7. Hortatory Exposition

The purpose of text is to persuade the readers that something should or should not be the case or be done. And, the generic structure of thesis, arguments, recommendation. Dominant language features of hortatory are: using simple present tense, using modals, using action verb, using thinking verbs, using adverb,

using adjective, using technical terms, using general and abstract noun, using connectives or transition.

8. Procedure

This text has purpose is to help readers how to do or make something completely. Generic structures of procedure text or goal or aim, materials or equipment, steps or methods. The language features are using simple present uses, using imperatives sentence, using adverb, using technical terms. Discussion text purpose is to present information and opinions about issues in more one side of an issue. The generic structure: issue, arguments for and against, and conclusion. The features of the text are using simple present tense, use of relating verb or to be, using thinking verb, using general and abstract noun, using conjunction or transition, using modality, using adverb of manner.

9. Review

Review is the text to comment on or evaluate an artwork or event for a public audience dominant. The generic structure of it consists of orientation, evaluation, interpretative recount, evaluation, evaluative summation. The language features dominantly use focus specific participants. Using adjectives, using long and clauses, using metaphor.

10. Anecdote

The purpose of anecdote is to share with others an account of an unusual or amusing incident. The generic structures are abstract, orientation, crisis, reaction, and coda. Dominant language features of anecdote text are using

exclamation, rhetorical question or intensifiers, using material process, and sing temporal conjunctions.

11. Spoof

Spoof has purpose to tell an event with a humorous twist and entertain the readers. The generic structures of this text are orientation, events, and twist. This text dominantly uses past tense, action verb, uses adverb and chronologically arranged.

12. News item

The purpose of news item text is to inform readers about events of the day, which are considered newsworthy or important. The generic structure is newsworthy events, background events, and sources. News item has dominant language features. They are short, telegraphic information about story captured in headline, using action verbs, using saying verbs, using adverbs time, place and manner.

Based on generic structure and language feature dominantly used, texts are divided into several types as explained before. However, in this research the writer will only mainly focus on one genre of the text, namely descriptive text.

F. Descriptive Text

   1. The Concepts of Descriptive Text

Descriptive text is a text which says what a person, a place, or a thing is like. It functions to describe and reveal a particular person, place or thing. Description is describes something, someone or a place. Or we could say description is describes the parts and characteristics, such as describes the parts of

classroom, which consist describes doors, windows, tables, chairs, and wall. And describes the characteristics of classroom, which consist size (big), color (brown, blue), and quality (clean).

Description isolates one person, object, place, event, from every other and shows what the select topic is like'. Description is 'found in contexts that solicit detail. Police reports, order letters, lab reports, leases, all require description to be effective". Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too.'' Feeling such as happiness, fear, loneliness, gloom, and joy''. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

2. Purposes of Descriptive Text

The purpose of descriptive text is to create a vivid impression of a person, place, object, or event. The writers use description to persuade others to think or act in particular ways. As the examples in the following chart show, description enables us to entertain. Express feeling, relate experince, inform, and persuade.

Description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experience with them.

According Barbara, F.C, (2003: 102-103) description have purposes, they are:

Table 2.1 Purposes for description

Purpose	Description
To entertain	An amusing description of a teenager's bedroom.
To express feeling	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of poverty you grew up in.
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple.
To persuade (to convince the reader that some music videos degrade woman.	A description of a degrading music video.

3. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, place, or things. According Michael E, et al, 1976:149-150, Here are brief explanations:

a. Description of person

Every person is unique, and therefore they are also different. In describing someone, sometimes you may asl "how or what's look like". There three different ways to describing someone depend on the situasion: identification, impression and character sketch.

1) Identification

Identification only consist certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification. The impression may not identify a person. But it does convey an overall idea of him or her. Many details may be missing although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive trait.

3) Character sketch

More complete descriptions of people are usually call character sketch; they may be reffer to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression.

b. Description of a place

There is no pattern for arranging sentences in descriptive paragraph in describing place. It is not necessary to begin with one area and then proceeds to another one. The description must be organize so that the reader can imagine the scene describe.

Smalley and ruetten said that to make the paraghraph more interesting, you can add a controlling idea that states an attitude or impression about the places

being describe, and the arrangement of the details in your description depends on your subject and purpose.

c. Description of a Things

To describe a thing the writer must have a good imagination besides, to make our subject interesting to our readers, the proper nouns and effective verbs can be use:

1) Using proper noun

To fill our descriptive writing with concrete details, we may also want to include a number of proper nouns, such as names of particular persons, places, and things that familiar with the readers and they can recognize easily; for example; Arizona, University of Tennessee.

2) Using effective verb

We know how important verbs are to narration, but effective verb can also add much to a piece of description. Writers use to make descriptions more specific, accurate, and interesting. For instance,"the wind had chiseled deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves". The verb *chiseled* also gives the reader a more accurate picture of the winds' action than *made* does.

4. The Structure of Descriptive Text

Every text have its own structure. One to another text have its own rules, and it is different. According Artono W, et al, 2008: 122, there the explanation about descriptive text structure.

a. The generic structures of a description

1) Identification, this stage contains identification that identifies the phenomenon to be describe.

2) Description of features, this stage contains important features description, such as physical appearance, qualities, and other characteristic from thing that the writer describes

b. The generic features of description

1) Verb in present tense

In descriptive text, the writer should use present tense as verb.

2) Adjectives

Adjective is also important in descriptive text, because it use to describe the features of the subject.

3) Topic sentence

It use begin paragraph and organize the various aspect of the description.

c. The factual description scaffold

1) A general opening statement in the first paragraph

This statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who, or what of the subject.

2) A series of paragraph about the subject

Each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contain in the remainder of

the paragraph. Each paragraph should describe one feature of the subject. This paragraphs description of the subject.

3) A concluding paragraph (optional)

The concluding paragraph signals the end of the text. This paragraph is optional. Sometimes the writer use it, and sometimes not.

5. The Strategies of Descriptive Text

Strategies in writing descriptive text is very necessary and important. Without strategies in writing descriptive text, writing itself will not be correct and clear. Therefore, a learner needs to know about the strategies of writing descriptive text. Here the explanation about descriptive text strategies by Barbara, F.C, (2003: 109-110), in her book.

a. Topic selection

A topic in a sentence is very important. Because of the topics, a sentence would look weird and unusual. Selection of topics here is to choose a topic with caution before writing descriptive text. Where students have to concentrate to find a topic that and memorable, in order to produce descriptive text that is good and more interesting. The obvious choice of topics to help students achieve specific goal in writing descriptive text.

b. Dominant Impression

In writing descriptive text, students must choose a dominant impression, the impression or reaction that is interesting and surprising to be written in descriptive text. Thus, produce descriptive text that best.

c. Drafting

Drafting in writing descriptive text is also very important and necessary. Because of the presence of this drafting. Will good determine whether or not the result of the descriptive text.

d. Revising

Revising in the descriptive text is very important and necessary the purpose for writing clearer and correctly. Without revising, a sentence in descriptive text would be too long. So, revising here is very important that the text produce clearer.

Above is a strategy in writing descriptive text, which is all very necessary and important to be produce the right writing of descriptive text and clear. Because of the absence of a strategy in writing descriptive text, which may occur of course there will be more errors make by students in their writing.

According to Ahmad (2009), descriptive text is a text which lists the characteristic of something. Descriptive writing or text is usually used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, object etc.

We get the purpose from the explanation above that description is used in all forms of writing to create a vivid impression of a person, place, object, or event like:

a. Describe a special place and explain why it is special.

b. Describe the most important person in your life.

c. Describe the animals in your report.

As a feature, Describe is a style of writing which can be useful for other variety of purposes such as:

a. To engage the reader's attention.

b. To create characters.

c. To set mood or create atmosphere.

While in language function, descriptive writing:

1. Aims to show rather than tell the reader what something or someone is like.

2. Relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.

3. Is focused and concentrated only on the aspect that add something to the main purpose of description.

4. Sensory description – what is heard, seen, smelt, felt tasted, precise use of adjective, similes, metaphors to create image/picture in the mind e.g. their noses were met with the acrid smell of rotting flesh.

5. Strong development of the experience that put reader there focuses on key details, powerful verbs and precise nouns.

Beyond the characteristics stated on, descriptive writing also consists of the generic structure in range as stated by Suryana (2008) as follows:

1. Identification: it identifies the phenomenon of the place, person, or thing to be described.

2. Description: it description parts, qualities, characteristics, and the way to be done.

G. Conceptual Framework

```
┌─────────────────────────┐
│      Writing Skill       │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────┐
│   Content of Paragraph in│
│  Writing Descriptive Text│
└─────────────────────────┘
        │         │
        ▼         ▼
┌──────────┐  ┌──────────────┐
│Written Test│ │Questionnaire │
└──────────┘  └──────────────┘
        │         │
         ▼
┌─────────────────────────┐
│Finding the ability and difficulties│
│students in writing descriptive text│
└─────────────────────────┘
```
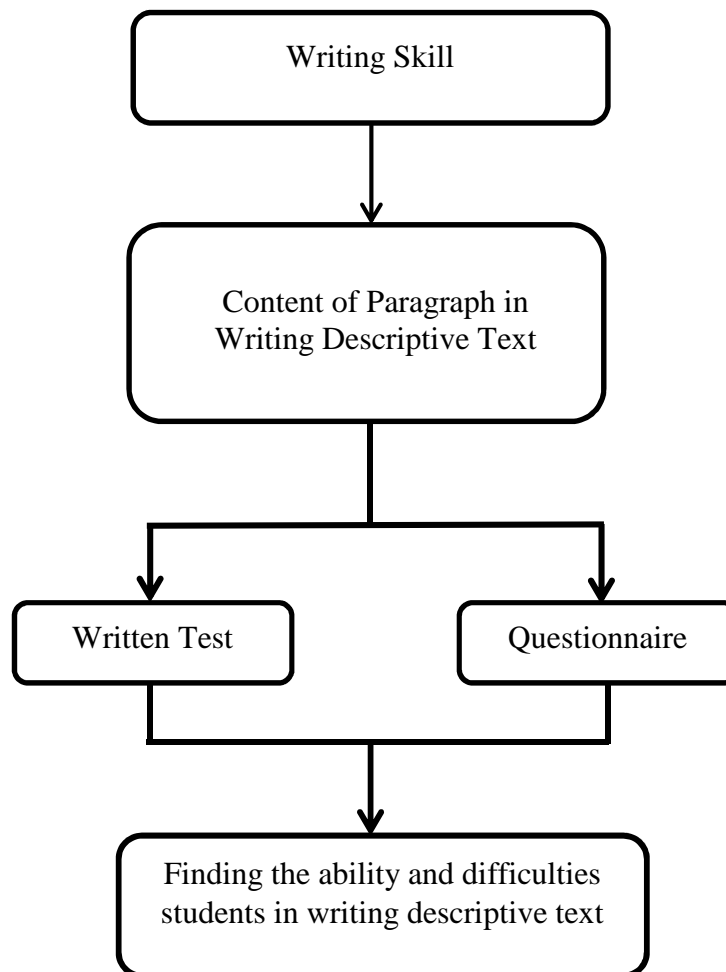
Based on the conceptual framework above tell us about the process to know the students' ability and difficulties in writing descriptive text. In this research, the researcher used instrument were written test and questionnaires to know the result of the students. The first is the researcher gave the students' written test to know the ability of the students in develop idea in content of paragraph and the second

is questionnaire to know the students difficulties. After that, The research finding

the students' ability and difficulties in writing descriptive text.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher is used Descriptive Quantitative method it is call descriptive because the research try to describe the students' ability and difficulties in writing descriptive text at the First Grade of SMAN 19 Makassar.

B. Population and Sample

1. Population

In conducting a research, the population of this research is taken from the first year students of SMAN 19 Makassar, Makassar Regency, Academic year 2016 – 2017. The total numbers of population were 160 students from six class, where by: X MIA 1, consisted of 30 students, X MIA 2 consisted of 30 students, X MIA 3 consisted of 25 students, X MIA 4 consisted of 22 students, X IIS 1 consisted of 28 students and X IIS 2 consisted of 25 Students.

2. Sample

Sample was the representative of the population. Sample of this research is taken from the first year students of SMAN 19 Makassar, Academic year 2016 – 2017. The total numbers of population were 160 students from six class, where by: X MIA 1, consisted of 30 students, X MIA 2 consisted of 30 students, X MIA 3 consisted of 25 students, X MIA 4 consisted of 22 students, X IIS 1 consisted of 28 students and X IIS 2 consisted of 25 Students.

In this research take one class as sample by using purposive was X MIA 4 consisted of 22 students.

C. **Research Instrument**

1. Written test

This written test aim to find out the student's ability and difficulties to write descriptive text. The students' has to write down a descriptive text in three paragraphs. The tittle of this written is "My Idol".

2. Questionnaire

Based on the aspect of the way in answering the question, the researcher is used closed questionnaire. The questionnaire consisted of 8 items. It is connected with the title of this research. The purpose was to find out the data about the difficulties faced by the students' in writing descriptive text.

D. **Procedure of Data Collection**

The procedures stages in collecting data for each instrument in this research was as follows:

1. Written test

   a. The first, the researcher explained about the aim of the written test and what should they do at the paper.

   b. Next, the researcher asked the students to write a descriptive text based on the topic that had been given.

   c. The researcher then given time opportunity to the students to do test is about 50 minutes.

   d. Exactly at the 50th minutes the researcher will ask to stop to write.

e.   After that, the students will ask to collect their writing.

2. Questionnaire

a. First, the researcher explained about the questionnaire to the students.

b. Next, the researcher explained about the purposes of the questionnaire.

c. The researcher then distributed the questionnaire to the students.

d. After that, the researcher explained how to answer the question of the questionnaire.

e. The researcher asked the students to answer it.

f. The researcher give time to the students to answer the questionnaire about 10th minutes.

g. After answering the questionnaires, the researcher collected it from the students.

h. Next, the researcher said thanks to the students for their time to answer the written test and the questionnaires.

E. Technique of Data Analysis

1. To analyze the students' ability to write descriptive text, the researcher first find out the students' mean score by using the following formula:

$$\overline{X} = \frac{x}{N}$$

Note:

$\overline{X}$: the mean score

X: the sum of all the score

N: number of subjects in a particular group, (Gay, 1981: 298)

Table 3.1 Scoring the students' ability in writing in content:

Classification	Score	Criteria
Very good	90-100	The ideas are topic about selected, the ideas are clearly stated. The ideas are comprehensible, and the ideas are well development.
Good	70 – 89	The ideas are quite comprehensible, the ideas are educate, relevant, the ideas are generally well development.
Average	50 – 69	The ideas rather clearly stated, the ideas get enough support, the idea sufficiently expressed.
Poor	30 – 49	The ideas are not clearly stated, the ideas are get limit to support the ideas are not quite relevant, the ideas are lack of developing.
Very poor	10 – 29	The ideas are not enough to evaluate. No communication of ideas, the idea are irrelevant, it has very poor development of ideas.

(Heaton, 1988: 146)

The Classification of Students' Mean score as follows:

Table 3.2 Classification of students' mean score

No.	Classification	Score
1.	Very good	90 – 100
2.	Good	70 – 89
3.	Average	50 – 69
4.	Poor	30 – 49
5.	Very poor	10 – 29

(Depdiknas cited in Syarifuddin, 2012: 22 – 24)

2. To find out the difficulties in writing descriptive text from the questionnaires, the researcher use the percentage technique as follows:

Where:

$$P = \frac{F}{N} \; x \; 100\%$$

P : Percentage

F : Frequency of Respondent's Answer

N : Total Sample,

(Sudjana cited in Syarifuddin, 2012: 25)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two section namely finding and discussion. It Showed the results or findings of the research and described more about the findings. The findings of the research deal with the answer of the research question about the students' ability and difficulties in writing descriptive text. And the discussion section further information was given also by the researcher.

A. Findings

The findings of the research were based on the research questions' answer. The research questions consisted of two sections. The questions about the students' ability and difficulties in writing descriptive text.

1. The students' ability in develop the content in writing descriptive text

The researcher found that the students' ability in developing the content in writing descriptive text was still low. The researcher used written test to found the ability in developing the content of the student in writing descriptive text. In developing ideas of the content some students are lack of vocabularies and they also still in doubt with choosing the correct words while composing descriptive text. So, they have difficulties in developing ideas related to the topic. Sometimes it also found that some paragraphs were written in one sentence only, and the idea of paragraph was still not clear.

a. Topic of sentence

Topic of sentence is the most important sentence in paragraph. Sometimes referred to as a focus sentence, the topic sentence help students to organize the paragraph by summarize the information in the paragraph. In topic of sentence, researcher found that the students were not poor in develop the topic that had been given but also not good in it. They confused how to write and express their ideas in paragraph at the paper. Then the result of the test was processed into the table, can be seen clearly in the following table:

Table 4.1 Students' ability in topic of sentence in writing descriptive text

Indicator	Parts of paragraph	Mean score	Classification
Content	Topic of Sentence	66,5	Average

The data on the table 4.1 shows that the results of students' ability in developing the content in writing descriptive text was classified as average. In topic of sentence, the students mean score was 66,5 or classified as average. They were able to compose a good topic sentence but they were unable to develop it into a good paragraph.

b. Supporting of sentence

Supporting of sentence is a sentence that strong the aim to clarify topic of sentence. In this sentence students' could give explanation more complete to support topic of sentence and make up of paragraph. In this item researcher found that the students in developing ideas in supporting of sentence still lack, it become students had less of vocabularies until they can't make up paragraph. Then the

result of the test was processed into the table, can be seen clearly in the following table:

Table 4.2 Students' ability in supporting of sentence in writing descriptive text

Indicator	Parts of paragraph	Mean score	Classification
Content	Supporting of Sentence	63,18	Average

The data on the table 4.2 shows that the results of students' ability in develop the supporting of sentence in writing descriptive text was classified as average. In supporting of sentence, the students' ability in develop of paragraph still lack, it become students had less of vocabularies until the students mean score was 63,18 or classified as average.

c. **Concluding of sentence**

Concluding of sentence is Signals the end of the paragraph and leaves the readers with important points to remember. The research found that some paragraphs were written in one sentence only, and there are some students not have concluding of sentence in paragraph. They just write without regard the main idea every paragraph. Then the result of the test was processed into the table, can be seen clearly in the following table:

Table 4.3 Students' ability in concluding of sentence in writing descriptive text

Indicator	Parts of paragraph	Mean score	Classification
Content	Concluding of Sentence	48,09	Poor

The data on the table 4.3 shows that the results of students' ability in developing the concluding of sentence. The students' ability in developing of paragraph still lack, it become not know to summarizes main ideas every paragraph. So, the students' mean score in concluding of sentence was 48,09 also classified as poor.

d. Students' mean score in writing

Then the result of the test was processed into the mean score, can be seen clearly in the following table:

Table 4.4 The students' mean score in writing

Indicator	Parts of paragraph	Mean score	Classification
Content	Topic of Sentence	66,5	Average
	Supporting of Sentence	63,18	Average
	Concluding of Sentence	48,09	Poor
Total Mean Score		**57,1**	**Average**

The data on the table 4.4 shows that the results of students' ability in develop the content in writing descriptive text was classified as average. In topic of sentence, the students mean score was 66,5 or classified as average. The students were not poor in developing the topic that has given but also not good in it. They confused how to write and express their ideas in the paper. In supporting of sentence, the students mean score was 63,18 or classified as average. The students' ability in develop of paragraph still lack, it become students had less of vocabularies. And the students' mean score in concluding of sentence was 48,09 also classified as poor. The students not know to summarizes main ideas every paragraph. And the students mean score was 57,1.

2. The difficulties are faced by the students' in writing descriptive text

The researcher analyzed the students' answer from the questionnaires to find out the difficulties of the students in writing descriptive text. The researcher then presented the analyzing to the percentage in finding the percentage of frequency the students' answer of the questionnaires.

The students faced many difficulties in the all elements or items of writing. It was proofed by the students writing which was found mistakes in it. Then the result of questionnaire we can be seen clearly in the following table

Table 4.5 The difficulties faced by the students' in writing descriptive text

No	The students' difficulties in writing descriptive text	Percentage
1.	They were difficult to develop the topic	50%
2.	They got difficulty in arrangement of the words	36,36%
3.	The most difficult punctuation was comma	45,45%
4.	They seldom pay attention to the capitalization	50%
5.	They seldom use the English words	59,9%
6.	They were difficult in using tenses	45,45%
7.	They were difficult in using simple present tense	50%
8.	Less of vocabulary about adjective	54,54%

The table 4.5 shows that the researcher's conclusion that there are eight problem faced by the students' in writing descriptive text. The results above are taken from the students' answer about the questionnaire. There was a frequently chosen problem for each item of question. From the questionnaires the researcher then found some difficulties faced by the students in writing descriptive text as

follows; (1) the students could not develop the topic given was 50%, (2) they were difficult in arrangement of the words was 36,36%, (3) the students were difficult to use punctuation comma was 45,45%, (4) they got difficulties in capitalization was 50%, (5) they seldom use the English words was 59,9% (6) They were difficult in using tenses was 45,45%, (7) They were difficult in using tenses was 45,45%, and also (8) they have less of vocabulary was 59,9%.

Table 4.6 The Students' difficulty in writing descriptive text based on the topic given

Item 1

No	Opinion	Frequency	Percentage
1.	Less of vocabulary	8	36,36%
2.	They were difficult to develop the topic	11	50%
3.	They were difficult to translate	3	13,63%
Total		**22**	**100%**

The table 4.6 shows that the students' difficulty in writing descriptive text based on the topic given was in developing the topic. It was proofed by the student s' answer, most of them (50%) choose option b (They were difficult to develop the topic).

Table 4.7 The students' difficulty in developing the topic given by the teacher

Item 2

No	Opinion	Frequency	Percentage
1.	They were difficult to find main idea	7	31,81%
2.	They got difficulty in word arragement	8	36,36%
3.	They didn't like the topic given	7	31,81%
Total		**22**	**100%**

The table 4.7 shows that described the students' difficulty in developing the idea. Most of the students (36,36%) said that they were difficult to arrangengment the words. So, it can be concluded that word arrangement was the students' difficulty in writing descriptive text.

Table 4.8 The students' opinion about the most difficult punctuation in writing Descriptive text

Item 3

No.	Opinion	Frequency	Percentage
1.	Comma	10	45,45%
2.	Full Stop	9	40,90 %
3.	Exclamation mark	3	13,63%
	Total	22	100 %

The table 4.8 shows that the students were difficult to use punctuation especially in using punctuation comma. It was proofed by the students' answer where most of them (45,45%) said that the most difficult punctuation in writing descriptive text was comma.

Table 4.9 The students' difficulties in writing by using appropriate capitalization

Item 4

No.	Opinion	Frequency	Percentage
1.	They didn't know when they should use capitalization	6	27,27 %
2.	They never learn about capitalization	5	22,72 %
3.	They seldom pay attention to the capitalization	11	50 %
	Total	22	100 %

The table 4.9 shows that we can see that the students were seldom pay attention to the capitalization in writing. That is why they were difficult to write descriptive text by using appropriate capitalization. There were 11 students or 50 % of the class choose option 3.

Table 4.10 The students' difficulties in writing with the correct spelling

Item 5

No.	Opinion	Frequency	Percentage
1.	They feel difficult without using dictionary	8	36,36%
2.	They seldom use the English words	13	59,9%
3.	Less of vocabulary	1	4, 54%
	Total	**22**	**100**

The table 4.10 shows that the students' problem in writing with the correct spelling. Most of them (59,9 said that they seldom used the English words. So, we

can say that the students seldom used the English word is one of their difficulty in writing.

Table 4.11 The students' difficulties in writing with the appropriate grammar

Item 6

No.	Opinion	Frequency	Percentage
1.	Tenses	10	45,45%
2.	Adjective	7	31,81%
3.	Verb	5	22,72%
Total		**22**	**100%**

The table 4.11 shows that the most of the students faced difficulty to use tenses in writing with the appropriate grammar. It's proofed by the students answer, 10 of them (45, 45%) choose tenses as their difficulty.

Table 4.12 The students' difficulties in using tenses in writing descriptive text

Item 7

No	Opinion	Frequency	Percentage
1.	Simple present	11	50%
2.	Present continous	9	40,90%
3.	Present perfect	2	9,09%
Total		**22**	**100%**

The table 4.12 shows that the students' difficulty in using tenses in writing descriptive text. Most of the students (50%) answered that simple present tense as the most difficult tenses in writing descriptive text. So, we can concluded that using simple present tense became one of the difficulties in writing.

Table 4.13 The students' difficulties in the used of adjective in writing descriptive text

Item 8

No	Opinion	Frequency	Percentage
1.	Less of vocabulary about adjective	12	54,54%
2.	They didn't understand about adjective	5	22,72%
3.	They were difficult to differentiate between adjective and adverb	5	22,72%
	Total	**22**	**100%**

The last item of question shows that the students' difficulty in the use of adjective. Table 4.13 shows us above was 54, 54% of the students said that they had less of vocabulary about adjective. So, less of vocabulary also became one of the students' difficulties in writing descriptive text.

B. Discussion

1. The students' ability in writing descriptive text

The writing test was used to find out the students' ability in writing descriptive text faced by the students at class X MIA 4 of SMAN 19 Makassar. The results of students written test then processed into the mean score to find out the students' ability. In this process, the students' score classified into five level. The mean score 90-100 was classified as very good. The score 70-89 was classified as good. Next level classified as average if the students got mean score 50-69, and poor if the students mean 30-49. The last level classified as very poor if the students got mean score less than 30.

Based on the result of the students writing test, their ability in developing the content in writing descriptive text in accordance with the rules were still lack. The students faced many difficulties in the all elements or items of writing. It was proofed by the students' writing which was found many mistakes in it.

The findings showed that the students' ability to write obtained were connected with students contains existing were still lack. It was proofed by the result of the written test were:

a. The first item which discuss the students' ability in developing idea in topic of sentence in writing descriptive text. The result was 66,5 or classified as average. Students were able to compose a good topic sentence but they were unable to developing into a good paragraph.

b. The second item which discuss the students' ability in developing idea in supporting of sentence in writing descriptive text. The result was 63,18 or classified as average. The students' ability in developing of paragraph still lack. It become students had less of vocabularies. So, they can't make up paragraph.

c. The third item which discuss the students' ability in developing idea in concluding of sentence in writing descriptive text. The result was 48,09 or classified poor. It become the students' just write without regard the main idea every paragraph and some paragraphs were written in one sentence only.

d. The forth this item the students' mean score in writing. In this item they got mean score was 57,1 classified as average. It means that they could

developing the topic given, but also not well in it. One student got score 83 for this content item and most of them got score < 75.

2. The students' difficulties in writing descriptive text

This research was aimed fo find out the difficulties that faced by the first year students at X MIA 4 of SMAN 19 Makassar in writing descriptive text the researcher used questioner to find out the data about the students' difficulties in writing. The result which gained through the questionnaires showed that the students faced some difficulties in writing descriptive text. The results of the questionaires were:

a. The first item which discusses the students' difficulties in writing descriptive text which the topic had been given. The result was 36,36% of the students choose less vocabulary, 50% said difficult to developing the topic, 13,63% choose difficult to translate. From this finding, we could see that most of them faced difficulties to develop the ideas, then the second problem was less vocabulary. Only 3 students (13,63%) said difficult to translate, it was because they could open dictionary. That is why the researcher assumes that option c (difficult to translate the language) was not a difficulty.

b. The second item which asked about the students' difficulties in developing the topic given by the teacher in writing descriptive text. The result was 31,81% of the students answered difficult to find main idea, 36,36% said difficult in arrangement of the words, and 31,81% of students said they didn't like the topic given. This result showed use variation answer of the

students', so that the whole answers were considered as difficulties. Based on the result of the questionnaire, the students' faced problem in finding main idea, in arrangement the words, and problem with the topic given.

c. The third item asked about which punctuation was difficult for the students' in writing descriptive. The result was 45,45% of students' answered comma, 40,90% answered full-stop, and 22,72% answered exclamation mark. From these results obtained that most of the students' choose comma as the difficult punctuation, it was because they didn't understand when they should use comma. Many of them also choose full stop, and only 2 (22,72%) students choose exclamation mark, so exclamation mark punctuation is not considered as difficulty.

d. The fourth item asked about the students' difficulties in using capitalization in writing descriptive text. The result was 27,27% of the students answered they didn't know when they should use capital letter, 22,72% said they never learn about capitalization, 50% answered seldom pay attention to the capitalization in writing. From the data, we could see that most of the students seldom pay the attention to the capital letter when they were writing. They only write and didn't care about the use of capitalization, so that they made mistakes. In this item, the the whole options were considered as difficulties in using capitalization.

e. The fifth item asked about the students difficulties in writing with the correct spelling. The results shows that 36,36% of students answered difficult without looking dictionary, 59,9% answered seldom use the

english word 4,54% answered less of vocabulary. From these data means that most of the students was difficult in writing a descriptive text with the correct spelling because English is not their daily language or they seldom use English word, so they need to see dictionary to write with the correct spelling. In this item the researchers concluded that the students' faced two difficulties in writing with the correct spelling such as difficult with out dictionary and seldom use English words.

f. The sixth item asked about the difficulties of the students' to writing a descriptive text with the appropriate grammar. The answer is obtained as follows, 45,45% students faced difficulty is using tenses, 31,81% of the students got problem in using adjective, and 22,72% answered they faced difficulty in using verb most of the students' choose tenses as their difficulties in grammar, it proofed also by their written test where the researcher found mistakes in using the appropriate tenses. The students made mistakes not only in tenses but also in adjective, it was proofed by the students' written test where the students' used adjective only a view last using verb. one of the students' difficulty where they sometimes used irrelevant verb for the subject.

g. The seventh item asked about what are difficult for them in writing descriptive, the result were as follows, 50% of the students' answered simple present tense, 40,90% answered present continous and 9,09% of them answered present perfect. It could be said that most of the student faced difficulty in using simple present tense and present continuos tense.

In writing descriptive text, we frequently use simple present tense, but a half of the student s faced difficulty in this tense, that is why they were difficulty in writing descriptive text. Even though, other kinds of present tense are also needed in writing descriptive text. In this tense item, the researcher considered that the students got difficulties in using two tenses such as simple present and present continuous.

h. The eighth item asked the students' about the difficulty faced by the students' in using adjective. The result of that as follows, 54,54% of students' answered less vocabulary about adjective, 22,72% answered they didn't understand about adjective, 22,72% answered difficult to differentiate between adjective and adverb. Through this response, it could be concluded that the students' didn't have enought vocabulary about adjective to write descriptive text as we know that adjective is one language feature in writing descriptive text, so we need more vocabulary about adjective before writing descriptive text. The students' writing test also proofed that the students' were less in vocabulary of adjective, more over many of them didn't write kind of descriptive writing, where as they got some explanation from the researcher before writing test. In this item, less vocabulary of adjective was considered as difficulty because more than a half of the students' choose it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of data analysis and the research findings and discussion in the previous chapter, the research concluded that:

1. The students' ability in developing idea of the content in writing descriptive text was still lack. Students could developing the topic had been given. In developing ideas of the content included (topic of sentence, supporting of sentence and concluding of sentence) some students are lack of vocabularies and also still in doubt with choosing the correct words while composing descriptive text. So, they confused how to write and express their ideas in the paper that related to the topic. This could be viewed from the result of mean score in writing was 57,1.

2. The students' difficulties in writing descriptive text were analyzed by using questionnaires. It can be concluded that the students' didn't like the topic and could not developing the topic had been given. They had less of vocabulary and difficult to find the main idea in arrangement of the words. The students also difficult to used punctuation, capitalization and spelling. And then, they also got difficulties in writing with the correct grammar (in using tenses), adjective, and verb.

B. Suggestions

Based on the result of this research, the research er puts some suggestions as follow :

1. The teacher of the first grade students of SMAN 19 Makassar should improve the method in teaching and give the students motivation to write. Teacher should help the students' to compose good text by giving various ways to developing their ideas. Teacher also provide time to the students for practicing their writing skill and the teacher brainstorm the ideas and make an outline before come to writing activities. Outline will help the student in develop their ideas well.

2. The students should pay attention to the teacher's explanation, and learn not to repeat the same mistake.

3. For the next researcher, it is suggested to use the result of this research as addictional reference for conducting the similar research study.

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APPENDICES

APPENDIX 1

A. Written Test

1. Petunjuk pengisian:

    a. Hasil tes ini tidak akan mempengaruhi nilai saudara (i) dalam mata pelajaran Bahasa Inggris, karena hasil tes ini hanya semata – mata untuk kepentingan penelitian.

    b. Atas partisipasi dan kerja samanya peneliti mengucapkan banyak terima kasih.

    c. Isilah identitas anda sesuai dengan petunjuk yang telah disediakan!

    d. Kerjakanlah tes ini dengan sebaik – baiknya!

    e. Anda diperbolehkan membuka kamus selama mengerjakan tes ini.

    f. Waktu untuk mengerjakan tes ini selama 50 menit.

    g. Selamat mengerjakan ☺

2. Buatlah karangan anda sesuai dengan petunjuk sebagai berikut :

    a. Jenis karangan : Deskriptive Text

    b. Topic   : My Idol

    c. Jumlah   : Minimal 3 Paragraf

        a. Paragraf Pembuka (Introductory Paragraph)

        b. Paragraf Pendukung (Developmental Paragraph)

        c. Paragraf Penutup (Concluding Paragraph)

    d. Waktu 50 Menit.

Name   : ....

Class   : ....

School   : ....

My Idol

....

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B. Questionnaire

Name   : …………………………………………………………………

Class   : …………………………………………………………………..

School   : …………………………………………………………………..

Angket Penilitian (Questionnaire)

Angket ini digunakan untuk mengetahui kesulitan yang dihadapi siswa dalam menulis karangan *Descriptive Text* pada kelas X MIA 4 SMAN 19 MAKASSAR.

I. Petunjuk pengisian

    a.   Baca dan pilih dengan memberi tanda Silang (X) pada salah satu pilihan Jawaban yang sesuai menurut anda!

    b.   Isilah identitas anda sesuai dengan kotak yang disediakan!

    c.   Waktu yang diberikan untuk mengisi angket ini adalah 10 menit.

    d.   Sangat diharapkan saudara untuk mengisi seluruh pertanyaan yang disediakan.

II. Daftar Pertanyaan

1. Apa kesulitan anda dalam menulis paragraph descriptive sesuai topic yang diberikan?
   a. Kurangnya kosa kata
   b. Sulit mengembangkan topic
   c. Sulit menerjemahkan

2. Apa kesulitan anda dalam mengembangkan topic yang diberikan guru?
   a. Sulit menemukan ide pokok
   b. Sulit menyusun kata dan kalimat dengan benar.
   c. Tidak suka dengan topic yang ditentukan

3. Penggunaan tanda baca apa yang sulit bagi anda salam menulis?
   a. Koma
   b. Titik
   c. tanda seru

4. Kesulitan apa yang anda temukan pada penggunaan huruf besar dalam menulis?
   a. Tidak tahu kapan harus menggunakan huruf besar
   b. Tidak pernah mempelajari penggunakan huruf besar
   c. Jarang memperhatikan huruf besar dalam menulis

5. Apa kesulitan anda dalam penggunaan ejaan kata bahasa inggris yang benar?
   a. Sulit tanpa melihat kamus
   b. Jarang mengunakan kata dalam bahasa inggris
   c. Kurangnya kosa kata bahasa inggris

6. Apa kesulitan anda dalam penggunaan tata bahasa yang benar dalam menulis deskriptif text?
   a. Bentuk waktu (tenses)
   b. Bentuk sifat (adjective)
   c. Kata kerja (adverb)

7. Kesulitan apa yang anda temukan dalam penggunaan Bentuk waktu (tenses) dalam menulis deskriptif text?
   a. Simple present
   b. Present continuous
   c. Present perfect

8. Kesulitan apa yang anda temukan dalam penggunaan Bentuk sifat (adjective) dalam menulis deskriptif text?

a. Kurangnya kosa kata terkait adjective

b. Tidak memahami pengertian adjective

c. Sulit membedakan antara adjective dan adverb.

APPENDIX 2

The Result of Writing Text

No.	Students	Content of Paragraph			Score
		Topic of sentences	Supporting of sentence	Concluding of sentence	
1	Ahmad Rizal	80	60	55	195
2	Alpreni	70	50	40	160
3	Andi Ilham . A	60	80	78	218
4	Andira	80	70	75	225
5	Greace	85	80	75	240
6	Hamsinah	80	40	20	140
7	Hazanatul A	70	40	40	150
8	Indah Sari	80	80	75	235
9	Indri	40	50	30	120
10	Irma Suryani. S	70	60	10	140
11	Ismi Basiroh	30	40	10	80
12	Kurniati. H	70	80	60	190
13	Muh. Ardiansyah	70	60	55	185
14	Muh. Asyir	80	75	75	230
15	Muh. Krisna	75	75	40	190
16	Nurasizah	70	50	30	150
17	Nurmita Ramli	67	70	60	197
18	Nur Fitrah Ilham	50	70	20	140
19	Rifaldi	70	50	50	170
20	Risaldi. S	80	70	50	200
21	Risa Mansyur	67	60	40	167
22	Sabir Basir	20	80	70	170
	Total Score	1464	1390	1058	1256,4
	Mean Score	66,5	63,18	48,09	57,1

APPENDIX 3

Data Analysis

1. Analysis of Students ability in develop the content in writing descriptive text

   a. Mean score of topic of sentence;

$$\overline{X} = \frac{x}{N}$$

$$= \frac{1464}{22}$$

$$= 66,5$$

   b. Mean score supporting of sentence;

$$\overline{X} = \frac{x}{N}$$

$$= \frac{1390}{22}$$

$$= 63,18$$

   c. Mean score concluding of sentence;

$$\overline{X} = \frac{x}{N}$$

$$= \frac{1058}{22}$$

$$= 48,09$$

   d. Mean Score content of writing by students;

$$\overline{X} = \frac{x}{N}$$

$$= \frac{1256,4}{22}$$

$$= 57,1$$

APPENDIX 4

Result of Questionnaires

Item	A	B	C	Total
1	8	11	3	22
2	7	8	7	22
3	10	9	3	22
4	6	5	11	22
5	8	13	1	22
6	10	7	5	22
7	11	9	2	22
8	12	8	5	22

APPENDIX 5

The Precentages of The Questionnaires

ITEM	A	B	C	TOTAL
1	36, 36 %	50 %	13, 63 %	100 %
2	31, 81 %	36, 36 %	31, 81 %	100 %
3	45, 45 %	40, 90 %	13, 63 %	100 %
4	27, 27 %	22, 72 %	50 %	100 %
5	36, 36 %	59, 09 %	4, 54 %	100 %
6	45, 45 %	31, 81 %	22, 72 %	100 %
7	50 %	40, 90 %	9, 09 %	100 %
8	54, 54 %	22, 72 %	22, 72 %	100 %

To find out the difficulties in writing descriptive text from the questionnaires, the researcher use the percentage technique as follows:

Where:

$$P = \frac{F}{N} \ x \ 100\%$$

P : Percentage

F : Frequency of Respondent's Answer

N : Total Sample,

APPENDIX 6

Data Analysis

1. **Analysis of Students difficulties in writing descriptive text**

Item 1

a. $P = \dfrac{F}{N} \; x \; 100\%$

$P = \dfrac{8}{22} \; x \; 100\%$

$= 36,36\%$

b. $P = \dfrac{F}{N} \; x \; 100\%$

$P = \dfrac{11}{22} \; x \; 100\%$

$= 50\%$

c. $P = \dfrac{F}{N} \; x \; 100\%$

$P = \dfrac{8}{22} \; x \; 100\%$

$= 13,63\%$

Item 2

a. $P = \dfrac{F}{N} \; x \; 100\%$

$P = \dfrac{7}{22} \; x \; 100\%$

$= 31,81\%$

b. $P = \dfrac{F}{N} \; x \; 100\%$

$P = \dfrac{8}{22} \; x \; 100\%$

$= 36,36\%$

c. $P = \dfrac{F}{N} \; x \; 100\%$

$P = \dfrac{7}{22} \; x \; 100\%$

$= 31,81\%$

Item 3

a. $P = \dfrac{F}{N} \; x \; 100\%$

    $P = \dfrac{10}{22} \; x \; 100\%$

    $= 45{,}45\%$

b. $P = \dfrac{F}{N} \; x \; 100\%$

    $P = \dfrac{9}{22} \; x \; 100\%$

    $= 40{,}90\%$

c. $P = \dfrac{F}{N} \; x \; 100\%$

    $P = \dfrac{3}{22} \; x \; 100\%$

    $= 13{,}63\%$

Item 4

a. $P = \dfrac{F}{N} \; x \; 100\%$

    $P = \dfrac{6}{22} \; x \; 100\%$

    $= 27{,}27\%$

b. $P = \dfrac{F}{N} \; x \; 100\%$

    $P = \dfrac{5}{22} \; x \; 100\%$

    $= 22{,}72\%$

c. $P = \dfrac{F}{N} \; x \; 100\%$

    $P = \dfrac{11}{22} \; x \; 100\%$

    $= 50\%$

Item 5

   a. $P = \frac{F}{N} \; x \; 100\%$ b. $P = \frac{F}{N} \; x \; 100\%$

        $P = \frac{8}{22} \; x \; 100\%$ $P = \frac{13}{22} \; x \; 100\%$

          $= 36,36\%$ $= 59,09\%$

   c. $P = \frac{F}{N} \; x \; 100\%$

        $P = \frac{1}{22} \; x \; 100\%$

          $= 4,54\%$

Item 6

   a. $P = \frac{F}{N} \; x \; 100\%$ b. $P = \frac{F}{N} \; x \; 100\%$

        $P = \frac{10}{22} \; x \; 100\%$ $P = \frac{7}{22} \; x \; 100\%$

          $= 45,45\%$ $= 31,81\%$

   c. $P = \frac{F}{N} \; x \; 100\%$

        $P = \frac{5}{22} \; x \; 100\%$

          $= 22,72\%$

Item 7

    a. $P = \dfrac{F}{N} \ x \ 100\%$ b. $P = \dfrac{F}{N} \ x \ 100\%$

        $P = \dfrac{11}{22} \ x \ 100\%$ $P = \dfrac{9}{22} \ x \ 100\%$

        $= \ 50\%$ $= 40{,}90\%$

    c. $P = \dfrac{F}{N} \ x \ 100\%$

        $P = \dfrac{2}{22} \ x \ 100\%$

        $= 9{,}09\%$ \

Item 8

    a. $P = \dfrac{F}{N} \ x \ 100\%$ b. $P = \dfrac{F}{N} \ x \ 100\%$

        $P = \dfrac{12}{22} \ x \ 100\%$ $P = \dfrac{8}{22} \ x \ 100\%$

        $= 54{,}54\%$ $= 22{,}72\%$

    c. $P = \dfrac{F}{N} \ x \ 100\%$

        $P = \dfrac{5}{22} \ x \ 100\%$

        $= 22{,}72\%$

THE EXAMPLE OF STUDENTS' IN

WRITING

APPENDIX 8

Documentation of Students in Class

CURRICULUM VITAE

Nurwahidah, was born on February 23rd, 1994 in Barombong, city of Makassar. She is the First child from 2 siblings from the marriage of her parents Ganna and Nurhayati. In 2000 she registered as student elementary school SDN Barombong Makassar and her graduated in 2006. Then continued her study at SMP Negeri 15 Makassar in 2006 and graduated in 2009. In the same year she continued her study at SMA Negeri 20 Makassar, and graduated in 2012. In academic year 2012/2013 she continued her study at English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis entitle: **"AN ANALYSIS ON THE STUDENTS ABILITY AND DIFFICULTIES IN WRTING DESCRIPTIVE TEXT AT THE FIRST GRADE OF SMAN 19 MAKASSAR** (*A Descriptive Research*)**".**