

**STUDENTS' ABILITY TO WRITE A DESCRIPTIVE TEXT: A  
DESCRIPTIVE QUANTITATIVE STUDY AT ELEVENTH GRADE OF SMA  
MUHAMMADIYAH SUNGGUMINASA**



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

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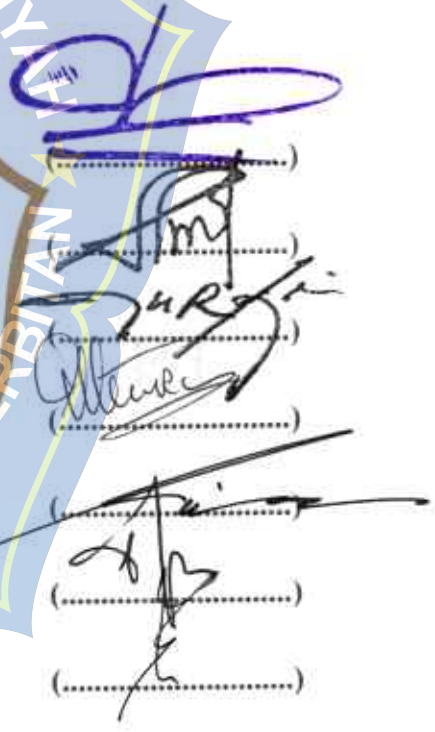
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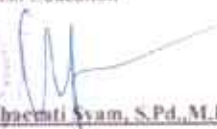
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Tuesday / 24 Sept 2020	II	<ul style="list-style-type: none"> <li>Research Method</li> <li>Pact tense</li> </ul>	
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Makassar, November 2020

Yang Membuat Perjanjian

**Rastiana**

**MOTTO**

*Difficult is not obstacle. But difficult is a challenge.*

*Indeed after hardship comes ease.*

*QS. Al-Insyirah: 6-7*



*Thanks for always praying me, supporting me every day and standing by my side.*



## ABSTRACT

**Rastiana. 2021. Investigating Students' Ability and Its Factor in Writing Descriptive Text: A Descriptive Quantitative Study at Eleventh Grade of SMA Muhammadiyah Sungguminasa.** A thesis of the English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Sulfasyah M and Yassir Mallapiang

The aim of this research was to know the students' ability in writing descriptive text. The methods used in this research was a descriptive quantitative research. The samples were taken by using a total sampling technique with a number of sample was 15 students at second grade of MIA class of SMA Muhammadiyah Sungguminasa. In collecting data, the researcher used writing test to find out the students' ability in writing descriptive text by analyzing 5 elements of writing such us content, organizing idea, grammar, vocabulary and mechanics.

The result of analysis showed that 8 students or 53.33% was categorized in excellent with the highest percentage of indicator was organizing idea (96.75%). 5 students or 33.33% was categorized in good with the highest percentage of indicator was content (80%). 1 student or 6.67% was categorized in average with the highest percentage of indicator were content and vocabulary (75%). 1 student or 6.67% was categorized in fair with the highest percentage of indicator was vocabulary (50%). And there is no students was categorized as poor. Those all result the researcher accumulated the total score then average and the mean score of students writing descriptive text was 73.8 and the highest mean score of indicator was content 83.8. As a result the students' ability in writing descriptive text in XI MIA of SMA Muhammadiyah Sugguminasa categorized as good.

**Keywords:** writing, descriptive text, elements of writing.

## ABSTRAK

**Rastiana. 2021. Investigasi Kemampuan Siswa Dalam Menulis Teks Deskriptif. Penelitian Deskriptif Kuantitatif Kelas XI SMA Muhammadiyah Sungguminasa.** Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dipandu oleh Sulfasyah M dan Yassir Mallapiang.

Tujuan penelitian ini untuk mengetahui kemampuan siswa dalam menulis teks deskriptif serta faktor yang mempengaruhi kemampuan siswa dalam menulis teks deskriptif. Metode yang digunakan pada penelitian ini adalah deskriptif kuantitatif. Pengambilan sampel dilakukan dengan menggunakan teknik total sampling dengan jumlah sampel 15 siswa kelas XI IPA SMA Muhammadiyah Sungguminasa. Pengambilan data dilakukan dengan tes menulis untuk mendapatkan kemampuan siswa dalam menulis teks deskriptif dengan menganalisis 5 elemen dalam menulis descriptive text yaitu content, organizing idea, grammar, vocabulary dan mechanic.

Hasil analisis menunjukkan bahwa 8 siswa atau 53,33% dikategorikan kedalam excellent dengan nilai persentase indikator tertinggi yaitu organizing idea (96,75%). 5 siswa atau 33,33% dikategorikan kedalam good dengan nilai persentase indikator tertinggi yaitu content (80%). Satu siswa atau 6,67% dikategorikan kedalam average nilai persentase indikator tertinggi yaitu content dan vocabulary (75%). Satu siswa atau 6,67% dikategorikan kedalam fair dengan nilai persentase indikator tertinggi yaitu vocabulary (50%). Dan tidak ada siswa yang termasuk kedalam kategori poor. Hasil keseluruhan tersebut, peneliti mengakumulasi total nilai kemudian untuk menentukan nilai rata-rata kemampuan siswa dan rata-rata nilai siswa dalam menulis teks deskriptif adalah 77,8 serta nilai rata-rata tertinggi pada indikator yaitu content 83,8. Sebagai hasil kemampuan siswa dalam menulis teks deskriptif kelas XI IPA SMA Muhammadiyah Sungguminasa dikategorikan sebagai good.

**Keywords:** *writing, descriptive text, elements of writing.*

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write a text by containing the elements of writing structure such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Rass, 2001:30). This also contains certain elements of writing such as meaning, grammar structure, vocabulary, and mechanics such as punctuation, capitalization, and spelling. The ability of practicing employing these elements can be achieved only if writers master some techniques of writing such as how to obtain ideas about what they will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built (Ratnasari, (2004) as cited by Sa'diyah (2011:164))

There are many types of text that employ writing elements as the researcher has mentioned on the previous paragraph above. One of them is a text requires describing object idea or it is called descriptive text. Wyrick (1999: 227) notes that "the description writer creates an image of individuals, locations, objects, and emotions using a careful selection of descriptions to give the reader an idea. Descriptive is used to describe particular thing/object,

place or person. Artono Wadiman.et.al (2008:115) said “Descriptive text is a text that describes the features of someone, something, or a certain a place. Similar to Ploeger (1999:239) states description is used to add details about physical like person, place, or thing. The researcher has concluded from the above knowledge that the descriptive text is a kind of text describing the characteristics, meaning of something, entity, certain places, or person.

Descriptive text is one of the materials based on basic competencies of K-13 syllabus that must be studied and understood by students, especially in tenth grade of senior high school. However, since English is not Indonesian students native neither second language, even it is not their mother tongue, they might have trouble in practicing English words in their writing. So the students have trouble recalling all the words in English. Dixon and Nessel (in Cahyono, 2001: 44) noted that writing is the hardest skill among the four language competencies. It's because of writing that it's not about learning how to use words but also more about what we're going to write and how we plan and write it. In addition, in general EFL students face some general difficulties in writing the descriptive text: first, the creation of ideas; students write many main ideas in paragraphs so the paragraphs are ambiguous. Second, arranging the concepts to compose a concise text; a paragraph requires more than just a single point. Third, students face grammar difficulties. Fourth, students have limited vocabulary skills. These students



problem were faced as well to the students the researcher was got to investigate.

While, according to Lock, analyzing the text of students is very important because it can help English teachers find out the abilities and difficulties of the students in writing descriptive text. Emilia also mentioned that work on the interpretation of student descriptive text is very important because, by understanding the difficulties of the students, it can lead the teacher to help solve the problems of the students. (Lock, 2006 & Emilia, 2005)

In relation those students' difficulties in writing Descriptive Text, based on the researcher experienced on her PPL, most of difficulties faced by those students were when teacher asked them to describe their friends, they do not know what they should do, what they should write and still lack of understanding about writing descriptive text.

From the explanation on the background, the writer was going to investigate students' ability and the factors that influence the students' excellent, satisfactory, good, poor, and weak ability to write descriptive text.

Based on the background of the study, the researcher proposes a new entitle, *“Investigating Students' Ability and Its Factors in Writing Descriptive Text: A Descriptive Quantitative Study at Eleventh Grade of SMA Muhammadiyah Sungguminasa”*.

## B. Research Question

The writer formulates the problem statements into question forms as follow:

How is the students' ability in writing Descriptive Text?

### **C. Objective of The Study**

According to the problems above, the objective of the study is to find out the ability of students in writing descriptive text.

### **D. Significance of The Study**

The significances of this research is expected to provide some advantages for teacher, students, and readers. The significances of this research are:

1. For teacher, the researcher expected this research can be uses as a new reference regarding what is the influence on the excellent, satisfactory, good, poor, and weak ability of students in writing descriptive text. With this the teacher can apply the factors that influence the high ability of students in the learning process to improve student writing Descriptive text.
2. For students as a sample of this research, the researcher expected that students will be able to know their level of ability in writing descriptive text, as well as the factors that affect their abilities which are the main reasons for these students' abilities:

3. For readers, the researcher expected this research can be uses as a new knowledge to solve the problem of the students' in writing descriptive text.

#### **E. Scope of The Study**

In collecting data, the researcher limited research that focused on students' ability in writing descriptive text, where students' ability levels, whether excellent, good, average, fair, and poor, based on the results of students' writing test. The components will analyze in the descriptive text written by students are the elements in writing the Descriptive Text itself, the components are content, organizing ideas, grammar, vocabulary, and mechanics, the researcher analyzed the results of the students' descriptive writing test based on the scoring rubric use. The final results of students showed the level of understanding, weaknesses, or difficulties of students in writing descriptive text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previews Research Findings

There are some previews research that are related with this research. The first study was conducted by Novia Sartika and Mochamad Nurdin (2019) by analyzing students' ability in writing descriptive text based on the generic structure of descriptive text. From the result, most of the student paragraphs are well structured. Meanwhile, the other students could not make it properly, because they are still confused and could not distinguish the differences between descriptive text and report text.

The second study by Junita Siahaan (2013) the results of the research showed that there was strong control over the schematic structure of descriptive text among the students representing the middle and high achievers. They were also able to use suitable linguistic features. On the other hand, it was also revealed that the low achievers were still confused in identifying the schematic structure of a descriptive text. In comparison, the low reaches also needed a lot of change because they made a lot of errors in the text they read. Using Systemic Functional Linguistics, nine texts written by Low, Mid, and High achievers were analyzed in terms of schematic structure and linguistic features.



The third study by Isrina Fitri Eripuddin Pipit Rahayu (2017) conducted a research focused on the students' skill in writing descriptive text. From the result showed that the students' average score in writing descriptive text was 51,87% and it means students' writing skill in descriptive text can be categorized in the poor level.

The fourth study by M. Fadhly Farhy Abbas & Shelvira Elsa Dwita (2019) used attribute charts strategy to solve the students' problem in writing descriptive text. The result showed a base score of 51.8 for the students, and a score of 70.4 for Cycle 1. It means an improved score for the students in the cycle. However, 4 factors affected this change. Based on the field note result these factors were obtained. Moreover, the results of field notes were: students' motivation, students' interest, students' excitement with the new topic, and the students' activeness in the learning process. In conclusion, the use of Attribute Chart strategy in writing descriptive text can improve students' writing skills.

And the fifth research by Siti Nurfidoh and Evie Kareviati. They analyzed the difficulties of students' in writing descriptive text and the result based on the questionnaire and observation, the factors caused students difficulties in writing descriptive text are lack of interest in learning English, the poor understanding of the generic structure of descriptive test, poor in grammar knowledge and use, and the low motivation in writing descriptive text.

## B. Some Pertinent Idea

### I. Writing

#### a) The Definition Of Writing

Writing is one of the four language skills besides listening, speaking and reading in language teaching. Writing can be defined as a process of transforming thought into written language (Tiwari, 2005:120). In other words, writing is the process of expressing ideas, thinking or feeling in words on the piece of paper. In the process of writing, the students need to have enough ideas, organize them well and express them in appropriate style. Nunan (2003: 88) states that writing is the mental work of inventing ideas, thinking how about to express them, and organizing them into statements and paragraphs that will be clear to a reader. According to Djuharic (2005), writing is a skill that can be nurtured and trained. Then, According to Ebo (2005), writing can be done by everyone by being trained and trained. With writing practice, one can also be able to train to develop their ideas, organize ideas, grammar, mechanics and use vocabulary appropriately.

Gaith (2002) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper. Writing gives unique opportunity to explore ideas and acquire information. By Writing someone can express his thoughts more communicable to other.

From the above description, it can be inferred that writing is a dynamic process of translating ideas and feelings, considering how to convey them and arranging them into sentences and paragraphs to make them clear and meaningful on the sheet of paper.

b) Writing Analysis

Every teacher should maintain certain ideas in mind while developing a course, whether it is a writing course or a course in which writing will play major part. Sokolik (in Nunan, 2003) presents the following concepts that can be used to a variety of learning settings.

1) Understand the students' reason for writing

By understand the students' goal in writing, the teacher can avoid dissatisfaction in writing. The teacher needs to convey goals to students in a way that makes sense to them.

2) Provide opportunities for students to write

Practice is almost way to improve students' writing, so the teacher need to evaluate or analyze the lesson by giving them a practice. Practice writing must be provide to students in different types.

3) Giving a feedback meaningful and helpful

The teacher make sure that the students can understand the vocabulary of symbols that are written to comment on students' writing.

4) Clarify for teacher, students how their writing will be evaluated

Students often feel that what they have written is correct, so the teacher must give a complete reason for the errors or truths contained in the students' writing results.

c) Writing Process

Writing is an activities to create a text into a sentence that can be understand by the reader. Writing process is not only as a means of telling what the students know or understand, but also to exploring or explaining more ideas about the topics. To make a good sentence that clearly communicates thoughts, feeling, ideas, and emotion, it is need several patterns. Harmer, J. in How to teach (2004) suggest four helpful process to be considered in writing process in order to produce a readable text.

- 1) The first is planning (pre-writing), planning is a way for students to think about ideas related to the topic to be written, and also to organize your thoughts to put the ideas or information on the paper. At the planning, the writer must be consider tree main issues. The issues are the purpose of wiring, the readers they are



writing for, and the content structure. Planning help the students to lead them in writing, by this stage the students firstly think out things or information as the content of writing.

- 2) The second is drafting; drafting is the next stage after planning, students write down piece of ideas that have been previously thought related to predetermined topics. After getting the ideas or information, the students make a draft as a piece of sentences. In this stage, the students need to arrange their writing. The students may can write by using native language first then translate into English or students can directly write in English with problems that may students' faces. Students can share their drafting result to teacher or their friends to get feedback about their mistake in writing. In addition, students must be concern about several aspects that related to writing a text such us grammar, mechanics (spelling and capitalization), vocabulary and the content of the students writing.
- 3) The third stage is editing (revision), this stage means the students reads their writing draft to review the mistakes that might occur. They may changes the words or sentences to make it readable.
- 4) The final stage is final version; the students rewrites the edited draft or text into a sentence or paragraph.

#### d) The Elements of Writing

Jacob (1981) points out five kinds of elements in writing. They are content, organization, grammar, and mechanics.

1) Content, according to Barnet and Stubbs (1990:105) "A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends)". The content of the writing must be understandable. Therefore, the readers can understand the contents of the writing. And also the unity of the paragraph is needed to make it easier for readers to get information.

2) Organizing Ideas, Reep (2009:82) states that "a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences". Organization refers to coherence, which means that sentences are ordered in logical so that one sentence with another is connected or does not come out of a certain topic. In this component the students have to use the generic structure of writing descriptive, they are identification and description. It means that, in description the students have to describe parts, characteristics of the objects and qualities. Beside identification and description component, in organizing ideas the students also have to pay attention to the chronological order to

their text. Chronological order also used to describe events period of time.

3) Grammar, Gerot and Wignell (1994) state that grammar is a theory of a language, of how language is put together and how it works. Grammatical features of describing. The tense that is frequently used in descriptive text is present tense. The description is from factual point of view (e.g. looks, writes, cooks, etc.).

4) Vocabulary, writing vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the writers generally use a limited set of words when communicating. This component refers to the choice of words that are suitable for building content.

5) Mechanics refers to the use of conventional graphics in language (spelling, capitalization, and punctuation).

e) Writing goal

Some of writing goal according to Hampton in Sofi Fajaryani are:

- 1) Writers are identity when they can write without much assistance.
- 2) Writers gain comprehension when they can write in such a way that it can be read and understood by themselves as well as others.
- 3) Writers are fluent when they can write easily and easily while also understanding.
- 4) When writers can write their own thoughts, they recover their

creativity. Not duplicating what has already been written in order for it to be read and comprehended.

## 2. Descriptive Text

### a) The Definition Of Descriptive Text

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Wyrick (1987:227) states that the writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.

We can infer from the above description that concise writing is a kind of writing consisting of description, attributes, the meaning of something, object, or person. Then, the descriptive text is usually in the present tense.

### f) The Generic Structure of Descriptive Text

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of the descriptive text. They are identification and description. Gerot and Wignell (1994:208) state that the Generic structure of descriptive writing are Identification which identifies phenomenon that will be describe and Description which describe parts, qualities, or characteristics of something or someone in detail.



Sudarwati and Eudia (2005:27) mention that “there are two of generic structure of a descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics”. They add that “the language features for descriptive text are focus on specific participants, use of the attributive and identifying process, frequently use classifiers in nominal groups, and use of Simple present tense”.

g) Language Features of Descriptive Text

Wardiman (2008:122) states that there are some main language features of descriptive text:

1) Specific participant

Descriptive text describes about specific object, non in general, and unique.

2) The use of Adjectives

Example: beautiful, sweet, strong, small, famous, and etc.

3) The use of simple present tense.

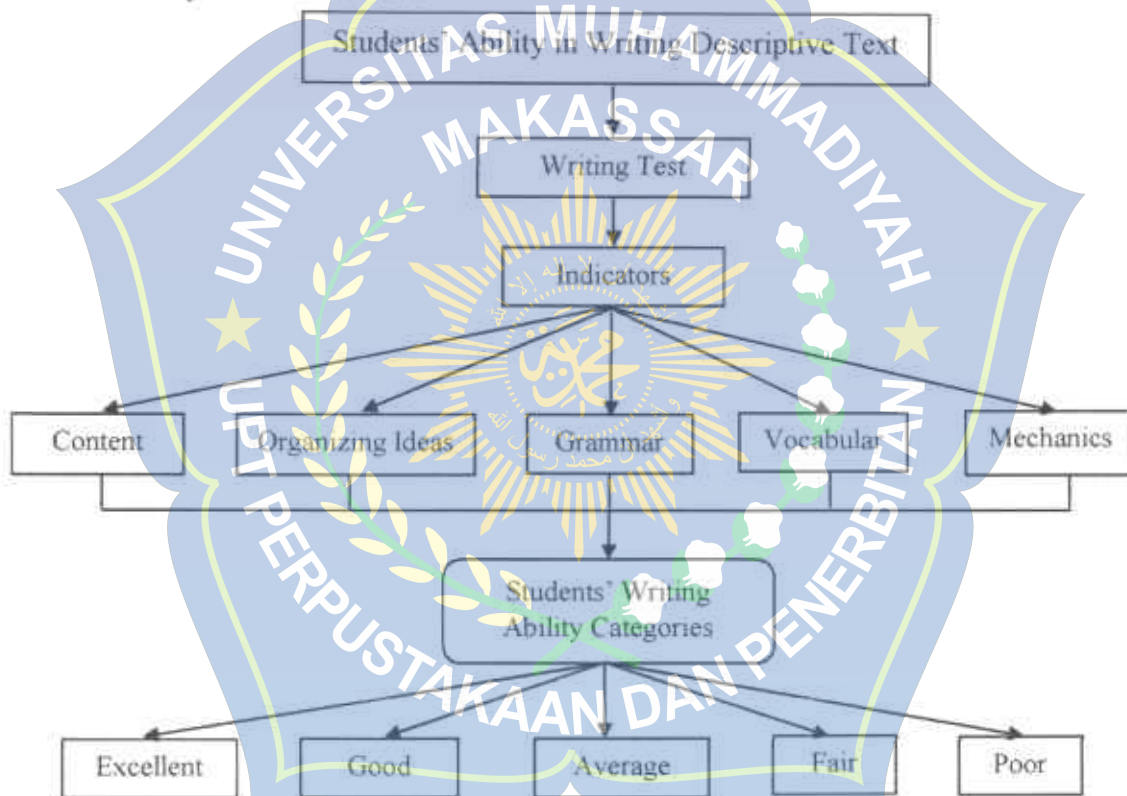
h) Types of Descriptive Text

The majority of writing includes descriptions. The following are some examples of writing that heavily focus on descriptive language:

- 1) Description of place, person or thing consist of details in actual people, places, and things.

- 2) Describe an event that has witnessed by writer. The event takes places and extended period of time.
- 3) Contain of factual information.

### C. Conceptual Framework



The Description of the conceptual framework above:

In this research, the researcher was conducted an investigation by focused on one important goal was students' ability in writing descriptive text. To find out the students' ability in writing descriptive text, the researcher used writing test as instrument by looking at 5 elements of writing descriptive text, they are content, organizing ideas, vocabulary, grammar and mechanics, and they are applied as the

indicators of students' writing test assessment. The result of that students' writing test is analyzed, and then the result of that analysis is used to determine which of 5 categories the students' writing ability should be in, they are excellent, good, average, fair, and poor.



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this research, the researcher used a descriptive quantitative method. By which, the researcher is going to measure the students' writing scores to conclude their ability of writing descriptive text, by analyzing 5 indicators defined, they were content, organizing idea, grammar, vocabulary, and mechanics. By using total sampling method, this research involved 15 students of MIA class of eleventh grade at SMA Muhammadiyah Sungguminasa Gowa. To find the data of the variable the researcher used writing test as the research instruments. To collect the data the researcher giving a score to the students writing test. In analyzing the data obtained from the result of the students' writing test, the researcher used a scoring system in which the students' descriptive writing which consisted of two paragraphs will be scored based on the points in the indicators defined. For each indicator the maximum score is 20 and the minimum score is 1.

#### B. Population and Sample

The researcher defined the population before collecting the sample. The population of this research is the eleventh grade of SMA Muhammadiyah Sungguminasa. In this school only 1 class in eleventh grade, only MIA Class with the number of population was 22 students.



This research was applied total sampling method to choose the sample of this research, by recommendation of the teacher about the students' activeness. The researcher was taken 15 students as sample in this research.

### **C. Instrument of The Research**

The researcher used writing test as instrument by looking at 5 indicators of elements in writing, they are content, developing ideas, vocabulary, grammar and mechanics, and they are applied as the indicators of students' writing test assessment. For writing test the researcher distributed questions to the students in essay form with the number of question was 1, in which the question about writing a descriptive text containing two paragraphs about the beautiful place around South Sulawesi which the students ever visited.

### **D. Procedure of Collecting Data**

The data of the research was collected through writing test and observation. The procedure of collect the data in this research describe below.

- I. The researcher asked the students to describe one of the beautiful place around South Sulawesi which the students ever visited. A total of 2 Paragraphs.

### **E. Technique of Data Analysis**

Data analysis was an effort that is done by the researcher to describe or illustrate the data accurately. In this research related to the object of the research, the researcher focused on the students' ability in writing descriptive

text. The researcher is analyzed data obtained from the result of students' ability in writing descriptive text.

The data is collected from the result of students writing test by giving a scores for each indicators. Since the highest score in each indicator is 20 and the lowest score is 1.

**Table 3.1 Matrix of Students' Assessment**

<b>Matrix of Assessment for Students' Writing in Descriptive Text</b>	
<b>Score</b>	<b>Content</b>
76-100	Main idea is clear and supported by all developing sentences. The descriptive text gives paragraph unity (topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable).
51-75	Main idea is clear and supported by three of all developing sentences. The descriptive text give paragraph unity (topic, state good topic sentence, and supporting sentences).
26-50	Main idea is clear and supported by two of all developing sentences. The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence).
1-25	Main idea is clear and supported by one of all developing sentences. The descriptive text give paragraph unity (topic).
<b>Organizing Ideas</b>	
76-100	General classification paragraph and description paragraph are organized properly, all sentences in chronological order. The descriptive text is coherence and the coherences are correct. The descriptive text is coherence and the coherences are correct. The text using chronological order.
51-75	General classification paragraph and description paragraph are enough organized, some of all sentences in chronological order. The descriptive text is coherence and some criteria are appropriate enough.
26-50	General classification paragraph and description paragraph are slightly organized, few sentences are disconnected. The descriptive text is coherence but the coherences among sentences are weak.

1-25	No organization between general classification paragraph and description paragraph, all sentences do not communicate each other. The descriptive text is not coherence.
<b>Grammar</b>	
76-100	All the sentences are written with no inaccuracies of structure and grammar, and do not change the meaning. Use present tense correctly, use relational verb and adjective words correctly
51-75	All the sentences are written with few inaccuracies of structure and grammar, but do not change the meaning. Use present tense, use relational verb but do not use adjective words correctly
26-50	All the sentences are written with numerous inaccuracies of structure and grammar, and change the meaning a little bit. Make errors of tenses, use relational words and use adjective words
1-25	All the sentences are written with very frequent inaccuracies of structure and grammar, and change the meaning a lot. Make errors of tenses, relational verbs and adjective words
<b>Vocabulary</b>	
76-100	Effective word choice and usage, and do not change the meaning. All or almost all of the descriptive text words are uses effectively
51-75	Occasional errors of word choice and usage, but do not change the meaning. Use many descriptive words effectively.
26-50	Frequent errors of word choice and usage, and change the meaning. There are some mistakes in using descriptive words.
1-25	None of word choice and usage are correct. Do not use the descriptive words correctly
<b>Mechanics</b>	
76-100	All the spelling, punctuation, and capitalization are written correctly. The descriptive text uses correct punctuation, spelling and capitalization. It fulfill all criteria
51-75	Occasional errors of spelling, punctuation, and capitalization. The descriptive text punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak
26-50	Frequent errors of spelling, punctuation, and capitalization. The descriptive text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak
1-25	All the spelling, punctuation, and capitalization are written in errors. The descriptive texts do not use correct punctuation, spelling and capitalization.

Haris (1979:68-89) and Brown (2007)



While for the categories the maximum score is 100 and the minimum score is 0. The respected categories are as follows:

**Table 3.2 Students' Classification**

Score	Category
81-100	Excellent
61-80	Good
41-60	Average
21-40	Fair
0-20	Poor

Harris (1969)

After scoring the result of students' writing test, the researcher accumulated all the scores of each indicators and to find out the mean score of the students', the researcher was used the formula as follows:

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

Where:

$\bar{X}$  : mean score

$\sum X$  : Sum of all score

$N$  : Total number of subject

(Gay 1981:298)

The mean scored of the students' ability in writing descriptive text as well as the ground of deciding which category of five ability categories provided the students are placed.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

On this chapter, it deals with (1) research findings which consist of the result of students' writing test about descriptive text (2) discussion which presents the discussion of research findings, and its relationship to some theories about the topic discussed.

#### A. Research Findings

##### 1. Writing Test

###### a) The analyses of students' ability in writing descriptive text

The results of this study showed the results of the students' descriptive writing tests. The results of the students writing test determine the category of students' descriptive writing abilities which might be categorized into 5 categories, namely excellent, good, average, fair, and poor. By distributing the writing test question, the researcher found that from the result of students' writing descriptive is presented in table below:

**Table 4.1. Students' ability category**

Category	Score	Frequency	Percentage
Excellent	81-100	8	53.33%
Good	61-80	5	33.33%
Average	41-60	1	6.67%

Fair	21-40	1	6.67%
Poor	0-20	0	0
		15	100%

Table above showed the percentage of students' ability in writing descriptive text from 15 students, there were 8 students or 53.33% got in the range score between of 81-100 which mean they were categorized as excellent, there were 5 students or 33.33% got range score between 61-80 or they were categorized as good, 1 student or 6.67% got range score 41-60 or this students was categorized as average, and also in fair category 1 student or 6.67% categorized as fair. Meanwhile, none of the students were classified into the poor category.

**Table 4.2 mean score of students' writing descriptive text**

Category					Total	Mean
Excellent	Good	Average	Fair	Poor	Score	Score
718	359	60	30	0	1.167	77.8

In table above showed the total final score of students in each category achieved by each students. All students' final scores were accumulated to get the total final score for all students. The table above shows, the total score of the overall student was 1.167. The researcher

calculate all the scores then divided with the number of the samples, and the mean score for students' writing ability in descriptive text in MIA class of SMA Muhammadiyah Sungguminasa 77.8 and it can be categorized as good.

b) Analyzed the indicators each category

From the results of the students' writing scores, the researchers conducted an analysis of the students' scores on each indicator namely, content, organizing ideas, grammar, vocabulary, and mechanics to know the number of percentage each indicator the students result in writing descriptive text.

1) Excellent Category

Table 4.3 the percentage of students' score each indicator

Indicators				
Content	Organizing Idea	Grammar	Vocabulary	Mechanics
93.63%	96.75%	89.75%	85%	81.63%

Table 4.3 showed the percentage of students' excellent score in each indicator. In the content indicator, which is 93.63%, the eight students can write descriptive text well, especially in the content indicator, students write a descriptive text with clear main ideas that are supported by all developing sentences, namely topic, state good topic, supporting sentence, and concluding sentence. So

the results of writing to the 8 students are clear because there are no main ideas that can create ambiguous paragraphs.

The organizing idea indicator shows a percentage value of 96.75%, the indicator being the highest indicator of the 5 indicators. This was obtained by the students because the students' writing results showed that one sentence was connected or united so that one paragraph to another paragraph united which made the paragraph or sentence easy to understand by the reader regarding what the writer tries to explain or convey.

The grammar indicator shows the percentage value, which is 89.75%. In writing descriptive text using simple present tense and students in this category can write descriptive text using simple present tense well. However, some sentences show errors in the writing structure that make the sentences difficult for readers to understand, which causes students in this category not to fully get high scores or maximum scores on this indicator.

In the vocabulary indicator, the indicator refers to the use of words. The percentage value obtained by students in the excellent category is 86.75%. Students who get the maximum score in this category because the students are good at choosing words that are related to the topic which makes sentences easy to read. As we know that in the use of English or vocabulary in



English there is one word but it has more than one meaning which causes students to have difficulty or confusion in choosing the right words, but in this case, the mistakes made by students do not change the meaning and purpose of the sentence.

The last indicator is mechanics related to capitalization, spelling, and punctuation. The percentage score obtained by students is 81.63%. Students in this category can apply mechanics well. Use capitalization at the beginning of sentences or paragraphs, names of people, places, countries, or cities. In conclusion, students in the excellent category can write descriptive text well based on the 5 components in writing.

In conclusion, students in the excellent category can write descriptive text well based on the 5 components in writing.

## 2) Good Category

**Table 4.4 the percentage of students' score each indicator**

Indicators				
Content	Organizing Idea	Grammar	Vocabulary	Mechanics
80%	65.2%	60%	63%	75%

Table above showed the percentage of each indicator achieved by students in the good category, totaling 5 students. The content indicator shows the percentage of student scores, which is

80%, some students in this category make mistakes in the content indicator. From the results of the analysis, the researcher found that in the paragraph there are no supporting sentences that aim to provide a more complete or explain more about the topic and there are no closing sentences that cause sentences or paragraphs to be unclear. However, students who get the maximum score in the category can write down the topic completed.

In the organizing idea indicator, the percentage value obtained by the 5 students is 65.2%. This indicator is the lowest score obtained by students because one sentence with another sentence is not coherent or not related to each other which causes one paragraph to other unrelated.

In the grammar indicator, the percentage value obtained by students is 60% there are some errors in the writing structure made by students, for example, there are word placement errors even there is an exchange of words in one sentence that makes sentences hard to read

In the vocabulary indicator, the percentage value obtained by students is 77%, which is the highest score obtained by students in the good category. Although this category is the highest percentage value, students still make mistakes where students

write incomplete words that cause the word to change the meaning and even loss of the meaning.

In the mechanic indicator, the percentage value obtained for the 5 students is 63%, students make mistakes in mechanics, especially in capitalization. Students do not use capital letters at the beginning of the paragraph, names of people, places, and countries

### 3) Average Category

**Table 4.5 the percentage students' score each indicators**

Indicators				
Content	Organizing Idea	Grammar	Vocabulary	Mechanics
75%	50%	50%	75%	50%

The table above shows the percentage value obtained by students in the average category. In the content indicator, students write paragraphs without a concluding sentence, which causes the paragraph did not support by all developing sentences.

In organizing ideas, the percentage value obtained by students is 50% because some sentences are disconnected that causing one paragraph to another paragraph to be weak. These errors can make it difficult for readers to understand what the author wants to convey.

In the grammar indicator, the percentage value obtained by the student is the same as the previous indicator, which is 50%, the student makes an error in the sentence structure where there is an exchange of one word for another. The student also does not use adjectives correctly.

In this vocabulary indicator, the student gets the same percentage value as the content indicator, which is 75%, the student makes a mistake in using the word but does not change the meaning and purpose of the sentence. The last indicator is mechanics, the percentage value obtained by students is 50%. Students make mistakes in capitalization and spelling. The student does not use capital letters in their place.

#### 4) Fair Category

**Table 4.6 the percentage students' score each indicators**

Indicators				
Content	Organizing Idea	Grammar	Vocabulary	Mechanics
25%	27%	25%	50%	26%

The table above shows the percentage of students' scores in the fair category. In the content indicator, students only get a number percentage of 25%. The students' writing results show that the main idea is clear but there is no supporting sentence and even a



concluding sentence that supports the topic described by the student.

In organizing ideas, the percentage of students' score obtained by students is 27%, the sentences were written by students are not related to each other which makes the sentence or paragraph hard to read even hard to understand what the author is trying to convey or explain.

In the grammar indicator, the percentage score obtained by students is 25%, the students make an error that causes the sentence to change the meaning. The vocabulary indicator the student makes an error in choosing words that have different meanings from what the author wants to convey with the percentage score obtained by students, namely 50%.

In indicator mechanics, students make mistakes, especially in using capitalization. The student uses capital letters inappropriately and does not use capital letters properly. The percentage score obtained by the students in this indicators is 26%.

**Table 4.7 mean score in each indicators**

Indicators	Students' Score	Frequency	Mean Score
Content	1.257	15	83.8
Organizing Idea	1.177	15	78.5

Grammar	1.151	15	76.7
Vocabulary	1.202	15	80.1
Mechanic	1.043	15	69.3

Table above showed the mean score that students got on each indicator, and the result each indicator has a different mean score. In the indicator content the mean score of the students was 83.3 with total score was 1.257. For indicator organizing idea, the mean score of the students in writing descriptive text was 78.5 with the total score was 1.177. In the indicator grammar, the students mean score in this indicator was 76.7 with the total score was 1.151. For indicator vocabulary, the mean score of the students writing test was 80.1 and the total score was 1.202. And the last indicator was mechanic, the mean score of the students in writing descriptive text especially in indicator mechanic was 69.3 with the total score of the students was 1.043. From this explanation based on the table above, it can be conclude that the lowest score that students got from 5 elements in writing descriptive text as indicators was mechanic, which is 69.3. And the indicator contents was the highest score that students got in writing descriptive text in class XI MIA of SMA Muhammadiyah Sungguminasa, which is 83.8.

## B. Discussion

This section discusses the results of research which are the results of the analysis of students' abilities and factors that affect students' abilities in writing descriptive text.

### 1. Students' ability in writing descriptive text

Analyzing students' ability in writing descriptive text have been conducted investigated from various studies. Prasetyo Hariyadi; Wennyta; Nurul Fitri (2018), they found that 18 students or 55% were categorized as good, 9 students or 27% were categorized as excellent, 5 students or 15% were categorized as satisfactory, and 1 student or 3% were categorized as unsatisfactory and there is no student was categorized failed. So the level of students' ability in writing descriptive text is good. Also Istma Fitri (2017) analyzed students' ability in writing descriptive text based on the 5 components in writing and the result was in content of writing the students classified in the poor level with average score was 53.72. In the organization of writing, the students classified in poor level with average score was 50.47. In the grammar of writing, the students classified in poor level with average score was 53.31. In the vocabulary, the students classified in the poor level with average score 52.87. The last is mechanics, the students classified in the poor level with the average score was 52.27. From those results, the researcher found that the average score of students in writing descriptive text

was 52.87 and it means the students writing ability can be categorized in the poor level.

Based on the results of the research above, the researcher will explain the results of the research obtained by the researcher. Students' writing ability was divided into 5 categories, were excellent, good, average, fair, and poor. Students with the excellent category were dominantly influenced by the organizing idea indicator. The result of the students writing test showed the classification and description paragraph are organized properly and the sentences are coherence so the paragraph was understandable. Nunan (2003:88) defines writing as "the thinking work of investing thoughts, thinking about how to express them, and organizing them into statements and paragraphs that will make sense to a reader. Coherence sentences make it easier for readers to understand what the author wants to convey or explain.

In the good category, the dominant indicator that influenced was the vocabulary indicator, where the vocabulary score was higher than other indicators. Although in this category, none of the students got the maximum score, which means some students made some mistakes in word selection but did not change the meaning. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies.



In the average category, dominantly influenced by content and vocabulary indicators, these students did not get the maximum score of the 5 indicators previously mentioned. But the results of the analysis show that the highest scores obtained by these students are in content and vocabulary. In this students' writing test descriptive test result showed that the main was clear by three of all developing sentences were topic, state good topic and supporting sentences without conclusion of sentence also in writing this students make an error word choice but do not change the meaning. According to Snow, Griffin & Burns, stated that students' vocabulary knowledge is a building process that occurs over time as they make connection to other words and use the word accurately within the context of the sentence. According Weigle, 2002 to have a good contain writing, its context should be well unified and completed. This term is usually known as unity and completeness, which become the characteristics of the excellent writing.

In the fair category only 1 student was categorized in fair category. This students also did not get a maximum score from 5 indicators and the highest score that student got was in vocabulary indicator. This student make an error word choice that change the meaning so the paragraph hard to read. And none of the students was categorized in the poor category.

According to Onazowa & Cheiko, 2010, to successfully write a text, students must have a good understanding of writing aspects as well as

comprehension of writing that will help them structure their writing process. Also Tarigan (1996:6), stated that a good writing result demonstrates the writer's ability to write clearly, to utilize sentence structure well, language, and examples to make the readers easily understandable.

From the overall results, the students in class XI MIA SMA Muhammadiyah Sungguminasa can be categorized in the "good" ability in writing descriptive text. A good writer is more knowledgeable about their topic and can more easily access relevant ideas when writing (Graham & Harris, 1992; Graham & Perry, 1993 Kellogg, 1987).

## 2. The Elements of Writing Descriptive Text

There are 5 indicators that should analyze in the students' writing test result there were content, organizing ideas, grammar, vocabulary, and mechanic. The writers must be able to write a text by containing the elements of writing structure such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Rass, 2001:30).

In content, the main idea should be clear and supported by all developing sentences (topic, state good topic, supporting sentences, and concluding sentences). The results of the researcher observation test showed that 6 out of 15 students got a maximum score on the content indicator. The results of the student test also showed that there was one student who got a low scored is 25, the content of the student's descriptive text writing was not

clear or a supporting sentence which should be a further explanation of the topic, making the sentence unstructured. There is also no concluding sentence in the paragraph that caused the paragraph to be unclear. With this, students do not meet all the criteria for content indicators. A good writing is when the title represents the content, the content should be relevant and describe the title in complete. According to Brown (2004:73), the writing component assesses the capacity to write English, which includes the ability to organize, develop, and support ideas with examples or evidence, create a response to one specified topic in standard written English, and generate.

In organizing ideas the text should be coherent and the paragraph is unity. An important concept related to organization is the concept of coherence, according to Erdosy, 2004; Kobayashi and Rinnert, 1992; MacIntyre, 2007. The results of the researcher's observation test find out 8 of 15 students got a maximum score in this indicator. Freedman (1979) also conducted a study on raters' impressions of academic writing and found that changing essays to be stronger in content and organization had a higher influence on scores than rewriting essays to be stronger in sentence structure and mechanics. On this indicator, there was one student who got a low score of 25. On the student's descriptive test, there were several errors, including this one about organizing ideas. The sentences contained in the students' descriptive text do not coherent with each other, which caused one paragraph to be unrelated to the other so that the results of the students' descriptive text



was not meet all the criteria of the indicator organizing ideas. Lunsford and Collins (2003: 116) defines that paragraph is a group of sentences or a single sentence that forms a unit.

In this indicator grammar, in writing descriptive text used present tense correctly, used relational verb and adjective words correctly. Harmer (2001:12) defines grammar as "the description of the ways in which words can change forms and be combined into sentences". From the observations, the researcher got none of 15 students who got the maximum score on the grammar indicator. In this indicator, one student' got the lowest score is 25 because in the students' descriptive text, especially in grammar, there were several sentences with inaccurate structures that changed the meaning. While learning grammar involves studying how words are produced in sentences when the grammar pattern is utilized correctly, and how the sentence will be perceived correctly. According to Nurgiyanto (2001: 298-299) generally, most of the beginner students do not master English grammar's well, the only start to learn English so their writing skill is still weak especially in grammar. It became a problem when they have to make a composition that consists of sentences. Moreover, Abbas (2017) said that students felt difficult in developing and organizing idea with correct grammar in composition, mean that the aspect of grammar influenced to other aspects in English writing

In vocabulary refers to the selection of words that are suitable for the content. To make good writing, the students need a lot of vocabulary, correct



grammar, and good comprehension. Adapted from Nurgianto (2001: 306-308), appropriateness in choosing and using vocabulary in each sentence is an important thing in writing. From the results of the researcher observations, one from 15 students who got a maximum score in this indicator. This student in the descriptive text writing test was able to choose the right word so that it did not change the meaning of the word. While the lowest score achieved by students in this indicator is 50 because there were some errors made by students. Some words written by students were incomplete or did not clear so that the word changed the meaning and even lost one word or more made the word did not have a meaning which caused changed in the meaning of the sentence. There are some problems faced by the students in learning writing according to Nurgianto (2001: 298-299), those are organizing idea, lack of vocabulary, and grammar accuracy. The vocabulary also became an important part of writing composition. Lack of vocabulary made the students write uncommunicative sentences. They will get difficulties in expressing their ideas, especially in writing if the students do not master the vocabulary well. They also usually choose incorrect words.

The last indicator is mechanics related to spelling, punctuation, and capitalization in writing descriptive writing. Shehadeh (2011, quoted in Khatib and Meihami, 2015) classified mechanics like spelling, punctuation, capitalization, paragraph indentation, and so on. In this indicator, there is one student who got the maximum score, the student wrote with no errors in

mechanics. Meanwhile, students who did not get the maximum score made some mistakes, especially in the capitalization. In this indicator, the lowest scores obtained by students were 26 and 27, in which these students made some mistakes in capitalization and punctuation. In capitalization, students did not use capital letters at the beginning of sentences, city names, and writing someone's name, and used capital letters not in their place. Punctuation errors also occurred in some students, were unclear sentences being difficult to understand and made it difficult for readers to read the text. According to Abbas (2017), students have difficulty using accurate grammar, word choice, and writing mechanics such as punctuation and capitalization, and they have a poor motivation to write an essay and rarely practice writing in their spare time. A paragraph is a collection of sentences that must be properly spelled and punctuated. The text will be unreadable if punctuation is not used correctly. As a result, students should be proficient in writing good paragraphs.

In writing a text successfully, the students need to have good understanding about writing aspects as well as comprehension of writing that is useful for them to organize their process of writing text (Onazowa & Cheiko, 2010). Writing consisted of several elements such as contents, organization, vocabulary, language use, and the mechanics as well (Jacob, 1981 as cited in Weigle, 2002: 116). From the previous explanation, the researcher conclude that there were differences and similarities of factors

influencing students' ability in writing descriptive text. Some students got a maximum score of more than one indicator, also some students also got a maximum score of twenty only one of the 5 indicators (content, original idea, grammar, vocabulary, and mechanics), so the dominant factor that influences the students' ability was only one indicator.

The results of the discussion showed that most of the students get the maximum score on the indicator content and organizing ideas, the students can write descriptive text with paragraph unity, a coherence which makes it easier for readers to understand what the students want to explain. While on the grammar and mechanic indicators, none of them got the maximum score or score of 100. Most of the students made mistakes in mechanics, they did not understand the correct placement of punctuation marks and the use of correct capitalization which caused the students' scores to be lacking.

In this case, the researcher also discussed about the previous research finding and compared with two previous studies. First, the current study compared with Novia Sartika and Mochammad Nurdin (2019). The aimed of their study was to find out the students' ability in writing based on the generic structure of descriptive text. It was different with the study that the researcher classified the students' ability based on the 5 indicators were content, organizing ideas, grammar, vocabulary and mechanics.

Second, the current study compared from Hanafi (2018). The aimed of his study was to find out the students ability and difficulties of students in

writing descriptive text. The classified of students' difficulties were content, organizing idea, grammar, vocabulary, and mechanics. That classification was same with this research, but the researcher apply these aspect as indicator which might influencing the students' ability in writing descriptive text. In the previous research, to find out the students' difficulties, the researcher analyzed the students writing test and conducted interview to know the information about the difficulties experienced from students in writing descriptive text.

Based on the similarities and differentiation that was compared the two previous research above, the researcher can conclude that both of the previous researches was try to find out the students' ability and the students' difficulties in writing descriptive text.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Regarding the discussion of the research results that described in the previous chapter, the researcher concludes that the students of eleventh grade MIA class of SMA Muhammadiyah Sungguminasa has different abilities, but if the overall final score of the students is accumulated and then averaged, the students' ability in writing descriptive text in the XI MIA class can be categorized as "good" with the mean score was 77.8.

Related the 5 indicators that analyzed in the students writing test result also has been explained in the previous chapter where none of the students got the maximum score in all indicators (content, organizing ideas, grammar, vocabulary, grammar, and mechanics). Of the 5 indicators, students were only able to get a maximum score in one and two indicators. Even some students were not able to reach the maximum score of the 5 indicators. So the students have different score ability and score in writing descriptive text.

The results of the researcher observations showed that the 5 indicators, are content, organizing ideas, grammar, vocabulary, and mechanics. From the overall final score each indicator, content has the highest score among the 5 Indicators (content, organizing ideas, grammar, vocabulary, and mechanics). While the lowest score is obtained by students or the most mistakes made by students was in indicator mechanics where some students made mistakes in

capitalization, students do not understand when to use capital letters properly and correctly.

## **B. Suggestion**

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows:

### **1. Suggestion for English teacher**

- a. The teacher must analyze the students' writing ability to determine the level of students' understanding.
- b. In analyzing students' abilities, teachers must measure students' understanding of each indicator so that teachers are able to know the strengths and weaknesses or difficulties of students in writing descriptive texts so as to reduce the problems faced by certain students.

### **2. Suggestion to further researcher**

- a. From the results of this study, the researcher hopes that future researchers can get new references related to difficulties or mistakes made by students in writing descriptive text.

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## APPENDIX A

## 1. The Instrument of Writing test

- a) Write a descriptive text about the beautiful place that you ever visited before around the South Sulawesi.

## APPENDIX B

## 1. Students' Score

Students	Indicators					Mean Score
	Cont.	Org.	Gram.	Voc.	Mech.	
MS	98	100	75	75	27	75
K	77	99	98	100	75	90
SA	100	100	98	75	98	94
FN	76	100	98	98	75	89
MH	75	50	50	75	50	60
AR	75	51	75	77	77	71
RA	61	25	60	80	80	61
NH	98	100	77	75	98	90
S	100	100	76	98	77	90

I	99	100	50	75	55	77
QA	75	50	98	76	75	75
N	100	100	98	76	75	92
N	25	27	25	50	26	30
A	98	100	75	75	77	88
GNR	100	75	98	75	77	85
Total	1.257	1.1771	1.151	1.202	1.043	1.167

2. Students categorized in writing descriptive text

Students	Final Score	Students Categorized				
		Excellent (81-100)	Good (61-80)	Average (41-60)	Fair (21-40)	Poor (0-20)
MS	75					
K	90	√				
SA	94	√				
FN	89	√				
MH	60			√		
AR	71		√			
RA	61		√			



NH	90	√				
S	90	√				
I	77		√			
QA	75		√			
N	92	√				
N	30				√	
A	88	√				
GNR	85	√				
Total		8	5	1	1	0

### 3. The Percentage of Students' each category

To know the percentage of students each categorized the researcher computing the frequency and rate percentage of students' score used the formula bellow: Then:

$$P = \frac{f}{N} \times 100\%$$

Where: P = Percentage

N = Total number of students

F = Frequency

(Sudjono, 2003: 40)

#### a) Excellent Category

$$P = \frac{8}{15} \times 100$$

$$= 0.53 \times 100$$

$$= 53.33 \%$$

b) Good Category

$$P = \frac{5}{15} \times 100$$

$$= 0.33 \times 100$$

$$= 33.33 \%$$

c) Average Category

$$P = \frac{1}{15} \times 100$$

$$= 0.06 \times 100$$

$$= 6.67 \%$$

d) Fair Category

$$P = \frac{1}{15} \times 100$$

$$= 0.06 \times 100$$

$$= 6.67 \%$$

4. The mean score of students in writing descriptive text

To find out the mean score of the students<sup>7</sup>, the researcher was used the formula as follows:

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

Where:

$\bar{X}$  : mean score

$\sum X$  : Sum of all score

$N$  : Total number of subject

Sum of all students score was 1.164 and the number of students was 15.

$$X = \frac{\sum 1.167}{15}$$

$$= 77.8$$

#### 5. Indicators score

To know the percentage each indicators of students' ability each category in writing descriptive text, the researcher used the formula:

$$P = \frac{\text{Students score}}{\text{Total score}} \times 100\%$$

Students' score = the accumulate of students score in the indicator

Total score = the highest score of indicator  $\times$  number of student in category.

##### a. Excellent category

Students score in content 749

Total Score 800

$$P = \frac{749}{800} \times 100$$

$$= 93.63 \%$$

Students score in organizing idea 774

Total Score 800

$$P = \frac{774}{800} \times 100$$

$$= 96.75 \%$$

Students score in grammar 718

Total Score 800

$$P = \frac{718}{800} \times 100$$

$$= 89.75 \%$$

Students score in vocabulary 694

Total Score 800

$$P = \frac{694}{800} \times 100$$

$$= 86.75 \%$$

Students score in mechanics 653

Total score 800

$$P = \frac{653}{800} \times 100$$

$$= 81.63 \%$$

b. Good Category

Students score in content 400

Total score 500

$$P = \frac{400}{500} \times 100$$

$$= 80 \%$$

Students score in organizing idea 326

Total score 500



$$P = \frac{326}{500} \times 100$$

$$= 65.2\%$$

Students score in grammar 298

Total score 500

$$P = \frac{298}{500} \times 100$$

$$= 60\%$$

Students score in vocabulary 383

Total score 500

$$P = \frac{383}{500} \times 100$$

$$= 77\%$$

Students score in mechanics 314

Total score 500

$$P = \frac{314}{500} \times 100$$

$$= 63\%$$

c. Average category

Student score in content 75

Total score 100

$$P = \frac{75}{100} \times 100$$

$$= 75\%$$

Student score in organizing idea 50

Total score 100

$$P = \frac{50}{100} \times 100$$

$$= 50\%$$

Student score in grammar 50

Total score 100

$$P = \frac{50}{100} \times 100$$

$$= 50\%$$

Student score in vocabulary 75

Total score 100

$$P = \frac{75}{100} \times 100$$

$$= 75\%$$

Students score in mechanics 50

Total score 50

$$P = \frac{50}{100} \times 100$$

$$= 50\%$$

d. Fair Category

Student score in content 25

Total score 100

$$P = \frac{25}{100} \times 100$$

$$= 25\%$$

Student score in organizing idea 27

Total score 100

$$P = \frac{27}{100} \times 100$$

$$= 27\%$$

Student score in grammar 25

Total score 100

$$P = \frac{25}{100} \times 100$$

$$= 25\%$$

Student score in vocabulary 50

Total score 100

$$P = \frac{50}{100} \times 100$$

$$= 50\%$$

Student score in mechanic 26

Total score 100

$$P = \frac{26}{100} \times 100$$

$$= 26\%$$

6. The mean score each indicators

## a. Content

Total score 247

Number of students 15

$$X = \frac{\sum 247}{15}$$
$$= 16,47$$

## b. Organizing Idea

Total score 237

Number of students 15

$$X = \frac{\sum 237}{15}$$
$$= 15,8$$

## c. Grammar

Total score 225

Number of students 15

$$X = \frac{\sum 225}{15}$$
$$= 15$$

## d. Vocabulary

Total score 240

Number of students 15

$$X = \frac{\sum 240}{15}$$
$$= 16$$



e. Mechanics

Total score 215

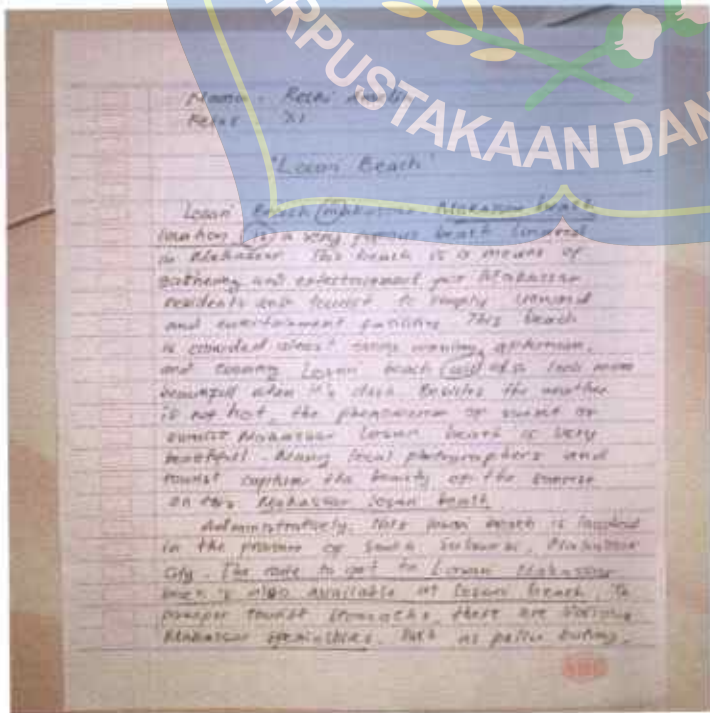
Number of students 15

$$X = \frac{\sum 215}{15}$$
$$= 14.33$$



## APPENDIX C

## 1. Students' Assignment



101021202 DAMADHAN x1  
 Pantai Beach (MAKASSAR) is a beach located near  
 Makassar City, South Sulawesi Province, Indonesia.  
 This beach is a place for Makassar residents to  
 spend time in the morning, afternoon, and evening.  
 Enjoying the beautiful sunset view. (The distance of  
 beach from Sultan Muhammad International  
 Airport is approximately 20 kilometers, it takes about  
 30 minutes if via the Lingsar Sultan Fall Road.  
 The public can enjoy a magnificent view of  
 the sea in the morning. The main activities  
 carried out are swimming and sunbathing which are  
 usually done by couples or family.  
 In the afternoon, everyone  
 can enjoy the sunset view. The sunset  
 in the night, there will be more people  
 here up from the beach. Especially people who  
 like to watch the sunset. The sunset  
 in Makassar is also a place of gathering for  
 Makassar people. Every year, the celebration  
 of the sunset is held in the beach. The sunset  
 in Makassar is also a place of gathering for  
 Makassar people. Every year, the celebration  
 of the sunset is held in the beach.

Nama: Muthi Syaiful Akbar  
 Kelas: IX (Seksi)  
 Deskripsi tentang pantai Galesong di Makassar, Sulawesi Selatan.  
 Pantai Galesong is located in Makassar, South Sulawesi, 10  
 to 15 km away from the city center. It is a beautiful beach with  
 a car to reach the beach. Even though the beach is quite  
 close to the city, it is not crowded in the morning. The  
 reservation should be made if you want to go there. The  
 reservation should be made.  
 Pantai Galesong is a great choice for family recreation.  
 Couples, couples, and even couples enjoy playing in the beach.  
 There are many (beach facilities) such as swimming  
 pools, decent guest house with affordable price, swimming  
 fees, netball, badminton, etc. More activities are available at  
 our home, cafes, etc. The tourist who enjoy swimming in the  
 sea could feel the warmth of the water in the morning. The  
 jacket will be needed here if you wish to go to the beach.  
 A traditional boat is offered. The scenery of Pantai Galesong  
 or even Pantai.



## APPENDIX D

## 1. Asking for the signature



## 2. Documentation







## CURRICULUM VITAE



**RASTIANA** was born in Lemosusu on Desember, 18<sup>th</sup>, 1997.

She is the third child in her family. She has a brothers named

Muhammad Rustam, Rahmatdani and Muhammad Rafli. She

has one sister named Riskayani S.Pd. Her father is Sakka and

her mother is Saria. She graduated her Elementary School in

2009 at SDN 144 Lemosusu. She continues her Junior High school at SMPN 1

Lembang and graduated in 2012. Then her Vocational High School at SMKN 2

Pinrang and graduated 2015. Next, she was accepted at Muhammadiyah University

of Makassar as a student of English Education Department at 2016.

At the end of her study, she could finish with her thesis under the title

“Investigating Students’ Ability to Write a Descriptive Text: A Descriptive

Quantitative Research at Eleventh Grade of SMA Muhammadiyah Sungguminasa”.



# EED-Turnitin® CERTIFICATE

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QUANTITATIVE STUDY AT ELEVENTH GRADE OF SMA MUHAMMADIYAH SUNGGUMINASA

From author/researcher

**NIATIANA**

ID 105351104110

Has completed the Turnitin® test for **Thesis** with detail below

Originality Report			
System Index	Internet Sources	Publications	Student Papers
0%	7%	7%	4%

Tested and issued by English Education Department, Faculty of Teacher Training and Education  
Universitas Muhammadiyah Makassar

Head of  
English Education Department

**Dh-Usman Khairul Syam, S.Pd., M.Pd.**  
NBM 1977 607

Number of: **18** **Rahid Akhir 1843**  
**23 November 2021**

UNIVERSITAS MUHAMMADIYAH  
MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

4392/05/C.4-VIII/VIII/40/2021

15 Muharram 1443 H

I (satu) Rangkap Proposal

23 August 2021 M

Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMA Muhammadiyah Sungguminasa

di –

Gowa

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 6680/FKIP/A.4-II/VIII/1443/2021 tanggal 23 Agustus 2021, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : RASTIANA

No. Stambuk : 10535 1104116

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"Investigating Students' Ability And Its Factors In Writing Descriptive Text : A Descriptive Quantitative Study At Eleventh Grade Of SMA Muhammadiyah Sungguminasa"**

Yang akan dilaksanakan dari tanggal 30 Agustus 2021 s/d 30 Oktober 2021.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,  
  
Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : RASTIANA  
 NIM : 105351104116  
 Judul Penelitian : INVESTIGATING STUDENTS' ABILITY AND ITS FACTORS IN WRITING DESCRIPTIVE TEXT: A DESCRIPTIVE QUANTITATIVE STUDY AT ELEVENTH GRADE OF SMA MUHAMMADIYAH SUNGGUMINASA  
 Tanggal Ujian Proposal : 07 AGUSTUS 2021  
 Tempat/Lokasi Penelitian : SMA MUHAMMADIYAH SUNGGUMINASA

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Rabu 25/08/2021	Pengantar an Surat Penelitian	Ramban.S.S	
2	Kamis 26/08/2021	Penelitian (text writing)	Ramban.S.S	
3	Kamis 02/09/2021	Pengambilan Paraf Pausang	Ramban.S.S	
4	Kamis 16/09/2021	Pengambilan tanda tangan Kepala Sekolah		
5				



MAJELIS DIKTILOTRANG PP MUHAMMADIYAH  
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Telp : 0411 1792101 (Secretary)  
Email : prodlp@unismuh.ac.id  
Web : hp.fkip.unismuh.ac.id

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Sungguminasa,

September 2021

Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar



Dr. Umul Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807



Dr. Jumali, M.M

SUNGGU NIP. 19640725 199603 2 001



# PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENDIDIKAN

PIMPINAN DAERAH MUHAMMADIYAH KABUPATEN GOWA

## SMA MUHAMMADIYAH SUNGGUMINASA

Jl. Bonto Tangga No 50 Telp. (0411) 5051310 Paccinongan Kec. Somba Opu



### SURAT KETERANGAN PENELITIAN Nomor: 412/051 -SMAS.MUH/GOWA/2021

Yang bertanda tangan di bawah ini kepala SMA Muhammadiyah Sungguminasa Kabupaten Gowa menerangkan bahwa,

Nama : RASTIANA  
Tempat/Tgl Lahir : Lemosusu, 18 Desember 1997  
NIM : 105351104116  
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan penelitian mulai tanggal 26 Agustus 2021 sampai 01 Oktober 2021

pada SMA Muhammadiyah Sungguminasa Kabupaten Gowa dalam rangka penyusunan skripsi yang berjudul

*'Investigating Students' Ability And Its Factors In Writing Descriptive Text: A Descriptive Quantitative Study At Eleventh Grade Of SMA Muhammadiyah Sungguminasa "*

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Sungguminasa ,1 Oktober 2021  
Kepala Sekolah



Dra JUMIATI, MM  
NIP.19640225 199603 2 001