STUDENTS' ABILITY AND DIFFICULTIES IN WRITING DESCRIPTIVE TEXT AT THIRD SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MAKASSSAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University In Partial Fulfillment of The Requirement For The Degree of Education In English Department

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ABSTRACT

MUHAMMAD FARID GHAZALI KADIR. 2018. *An Analysis on the Students' Ability and Difficulties in Writing Descriptive Text at Third Semester at Muhammadiyah University of Makassar (A Descriptive Research).* Thesis, English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar Supervised by H. Bahrun Amin and Ratu Yulianti Natsir.

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 third semester of Muhammadiyah University of 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 Muhammadiyah University of Makassar consisting of 20 Students.

The findings of this research described that the students' ability in writing descriptive text was good. Total mean score in writing was 70,3 (the ability was classified as good and they got some difficulties in the rules of writing in terms of punctuation, grammar item, and vocabulary. The students need more development and practice in writing descriptive text.

Key words: Analysis Descriptive Text , ability and difficulties, Writing.

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The thesis entitled An Analysis on The Students' Ability and Difficulties in Writing Descriptive Text at Third Semester at Muhammadiyah University of Makassar was structures to meet the requirement of the thesis preparation in English department, faculty of training teachers and education, Muhammadiyah University of Makassar.

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The author realizes that this proposal has not been perfect, both in terms of material or presentation. The suggestion and constructive criticisms are expected in the completion of this proposal. Recently author hopes that this proposal can provide things that are useful and add insight to the reader and especially for the writer as well.

Makassar, November 2018

Author

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CHAPTER I

INTRODUCTION

A. Background

English learning is taught as one of the compulsory subjects from elementary school for fifth and sixth level, junior to senior high school up to the universities. Dwiyuniati in the thesis of Nurgiyanto (2001) defined a writing activity is the latest skills mastered by the students after listening, speaking, and reading skills.In learning English there are four skills namely: speaking, reading listening and writing. In this sense the writer especially discuss about writing because it can over the three other skills. Writing is a way thinking and learning. It gives a unique opportunity to explore ideas and acquire information. Writing is one of four skills of English that have to be mastered by the English learners.

Dwiyuniati in the thesis of Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to reader. Gaith (202:1) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. 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. 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. Sharples in Siburian (2013:31), actually writing is

opportunity, it allows to express something about themselves, explore and explain Ideas. Based on the theories those are the importance of writing trigger expanding and increasing the vocabulary of students. The written habit improves their writing skill of students' especially how to organize the information then creates a written text is able to stimulate the grammatical word. Therefore improving the writing skill especially in academic writing subject necessary training eventually as reason is to understanding the components of writing they are introduction, content, and conclusion.

In academic writing learning descriptive text to be a primary sub-material enhancing their writing skill that the reason is to measure analysis capacity of students about several objects in social environment like human, a thing, place and so on. Though the descriptive learning brings the students in organize information on specific object therefore students are able to create quality written with the result that the reader can imagine the information are written by students.

One of the text type which must be mastered of the university students is descriptive text. The researcher chooses 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 describing, 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.

Related to the description above the researcher will try to formulate students' ability to write paragraph and the problem faced by the students at Third Semester at Muhammadiyah University of 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* Third Semester at Muhammadiyah University of 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 writing descriptive text at the Third Semester at Muhammadiyah University of Makassar?
2. What are the students' difficulties in writing descriptive text at the Third Semester at Muhammadiyah University of 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 writing descriptive text at the Third Semester at Muhammadiyah University of Makassar.

2. To find out the students' difficulties in writing descriptive text at the Third Semester at Muhammadiyah University of 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 Third Semester at Muhammadiyah University of Makassar andmore specific in content of paragraph with uses closed ended questionnaire. The questionnaire refers to analysis the components of descriptive text they are identification, description, and conclusion. The identification refers to what the writer writes down, it has

content of written text that is including the ability to think creatively and develop about the topic has given into paragraph, identification conduct to the parts object is described based on the topic, and the last one is conclusion refers to how the writer conclude the descriptive text with contains the recommendation writer based on the topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Literature

Some of the researchers had written about writing descriptive text. For example, Utami (2014) in her thesis, "Improving the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMPN 1 Piyungan" found In reference to the result of the study, brainstorming could improve the students' ability in writing descriptive texts in terms of encouraging the students to start with writing. Brainstorming facilitates the students to activate their prior knowledge before they practice their writings. It helps them generate ideas more effectively and release their anxiety that cause the writer's block. By using the technique, the students could feel at ease in performing the writing task.

Jaenuri (2014) in his thesis, "The effectiveness of teaching writing of descriptive text using tourism object video at the tenth grade student s SMKN 1 Geger – Surakarta" found researcher can conclude that the use of Tourism object video is really effective to improve students' writing ability. Founded on the result of the study, the researcher suggested that the use of tourism object video can be an alternative way to teach the language learner, especially to improve the students' writing ability. This result hopefully would motivate language teacher to use Tourism object video in teaching English as a foreign language in the classroom, especially when teaching English writing to the senior high and vocational students as well.

IndaSusanti (2017) in her thesis, "Improving students ability at writing descriptive text by using the learning cell learning strategy at the first year of MTs Yayasan Medan" found This research was conducted to find out the improving of the student's ability at writing descriptive text by using the learning cell learning strategy. The learning cell learning strategy is created in order to give motivation and simulate the students to mastery the material. In other hand, the learning cell is an effective way for pair students to learn together. This strategy is also designed to avoid the students felt bored which stops them in learning English and the students can think creatively.

In the previous related research findings that the results of analysis researches above find out the similarities where conduct to application several media to enhance writing skill of students'. In other section, the differences of The theory Ana of Ari that focuses on the application brainstorming to make efficiency increasing writing skill than Jaenuri uses tourism object to improve writing skill the last one IndaSusanti applies learning cell strategy to appear motivation of students with the result that students have struggle to make written text. Therefore, build one the theory above the researcher investigates the kind of the ability and difficulties faced by the students' in writing descriptive text.

B. Some Pertinent ideas

a. Writing

1. Definition of Writing

Urquhart and Mclver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently movingback and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

Gaith (202:1) states that writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete. Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, arranged, and changed.

Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to reader. In English learning that is writing skill is significant to be a biggest problem of students especially how to creates a good written. The problem is grammar accuracy, lack of vocabulary and organizing idea. Students usually face problem

in writing process such as how to organize the idea into sentences. In writing composition, Students will put their ideas and thoughts to be developed become a good written. It will be better if we start the writing process by choosing theme first the composition.

Brown, (2001: 336) also claimed that writing is a thinking process.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 cited ofSiburian (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).

Build on theory above that the definition of writing is skill to allow students express their self though organization word where systematically necessary several process to create a standard of writing they are introduction, content, and conclusion. In other word writing refers to priority of students related

to how to organize information and summarizing through word sentence arrangement to make a new conclusion. Therefore writing conduct to capability to organize word, sentence to make a written based on the information, experience, and several data.

2. Purpose of writing

The writer make 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).

The exactly point above that the purpose of writing conduct to organize the problem. The problem is particular make a written text previously as reason is problem is bringing the reader what the main information talking about in the writing. Briefly the problem determines the purpose of the writing. The problem can be finding on experience, accidence, object, and so on based on the writer. Therefore related to the problem the writer be able to make the concept what the model of the written text will make it.

3. 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.

b. 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 known 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.

a. 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. Descriptive Text in Linguistics Aspects

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 cited 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 cited in Syarifuddin (2012: 12) that the successful 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

Based on the theory above that the elements of a linguistics aspect have to grammatically with uses a structure and mechanism are systematically. Usages of tenses in organize a sentence based on the kind of the writing for example descriptive text is used present tenses. In other part, it focuses on the utilize punctuation as reason is it is determining of the coherence of the writing.

3. 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.

4. Kinds of Descriptive Text

Based on the several theory analyzed 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 situation: 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 referring 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 organized so that the reader can imagine the scene describe.Smalley and rotten said that to make the paragraph 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.

5. The Structure of Descriptive Text

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

a. The generic structures of a description

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

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) concluding paragraph (optional)

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

6. The Strategies of Descriptive Text

Strategies in writing descriptive text are 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 out a topic that and memorable, in order to produce descriptive text that is good and more interesting. The obvious is 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.

3. Conclusion: how students give reinforcement of writing with compact.

C. Conceptual Framework

```
                    ┌─────────────────────┐
                    │    Writing Skill    │
                    └─────────────────────┘
                               │
                               ▼
                  ┌──────────────────────────┐
                  │   Content of Paragraph in │
                  │  Writing Descriptive Text │
                  └──────────────────────────┘
                               │
           ┌───────────────────┴───────────────────┐
           ▼                                        ▼
    ┌──────────────┐                        ┌──────────────────┐
    │ Written Test │                        │   Questionnaire  │
    └──────────────┘                        └──────────────────┘
       │      │      │                               │
       ▼      ▼      ▼                               ▼
┌────────────┐ ┌────────────┐ ┌────────────┐ ┌──────────────┐
│Identification│ │Description │ │ Conclusion │ │ Closed Ended │
└────────────┘ └────────────┘ └────────────┘ └──────────────┘
           │                                        │
           └────────────────┬───────────────────────┘
                            ▼
              ┌──────────────────────────────────┐
              │  Finding the ability and difficulties │
              │  students in writing descriptive text │
              └──────────────────────────────────┘
```
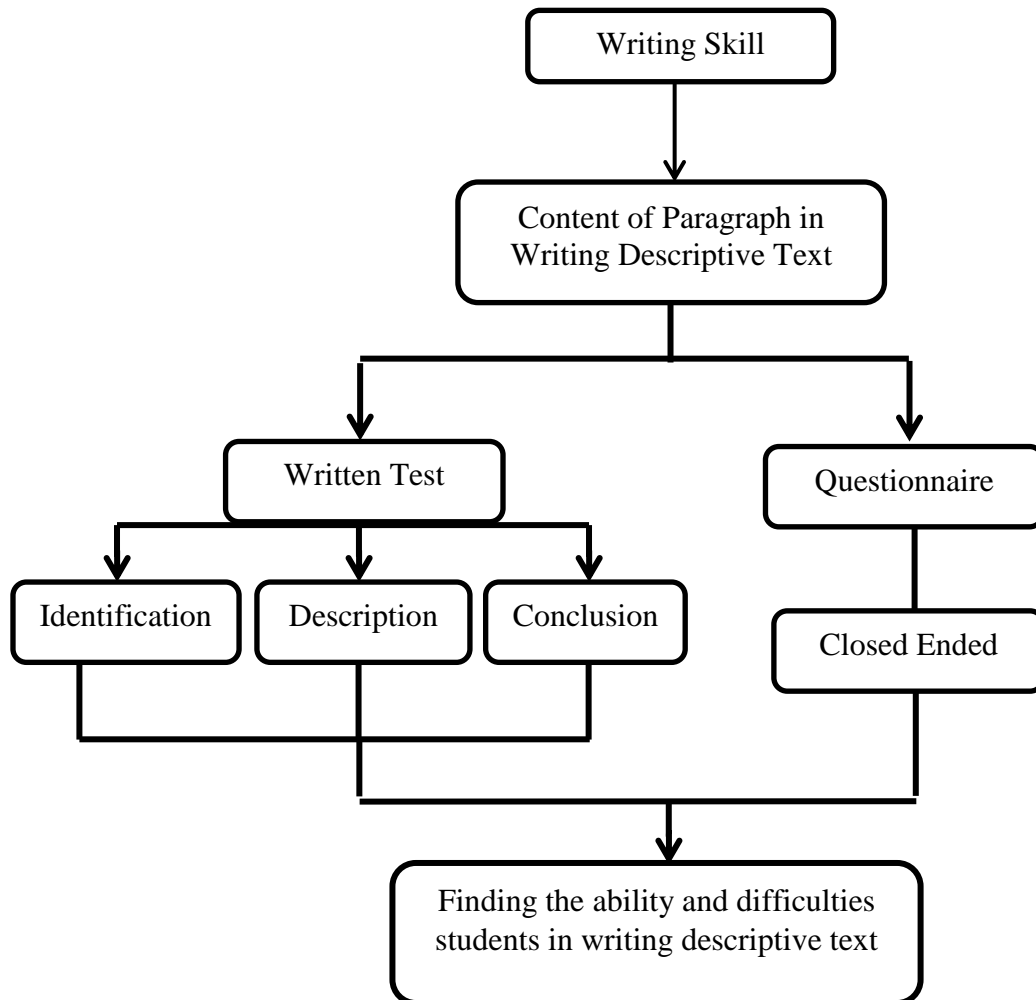
Based on the conceptual framework above tell us about the process to know the students' ability and difficulties in writing descriptive text. In this research, the researcher used instruments were written test and questionnaires to know the result of the students. The third is the researcher gave the students' written test to know the ability of the students in develop idea in content of paragraph and the secondis questionnaire to know the students difficulties. After that, the research findsthe students' ability and difficulties in writing descriptive text.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used Descriptive Quantitative method it was called descriptive because the research tried to describe the students' ability and difficulties in writing descriptive text at theThird semester at Muhammadiyah University of Makassar.

B. Population and Sample

1. Population

In conducting a research, the population of this research was taken from the third semester students of English of Education English Department in Muhammadiyah University of Makassar, Makassar Regency, Academic year 2018 – 2019. The total numbers of population were 212 students from seven classes, where by: BG 3A consists ed of 33 students, BG 3B consisted of 28 students, BG 3C consisted of 31 students, BG 3D consisted of 33 students, BG3E consisted of 30 students, BG 3F consists of 31 students and BG 3G consisted of 26 Students.

2. Sample

The researcher used quote sampling that was sample technique with determination number of sampling. The researcher chose 26 sample, class 3G from 7 classes as reason student learn about writing 3 subject as reason was the number of students as minimum standard.

C. Research Instrument

1. Written test

This written test was aimed at finding out the student's ability and difficulties to write descriptive text. The students' had to write down a descriptive text in three paragraphs. The title of this written was "Parents".

2. Questionnaire

Based on the aspect of the way in answering the question, the researcher used closed questionnaire. The questionnaire consisted of 8 items. It was 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 were as follows:

1. Written test

   a. The first, the researcher explained about the aim of the written test and what should they did 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 gave time opportunity to the students to do test was about 50 minutes.

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

   e. After that, the students asked 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 gave 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 found 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:

Aspects	Classification	Score	Criteria
Identification	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.
Description	Very good	90-100	The topic has clearly describe the parts of the object specifically
	Good	70 – 89	The topic is generally well development.
	Average	50 – 69	The topic gets enough support, the idea sufficiently expressed.
	Poor	30 – 49	The topic get limit to support the ideas.
	Very poor	10 – 29	The topic is not enough to evaluate. Nodevelopment of ideas.
Conclusion	Very Good	90-100	It is conclude particular that is having recommendation based on the topic.
	Good		It still general conclusion and

Aspects	Classification	Score	Criteria
		70 – 89	necessary little bit part information recommended for reader.
	Average	50 – 69	It is only has one particular part and one of part recommended from the object description.
	Poor	30 – 49	It is more than general there is not specific result.
	Very Poor	10 – 29	The limited general conclusion.

(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

(DepdiknascitedinSyarifuddin, 2012: 22 – 24)

2. To find out the difficulties in writing descriptive text from the questionnaires, the researcher used 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. ItShowed 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	Identification of Sentence	79.2	Good

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 79.2 or classified as Good. 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	Description of Sentence	69,8	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 69,8 or classified as average.

c. **Conclusion of sentence**

Conclusion 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 conclusion of sentence in writing descriptive text

Indicator	Parts of paragraph	Mean score	Classification
Content	Conclusion of Sentence	61,9	Average

The data on the table 4.3 showsthat 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 61,9 also classified as average.

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	Identification of Sentence	79,2	Good
	Description of Sentence	69,8	Average
	Conclusion of Sentence	61,9	Average
Total Mean Score		**70,3**	**Good**

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 good. In topic of sentence, the students mean score was 79,2 or classified as good. 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 description of sentence, the students mean score was 69,8 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 conclusion of sentence was 61,9 also classified as average. The students not know to summarizes main ideas every paragraph. And the students mean score was 70.3 which was classified as good.

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 Students' difficulty in writing descriptive text based on the topic given.

Item 1

No	Opinion	Frequency	Percentage
1.	Less vocabulary	14	70%
2.	They were difficult to develop the topic	2	10%
3.	They were difficult to translate	4	20%
Total		20	100%

The table 4.1 shows that the researcher's conclusion that there are three 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 was Less of Vocabularies was 70%, (2) the students were

difficult to Describe a certain object in a sentence was 10%, (3) they got

difficulties in in translating was 20%.

Table 4.6 The students' difficulty in organizing descriptive paragraph

Item 2

No	Opinion	Frequency	Percentage
1.	They were difficult to identify the topic generally	4	20%
2.	They got difficulty in describing an object	8	40%
3.	They got difficulty in concluding the characteristic of the topic	8	40%
Total		**20**	**100%**

The table 4.6 shows that described the students' difficulty in developing the

idea. Most of the students (80%) said that they were difficult to describe and

concluding an object and also characteristic of the topic. So, it can be concluded

that describe and concluding an object and also characteristic of the topic was the

students' difficulty in writing descriptive text.

Table 4.7 The students' opinion in developing the topic given

Item 3

No.	Opinion	Frequency	Percentage
1.	Difficult to find main idea	3	15%
2.	Difficult to arrange the sentence	13	65 %
3.	Do not like the topic given	4	20%

	Total	20	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.	Limited knowledge of definitions	7	35 %
2.	Not at all and sounds strange	13	65 %
	Total	20	100 %

The table 5.0 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.	Just know about "there is"	9	45%

2.	Just know about "there are"	8	40%
3.	Not both	3	15%
Total		**20**	**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 5.3 The students' difficulties in writing with the appropriate grammar

Item 6

No.	Opinion	Frequency	Percentage
1.	Comma	8	40%
2.	Full stop	3	15%
3.	exclamation mark	9	45%
Total		**20**	**100%**

The table 5.4 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 4.11 The students' difficulties in using capital letter in writing descriptive text

Item 7

No	Opinion	Frequency	Percentage
1.	Rarely pay attention to uppercase letters in writing	19	95%

No	Opinion	Frequency	Percentage
2.	Never learn the use of uppercase letters	1	5%
Total		**20**	**100%**

The table 4.11 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 4.12 The students' difficulties in using grammar related to writing component

Item 8

No	Opinion	Frequency	Percentage
1.	Rules of Verb	16	80%
2.	Aggrement	2	10%
3.	Pronouns	2	10%
Total		**20**	**100%**

The last item of question shows that the students' difficulty in the use of adjective. Table 4.12 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.

Table 4.13 The students' difficulties to arrange the content in writing descriptive text

Item 9

No	Opinion	Frequency	Percentage
1.	Clearly of content	5	25%
2.	Authenticity	5	25%
3.	Interconnection	10	50%
	Total	**20**	**100%**

The item of question shows that the students' difficulty in the use of adjective. Table 4.13 shows us above was 25% of the students said that they had difficulties about adjective in terms of clearly of content, authenticity was 25% and interconnection 50% became the difficulties to arrange the content in writing descriptive text.

Item 10

Table 4.14. The students' difficulty in using the correct English word spelling.

No	Opinion	Frequency	Percentage
1.	Difficult without seeing a dictionary	5	25%
2.	It is rare to use English words	3	15%
3.	Lack of English vocabulary	12	60%
	Total	**20**	**100%**

The item of question shows that the students' difficulty in using the correct English word spelling. Table 4.14 shows us above was 5% of the students

said that they had difficulties using the correct English word spelling in terms of

Difficult without seeing a dictionary was 25%, It is rare to use English words

 was 15% and Lack of English vocabulary 60% Became the in using the correct

English word spelling.

Table 4.15. The students' difficulty in using simple present in writing
    descriptive text

Item 11.

No	Opinion	Frequency	Percentage
1.	Form of time (tenses)	14	70%
2.	Use of do and does	6	30%
Total		20	100%

The item of question shows that the students' difficulty in using the correct

English word spelling. Table 4.15 shows us above was 70% of the students said

that they had difficulties using Form of time (tenses), Use of do and does 30%

 Became the in using the correct grammar in writing descriptive text.

Table 4.16 . The students' difficulty in using simple present in descriptive text

Item 12.

No	Opinion	Frequency	Percentage
1.	Verb choice	4	20%
2.	Use of do and does	6	30%
3.	Active and passive	10	50%
Total		20	100%

The item of question shows that the students' difficulty in using the correct English word spelling. Table 4.16 shows us above was 20% of the students said that they had difficulties using Verb choice, Use of do and does 30% and active and passive 50% Became in the using simple present in descriptive text

Table 4.17 The students' difficulty in using the adjective in writing descriptive text

Item 13

No	Opinion	Frequency	Percentage
1.	Lack of adjective related vocabulary	12	60%
2.	Difficult to distinguish between adjective and adverb.	8	40%
Total		**20**	**100%**

The item of question shows that the students' difficulty in using the correct English word spelling. Table 4.17 shows us above was 60% of the students said that they had difficulties because lack of adjective related vocabulary, difficult to distinguish between adjective and adverb Became in the using the adjective in writing descriptive text.

Table 4.18 The students' difficulty in conclusion descriptive text object

Item 14

No	Opinion	Frequency	Percentage
1.	In recommending characteristics on objects	5	25%
2.	Sometimes the content overlaps in content and conclusions	10	50%
3.	Sometimes conclusions do not fit into the content	5	25%

	Total	**20**	**100%**

The item of question shows that the students' difficulty in using the correct English word spelling. Table 4.18 shows us above was 25% of the students said that they had difficulties in recommending characteristics on object, sometimes the content overlaps in content and conclusions 50%, and sometimes conclusions do not fit into the content 25% Became in conclusion descriptive text object

Table 4.19.The difficulties faced by the students' in writing descriptive text

No	The students' difficulties in writing descriptive text	Percentage
1.	The Students' difficulty in writing descriptive text based on the topic given	70%
2.	The students' difficulty in organizing descriptive paragraph	40%
3.	The students' opinion in developing the topic given	65%
4.	The students' difficulties in writing by using appropriate capitalization	65%
5.	The students' difficulties in writing with the correct spelling	45%
6.	The students' difficulties in writing with the appropriate grammar	45%
7.	The students' difficulties in using capital letter in writing descriptive text	95%
8.	The students' difficulties in using grammar related to writing component	80%
9	The students' difficulties to arrange the content in writing descriptive text	50%
10	The students' difficulty in using the correct English word spelling	60%

11	The students' difficulty in using simple present in writing descriptive text	70%
12	The students' difficulty in using simple present in descriptive	50%
13	The students' difficulty in using the adjective in writing descriptive text	60%
14	The students' difficulty in conclusion descriptive text object	50%

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 the third semester of English Department at Muhammadiyah University of 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 79,2 or classified as good. 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 description of sentence in writing descriptive text. The result was 69,75 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 itemwhich discuss the students' ability in developing idea in conclusion of sentencein writing descriptive text. The result was 61,9 or classified average. It become the students' just write without regard the main idea every paragraph and some paragraphs were written in one sentence only.

2. The students' difficulties inwriting descriptive text

This research was aimed fo find out the difficulties that faced by the third semester of English Department at Muhammadiyah University of 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 70% of the students choose less vocabulary, 10% said difficult in developing the topic, 20% 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 2 students (13,63%) said difficult to translate, it was because they could open dictionary. That is why the researcher assumes that option b (difficult to translate the language) was not a difficulty.

b. The second item which asked about the students' difficulties in organizing descriptive paragraph by the lecturer in writing descriptive text. The result was 20 % of the students answered difficult to identify the topic generally, 40 % said difficult in describing an object, and 40 % of students said They got difficulty in concluding the characteristic of the topic. This result showed option b and C have equal answer in terms of the students difficulty so the researcher concluded that describing an object and concluding the characteristic of the topic was the students' difficulty in organizing descriptive paragraph.

c. The third item asked about opinion in developing the topic given. The result was 15% of students' answered difficult to find main idea, 65% answered it difficult to arrange the sentence, and 20% answered do not like about the topic given. From these results obtained that most of the

students' choose difficult to arrange the sentence as the most difficult developing the topic given, it was because they didn't understand how they arrange sentence. Many of them also choose difficult to find main main idea, and only 3 (15%) students choose difficult to find main idea, so difficult to find main idea is not considered as difficulty.

d. The fourth item asked about the students' difficulties in writing by using appropriate capitalization. The result was 35% of the students answered Limited knowledge of definitions, and 65% answered not all and sounds strange. From the data, we could see that most of the students choose Limited knowledge of definitions when they were writing. They only write and didn't care about the use of capitalization, so that they made mistakes. In this item, Not all and sounds strange 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 45 % of students answered difficult to use "there is", 40% were confused to use "there are" and there were 3 students 15 % answered Not both. 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 learn how to use "there is and there are"   to correct in wriring . In this item the researchers concluded that the students' faced two difficulties in writing with the correct spelling such as difficult how to use "there is and there are" .

f. The sixth item asked about the difficulties in writing with the appropriate grammar. The answer is obtained as follows, 40% answered comma, 15% of the students choose full stop, and 45% answered exclamation mark, most of the students' choose exclamation mark, it proofed that the students majority answered was exclamation mark, so the researcher assumes that the students faced problem in writing descriptive text was exclamation mark.

g. The seventh item asked about what are difficulties in using capital in writing descriptive text, the result were as follows, 95% of the students' answered rarely pay attention to uppercase letters in writing, and 5% answered never learn the use of uppercase letters. It could be said that most of the students rarely pay attention to uppercase letters in writing . In writing descriptive text, we frequently use capital letter in initial of paragraph but a half of the students faced difficulty in this item , that is why they were difficulty in writing descriptive text. In this item, the researcher considered that the students got difficulties in using uppercase letters.

h. The eighth item asked the students' about the difficulty faced by the students' in using grammar related to writing component. The result of that as follows, 80% of students' answered rules of Verb, 10% answered agreement, 10% answered pronouns. Through this response, it could be concluded that the students' didn't haven ought 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. where as they got some explanation from the researcher before writing test.In this item, rules of Verb, was considered as difficulty because more than a half of the students' choose it.

i. The nineth item asked the students' about the difficulty to arrange the content in writing descriptive text. The result of that as follows, 25% of students' answered clearly of content, 25% answered authenticity, and 50% answered interconnection Through this response, it could be concluded that the students'

j. The tenth item asked about the students' difficulty in using the correct English word spelling. The results shows that 25 % of students answered difficult without seeing a dictionary, 15% answered it is rare to use English words and 60 % answered lack of English vocabulary. Through this response, it could be concluded that the students

k. The eleventh item asked about the students' difficulty in using simple present in writing descriptive text. The results shows that 70 % of students answered form of time, 30% answered use of do and does. Through this response, it could be concluded that the students

l. The twelfth item asked the students' about the difficulty in using simple present in descriptive text. The result of that as follows, 20% of students' answered verb choice, 30% answered use of do and does, and 50%

answered active and passive. Through this response, it could be concluded that the students'

m. The thirteenth item asked the students' about the difficulty in using the adjective in writing descriptive text. The result of that as follows, 60% of students' answered lack of adjective related vocabulary, and 40% answered difficult to distinguish between adjective and adverb. Through this response, it could be concluded that the students'

n. The fourteenth item asked the students' about the difficulty in conclusion descriptive text object. The result of that as follows, 25% of students' answered In recommending characteristics on objects, 50% answered Sometimes the content overlaps in content and conclusions and 25% answered sometimes conclusion do not fit into the content.. Through this response, it could be concluded that the students'

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

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

1. The students' ability in developing idea of the content in writing descriptive text was good. Students can develop the topic had been given but some students, In developing ideas of the content included (introduction of sentence, description of sentence and conclusion of sentence) 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 70.3 which means that it has to be improved.

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 develop the topic had been given.They did not understand how to use grammar correctly (in using tenses), adjective, and verb and difficult to use capital letter in writing descriptive   text.

B. Suggestions

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

1. The lecturer of the third semester of English Department at Muhammadiyah University of Makassar should improve the method in teaching and give the students motivation to write. lecturer should help the students' to compose good text by giving various ways to developing their ideas. Lecturer also provide time to the students for practicing their writing skill and the lecturer 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 lecturer'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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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 : Parents

   c. Jumlah : Minimal 3 Paragraf

   - Paragraf Pembuka (Identification Paragraph)

   - Paragraf Pendukung (Description Paragraph)

   - Paragraf Penutup (Conclusion Paragraph)

   d. Waktu 50 Menit.

Name   : ……………………………………………………………………

Class   : ……………………………………………………………………

NIM   : ……………………………………………………………………

My Parents

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B. Questionnaire

Name   : ……………………………………………………………

Class   : ……………………………………………………..

NIM   : ……………………………………………………..

Angket Penilitian (Questionnaire)

Angket ini digunakan untuk mengetahui kesulitan yang dihadapi siswa dalam menulis karangan *Descriptive Text* pada kelas 3 G, English Department, Muhammadiyah University of 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 mengorganisasikan paragraph descriptive?

   a. Mengidentifikasi topic secara umum

   b. Mendeskripsikan object dari segi khusus

   c. Menyimpulkan dan merekomendasikan karakteristik topic

3. 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

4. Apakah anda paham istilah *"Spatial Order"* dalam writing practice paragraph descriptive?

   a. Sebatas pengetahuan tentang definisi

   b. Tidak sama sekali dan terdengar asing

   c. Mengerti tentang concept writing practice dalam text descriptive

5. Apakah anda dapat membedakan penggunaan "*there is*" dan "*there are*" dalam mendeskripsikan suatu object?

   a. Hanya tau tentang "*there is*"

   b. Hanya tau tentang "*there are*"

   c. Tidak keduanya

6. Penggunaan tanda baca apa yang sulit bagi anda dalam menulis teks descriptive?

   a. Koma

   b. Titik

   c. Tanda Seru

7. Kesulitan apa yang anda temukan pada penggunaan huruf besar dalam menulis teks descriptive?

   a. Jarang memperhatikan huruf besar dalam menulis

b. Tidak tau kapan harus menggunakan huruf besar

c. Tidak pernah memperlajari penggunaan huruf besar

8. Aspek kesulitan apa yang anda temukan dalam grammar mengenai component menulis teks descriptive?

a. Rules of Verb

b. Agreement

c. Pronouns

9. Kesulitan apa yang anda temukan dalam menyusun isi (content) dalam teks descriptive?

a. Kejelasan content

b. Keaslian isi

c. Saling keterkaitan

10. 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

11. 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)

12. Kesulitan apa yang anda temukan dalam menggunakan simple present pada teks descriptive?

a. Pemilihan kata kerja

b. Penggunaan do and does

c. Active and passive

13. 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.

14. Apa kesulitan anda dalam menyimpulkan object pada text descriptive?
    a. Dalam merekomendasikan karakteristik pada object
    b. Terkadang tumpang tindih isi pada content dan kesimpulan
    c. Terkadang kesimpulan tidak sesaui dengan isi pada content

DATA WRITTEN TEST

SAMPLE (S)	Scoring Writing Ability			SWA (%)
	Identification	Description	Conclusion	
S1	85	90	85	86.7
S2	80	50	40	56.7
S3	95	96	90	93.7
S4	85	89	40	71.3
S5	70	45	39	51.3
S6	88	89	80	85.7
S7	70	48	40	52.7
S8	69	40	40	49.7
S9	79	78	69	75.3
S10	80	80	79	79.7
S11	80	77	69	75.3
S12	79	76	69	74.7
S13	80	79	73	77.3
S14	89	88	79	85.3
S15	70	69	68	69.0
S16	89	88	79	85.3
S17	69	45	40	51.3
S18	89	88	80	85.7
S19	69	40	40	49.7
S20	68	40	39	49.0
S (%)	79.15	69.75	61.9	70.3

PERCENTAGE DATA QUESTIONARE

SAMPLE (S)	QUESTION SCORE														Q (%)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
S1	1	2	3	2	1	3	1	1	1	3	1	1	1	1	
S2	1	1	2	2	1	1	1	3	1	3	2	2	3	3	
S3	2	2	2	2	2	3	1	1	3	1	1	3	1	2	
S4	1	3	2	2	1	3	1	1	2	3	1	2	3	2	
S5	1	2	2	1	1	1	1	1	1	3	2	3	1	1	
S6	1	1	2	2	2	3	1	1	3	3	2	2	3	2	
S7	1	2	2	2	2	1	1	1	2	2	1	3	3	3	
S8	1	2	3	1	2	2	1	1	3	2	2	1	1	2	
S9	1	3	1	2	2	2	1	1	3	1	1	3	1	3	
S10	1	2	2	1	1	3	1	1	3	3	1	3	3	2	
S11	1	3	2	2	2	1	1	1	3	3	2	2	3	2	
S12	1	2	2	2	1	3	1	2	2	3	1	3	1	3	
S13	3	3	2	2	3	1	1	1	3	3	1	3	1	2	
S14	3	3	2	2	3	3	1	1	3	3	1	3	1	2	
S15	3	3	1	1	2	1	1	1	1	3	1	2	3	3	
S16	1	3	2	2	2	3	1	1	3	1	1	3	1	2	
S17	1	1	2	1	1	3	1	2	1	3	1	1	1	1	
S18	1	1	3	1	3	2	1	1	3	1	1	3	3	1	
S19	3	3	1	1	1	1	1	1	2	2	1	1	1	2	
S20	2	2	3	2	1	1	3	3	2	1	2	2	1	1	
S (%)															

APPENDIX

CURRICULUM VITAE

Muhammad Farid Ghazali Kadir, was born on April 26th, 1996 in Sungguminasa, city of Gowa. He is the First child from 4 siblings from the marriage of her parents Abdul Kadir and Hasiah. in 2002 she registered as student elementary school SDN Bontoramba Gowa and his graduated in 2008. Then continued his study at SMP Negeri 04 Sungguminasa in 2008 and graduated in 2011. In the same year he continued his study at SMA Negeri 08 Gowa, and graduated in 2014. In academic year 2013/2014 he continued his study at English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis entitle: "AN ANALYSIS ON THE STUDENTS ABILITY AND DIFFICULTIES IN WRTING DESCRIPTIVE TEXT AT THE THIRD SEMESTER AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR.