

**THE PROBLEM FACED BY STUDENTS IN WRITING
DESCRIPTIVE TEXT IN INDIVIDUAL WORK AND GROUP
WORK AT EIGHTH GRADE IN SMPN 1 TINGGIMONCONG**



A THESIS

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

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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ABSTRACT

IRFA DILA, 2018. *The Problems Faced By Students in Writing Descriptive Text in Individual Work and Group Work at SMPN 1 Tinggimoncong.* Thesis, English Education Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib and Muhammad Astrianto Setiadi.

This research aimed to find out the students' problems to write descriptive text in individual work and group work at the students VIII.3 of SMPN 1 Tinggimoncong.

The data was collected by using instrument. The instrument was writing test to find out the students' problems to writing descriptive text in individual work and group work. In analyzing the data, the researcher used Descriptive Qualitative Analysis. The sample of the research was the Students at VIII.3 of SMPN 1 Tinggimoncong consisted of 24 student.

Based on these findings, it can be concluded that the students in writing descriptive text in individual work have problem. The students were confused how to arrange the words in writing descriptive. While in group work, the students have problems in writing descriptive text, that were the students felt disturbed and cannot focus with the team when the team was noisy. The students need more explanation and practice in writing descriptive text.

Keywords: Students' Problems, Writing Descriptive Text, Individual Work and Group Work

ABSTRAK

IRFA DILA, 2018. Masalah yang dihadapi oleh siswa dalam menulis teks deskriptif dalam pekerjaan individu dan kerja kelompok di SMPN 1 Tinggimoncong. Tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib dan Muhammad Astrianto Setiadi.

Penelitian ini bertujuan untuk mengetahui masalah siswa dalam menulis teks deskriptif dalam pekerjaan individu dan kerja kelompok pada siswa VIII.3 SMPN 1 Tinggimoncong.

Data dikumpulkan dengan menggunakan instrumen. Instrumennya adalah tes menulis untuk mengetahui masalah siswa dalam menulis teks deskriptif dalam pekerjaan individu dan kerja kelompok. Dalam menganalisis data, peneliti menggunakan Analisis Kualitatif Deskriptif. Sampel penelitian ini adalah siswa kelas VIII.3 SMPN 1 Tinggimoncong yang terdiri dari 24 siswa.

Berdasarkan temuan ini, dapat disimpulkan bahwa siswa dalam menulis teks deskriptif dalam pekerjaan individu memiliki masalah. Para siswa bingung bagaimana mengatur kata-kata dalam tulisan secara deskriptif. Sementara dalam kerja kelompok, para siswa memiliki masalah dalam menulis teks deskriptif, yaitu siswa merasa terganggu dan tidak dapat fokus dengan tim ketika tim berisik. Para siswa membutuhkan lebih banyak penjelasan dan latihan dalam menulis teks deskriptif.

Kata kunci: Masalah Siswa, Menulis Teks Deskriptif, Kerja Individual dan Kerja Kelompok

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Makassar, December 2018

IrfaDila

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CHAPTER 1

INTRODUCTION

A. Background

English is one of favorite subject in some schools, but sometimes some of students are dislike this subject because of the situation in the class. In Indonesian English is as a foreign language. Those it is a common problem to face a passive class because the students are unresponsive when the teacher give more explanation or avoid instruction with their teacher.

In Indonesia, English has become the first foreign language which is taught from elementary level up to university. Englishis also intensively used in international communication, in written as well as in spokencommunication. In addition, many books of science and technology, art, other published issues are written in English.

In English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the four language skills which is very important to learn. As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producingwords, sentences, and paragraph at the same time.

Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. Write about the things you love about your country or something that you find interesting about your country. Include the things that

set your country apart from the rest of the world. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and makes thought available for reflection. When thought is writing down, ideas can be examine, reconsidered, added, rearranged, and changed (Ghaith, 2002).

In writing a descriptive text, the students often found some difficulties although they have been guided by their teachers to write it. There were some difficulties that students face during writing the descriptive paragraph. First, the problem in developing the ideas, sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. Second, the problem in organizing the ideas to write a descriptive text, to write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic. Third, the students found difficulties in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences

Some students were still in doubt with choosing the correct words while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas. In this case the students have to choose correct words that they need. The Fifth difficulty was students' related with spelling, punctuation and capitalization.

Based on this phenomenon, it can be concluded that students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph; they made the reader confused on the contiguity meaning of the sentences even of the paragraph. Writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks.

Therefore, the students have problems to make good writing. The purpose of this study is to know the problems faced by students in writing essay both in individual work and in group work. The research design in this research is descriptive qualitative because in this research the data of the study were analyzed qualitatively in the form of descriptive.

B. Research Problem

Based on the backround above, the researcher formulate research questions as: “what are the problems faced by the students in writing descriptive text in individual work and group work ?”

C. Research Objective

Based on the problem statement above, the objective of the research is to find out the difficulties faced by the students in writing descriptive text in individual work and group work at SMPN 1 Tinggimoncong Malino Gowa

D. Significance of the Research

There are significance of this research that can give benefit for student, teacher, researcher and the next researchers.

1. Student

To give positive contribution to the students in improving their writing descriptive text and the students can get the stimulus to think more creatively and critically about the text they write.

2. Teacher

To give positive contribution to the teacher of English to develop the students' writing descriptive text

3. Researcher

To enlarge the writer's knowledge about the research, especially in the topic of student's writing descriptive text. To give contribution in development of teaching and learning English theoretically of practically as a foreign language and for those who are concern very much in the field of language teaching and learning.

4. The next researchers

To add references for other next researchers having the same problem as the researcher.

E. Scope of the Research

Based on the identification of problem in students' writing descriptive text above, the researcher focuses on the problem students in writing descriptive text in individual work and group work in terms of content and organization.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous related

There are some research findings that supported this research cited as follows.

Susanti Indah (2017) has conducted a research entitled “Improving Students Ability at Writing Descriptive Text by Using the Learning Cell Learning Strategy”. She found that the learning strategy is hoped to be able to increase the student’s ability writing descriptive text. Besides that, students can be more active and open their opportunity in way of thinking in learning.

Masyud (2018) . *The Problems faced by students in writing essay both in individual work and group work*. Many students assume that writing is the most difficult subject among the other language skills because the process of writing not only writes what they feel but also convey a message to the others.

Fikri (2014). *The students ability and problems in writing descriptive essay across different levels (A Case Study in One University in Karawang)*. This study found that the basic level students had more problems with the details of the content and text organization.

Ivery, (2012). *The Use Sentence to Improve students’ Writing Ability at the Second Grade of SMPN 4 Sungguminasa Gowa (A Classroom Action Research)*. The results of the students writing test in cycle 1 and cycle 2 had

increased in different scores. There was increasing by students at the end action of second cycle. The research findings indicated that use of writing process approach could increase the students' writing skill. The means scores of students in Diagnostic test was 59.84 became 66.64 in cycle 1, and after revision in the cycle 2 the mean score in cycle 2 was 70.79 by implemented of sentence outline.

Askar, (2012). *Improving the Students in Writing Descriptive Text Through Contextual Teaching and Learning (CTL) Approach (A classroom action research at class VIII.A of SMP Negeri 1 Bajeng Kabupaten Gowa)*, under the thesis of English Education Department, the faculty of Teachers Training and Education, Mumammadiyah University of Makassar, The findings of this research were the improvement of the students in writing descriptive text throught contextual teaching and learning (CTL) Approach and the students participation in learning process.

Based on the research findings, it can be concluded that this research are different in using kinds of strategy on students' writing but the research concerned in the students' environmental preferences in writing, it means focus on environment situasion of students prefer in writing descriptive text.

B. Some Pertinent Ideas

1. Concept of writing

a. Defenition of Writing

The definition of writing has several meaning. According to Jhon Langan in his book, that writing is treated as a process. This means that when

you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Therefore, writing is never a one

There are many different definitions about writing given by experts from many resources. According to Axelrod and Coopers(1985:3) said, “ Writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage. According Marriane C. Murcia(1991) said, Writing is the ability to express one’s ideas in writing form is a second or foreign language

Meyers (2005:2) in Risan stated that writing is a way to produce language you do naturally when you speak. Ur (1996) says that writing is the expression of ideas and conveying of a message to the reader. According to Harmer (2007) writing as an activity consisting of a number of processes a writer has to go through in order to produce in its final form for a wide variety of purposes.

According Bereiter and Scardamalia (1987) in Hammann indicated that writing is a way for students in all content areas to make meaning for themselves as well as to learn how to think and communicate in their particular domains.

From some opinion above, it can be concluded that writing is an act, or process of building the large unit of ideas, thinking, and feeling that expresses thought graphic symbols, to form word, sentence, and paragraph.

Writing is a part of language skill, which requires an elliptical ability in order to construct a brief and a good order of sentence.

b. The Component of Writing

The good writing skill can be analyzed to group and varied skill. Heaton in Andi Eva (2013:8) divided component of writing into five main areas. They are content, organization, grammar, vocabulary and mechanics.

1. Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing

a) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentence and each or very supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

b) Completeness

Writing is said to have completeness if the main idea have explained and develop fully completeness. The controlling idea with

develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentence by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2. Grammar

Grammar plays important roles in the writing, in governs utterances that we produces to be right and orderly. Therefore it also has great influence on the quality of writing.

In order to have a good grammar in writing, writer should pay attention to the use of grammatical rule concerning tense, etc. The lack of good grammar will make the content of writing vague and can make misunderstanding, for example the use of tenses.

3. Vocabulary

Vocabulary is one of language aspect dealing with the process of writing. The writer always thinks about putting words into sentence and the putting sentences into paragraph until they can create a piece of writing.

It is clear now that we cannot write or express our ideas if we do not have vocabulary. Someone who lack of vocabulary will be difficult to compose what they are going to express. Therefore, we cannot understand the writing passage without having a lot of vocabulary but appropriate words will help writers to compose writing.

4. Organization

Organization is the ability to develop ideas and topics which are relevant in a united form. On the other hand, it concerns with the ways through which writers arrange and organize the ideas in order to convey the message in the words. There are many ways in the process of organization in writing. It involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

5. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, as they lead the readers to understand and recognize immediately. The use of favorable mechanics in writing will make it easy for readers to grasp the conveyed ideas or the message in the written materials. Further explanations about mechanics are as follows:

a) Capitalization

The use of capital letters can clarify the ideas. Capital letters call attention to certain special words, as well as to words that begin sentences. There are specific rules for capitalizing words. The words which are capitalized at the beginning of: the name (e.g. **A. E. Housman**), and title (e.g. **The Secretary of State**), months (e.g. **October**), days (e.g. **Monday**), and holidays (e.g. **Memorial Day**), name of organization (e.g. **Democratic Party**) and institution (e.g. **Wright Junior College**), etc.

b) Punctuation

Punctuation can help the readers to identify should be taken as a unit of meaning and suggest how the units of it relate to each other.

c) Spelling

It is very important rule follows in using spelling appropriately. Using of spelling has three rules; they are suffixes addition such as adding gerund or present participle, plural formation, and the change of certain words.

c. Types of Writing

There are four basic types of writing students will learn as class become more writing intensive

1. Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story

2. Descriptive

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.

3. Expository

Expository is to the point and factual. This category of writing includes definitions, instructions, directions and other basic comparisons and clarification.

4. Persuasive

Persuasive is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him or herself with evidence so that the reader will agree with him or her.

d. Process of Writing

Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves **a series of steps to follow in producing a finished piece of writing**. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing.

Although they will often overlap, and sometimes students will move back and forth between them, the writing process can generally be broken down stages. When a student learns to internalize the 5 steps of the writing process, he or she will likely produce a logical and well-written composition.

Here are five steps towards creating or identifying your personal writing process.

1. **Prewriting:** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.
2. **Drafting:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.
3. **Revising:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.
4. **Editing:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.
5. **Publishing:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online

2. Concept of Descriptif

a. Definition of Descriptif text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing (Wardiman , 2008:115). Descriptive in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another place of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view (Woodson, 1982:73)

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, to visualize a scene or a person, or to understand a sensation or an emotion (Wishon and Burks, 1980:128) in Alawi

As Clouse (2004:142) said in her book, the student writer “ Description Adds an important dimension to our lives because it moves our emotion and expands our experience”. Description expands our experience by taking us to places we might not otherwise know much about, which explains the popularity of descriptive travel essays in magazines and newspapers. Whether objective or subjective, description can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader (Miller 1986:105).

From the opinion about descriptive above, so the writer concludes that the descriptive text is a text which describes person, place, mood, situation, and etc., it also describes an object that appeals to the senses.

b. Purposes of Descriptif Text.

Meanwhile, Fred D. White (1986) said that there are several aims of descriptive text:

a. To see

means to help the reader to see the objects, persons, and sensations you present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.

b. To explain

means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.

c. To persuade

means the writer describes something to make readers interested. For example: an attorney might describe the damage done to a bedroom window to help prove forced entry and thereby persuade the jury that accused committed burglary.

c. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are

1. Description of a people

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

a) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark) Adelstein (1976:149).

b) 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, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits. Adelstein (1976:150)

c) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred 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, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees Adelstein (1976:151)

2. Description of a place.

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in an indescriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose .

3. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs 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 wind’s action than made does Buscemi (2002)

d. The Structure and Example of Descriptive text

The generic structures of a description are as follows:

1. Identification : identifies the phenomenon to be described
2. Description of features : describes features in order of importance:
 - a. Parts/things (physical appearance)
 - b. Qualities (degree of beauty, excellence, or worth/value)
 - c. Other characteristics (prominent aspects that are unique).

The generic features of description are:

1. Verb in the present tense
2. Adjective to describe the features of the subject
3. Topic sentences to begin paragraphs and organize the various aspects of the description.

The factual description scaffold

1. A general opening statement in the first paragraph
 - a) This statement introduces the subject of the description to the audience.
 - b) It can give the audience brief details about the when, where, who, or what of the subject.
2. A series of paragraphs about the subject
 - a) Each paragraph usually begins with a topic sentence.
 - b) The topic sentence previews the details that will be contained in the remainder of the paragraph.

c) Each paragraph should describe one feature of the subject

d) These paragraphs build the description of the subject

3. A concluding paragraph (optional)

a) The concluding paragraph signals the end of the text.

Example of descriptive text

Mr. Kartolo, the farmer Mr. Kartolo is very happy. The rainy season of this year makes the farm beautiful. It is planting time! Rice fields become fresh and green during this season and by the end of this season Mr. Kartolo is ready to harvest his crops.

Mr. Kartolo ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows feeding the livestock, and cleaning the barns are among Mr. Kartolo's duties before breakfast. He does most of the hard outdoor work by himself

3. Concept of Individual Work and Grup Work

a. Individual Work

Jeffrey Stibel (2017) "Programmers are exponentially faster when coding as individuals; designers do their best work alone; artists rarely collaborate and when they do, it rarely goes well."

Still, it can be just as helpful for those who prefer group work to learn how to cope with the prospect of sitting still, keeping that noisy

mouth shut, and puzzling out some answers without giving in to any and every distraction that comes along.

Individual work can help students :

- a) Gain independence to think things through on their own;
- b) Improve confidence in working through a problem, even when they don't feel certain about every step;
- c) Work at their own level, rather than having to adapt to suit their group members;
- d) Practice self-control—both in staying focused on the task at hand, and in having the willpower to avoid turning to a neighbor or asking the teacher for the answer;
- e) Get more comfortable taking actions on their own;
- f) Gain creativity and effective thinking processes that can apply to problem solving across a range of subjects and types of issues;

As for when to use it, individual work can be a good filler for a chunk of time when there's a set of problems or a big, hovering question that it would behoove everyone to ponder on their own. Plus, it can be a good way to re-focus or re-center a class, or get everyone on the same page (or at least, on their own personal parts of the same-ish page) before diving into a bigger project or discussion.

Advantages and Disadvantages of Individual Work (Charles : 1987)

1. You can work in your own pace not depending on someone else. You can decide what to do when.

2. You can concentrate easier and work faster. If you are working on a familiar task, you can get it done quicker since there are no outside interactions and extra meetings.
3. You get the whole credit for the work you do since you are working alone! There won't be any situations where one does less but gets the same credit with others.
4. You get to make your own decisions.
5. You are the sole responsible for the job. If you fail, it is your fault. There aren't any others to blame it for.
6. You have to motivate yourself. There are no others to motivate you for getting things done.
7. You can get bored working all by yourself. There isn't anyone to talk to, share ideas with or get help from.
8. When you are working alone, if you get sick or need to take days off, the work will be delayed because there won't be anyone to continue it for you.

b. Grup Work

The National Association (1947) Group work as a service to the group where the ultimate goal to help improve adjustment members of social, and the purpose of both to help the group reached the goals that approved by the community.

Gisela Konopa (1972) suggests that group work is an approach to direct resuscitate individuals through the development of its capacity as connecting him with his group.

Group work can help students:

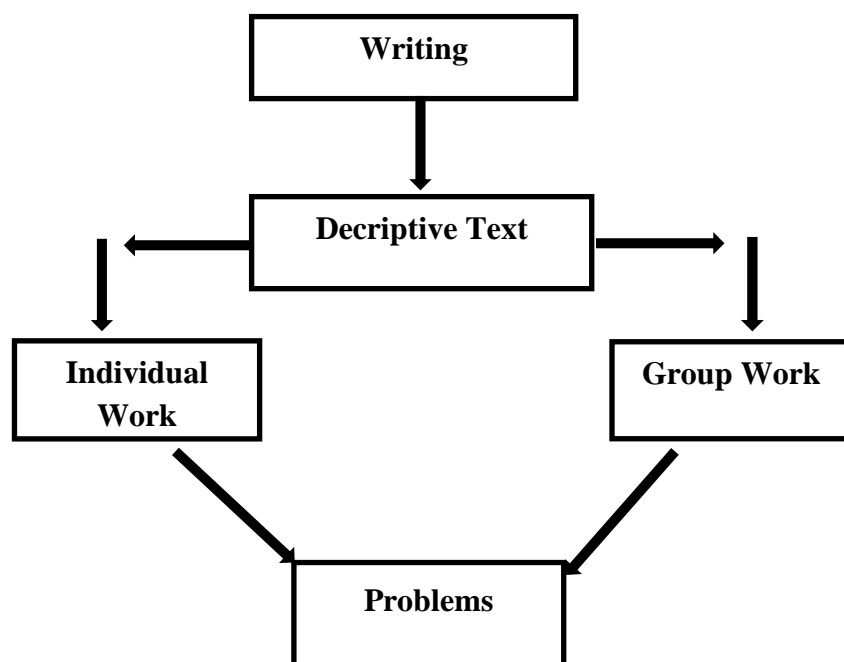
- a) listening to and respecting others' ideas;
- b) thinking about one problem in a variety of ways;
- c) getting to a deeper level understanding through having to explain a perspective and discuss it with folks with different perspectives;
- d) dividing up tasks and delegating responsibilities;
- e) sharing knowledge and abilities to get a better hold on a problem than they could individually;
- f) holding group members accountable—and being held accountable back.

Advantages and Disadvantages of Grup Work (Charles : 1987)

1. Working in teams increases collaboration and allows brainstorming. As a result, more ideas are developed and productivity improves.
2. Two or more people are always better than one for solving problems, finishing off difficult tasks and increasing creativity.
3. Everyone is unique and has different skills, backgrounds and experiences. Therefore, others in a team can help you see things from a different angle.

4. Teamwork encourages communication between team members. For this reason, relations between employees tend to be better and over time employees learn to communicate better.
5. In some teams, there may be members who sit back and let others do all the work. In these types of teams conflicts may occur and this can affect the mood of others in the team.
6. Working in a team requires many meetings and these meetings, if not managed well, can go off topic and decrease the efficiency of the team.
7. Making decisions can take longer for the sake of finding a consensus. Hence.

4. Conceptual Framework



In writing descriptive text, the writers deal with details and characteristic feature of person, thing or place. Therefore, writers need good vocabulary mastery in order to be able to describe someone or something clearly. With that poor mastery, students often have problem in choosing the appropriate words to provide information about subject. Those elements of writing can be developed with practice.

Based on the diagram above, this research is given to students is written text, they write descriptive paragraph to know some information about the problem by students in writing descriptive text in individual work and group work. So we give 2 assignments to the students, the first is to write a descriptive text in individually and the second is to write descriptive text in group. To find out the student problem in writing descriptive text. here we can see by giving tasks to students in the form of individual work and also group work, so it is easy to know the problems often faced by students.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research uses qualitative descriptive research method. Qualitative descriptive studies is a comprehension summarization, in everyday terms, of specific, events experienced by individuals or groups of individuals. To some researcher, such a qualitative design category. The research is applied a qualitative method that is used natural setting to describe the factual phenomena.

Descriptive research is research to “describe” a situation subject, behavior, or phenomenon. Its answer questions of who, what, when, where, and how associated with a particular research question or problem to describe the problem faced by students in writing descriptive text in individual work and grup work at SMPN 1 Tinggimoncong.

The research uses purposif sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study so the researcher can judge for themselves the issue of what the problems by students in writing descriptive text in individual work and group work.

B. Population and Sample

1. Population

This research conducted at the seventh grade students of SMPN 1 Tinggimoncong Malino. The population consisted of five classes, it is VIII.1, VIII.2, VIII.3, VII.4 and VIII.5. It has 171 students.

2. Sample

The researcher choses VIII.3 at the seventh grade students of SMPN 1 Tinggimoncong as a sample of this research, it consisted of 24 students and the research use purposive sampling. The students of this class are less in mastery of writing descriptive text than the other class. Therefore, the researcher will take this VIII.3 class .

Cohen (2014) says that purposive sampling, the case include in the sample is the basis of judgment of typicality or possession of the particular characteristics being sought. Purposif sampling is sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study so the researcher can judge for themselves the issue of what the problems by students in writing descriptive text in individual work and group work.

C. Instrumet of the Research

The instrumen of this research is given to students is written descriptive text from of picture. Researcher given two assigments to students, the first is to write text descriptive text in induvidual work and the second is to write

descriptive text in group work. They write descriptive paragraph to know some information about the problem of students in writing descriptive text in individual work and group work.

D. Procedure of Data Collecting.

In data collecting:

1. The students are given the test.
2. The students are given about 60 minutes to answer the test.
3. The students are submitted.

E. Technique of Data Analysis

The data analysis technique starts by collecting the data. The data collects through observation of text descriptive, after that researcher select the data which related to this research. When the data already select, next the researcher can see the differences and problems that faced to the students when writing descriptive text in individual work and grup work.

3.1. Scoring of writing ability by analytic system

Item Analysis	Score	Description
Content	90-100	Excellent: Transition from one idea to another is smooth and provides reader with clear understanding that topic is changing.
	80- 89	Very Good: Some transition of ideas evidence.
	70-79	Good : There are few transitional markers or

	60-69	repetitive transitional markers Fairly Good :No transitional markers.
	50-59	Fair :No evidence of concepts.
Organization	90-100	Excellent: Organization is appropriate in writing (good grammatical) and contains clear introduction, development of idea, and conclusion (close relation each other).
	80- 89	Very Good : Evens are organized logically, but some part or the sample may not be fully developed and rarely grammar.
	70-79	Good: Organization may be extremely simple or there may be evidence of disorganization. There are several ungrammatical sentence, but still understandable
	60-69	Fairly Good: Sample is compared if only a few disjoined sentences.
	50-59	Fair :No complete sentences of writing
Total	100	

(Harmer,Jeremy (1987) in Erwin, 2012)

To find out the mean score, the researcher would use the following formula (adepted from Arikunto 2006 : 343)

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

Where: \bar{x} = mean score

$\sum x$ = sum of all score

N = number of subject

(Gay, 2012: 338)

Classification of students score can be seen in the following table

Table 3.3. Table of classificatin of score

No	Classification	Range
1.	Excellent	100-90
2.	Good	89-70
3.	Fair	69-50
4.	Poor	49-30
5.	Very Poor	29-10

(Pusat Kurikulum: 2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections namely findings and discussion. It shows the results of findings of the research and discusses more about the findings. The findings of the research deal with the answer of the research question about the problems faced by the students in writing descriptive text in individual work and group work.

A. Findings

The findings of the research were based on the research questions answer. The question about the problem faced by students in writing descriptive text in individual work and group work.

1. Individual work

a. Content

A descriptive text should contain many sentences which explain the object clearly by using characteristics of the object. The students must know the thing that they want to describe, because background knowledge of the object will be related to the content aspect.

Content aspect sometimes the students have a problem because they don't know the thing that should be described by them and from the students, the students just wrote 1 paragraph in the test, after in the interview the students said "I was confused what to arrange the words, as

the result the little sentence". Another students make paragraf descriptive focused on the object but sometimes just explain with minimum characteristic of the object.

b. Organization

The other aspect that is organization aspect, base on the data the are some students don't know the generic structure of descriptive text include intoduction paragraf, body and concluding paragraf, although they cannot mention the generic structure of descriptive text .

The students can't develop and support the main idea to make descriptive text to be a good organisation for example " Pantai losari is beautiful" , the students syas beautiful but the students don't say about the reason of beautiful.

The result of the observation, also found that when the students were given to the text, the students choose to write the first text in Bahasa then translate to English language so requires more time. And when working on the individual work, some students don't have much time to work alone without the other people.

2. Group Work

a. Content

Based on the data analysis the problems is the most of the content descriptive text instead of the idea of all membes group, but only a few participating in the work on the text but the students can

share information with the team work, it can be seen from the result of the work.

The ideas developed by students vary so that the sentence used is not connected with the previous sentence.

b. Organization

The problem found by researchers is that the lack of students' understanding of generic structures such as introduction, body and conclusion, can be seen from the results of students who did not use the conclusion paragraph.

From some problems about content and organization, researchers found a problem about some students who did not participate in the exploration of text, and also in group work students tended to be noisy and difficult to regulate or discipline.

Based on the data analysis, students who worked descriptive text with individual work and group work have a considerable difference, from the results of the students' writing the researchers find the value of students who work on descriptive texts in groups get a higher value than individual work (can see Figure 4.1), this is certainly because student work has lots of ideas or information from group work even though not all of them participated. While individual work students must work alone, starting from determining ideas, translating sentences and writing sentences.

Then the result of the students of the test was processed into the mean score in individual work and group work.

1. Individual work

Indicators	Mean Score	Classification
Content	28,33	Poor
Organization	30,62	Poor
Total mean score	58,92	Fair

The table above showed us that the students test to write descriptive text in individual work. In content item the students got mean score 28,33 or classified as poor. In organization item the students got mean score 30,62 or classified as poor. In total mean score students got mean score 58,93 or classified as fair.

2. Group work

Indicators	Mean Score	Classification
Content	41,66	Excellent
Organization	43,33	Excellent
Total mean score	85	Good

The table above showed us that the students test to write descriptive text in group work. In content item the students got mean score 41,66 or classified as excellent. In organization item the students got mean score 43,33 or classified as excellent. In total mean score students got mean score 85 or classified as good.

Figure 4.1 Score in individual work and group work

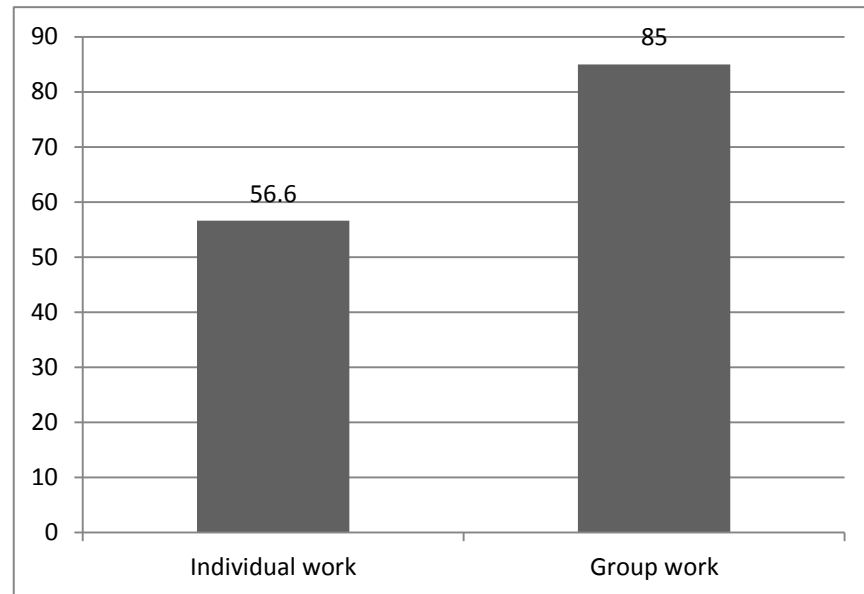


Figure above showed that the mean score of the students of content and organization in writing descriptive text. There was 56,6 score of individual work and 85 score of group work

B. Discussion.

The research was aimed to find out the problem that faced by students writing descriptive text in individual work and group work at VIII.3 of SMPN 1 Tinggimoncong. The researcher used the test writing descriptive task to find the data about the students problem in writing descriptive text in individual work and group work.

After looking the data. It can be seen the score of individual work and group work, individual group got mean score 56,6 and the group work got mean score 85 with the result that the researcher conclude will the student writing descriptive text in individual work is the value of is low because the student having trouble in

understand the contents of the text the findings supported by the data obtained. And interview with another students as follows “ i was confused what arrange the words , as the result the little sentence.

The result of the observation, also found that when the students were given to the text, the students choose to write the first text in Bahasa then translate to English language so requires more time. And when working on the individual work, some students don't have much time to work alone without the other people.

Some students in writing descriptive text in individual work feel more focused to work because there is no disorders then others, like most of their prefer to individual work they get value is good and some students .

The findings the research also revealed that not all the students wrote concluding is well that stating back the thesis and sum up the contents of descriptive text and there are students is not understanding about structure descriptive text start from introduction, contents and the conclusion, although before the resesrcher give to the test, the researcher explain about descriptive text.

The students writing descriptive text in Group work have a good value because most of them to divide the task of each when perform tasks. There is a wrote, looking for the translation and construct the words. The porblem is although not little students also relaxed in doing and there are only silence. When in the interview was admitted to not be doing to helping friend and there is also said my friends is smarter than me, let me her alone were doing.

Based on the data analysis, the students in writing descriptive text in group work have the result is good although is not ideas of all member of the group and group work and sometimes members of the group has a different thinking and make the student have a choose the opinion of which will be used.

The result of the study showed that the problems in in group work were more significant than the problems in the individual work. There were several factors. First in group work, the students tended to deppend on their friends job while they were busy with their own activities without doing the assignmant. The second, in group work the leacturer was more difficult to control the class during the teaching and the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis and the research findings and discussion in the previous chapter , the research concludes that the problem by students in writing descriptive text in individual work and group work at SMPN 1 TINGGIMONCONG. It can be seen from the drawn conclusion as follows:

a. Individual Work

1. The student was confused what arrange the words in writing descriptive text in individual work.
2. The some students is not understand about generic structure in writing descriptive text in individual work

b. Group Work

1. The students feel disturbed and not focus with the team is noisy in writing descriptive text in group work.
2. The score that get from the results of the group work not the score of the whole students

B. Suggestion

Based on thr result of this research, the researcher puts some suggestion as follow:

1. The students should more focus and practice in english learning, especially in writing
2. Imroving the students understanding about the manner of writing a descriptive text in terms of content and organization
3. The students should pay attention to the teacher explanation, and learn not to repear the same mistake
4. For the next researcher it is suggested to use the result of this research as addition reference for conducting the similar research study.

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APPENDIX I

A. Evaluasi in Individual Work.

Name :

Class/no :

Please write a short Descriptive text about this Picture.



B. Evaluasi in Group Work.

Name :

Class/no :

Please write a short Descriptive text about this Picture.



APPENDIX II

The students name list

NO	Name	Class
1.	Al Zaim Hanif k	VIII. 3
2.	Anantasya Lili Febrianti	VIII.3
3.	Exel Renza Navarro	VIII.3
4.	Fila Nurren	VIII.3
5.	Fitrezklyani	VIII.3
6.	Gabriella Massidi	VIII.3
7.	Irhen Laudy Astriani	VIII.3
8.	Lasaufa Sahwa Salihin	VIII.3
9.	Lhatifa Uaraenah	VIII.3
10.	Marsyela Amril B	VIII.3
11.	Muh. Dandi Ramadhan	VIII.3
12.	Muh. Ishak	VIII.3
13.	Muh. Oka Ismail	VIII.3
14.	Muh. Wahyu Ramadhan	VIII.3
15.	Nadiyah Auliah	VIII.3
16.	Nur Asisya	VIII.3
17.	Putri Amelia Sri	VIII.3

18.	Rifki	VIII.3
19.	Sandi S	VIII.3
20.	Selvina S	VIII.3
21.	Siti Azizah Zaqinah	VIII.3
22.	Siti Rovifah Nurul Aisyah	VIII.3
23.	Ummul Nur Khaliza	VIII.3
24.	Vira Alfia Suryani	VIII.3

APPENDIX III

The students scoring in individual work

NO	Name	Content	Organization	Sum
1.	Al Zaim Hanif k	25	25	50
2.	Anantasya Lili Febrianti	25	30	55
3.	Exel Renza Navarro	30	35	65
4.	Fila Nurren	20	20	40
5.	Fitrezklyani	30	40	70
6.	Gabriella Massidi	45	40	85
7.	Irhen Laudy Astriani	35	45	80
8.	Lasaufa Sahwa Salihin	20	20	40
9.	Lhatifa Uaraenah	20	30	50
10.	Marsyela Amril B	35	30	65
11.	Muh. Dandi Ramadhan	20	20	40
12.	Muh. Ishak	30	35	65
13.	Muh. Oka Ismail	35	35	70
14.	Muh. Wahyu Ramadhan	35	35	70
15.	Nadiyah Auliah	20	20	40

16.	Nur Asisya	25	30	55
17.	Putri Amelia Sri	25	20	45
18.	Rifki	20	20	40
19.	Sandi S	25	35	60
20.	Selvina S	20	25	45
21.	Siti Azizah Zaqinah	35	40	75
22.	Siti Rovifah Nurul Aisyah	20	25	45
23.	Ummul Nur Khaliza	45	35	80
24.	Vira Alfia Suryani	40	45	85
	Total	680	735	1415

The students scoring in group work

NO	Name	Content	Organization	Sum
1.	Al Zaim Hanif k	35	35	70
2.	Anantasya Lili Febrianti	40	40	80
3.	Exel Renza Navarro	45	50	95
4.	Fila Nurren	40	45	85
5.	Fitrezklyani	45	45	90
6.	Gabriella Massidi	45	45	90
7.	Irhen Laudy Astriani	45	45	90

8.	Lasaufa Sahwa Salihin	45	45	90
9.	Lhatifa Uaraenah	40	40	80
10.	Marsyela Amril B	45	45	90
11.	Muh. Dandi Ramadhan	35	35	70
12.	Muh. Ishak	35	35	70
13.	Muh. Oka Ismail	45	50	95
14.	Muh. Wahyu Ramadhan	45	50	95
15.	Nadiyah Auliah	40	45	85
16.	Nur Asisya	45	45	90
17.	Putri Amelia Sri	45	45	90
18.	Rifki	45	50	95
19.	Sandi S	35	35	70
20.	Selvina S	40	45	85
21.	Siti Azizah Zaqinah	45	45	90
22.	Siti Rovifah Nurul Aisyah	40	40	80
23.	Ummul Nur Khaliza	40	45	85
24.	Vira Alfia Suryani	40	40	80
	Total	1000	1040	2040

APPENDIX IV

The Mean Score of the students test

A. The calculating of the mean score in individual work

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

$$\bar{x} = \frac{1415}{2}$$

$$\bar{x} = 56,6$$

B. The calculating of the mean score in group work

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

$$\bar{x} = \frac{2040}{24}$$

$$\bar{x} = 85$$

APPEDIX V





CURRICULUM VITAE



Irfa Dila, was born on June 8th, 1996 in Kalosi, South Sulawesi. The researcher is the oldest child of Ibrahim and Marlia. In 2002, the researcher started her education at SDN No. 92 Bembeng and graduated in 2008. In the same year, she continued SMPN 7 Alla' and graduated in 2011. Then, she continued her study at SMAN 1 Alla' in 2011 and graduated in 2014. In the same year, she continued her study as a student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.