

**AN ANALYSIS OF STUDENTS ABILITY AND DIFFICULTIES IN
WRITING DESCRIPTIVE TEXT (A STUDY AT SECOND GRADE OF
SMPN 3 BONTONOMPO)**



A THESIS

*Submitted to the Faculty of Teachers 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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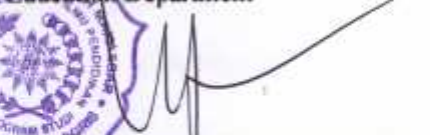

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MOTTO

☺ *Don't be the same, be better.*

☺ *Always involved God in every way, to make all the affairs to be easier.*

☺ *Time keeps running, learn from the past, prepare for the future, give the best reply to this day*



This thesis dedicated to my beloved parents, my brother and sisters, and my family who always give me motivations, praying and love.

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Makassar, Januari 2019

Isna Wahyumi

ABSTRACT

Isna Wahyumi, 2019 *An analysis of Students Ability and Difficulties in Writing Descriptive (A Study at Second Grade at SMPN 3 BONTONOMPO)*. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib and Herlina Daddi.

This research, aimed to finding out the ability and difficulties of students at SMPN 3 Bontonompo in writing descriptive text. The method used in this research is descriptive quantitative. The researcher used writing test as the instrument. The population of this research was the second grade at SMPN 3 Bontonompo, academic year 2018/2019. The sample was class VIII 3 which consist of 30 students selected by using purposive sampling.

The finding indicated that the students ability in writing descriptive text was classified into very poor. The students writing ability in content categories was 2,63. It was classified very poor. The students writing in organization was 2,09. It was classified very poor. The students writing in vocabulary was 2,93. It was classified very poor. The students writing in grammar was 1,75. It was classified very poor. And the students writing in mechanic was 2,33. It was classified very poor.. While the students difficulties in writing was Language features of descriptive text consist of describing object in detail, lack of vocabulary and grammar mastery so majority of the students was difficult to create the sentences and write correct spelling words. From the result, the researcher is able to conclude that students have not deep understanding in writing of descriptive text.

Keywords: writing ability, writing difficulties, writing aspects, descriptive text.

LIST OF CONTENTS

	Pages
TITLE OF PAGE	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
CONSELING SHEET	vi
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO	vii
ACKNOWLEDGEMENTS	viii
ABSTRACT	x
LIST OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem of the Study	4
C. Objective of the Study	5
D. Significance of the Study	5
E. Scope of the Study	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Review of Previous Study	6
B. Writing	7
1. Definition of writing	7
2. Types of writing	10

3. Problem in writing	12
4. Evaluation of writing text	14
C. Descriptive Text	15
1. Definition of descriptive text	15
2. Components of descriptive text.....	16
3. Language features of descriptive text	17
D. Basic Assumption.....	17
E. Conceptual Framework.....	18
CHAPTER III RESEARCH METHOD	19
A. Research Design.....	19
B. Population and Sample	19
C. Instrument of the study.....	20
D. Data Collection.....	20
E. Data Analysis.....	21
CHAPTER IV FINDINGS AND DISCUSSION.....	26
A. Findings	26
B Discussion	32
CHAPTER V CONCLUSION AND SUGGESTION	35
A.Conclusion	35
B. Suggestion	36
BIBLIOGRAPHY	37
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	Pages
Table 3.1 Scoring rubric of writing.....	22
Table 4.1 students ability in content categories in writing.....	26
Table 4.2 students ability in organization categories in writing	27
Table 4.3 students ability in vocabulary categories in writing.....	28
Table 4.4 students ability in grammar categories in writing.....	29
Table 4.5 students ability in mechanic categories in writing.....	31



LIST OF FIGURES

	Pages
Figure 2.1 Conceptual Framework.....	18
Figure 3.2 Criteria scoring writing.....	25



LIST OF APPENDICES

APPENDIX A : List Name of the Sample

APPENDIX B : Students Score in Writing Test

APPENDIX C : Students Mean Score in Writing Descriptive Text

APPENDIX D : The Result of Students Writing

APPENDIX E : Attendance List of Students

APPENDIX F : Documentation



CHAPTER I

INTRODUCTION

A. Background of the study

English as a foreign language is important language that must be learned for students to communicate with teachers, friends or even another person from a various countries. In Indonesia, English is learned by students from elementary school up to senior high school. It is very important for students to master English in all skills. The skills are listening, speaking, writing and reading. Those skills are related to each other that must be mastered by the student as well as they have learned. In this case, the researcher is going to focus on writing skill. Writing become interesting to be taught since it is challenging to student. Writing is a language skill that plays an important role for students who are in process of learning a language.

Writing is one of the language skills in learning English that the student should master despite its difficulties considering the fact that there are some aspects needed to score in writing. According to Sharples(1999) 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. Mastering vocabulary and tenses become the main key to get a good writing. We have to choose appropriate vocabularies and arrange words to be a

sentence and develop it to be paragraph. Brown (2001) states that writing is a thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them. White and Arndt cited in Alves (2008) describe writing as a Form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written as well as what has been written and searching for language with which to express exact meaning.

Furthermore, Alkautsar (2015) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integratedly, but it is regarded as the most difficult language skill to learn for student. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skill. In fact, the students are not capable to make a good writing. The reason that they cannot make a good writing is by poor vocabulary, difficulty in generating their idea, poor grammar and so on. From those theories, it can be conclude that writing is the complex cognitive activity using graphic symbol in which the writer takes ideas. In Indonesia school, student are required to learn to write different text types. There are some types of text that should be learned by tenth graders, they are: recount, narrative, procedural, news item and descriptive text. But for this research, the researcher focus on descriptive text.

Descriptive text, according to Emilia (2008: 82), descriptive text is a kind of text that has a purpose to give the information about something or someone. Similar to Emilia, Gerot and Wignell (1994) state that a descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. Description reproduces the ways things look, smell, feel or sound. It can be used to describe the appearance of people and also to tell about the traits of character of personality. An important thing about descriptive text is the text should describe what the thing looks like, not based on speaker opinion only (Amelia, 2017).

So, a descriptive text can be conclude as a text which gives the description or lists the characteristic of a person, an animal, a place, a thing and else using words that appeal to the sense of sight, smell, touch, and taste in order to that a reader can better visualize those being described or understand a sensation or an emotion. Students find difficulties in writing certain type of text, especially descriptive text. In this type of writing, the student is required to have good vocabulary mastery in order to be able to describe something or someone clearly. Student with poor vocabulary mastery often make mistake in selecting the appropriate words to describe the characteristics of the subject. Student also complain that they cannot think of anything significant enough to write. They spent much time at the planning stage yet they

will be confused how to start their writing. They do not know how to organize their ideas and some of them do not even have any idea. With those problem, students find writing as a daunting task. It makes them less interested in writing (Purwanti, 2016).

One way that can be used to find out students' knowledge about writing is by analyzing the students' text/writing that can help English teacher to find out the students' ability and difficulties that usually students' difficulties come from the weakness of student ability in general ideas; they did not have ideas what to write first. Secondly, the students had difficulty in making the writing relevant with the topic. The student also had difficulty in choosing the word due to lack of vocabulary. Furthermore, the students tend to be bored and low participation in writing class.

Therefore, the researcher is interested to focusing the research in analyzing the student ability and difficulties in writing especially in descriptive text. The researcher intends to conduct an descriptive qualitative research entitled “ **An Analysis of Students Ability and Difficulties in Writing Descriptive TextText (A Study at Second Grade of SMPN 3 Bontonompo)**”

B. Problem Statement

Considering the background above, the researcher formulated the research question as follows:

1. How is the ability of students in writing descriptive text ?
2. How is the difficulties of students in writing descriptive text ?

C. Objective of the Study

The researcher formulates the purpose of study as follows:

1. To know the ability of student in writing descriptive text
2. To know the difficulties in writing descriptive text

D. Significance of the Study

The findings of this study will be expected as follows:

Theoretically, this study is expected to give a real portrait about Indonesia students' ability and difficulties in writing descriptive text, they have new knowledge through the real condition in learning process so the students achievement in writing descriptive text will be improved.

Practically, this research is expected to give much information about students' difficulties, so in the future the students will be careful in writing and English teachers can help the students to solve the difficulties they face.

E. Scope of the Study

This study is focus on the students ability and difficulties in writing descriptive text in terms of content, organization, grammar, vocabulary and mechanics.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Previous Study

There are some study related to an analysis of student ability and difficulties in writing descriptive text. In this study the researcher takes two previous study. The first is study that had been done by Muhammad Hanafi (2018), entitled "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA Ni'matul Aziz Jelapat 1 Barito Kuala Academic Year 2017/2018". The aimed of his study were to find out eleventh graders' difficulties in writing mastery of descriptive text and the cause. In his research, the researcher took 10 students of grade eleven A, 10 Students of grade eleven B, and 10 students of grade eleven C at MA NI'matul Aziz Jelapat 1 Barito Kuala. The result of his analysis showed that the students find constraint in all point of scoring, the highest percentage is 83% of students have constraint in grammar, the second percentage are 80% of students have constraint in vocabulary and 80% of students have constraint in mechanic, the third percentage 70% of students have constraint in content, and the last percentage is 67% of students have constraint in organizing. Whereas, the factors causing the eleventh grades' difficulties in writing mastery of descriptive text are learners' background (80,2%), teaching technique (49,5%), and the learners' environment (52,8%).

The second previous study was done by AlviAuliaRahma (2017), entitled " An Analysis of Students' ability in using noun phrase on writing descriptive text (A Descriptive Research of Third Grade Students at SMP DaarunnajahJawilanSerang-Banten). The aimed of her research were to know students' ability in using noun phrase in writing descriptive text. The result of her analysis shows that the students' ability in using noun phrase classified as good is (44%), as fair as (48%), as poor is (4%), and as very poor is (4%).

Based on the previous explanation about study that had been done, this proves that this research has differences and similarities with the previous research. The thing that make this research difference from previous researcher is that the research of Muhammad Hanafi only focuses on students' difficulties in writing descriptive text, as well as in research undertaken by AuliaRahma which focuses on students' ability alone. But in this study, the researcher try to focus on both the ability and difficulties of students in writing descriptive text. As for the similarities of this study with the previous study that the researcher both focus on the students' writing, especially in descriptive text.

B. Writing

1. Definition of Writing

Silva(1993) explains that inadequate language knowledge, at times, leads to ineffective L2 writing on account of the differences between first and second language. According

to Olsen as cited in Watcharapunyawong (2013) state that some EFL writers cannot create an effective written work due to the inadequacy of syntactic and lexical competence, which at times makes them confused with system of the target language that they are learning. Besides, to state by Weigle (2002), “because of the constraint of limited second-language knowledge, writing in a second language may be hampered because of the need to focus on language rather than content”.

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. According to Kirsznner and Mandell (2011: 3) state that writing is a process which is included some steps that must be considered by the students as writer such as planning, organizing, drafting, revising and editing, in order to make their writing product can be understood by the readers. Writing skill is often needed to measure knowledge is most exams, whether they are testing in foreign language abilities or other skills (Harmer: 2004). Writing is the process to tell something that is not real or it could be our imagination and showcased in writing, writing also express their ideas, opinions and organized them in simple sentence or in paragraph.

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of

English, reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned. Based on the Senior High School Competency Based Curriculum, the students are expected to be able to communicate in English both in oral and written form. In Senior High School in Indonesia, the skill of writing is taught by using genre based approach. Students are introduced to some genres and taught through the model of reading texts where they are explicitly taught about the social function, the generic structure, and the language features of the genre. By introducing them to the reading model texts, they are expected to know and understand the difference between one genre to another in English, so that they are able to write the genres by themselves with the right order of generic structure and the correct use of the language features of genres (Lailatul.H, 2013).

According to Carroll as cited in Huy (2015), many students were never required to learn proper spelling or grammar. These poor students come to think that "English" and "writing" are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in

their learning. They often get low marks when doing the tests on writing skill and it affect their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization

2. Types of Writing

According to Troyka (1987: 3), writing is divided into four types, namely narration, description, exposition, and argumentation.

a. Exposition

Exposition is one of four rhetorical model of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

b. Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how human should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It concluded the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both

artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

c. Description

Description is one of four rhetorical modes (also known as model of discourse). It is also the fiction-writing mode for transmitting a mental image or the particulars of a story. Description as a rhetorical mode the purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes. Description as a fiction-writing mode fiction is a form of narrative, fiction-writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Together with dialogue, narration, exposition, and summarization, description is one of the most widely recognized of the fiction-writing modes.

d. Narration

Narration is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). Narration recount events, perhaps leave some occurrences out because they are from some perspective insignificant, and perhaps emphasizing other. Narration thus shapes history (the scene of event, the story of what happened).

3. Problem in writing

When the student write they often confuse what they want to write. The student do not confidence about their write is correct or any mistake, and also pour in the thought into written form is not easy. There are many problems in writing (Nurgiantoro:2001:298:299)

a. Lack of vocabulary

Vocabulary is an important factor to master the language especially in writing. We release if we are not mastering the vocabularies well, of course we will get difficult in writing. Most of student faced this problem, because they are not mastering the vocabularies, so they often write sentence which is not communicative. When they want to write something, they usually choose incorrect words in their composition.

b. Grammatical mistake

When student try to make composition, they always confuse whether their sentence are grammatically correct or not. Generally most of beginner students do nt master English grammar well. They just start to learn English so their competence is still week especially in grammar. It becomes problem when they have to make composition which consist of sentence.

c. Organizing idea

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing composition, student usually write the content which not suitable with the theme. It happens because students get difficulties in developing their idea and sometimes they do not know what they will write.

We can write composition well if we know the rule in writing paragraph. Before we write composition, we start by choosing the theme. Then, make an outline which can help in arranging the sentence or paragraph. By those ways, we can avoid some mistake in writing composition. Of course the content of the composition will suitable with theme.

Based on the explanation above, it can conclude that in writing always pays attention at the problem to get a good writing result and make the readers understand what the student write.

4. Evaluation of writing

According to Shehadeh (2011) there are five component in evaluation of text writing:

- a. Content: knowledge of subject, development of thesis, coverage of topic, relevance of detail, substance and quantity of details.
- b. Organization: fluency of expression, clarify in the statement of ideas, support, organization og idea, sequencing and development of ideas.
- c. Grammar: use of sentence structure and construction, accuracy and correctness in the use of agreement, number, tense, word order , article, pronouns, preposition and negation.
- d. Vocabulary: range, accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning.
- e. Mechanics of writing: conventions of spelling, punctuation, capitalization, paragraph indentation, etc.

C. Descriptive Text

1. Definition of descriptive text

There are twelve genres that are taught to junior high school students. Those are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, information report, anecdote and review. The researcher focused on descriptive text which is taught in the second year of junior high school. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writers experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

Descriptive text is a kind of monolog text that describe the characterization of object with clear details to help readers visualize an object is being described. Ghaith (2002) state that descriptive writing portrays people, place, things, moment and theories with enough detail to help the writer create a mental picture of what is being written about. Just like other text types, descriptive text has a generic structure and language feature as well.

So, based on the statements above, it can be concluded that descriptive text is a text which describe the characteristics of a particular person, place, or thing. It have a some elements:

first, generic structure consist of description and identification and the second is language features.

2. Component of descriptive text

Djuharie (2007:24) says the components of descriptive texts are: identification and description. In identification, writer introduce person, place, or things as a object of the text. Writer will introduce it in general in order reader will understand what writer is going to talking about. In description, writer describes the thing that has been choose in identification, it can be started from its physical appearances, characteristic until qualities (Gerrot and Wignell:1994).

Table 2.1

Example of descriptive text

Identification	I have a toy. It is a doll, a bear doll, and I call it teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.
Organization/description	The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the feels soft. Because my teddy bear is a doll. I don't need to feed it. I wash it at laundry at least once a month. Every night teddy accompanies me sleeping. When I am at school, teddy stays in my bad. Teddy bear is really nice, adorable, and charming toy. I love my teddy bear very much.

3. Language features of descriptive text

The language features of a descriptive text are follows (Utami,2013:31):

- a. Use of particular nouns
- b. Use of detailed noun groups to provide information about the subject
- c. Use of a variety of types of adjectives
- d. Use of relating verbs to provide information about subject
- e. Use of thinking and feeling verbs to express the subject or to give an insight into the subjects' thought and feeling
- f. Use of action verbs to describe the subjects' behavior
- g. Use of adverbials to provide more information about this behavior
- h. Use of similes, metaphors and other types of figurative language, particularly in literary description.

D. Basic Assumption

The most difficult problem for beginners is writing because most of the students have limited time to practice writing English and do not master English language well. There are some problem in writing descriptive text such as grammar, spelling, and vocabulary mastery. So it is very important to analyzed the student ability and difficulties in writing descriptive text that can help us to diagnose students' learning problem.

So the researcher takes data from writing tests of the tenth grade of senior high school.

E. Conceptual Framework

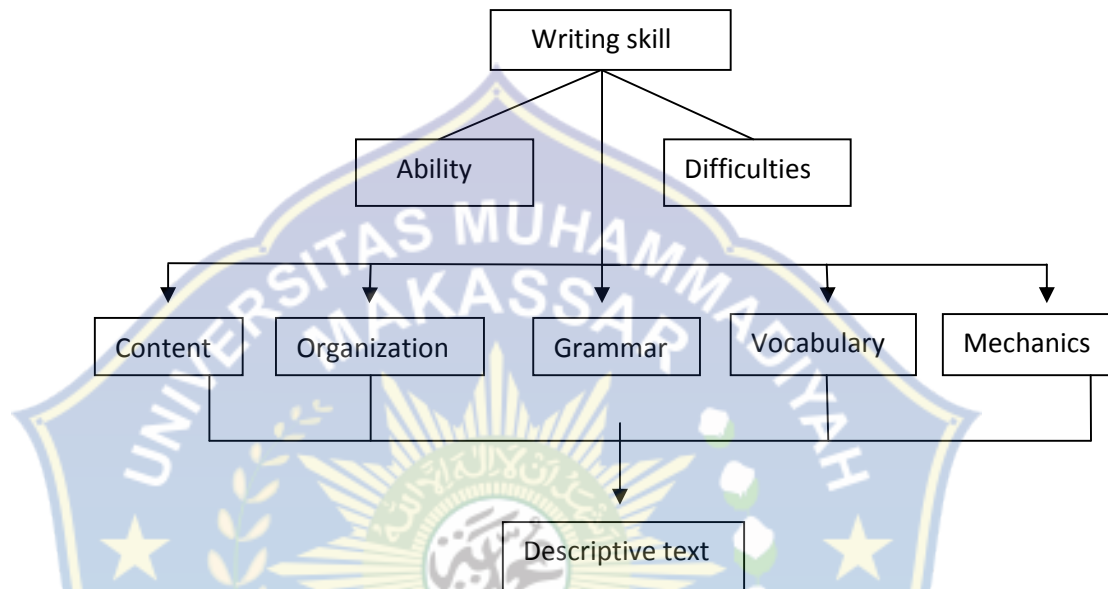


Figure 2.1 Conceptual framework

In writing descriptive text the students have to fulfill the five components of writing, they are content, organization, grammar, vocabulary and mechanics. Developing ideas is the most important thing to the students in writing descriptive text. By developing the content, the students can make a good writing text and develop their ideas clearly in each paragraph. In organization, students have to identify the name of place and describe the detail of the place in the supporting paragraph. In writing descriptive text the students have to

use an appropriate grammar, in this case simple present tense. In composing the text, students have to choose the appropriate and accurate words to express the ideas. In mechanics component, students have to use the good punctuation, spelling and capitalization. By analyzing the five components of the students' descriptive text, the researcher can see the students ability and difficulties in writing descriptive text.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study would employed quantitative research. Researchers try to analyze the ability and difficulties of student in writing descriptive text., where students often have difficulties in understanding English text especially for descriptive text.

This research data in the form of facts would present in accordance with the reality that occurred in the study. According to Creswell (2012, p. 169) as cited in Novita (2017), qualitative research was a research which explore the phenomenon of study. Arikunto (2010) added that qualitative research was conducted in natural setting and in normal situation in which the condition is not manipulated. For this research, qualitative descriptive is used as a research design. Slinger and Shohamy (1989, p.117) defined qualitative descriptive research “as a type of research refers to investigation which utilizes already existing data.

B. Population and Sample

1. Population

The population of this research was Junior High School of SMPN 3 Bontonompo at the second grade. It consists of three classes. Total populations of the research are 90 students.

2. Sample

This research used purposive sampling technique. The researcher took one class of the eight grade namely VIII 3 which consisted of 30 students. The researcher chose the sample by looking the characteristics of the class.

C. Instrument of the Study

The research instrument was a facility tool used by researchers in collecting data to make the work easier and the result better, in a more thorough, complete, and systematic so that more easily processed.

The instrument that the researcher used in this study was writing test. The test in this study was a material related to descriptive text. The researcher asked the students to write descriptive text in two paragraphs in 60 minutes.

D. Data Analysis

Data analysis was an important step in every research since it was the process of organizing and scoring data. In analyzing the data related to the students test of writing ability, the researcher used analytical scoring rubric adapted from by Brown (2007).

Table 3.1 Scoring rubric of writing

Aspect	Score	Performance Descriptive
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning

	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalizati On	4	It uses correct spelling, punctuation and Capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and Capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

The researcher find out the students mean score by using the following formula:

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

Note:

X : the mean score

$\sum X$: the sum of all the score

N : number of subject in particular group, (Gay, 1981: 298).

According to Reid (1993: 235) as cited in Purwati (2016) state that the evaluation which using analytic method elaborate writing product into five components. They are content, form organization, vocabulary or style, language use or grammar and mechanic. Those component is used to decide the criteria of scoring in writing. The criteria are

Table 3.2

Criteria scoring writing

No	Score	Criteria
1	91-100	Excellent
2	81-90	Very good
3	71-80	Good
4	61-70	Fair
5	51-60	Poor
6	<50	Very poor

BAB IV

FINDING AND DISCUSSION

A. Findings

The finding cited below were the analysis of students writing descriptive text. As mentioned before in previous chapter, the researcher conducted, the researcher used one instruments, that was writing test. the researcher used writing test to saw the students ability and difficulties in writing descriptive text. The sample that researchers have determined as many as 30 students. The analysis of ability and difficulties in writing descriptive text of the student to classify the level of the student writing text, the writer used excellent, very good, good, fair, poor, very poor.

1. Students ability in writing descriptive text

a. Content

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

Table 4.1 students ability in content categories in writing descriptive text

Categories	Mean score	Criteria
Content	2.63	Very poor

The data on the table 4.1 shows that the result of students ability in content categories in writing descriptive text was

classified as very poor. In content categories, the students mean score was 2.63 or classified as very poor. They were not show knowledge of subject, non-substantive, or no enough to evaluate.

b. Organization

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

Table 4.2 students ability in organization categories in writing descriptive text

Categories	Mean score	Criteria
Organization	2.09	Very poor

The data on the table 4.2 shows that the result of students ability in organization categories in writing descriptive text was classified as very poor. In content categories, the students mean score was 2.09 or classified as very poor. They were not communicate, no organization, or not enough to evaluate and they still confused to manage or put their idea into organization.

c. Vocabulary

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

Table 4.3 students ability in vocabulary categories in writing descriptive text

Categories	Mean score	Criteria
Vocabulary	2.93	Very poor

The data on the table 4.3 shows that the result of students ability in vocabulary categories in writing descriptive text was classified as very poor. In content categories, the students mean score was 2.93 or classified as very poor. It happens because most of the students had less vocabulary, so they did not know to make a sentence in writing descriptive text. It means that the students should be memorized more vocabulary to make their ability in writing increased especially for writing descriptive text.

d. Grammar

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

Table 4.4 students ability in grammar categories in writing descriptive text

Categories	Mean score	Criteria
Grammar	1.75	Very poor

The data on the table 4.4 shows that the result of students ability in grammar categories in writing descriptive text was classified as very poor. In content categories, the students mean score was 1.75 or classified as very poor. The students was classified poor because most of the students made grammatical error in writing descriptive text. It happens because they did not mastery grammar. Most of the students still confused with using subject and verb. They still used present tense incorrectly.

e. Mechanic

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

Table 4.5 students ability in mechanic categories in writing descriptive text

Categories	Mean score	Criteria
Mechanic	2,33	Very poor

The data on the table 4.5 shows that the result of students ability in mechanic categories in writing descriptive text was classified as very poor. In content categories, the students mean score was 2,33 or classified as very poor. The students had classified poor because most of students were not

mastery of conventions, dominated by errors of spelling, punctuation and capitalization especially using capital letter

2. Students difficulties in writing descriptive text

Based on the data analysis, it was found that most of students got difficulties in writing descriptive text. It shows by the result of students writing test that most of the students in each categories was classified as very poor. It was proven by the data of mechanic categories, the students mean score was 2.33 as classified very poor. It has dominated by errors of spelling, function and capitalization. And also the difficulties faced by students in writing descriptive text was using grammar. It was proven by the data was 1,75 that means the students had a very poor ability in using grammar (frequent grammatical for agreement inaccuracies). Because of lack of grammar, students were not able to write their descriptive text in a good form. Their lack understanding about grammar made their writing became mess and their writing was difficult to be understood by readers.

B. Discussion

After analyzing all of the data of the research, it is necessary to discuss the result of the study. The aim is to figure out the answer of the research questions. First research question is “How is the ability of

students in writing descriptive text?”. It can be explained by the result of students test. Based on the result of the test, the researcher finds out the students mean score, that is 12,5. This means that the students’ ability was very poor and need more efforts to improved. It means, almost all of students have the difficulties in writing descriptive text.

The second question is, “How is the difficulties of students in writing descriptive text?”. It can be explained by the result of the students test that there are some difficulties in writing descriptive text for students. The difficulties were faced by the such as description of the text and grammar rules. Moreover, the students’ obstacles are vocabulary and spelling words. All of the students have difficulties in writing descriptive text. In addition, the students were not creative in writing descriptive text, as result their writing is monotonous.

In this case, the researcher also discussed about the research finding and compared with two previous studies. First, the current study compared with Hanafi (2018). The aimed of his study were to find out the student difficulties in writing, that makes different with current study was not only to find out the difficulties but also the ability of student in writing descriptive text. He classified the students difficulties into grammar, vocabulary, mechanic, content, and organization. That classification was different with the current study, the researcher also classified identification aspect in students ability in writing descriptive text. But to find out the students difficulties, the researcher analyzed the

students writing test and conducted interview to know the information about the cause of difficulties experienced by the students in writing descriptive text.

Second, the current study compared with Rahma (2017). The aimed of his research were to know the students ability in using noun phrase in writing descriptive text. It was different with the currents study that the researcher classified the students ability in content, organization, identification, grammar, vocabulary and mechanic aspect. The similarities of the previous study with the current study was both researches classified the students ability as a excellent, good, average, and poor criteria.

Based on the differentiation and similarities that was compared with the two previous study above, the researcher concludes that both the previous study and current study try to find out the students ability and difficulties in writing descriptive text.

BAB V

CONCLUSION AND SUGGESTION

1. Conclusion

As already mentioned in the first chapter, the aim of this study are to analyzed students' ability in writing descriptive text and their difficulties in writing descriptive text at SMPN 3 Bontonompo. The researcher would like to conclude the data obtained in this chapter. There are some results to be concluded in this chapter;

1. Based on the analysis of the students ability in writing descriptive, the total mean score of the students was 12.5. It means that the students ability in writing descriptive text was classified as very poor. The mean score of the students writing ability in content categories was 2,63. It was classified very poor. The mean score of the students in organization was 2,09. It was classified very poor. The mean score of the students in vocabulary was 2.93. It was classified very poor. The mean score of the students in grammar was 1,75. It was classified very poor. And the mean score of the students in mechanic was 12,5. It was classified very poor.

2. the result of the students test showed that all of the students got difficulties in writing descriptive text. The students' difficulties in writing descriptive text consist of describing object in detail and grammar mastery such as simple present tense. In addition,

majority of the students are difficult to create the sentences and write correct spelling words. Moreover, lack of vocabulary makes them write a lot of repetition word in their writing.

2. Suggestion

According the result of the study, the researcher recommended some suggestions for improving students' ability and deducting students' difficulties in writing descriptive text.

1. The researcher suggest that the English teachers should be give the students more exercise of writing ability based generic structure and the teacher give more explain about how to use mechanic, vocabulary, and grammar in writing descriptive text.
2. The students should write a sentence, paragraph or text as often as possible to improve their writing. In addition, memorizing a lot of vocabulary and reading grammar book for deducting difficulties in writing.
3. The researcher suggests to the further researcher to analyze more deeply about the other type of students writing text. The further researcher can also use the result of this study as reference to other researcher with different skills or subject.

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APPENDICES



APPENDIX A
LIST NAME OF THE SAMPLE

No	Nama	Code
1.	Andika Wijaya	Student 1
2.	Dewiyanti	Student 2
3.	Hardiansyah	Student 3
4.	Ika	Student 4
5.	Muh.Irfan	Student 5
6.	Iswandi Rahman	Student 6
7.	Muh.Arman Syah	Student 7
8.	Muh.Iqbal M.Nur	Student 8
9.	Muh.Nur Hidayat	Student 9
10.	Muh. Nurmasrianto	Student 10
11.	Muh.Rasul	Student 11
12.	Muh.Rezky	Student 12
13.	Muh.Taslim	Student 13
14.	Nur Alvian	Student 14
15.	Nur Annisa	Student 15
16.	Nur fadhillah Aggraeni	Student 16
17.	Nur Indahsari	Student 17
18.	Nurfadhilah Tunisa	Student 18
19.	Nurfadhilah	Student 19
20.	Nursakia	Student 20
21.	Risnawati	Student 21
22.	Sariah	Student 22
23.	Selfiani	Student 23
24.	Sinar	Student 24
25.	Sindi Amelia Putri	Student 25
26.	Suardi	Student 26
27.	Suci Nur Ilahi	Student 27
28.	Syahrial	Student 28
29.	Syamsinar	Student 29
30.	Muh. Fausan	Student 30

APPENDIX B

Students Score in Writing

No	NAMA	Content	Organization	Vocabulary	Grammar	mechanics	Score
1.	ANDIKA WIJAYA	2	2	2	1	2	9
2.	DEWIYANTI	5	4	3	3	2	17
3.	HARDIANSYAH	3	2	3	2	2	12
4.	IKA	2	3	4	2	2	13
5.	MUH.IRFAN	2	2	2	2	2	10
6.	ISWANDI RAHMAN	2	2	2	1	2	9
7.	MUH.ARMAN SYAH	4	3	3	1	2	13
8.	MUH.IQBAL M.NUR	3	2	2	1	2	10
9.	MUH.NUR HIDAYAT	3	2	3	1	2	11
10.	MUH. NURMASRIANTO	3	2	2	1	2	10
11.	MUH.RASUL	2	2	2	2	2	10
12.	MUH.REZKY	2	2	2	2	2	10
13.	MUH.TASLIM	1	2	2	2	2	9
14.	NUR ALVIAN	4	3	3	2	2	14
15.	NUR ANNISA	2	4	4	1	3	14
16.	NUR FADHILLAH. A	4	4	3	3	2	16
17.	NUR INDAH SARY	3	4	4	2	4	17
18.	NURFADHILAH TUNISA	2	3	4	2	2	13
19.	NURFADHILAH	3	4	3	2	2	14
20.	RISNAWATI	2	3	3	2	3	13
21.	NURSAKIA	4	3	3	2	2	14
22.	SELFIANI	2	4	3	2	3	14
23.	SINAR	3	3	4	2	2	14
24.	SINDI AMELIA PUTRI	2	4	3	2	4	15
25.	SUARDI	2	3	4	1	2	12
26.	SUCI NUR ILAHI	3	3	3	2	4	15
27.	SYAHRAL	1	3	3	2	2	11
28.	SYAMSINAR	3	4	3	1	3	14
29.	SARIAH	3	3	4	1	2	13

30.	MUH.FAUZAN	2	2	2	1	2	9
	Score	79	87	88	52	70	376
	Mean score	2.63	2.09	2.93	1.75	2.33	12.5

APPENDIX C

Students Mean Score in Writing Descriptive Text

1. Mean score of content aspect

$$\begin{aligned}
 X &= - \\
 &= \frac{79}{30} \\
 &= 2.63
 \end{aligned}$$

2. Mean score of organization aspect

$$\begin{aligned}
 X &= - \\
 &= \frac{87}{30} \\
 &= 2.09
 \end{aligned}$$

3. Mean score of vocabulary aspect

$$\begin{aligned}
 X &= - \\
 &= \frac{88}{30} \\
 &= 2.93
 \end{aligned}$$

4. Mean score of grammar aspect

$$\begin{aligned}
 X &= - \\
 &= \frac{52}{30} \\
 &= 1.75
 \end{aligned}$$

5. Mean score of mechanic aspect

$$X = -$$

$$= \frac{70}{30}$$

$$= 2.33$$

APPENDIX D

Attendance List of Students

NO	NAMA	JENIS KELAMIN	PERTEMUAN					
			1	2	3	4	5	6
1	Andika Wijaya	L						
2	Dewiyanti	P					A	
3	Hardiansyah	L						
4	Ika	P						
5	Muh.Irfan	L						
6	Iswandi Rahman	L						
7	Muh.Arman Syah	L						
8	Muh.Iqbal M.Nur	L						
9	Muh.Nur Hidayat	L						
10	Muh. Nurmasrianto	L						
11	Muh.Rasul	L						
12	Muh.Rezky	L						
13	Muh.Taslim	L						
14	Nur Alvian	L		A				
15	Nur Annisa	P						
16	Nur Fadillah Aggraeni	P						
17	Nur Indah Sari	P						
18	Nurfadhilah Tunisa	P						
19	Nurfadhilah	P			A			
20	Nursakia	P						
21	Risnawati	P						
22	Sariah	P						
23	Selfiani	P						
24	Sinar	P	A					
25	Sindi Amelia Putri	P						

26	Suardi	L							
27	Suci Nur Ilahi	P							
28	Syahrial	L							
29	Syamsinar	P							
30	Muh. Fausan	L					A		



APPENDIX E

Documentation





CURRICULUM VITAE



ISNA WAHYUMI, was born on August 07th, 1996 in Ganta. The researcher is second child from by sibling from marriage of her parents Usman and Salmah. In 2004 the writer registered as student elementary

school,

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