STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE VIII GRADE STUDENTS OF SMP NEGERI 1 HUTABARGOT

Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written By:

ARI YUDHA PERDANA
Reg. Number. 17 203 00067

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024

STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE VIII GRADE STUDENTS OF SMP NEGERI 1 HUTABARGOT

A Thesis

Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a partial Fulfillment of the Requirement for the Degree of Educational Scholar (S.pd) in English

Written by:

ARI YUDHA PERDANA
Reg. Number 17 203 00067

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024

STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE VIII GRADE STUDENTS OF SMP NEGERI 1 HUTABARGOT

A Thesis

Submitted to State Islamic University (UIN) Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a partial Fulfillment of the Requirement for the Degree of Educational Scholar (S.pd) in English

Written by:

ARI YUDHA PERDANA
Reg. Number 17 203 00067

ADVISOR I

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

ADVISOR II

Sri Rahmadhani Siregar, M.Pd.
NIP. 19860506 202321 2 045

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024

AGREEMENT OF ADVISORS

Term : Thesis

An. **Ari Yudha Perdana**

Padangsidimpuan, ɩ June 2024

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ari Yudha Perdana**, entitled **"Students' Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikum Warahmatullahi Wabarakatuh

Advisor 1

Sokhira Linda Vinde Rambe, M.Pd
NIP. 19851010 201903 2 007

Advisor II

Sri Rahmadhani Siregar, M.Pd
NIP. 19860506 202321 2 045

DECLARATION OF THESIS COMPLETION

The name who signed here:

Name	:	Ari Yudha Perdana
Registration Number	:	17 203 00067
Faculty/Department	:	Tarbiyah and Teacher Training Faculty / TBI-2
The Tittle of Thesis	:	Students' Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, 25 June 2024
Declaration maker

Ari Yudha Perdana
Reg. Num. 17 203 00067

APPROVAL AGREEMENT FOR PUBLICATION

As academic civity of the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the name who signed here:

Name   : Ari Yudha Perdana

Registration Number   : 17 203 00067

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-2

Kind   : Thesis

To develop science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Non Exclusive Royalty Right on my thesis with entitled: **"Students' Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot"** With all the sets of equipment (if needed). Based on the this Non-Exclusive Royalty Right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as writer and own of its creative right.

Based on the statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 15 June 2024
The Signed

Ari Yudha Perdana
Reg. Num. 17 203 00067

EXAMINERS

SCHOOLAR MUNAQOSYAH EXAMINATION

Name   : Ari Yudha Perdana

Registration Number : 1720300067

Faculty/Department   : Tarbiyah and Teacher Training Faculty/ TBI-2

The Tittle of Thesis   : "Students' Ability in Writing Descriptive Text at the VIII Grade Students of SMP Negeri 1 Hutabargot"

Chief,   Secretary,

Fitri Rayani Siregar, M.Hum   Sokhira Linda Vinde Rambe, M.Pd
NIP. 19820731 200912 2 004   NIP. 19851010 201903 2 007

Members,

Fitri Rayani Siregar, M.Hum   Sokhira Linda Vinde Rambe, M.Pd
NIP. 19820731 200912 2 004   NIP. 19851010 201903 2 007

Yusni Sinaga S.Pd, M.Hum   Sri Rahmadhani Siregar, M.Pd
NIP. 19700715 200501 2 010   NIP.19860506 202321 2 045

Proposed:
Place   : Padangsidimpuan
Date   : July, 17th 2024
Time   : 08.00 WIB until finish
Result/ Mark : 66.76 (C)
IPK   : 2.79
Predicate   : Memuaskan

LEGALIZATION

Thesis	: **Students' Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot**
Name	: **Ari Yudha Perdana**
Reg. Num	: **17 203 00067**
Faculty/Department	: **Tarbiyah and Teacher Training Faculty / TBI-2**

The Thesis had been accepted as a partial fulfillment of the Requirement for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, 25 June 2024
Dean

Dr. Lelya Hilda, M.Si.
NIP 19700920 200003 2 002

ABSTRACT

Name   : **Ari Yudha Perdana**
Register Number   : **17 203 00067**
The Title of Thesis : **"Students' Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot"**

This research applied to describe the students ability in writing descriptive text at the VIII grade of SMP Negeri 1 Hutabargot, to find the students difficulties in writing descriptive text at the VIII grade of SMP Negeri 1 Hutabargot and to know the teacher efforts to solve the students difficulties in writing descriptive text at the VIII grade of SMP Negeri 1 Hutabargot. The research used a quantitative research, to find out the students ability in writing descriptive text. The sample of this research was 30 students that choosed from the total sampling of grade VIII students of SMP Negeri 1 Hotabargot. The instrument of the research were test and interview. The technique of collecting data in this research are: the researcher distributed the test, then explained how to do the test, the researcher gave time to the students to write the descriptive text in 30 minutes, then the students did the test, after finished the text the paper was collected, then checked the students answer based on the indicators of writing test about descriptive text and calculated the result based on the criterion of the data such mean score, median score and mode score, at the last of analysis interpreted the result in form of tables. The result of the research showed the lowest score was 32 and the highest score was 68, the total score from 30 students was 1380, mean score was 46, median score was 43.5 and mode score was 40.6. The interpretation of students writing score was no students classified into very good and good category, 3 students classified into enough category, 20 students classified into low category and 7 students classified into poor category. The students result of writing descriptive text categorized into less category, it showed from the students mean score from 30 students was 46.

Key words : *Students Ability, Writing Descriptive Text*

ABSTRAK

Nama   : **Ari Yudha Perdana**

NIM   : **17 203 00067**

The Title of Thesis : **"Kemampuan Siswa dalam Menulis Teks Deskripsi pada Siswa Kelas VIII di SMP Negeri 1 Hutabargot"**

Penelitian ini dilakukan untuk mengetahui kemampuan siswa dalam menulis teks deskripsi pada kelas VIII di SMP Negeri 1 Hutabargot, untuk mengetahui kesulitan siswa dalam menulis teks deskripsi, dan untuk mengetahui apa saja yang sudah dilakukan guru dalam menangani kesulitan siswa dalam menulis teks deskripsi pada siswa kelas VIII di SMP Negeri 1 Hutabargot. Penelitian ini merupakan penelitian kuantitatif untuk mencari kemampuan siswa dalam menulis teks deskripsi. Sampel dalam penelitian ini yaitu ada 30 siswa yang di ambil dari total sampel di tingkat VIII di SMP Negeri 1 Hutabargot. Instrument dalam penelitian ini yaitu tes dan wawancara. Teknik pengumpulan data dalam penelitian ini mengikuti beberapa tahap, yaitu: peneliti mendiistribusikan tes kepada siswa, kemudian menjelaskan cara mengerjakan tes tersebut, peneliti memberikan waktu kepada siswa untuk mengerjakan tes tersebut selama 30 menit, kemudian siswa mengerjakan tes, setelah selesai peneliti mengumpulkan lembar jawaban siswa kemudian memeriksa lembar jawaban siswa mengenai menulis teks deskripsi dan mengelompokkan hasil tes siswa berdasarkan category yang di gunakan peneliti, seperti nilai rata-rata, median dan modus data, analisis terakhir menginterpretasikan hasil data ke dalam bentuk table-tabel. Hasil penelitian menunjukkan bahwa nilai terendah yaitu 32 dan nilai tertinggi yaitu 68, total nilai dari 30 siswa yaitu 1380, nilai rata-rata nya yaitu 46, median data yaitu 43.5, modus data yaitu 40.6. Interpretasi dari hasil tes menulis siswa yaitu tidak ada siswa yang termasuk dalam kategori sangat baik dan kategori baik, ada 3 siswa termasuk dalam kategori cukup, ada 20 siswa termasuk dalam kategori kurang, ada 7 siwa terrmasuk dalam kategori jatuh/ buruk. Hasil menulis teks deskripsi siswa dikategorikan ke dalam kategori kurang, itu dibuktikan dari nilai rata-rata siswa yaitu 46.

Kata kunci : *Kemampuan Siswa,Menulis Teks Deskripsi*

ملخص البحث

اسم	:	آري يودا بيردانا
رقم التسجيل	:	١٧٢٠٣٠٠٠٦٧
عنوان البحث	:	قدرة الطلاب على كتابة النصوص الوصفية لطلاب الصف الثامن في المدرسة الاعدادية ١ هوتابارعوت

أجري هذا البحث لتحديد قدرات الطلاب في كتابة النصوص الوصفية في الصف الثامن في المدرسة الاعدادية ١ هوتابارعوت ، لمعرفة صعوبات الطلاب في كتابة النصوص الوصفية، ومعرفة ما قام به المعلمون لمعالجة صعوبات الطلاب في كتابة النصوص الوصفية. في طلاب الصف الثامن في مدرسة الاعدادية ١ هوتابارعوت المتوسطة العامة. هذا البحث هو بحث كمي لمعرفة قدرات الطلاب في كتابة النص الوصفي. وكانت العينة في هذا البحث ٣٠ طالبا مأخوذة من إجمالي العينة في المستوى الثامن في المدرسة الاعدادية ١ هوتابارعوت. وأدوات هذا البحث هي الاختبارات والمقابلات. تتبع تقنية جمع البيانات في هذا البحث عدة مراحل، وهي: يقوم الباحث بتوزيع الاختبار على الطلاب، ثم يشرح كيفية أداء الاختبار، ويمنح الباحث الطلاب وقتاً لأداء الاختبار لمدة ٦٠ دقيقة، ثم يؤدي الطلاب الاختبار، بعد ذلك الانتهاء من ذلك يقوم الباحث بجمع أوراق إجابات الطلاب ثم فحص أوراق إجابات الطلاب فيما يتعلق بكتابة النصوص الوصفية وتجميع نتائج اختبارات الطلاب على أساس الفئات المستخدمة من قبل الباحثين، مثل القيمة المتوسطة والوسيط ووضع البيانات، والتحليل النهائي يفسر نتائج البيانات على شكل جداول. تظهر نتائج البحث أن أقل درجة هي ٤٢ وأعلى درجة هي ٦٨، والدرجة الإجمالية من ٣٠ طالبًا هي٨٠ ١٣، ومتوسط الدرجات ٣٦، ومتوسط البيانات ٣٠، ووضع البيانات٦,٣٠. تفسير النتائج اختبار الكتابة للطالب هو أنه لا يوجد طلاب مدرجون في الفئة الجيدة جدًا، يوجد طالب واحد مدرج في الفئة الجيدة، هناك ٩ طلاب مدرجون في الفئة المتوسطة، هناك ٣ طلاب مدرجون في الفئة الضعيفة، هناك ١٦طالبا مدرجين في فئة الفقراء / الفقراء. تم تصنيف نتائج الطلاب في كتابة النص الوصفي إلى الفئة الضعيفة، وقد ثبت ذلك بمتوسط درجات الطلاب ٤٦.

الكلمات المفتاحية: قدرة الطالب، كتابة النص الوصفي

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
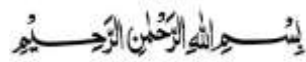
Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can completed this thesis entitled **"Students' Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot"**. Then, greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

It is a pleasure to acknowledgement for the help and constribution to all of lecturer, institution, family and friends who have constributed in this thesis processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my biggest gratitude to the following people:

1. Mrs. Sokhira Linda Vinde Rambe, M.Pd as my first advisor who has guided me to finish this thesis, guide me to make a good thesis, who has been the great advisor for me and gave me many ideas, criticsm and suggestion in writing this thesis.

2. Mrs. Sri Rahmadhani Siregar, M.Pd as my second advisor, who has guided me to finish this thesis, who have been the great advisor for me and gave me many ideas, criticsm and suggestion in writing this thesis.

3. Mr. Dr. H. Muhammad Darwis Dasopang, M.Ag as the Rector of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

TABLE OF CONTENTS

CHAPTER III :RESEARCH METHODOLOGY

CHAPTER IV : RESULT OF RESEARCH

CHAPTER V : CLOSING

REFERENCES
CURICULUM VITAE
APPENDIXES

LIST OF TABLES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Writing is one of language skills and productive skills that will be learned by students in Junior High School, Senior High School and university. Writing is the process to express feeling, though and ideas. Writing is an action to share ideas and experience in written form by the writer. When people want to write an idea or experience, it needs to pay attention on more so that the people can get a lot of vocabulary and make a good writing. Nunan states that writing is both physical and mental act the most basic level.[1] In other side, writing is a mental work to find the idea by someone and constucted to be a text.

Writing in an ability to simulate imagination. A writer usually have the big imagination in constucted a story in writing. Writing is one way to express the ideas, opinion, and feeling in written form. It is called a process of putting through and ideas in words then combined into sentences and into paragraph by using grammar/structure. It is the process of putting through and ideas in words then combined into sentences and into paragraph by using grammar/structure.

Writing is an activity to put ideas systematically in writing form or an activity to think, to develop an ideas while write it, it deals with sentence and

---

[1] David Nunan, *Practical English Language Teacing,* (New York; Mcgraw, Hill, 2003), p.88.

paragraph. Student can convey the ideas by organizing into good text. There are four skill have to mastered by students in learn English, they were:

1. Listening

2. Reading

3. Speaking and

4. Writing

All the skills were very urgent for students to mastered. But in this reseach the researcher focuses on writing skill. Writing is one of four language skills that is very important to learn. Writing is powerful process for describing, synthesizing, analyzing, interpreting, and communicating experience. As a result is part of the important language teaching and learning. Many people feel that writing is difficult, First, writing needed time to describe for anything to write. Second, writing can be edited and revised but too many revise make them lazy and let it. It will be possible to do mistake in writing especially grammar and vocabulary.

The writing is a process to express ideas into clear and structured statement. Additionally, writing is an activity to put ideas systematically in writing form or an activity to think, to develop an ideas while write it, it deals with sentence and paragraph. In writing lesson, there are some types or genres of text have to mastered by students, namely, narrative, recount, descriptive, report, procedure, etc. the basic competence of the text is the students are expected to use writing the process of learning communicate both orally and written form. Base on syllabus of curriculum in Junior High School, one of

genres that should be mastered by students in the process of learning is descriptive text.

Writing descriptive text is a process to gather the ideas, information or thought become a text that describe a particular person, place, or thing in a detail description. It usually explains about a person place, or thing which can make readers imagine what is things or place that the writer describe. It gives the reader sense of impression such as the feel, sound, taste, smell, and look of things.

Descriptive text is a text that instructs what a person , thing or animal is look like. descriptive reproduces the way things look, smell, taste, or sound, or it may also evoke moods, such as happiness, loneliness, or fear.[2] It explain about a person place, or thing which can make the readers imagine what is described clearly. It gives sense impression such as feel, sound, taste, smell, and look of things.

Writing descriptive text is taught by teacher in order at least to make students know how to describe themselves and thing around that they use in their daily life. furthemore, the purpose of descriptive text is to describe object or person in which the writer is interested.[3] The description can be sense impresions like the feel, sound, taste, colour, smell, and the detail description from the things to make people that hear and read understand what is explained in the text.

---

[2] Rahayu, "An Analysis of The Students' Skill in Writing Descriptive Text" Jurnal Mahasiswa Prodi Bahasa Ingris UPP 3, No. 1 (2017), p. 3, *http;//Ejurnal.Radenintan.co.id.*

[3] Asri Yanti, "Students' Ability in Writing Descriptive Text at The Eight Grade of SMP Negeri 3 Sawit" (Universitas Muhammadiyah Surakarta: 2014), *http://Eprints.Ums.ac.id.*

Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader.[4] It can be about peoples, animals, places or things. Descriptive text is taught by teacher in order to make students know how to describe themselves and everything in their life. furthemore, the purpose of descriptive text is to describe object or person in which the writer is interested.

The essential of writing descriptive text is it can help the students imagine and describe what they are talking. For example, when the students want to talk about family, school, pet or village they are easly imagine and describe what it is look like. So, students can get more information about the particular person, place or things in detail.

In writing skill, students at VIII grade in SMP Negeri 1 Hutabargot was still poor, because the students learnt English in senior high school, other reason was the English lesson was not the mother language in SMP Negeri 1 Hutabargot. Based on interview with English teacher at VIII grade in SMP Negeri 1 Hutabargot the researcher found that the students difficulties writing descriptive text. The students have limited vocabularies. Some students got difficulty in writing because they do not have many vocabulary. The students have lack of writing structure in constructing a sentence. Some students are lazy to write, because the students more interest in another lesson. Then, the students have less motivation to learn about English. The students are bored

---

[4] Eva Saskia Rahma And Meisuri, "Improving Students' Achievement in Writing Descriptive Text Through Questioning Technique", *Journal of English Language Teaching of FBS-Unimed*, Vol. 2, No. 4, 2013, p. 33. https://doi.org/10.24114/reg.v2i4.682

while learning in the class. They do not pay attention to the teacher explanation.[5]

The condition above made the students hard to master writing skill especially in writing descriptive text, and the condition far from the goal of education of the curriculum indicators from the government. The factors usually faced by students while writing descriptive text was lack of motivation, classroom interaction, learning style, and method of the teacher in teaching learning process was not suitable.

Based on the problems above, the researcher interested to conduct a research under the title **"Students Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot".**

B. The Identifications of The Problem

Based on the background of the problems above, the researcher identify the identification of the problem of this research, they were:

1. The students were lack of motivation in learning English.

2. The students were lack of vocabulary.

3. The students were difficulty in the procedure in composing the sentence, because they still difficult to arrange words into a sentence with many rules.

4. The students were wrong about the text rules because there were many texts learnt in school.

---

[5] English Teacher, Mrs NS *"Private* Interview" SMP Negeri 1 Hutabargot, on 22 January 2024, at 11.00 a.m

C. The Limitation of Problem

Based on the kinds of text, there are many kinds of text, there are around fifteen kinds of texts in English. They are narrative text, recount text, descriptive text, report text, explanation text, procedure text, discussion text, analytical exposition text, annecdote text, hortatory exposition text, news item text, spoof text, etc. So, the researcher limited the problem to make the research clear, understandable and focus into the students' ability in writing descriptive text at the VIII grade students of SMP Negeri 1 Hutabargot in academic year 2023-2024.

D. The Definitions of Operational Variables

The definitions of operational variables in this research were:

1. The Students' Ability

Students is a person that study in an institution. Ability is "able to do or a level of skill or intelligence."[6]. Students' ability is the ability that students have in mastering something. From the explanation above, the researcher conclude that students ability is the capability of a student in doing something or one of language skill. In this research is focused on the students ability in writing descriptive text.

2. Writing

Writing is a process to express ideas clearly and structured statement. Additionally, writing is an activity to put ideas systematically in writing form or an activity to think, to develop an ideas while write it, it

---

[6] A.S Hornby, *Oxford Advanced Learner's Dictionary: fourth edition.*

deals with sentence and paragraph. Writing is an activity to put ideas systematically in writing form or an activity to think, to develop an ideas while write it, it deals with sentence and paragraph. writing is an activity to put ideas systematically in writing form or an activity to think, to develop an ideas while write it, it deals with sentence and paragraph. In writing lesson, there are some types or genres of text have to mastered by students, namely, narrative, recount, descriptive, report, procedure, etc.

3. Descriptive Text

Descriptive text is a text that instructs what a person , thing or animal is look like. descriptive reproduces the way things look, smell, taste, or sound, or it may also evoke moods, such as happiness, loneliness, or fear.[7] It explain about a person place, or thing which can make the readers imagine what is described clearly. It gives sense impression such as feel, sound, taste, smell, and look of things. It can be about peoples, animals, places or things. Descriptive text is taught by teacher in order to make students know how to describe themselves and everything in their life

E. The Formulations of Problem

Based on the background of problem, the researcher formulated the formulations of the problem, such:

1. How is the students' ability in writing descriptive text at the VIII grade of SMP Negeri 1 Hutabargot?

---

[7] Rahayu, "An Analysis Of The Students' Skill In Writing Descriptive Text"

2. What are the students' difficulties in writing descriptive text at the VIII grade of SMP Negeri 1 Hutabargot?

3. What are the teacher's efforts to solve the students' difficulties in writing descriptive text at the VIII grade of SMP Negeri 1 Hutabargot?

F. The Purpose of Research

Based on the formulations of problem above, the researcher formulated the purpose of this research, such:

1. To know the students' ability in writing descriptive text at The VIII grade students of SMP Negeri 1 Hutabargot.

2. To know the students' difficulties in writing descriptive text at The VIII grade students of SMP Negeri 1 Hutabargot.

3. To know the teacher's efforts to solve the students' difficulties in writing descriptive text at The VIII grade students of SMP Negeri 1 Hutabargot?

G. The Significanses of Research

The result of this research was expected to be useful:

1. For Headmaster : Hopefully this research as the information to convince the English teacher in teaching especially for writing.

2. For Teacher : Hopefully this research give the information about the students ability in writing descriptive text, so the teacher can use it to evaluate the students ability to be better.

3. For the next researcher : Hopefully the result of this research can be used as a reference for another researcher who will discuss about the students ability in writing descriptive text.

H. Outline of The Thesis

The systematic of this research was consisted of five chapters, each chapter consisted of some sub chapters, as follow; Chapter one was the Introduction, it was consisted of background of the problems, identification of the problems, limitation of the problems, defenition of the operational variables, the formulation of problems, The purpose of the research, the significances of the research, and the systematic outline of the thesis.

Chapter two was the theoretical description, it was concisted of the explanation of writing ability and recount text, such the definition of recount text, language features of recount text, the component of recount text and review of related finding.

Chapter three was about the research methodology, where it was consisted of types of research, place and time of the research, research method, population and samples, definition of operational variables, validity and reliability of the test, instrument of research, technique of collecting data and techniques of analysis data.

Chapter four was data findings of the research, it was consisted of the result of the research, like the discussion of the result and the discussion about the research and another research. Chapter five was closing, where it was consisted of the conclusion, implication and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Writing Ability

a. The Definitions of Writing Ability

Writing is one of language skills and productive skills that will be learned by students in Junior High School, Senior High School and university. Writing is the process to express feeling, though and ideas. Throught writing, people or students are able to express their idea, feeeling and knowledge in written form. Writing is the expression of language in the forms of letters, symbols, or words.[8] They could think about the fact of composing a piece of text. Most students consider writing as the most difficult to master. Because the purpose of writing is to convey meaning.

Writing is the process to make a group of words that discusses a smaller idea.[9] While, Nunan also explains that: Writing is both a physical and a mental act the most basic level. On the hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organize, drafts, edits, and reads. This is the process of

---

[8] Utami Dewi, *How to Write,* ed. (La Tansa Press, Medan, 2013).
[9] John Langan, *College Writing Skills with Readings,* Eight Edition, (New York: McGraw-Hill. 2011).

writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.[10] Writing is never a one-step action it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then, after you have finished your writing you read over what you have written and make changes and corrections.

In addition writing is a language in spatial medium.[11] Writing is the medium to express feeling and convey meaning from the writer to reader. So, writing is lowering or drawing the symbols of graphic that describes a language that is understood by a person, so that others can read the symbols of the graphic if they understand the language and graphic picture. Writing is a representation of language expression.

Ability is capacity or power students to perform. Ability is potential capacity or power to do something physical or mental, it is also define as special nature power to do something well or talent.[12]. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully. Ability derives from 'able', which means to become

---

[10] David Nunan, *Practical English Language Teaching*, (New York: Mc. Gran Hill, 2003), p. 88.

[11] Peter Watkins. *Learning to Teach English*, (England: Delta Publishing, 2005).

[12] Hornby, *Oxford Advance Learners Dictionary Of Current English*. (London : Oxford University Press, 1995)

capacity or power in the use of to do various activity.[13] The ability come from one knowledge, practice, aptutude to do something well.

From the explanation above, the researcher conclude that students ability is the capability of a student in doing something or one of language skill. Students ability is the capability or quality beeing able of students to master one or all the lesson to be supplies for the bright future.

Students ability is the students mental or physical power or skill needed to do something. Means that people do something consist of physical or mental based on someone skill. Students' abilities are the power level of skill or intelligence of the students who are studying in a school from kindergarten up to university or college in performing something.

b. **The Principles in Teaching Writing**

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing ability is the activity to transfer the ideas through words and sentences the idea will change to scientific.[14]

Principle is the important thing that teacher have when they are teaching in classroom. Every single subject of course have principle.

---

[13] John B. Carrol, *Human Cognitive Abilities,* (Cambridge: Cambridge University Press, 1993), p.3

[14] Fitri Rayani Siregar. Teaching Writing and Evaluating Students' Writing (in a Process Approach). English Educational Journal. Vol. 01., No.01 July 2014. 119-191-1-SM.pdf

There are some strategies in writing skill and teaching writing skill, There are four principles strategies in writing skill, they are:

1) Understand your student reason for writing. The greatest dissatisfaction with writing instruction comes when the teacher`s goal do not match the student`s or when the teacher`s goal do not match those of the school or institution in which the students work.

2) Provide many opportunities for student to write. Writing almost always improve with practice.

3) Make feedback helpful and meaningful. Student crave feedback on their writing, it does not always have the intended effect.

4) Clarify for yourself and for your students, how their writing will be evaluated.[15]

From that principles, we can know that the four principles of teaching can improve students writing ability, teacher must be mastered this well to avoid the mistakes in teaching writing.

c. **The Proceses of Writing**

Writing process refers to everything that writer does from the moment he or she starts thinking about what to write from start until the final steps. Writing process is the stages a writer goes through in order to produce something in its final written form.[16] The process of

---

[15] David Nunan, *Practical English Language Teaching*. (McGraw-Hill, 2003), p. 92-94.
[16] Jeremy Harmer, *How to Teach Writing* (London: Pearson Educational Limited, 2004), p.4, https://en.bookfi.net.

writing occurs in several stages they are prewriting, drafting, revising, polishing and publishing.[17]

1) Prewriting

Prewriting is a stage of process that includes exploring topics, choosing a topic, and beginning to gather and organize details before you write. Prewriting is the getting-ready-to-write stage. Prewriting has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes.

During the prewriting stage, the activities are:

a) Choosing a topic,

b) Considering purpose, form, and audience, and

c) Generating and organizing ideas for writing.

2) Drafting

Drafting is a stage that involves getting your ideas down on paper in roughly the format you intend for the finished work. In the process approach to writing, students write and refine their compositions through a series of drafts. During the drafting stage, students focus on getting their ideas down on paper. The drafting stage is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors.

---

[17] Edward E. Wilson and Friends, *Writing and Grammar: Communication in Action* (United State of America: Prentice-Hall, 2001), p.15.

The activities in this stage are:

a) Writing a rough draft,

b) Writing leads, and

c) Emphasizing content, not mechanics.

3) Revising

Revising is a stage in which you rework your first draft to improve its content and structure. During the revising stage, writers correct their ideas in their compositions. Revising is not just polishing writing; it is meeting the needs of readers by adding, substituting, deleting, and rearranging material. Revising is the examination of the draft to find mistakes, deficiencies or irrelevant points and after that improving the text. Revising should be better done after the completion of the first draft, so that it will not interrupt the flow of writing. The activities in the revising stage are:

a) Rereading the rough draft,

b) Sharing the rough draft in writing group,

c) Revising on the basis of feedback received from the writing group.

4) Editing

Editing means that how to correct the organization of writing and seeing the wrong words, editing is very important in

write a text, the purposes to recheck the writing is it okay to be posted or not, or it is need revise or not.

Furthermore, there are four types of editing:

a) Editing for standard language conventions: spelling, grammar, repetitions.

b) Editing for accuracy of meeting: wrong words, ambiguities.

c) Editing for reader understanding: unusual words, missing contexts, and

d) Editing for reader reacceptance: offensive tone and consistency.

5) Publishing

Publishing is the stage of writing process in which a writer shares a final draft with an audience through speaking, listening, or representing activities. In the final stage of the writing process, students publish their writing and share it with an appropriate audience. As they share their writing with real audiences of their classmates, other students, parents, and the community, students come to think of themselves as authors.

So, the process of writing is the stages that writers have to trough to in sequence to produce the result of writing in written form. Every stage in writing should be did, by following the process of writing it helps writers to write something good and text will be expressed what writers mean clearly, specific and understandable for the readers.

d. The Purpose of Writing

Purpose is the aim of something to get the best result. The purpose of writing are:

1) Assignment purpose

This purpose is there is no aim the writer writes something because as just as duty. This kind of writing has some rules doing this writing based on organisation rules.

2) Altruistic purpose

This purpose is to share the readers' sadness. This purpose showing a wish to help or bring advantages to others, even if the result disadvantages for yourself.

3) Persuasive purpose

This purpose is to make sure the readers of the truth of ideal is shared. Persuasive writing has purpose to persuade and convince the reader that it is factual and reliable. This purpose is the way to interest the reader interesting to read the writing.

4) Informative purpose

This purpose is to give information or explanation to the readers. Informative writing is intended to give information, ideas, knowledge or directions. Example of informative writing includes describing events or experiences, analyzing concept, speculating on causes and effect and developing new ideas or relationship.

5) Expressive purpose

This purpose is to introduce or define outhor to the readers. Self-expressive purpose is the writer express their ideas in writen form. Expressive writing is intended to express the writer feelings, experience and opinion.

6) Creative purpose

Creative purpose has deep relation with self-expressive purpose, but it is more than self-expressive and involving herself with the will to reach artistic norm ideal art. So it purpose is to reach artistic norm ideal art and value.

7) Problem solving purpose

The witer wants to solve the problem found, the writer wants to explain the toughts and ideas carefully to be understood and received by the reader.[18]

So, There are seven purposes of writing, they are: assignment purpose, altruistic purpose, persuassive purpose, informative purpose, expressive purpose, creative purpose and problem solving purpose.

e. **The Characteristics of Writing**

When the students or the writer begin their writing, the must know the elements of writing that are very important to make the result is good. There are three characteristic in writing a good text or

---

[18] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, second edition. (Longman : Longman University Press, 2000)

paragraph, they are coherence, cohesion, and unity".[19] In addition to organization, writing in English must consist of these elements. The explanation of these three characteristics as follows:

1) Coherence

According to Oshima and Hogue the coherence means "hold together". For coherence in writing, the sentence must hold together; that is, the movement from one sentence to the next must be logical and smooth."[20] Another statement, Boardman says that "a paragraph has coherence when the supporting sentences are ordered according to a principle.

The sentences are put in order that the reader can understand your ideas easily.[21] In conclusion, the writing can called coherence if the sentences are hold together, related each other, and must be logical from one sentence to others.

2) Cohesion

Another characteristic of a good paragraph is cohesion. Boardman states that "when a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence. Four important cohesive devices are connectors,

---

[19] Yuli Astuti, Ari Wibowo, and Nursalim, "The Effectiveness of Picture Sequence Towards Students' Ability in Using Conjuction at the Eight Grade of MTs Negeri Model Kota Sorong in the Academic Year 2016/2017," *Jurnal Interaction* 5, no. 2 (2018): p.53, https://scholar.google.co.id.

[20] Alice Oshima and Ann Hogue, *Writing Acadenic English*, Fourth Edition (New York: Pearson Education, 2006), p.21.

[21] Cynthia A. Boardman and Jia Frydenberg. *Writing to Communicate*, Third Edit (New York: Pearson Education, 2008), en.bookfi.net.

define articles, personal pronouns, and demonstrative pronouns".[22] so that the result of the writing will be good.

3) Unity

An important element of a good paragraph is unity. This is the final characteristic of well-written paragraph. Unity means that a paragraph discusses one and only one main idea from beginning to end.[23] A text is called unity if all supporting sentences should relate to the topic sentence. As usual, the good paragraph only one main idea and only one topic sentence. It can be in the beginning of paragraph or at the last paragraph of a text.

Based on the explanation above, the researcher can conclude that a good writing should have three characteristics above which all the sentences relate each other so that the reader can understand the text easier.

f. **The Types of Writing**

In writing there are types of writing, such as; personal writing, academic writing, etc. There are three genres of writing, they are.

1) Academic writing, such as; Theses, disertation, academically focused journals

2) Job related writing, such as; Advertisement, letter/email, manuals

---

[22] Cynthia A. Boardman and Jia Frydenberg
[23] Alice Oshima and Ann Hogue, *Writing Acadenic English*, Fourth Edition

3) Personal writing, such as; Shopping list, diaries, invitation, reminders.[24]

In addition another expert there are four kinds of writing they are exposition, description, narration and persuation and agumentation.[25]

1) Exposition

Exposition reveals what a particular mind thinks or known or believes. Exposition is constructed logically. It recognizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial. Exposition or expository writing, which is informative writing, designed to explain or clarify facts and ideas.[26] It is the kind of writing most often required of college students and people holding job that required a college education.

2) Description

Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what someone sees into a significant pattern. Description is writing which attempts to create a picture in the readers mind.[27] When a writer uses this method to write, he intends to make the readers vividly aware of

---

[24] Brown, *Language Assessment: Principle and Classroom Practice*.
[25] Thomas S. Kane, *Essential Guide to Writing* (New York: Oxford University Press, 1988), p.6-7
[26] Thomas S. Kane
[27] Thomas S. Kane

what something look like, sounded like, smelled like, field like, or started like.

When the writer uses description mode, he is trying to recreate in words something the writer perceived trough his five senses or created in his imagination. Descriptive is common way to present details, but it often appears with others forms or pattern of development.

3) Narration

Narration is a series of related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.[28] When a writer uses this method of development of writing, he intends to tell readers something that happened and how it happened. The story or ideas in narration are ordered chronologically, starting from the beginning up to the end.

4) Persuasion

Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Another form of persuasion is satire, which ridicules folly or evil, subtimes subtly, sometimes crudely and coarsely. Finally persuation may

---

[28] Thomas S. Kane

be in the form of eloquence, appealing to ideals and noble sentiments.[29]

5) Argumentation

Argumentation is writing which are attempts to convince someone else about something.[30] When a writer uses argument to write, he intends to convince readers to believe something, or to have a certain attitude about an issue, or to fell a certain way about a situation, or to do something.

2. Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a text that has fuction to describe thing, person and something. This text presents ideas by providing defiles about characteristic of people, animal, place and things. Descriptive text is a text that asks the students to describe experience, emotions, situation, qualities, and characteristics. This genre encourages the students ability to create a written account of a particular experience.

Descriptive text is kind of text with a purpose to give information.[31] In writing descriptive text the students ask to describe experiences, emotions, situations, qualities also characteristics. Descriptive text is a type of text that briefly describes the

---

[29] Thomas S. Kane
[30] Thomas S. Kane
[31] M. Mursyid, *Learning Descriptive Text* (Karangdadap: SMPN Karangdadap, 2004) p. 4. https://www.researchgate.net/publication/321713274

characteristics of people, animals, things, and specific places. At the beginning of the descriptive text, the first step should be identification.

Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader.[32] It can be about peoples, animals, places or things. Descriptive text is taught by teacher in order to make students know how to describe themselves and everything in their life. furthemore, the purpose of descriptive text is to describe object or person in which the writer is interested.

So, the researcher conclude that descriptive text is a kind of text that tells about a description of people, animal thing and particular place. Descriptive text must make an identification as a first steps that is introduce the thing that will be describe and than continue to the description that will be description.

b. The Generic Structure of Descriptive Text

A descriptive text is a kind of text that explains something that gives the reader or listener the same feeling that the author experienced. A descriptive paragraph is a special sort of written text paragraph that is used to describe an object with the intention of clearly describing it to the reader.[33] The are two generic structure of

---

[32] Eva Saskia Rahma And Meisuri, "Improving Students' Achievement in Writing Descriptive Text Through Questioning Technique", *Journal of English Language Teaching of FBS-Unimed*, Vol. 2, No. 4, 2013, p. 33. https://doi.org/10.24114/reg.v2i4.682

[33] Sri Rahmadhani Siregar and Nursahara Dongoran, „Students" Ability in Writing Descriptive Text", *English Journal for Teaching and Learning*, 08.01 (2020), 81–90 http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ.

descriptive text, they are: identification and description.[34] It will be explained below:

1) Identification: is a part descriptive text that introduces who, where or what is being described.

2) Description: Describes parts, characteristics and qualities of the subject being described.

The conclusion is descriptive text has two generic structure, these are idenification and description. Each part has different detail information for guide the reader catch the conclusion of text.

c. **The Language Feature of Descriptive Text**

In writing descriptive text, there are some language features that usually used. The kinds of language features were explained by some experts. The language features based on Priyana et.al explained as follows: [35]

1) Simple present tense, for example: go, eat, bring, cook, buy.

2) Particular noun, for example: an Australian icon

3) Detailed noun groups, for example: It is 183 m long and about 120 m wide.

4) Relating verb are used to provide information about subject for example: the Sydney Opera House covers 1.8 hectares of land.

---

[34] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*: Edisi Pertama (Yogyakarta; Graha Ilmu, 2008), p. 128. https://www.yumpu.com/en/documentPdf

[35] Priyana, J., Irjayanti, A.R, & Renitasari, *Scafollding English for Junior High School StudentsGrade VIII*, (Jakarta: Pusat Perbukuan. 2008)

5) Action verb are used when describing habitual for example: polar bear lives in antartic.

6) Figurative lanuage, for example: The roof looks like giant shell.

7) Adjective are used to explain noun for example: a handsome boy, a beautiful dress, a expansive car.

In addition, Knapp and Watkins tell some grammatical features as follow:

1) The present tense is predominantly used, for example: lays, swim and has.

2) Use relational verb when describing qualities and partsof phenomena (is, are, has, have).

3) Use action verb to describing behaviours. For example: some ants have wings.

4) Use action verb.

5) Use mental verbs when describing feelings.

6) Use adjective.

7) Use adverb to add extra information to verbs to provide more detailed description.

8) Personal and literary descriptions generally with individual tnings, for example: my house, my cat.[36]

---

[36] Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching Assessing Writing,* (Sydney: University of New Wales Press Ltd, 2005), p. 98-100.

d.   The Example of Descriptive Text

My Cat

I have a cat in my house, the cat is male. I like call him "Meng". **(Identification)**

He is an adorable cat, the cat is cute. His body is fat. He has black and white fur. His fur is very soft. Every morning my mother give him a fish, sometimes he usually scrathes out my arm when I play wit him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or dometimes under the table. **(Description)**

B. Review of Related Studies

There were another researcher that have done a research about simple past tense, they were:

First is done by Rahmadiyah. The purpose of this research is to study students' writing ability in descriptive text at tenth grade of State Vocational High School 1 Pangkalan Lesung. This study was descriptive research. Based on the data analysis, it was based on students' percentage of the students writing ability in descriptive text. The percentage of students' ability in grammar was 18 %, Content was 19%, vocabulary was 20%, mechanics was 21%, and organization was 22%. From the five components of writing, the most weak is in grammar. The result of the student ability in writing descriptive

text at tenth grade of State Vocational High School 1 Pangkalan Lesung was categorized into good level.[37]

Second was done by Yuniarti. The result show the category of generic structure of content are; there are 14 students got score 4 (46.7%), there are 11 students who got score 3 (36.7%), and 5 students who got score 2 (16.7%). The students error analysis in writing descriptive text are; a) the students confused to analyze identification and description, b) the students write descriptive text only to explain the information about the topic in general. Students at the tenth grade of SMAN 3 Parepare have different abilities based on gender. The percentage of male students are 20% and female 73.3% , the result showed that female students obtained a higher score than male students. The researcher concluded that the total number was obtained (99) with percentage (82.5%). The result of the data analysis of students' ability in writing descriptive text at the tenth grade of SMAN 3 Parepare was categorized into excelent.[38]

The third was done by Pohan. Based on the result, researcher found that the students" Mastery in Identifying Adverbs on Descriptive Text at Grade Vlll Pesantren Al-Ansor Padangsidimpuan it was good ability. Based on total of sample research were high score 92 and low score 40, mean score 64.42, median 59.3, and modus 54.98. Based on data collected, the data has been analyzed to prove hypothesis by using formula of Z-test, it can be seen Zcount=

---

[37] Rahmadiyah, A Study on Students' Writing Ability in Descriptive Text at State Vocational High School 1 Pangkalan Lesung, Bachelor Degree of Education, Faculty of Educatioon and Teacher Training State Islamic Universuty of Sultan Syarif Kasim Riau, Pekanbaru, 2020.

[38] Resky Yuniarti, An Analysis of Students' Ability in Writing Descriptive Text based on Its Generic Structure at the Tenth Grade of SMAN 3 Parepare, English Education Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. 2021

6.4 >Ztable= 0.326 by level significant 0.05. So from the research above the researcher concludes that the hypothesis accepted. So, The Students" Mastery in Identifying Adverbs on Descriptive Text at Grade Pesantren Al-AnsorPadangsidimpuanare good category.[39]

Fourth was done by Loka. The result of her research was found the writing ability of descriptive test at the first year SMAN 4 Pekanbaru belong to excellent (90%). It proved that there was 26 students got that category as the highest score 96 and the lowest score was 82. Then there were only 3 students include good category (10%) which the highest score 79 and the lowest 74. Based on the representation data in this research, students ability in writing descriptive text was excelent. Therefore, further research in writing ability and its solutions are needed to help students to learn English better.[40]

---

[39] Sry Wahyuni Pohan, Students' Mastery in Identifying Adverbs on Descriptive Text at Grade Pesantren Al- Ansor Padangsidimpuan, English Education, Tarbiyah and Teacher Training Faculty. 2023.

[40] Frescha Rizkia Loka, An Analysis of Students Writing Descriptive Text at the first Year SMAN 4 Pekanbaru, English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau. 2020.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research was applied at grade VIII in SMP Negeri 1 Hutabargot, it was one of Junior High School in Mandailing Natal. The location of SMP Negeri 1 Hutabargot was located in Mondan, Panyabungan. Huta Bargot subdistrict, Mandailing Natal District and Province of North Sumatera, Indonesia. This research applied on 22 of June 2024.

B. The Kind of Research

This research employed quantitative research with descriptive method. Quantitative research is the research on collection and analysis of numerical data. The researcher apllied quantitative research as a kind of descriptive method. Quantitative research is the research based on collection and analysis of numerical data, usually obtained from question, test, checklist and other formal paper and pencil instrument. Quantitative descriptive method is a method which describes condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some groups of people.[41] It means that researcher analysed students' ability in writing compound sentence.

The researcher applied quantitative research with a type of descriptive method. Descriptive research is a research that purpose to analyze or make a

---

[41] L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. USA: New Jersey. 2000

sense perception (descriptive) about the situation and phenomenon of the result of research. In this research, the researcher was focused on describing the students ability in writing descriptive text at VIII Grade students of SMP Negeri 1 Hutabargot to get the students score in writing descriptive text.

C. The Population and Sample

1. The Population

Population is large number of the students which can used as the participant of research in the research. Population is the generalization area consist of object who have quality and characteristics who be specified by the researcher to be learned and then be made summarizing.[42] Population was the total sample from the students in grade VIII of SMP Negeri 1 Hutabargot. The population in this research was the students at VIII grade of SMP Negeri 1 Hutabargot, where it consist of two classes. Based on explanation above, the population of research could be seen in the following table below:

Table III.1
Population of Research

No	Class	Total Students
1	VIII-1	15 students
2	VIII-2	15 students
Total		**30 students**

The population of this research was students in grade VIII of SMP Negeri 1 Hutabargot that consisted of 2 classes, so the population was 30 students.

---

[42] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif R & D‖*, (Bandung: Alfabeta, 2010). p. 80-81

2. The Sample

Sample is a number of individuals for a study in such a way that they present the large of group from they were selected.[43] Sample is defined as a small proportion of data that is voted from a larger population by using a the rules of selection. According to Gay and Airasian state that sample was a number of individuals for a study in such a way that they present the large of group from they were selected.[44]

Creating a sample is an efficient method of conducting research as in most cases, it is impossible or very expensive and time consuming to research the whole population and hence researching the sample provides insights that can be applied to the whole population. There are some technique in choosing the sample of the research, like random sampling, total sampling, etc.

In this research, the researcher used total sampling in conducting this research. Total sampling is the process of selecting a sample in such a way that all in individuals in defined population have an equal and independent chance of being selected for sample by total sampling. The sampling were the students in VIII-1 and VIII-2 class at VIII grade of SMP Negeri 1 Hutabargot, where there were 30 students of SMP Negeri 1 Hutabargot.

---

[43] L.R. Gay & Peter Airaisan, *Educational Research for Analysis and Application,* (America:Prentice Hall, 2000), p.121.
[44] L.R. Gay & Peter Airaisan.

D. The Instrument of Research

Instrument of the research was device or media that used by the researcher to get the data. The instrument used for collect the data in this research were test and interview.

1. Test

This research used test as instrument to collect the data. Although this research used quantitative research with descriptive method, the researcher used witing test to the students. In this research, the researcher asked the students to write a descriptive text about description of their house by their own self. Test is process of measuring the ability or quality of students in their knowledge.

The test indicator was took from the generic structure of descriptive text, it explained in the table below:

Table III. 2
Indicator of Writing Test[45]

Indicators	Score	Description
Content 1) Topic 2) Details	5	One idea that is clear, focused, and on topic. All concrete and specific details to support the idea. Lots of interesting and original details to support the idea. All the parts are integrated and fit.
	4	One idea that is clear, focused, and on topic. There are concrete and specific details. Attractive details to support the idea. All parts are integrated and fit.
		In general, fit the topic and develop a clear theme or message. Some of the details are

---

[45] Tuchman, *Curriculum Design for Writing Instruction*, (California: Corwin Press. 2005)

Indicators	Score	Description
	3	concrete and some are general. Some of the supporting details are predictive and some are general. Maybe there are parts that are not quite suitable.
	2	Much of the text is iterative and like a collection of unrelated ideas. Lacking specific details and many general ones. Predictive and sketchy details.
	1	Unfocused, totally out of idea, unidentifiable, long, and insufficiently developed Details inconsistent, vague, or nontrivial.
Organization 1) Identification 2) Description	5	The opening is clear and attracts the reader. Paragraph arrangement, topic sentence, clear, consistent, relevant support, and clear concluding sentences. Logical and effective sequence. Use of consistent, precise, and appropriate transitions.
	4	The opening attracts the reader. Each paragraph is organized consistently. Most ideas relate logically. Effective ending. Use of appropriate transitions.
	3	Opening that is effective but does not create a strong sense. All paragraphs are usually correct, except for one or two that do not fit. Trying to use logical relationships. Trying to use an effective ending. Some transitions still do not match.
	2	Weak opening. Paragraph structure tends to be less appropriate like indents. Less logical links. Weak ends. Little use of correct transitions.

Indicators	Score	Description
	1	Unclear beginnings Lack of general organization. Irregular order and detail. Incorrect ends. Do not use transitions.
Word choice	5	Use complete sentence and no run-on. Use consistent sentence variation(complex, compound and simple). The first sentenve variation are creative and consistent. Consistent, integrated and shopisticated transition each sentence.
	4	There is one fragment and run-on. Use the variation types of sentences. Some sentence use variated orientation. Use related transition
	3	There is two fragment and run-on. Sometimes use sentence variation. Use some variation in the first sentence. Use some correct transition.
	2	Writen have some fragment and run-on. Use simple and compound sentence. Use some variation in the first sentence. Use bit correct transition.
	1	No sense in punctuation and sentence. Use simple sentence and fragments. All sentence used the same orientation. No transition
Sentence Fluency	5	Use complete sentence and no run-on. Use consistent sentence variation(complex, compound and simple). The first sentenve variation are creative and consistent. Consistent, integrated and shopisticated transition each sentence.
	4	There is one fragment and run-on. Use the variation types of sentences. Some sentence use variated orientation. Use related transition

Indicators	Score	Description
	3	There is two fragment and run-on. Sometimes use sentence variation. Use some variation in the first sentence. Use some correct transition.
	2	Writen have some fragment and run-on. Use simple and compound sentence. Use some variation in the first sentence. Use bit correct transition.
	1	No sense in punctuation and sentence. Use simple sentence and fragments. All sentence used the same orientation. No transition
Conventions	5	Correct spelling in hard word. Acurate punnctuations and creative. Full understanding and consistent capitalization grammar and the usage. Legible and clear.
	4	Generally correct spelling. Punctuation right. Correct grammar and usage. Capitalization generally correct. Clear and legible.
	3	Some spelling error. Correct punctuation.
	2	It has frequent errors of spelling, punctuation and capitalization.
	1	It is dominated by errors of spelling, punctuation and capitalization. Incorrect grammar and the usage. Illegible, beyond messy, unreadable.

2. **Interview**

In this research, the researcher was used interview to make the data clear and valid. The interview was about what were the students difficulties in writing recount text and what was the effort that have been done by the teacher to overcome the students difficulties in writing recount text. The informant in this research was the English

teacher at VIII grade of SMP Negeri 1 Hutabargot, she was Mrs. Syamsiah, S.Pd.

E. **The Validity and Reliability of the Test**

A good test must be valid. The purpose of test validation was to minimize the misunderstanding of the test, so the test need to validate. There were some technique in validating the data, but in this research the researcher used construct validity. Construct validity is aspect of instrument which based on the experts. The expert validated the test, after getting the agreement from validators, the researcher used the test to collect the data. The expert in this researsh was the English teacher at VIII grade of SMP Negeri 1 Hutabargot.

The reliability is synonyms with the consistency of a test, survey, observation, or other measuring device. Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated. Reliability is one of the characteristic of good test. It refers to the consistency of the measurement.

F. **The Techniques of Data Collection**

The technique of collecting the data used in this research as a procedure how the tests that gave to the students as the sample in this research. The technique of collecting the data that used in this research was consisted of some steps, they were:

1. The researcher prepared the test.

2. The Researcher distributed the test paper.

3. The researcher explained to students how to do the test.

4. The researcher gave time to students to write the text in 30 minutes for students.

5. The students did the writing test.

6. The researcher collected the students' answer of writing test that consisted of 30 answersheet from 30 students.

7. The researcher checked the answer of the students based on the generic structure of descriptive text.

8. The researcher calculated the students result of writing test, then categorized the result based on the criterion of the result of students result of writing descriptive text.

G. The Techniques of Data Analysis

After collected the data, the researcher analyzed the result of the data by following steps, they were:

1. Identified and checked the students' answersheet about writing descriptive text.

2. Identified the mean, median and modus by using descriptive statistic. The formulas were:

   a. Mean (average)

In calculating the mean score of students result score, the researcher used this formula:

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

Explanation:

M   : Mean Score (Average)

$\sum x$: Total of the Result

n : Sum of Respondent.[46]

b. Median

In calculating the median score of students result score, the

researcher used this formula:

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

c. Mode

Mode is the result of students writing test that usually come. In

calculating the mode score of students result score in writing

descriptive text, the researcher used this formula:

$$Mo = Tb + p \left(\frac{b_1}{b + b_1} \right)$$

Then, the result appropriated with the interpretation to the index of

means score. The interpretation of the result could be seen in the following

table.

Table III.3
Interpretation of mean score[47]

No	Range of Real Score	Category
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	40-59	Low
5	0-39	Poor

[46] Ahmad Nizar Rangkuti, *Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p. 85-106.

[47] Riduwan. *Belajar Mudah Penelitian untuk Guru-guru Karyawan dan Peneliti Pemula.* (Bandung: Alfabeta. 2005) p. 89.

3. Description of the data, it would described the data that have been collected by the researcher explained by the researcher by making the clear description.

4. Taking conclusion, it was to make the conclussion from the result of the students score in writing test about descriptive text.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter focused on analyzing the data that have been collected. This chapter explained the detail data of the finding. This result of research discussed based on the consideration of description the data, calculated the mean score to get the results from all students. The quantitative data took from the mean score of the students' score in writing test about descriptive text that given to the VIII grade students of SMP Negeri 1 Hutabargot. The details of the description data as follows:

A. The Description of Data

The result of students writing descriptive text of the VIII grade of SMP Negeri 1 Hutabargot described in this chapter, the researcher used writing test as the instrument in collecting the data. The test was gave to the VIII grade student of SMP Negeri 1 Hutabargot.

1. Students Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot

In this research, the test that applied was to know the students ability in writing descriptive text at The VIII Grade Students of SMP Negeri 1 Hutabargot. The research was applied in 30 students. The result of students writing descriptive text it can be seen in the table below:

Table IV.1
Students Writing Descriptive Score

No	Initial	Score	Class
1	AN	**40**	VIII-1
2	AFN	**32**	VIII-1
3	API	**56**	VIII-1
4	LH	**40**	VIII-1
5	SB	**36**	VIII-1
6	N	**32**	VIII-1
7	Nat	**32**	VIII-1
8	OU	**56**	VIII-1
9	PA	**36**	VIII-1
10	RI	**64**	VIII-1
11	SA	**56**	VIII-1
12	SH	**40**	VIII-1
13	ZA	**40**	VIII-1
14	MA	**40**	VIII-1
15	S	**40**	VIII-1
16	AU	**56**	VIII-2
17	OP	**60**	VIII-2
18	IH	**56**	VIII-2
19	MFA	**40**	VIII-2
20	NT	**56**	VIII-2
21	NH	**44**	VIII-2
22	Naz	**48**	VIII-2
23	PM	**52**	VIII-2
24	RA	**36**	VIII-2
25	R	**68**	VIII-2
26	SA	**40**	VIII-2
27	SN	**36**	VIII-2
28	YENA	**52**	VIII-2

No	Initial	Score	Class
29	MI	40	VIII-2
30	NS	56	VIII-2
Total Score		1380	
Mean Score		46	

From table IV.1 above, the score of test was resumed the data by the researcher to classification of the students result score of students writing descriptive text, it can be seen the students result score of writing descriptive text from 30 students of VIII grade of SMP Negeri 1 Hutabargot, where the total score from 30 students were 1380 and the mean score was 46. This research concluded the data by using the classification quality of the students' score based on Riduan, the result showed in this following table:

Table IV.2
Quality Score of students' Writing Descriptive Text

No	Initial	Score	Quality Score
1	AN	40	Low
2	AFN	32	Poor
3	API	56	Low
4	LH	40	Low
5	SB	36	Poor
6	N	32	Poor
7	Nat	32	Poor
8	OU	56	Low
9	PA	36	Poor
10	RI	64	Enough

No	Initial	Score	Quality Score
11	SA	**56**	**Low**
12	SH	**40**	**Low**
13	ZA	**40**	**Low**
14	MA	**40**	**Low**
15	S	**40**	**Low**
16	AU	**56**	**Low**
17	OP	**60**	**Enough**
18	IH	**56**	**Low**
19	MFA	**40**	**Low**
20	NT	**56**	**Low**
21	NH	**44**	**Low**
22	Naz	**48**	**Low**
23	PM	**52**	**Low**
24	RA	**36**	**Poor**
25	R	**68**	**Enough**
26	SA	**40**	**Low**
27	SN	**36**	**Poor**
28	YENA	**52**	**Low**
29	MI	**40**	**Low**
30	NS	**56**	**Low**

From table IV.2, the researcher conclude the students' quality score of writing descriptive text were 7 students categorized into *poor* category with range score 0-39, there were 20 students categorized into *low* category with range score 40-59, there were 3 students were categorized into *enough* category with range score 60-69 and no more students was categorized into good and very good category.

After classified the result based on the criteria of quality score test from the VIII grade students of SMP Negeri 1 Hutabargot, the researcher concluded the data by using statistic count to make data more clear and understanble, so the resume of the data by using statistic count as follows:

Table IV.3
Statistic Count of Students Result Score

No	Statistics	Variable
1	The lowest Score	32
2	The Highest Score	68
3	Range	45
4	Sum	1380
4	Class Interval	6
5	Mean	46
6	Median	43.5
7	Mode	40.6
8	Standard Deviation	10.33241
9	Varians	106.7586

From the table above, it showed that the statistic count of the students result score in writing descriptive text was the lowest score was 32, the highest score was 68, the range score between the lowest score and the highest score was 45, sum of score from 30 students was 1380, the class interval was 6, the mean score was 46, the median score was 43.5, the mode score was 40.6, standard deviation from the students result score in writing descriptive text was 10.33241 and the varians score was 106.7586.

After geting the data of writing descriptive text from 30 students. Then, the researcher classified each result of student by using the criterion of data. After that, the researcher made a distribution table to see the

frequency absolute and frequency relative and the data would described using chart from every interval of the data .

The frequency score of students result in mastering past tense showed in the table below:

Table IV.4
The Distribution Table of Students Score

No	Class	Frequency Absolute	Frequency Relatives
1	32 – 38	7	23.35%
2	39 – 45	10	33.4%
3	46 – 52	3	10%
4	53 – 58	7	23.35%
5	59- 65	2	6.6%
6	66-72	1	3.3%
	Total	**30**	**100%**

Based on the table above, the researcher concluded that there 6 class interval with range interval was 7. In class interval between 32-38 there were 7 students with percentage 23.35%. In class interval between 39-45 there were 10 students with percentage 33.4%. In class interval between 46-52 there were 3 students with percentage 10%. In class interval between 53-58 there were 7 students with percentage 23.35%. in class interval between 59-65 there were 2 students with percentage 6.6% and in class interval between 66-72 there was 1 student with percentage 3.3%.

Based on the table IV.4, the researcher made a histogram, such as:
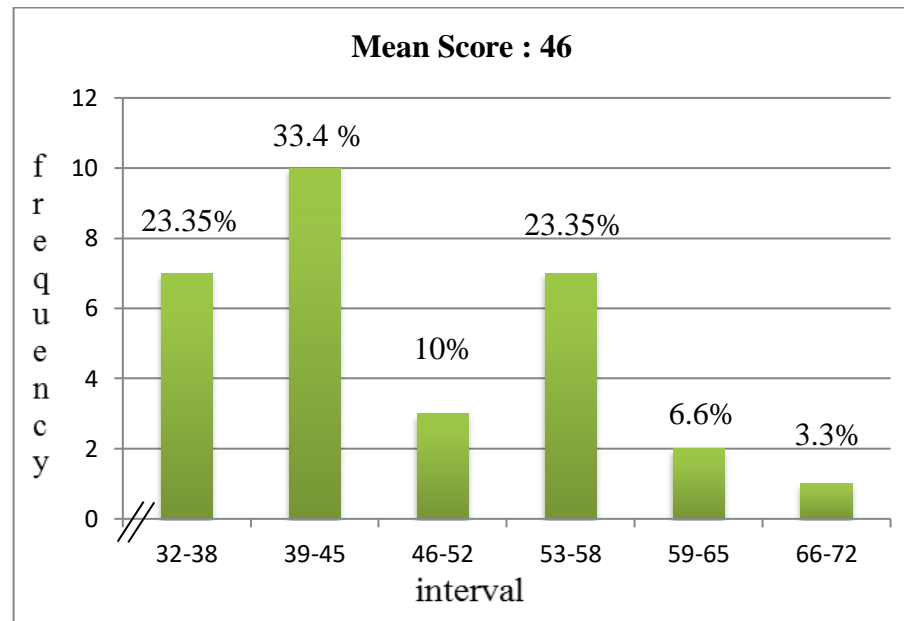
Figure IV.1
Histogram of The students ability in Writing Descriptive Text

Based on the histogram above, the researcher concluded that there 6 class interval with range interval was 7. In class interval between 32-38 there were 7 students with percentage 23.35%. In class interval between 39-45 there were 10 students with percentage 33.4%. In class interval between 46-52 there were 3 students with percentage 10%. In class interval between 53-58 there were 7 students with percentage 23.35%. in class interval between 59-65 there were 2 students with percentage 6.6% and in class interval between 66-72 there was 1 student with percentage 3.3%.

From the data above, it could be found that formula and the calculating of mean scores as follows:

Mean Score:

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1380}{30}$$

$$M = 46$$

From the calculating above, the students' ability about writing descriptive text at grade VIII of SMP Negeri 1 Hutabargot on academic year 2023/2024 could be categories into less category with mean score 46.

This research applied distribution frequency to describe the data of students' ability about writing descriptive text at grade VIII of SMP Negeri 1 Hutabargot on academic year 2023/2024. To know the students' ability about writing descriptive text at grade VIII of SMP Negeri 1 Hutabargot on academic year 2023/2024 can be used the criteria of mean score. The description of classification or criteria of mean score about about writing descriptive text at grade VIII of SMP Negeri 1 Hutabargot on academic year 2023/2024 can be seen in the following table:

Table IV. 5
The Interpretation of Students Score

No	Number of Score	Predicate	Total Students
1	80-100	Very good	0
2	70-79	Good	0
3	60-69	Enough	3
4	40-59	Low	20
5	0-40	Poor	7
Total of Students			**30**

The researcher conclude the interpretation of students score of writing descriptive text were 7 students categorized into **poor** category with range score 0-39, there were 20 students categorized into **low** category

with range score 40-59, there were 3 students were categorized into *enough* category with range score 60-69 and no more students was categorized into good and very good category.

Based on the students result test about writing descriptive text, the researcher conclude the students ability in writing descriptive text at grade VIII of SMP Negeri 1 Hutabargot on academic year 2023/2024 was categorized into low category, with mean score 46.

2. The Description of Students' Difficulties In Writing Descriptive Text at Grade VIII of SMP Negeri 1 Hutabargot

The researcher not only identified the students' ability, but also proved the students difficulties by giving questionare to the students. Researcher needed to know the students difficulties generally and specifically. The following table was the students difficulties of 30 students from grade VIII of SMP Negeri 1 Hutabargot.

Table IV.6
Students' Difficulties of Grade VIII in Writing Descriptive Text

No	Students difficulties in writing recount text
1	Forming words to sentence
2	Lack of arranging good sentence from identification and description
3	Difficult in memorizing the vocabulary
4	Seldom practice English, especially in writing

3. The Description of Lecturer's Efforts to Overcome The Students' Difficulties In Writing Descriptive Text

The difficulties that faced by students in writing descriptive text. Namely, the difficulty in detecting form of forming sentence and paragraph, lack of arranging good sentence from identification and

description, difficult in memorizing the vocabulary and seldom practice English, especially in writing. So, the result of interview that have been carried out with the English teacher in SMP Negeri 1 Hutabargot, there were some efforts that can be applied to overcome the difficulties of students in writing descriptive text. More explanation about the English teacher efforts as follows:

a. Before start teaching writing, remind again about how to build a good paragraph and sentence, add more practice in it to add students understand in build a good paragraph, especially about descriprive text.

b. The students difficulties in memorizing vocabulary was asked the students to reopen the dictionary, because by looking the dictionary, students know the meaning of the word and the class of the word. Another effort was asked the students to be more consider about unfamiliar vocabulary by writing, memorizing and practicing periodically.

c. Ask the students read more about descriptive text, especilly in language features, even they study some texts but they have to know the different from each text, and the characteristic of each text.

B. DISCUSSION

There were another researcher that have done a research about writing descriptive text, they were:

First is done by Rahmadiyah. The purpose of this research is to study students' writing ability in descriptive text at tenth grade of State Vocational High School 1 Pangkalan Lesung. This study was descriptive research. Based on the data analysis, it was based on students' percentage of the students writing ability in descriptive text. The percentage of students' ability in grammar was 18 %, Content was 1 9%, vocabulary was 20%, mechanics was 21%, and organization was 22%. From the five components of writing, the most weak is in grammar. The result of the student ability in writing descriptive text at tenth grade of State Vocational High School 1 Pangkalan Lesung was categorized into good level.[48]

The similarities between her study with this study was these research discussed about the students ability in writing desriptive text, while the differences were her study was doing the analysis to the students result of descriptive text, while this research just to find the students score in writing descriptive text without doing the analysis. Another difference was the research methoodology, her research was used qualitative method, but this research used quantitative method and her research was conducted in state vocational school, but this research conducted in junior high school and also the different about the number result score in mean score, and another statistic count.

Second was done by Yuniarti. The result show the category of generic structure of content are; there are 14 students got score 4 (46.7%), there are 11

[48] Rahmadiyah, A Study on Students' Writing Ability in Descriptive Text at State Vocational High School 1 Pangkalan Lesung, Bachelor Degree of Education, Faculty of Educatioon and Teacher Training State Islamic Universuty of Sultan Syarif Kasim Riau, Pekanbaru, 2020.

students who got score 3 (36.7%), and 5 students who got score 2 (16.7%). The students error analysis in writing descriptive text are; a) the students confused to analyze identification and description, b) the students write descriptive text only to explain the information about the topic in general. Students at the tenth grade of SMAN 3 Parepare have different abilities based on gender. The percentage of male students are 20% and female 73.3% , the result showed that female students obtained a higher score than male students. The researcher concluded that the total number was obtained (99) with percentage (82.5%). The result of the data analysis of students' ability in writing descriptive text at the tenth grade of SMAN 3 Parepare was categorized into excelent.[49]

The similarities between her study with this study was these research discussed about the students ability in writing desriptive text, while the differences were her study was doing the analysis to the students result of descriptive text, while this research just to find the students score in writing descriptive text without doing the analysis. Another difference was the research methoodology, her research was used qualitative method, but this research used quantitative method and her research was conducted in state Senior high school, but this research was conducted in junior high school and also the different about the number result score in mean score, and another statistic count..

---

[49] Resky Yuniarti, An Analysis of Students' Ability in Writing Descriptive Text based on Its Generic Structure at the Tenth Grade of SMAN 3 Parepare, English Education Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. 2021

The third was done by Pohan. Based on the result, researcher found that the students" Mastery in Identifying Adverbs on Descriptive Text at Grade Vlll Pesantren Al-Ansor Padangsidimpuan it was good ability. Based on total of sample research were high score 92 and low score 40, mean score 64.42, median 59.3, and modus 54.98. Based on data collected, the data has been analyzed to prove hypothesis by using formula of Z-test, it can be seen Zcount= 6.4 >Ztable= 0.326 by level significant 0.05. So from the research above the researcher concludes that the hypothesis accepted. So, The Students" Mastery in Identifying Adverbs on Descriptive Text at Grade Pesantren Al- Ansor Padangsidimpuanare good category.[50]

The similarities between her study with this study was these research discussed about the students ability in writing desriptive text, while the differences were her study was focused on the students master in identifying adverbs on descriptive text, while this research just to find the students score in writing descriptive text generally, another similarities was the research methoodology, her research was used quantitative method and this research used quantitative method. Another difference was and her research was conducted in islamic scool in senior high school students, but this research was conducted in junior high school and also the different about the number result score in mean score, and another statistic count..

---

[50] Sry Wahyuni Pohan, Students' Mastery in Identifying Adverbs on Descriptive Text at Grade Pesantren Al- Ansor Padangsidimpuan, English Education, Tarbiyah and Teacher Training Faculty. 2023.

Fourth was done by Loka. The result of her research was found the writing ability of descriptive test at the first year SMAN 4 Pekanbaru belong to excellent (90%). It proved that there was 26 students got that category as the highest score 96 and the lowest score was 82. Then there were only 3 students include good category (10%) which the highest score 79 and the lowest 74. Based on the representation data in this research, students ability in writing descriptive text was excelent. Therefore, further research in writing ability and its solutions are needed to help students to learn English better.[51]

The similarities between her study with this study was these research discussed about the students ability in writing desriptive text, while the differences were her study was doing the analysis to the students result of descriptive text, while this research just to find the students score in writing descriptive text without doing the analysis. Another difference was the research methoodology, her research was used qualitative method, but this research was used quantitative method and her research was conducted in state Senior high school, but this research conducted in junior high school and also the different about the number result score in mean score, and another statistic count.

---

[51] Frescha Rizkia Loka, An Analysis of Students Writing Descriptive Text at the first Year SMAN 4 Pekanbaru, English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau. 2020.

CHAPTER V

CLOSING

A. CONCLUSION

Based on the result of the research and calculating the data, the object of this research were to analyze the students' ability about writing descriptive text at grade VIII of students in SMP Negeri 1 Hutabargot. After threating the collecting the data, the conclusion was the students' ability in writing descriptive text at grade VIII of students in SMP Negeri 1 Hutabargot can be categorized into low category. It can be seen from mean score of the students' ability about writing descriptive text at grade VIII of students in SMP Negeri 1 Hutabargot, it was 46. The students difficulties in writing descriptive text were in forming word and sentence, lack of arranging good sentence from identification and description, difficult in memorizing vocabulary and seldom practice English. The teachers efforts in solving the students difficulties in writing descriptive text were remind how to build a good paragraph and sentence, checked the dictionary to solve the vocabulary problem and learn more about descriptive text.

B. IMPLICATION

Implication is a consequence or direct result of the findings in a scientific study. The result of this study were about students ability in writing descriptive text at grade VIII of students in SMP Negeri 1 Hutabargot. Based on the result of study, it is known that students ability in writing descriptive text at grade VIII of students in SMP Negeri 1 Hutabargot categorized into low category

with mean score 46. A study that has beenn carried out in an educational environment, the conclusion drawn certainly have implications in the fields of education and also subsequent research. In connection with this, the implications was:

1. Based on the result of research that the strategy used by teacher is very useful to improve the enthusiasm of students in learning process in the classroom. Therefore, teachers try to provide more interesting learning method s in every meeting to make students more interested in learning English.

2. Based on the theory that has been explained by researcher, it can be seen that the selection of teaching method was categorized less, it seen from the students result score in writing descriptive text at grade VIII of students in SMP Negeri 1 Hutabargot.

C. SUGGESTION

After finishing the research, the researcher took the conclusion, this research has some suggestion. Therefore, the writer has suggestion to:

1. For Headmaster : Hopefully this research as the information to convince the English teacher in teaching especially for writing.

2. For Teacher : Hopefully this research give the information about the students ability in writing descriptive text, so the teacher can use it to evaluate the students ability to be better.

3. For the next researcher : Hopefully the result of this research can be used as a reference for another researcher who will discuss about the students ability in writing descriptive text.

REFERENCES

Astuti, Y., Wibowo, A and Nursalim, (2018) "The Effectiveness of Picture Sequence Towards Students' Ability in Using Conjuction at the Eight Grade of MTs Negeri Model Kota Sorong in the Academic Year 2016/2017," *Jurnal Interaction* 5, no. 2:, https://scholar.google.co.id.

Boardman, C. A and Frydenberg, J. (2008), *Writing to Communicate*, Third Edition. New York: Pearson Education, https://en.bookfi.net.

Brown, H. D (2000) *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2nd ed. Longman : Longman University Press. https://octovany.wordpress.com/wp-content/uploads/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf

Carrol, J. B. (1993), *Human Cognitive Abilities,* Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511571312

Dewi, U (2013) *How to Write,* ed. La Tansa Press, Medan. http://repository.uinsu.ac.id/id/eprint/8566

Gay, L.R. and Airasian, P.(2000) *Educational Research Competencies for Analysis and Application*. USA: New Jersey. https://yuli-elearning.com/pluginfile.php/4831/mod_resource/content/1/Gay-E%20Book%20Educational%20Research-2012.pdf

Harmer, J (2004) *How to Teach Writing* (London: Pearson Educational Limited, https://en.bookfi.net.

Hornby, A.S (1995) *Oxford Advance Learners Dictionary Of Current English*. London : Oxford University Press

Kane, T. S. (1998) *Essential Guide to Writing*, New York: Oxford University Press.

Langan, J. (2011). *College Writing Skills with Readings,* Eight Edition, (New York: McGraw-Hill.

Loka, F.R. (2020) An Analysis of Students Writing Descriptive Text at the first Year SMAN 4 Pekanbaru, English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau. https://repository.uir.ac.id/9164/1/166310134.pdf

Mursyid, M (2004) *Learning Descriptive Text,* Karangdadap: SMPN Karangdadap,. https://www.researchgate.net/publication/321713274

Nunan, D. (2003), *Practical English Language Teacing,* New York; Mcgraw, Hill. https://dergipark.org.tr/tr/download/article-file/90220

Oshima, A and Hogue, A, (2006) *Writing Academic English*, Fourth Edition. New York: Pearson Education. https://itnice01.wordpress.com/wp-content/uploads/2009/07/eng.pdf

Pohan, S.W (2023) Students' Mastery in Identifying Adverbs on Descriptive Text at Grade Pesantren Al- Ansor Padangsidimpuan, English Education, Tarbiyah and Teacher Training Faculty. https://etd.uinsyahada.ac.id/9380/1/1720300058.pdf

Priyana, J., Irjayanti, A.R, & Renitasari, V. (2008), *Scafollding English for Junior High School Students Grade VIII*, Jakarta: Pusat Perbukuan. https://mirror.unpad.ac.id/bse/Kurikulum_2006/08_SMP/kelas08_scaffolding_joko.pdf

Rahayu, (2017), "An Analysis Of The Students' Skill in Writing Descriptive Text" Jurnal Mahasiswa Prodi Bahasa Inggris UPP 3, No. 1, *https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/2683/2073*

Rahmadiyah, (2020) A Study on Students' Writing Ability in Descriptive Text at State Vocational High School 1 Pangkalan Lesung, Bachelor Degree of Education, Faculty of Education and Teacher Training State Islamic Universuty of Sultan Syarif Kasim Riau, Pekanbaru, https://repository.uin-suska.ac.id/30816/

Rahma, E.S And Meisuri, (2013), "Improving Students' Achievement in Writing Descriptive Text Through Questioning Technique", *Journal of English Language Teaching of FBS-Unimed*, Vol. 2, No. 4, https://jurnal.unimed.ac.id/2012/index.php/eltu/article/download/682/493

Rangkuti, A. N. (2008), *Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.

Riduan. (2005) *Belajar Mudah Penelitian untuk Guru-guru Karyawan dan Peneliti Pemula*. Bandung: Alfabeta.

Siahaan, S and Shinoda, K (2008), *Generic Text Structure*: Edisi Pertama, Yogyakarta; Graha Ilmu,. https://www.yumpu.com/en/documentPdf-

Siregar, F.R. Teaching Writing and Evaluating Students' Writing (in a Process Approach). English Educational Journal. Vol. 01., No.01 July 2014. https://repo.uinsyahada.ac.id/171/1/1.%20b.fitri2.compressed.pdf

Siregar, S.R and Dongoran, N, (2020) Students" Ability in Writing Descriptive Text", *English Journal for Teaching and Learning*, 08.01, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ.

Sugiono (2010) *Metode Penelitian Kuantitatif , Kualitatif R & D‖*, Bandung: Alfabeta. https://www.pdfdrive.com/prof-dr-sugiyono-metode-penelitian-kuantitatif-kualitatif-dan-rd-intro-d56379944.html

Tuchman, (2005) *Curriculum Design for Writing Instruction*, California: Corwin Press.

Watkins, P. (2005) *Learning to Teach English*, England: Delta Publishing.

Wilson, E. E. et.al, (2001) *Writing and Grammar: Communication in Action* USA: Prentice-Hall.

Yanti, A. (2014), "Students' *Ability in Writing Descriptive Text at The Eight Grade of SMP N 3 Sawit"* Universitas Muhammadiyah Surakarta http://Eprints.Ums.ac.id

Yuniarti, R (2021) An Analysis of Students' Ability in Writing Descriptive Text based on Its Generic Structure at the Tenth Grade of SMAN 3 Parepare, English Education Program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare. https://repository.iainpare.ac.id/id/eprint/3499/1/16.1300.040.pdf

<center>**CURRICULUM VITAE**</center>

I. Personal Details

1. Name   : Ari Yudha Perdana
2. Reg. Number   : 1720300067
3. Gender   : Male
4. Date of Birth   : Bali/ 5 May 1999
5. Nationality   : Indonesia
6. Marital Status   : Single
7. Religion   : Islam
8. Address   : Gunungtua, Panyabungan
9. Phone Number : 0878 0175 0653

II. Parents

1. Father
    a. Name   : Muhammad Amrin Lubis
    b. Address   : Gunungtua, Panyabungan
    c. Phone Number : -
2. Mother
    a. Name   : Erlidawati Nasution
    b. Adress   : Gunungtua, Panyabungan
    c. Phone Number : 0813 9644 1245

III.   Educational Background

1. SD Swasta 118 Muhammadiyah Gunungtua, Panyabungan, Mandailing Natal (2005-2011)

2. SMP Swasta Muhammadiyah 31 Gunungtua Kab. Mandailing Natal (2011-2014)

3. SMK Negeri 3 Mandailing Natal (2014-2017)

4. Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan (2017-2024)

APPENDIXES

APPENDIX 1

TEST

1. Introduction

The purpose of this test is to know the students ability in writing descriptive text. The test will be applied to the VIII Grade students of SMP Negeri n1 Hutabargot.

2. Insrtuction

The instruction of doing this test are:

    a. Write a descriptive text with theme "My House".

    b. The test at least consist of three paragraph (150 words).

    c. If there is unclear instruction , students can ask the researcher for more explanation about the test.

3. Time Allocation

The time for doing the test is 30 minutes

APPENDIX 2

Name of Students at Grade VIII of SMP Negeri 1 Hutabargot

No	Name	Class
1	Ali Nasrun	VIII-1
2	Asril Fausi NST	VIII-1
3	Anggina Putri Indriani	VIII-1
4	Lukmanul Hakim	VIII-1
5	Naila Putri NST	VIII-1
6	Nurhalimah	VIII-1
7	Nur Atikah	VIII-1
8	Okta Unzila	VIII-1
9	Putri Amelia	VIII-1
10	Rapki Irawan	VIII-1
11	Siti Aprina	VIII-1
12	Siti Hawa	VIII-1
13	Zahra Andini	VIII-1
14	Muhammad Aidil	VIII-1
15	Saskiah	VIII-1
16	Ali Usman	VIII-2
17	Ode Pulungan	VIII-2
18	Indah Harni	VIII-2
19	Muhammad Fajar Abdillah	VIII-2
20	Nasilah Turrahmi	VIII-2
21	Nur Halisah	VIII-2
22	Nur Azizah	VIII-2
23	Putri Marisa	VIII-2
24	Rina Afifah	VIII-2
25	Rizky	VIII-2
26	Saipul Abas	VIII-2
27	Silvi Nasution	VIII-2
28	Yang Emira Nurul Ain	VIII-2
29	Muhammad Irawan	VIII-2
30	Nida Sari	VIII-2

APPENDIX 3

Students Result Score based on The Indicators

No	Initial	Indicators					Points	Total Score
		Content	Organiza tion	Word Choice	Sentence Fluency	Conven tions		
1	AN	2	2	2	2	2	**10**	**40**
2	AFN	2	2	1	2	1	**8**	**32**
3	API	3	3	3	2	3	**14**	**56**
4	LH	2	2	2	2	2	**10**	**40**
5	SB	2	2	2	2	1	**9**	**36**
6	N	2	2	1	2	1	**8**	**32**
7	Nat	2	2	1	2	1	**8**	**32**
8	OU	3	3	3	3	2	**14**	**56**
9	PA	2	2	2	2	1	**9**	**36**
10	RI	4	3	3	3	3	**16**	**64**
11	SA	3	3	3	2	3	**14**	**56**
12	SH	2	2	2	2	2	**10**	**40**
13	ZA	2	2	2	2	2	**10**	**40**
14	MA	2	2	2	2	2	**10**	**40**
15	S	2	2	2	2	2	**10**	**40**
16	AU	3	3	3	3	2	**14**	**56**
17	OP	3	3	3	3	3	**15**	**60**
18	IH	3	3	3	3	2	**14**	**56**
19	MFA	2	2	2	2	2	**10**	**40**
20	NT	3	3	3	2	3	**14**	**56**
21	NH	3	2	2	3	2	**11**	**44**
22	NAz	3	2	2	3	2	**12**	**48**
23	PM	3	3	3	2	2	**13**	**52**
24	RA	2	2	2	2	1	**9**	**36**
25	R	4	4	3	3	3	**17**	**68**
26	SA	2	2	2	2	2	**10**	**40**
27	SN	2	2	2	2	1	**9**	**36**
28	YENA	3	2	3	3	2	**13**	**52**
29	MI	2	2	2	2	2	**10**	**40**
30	NS	3	3	3	2	3	**14**	**56**
Total Score							**345**	**1380**
Mean Score							**11.5**	**46**

APPENDIX 4

Quality of Students Score in Writing Descriptive Text

No	Initial	Score	Quality Score
1	AN	40	Low
2	AFN	32	Poor
3	API	56	Low
4	LH	40	Low
5	SB	36	Poor
6	N	32	Poor
7	Nat	32	Poor
8	OU	56	Low
9	PA	36	Poor
10	RI	64	Enough
11	SA	56	Low
12	SH	40	Low
13	ZA	40	Low
14	MA	40	Low
15	S	40	Low
16	AU	56	Low
17	OP	60	Enough
18	IH	56	Low
19	MFA	40	Low
20	NT	56	Low
21	NH	44	Low
22	Naz	48	Low
23	PM	52	Low
24	RA	36	Poor
25	R	68	Enough
26	SA	40	Low
27	SN	36	Poor
28	YENA	52	Low
29	MI	40	Low
30	NS	56	Low

APPENDIX 5

Statistic Count From Students Score

The students' score from low score to high score

32	32	32	36	36
36	36	40	40	40
40	40	40	40	40
40	44	48	52	52
56	56	56	56	56
56	56	60	64	68

1.   The highest score = 68

2.   The lowest score = 32

3.   Range = (Highest score – Lowest score = 68 – 32= 45)

4.   Total of Class = 1+ 3,3 log (n)
       = 1+ 3,3 log (30)
     = 1+ 3,3 (1.44)
     = 1+ 4.752
     = 5.752
     = 6

Table frequency The students' Score

Class	Frequency
32 - 38	7
39 - 45	10
46 - 52	3
53 - 58	7
59 - 65	2
66 - 72	1
Total	**30**

5. Mean Score

$$M = \frac{\sum Fx}{N}$$

$$M = \frac{1380}{30}$$

$$M = 46$$

6. Median

(*i*) $= 39 - 0.5 = 38.5$

(b)n $= 30$

F $= 10$

f $= 6$

p $= 7$

$$Me = b + (\frac{\frac{1}{2}n - F}{f})p$$

$$Me = 38,5 + (\frac{\frac{1}{2}\,30 - 10}{7})7$$

$$Me = 38,5 + (\frac{15 - 10}{7})7$$

$$Me = 38,5 + 5$$

$$Me = 43,5$$

7. Modus

$Tb = 39 - 0.5 = 38.5$

$P = 7$

$b = 10\text{-}7 = 3$

$b. = 10 - 3 = 7$

$$Mo = Tb + p(\frac{b}{b + b.})$$

$$Mo = 38,5 + 7\,(\frac{3}{3 + 7})$$

$$Mo = 38,5 + 2,1$$

$$Mo = 40,6$$

APPENDIX 6

Documentation of The Research

The Researcher distribute The Test

The Researcher Explain The Test Procedure

The Researcher Collect The Test Result

Nomor : B-0399/Un.28/E.1/PP.00.9/03/2024   20 Maret 2024
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.
1. Sokhira Linda Vinde Rambe, M.Pd   (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd.   (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa di bawah ini sebagai berikut:

Nama   : Ari Yuda Perdana
NIM   : 17 203 00067
Program Studi   : Tadris Bahasa Inggris
Judul Skripsi   : Student's Ability in Writing Descriptive Text at The VIII Grade
                   Students of SMPN 1 Hutabargot

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut di atas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
dan Kelembagaan   Tadris Bahasa Inggris

Dr. Lelya Hilda Syafrida Siregar, S.Psi.,M.A   Fitri Rayani Siregar, M.Hum.
NIP. 19801224 200604 2 001   NIP. 19820731 200912 2 004

SURAT KETERANGAN PELAKSANAAN PENELITIAN
Nomor : 421 / 21 / SMPN-1HTB / 2024

Yang bertanda tangan dibawah ini :

Nama	:	**JAMILAH RANGKUTI, M.Pd**
NIP	:	19840718 201101 2 003
Jabatan	:	Kepala Sekolah
Unit Kerja	:	UPTD SMP Negeri 1 Hutabargot

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B-3833/Un.28/E.4a/TL.00.9/06/2024 Tanggal 20 Juni 2024 tentang permohonan Izin mengadakan penelitian penyelenggaraan Skripsi dari Mahasiswa Universitas Agama Islama Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan menerangkan dengan sebenarnya :

Nama	:	**ARI YUDHA PERDANA**
NIM	:	1720300067
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris
Alamat	;	Panyabungan

Adalah benar telah melakukan Penelitian di SMP Negeri 1 Hutabargot Desa Mondan Kecamatan Hutabargot Kabupaten Mandailing Natal untuk menyelesaikan Skripsi dengan Judul "**Student's Ability in Writing Descriptive Text at The VIII Grade Students of SMP Negeri 1 Hutabargot**".

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Hutabargot, 21 Juni 2024
Kepala SMP Negeri 1 Hutabargot

JAMILAH RANGKUTI, M.Pd
NIP. 19840718 201101 2 003

Nomor   : B-3833/Un.28/E.4a/TL.00.9/06/2024   20 Juni 2024

Lampiran   : -

Hal   : Izin Penelitian

Penyelesaian Skripsi

Yth. Kepala SMP Negeri 1 Hutabargot

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Ari Yuda Perdana

NIM   : 1720300067

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Panyabungan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Student's Ability in Writing Descriptive Text at The VIII Grade Students of SMPN 1 Hutabargot"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberika izin penelitian dengan judul diatas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Kabag TU Fakultas Tarbiyah dan Ilmu Keguruan

Nasrul Hamm Hasibuan, S.Ag., M.A.P
NIP 19720829 200003 1 001