THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SIXTH SEMESTER ENGLISH DEPARMENT OF STATE ISLAMIC UNIVERSITY SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN

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:

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ENGLISH EDUCATION DEPARTMENT

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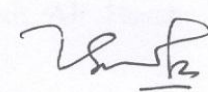
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Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Rodia Nurhasani**, entitled **"The Students' Ability in Writing Descriptive Text at Sixth Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**. 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.
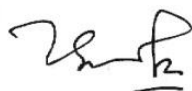
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalam'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF THESIS COMPLETION

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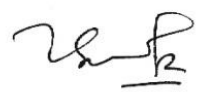
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ABSTRACT

Name   : Rodia Nurhasani
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Title of Thesis : "The Students' Ability in Writing Descriptive Text at Sixth Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan"

   This research aims to know the students' ability in writing descriptive text at sixth semester of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. This research applied quantitative and qualitative approach by descriptive research. The subject of this research were students at sixth semester of English department. They were 60 students and the writing subject lecturer. The researcher gave a writing test to students to obtain the data to make into the result of the data. In analyzing the data, the researcher used the following steps: collecting the data, scoring data, calculating the data, describe the interview result from the students and lecturers to describe the students' ability, difficulties and the solutions. Based on the data analysis, the researcher found that the students' ability in writing descriptive text was very good/ very high category. It was 80.51. Then, the students' difficulties were lack in grammatical features, lack of vocabulary verb types and adverb types, difficult also in constructing sentences that was how to connect the previous sentence to next sentence in different tense namely in present simple and past simple, and the last was lack of practicing in writing. The last, the solutions were given were teaching or reviewing again the topic, giving more practice, giving the evaluation, reminding and reminding students to be aware and having theirself willing and the motivation to write everyday writing and become the writing as the hobby and remembering the students the importances or advantages of writing as well.

Key words: *Students' Ability, Writing,* and *Descriptive Text*

ABSTRAK

Nama	: **Rodia Nurhasani**
Nim	: **17 203 00115**
Judul Skripsi	: **"Kemampuan Mahasiswa Dalam Menulis Teks Deskriptif Pada Semester Enam Jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan"**

Penelitian ini bertujuan untuk mengetahui kemampuan mahasiswa dalam menulis teks deskriptif pada semester enam jurusan Bahasa Inggris Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Penelitian ini menerapkan pendekatan kuantitatif dan kualitatif dengan penelitian deskriptif. Subjek penelitian ini adalah mahasiswa semester enam jurusan Bahasa Inggris. Mereka berjumlah 60 mahasiswa dan dosen mata kuliah menulis. Peneliti memberikan tes menulis kepada siswa untuk mendapatkan data untuk dijadikan hasil data. Dalam menganalisis data, peneliti menggunakan langkah-langkah berikut: mengumpulkan data, menilai data, menghitung data, menggambarkan hasil wawancara dari mahasiswa dan dosen untuk menggambarkan kemampuan, kesulitan dan solusinya mahasiswa. Berdasarkan analisis data, peneliti menemukan bahwa kemampuan siswa dalam menulis teks deskriptif berada pada kategori sangat baik/sangat tinggi. Itu adalah 80.51. Kemudian, kesulitan siswa adalah kurangnya fitur tata bahasa, kurangnya jenis kata kerja kosakata dan jenis kata keterangan, sulit juga dalam menyusun kalimat yaitu bagaimana menghubungkan kalimat sebelumnya dengan kalimat berikutnya dalam bentuk yang berbeda yaitu pada present simple dan past simple, dan yang terakhir adalah kurangnya latihan dalam menulis. Terakhir, solusi yang diberikan adalah mengajarkan atau meninjau kembali topik, memberikan lebih banyak latihan, memberikan evaluasi, mengingatkan dan mengingatkan siswa untuk sadar dan memiliki kemauan diri dan motivasi untuk menulis tulisan sehari-hari dan menjadi tulisan sebagai hobi dan mengingat siswa pentingnya atau kelebihan menulis juga.

Kata kunci: *Kemampuan Siswa, Menulis,* dan *Teks Deskriptif*

خلاصة

الاسم	:	روضية نورحساني
رقم التسجيل	:	١٧٢٠٣٠٠١١٥
عنوان الرسالة	:	قدرة الطلاب على كتابة النصوص الوصفية في الفصل السادس من قسم اللغة الإنجليزية، جامعة الشيخ علي حسن أحمد أداري الإسلامية الحكومية، بادانجسيديمبوان

يهدف هذا البحث إلى معرفة قدرة الطلاب على كتابة النص الوصفي في الفصل السادس من قسم اللغة الإنجليزية بالجامعة الإسلامية الحكومية الشيخ علي حسن أحمد أداري بادانجسيديمبوان. طبق هذا البحث المنهج الكمي والنوعي من خلال البحث الوصفي. موضوع هذا البحث هم طلاب الفصل السادس قسم اللغة الانجليزية. وكان عددهم ٦٠ طالبًا ومحاضر مادة الكتابة. وقد قامت الباحثة بإجراء اختبار كتابي للطلاب للحصول على البيانات لتحويلها إلى نتائج البيانات. وفي تحليل البيانات استخدم الباحث الخطوات التالية: جمع البيانات، تسجيل البيانات، حساب البيانات، وصف نتيجة المقابلة من الطلاب والمحاضرين لوصف قدرة الطلاب والصعوبات والحلول. وبناء على تحليل البيانات توصلت الباحثة إلى أن قدرة الطلبة على كتابة النص الوصفي كانت بدرجة جيدة جداً / عالية جداً. كان ٥١. ٨٠. ثم تمثلت الصعوبات التي واجهها الطلاب في نقص السمات النحوية، وعدم وجود مفردات في أنواع الأفعال وأنواع الظروف، وصعوبة في بناء الجمل تتمثل في كيفية ربط الجملة السابقة بالجمل التي تليها في صيغ مختلفة وهي المضارع البسيط والماضي البسيط، وكان الأخير هو عدم ممارسة الكتابة. أخيرًا، تم تقديم الحلول وهي تدريس الموضوع أو مراجعته مرة أخرى، وإعطاء المزيد من الممارسة، وإعطاء التقييم، وتذكير الطلاب وتذكيرهم ليكونوا على دراية ولديهم الاستعداد والدافع لكتابة الكتابة اليومية وتصبح الكتابة هواية وتذكر. الطلاب أهمية أو مزايا الكتابة كذلك.

الكلمات المفتاحية : قدرة الطالب، الكتابة، النص الوصفي

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, chance and spirit so the researcher can accomplish her thesis entitled "**The Students' Ability in Writing Descriptive text at Sixth Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan**". The Second, shalawat and salaam upon to the prophet Muhammad SAW that had guided the human beings from **the dark era to the bright era, 5.0 very modern era.**

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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Nothing in the world is perfect; the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan,   July 2024
Researcher

Rodia Nurhasani
Reg. No. 17 203 00115

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of medias for expressing thought and feeling. It is a manner by someone for communicating with around environment, especially for students in the school up to university. Writing used in every activity in learning. One of the students' activities in learning is students write from simple sentences into simple paragraph. Students should be able to communicate in English, both in oral and written form. Before the students can speak English well, the students must be able to write well. Students are expected to write well and correctly. Because writing is one of the keys to make students success in learning English. Thus, writing is a very needed skill in learning.

Rass in Ismail cinsiders, "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues, such as content, organization, purpose, audience, vocabulary and mechanics as well as punctuation, spelling, and capitalization".[1] In expressing idea, it should consider many aspects that will support writing, such as, the relationship between topic, idea and context, correct grammar, good spelling, mechanics, and vocabulary. Since writing is productive skill, it also helps the students to develop their ability in expressing what they feel and think. Speaking, and listening are receptive skill or communication skills that are important in all

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[1]A.H Ismail, "An Analysis of Students` Ability in Writing: A Case of Study the Eight Grade Students of SMP N 2 Selong in the Academic Year 2017-2018," *Universitas Mataram*, June 9, 2024, P.25.

subject areas in the curriculum.[2] This is because the students should be able to communicate in the target language in spoken and written language. At the same time when students talk about writing, students talk about how to write such as a phrase, sentence, paragraph, and also text.

Then, Sri Rahmadhani Siregar also defines the writing as the process of finding ideas were the writer can express them into a result of writing through sentences, paragraphs or text. Furthermore, the writing itself can be found as several kind of texts such narrative, descriptive, procedure, recount, spoof, etc.[3] Beside several kind of texts, students have to learn how to write phrases, sentences and paragraph before going to write a text. A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.[4] It means that writing have many rules and have to follow the rules.

Text is the main body of a book or other piece of writing, as distinct from other material such as notes, appendices, and illustrations. It consists of pieces of paragraph, and a piece of paragraph consist of three or more sentences. Based on the Indonesian curriculum, students introduced many kinds of the text. Students will learn the text base on the purpose and needed. There are some types of the

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[2]Harits Masduqi, "Integrating Receptive Skills and Productive Skills into a Reading Lesson," *I The 2nd Internasional Conference on Teacher Training and Education 2* 01 (2016), https://jurnal. uns.ac.id/ictte/article/view/7476, P.75.

[3]Sri Rahmadhani Siregar, "Students' Descriptive Text Writing in Experiential Function Realization," *English Education : English Journal for Teaching and Learning* 9, no. 01 (June 30, 2021): 63–76, https://doi.org/10.24952/ee.v9i01.4103 P. 64.

[4]Jack Grieve, *Dialect Variation Jeff Connor-Linton*, the first (New York: The Cambridge Handbook of English Corpus Linguistics, 2015), https://doi.org/10.1007/9781139764377.021, P.403.

text such as recount, procedure, news item, descriptive and also report text. Each genre has differences including in generic structure, language features, function and characteristic of every single genre. When students have mastered the aspect of genre its mean that students able to write text well.

From the information above the researcher is interested in discussing about descriptive text because this genre can make the student express their idea in describing something and make the reader feel the atmosphere that the writer writes. Furthermore, descriptive text make student's minds travelling without spend money when students read descriptive text in case the topic is about tourist destination. The reader minds include the stories topic talk about. Talking about topic of descriptive text students have to know definition of descriptive text before going to write it.

It is clear that descriptive text is a text that has a purpose to inform or persuade the reader about things or place as an object. Descriptive text is a paragraph that is defined as a group of sentence that are closely related in thought and which serve one comment process often use to describe what a person looks like and acts like and what an object looks like.[5] There are two elements of descriptive text which are identification and description.[6] The identification is the identification of the object or things we described. Meanwhile, description is to describe parts, characteristic, qualities of the object. Descriptive text is a text that explains or describes people animals or a good object of its shape, its nature,

[5]Muhammad Ashfa Qolby et al., "THE EXPLORING EIGHTH GRADE STUDENT'S DESCRIPTIVE WRITING PROFICIENCY AT MTS NUTRATE GRESIK," *MAY*, 2024, P.178.
[6]Lailatul Husna, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of Man 2 Padang," *Jurnal Ilmiah Pendidikan Scholastic* 1, no. 1 (April 25, 2017): 16–28, https://doi.org/10.36057/jips.v1i1.281, P.2.

number and others. The purpose of the descriptive text is to explain, describe, or reveal someone, or an object. Descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick stated in Yenni, —The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader. From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense.

Based on the explanation above, the researcher concludes that descriptive text is a type of the text talk about describing something detail how the things look like and what is the characteristic of it. Descriptive text explaines the specific from something. This genre is so interesting, because it can make the reader mind travelling to the real topic based on the topic of text. It is as through the reader sees and feels what the writer tells.

Learning is one of the process knowing something which is someone did not know before. They will learn all about it and try to make a new product. For instance, students learn about how to write, students will write something start from alphabets, words, phrases, sentences, paragraph and sentences. After students master how to write with a good form that would called ability in writing

text. Ability is when someone master something well. In this case students have to master all of topic that mention in curriculum every single semester.

Based on student's writing document, There were 35 of students in writing class, but some of students did not have plenty requirements in writing, there are at least 6 students get A, 20 students for score B, and there are 9 students that get C. The researcher would analyze the students' ability in writing class especially in writing descriptive text in the case of why that there were still 9 students got C score and only 6 students got A. The total of students got score A is still less than the amount of the students in the class, 6 out of 35 students.

Based on pre- observation research and interview with some of the students of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, they said that they still have many problems in writing descriptive text even though they have learned it from grade 3 Junior High School until Senior High School.

Additionally real gap phenomenan getting from the student, acccording to UH said that one of the problem in writing is not familiar to the generic structure of descriptive text. It means she does not attract in writing class.[7] They have problems in developing their idea because they did not master how to write descriptive text well. The second problem is students difficult to express their ideas in a good paragraph. It is also found that students still quite difficult in choosing good words to describe the things, it is meant that the students are lack

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[7]Online Interview with UH, as a student at Sixth Semester English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, (June 2024).

of vocabularies make their own text uses usual words, and also make the students difficult in developing their own ideas to make clear explanation.[8]

Next problem is coming from SRS, she is still confuse to make a good sentence, especially in a long sentence. This problem is faced because the she did not master the rules making a good sentences. Before she is going to write text, she has to master the grammar, grammar is hard for her because of the form or the complicated pattern.[9] The fifth is the students difficult in developing their ideas in describing to related thing.[10] The last problem, the students did not know how to use capitalization, punctuation and also a good spelling of the words. Student still confuse in using capitalization. Some of the students using capitalization without following the rules. Students write the text without noticing when to use big and small syllables.

Based on the set of problems above gotten from the students' experiences, the researcher concludes that the students have many problems in writing descriptive text. Writing is one of the English skill more difficult than other skills. Some students are less attract in writing because they just prepare for speaking, listening and some of them attract in reading. Then, they are lack of vocabulary and less of grammatical understanding. Even, the students do not know the pattern of writing descriptive text such as the generic structure form, social function used, and the language features.

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[8]Online Interview with YPR, as a student at Sixth Semester English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, (June 2024).
[9]Online Interview with SRS, as a student at Sixth Semester English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, (June 2024).
[10]Online Interview with NHH, as a student at Sixth Semester English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, (June 2024).

Therefore, based on the problems in the real phenomena above, the researcher is interested in conducting a research entitles "**The Students' Ability in Writing Descriptive text at Sixth Semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary** Padangsidimpuan". The researcher would like to figure out the students' ability in writing descriptive text whether their potential or skill or understanding in producing the product of writing is in very good level or advance, intermediate, or pre elementary level.

B. Focus of the Problem

There are many genres; such as recount, procedure, news item, descriptive, report text, narrative, explanation, exposition, discussion, review, anecdote and spoof. In the case of the limitation of the researcher's time, knowledge and expense, so the researcher limits the focus of the problem and only takes about the students' ability in writing descriptive text. The researcher will analyze the students' ability especially in writing descriptive text at sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

C. Formulations of the Problem

The researcher would like to form the formulation of the problem of the research as follows:

1. How is the students' ability in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

2. What are the students' difficulties in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

3. What are the solutions of the lecturers to sort out the students' difficulties in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan?

D. Purposes of the Research

Based on the formulation of the problem above, the purposes of this research are:

1. To find out the students' ability in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

2. To figure out/ describe the students' difficulties in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

3. To figure out/ describe the solutions of the lecturers to sort out the students' difficulties in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

E. Significances of the Research

By conducting the research about a study on students' ability in writing descriptive text, hopefully the result of the research is expected to be useful as the contribution or this research gives several significances:

1. Practically, the result of this research should be beneficial for the lecturers; The result of this research is used as a consideration to optimize and evolve the lecturers' ways of teaching to teach students about gaining their ability and developing other strategies in teaching of writing descriptive text. For students; the findings of this research will motivate the students in practicing more how to write certain writing genres, more exercises of writing descriptive text or mastery practice text tests and be able to look for the best medias in learning English in developing their writing ability of descriptive text.

2. Theoretically, the result of this research can be beneficial for other researchers and other readers as the source of their references in doing the research in future.

F. Defenitition of Key Terms

1. Students' Ability: Ability is skill or power to do something. In this research, it is meant by the potential, skill, or power of students in writing descriptive text at sixth semester students of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Students' ability in writing is students' potential, skill, or power in writing process until they can produce the writing then the implementation of the writing subject in English Department requires the students to have the good skill in writing.

2. Writing: Writing is a combination of process and product. The process means the act in gathering ides and working with them until they are presented in a manner that is polished and comprehensible to readers. After the writer through the process of the writing, it will produce a product of writing. To make the

audiences interest of the writing product, the writer should choose the best topic of writing with certain ways.

3. Descriptive Text: Descriptive text is a genre of the text that describes an object, person, animal etc. It is the text which is picturing the person, place and thing with clear detail to help the readers visualize an object which is described.

4. Writing Descirptive Text: Writing descriptive text is an activity when students write a text by using descriptive text rules like generic structure, language features and all about descriptive text. Besides that, writing descriptive text makes students get more ideas because the writer tries to make the readers see the situation on story.

G. Outline of the Thesis

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follows:

The first chapter is Introduction. It consists of Background of the Problem, Focus of the Problem, Definition of Important Terms, Formulation of the Problem, Purposes of the Research, Significances of the Research, and the last is Outline of the Theses. All reasons why the researcher was really interested in finding phenomena or realities of students' writing ability in descriptive text at at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan explains in Background of the Problem. Next, to conduct a good research, the researcher has made the mapping of the problems in one concern in Focus of the Problem that was the analysis of the students' ability in writing descriptive. Then, the researcher listed three

questions to make problem more specifically and it is putting in Formulation of the Problem. And then, three points are listed again in Purposes of the Research that is based on the formulation of the problem. The researcher was expected this research to be useful for teachers as source of teaching and the usefuls are written in Significances of the Research. The last, the Outline of the Theses is about the frame of what the research's systematics are.

The second chapter consists of Theoretical Description which explains about Definition of the Ability, Writing, Minimum Writing Requirement, Descriptive Text, Writing Decsriptive Text, and Assessing Writing and also Review of Related Finding is an adding information or resources gotten to support this research theories in conducting this research. The last, the hypotheses that is about the researcher's assume about the students' ability whether the students' ability in writing descriptive text was in very good level or not.

The third chapter is Research Methodology and it consists of the Place and Time of the Research, this research plans on from September 2023 until finishing till July 2024. Then The Design of the Research; the kind of research is quantitative and qualitative approach, this research used descriptive method too. Furthermore, The Sources of the Data was telling about the participants in the research. They are the primary sources and the secondary soources, namely students and lecturer. More, The Instruments of Collecting Data, the Techniques of Data Analysis, and The Techniques Of Data Trustworthiness are talking about the Analysis ways to get the research result or how the researcher counted and described the result of the reesarch.

The fourth chapter consists of the Result of the Research. The result of the research consists of the description of the data result. The result of the research is talking about the analysis of data or students' ability in writing descriptive text based on the test, the result of students' difficulties in writing descriptive text and the result of lecturer's solutions to sort out the students' difficulties in writing descriptive text. This chapter also consists Discussion of Research, and the Threats of the Research.

Finally, the fifth chapter consists of Conclusion and Suggestion. The conclusions of the research are the answers of the formulations of the research. And then, the last is about the suggestions are the critics and advices to the readers and all the stakeholdres to improve the students' ability.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description of Students' Ability and Writing Descriptive Text

1. Ability

a. The Definition of Ability

Ability is the power to do something physical or mental. Merriam stated that Ability is the quality or state of being able, physical, mental, or power to do something competence in doing skill natural talent or acquired proficiency aptitude. It can be determined as a skills, expertness or talent. So, ability is the skill or power of an individual to master a skill and use it to do something.

In addition, Robbins stated that the ability consists of two factors, namely: 1) Intellectual Ability Intellectual ability is the ability needed to perform various mental activities, think, reason and solve problem. 2) Physical Ability Physical ability is the ability to perform tasks that require stamina, skills, strengths and similar characteristics.

2. Writing

a. Definition of Writing

To define the terminology of writing, it is one of the activities in expressing ideas by using their consideration. The writer has to develop their idea word by word, sentences, paragraph and become a good text. The writer can express the idea based on the writer mood, sad, happy, angry, etc.

Manchon stated, "Writing is central to our personal experiences, professional careers and social identities, yet while we are often evaluated by our control of it, its multifaceted nature constantly evades adequate description".[11] Writing is the ability in representation of spoken language by using symbols. Klein states that —writing is the ability to put pen and paper to express ideas through symbols.[12] Elbow cited in Brown states that writing is figuring out meaning and put it into language.[13] Writing is a part of skill that students have to create a text by arranging sentences into a good text and following the structure and language features.[14]

Moreover, in Fahmei's Journal, she tells about the main goals in writing activity are able to write ideas, information in a good logical order, expressing their thought clearly, and improve that they have in mind so that the reader easier to know what that read.[15] Furthermore, developing an idea in a thing such as paper is a unique activity, because someone can express their feeling without say something by using spoken language. Someone is able to say whatever that they want to say. A writer thinks only and writes it on the paper.

Further, Kellogg, Olive, & Pilot in Muhammad Javed define,

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[11]Rosa M Manchon, *Learning To- Write and Writing-to Learn in an Additional Language* (Amsterdam: John Benjamins Publishing Company, 2011), P.17. https://books.google.co.id/books.

[12]Klein, *Writing Defenition Descriptive Text* (New York, n.d.).

[13]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, second (New York: Addison Wesley Longman, 2001), P. 336.

[14]Rayendriani Fahmei Lubis and Nur Khoiria Hasibuan, "Students' Writing Procedure Text Mastery," *English Education : English Journal for Teaching and Learning* 8, no. 2 (January 15, 2021): 166–76, P. 167 https://doi.org/10.24952/ee.v8i2.3238.

[15]Elisa Dora, Rayendriani Fahmei Lubis, and Eka Sustri Harida, "Students' Seventh Semester of English Education (TBI) STAIN Padangsidimpuan Ability in Academic Writing," *English Education*, 2013, P.163. https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/22.

"The productive writing skill is considered a cognitive challenge, because it helps to assess language competency, recalling capability and thinking ability. It demands to recall information from long-term memory. Moreover, Nickerson, Perkins, & Smiths stated in Muhammad that the ability of productive writing requires sound ability of thinking on comprehensible matters".[16]

One of the important skills besides English skill is writing. While, students can write as well with good order that means they master English. Writing is the most difficult skill because it has to follow the ways, such as building a good sentence, use the punctuation, and other ways. Florian Coulmas defines a writing system as a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.[17] It means that not writing only, but we need to pay attention to several aspects of the writing, so the readers are able to getting point of ideas or messages. In conclusion, writing is an activities in represent and develop ideas using set of symbols on a piece of paper by follow some ways. Writing is a skill which requires students to express their ideas in written form.

b. The Elements of Writing

Element is part of writing that should be found in writing product. The students should improve their writing skill, for which the teachers have

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[16]Muhammad Javed, Wo Xiao Juan, and Saima Nazli, "A Study of Students' Assessment in Writing Skills of the English Language," n.d., P.3.

[17]Jack Grieve, *Dialect Variation Jeff Connor-Linton*, the first (New York: The Cambridge Handbook of English Corpus Linguistics, 2015), P.404. https://doi.org/10.1007/9781139764377.021.

to motivate them to have good writing skills by providing instruction in writing process and rules of writing, such as grammar rules and writing practice.[18] According to Muklas et.al there are five elements of writing. They are developing ideas, organizing ideas, grammar, vocabulary and mechanics will be explained more as follows:[19]

1) Developing ideas: Thinking about the ideas and then write down on the paper without think the ideas is good or bad weather the writing steps is correct.[20] The topics that were given to the students were considered familiar to the students to make a good paragraph. To have a paragraph unity a students have to support the ideas into the sentences.

2) Organizing ideas: Before do writing activities, the writer have to breaking a topic becomes a simple subsection to make it easier for the writer to explain the topic.[21] Framework makes the writer easy to develop ideas and the topic more relates each other.

3) Grammar: Grammar is a set of rules to combine words, phrases to be a good sentence. Grammar is generally thought to be a set of rules

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[18]Rayendriani Fahmei Lubis, "Peer Feedback Technique on Students' Writing Narrative Text Ability" 09 (2021): P. 251. https://jurnal.uinsyahada.ac.id/index.php/EEJ/article/view/4810.

[19]M.Muklas Zulaikah and Eka Agustina, "An Analysis Student's Ability In Writing Descriptive Text Of Second Semester Of English Educational Program At STKIP Nurul Huda Oku Timur," *Jurnal Darussalam* 10 No.01 (2018): P.17. https://doi.org/10.30739/darussalam.v10i1.264.

[20]Elena Vestri Salomon, Keith S. Folse, and Muchmore-Vokoun, *Great Writing, Great Paraghraph, Ed Yeny Kim*, Third (USA: Sherrise Roehr, 2009), P. 30. Https://Id1lib.Org/Book/1110371/C0b447.

[21]Nurhadi, *Handbook of Writing, Ed Rita Dwi Aningtyas and Restu Damayanti*, First (Jakarta: PT Bumi Aksara, 2017), P.53.

specifying the correct ordering of words at sentence level.[22] A good sentence has a good form by following the rule of how to build a sentence. In such a view, the grammar provides a finite and fixed set of sentence templates and a set of ―rules that words should abide by. Grammar is the knowledge speakers have about the units and rules of their language—rules for combining sounds into words (called phonology), rules of word formation (called morphology), rules for combining words into phrases and phrases into sentences (called syntax), as well as the rules for assigning meaning (called semantics). The grammar, together with a mental dictionary (called a lexicon) that lists the words of the language, represents our linguistic competence. A text can be categorized as a good text in case the unity of the paragraph build by a good sentence, the sentences in a good form based on the rule of grammar.

4) Vocabulary: Vocabulary is one of the important things which were used in every single communication even in written text. Vocabulary is a group of words that a person or a group of people know and regularly used in their language which is commonly use categorized in few ways.[23] Writing vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the writers generally use a limited set of words when communicating.

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[22]David Nunan, *Practical English Language Teaching*, first (New York: McGraw-hill Companies, 2003), P. 154. https://ebooksz.net/2015/08/27/download-practical-english-language-teaching-pdf/.

[23]Sojuangon Rambe, "Teaching and Learning Vocabulary," *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning* 01 (2015): P. 27.

5) Mechanics: Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of a paragraph, it must be intended. The rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary. In fact, it was developed from thousands of experiences. The mechanic represents the economic and efficient way of writing. There is a discussion about punctuation in the mechanic. This subject is a little bit complicated. Some punctuation is cut-and dried, while the others fall into the area of usage or style.

3. Minimum Writing Requirement

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 needs time to describe for anything to write. *Second*, writing can be edited and revised but too many revises make them lazy and let it. It will be possible to do mistake in writing especially grammar and vocabulary.[24]

Based on that phenomenan, according to Kristiyani, responsible writers should express their written ideas semantically and grammatically correct to

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[24]Rayendriani Fahmei Lubis, Fitri Rayani Siregar, and Yeni Riska, "Improving Students' Writing Ability in Report Text through Clustering Technique at Grade XI SMAN 1 Siabu," *English Education* 05 (n.d.): P. 16. http://etd.uinsyahada.ac.id/id/eprint/3739.

avoid ambiguous meaning.[25] Beginning writers need a great deal of practice. Writing requirement of good writing are as follows:

a. Concord/Agreement

    1) You should make sure that you use the masculine and feminine pronouns correctly.

    2) You should make sure that you use correct singular and plural forms of the verbs and pronouns.

    3) You should make sure that you use the correct forms of the nouns after the articles such as one, a, an, each, another, every, two, three, both, many, this, that, much.

b. Finite Verbs

    You should make sure that every simple sentence and the principle (main) clause in every complex sentence each contains a finite verb.

c. Tenses

    1) You should make sure that you do not change the tense from present to past or from past to present unless you have a good reason.

    2) The changes of tenses are acceptable for a certain reason

d. Verb Groups

    You should make sure that the verbs in questions and negative constructions have the correct form.

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[25]Christina Kristiyani, *Developing Basic Writing Skills*, 3rd ed. (USA: Book Education, 2013), P. 1-2. Http//Book.Org.Edu.Jdfnkdkj645.

e. Articles

1) If you use a singular countable noun, you should make sure that you put **a** or **the** or a similar word before the noun.

2) If you use an uncountable noun or a plural countable noun, you should make sure that you do not put **a** before the noun

3) If you use the name of a person, town or country, you should make sure that you do not use **a** or **the** in front of it.

f. Punctuation

1) You should use a capital letter at the beginning of every sentence, a full stop at the end of every statement and a question mark at the end of every question.

2) You should use a capital letter to begin the name of a person, town or country.

3) You should make sure that you use the possessive apostrophe correctly.

g. Spelling

1) You should make sure that you use the words **there** and **their**, and **then** and **than** correctly.

2) When a word ends in **p, t, d, m, n,** and **l** and has a short vowel in its final syllable, the consonant should be doubled when the suffixes **–able, ed,** and **-ing** are added.

3) When the final syllable contains a long vowel, the consonant should not be doubled.

4) If you use a word which spells the sound.

4. **Descriptive text**

   a. **Definition of Descriptive Text**

   Describing something through written language become the best activities in learning how to master foreign language. In writing text, the author able to learn the whole part of language such make a sentences, idioms, use the punctuation and so forth . Write a text can develop idea relate to the topic. Text refers to any written record of a communicative event. The nature of the text is that made by words and sentences and it is really made meaning.[26] Text build by words then phrase, sentences and the last paragraph that have related meaning each other. One text has one topic that will describe on the text.

   Text is an organization some of paragraph, it consist of three sentences or more. A text is a group of entities, used as sign which are selected, arranged and intended by an author in a certain context to convey some specific meaning to audience. Furthermore, text is a written expression that means the author what they think or base on the truth depend to the topic. According to Halliday the nation of the text is both the product and generator of social context are related by realization.[27] Text is the product of writing consist of three or more paragraph.

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[26]M.A.K. Haliday and Ruqaiya Hasan, *Language Context and Text Aspects of Language in a Social-Semiotic Perspective*, second (England: Oxford University Press, 1989), P. 10 http://cir.nii.ac.jp/crid/1130282270791427712.

[27]Annabelle Lukin, "What Do Texts Do ? The Context-Construing Work of News Introduction : Context and Text in Halliday ' s Systemic Functional Linguistics," *Journal Text and Talk* 33 (2013): P.2. https://doi.org/10.1515/text-2013-0024.

Text is a product of thinking too. The author has to think before write, but some of the author find the truth of something before doing writing. It is depend to the types of the text. In descriptive text the author have to saw by them self to make the reader visualize in real life.

In conclusion, text is a written language that express and develop spoken language. Text consist of three sentence or more in a certain context to extend the related meaning. Texts can be classified and organized in a multitude of ways every day, formal, entertaining and informational.

While, descriptive text is one of genre of texts. This text is one of the texts that have to be taught to Junior High school. Students will communicate each other in oral and written form of communication. Descriptive text is difficult enough to learn by the students. Descriptive text stated for describing something, how the colour, characteristic, image, or feeling. All about the things that relate to the topic, the writer can write it on the descriptive text.Descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description.[28] Descriptive text can illustrate things specifically with clear explanation.

It can be a concrete object such as a person, or an animal, or a plan, or a car and so forth. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief. The text function to reflect what is being describe to readers. Descriptive writing appeals to the senses, so it tells how

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[28]Reszy Yuli Harmenita and Yuli Tiarina, "Teaching Writing a Descriptive Text By Using By Using Environmental Observation Strategy Environmental Observation Strategy," *Journal of English Language Teaching UNP* 1 (2013): 3.

something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.[29]

Based on the explanation above the researcher conclude that descriptive text is describing something how the things looks like. All of the characteristic will told on the story. The description aims at describing the specific participant in text. Furthermore, descriptive text is a short story, consist of characteristic of the things.

b. Social Function of Decsriptive Text

Social function of descriptive text is to describe a particular person, place or thing. Ken Hyland stated that the function of descriptive text is to give an account of imagined or factual events and phenomena.[30] The reader get feel of the situation or imagined it of story while the reader read it.

c. Generic structure of Descriptive Text

Every single genre of text has rules, which is how to write a good text. There are some generic structures of descriptive texts bellow:

1) **Identification** is identifies phenomenon to be describe. In identification of something the writer should write the specific information such as name, characteristics, place, date of birth, and another important thing. It is refer to an introduction.

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[29]Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Ed (United States of America: Pearson Education, 2007), 5, https://book4you.org/book/2293769/93998d, P. 61.

[30]Ken Hyland, *Second Language Writing*, Cambridge Language Education (Cambridge ; New York: Cambridge University Press, 2003), P.20 http://ereserve.library.utah.edu/Annual/WRTG/4020/Miller/writ.pdf.

2) **Description** is describes parts, qualities characteristics of the topic. The writer starts to describe the topic thing that has been choose in identification, it can be started from its physical appearances, characteristic until qualities.

d. Grammatical Features of Descriptive Text

1) The present tense is predominantly used

2) Past tense that tends to dominate

3) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have).

4) Action verbs are used when describing behaviors/uses.

5) Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text.

6) In literary and commonsense descriptions, action verbs are used metaphorically to create effect.

7) Mental verbs are used when describing feelings in literary descriptions.

8) Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text.

9) Adverbs are used to add extra information to verbs to provide more detailed description.

10) Adverbial phrases are used in descriptions to add more information.

5. **Writing Descriptive text**

Writing descriptive text is one of the activities that contain of write a variety of stories but using descriptive text style. Students try to write how to describe the main topic well and make the reader visualize situation of the stories. Writing descriptive text is a process to gather our ideas, information or thoughts become a text that describes a particular person, place or thing. It explains about a person, place or thing which can make the readers imagine what is described vividly. It gives sense - impression such as the feel, sound, taste, smell and look of things. Writing descriptive text increases vocabularies cause it consist of characteristic of the main topic or object. The object can be concrete such as human, animal, flower, house, city, tourist destination and so on.

Example: "**Ramaju Garden**"

a. **Identification**

"There is a tourist destination near to my home town. The name of destination is Ramaju Garden. It is located in Sibio – bio Angkola Timur, Tapanuli Selatan in North Sumatra."

b. **Description**

"The area is not quite wide but the view is gorgeous. It looks like a usual garden when someone seen it from the far away or when they pass the location, but when they come in the garden they will surprise with pretty views. The first they will welcome with many kinds of plants from all of over Indonesia even the world. The owner of garden made small gardens in

every corner of the garden which is decorated with pretty flowers. Additionally, there is a greenhouse for varieties of orchid.

The very special of this garden is strawberry fruits. The owner plant strawberry fruits on the right and the left of garden. It makes the guest more attractive while they visit it. Furthermore, this garden also fix the guest up with mini cafeteria on the middle of strawberry garden.

Ramaju garden is the only one garden in Tapanuli Selatan contain of flowers and unique fruits and plants with the cheapest, an attractive views, and also the greatest air".

6. Assessing Writing

In learning, the students try to develop their ability in the class. Teacher as a facilitator have to know the students' progress in case developing a piece of their written work. Teacher can be a judge to know students' progress. Teacher will give the task to the students while the topic was finished explain to know the students comprehending. Brown stated that one way to view writing assessment is through various rating checklist or grids that can indicate to students their areas of strength and weakness, and in case such taxonomies are scoring rubrics. Hyland also stated that assessment refers to the variety of ways used to collect information on a learner's language ability or achievement. It is therefore an umbrella term which includes such diverse practices as once-only class tests, short essays, long project reports, writing portfolios, or large-scale standardized examinations. The key getting the successful assessment or evaluation of the students is to get the students

comprehend, grades, score and other comment are varied forms feedback from which they can benefit.

B. Review of Related Finding

There are several researchers which have done the same researches that are related to this research, as follows:

The first thesis from Liliana Harahap, she found that the students were not able to use grammar correctly; it was based on the percentage of students' ability in writing descriptive text. From five components of writing, the researcher found that the students strong in the content and weak in grammar. The result of the data analysis was that their ability in writing descriptive text at senior high school 1 Tambang was categorized into very good level.

The second thesis from Wahyuni, she found that the ability of the students was poor and have some difficulties in writing descriptive text. It means that the students have many problem in writing descriptive text, so that's why their writing not plenty good.

The third thesis from Putri, she has found that the students ability and problem in a fair category. Some of them are good and some of them are also not plenty good in writing. The most common mistake that students have done are in organization, grammar and vocabulary. It means that even though students learn descriptive text since junior high school, they commonly do the same mistake.

The fourth thesis by Fitriana, this research showed that student make much problems in punctuation aspect. The most commonly mistake that students have done are in using capital letter and full stop. The dominant student's punctuation

problem in writing spoof text that happened to students was capital letter problem. It is meant that students get difficult in using punctuation while writing descriptive text.

The fifth thesis made by Richo with the title is the students' ability in writing descriptive text at the tenth grade of SMK N 6 Surakarta in 2015/2016 academic year. The writer finds that the students have difficulties in using grammar and organization, and their writing ability in descriptive text was good level categorize. The sixth thesis wrote by Freddy by the title Students ability in writing desriptive text at fourth semester of TBI IAIN Padangsidimpuan. The result of this research was the ability of the students in writing descriptive text. The students' ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan is not low, it can be seen from the means score was 67.04. Although some students got low mark, but most of them still got good mark. Most of them got problematic in constructing a good sentence by rich vocabulary.

Based on the previous explanation about the study that had been done, this proves that this research has differences and similarities. The thing that makes difference from related finding above is the focus, theory, and also methodology of the research. As for the similarities of this study that the researcher both focus on the students' writing, especially in descriptive text.

C. The Hypotheses

The hypotheses is needed to give the assumption about the research's result later. The hypothesis is defined by Gay and Airasian, "The hypothesis is the

researchers' tentative prediction of the results of the research findings".[31] The researcher formulates the hypotheses as follows: The researcher assumes that "Students' ability at the sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan is in advanced or very high levels in writing descriptive text or describing the certain topic given by the researcher".

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[31]L.R Gay and Peter Airisan, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice Hall, 2000), P.71 http://scholar.google.com/scholarid&as_sdteducational+research.

BAB III

RESEARCH METHODOLOGY

A. The Place and Time of Research

In this research, the researcher begins the study from deciding the research gaps to take the available title, arranging the proposal till finishing the research result as soon as possible. These research steps are from Desember 2023 up to will be finishing the result of the research in 2024. The researcher will take the real of the students' ability in writing descriptive text at the sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

While, the location of the research will be surely conducted at the campus of University Syekh Ali Hasan Ahmad Addary Padangsidimpuan of the Teacher Training Faculty at English Department at H. T. Rizal Nurdin K.M. 4,5 Sihitang, Northeast of Padangsidimpuan, Padangsidimpuan town, North Sumatera, Indonesia.

B. The Design of the Research

The design of this research is descriptive method. It is kind of method used in research based on analysis of data and this research will use a mixed method naemly quantitative and qualitative approach. This research is quantitive research is that the data collected numerically. Whereas, the qualitative research is based on the descriptive research because the result of the research will be in utterances or written document from interview scripts, observation, and study of document.

So, this research uses a descriptive qualitative and quantitative method, implementing characteristics of a case study in which the researcher find out the students' ability in writing descriptive text, investigates and figuring out the students' difficulties in writing descriptive text and how the lecturers sort out those difficulties. Students' ability in writing descriptive text will be analyzed numerically by mean score and all the data needed about the students' difficulties in writing descriptive text and how the lecturers sort out those difficulties will be analized descriptively by interview both from students and lecturers and observation as well.

C. The Sources of the Data

The sources of the data in this research are divided into two parts, they are:

1. Primary source of data (principal data) is the basic of the data. Primary source of data is the sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The researcher takes the two classes due to the total of students are not big enough. English Department students or in Indonesian Language is said by TBI or "Tadris Bahasa Inggris" are 2 classes. They are TBI 1 and TBI 2. They are 60 students.

2. Secondary source of data (supplementary data) is from the lecturer of Writing Subject at the sixth semester students of English Department State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The Writing Subject Lecture is Mrs. Rayendriani Fahmei Lubis, M.Ag.

D. The Instruments of Collecting Data

For collecting the data, the researcher uses three kinds of instruments. They are test and interview. Here are the detailed infromation about those 2 instruments:

1. Test

In order to get the accurate data on students' ability in writing descriptive text, the researcher will give writing test to students. Test is one of the activities to get the information about the ability of students and their problem in certain of subject. The form of this instrument can be used to evaluate the ability of students in University students by considering such basic aspects as skill in knowledge, attitude and skill as well as having completed one or all the material that has been given. This research will use test to focus on specific ability that get accurate data from their own paper. The researcher will give a test to know the students' ability in writing descriptive text. The researcher also will ask the student to write a story that consisted of least 85 until 120 words around three paragraphs, at least 4 until 7 sentences each paragraph. The participant could freely choose their topic which are on the paper and develop it by using descriptive form. The component of test can be seen at appendix 2.

The criteria of scoring were as determined by ranges of the scores as following:

Table 1
Writing Rubric

No	Aspect	Sub-aspect	Score
1	Generic Structure	Identification	20
		Description	35
2	Grammatical Features	Present tense	10
		Past tense	10
		Relational verbs	5
		Action verbs	5
		Mental verbs	5
		Adjectives	5
		Adverbs	5
Total of score			**100**

2. Interview

Interview is a purposeful interaction usually between two people, focuses on one person to get information from the other person. In this research, the researcher will use structural interview. In structural interview, the researcher prepares the question to be an alternative of the answer that will be given to respondents.

Then, this interview is one of the techniques of collecting data by doing oral or written answers of interview written questions or face to face in individual meeting.

The researcher chooses this tool to make easy to collect the information validly and connect the test result with the interview. Interview also is given to the lecturer to find out the information about everything that related to students' problems.

This research used interview in case to know the lecture's solutions to sort out the students' difficulties in writing descriptive text. The lecturer needs

to know the students' difficulties and how she sorts out it to make the students' writing descriptive text ability more in good categorized even in very good categorized or level. The number of interview sheet can be seen on appendix 2.

E. The Techniques of the Data Analysis

In this research, the researcher follows some steps. Those will be defined as follows:[32]

1. Checking the data whether the data are true or false.

2. Counting sum of the data whether the data true from the students' answer and classify them based on their score. Data analysis will be presented in description form.

3. Tabulation of the data, it will be done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage.

4. To obtain the percentage of the answer subjects and take on the table by using the formula:

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

Where:

M : Mean score (average)

N : Sum of respondents

$\sum x$: Total of the result[33]

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[32] Matthew B Miles and A. Michael Huberman, *Qualitative Data Analysis* (USA: Sage Publications, 1994). P. 10.

[33] Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 1987) P. 81.

5. After finding out the mean of all the score, the result will be concluded based on the following criteria:

Table 2
Criteria Score Interpretation

No	Percentage	Criteria/ Categorize
1	0 % – 20%	Very low
2	21% – 40%	Low
3	41% – 60%	Enough
4	61% – 80%	High/ good
5	81% – 100%	Very high/ very good.[34]

6. Taking conclusion, it is done to conclude the discussion solidly and briefly.

F. The Techniques of Data Trustworthiness

There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as follows:[35]

1. The extension of participation is the extension not only done at the short time, but need the long time.

2. The application of research is the researcher must do the research with careful, detail and continuous to the object of the research.

3. Triangulation is the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.

4. Checking with friends through discussion is done with expos the interview result or the final result that gotten in in discussion with friends.

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[34] Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2005), P. 89.
[35] Lexy. J Moleong, *Metedologi Penelitian Kualitatif* (Bandung: Rosda Karya, 2000), P. 175.

5. Analyze the negative case is the research collects the example an inappropriate case with the model and the inclination of information that have collected and used as a substance of comparison.

6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics are collected.

7. Checking the member is the most important in checking the credibility.

8. The detail description is a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

9. Auditing used to check the truth and certainly of data, this point that done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher will use the eight number is *triangulation*. It is a technique that is used to check the data trustworthiness data by comparing the result of three instruments test, interview and observation. Those three instruments are related each other to emphasize the result of the research validly and briefly.

CHAPTER IV

THE RESEARCH RESULT

This Research Result Chapter figures out about the result of the data gotten from both primary and secondary sources of the research in order to describe the students' ability in writing descriptive text of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The researcher has analyzed descripetively and calculated numerically the data and followed by testing the researcher's hypothesis. It would be explained as follows:

A. Data Description

1. The Description of Students' Ability in Writing Descriptive Text of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan based on the Test

To make it in more detailed and easier in understanding this research result, it was described based on only one variable. It was writing a descriptive text and also it was continued to the testing the researcher's hypothesis. It would be described further of the result of writing descriptive text as follows:

Result of writing descriptive text test that the researcher had given to the primary sources of the data in this case they were the sixth semester students. The reseacher used test as an instrument to collect the data. It consisted of 2 indicators. They were *generic structures* and the *grammatical features* of descriptive text. There are sub indicators for generic structur indicators. They are *identification* and *description*, and sub indicator for

grammatical features indicators. They are *present tense*, *past tense, relational verbs*, *action verbs*, *mental verbs*, *adjectives* and *adverbs*.

Then, every single indicator has different score. It is based on the difficult level score. After the students finished their writing test, the researcher checked and analyzed the results based on the Writing Rubric in Chapter III and gave score for each student. Then, the instrument has been given for the sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, the score and the quality each of them could be seen in the table below:

Table 3
The Score and the Criteria Score Interpretation
in Writing Descriptive Text

No	Initials	Score	Criteria Score Interpretation
1	TA	90	Very High/ Very Good
2	SA	90	Very High/ Very Good
3	WA	90	Very High/ Very Good
4	UH	90	Very High/ Very Good
5	MH	88	Very High/ Very Good
6	AN	81	Very High/ Very Good
7	EDH	88	Very High/ Very Good
8	YSS	83	Very High/ Very Good
9	NS	81	Very High/ Very Good
10	KS	88	Very High/ Very Good
11	SZH	81	Very High/ Very Good
12	YIA	81	Very High/ Very Good
13	NH	81	Very High/ Very Good
14	DSN	83	Very High/ Very Good
15	SAR	73	High/ Good
16	KP	80	High/ Good
17	RERH	71	High/ Good
18	DH	80	High/ Good
19	WH	80	High/ Good
20	DPS	71	High/ Good
21	DHN	83	Very High/ Very Good
22	NH	96	Very High/ Very Good
23	RFN	96	Very High/ Very Good

24	YPR	96	Very High/ Very Good
25	PAAH	86	Very High/ Very Good
26	NHL	86	Very High/ Very Good
27	ARR	96	Very High/ Very Good
28	RAN	88	Very High/ Very Good
29	FHN	90	Very High/ Very Good
30	RA	90	Very High/ Very Good
31	SRS	81	Very High/ Very Good
32	SA	88	Very High/ Very Good
33	RH	80	High/ Good
34	ANSH	71	High/ Good
35	TAN	71	High/ Good
36	AZ	57	Enough
37	AS	81	Very High/ Very Good
38	DH	81	Very High/ Very Good
39	LFN	56	Enough
40	KNN	56	Enough
41	KH	55	Enough
42	LT	67	High/ Good
43	SIA	88	Very High/ Very Good
44	YM	61	High/ Good
45	DM	96	Very High/ Very Good
46	AA	80	High/ Good
47	ANH	80	High/ Good
48	AAP	50	Enough
49	YSB	80	High/ Good
50	WH	88	Very High/ Very Good
51	FK	67	High/ Good
52	NA	81	Very High/ Very Good
53	EF	71	High/ Good
54	ESN	71	High/ Good
55	TN	88	Very High/ Very Good
56	KHA	90	Very High/ Very Good
57	KHB	80	Very High/ Very Good
58	AAA	88	Very High/ Very Good
59	RHH	81	Very High/ Very Good
60	ASS	90	Very High/ Very Good
Total Score		**4831**	
Mean Score		**80.51**	
Median Score		**81**	
Mode		**81**	
Lowest Score		**50**	
Highest Score		**96**	

Based on table 3 above, the total score of the students' ability in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan test was 4831. The mean score of 60 students got was 80.51. Then, the score that was mostly gotten by the students was 81. While, it can also be seen that there were students who got 96 as the highest score while there were students who have 50 score as the lowest score.

It has been said before that the highest score was 95 and the lowest score was 50, then after obtaining the highest and lowest scores, these scores were used to determine the score of the interval as follow:

BK = 1 + 3,3, log n = 1 + 3,3 log60 = 6,867= 7

Interval (i): $I\frac{60}{BK} = \frac{60}{7} = 8.5 = 8$

There was distinguish between every single student's score. Their score was started from high up to low score. This can be concluded that some of them have mastered descriptive text well, some of them have mastered but also there were some of students that had many problems in writing descriptive text. It can be seen on the table 3 above that there were 38 students who got very high/ very good score, then there were 17 students who got high/ good score and there were 5 students who got enough score. It is meant that the ability of the sixth semester students of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in writing descriptive text was various.

Table 4
The Percentages Scores of Students in Writing Descriptive Text

No	Score	Level of Ability	Percentages of Scores	Categories of Ability
1	80-100	Good to excellent	63.33%	Competent
2	60-79	Average to good	28.33%	Competent
3	50-59	Poor to average	8.33%	Competent
4	0-49	Poor	0%	-
Total			**100%**	

After analyzing the students' result in writing descriptive text at the sixth semester students of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, it could be seen that there were 8.33% students as average levels category consisted of 5 students, 28.33% students were categorized as good levels consisted of 17 students, then 63.33% students recognized as excellent levels consisted of 38 students. Based on the mean score of the data, it was 80.51. From this data, it could be concluded that students' ability in writing descriptive text is still excellent and they were categorized into competent students.

Therefore, this test have been done by 60 students. While, it was categorized into average level, good level and excellent level. The researcher concluded that the students' ability in writing descriptive text in the mean score 80.51 was excellent.

Table 5
Resume of Variable In Writing Descriptive Text

No	Statistic Data	Variable Result Score
1	Highest score	96
2	Lowest score	50
3	Range	46
4	Mean score	80.51
5	Median	81
6	Mode	81

Based on the table 5 above, it was known that the variable result score of writing descriptive text which followed by 60 students, the total number of sample gotten the highest score was 96 and the lowest score was 50. The range score was 46, mean score was 80.51, median was 81 and mode or modus or the score that the mostly gotten or appeared was in 81. Then, based on the data calculation, mean score was 80.51, the researcher concluded that the students' ability in writing descriptive text at the sixth semester students of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan was very good/ very high/ excellent level. It can be known from the interpretation table score in chapter III. To know the discovery of data was done to the group of the variable result score in writing descriptive text was counted by using the Interval.

So, the counting of the frequency distribution of the students' score of group can be seen in the table frequency distribution as follows:

Table 6
The Frequency Distribution of Writing Descriptive Text

No	Interval	Mid Point	Frequency	Percentages
1	100-92	96	5	8.33%
2	91-83	87	22	36.66%
3	82-74	78	18	30%
4	73-65	69	9	15%
5	64-56	60	5	8.33%
6	55-47	51	1	1.66%
Total			**60**	**100%**

In order to comprehend the data clearly and completely, the researcher presents them on the histogram bellow:
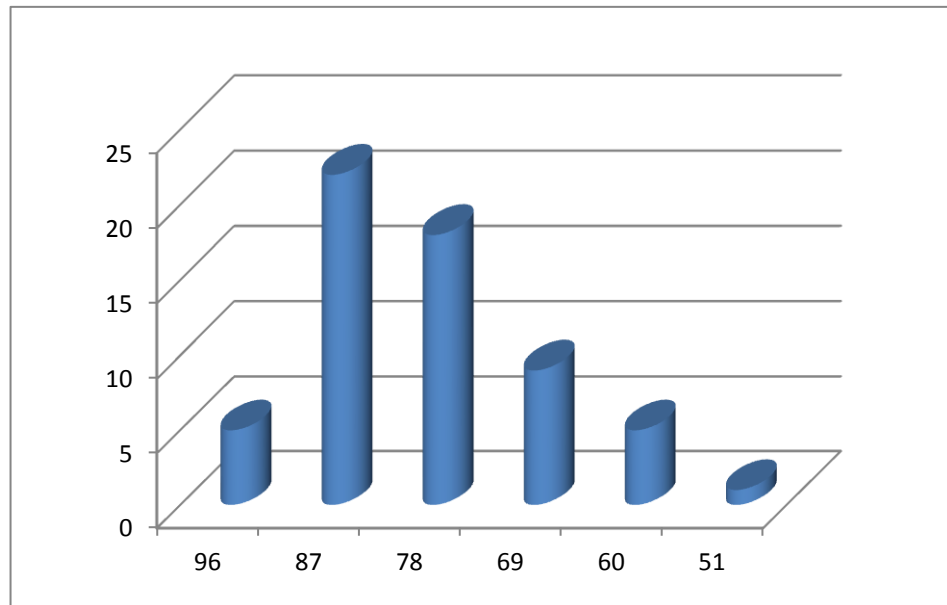
Figure 1: The histogram score of students in writing descriptive text at the sixth semester students of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

According to figure above, it was known the variable revelation of the total number of $100 - 92$ were 5 students 8.33%, in interval $91 - 83$ were 22 studentS 36.66%, in interval $82 - 74$ were 18 students 30%. In interval $73 - 65$ were 9 students 15%, in interval $64 - 56$ were 5 students 8.33%, and the last in interval $55 - 47$ were 1 student 1.66% .

So, this interval of the research is used to show the calculation number of sample who has score in percentages. In order to know the lecturer's efforts to solve students' difficulties in writing descriptive text were:

a. The lecturer has to teach or review again the topic that students did not understand well.

b. The lecturer gives more practice to the students in case of making the students more understandable about the topic.

c. The lecturer gives the evaluation to make sure the students has understood it well.

d. The lecturer as a facilitator of the class has to know the students' difficulties in case to know the students' ability and to sort out them, to make the students understand well every single topic that the lecturer told.

2. **The Description of the Students' Difficulties in Writing Descriptive Text at the Sixth Semester Students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan**

a. **Interview to the Students**

In this discussion, the researcher afforded to reveal the real difficulties in which students got in developing their writing ability in writing descriptive text at the sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. The researcher had conducted interview with students and writing subject lecturers to get the data needed in this research. To validate the data, the researcher conducted deep interview with participants to minimize the data error. However, the researcher realized that could not avoid doing mistakes.

The researcher interviewed students and writing subject lecturers by asking questions what students' difficulties in writing descriptive text are and what the solutions are to sort out those difficulties.

The researcher interviewed the students in the second meeting because the first meeting was for doing the writing test ability, and the researcher got the result like their answers as follows:

Yuni Sarah Btr stated that her difficulties in writing descriptive text were firstly, grammar construction; she got difficulties in constructing the sentences by connecting the previous sentence to the next sentences using the present simple then past tense. She said that the causes of those difficulties were less of practicing in writing, because she had no time to practice it in the case of doing many other tasks from other subjects.[36]

Adelia Sari answered that her difficulties in writing descriptive text was lack of vocabulary. She said that the cause of those difficulties because she had no much time to enrich her vocabulary like practising writing to enrich her vocabulary by more writing.[37]

Astri Nur Samsi Harahap stated that her difficulties in writing descriptive text was that she was hard to describe the social function like asking the readers to get the feel of the situation or imagine the story while the reader read it for instance choosing the words correctly.[38] It means that she is difficulties in describing the topic by using the appropriate words or vacabularies.

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[36]Yuni Sarah Btr, one of the students of English Department or "TBI 2 or called in Bahasa Indonesia Tadris Bahasa Inggris 2", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.
[37]Adelia Sari, one of the students of English Department or "TBI 2 or called in Bahasa Indonesia Tadris Bahasa Inggris 2", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.
[38]Astri Nur Samsi Harahap, one of the students of English Department or "TBI 2 or called in Bahasa Indonesia Tadris Bahasa Inggris 2", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.

Yessy Marhanah told that her difficulty in writing descriptive text was that she was difficult to describe her writing in detail. Or in other words, she has no more idea what to write or not having many vocabularies.[39]

Alysa Aisyiyah Priadi and Laila Fitri Nasution have the same difficulties. They said that their difficulties in writing descriptive text that they had lack of language features. The descriptive text describes present simple and past simple. It was difficult to make the story in different type of tenses.[40]

Laila Tulhusna Harahap explained her difficulties in writing descriptive text was she had difficulties in grammatical features like making the variatif verbs given in the story, like action verb, mental verb and realtional verbs.[41]

The next, Yulia Peronika Ritonga wrote her difficulty in writing descriptive text were less in practising which made her lack of vocabulary and less of knowledge of grammar form.[42]

Wita Hutabarat reported her difficulties in writing descriptive text that she got difficulty in constructing sentences with correct grammar and

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[39]Yessy Marhanah, one of the students of English Department or "TBI 2 or called in Bahasa Indonesia Tadris Bahasa Inggris 2", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.

[40]Alyssa Aisyiyah Priadi and Laila Fitri Nasution, The Students of English Department or "TBI 2 or called in Bahasa Indonesia Tadris Bahasa Inggris 2", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.

[41]Laila Tulhusna Harahap, one of the students of English Department or "TBI 2 or called in Bahasa Indonesia Tadris Bahasa Inggris 2", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.

[42]Yulia Peronika Ritonga, one of the students of English Department or "TBI 1 or called in Bahasa Indonesia Tadris Bahasa Inggris 1", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.

lack of adverb knowledge like many various of adverb, adverb of time, adverb of place and adverb of manner. It caused by her grammar mastery was not good yet. To choose appropriate words especially in adverb types in writing descriptive text was her main difficulties.[43]

The last, Riska Evy Rianti Hasibuan talked about her difficulty in writing descriptive text that she got problem in arranging sentences due to her vocabulary mastery was not good enough and she got difficulties in arranging English sentences grammatically. While writing, she kept silent and think harder hrader and harder to find appropriate words to write.[44]

Hence, after interviewing the students of English Department 1 and 2 or called in Indonesian language by "Tadris Bahasa Inggris or TBI 1 and TBI 2", the researcher concluded that their mostly main difficulties in writing descriptive text was lack vocabulary or dont know the appropriate words that would like to write, verb types and adverb types. They got difficulty also in constructing sentences that was how to connect the previous sentence to next sentence in different tense namely in present simple and past simple, and the last was lack of practising in writing.

Beside their problem in vocabulary, grammar and practising, aware of the importances of writing became essential because less of practising made them hard or difficult to become the writing as the hobby.

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[43]Wita Hutabarat, one of the students of English Department or "TBI 1 or called in Bahasa Indonesia Tadris Bahasa Inggris 1", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.

[44]Riska Evy Rianti Hasibuan, one of the students of English Department or "TBI 1 or called in Bahasa Indonesia Tadris Bahasa Inggris 1", *Research Written Interview*, on Monday, June 24th 2024, at 09.05 am.

b. Interview to the Lecturer

The researcher also interviewed the lecturer to support the result data gotten from the interview from the students. The lecturer is Mrs. Rayendirani Fahmei Lubis, M.Ag as a lecturer of Writing Subject.

She answered like this: Students' difficulties in writing descriptive text was less of vocabulary, grammar, and practising.

> "They did not have initiative to start writing as theirselves willing either with their lecturer or their friends. The motivation was also low to develop their writing ability or on the other hand they were lack of aware to make the writing as their daily activity or hobby. I reminded them many times to use English not local language in order to get them used to be in writing at least for simple words and simple sentences".

The lecturer also reminded them also to write even in shorter paragraph. Then day by day, later by later the students will be able to write longer sentences or longer paragraph.

From Mrs. Rayendriani Fahmei Lubis' statement above, the researcher concludes that students' problems in developing their writing ability in writing descriptive text were not so different with the previous learning and not different with the data gotten from the students' interview results. She emphasized on their aware or willing and motivation which made them hard to practice their writing ability. Concerned with developing students' writing ability, she had encouraged the students to write more and more in English, for more effective, she planned to form such regulation to obligate students in writing English one story one day.

To check the trustworthiness of data above, the researcher used Participatory modes of research (deep interview). It is the technique of validating data. The researcher checked the result of the all interviews with the participants. If the answers from all participants had similarities it is meant that the data were already valid.

After interviewing all the participants, the researcher concluded that the validity of the data had already been valid, because the researcher had validated the data by comparing the result of the interview from all participants namely from the students and the lecturers and the students' writing result test, the researcher found that the sameness of answer concerned on the students' ability in writing descriptive text at the sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Padangsidimpuan was noticed that the dat result was valid.

3. The Description of the Solution of the Lecturer to Sort Out the Students' Difficulties in Writing Descriptive Text at the Sixth Semester Students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan

a. The lecturer has to teach or review again the topic that students did not understand well.

b. The lecturer gives more practice to the students in case made the students more understand about the topic.

c. The lecturer gives the evaluation to make sure the students has understand it well.

d. The lecturer reminds and reminds students to be aware and having theirself willing and the motivation to write everyday writing and become the writing as the hobby.

e. The lecturer remembers the students the importances or advantages of writing.

B. Hypothesis Testing

The hypothesis was needed to show the researcher's thinking and expectation outcomes of the research related to this research. The researcher formulated and assumed the hypotheses as follows: "Students' ability at the sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan is in advanced or very high levels in writing descriptive text or describing the certain topic given by the researcher". Then, the researcher's hypotheses was received, because of the mean score gotten was 80.51 or categorized as *very high level*.

And then, the proof of hypothesis testing would be analyzed into the z-Test formula. It can be seen as follows:

$$z = X - M : \propto$$

$$z = 96 - 80.51 : \sqrt{70}$$

$$z = 15.49 : 8.36$$

$$z = 1.85$$

Based on calculating above, it can be conculded that Zcount = 1.85 > Ztable = 0.96 by level of significant 0.05 or 5 % or Zcount > Ztable. So, from the

result above, the researcher concludes that the hypothesis is received. Therefore, the researcher's thinking that the students' ability at the sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan is in advanced or very high levels in writing descriptive text or describing the certain topic given by the researcher is *accepted*. The evidence got that of it is because the zcount is minus than z table. It is -0.36 < 0.08. While, based on mean score, the researcher can be concluded that this research hypothesis was accepted. The proof was also from mean score 80.51.

C. Discussion

This research discussed about the students' ability in writing descriptive text. The researcher analyzed how is the students' ability in writing descriptive text at the sixth semester students of English department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, describe the students' difficulties and describe the solutions of the lecturer to sort out the students' difficulties in writing descriptive text. then, there are some aspects or indicators that the researcher analyzed to know their ability. The first aspect is social function, generic structure and grammatical features or lexicogrammatical. Each aspect has point or score and the researcher calculated it to get the last point or score and to get the students' mean score of all the classes.

Based on the general result of calculation, the researcher found out that the mean score was 80.51 or it means that their ability was excellent, mode or modus or the score that was mostly gotten by students was 81, median was 81.

According to the classification theory, the students' ability was categorized as very high or very good level.

In addition, there were number of research the same as this research as the researchers' resources have been done. Every single research had similarities and differences with this research. The researcher has written it briefly.

The first one was thesis by Rahmadiyah with title a study students' writing ability in descriptive text at tenth grade of State Vocational High School 1 Pangkalan Lesung. The test was conducted to find out students ability in writing descriptive text. The researcher found 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 researcher found that the students strong in organization and weak in grammar. The result of the data analysis was that the student ability in writing descriptive text at tenth grade of State Vocational High School 1 Pangkalan Lesung was categorized into good level.

The similarities of rahmadiyah's thesis is both of them to k now the students ability in writing descriptive text. Therefore the differences between them were the findings, indicators of writing descriptive text, and also the discussions each thesis.

The second thesis made by Richo Dwi Aprilliansyah with the title is the students' ability in writing descriptive text at the tenth grade of SMK N 6 Surakarta in 2015/2016 academic year. The writer finds that the students have

difficulties in using grammar and organization, and their writing ability in descriptive text was good level categorize.

The level of the students ability was similar with this research that was in good level. Therefore the differences each thesis were the aspect of writing descriptive text, Richo's thesis do interview and observation to the English teacher in order to know the students ability, therefore this thesis do an interview to k now the teacher efforts to solve the students difficulties in writing descriptive text.

The third thesis writen by freddy by the title Students ability in writing desriptive text at fourth semester of TBI IAIN Padangsidimpuan. The result of this research was the ability of the students in writing descriptive text The students' ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan is not low, it can be seen from the means score was 67.04. Although some students got low mark, but most of them still got good mark. Most of them got problematic in constructing a good sentence by rich vocabulary. The aim of the research was the similarities between this research and Freddy's research. The subject of each research was different, another differences were the finding and also the aspect of indicators.

The fourth thesis from Dayang Melja Halda Putri, she has found that the students ability and problem in a fair category. Some of them good and some of them also not plenty good in writing. The result of this research showed that there were 27 students who got average score in fair category and 24 students in good

category. The students' writing ability belonged to fair category with the mean score was 17.

Dayang's thesis similar with this thesis that is to know the students ability in writing descriptive text. Therefore the differences between both of them were indicators of descriptive text, the object of the research that was senior high school mean while the object of this thesis was English department.

The fifth thesis from Isna Wahyuni, she found that the ability of the students very poor and have some difficulties in writing descriptive text. It mean that the students have many problem in writing descriptive text, so that's why their writing not plenty good.

The aim of Isna's research with this research were same that were to know the students ability and difficulties in writing descriptive text. Therefore the indicators of every single descriptive text was different. The finding of this research was based on the aspect of descriptive text. The aspect such as content, organization, vocabulary, grammar and also mechanics while this research was used social function, generic structure and lexicogrammatical as indicators.

D. The Threats of The Research

In this research, the researcher believed that there were many threats. It is started from the beginning of finding the title, namely finding the gaps in the classroom and experiences or moments until the end of calculating and analyzing the data of the research statistically and descriptively. This research was so far from perfect one.

While doing this research, there were so many threats of time because the students have many activities to do cause of the schedule condition that the students were in the end of meeting so that they were having many tasks or final projects in the end of semester then they also had to focus on the final test of even semester. Therefore, the researcher gave medium time to students while doing the test. So, they did not do it well and a sligthly seriously. But because of the time the researcher just took out the answer sheet and did not care it. The point is that the students did not want the researcher taking their time longer.

However, the researcher had done the best in this research and also tried to do the best. The researcher was very aware of the threats that was existed in this paper, but by doing hard work, this paper could be fully resolved. Therefore, to get a fix for this paper, the researcher expected supports from lecturers, both of the researcher's advisors, friends and readers. Finally, it has been done because the helping from the entire advisors and all lecturers in English Department both from the lecturers that were having connection with this research and without having connection with the research title to get much more resources, advices and suggestions.

CHAPTER V

CLOSING

A. Conclusions

Based on the calculation analyzed statistically and the anlysis of the students' and lecturer's interview descriptively and the answers of formulations of the research, the researcher concluded that:

1. The students' ability in writing descriptive text was classified as very high/ very good level. It can be seen by calculating mean score that was 80.51. So, the students' ability in writing descriptive text was in very good level. And the hypotheses of the research was accepted that the researcher assumed that the students' ability at the sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan is in advanced or *very high levels* in writing descriptive text. then, it was proof by the mean score.

2. The students' difficulties in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan can be seen based on the data analysis, the researcher found that the students were lack in lexicogrammatical or grammatical features lack vocabulary or dont know the appropriate words that would like to write, verb types and adverb types. They got difficulty also in constructing sentences that was how to connect the previous sentence to next sentence in different tense namely in present simple and past simple, and the last was lack of practising in writing. The last, beside their problem in

vocabulary, grammar and practising, aware of the importances of writing became essential because less of practising made them hard or difficult to become the writing as the hobby.

3. The solutions of the lecturers to sort out the students' difficulties in writing descriptive text at sixth semester students of English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan were:

   a. The lecturer has to teach or review again the topic that students did not understand well.

   b. The lecturer gives more practice to the students in case made the students more understand about the topic.

   c. The lecturer gives the evaluation to make sure the students has understand it well.

   d. The lecturer reminds and reminds students to be aware and having theirself willing and the motivation to write everyday writing and become the writing as the hobby.

   e. The lecturer remembers the students the importances or advantages of writing.

B. Suggestions

Based on the conclusion that the researcher had mentioned above, the researcher would like to give some suggestions who has red this research and got some benefits of it.

1. To another researcher or writer that are going to write thesis, have to find out related topic to the title especially about students ability in writing descriptive text.

2. To the sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, please do more practice in

writing especially writing descriptive text and write it well by using the correct form by learning learning, practising and practising.

3. To the writing subject lecturer of the sixth semester English Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, by this research hopefully the students' ability can be more developed than now and the students would be a good writer especislly in writing descriptive text because they have had their own willing and motivation to write and writing as their hobby.

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Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan**
          Pembimbing Skripsi

Yth.
1. **Fitri Rayani Siregar, M.Hum**   **(Pembimbing I)**
2. **Shokira Linda Vinde Rambe, 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 dibawah ini sebagai berikut:

Nama   : Rodia Nurhasani
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Judul Skripsi   : The Students' Ability in Writing Descriptive Text at
                   Sixth Semester English Department of State Islamic
                   University Syekh Ali Hasan Ahmad Addary
                   Padangsidimpuan

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 diatas 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
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APPENDIX 1

INSTRUMENT FOR WRITING DESCRIPTIVE TEXT TEST

1. This test aims to accumulate students' value/ score about students ability in writing descriptive text and your score will not affect your grade in the class.
2. Read and answer the questions below
3. Are not allowed to do cheating!
4. If you have any further details, please ask the supervisor.
5. Question

   Choose **ONE** topic below and write down descriptive text based on the topic that you have chosen with a good form consist of 3 paragraphs or more based on your comprehension!
   1) My lovely pet
   2) Salacca Monument in Padangsidimpuan
   3) The Great Mosque of Al-Abror Padangsidimpuan
   4) The Great Mosque of Syahrun Nur South Tapanuli
   5) National Monument

   Times duration: **60 minutes**.

Padangsidimpuan,   July 2024

Validator of Test,

(Rayendriani Fahmei Lubis, M.Ag)
NIP. 19710510 200003 2 001

APPENDIX 2

<div align="center">

LIST OF INTERVIEW

</div>

A. List of Interview with Writing Subject Lecturer

1. What do you find the difficulties that the students face in the teaching and learning of writing descriptive text?

   Answer:

2. How do you teach of writing descriptive text for students?

   Answer:

3. How do you teach of writing descriptive text in the context of *social functions* of descriptive text for students?

   Answer:

4. How do you teach of writing descriptive text in the context of *language features* of descriptive text for students?

   Answer:

5. What are your solutions or strategies in teaching English of writing descriptive text to high up or develop the students' ability and to sort out students' difficulties in writing descriptive text?

Answer:

6. How do the students sort out their difficulties in learning of writing descriptive text so far?

Answer:

Padangsidimpuan,   July 2024
Lecturer,

(Rayendriani Fahmei Lubis, M.Ag)
NIP. 19710510 200003 2 001

B. List of Interview with students

Name:

Class:

1. Do you like English?

2. Do you like writing in English?

3. Do you like writing descriptive text?

4. What do you know about the *definition* of descriptive text?

5. What are the *social functions* of descriptive text?

6. What are the *generic structures* of descriptive text?

7. What are *Language Features* of descriptive text?

8. Do you think writing descriptive text is difficult? Why?

9. What are your difficulties in learning how to write descriptive text?

10. How do you sort out your difficulties in learning how to write descriptive text?

11. How does your lecturer sort out your difficulties in learning how to write descriptive text?

Padangsidimpuan,   June 2024
Student,

(--)
Reg.Numb.

APPENDIX 3

Interview Answer with Writing Subject Lecturer

1. What do you find the difficulties that the students face in the teaching and learning of writing descriptive text?

   Answer: The students are difficult to construct the paragraph due to the lack of vocabulary, the grammar form, and the less of practising. Then, the studenst also don't have any motivations and their aware and own willing to write as habit.

2. How do you teach of writing descriptive text for students?

   Answer: I use some pictures first to brainstorming the students about the topic. Then, I remind them the different kinds of generic structures of each text. after that I ask students to write the text in the class and continue the writing with another topic in the house as the practising more.

   Additionally, their aware or willing and motivation which made them hard to practice their writing ability. Concerned with developing students' writing ability, she had encouraged the students to write more and more in English, for more effective, she planned to form such regulation to obligate students in writing English one story one day.

3. How do you teach of writing descriptive text in the context of *social functions* of descriptive text for students?

   Answer: I give them the example of how the good writing that can bring the students to feel the situation of what the writer says in the text. Then, the students write the other topics using the adverb kinds to show the circumstances of the story.

4. How do you teach of writing descriptive text in the context of *language features* of descriptive text for students?

   Answer: I give them the vocabulary lists by giving the pictures. Students describe the picture just by giving the adjectives. Then, the students list the verb what happens in the picture. The last for more challenging, students make the sentences based on the pictures then change the sentences into past.

Students are free to write what sentences they want to write based on the pictures. They are free to imagine.

5. What are your solutions or strategies in teaching English of writing descriptive text to high up or develop the students' ability and to sort out students' difficulties in writing descriptive text?

Answer:

a. I teach or review again the topic that students did not understand well.

b. I give more practice to the students in case made the students more understand about the topic.

c. I give the evaluation to make sure the students has understand it well.

d. I remind and remind students to be aware and having theirself willing and the motivation to write everyday writing and become the writing as the hobby.

e. I remember the students the importances or advantages of writing.

6. How do the students sort out their difficulties in learning of writing descriptive text so far?

Answer: The way of sortingout the difficulties are the same as the above solutions.

Padangsidimpuan,   July 2024
Lecturer,

(Rayendriani Fahmei Lubis, M.Ag)
NIP. 19710510 200003 2 001

APPENDIX 4
Students' Writing Scoring

Name : Dormiana hasibuan
Class : TBI 2

Answer:

My lovery Pet

I love my Pet. 1 have a pet, It is a
Cat. My cat name is Koopy. Koopy is a white
and orange It is fat and nice very cute and
nice. Koopy always sleepy every time If he is
hungry, He would says "meow" and He always
waits me for come back.
AV
I love mocha very much. He makes
me happy and sometimes he makes me
forget about all of my problems because
he is adorable.

Adv. of frequency

81

Lct 20
Des 30
Pr 8
Past —
RV 5
AV 3
MV 5
Adj 5
Adv 5

Name : Laila Tulhusna
Class : TBI 2.

Answer:

The great mosque of ~~Al~~ - ~~Mosque~~ Syahnin Nur South Tapanuli.

the mosque is big and beautiful, silver the color of mosque is white, green, silver and blue. In the mosque there is a park, a big park. There is an office. In the mosque there are so many flowers, and food.

In the mosque so many people pray in there. The mosque so cool, and in the mosque, if you want to take a picture in there so perfect and beautiful.

AV

AV

MV

Id 26
des 20
Pr 8
Past —
RV 5

AV 2
MV 3
Adj 5
Adv 4

67

Name : Anizah Nurwan Hob.
Class : TBI 11

Answer:

My lovely Pet

I have a cat, It's name is choky
choky has White body, It has black eyes
It is cute, # choky Likes fish, choky
lives in behind my house, every morning
choky eat fish and meat

AV

Id 20
des —10
Pr 6
Past —
Rv 5
AV 2
MV 3
Adj 3
Adv 3

Name : Adelia sari
Class : TBI 2

Answer:

My lovely Pet

I love my pet. I have a pet, it is a cat. My cat name is mocha. Mocha is a white and orange. He is fat and also very cute. Mocha always sleepy every time. If he hungry. He would says "meong". and He always waits me for comeback.

I love mocha very much. He makes me happy and sometimes he makes me forget about all of my problems because he is adorable.

Id 20
Des 30
Pr 8
Past —
Rv 5
AV 5
MV 5
Adj 5
Adv 5

81

Name : Tasliah Albina Nst
Class : TBI 2

Answer:

"My Lovely Pet"

Hi everyone :) I am Tasliah Albina Nasution, you can call me Tasliah. Now, I want to tell you about my lovely pet its MV My lovely pet is a cute cat. It's name is Yoki. Yoki is my cut cute cat and my lovely pet. I always love Yoki and Yoki is always happy when it is near me. AV

Every day and every time I play with Yoki in park. Yoki likes eat fish and rice. Yoki is very cute. AV

71

Id 20:
des 20
Pr 8
Past -
Rv 5
Av 5
MU 5
Adj 5
Adv 3

DOCUMENTATIONS

The students are writing the descriptive text

The students are listening to the researcher's explanation about the interview questions

The students are answering the interview questions